

OSTİM TECHNICAL UNIVERSITY

**FACULTY OF ECONOMICS AND
ADMINISTRATIVE SCIENCES**

STRATEGY AND ACTION PLAN

2026-2030 PERIOD



**OSTİM TEKNİK
ÜNİVERSİTESİ**
A N K A R A

PRESENTATION OF THE DEAN

As OSTİM Technical University FEAS, we have prepared our 2026-2030 Strategy and Action Plan in full compliance with the mission, vision and core values of our university. This plan has been shaped based on the current situation analysis of our faculty, national and international higher education trends, regional needs and stakeholder expectations.

The aim of the plan is to continuously improve the quality of education, to increase the research and publication capacity, to increase the level of internationalization, to strengthen industry and public cooperation, to increase the employability of our graduates and to be a faculty that adds value to society.

During the preparation process, the contributions of our academic and administrative staff, students, alumni and external stakeholders were received.

We believe that this strategy and action plan will significantly increase the academic reputation, international visibility and social contribution level of FEAS in the next five years. I would like to thank all our stakeholders and express my belief that we will achieve success together in the implementation of the plan.

Prof. Dr. İhsan Alp

Dean

EXECUTIVE SUMMARY

Strategy and Action Plan Executive Summary

With its second strategy and action plan, the 2025-2029 Strategy and Action Plan, **OSTİM Technical University FEAS** presents an ambitious roadmap that will meet not only today's but also the future's academic, economic and social needs. The achievements of the first plan in the 2021-2025 period, experiences in the field, stakeholder feedback and global higher education trends formed the basis of this new plan.

This document is a strategic compass that embodies our faculty' **s goal of excellence in education, innovation in research, and pioneering in social contribution**. It is not just a plan, but a commitment that makes our faculty's **vision visible** and **builds its bridge to the future**.

By integrating with the innovative ecosystem of OSTİM, our faculty **aims to train its students as leaders** who will shape the global business world, **and to transform their research into outputs** that produce solutions, shape policies and accelerate regional development.

Fundamental Philosophy and Priorities

The 2025–2029 Strategy and Action Plan is built on four main principles:

1. **Transformation in Education** – Applied and multidisciplinary programs based on digitalization and sustainability that prepare our students for the professions of the future.
2. **Research Impact** – Innovative and collaborative projects that approach local issues from a global perspective.
3. **Institutional Empowerment** – A management approach based on quality assurance that increases the efficiency of academic-administrative processes.
4. **Social Contribution and Cooperation** – Strong collaborations with the public, private sector and NGOs; leading role in regional and national development.

In the preparation of this Plan, in line with the vision and mission of our faculty, meticulous attention has been paid to the determination of the necessary needs and talent areas, the development of policies and strategies, the identification of stakeholders, the determination of main and sub-fields of activity, the determination of sub-projects and activities, the determination of the performance program and the principles of audit and evaluation.

The FEAS Strategy and Action Plan is considered with a global, deep and strong strategic perspective and is defined as follows:

"To be a globally recognized and prestigious academic unit within the Eurasian higher education ecosystem, distinguished by excellence in business and interdisciplinary education, impactful applied research and the professional success of our graduates. As an integrated entity of OSTİM Technical University, the FEAS and the OGSB aspire to educate highly competent individuals equipped with the skills required by the knowledge society and the smart and digital production ecosystem. Through sustainability-oriented initiatives and deep engagement with the OSTİM entrepreneurial and industrial environment, we aim to create superior economic, social, and environmental value. Our vision is to be an attractive hub for students, scholars and industry partners, recognized internationally for innovative teaching, high-quality research and publications, and transformative contributions to industrial and societal development."

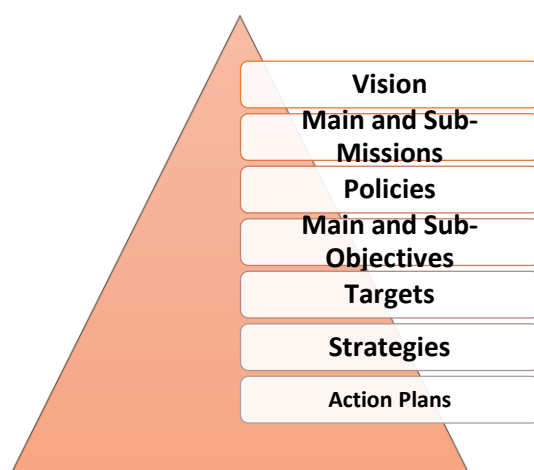
The Faculty Mission is determined as follows in a content based on thematic values:

"As integrated and complementary units of OSTİM Technical University, the Faculty of FEAS and the OGSB share a unified mission to develop globally competent, ethical and entrepreneurial leaders who contribute to sustainable economic and societal advancement. Aligned with the vision of a thematic, third-generation university that meets international standards, we deliver high-quality, practice-oriented business education that integrates rigorous academic theory with real-world application within the dynamic OSTİM industrial ecosystem. Leveraging over 50 years of industry experience, we equip students with advanced research capabilities, innovative business model design competencies and competitive professional skills. Through interdisciplinary scholarship and impactful research, we generate knowledge that informs practice and addresses regional and global challenges. Our democratic and inclusive governance model fosters meaningful engagement with industry, public institutions and international academic partners, ensuring relevance and continuous improvement. By promoting lifelong learning, ethical responsibility, and innovation, FEAS and OGSB collectively prepare graduates to lead organizations and shape the future of business and society."

In the Strategy and Action Plan; within the framework of the deductive principle, a chain and relationship of strategic components has been established, and this chain has been started with the vision of a global faculty based on values and principles and ended with effective strategies.

This chain of strategic components and the hierarchy relationship are shown below.

OSTİM Technical University FEAS Strategy and Action Plan consists of 4 strategic main objectives and 16 sub-objectives that are designed based on the existing policies and complement each other in order to achieve the vision and mission of our university. It is envisaged that the strategic objectives will be achieved in the next 5 years. The monitoring, measurement and evaluation activities to be carried out every year will help the FEAS to achieve its strategic objectives gradually. The four strategic main objectives determined for the execution of this process are as follows:



Main Objective 1	To keep the quality of education and teaching at the highest international level.
Main Objective 2	To develop scientific and innovative research capacity.
Main Objective 3	To increase institutional capacity and strengthen institutional culture.
Main Objective 4	To increase social contribution activities.

A total of 17 sub-objectives have been determined to achieve these goals under the 4 strategic main objectives identified. In order to reveal and monitor the level of achievement of each sub-objective, 57 actions to be taken to achieve these objectives have been established.



In the determination of the general and main policies of education and training at OSTİM Technical University, attention has been paid to the fact that there is a set of rules that determine the "management processes" and "core principles" of the university in which it will carry out many scientific and administrative activities with its main and sub-missions and have a philosophical feature.

In this context, the general and main education and teaching policies of OSTİM Technical University are given in the table below in the form of 32 concepts:

General Principles of Education and Teaching			
Student Orientation	Effectiveness and Efficiency	Education with High Global Visibility	Dynamism
Innovativeness (Innovation)	Transparency and Accountability	Internationalization and Respect for Intercultural Differences	Sustainability and Environmental Responsibility
Entrepreneurship	Competitiveness	Participation	Measurability and Monitorability
Support for Innovative Ideas	Systems Thinking and Learning Organization	High Quality and Continuous Improvement	Accessibility
Quality Orientation	Lifelong Learning	Sharing	Reliability
Technology-Based Education	Compatibility	Inclusivity	Result Orientation
Cooperation and Solution Partnership	Competence and Proficiency	Reputation	Civic Sensitivity
Integrity and Continuity	Domestic and Nationality	Compliance with Universal Ethical and Moral Norms	Effective Time Management

Within the scope of the Core Values and Principles of OSTİMTECH FEAS, various levels of significance and emphasis have also been identified for the faculty. The highlights of these core values and principles are set out in the table below.

Our Core Values	Our Basic Principles
<ul style="list-style-type: none"> ▪ Respect for the rule of law ▪ Freedom of expression of thought ▪ Respect for the values of society ▪ Tolerance of differences ▪ Academic honesty ▪ Acting in accordance with research and publication ethics ▪ Adherence to moral and ethical rules ▪ Justice ▪ Transparency ▪ Accountability ▪ Responsibility ▪ Honesty ▪ Equal opportunity ▪ Sensitivity to society and the environment ▪ Aesthetic 	<ul style="list-style-type: none"> ▪ Provide educational best practices to create <i>long-term total value</i> (economic, social, environmental, educational and technological) ▪ To be an integrated part of the global higher education system and processes ▪ Demonstrate transparency, openness and equality in all education and teaching processes, functions and practices ▪ To carry out education, teaching and scientific activities based on technology and by prioritizing quality ▪ Ability to react responsibly and quickly to change and transformation ▪ To make continuous development, change and diversification superior in university education and teaching ▪ Conducting continuous or periodic internal and external audits and evaluations ▪ Giving importance to lifelong education and training ▪ Acting in accordance with research and publication ethics ▪ To ensure academic and scientific freedom ▪ Non-discrimination ▪ Not committing a hate crime

Within the scope of the strategic and action plan it has prepared, OSTİM Technical University structures its technology-based education model to be reinforced through practical application

and experiential learning, aimed at achieving its strategic objectives. In order for students to be project-oriented and productive, the university attaches importance to having an effective and active education life within the scope of entrepreneurship and being sensitive to the sustainable environment.

On the other hand, it encourages academicians to develop projects, products and technologies in addition to education and scientific studies, and carries out an effective management with their success measurements. In this context, due to the importance of scientific and technological projects, an effective financial support framework has been created and is being carried out. In addition to these efforts, our university continues its cooperation with international organizations and carries its activities beyond the borders of the country. In the context of internationalization, bilateral cooperation agreements have been signed with many universities in different countries from Asia to Europe and North America. These collaborations include student and academician exchanges and joint projects.

This strategic and action plan, prepared by OSTİM Technical University, serves as a guiding framework both within the global and national academic ecosystem and in the national economy as well as it will take on the roles of being;

- Directive and integrative,
- Inspirational and serving as a change agent
- A pioneer, a leader and a strategic source of differentiation.

While undertaking these roles, OSTİM Technical University has adopted a fundamental duty to take social responsibility in realizing the philosophy of human-oriented coexistence, which grows with cooperation, alliance and joint competition, and develops sustainable systems in line with the YÖKAK Report.

OSTİM Technical University Strategy and Action Plan aims to:

- Integrate and implement the structural, managerial, procedural, and technological gains of the new global higher education ecosystem and university culture into our university, providing education with high global visibility,
- Contribute to societal development by supporting the intellectual and skill transformation of society, business, industry, commerce, and individuals,
- Position our university under the new education and teaching paradigm, within the framework of strategic management, to achieve high global visibility in education and become globally competitive,
- Direct resource allocation and budget performance according to priorities and the plan, ensuring effective utilization to successfully achieve and realize the objectives outlined in the Strategy and Action Plan.

OSTİM Technical University, which is a foundation university established with more than fifty years of experience, institutional culture and development vision of the founders of the OSTİM Organized Industrial Zone and production ecosystem, which is one of the main dynamics of industrialization in Ankara and in our country, is walking towards its goal of becoming an industrial and technology university with the aim of transforming its region and Turkey, with the responsibility it takes from its deep-rooted and strong foundations.

This document consists of two main parts. The first part consists of the institutional and conceptual introduction part, which consists of foundational data and information on the establishment, development and institutional structure of our University and foundational data and information about the international higher education ecosystem. The second part consists of the components and elements of the Strategy and Action Plan, performance management indicators and the parts related to the monitoring, control and evaluation process.

In this context, it is our greatest hope that this second Strategy and Action Plan (2025-2029) prepared by our university, as a roadmap, will make significant contributions to our country's higher education system, the world higher education ecosystem, economic growth and social development in the coming period.

Strategic Objectives

Our plan adopts the following four strategic objectives in order to move **our faculty to a competitive, innovative and socially beneficial** position in the national and international academic arena in the 2025-2029 period:

- **To raise the quality of education to international standards**
- **Strengthen research and innovation capacity**
- **Improving the institutional structure and increasing cooperation**
- **Expanding societal contribution and stakeholder engagement**

These objectives were supported by 16 sub-targets and more than 50 concrete action steps. Each step will be monitored with measurable performance indicators, and continuous improvement will be ensured through periodic evaluations.

Future Vision

By using OSTİM's dynamic industry and entrepreneurship ecosystem as a **living laboratory** ;

- **Graduates are** not only job seekers, but also individuals who produce work and value,
- **Studies that transform their research** into policy and business model proposals, not just academic publications,
- **It** aims to make its social impact a power that is felt not only locally but also at the regional and global level.

With this plan, our faculty lays the foundations of a vision **that will shape not only the 5-year period, but** also the coming decades.

PART-I

INSTITUTIONAL & CONCEPTUAL INTRODUCTION

A. The current outlook of the university and the strategic preparation process

Table 1: OSTİM Technical University Institutional Identity of Economics and Administrative Sciences

Name of Faculty	OSTİM Technical University Faculty of Economics and Administrative Sciences
Abbreviated Name of the Faculty	OSTİMTECH FEAS
Dean	Prof. İhsan Alp, MD
Date of Establishment of the Faculty	... 2019
Place of Establishment and Address of the University	OSTİM-Ankara
	100. YIL BLV 55/F, 06374 YENİMAHALLE-ANKARA
Memberships of the Faculty-International	AACSB
	EUA
	UNIMED
	NAFSA
	EAIE

INSTITUTIONAL INTRODUCTION

A.1 Historical Process of the University and Current Situation Analysis

A.1.1 Institutional History

From Industrial Site Building Cooperative to an Industrial City OSTİM 1967-1995:

The foundations of OSTİM were laid in 1967 with the establishment of OSTİM Small Industrial Site Building Cooperative. It is worthy of Ankara industry; the cooperative, which set out with the aim of creating a large, comfortable industrial zone with many sectors, purchased 3.5 million square meters of land from its 1,850 members with the revenues it provided through the early payment system, ensured that it was opened to zoning and converted into industrial parcels and started the first constructions.

In the mid-1980s, in addition to the completion of the first constructions and the start of the settlements, all material and moral means were mobilized to bring many public services needed by the enterprises operating in the region to the region.

In this context, in the 1990s, the construction of **2,550 workshops, 1,393 workplaces/offices and 1,800 residences was completed by the OSTİM Cooperative** and delivered to the beneficiaries; in addition, in cooperation with various public institutions and professional organizations, real estate owned by the cooperative was allocated free of charge. The investments realized with these allocations can be summarized as follows:

- **In the field of education:** OSTİM Primary School (1992), OSTİM Industrial Vocational High School (2001), OSTİM Vocational Training Center (1992), METEM Vocational Education and Technology Center (1991) and Gazi University Vocational School.
- **In the Field of Business and Sector Development:** KOSGEB (1986), TSE Inspection Surveillance Center (1988), ODTÜ OSTİM Technopark (2005).
- **In the Field of Social and Support Services:** PTT (1987), Health Center (1993), Tax Office (1995), Police Station (1986), Fire Brigade (1998), stadium and similar social facilities.

Thanks to these investments, OSTİM has gone beyond being just an industrial zone and **has gained the identity of** a modern industrial city that includes many elements from education to technology, from public services to social living spaces.

Domestic and National Production Base OSTİM 1990-2010 Responding to the Needs of the Country:

OSTİM Cooperative pioneered the establishment of OSTİM Apprentice Education and Training Foundation **in 1987 in order to meet the technical staff needs of the industry, while continuing its efforts for the realization of public and social services with physical structuring, where business settlements have been completed to a large extent.** In addition, taking into account the superstructural needs of the region's enterprises such as marketing, qualified employment, export, promotion, training, consultancy, quality, logistics, R&D and

university-industry cooperation, **OSTİM Education, Research, Improvement, Development and Solidarity Foundation (OSTİM Foundation)** was established in 1993.

The Foundation defines its purpose as follows:

"To create an ecosystem of education, research, development, innovation, entrepreneurship and cooperation in order to increase the management, production, innovation and technological capabilities of the enterprises of the region and the country, especially OSTİM; to realize economic and social assistance among its members; to ensure the sustainability of the material and moral trusts of OSTİM and the organizations established and to be established for this purpose."

In this direction, OSTİM Foundation has developed projects that contribute to the development of businesses and sectors in the region by implementing institutions and companies such as; **OSTİM Industrial Investments and Management Inc. (1998)**, **OSTİM Fair and Exhibition Center, ODF Fairs (1997)**, **OSP Sectoral Foreign Trade Company (1998)**, **OSTİM Radio TV (1995)**, **OSTİM Real Estate Inc. (2004)**, **Omedya A.Ş. (1996)**, **OSTİM Consulting and Training Inc. (2008)** and **OSTİM Project and Technology Inc. (1996)**

One of the most strategic steps of the cooperative was gaining the status of **an Organized Industrial Zone (OIZ) in 1997**. Thus, the region started to be managed within the framework of the OIZ Law No. 4562; that provided better quality infrastructure and superstructure services to companies. Over time, six industrial sites in the vicinity were included in the management of the OIZ, and the boundaries of OSTİM OIZ **reached 5 million square meters**. OSTİM OIZ Directorate has become one of the examples of industrial zone management in Turkey with its employment office, fair organizations, project development and business development activities, as well as basic services such as energy, zoning and infrastructure, license procedures, environmental cleaning, security. In addition, **as an active member of Union of Organized Industrial Zones (OSBÜK)**, it shares good practices with other OIZs.

In the mid-2000s, the coordination of OSTİM Foundation, OSTİM OIZ and affiliated subsidiaries made significant contributions not only to OSTİM but also to businesses and sectors throughout Ankara. In this period, supplier relations with public institutions and the main industry were strengthened, and training and project activities within the scope of university-industry cooperation gained momentum.

Within the framework of the OSTİM Strategy and Action Plan **development studies initiated in 2006**, "International Competitiveness Analysis of the Sectors Operating in the OSTİM Region" was carried out; the competitive advantages and areas of expertise of the region were determined. In this direction, clustering studies have been initiated in strategic sectors and the clusters have become legal entities. Clusters that have gained legal personality are as follows:

- **Business and Construction Machinery Cluster**
- **Defence and Aerospace Cluster**
- **Medical Industry Cluster**
- **Renewable Energy and Environmental Technologies Cluster**
- **Rubber Technologies Cluster**
- **Anatolian Rail Transportation Systems Cluster**
- **Communication Technologies Cluster**

Thanks to these clusters, businesses, public institutions, universities and non-governmental organizations **have produced solutions to** common problems with common sense **and**

democratic participation, **and have** joined forces with the understanding of common competition. Thus, OSTİM's production experience and interaction at national, regional and international levels have increased; studies on domestic and national production targets in strategic areas such as defense, health, energy, transportation, aviation, construction and machinery have gained momentum. These developments **have also increased the qualified** employment, R&D, technology transfer **and** scientific capacity needs of enterprises operating in these sectors.

OSTİM to the Sustainable SME Zone for a Livable World, 2011-2024

OSTİM Cooperative, which set out with the spirit of **cooperation** and **unity of power** in the spiritual, historical and geographical heritage of the productive people of our country, has made OSTİM a **production base brand** with national and international effectiveness. In this context, *it has assigned the task of "ensure, monitor, protect, direct and supervise the sustainability of the organizations established and to be established and the material and moral trusts of OSTİM without deviating from the focus of benefit to humanity"* to the OSTİM Foundation.

OSTİM Foundation, where all OSTİM management institutions are represented, continues to produce future designs in accordance with the requirements and spirit of new developments by acting in cooperation with these institutions.

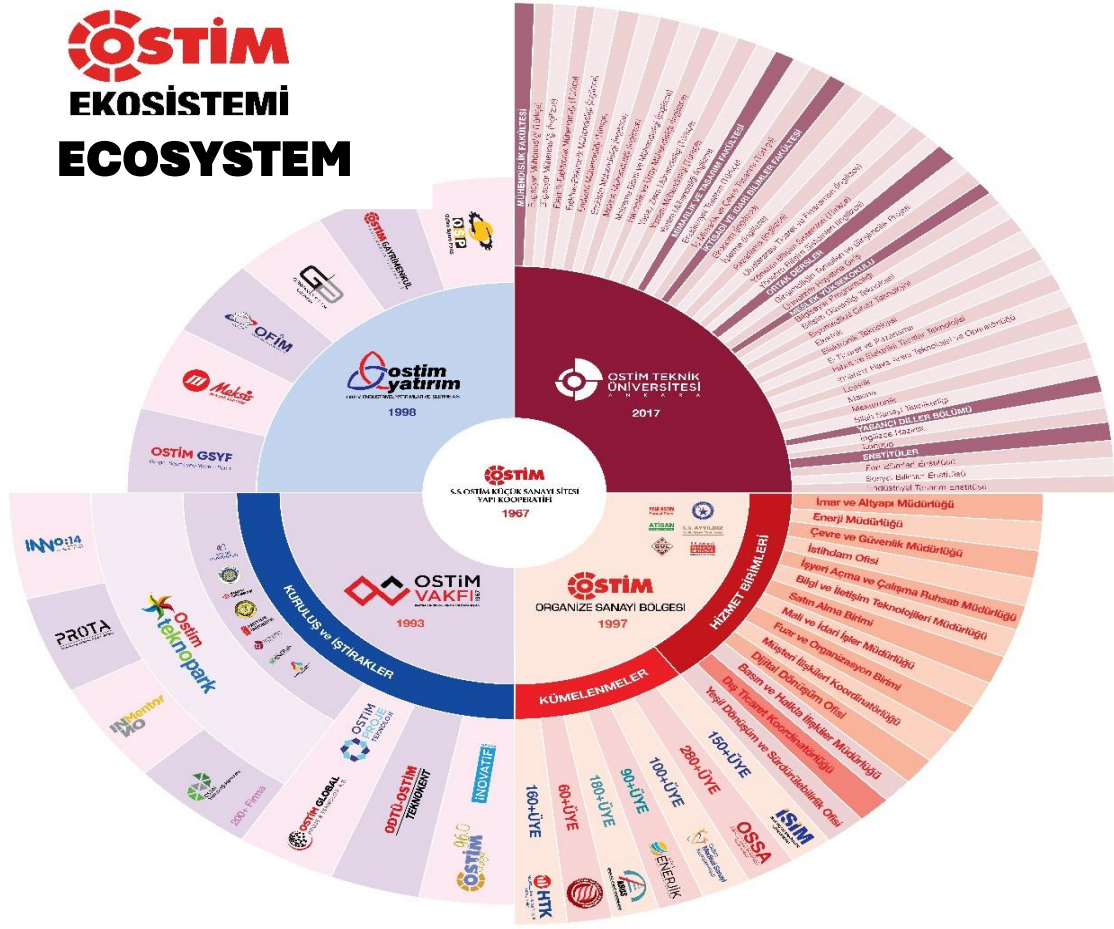
Today, with **more than 6,500 businesses** and **more than 65,000 employees** operating in 17 main sectors and 139 business lines, **the OSTİM Ecosystem** has gained the identity of **an international industrial city** with its production experience, capabilities, holistic, innovative and sustainable management structure.

In line with the new generation production needs and the sustainability of strategic goals, our Foundation *launched the OSTİM Technopark Technology Development Zone* in 2014 in order to **"support the development of the production and technological capabilities of the enterprises of our region and our country, especially OSTİM companies"**.

Acting with the belief that this vision **can only be realized under the roof of a university in a** more planned, supervised, institutional and sustainable **manner**, our Foundation *has mobilized its resources in this direction with the aim of "increasing the welfare of our region, our country, our nearby geography and all humanity, and contributing to the creation of a livable world"*.

For this purpose, **it was decided to establish OSTİM Technical University by adopting a sustainable development-oriented, environmentally friendly**, applied, innovative **and** entrepreneurial **higher education model**, and this decision was a historical turning point in OSTİM's development ecosystem extending from production to knowledge, from knowledge to innovation.

OSTİM EKOSİSTEMİ ECOSYSTEM



As a result of the establishment preparations initiated in 2014 and the comprehensive studies carried out, the establishment charter of our university was published in the Official Gazette No. 30111 on **01 July 2017**, which coincides with **the 50th anniversary of OSTİM**. With the additional article 174 of the Law No. 2809 on the Organization of Higher Education Institutions **OSTİM-Middle East Industry and Trade Center Research, Development, Education, Development and Solidarity Foundation**, subject to the provisions of the Higher Education Law No. 2547 regarding foundation higher education institutions, **OSTİM Technical University, which has a public legal personality**, was established in Ankara as a foundation university.

OSTİM Technical University Main Regulation entered into force after being published in the Official Gazette dated 03 December 2018 and numbered 30614; our university **started its educational activities by accepting its first students in the 2019-2020 academic year**.

The academic structure **of our university** consists of the rectorate, senate, faculty deans, colleges, institutes and application and research center directorates. **The administrative structure** includes the university board of directors, general secretariat, department heads, legal counsel and directorates.

Currently, within our university;

- **Faculty of Economics and Administrative Sciences,**
- **Faculty of Engineering,**

- **Faculty of Architecture and Design,**
- **Vocational School,**
- **School of Foreign Languages,**
- **Institute of Social Sciences and the Institute of Natural and Applied Sciences** are present.

In addition, **the Technology Transfer Office Directorate, Entrepreneurship and Leadership Center, OSTİM Technical University Continuing Education Center (OTUSEM) and Language Teaching Application and Research Center (DİLMER)** operate as units that support our university's vision of research, entrepreneurship, lifelong learning and internationalization.

A.1.2. The Place and Position of the University among the Universities in Turkey

OSTİM Technical University is a higher education institution that stands out with its unique location among 206 universities in Turkey. It is among the **13 technical universities** in our country and is the only foundation university **in this group.** In addition, when technology universities are included, it is among the **16 technical and technological universities** in Turkey and creates a strong brand value with this difference.

Adopting the goal of being among the top three foundation universities, OSTİM Technical University has an exceptional position not only on a national scale, but also in the global higher education arena by being among approximately 80 technical universities in the world.

In line with this vision, in parallel with its examples in the world, it is moving forward decisively to adopt and implement all the features and dynamics required by the technical university identity. Although it is "technical" oriented, it opens the door to all disciplines, including social sciences; it adopts an approach that produces policy and contributes to society in these areas.

FEAS aims to produce solutions to social problems with a wide perspective from industrial policy to economic development, from political science to international relations and diplomacy, from trade and finance to artificial intelligence, from sports to literature, from history to law, from environment to climate change.

This holistic perspective makes OSTİM Technical University not only a higher education institution, but also a structure that reveals a vision of civilization. The university has succeeded in making its difference visible in Ankara, throughout Turkey and at the international level; it has gained the identity of a institution that can compete, transform this competition into a positive contribution and have all competitive competencies.

3.1 History of the Faculty

The FEAS was established in line with the innovative vision of OSTİM Technical University with an understanding of education integrated with the industry and business world. The faculty started its operations in 2019 and admitted its first students in the 2019–2020 academic year. The Departments of Business Administration, Management Information Systems (English) and Marketing started their education in the 2021-2022 academic year.

3.2 Academic Units and Programs

There are the following departments within the faculty:

- Business Administration (English)
- International Trade and Finance (English)

- Economics (English)
- Management Information Systems (English and Turkish)
- Marketing (English)

There is the University's Entrepreneurship and Leadership Center within the faculty function area and support. The Organization Chart of our university is presented in Figure 1.

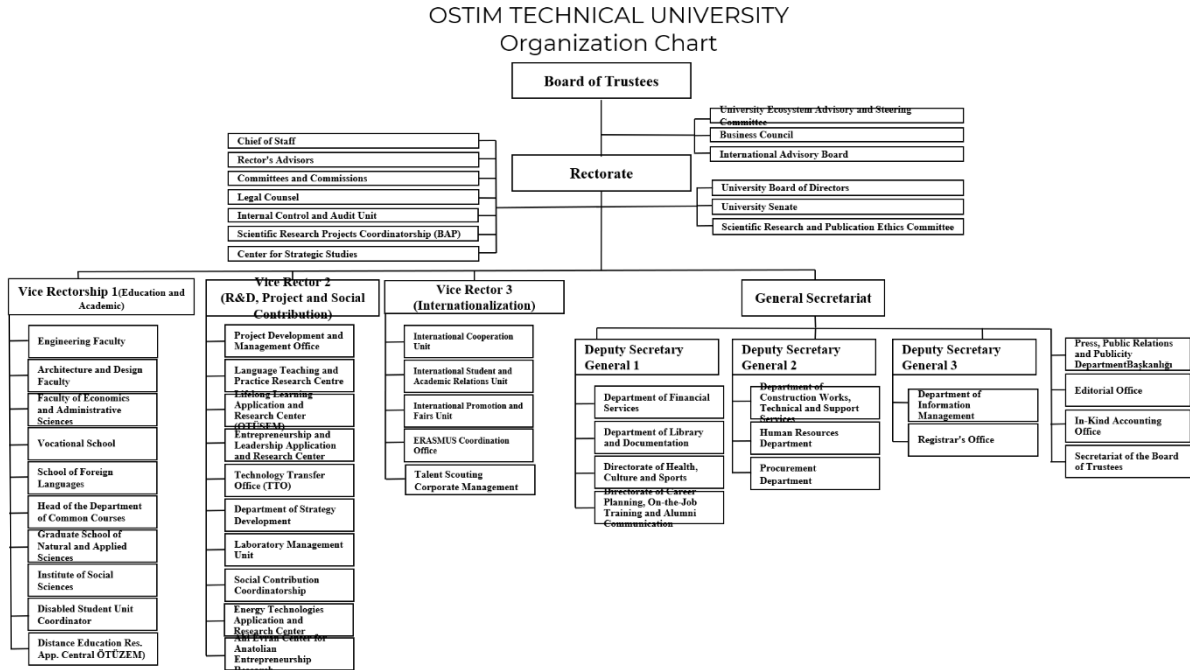


Figure 1. OSTIM Technical University Organization Chart

The organization chart of the FEAS and the Graduate School of Social Sciences is presented in Figure 2

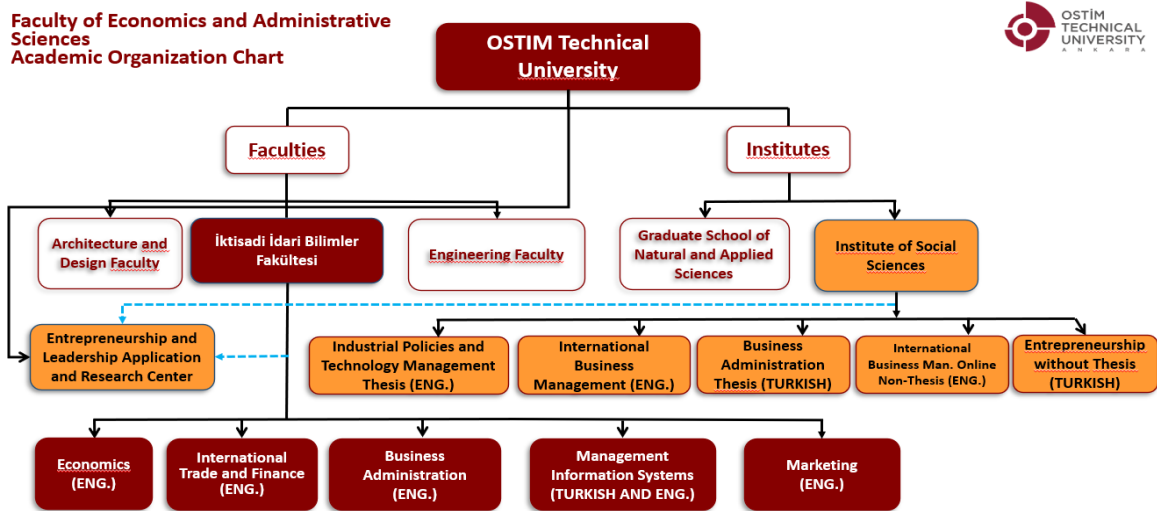


Figure 2. FEAS and OGSB Organization Chart

3.3 Current Student and Academic Staff Profile

As of the 2025-2026 academic year, there are a total of 45 academic staff members (including 8 professors, 6 associate professors, 19 assistant professors and 12 research assistants) and 3 administrative staff working at the Faculty of Economics and Administrative Sciences.

We have 1531 students, 1324 at the undergraduate level and 207 at the graduate level.

The number of undergraduate students is 1324 and 1 of them are enrolled in double major programs or 6 are enrolled in minor programs.

From the departments of our faculty;

1-Business Administration

2-Management Information Systems

3-Marketing

4-Economy

5-International Trade and Finance

80.85% of the academic staff have a doctorate degree. The language of instruction of the faculty is English, except for one program (Management Information Systems -Turkish); this offers a significant advantage for international students and exchange programs. There are 764 citizens of the Republic of Turkey and 560 international students studying in our faculty. The ratio of international students in our faculty is 40%. At the graduate level, we have 207 students, 51 of whom are citizens of the Republic of Turkey and 156 of whom are international. At the graduate level, our rate of international students is 75%.

So far, our faculty has 186 graduates and the institute of social sciences has 113 graduates.

Double Major and Minor Opportunities

It details the departments within the FEAS to which students from its six undergraduate programs (International Trade and Finance, Management Information Systems [Turkish and English], Business Administration, Marketing, Economics) can apply for both double major (DM) and minor programs.

1. International Trade and Finance (English): Students of this program can do both double major and minor in the departments of Economics, Business Administration, Management Information Systems, Marketing and Industrial Engineering (English). Thus, an interdisciplinary academic development opportunity is provided with both social sciences and engineering fields.

2. Management Information Systems (Turkish): Double major or minor can be done in Software Engineering, Computer Engineering, Industrial Engineering (all Turkish), Business Administration, International Trade and Finance, Economics and Marketing programs. Applications to engineering programs are subject to the quantitative 300,000 threshold requirement. In this way, students can have both technical and managerial knowledge infrastructure.

3. Management Information Systems (English): Double major and minor are possible in the fields of Software, Computer, Industrial Engineering (English), Business Administration, International Trade and Finance, Economics and Marketing. This structure allows students studying in English to prepare themselves for the international business world both technically and managerially.

4. Business Administration (English): Students of this program; International Trade and Finance, Economics, Marketing, Management Information Systems (English) and Industrial, Mechanical, Electrical-Electronics, Software and Computer Engineering departments can do a

double major or minor. The quantitative threshold applies to engineering programs. Thus, business students can integrate management skills with an engineering background.

5. Marketing (English): Double major and minor can be done in the departments of Economics, Business Administration, International Trade and Finance, Management Information Systems (English) and Industrial Engineering. The quantitative threshold is required for engineering program applications. In this way, marketing students can gain technical competencies such as data analytics and process management.

6. Economics (English): Double major and minor can be done in the departments of Computer, Mechanical, Industrial, Software, Electrical and Electronics Engineering (English), International Trade and Finance, Business Administration, Marketing and Management Information Systems (English). Applications in engineering fields are subject to the quantitative threshold requirement. Thus, economics students have the opportunity to develop both technical analysis and management skills.

As a result, Table 1 systematically shows the breadth and diversity of double major and minor opportunities offered to FEAS students. In particular, the transition opportunities between engineering and social sciences are a concrete indicator of the faculty's interdisciplinary education approach.

Table 1. FEAS Double Major and Minor Opportunities

Program	Double Major	Minor
	Departments That Can Apply	Departments That Can Apply
Department of International Trade and Finance (English)	Economy	Economy
	Business Administration	Business Administration
	Management Information Systems	Management Information Systems
	Marketing	Marketing
	Industrial Engineering (English)	Industrial Engineering (English)
Management Information Systems (Turkish)	Software Engineering (Turkish)*	Software Engineering (Turkish)*
	Computer Engineering (Turkish)*	Computer Engineering (Turkish)*
	Industrial Engineering (Turkish)*	Industrial Engineering (Turkish)*
	Business Administration	Business Administration
	International Trade and Finance	International Trade and Finance
	Economy	Economy
	Marketing	Marketing
Management Information Systems (English)	Software Engineering (English)*	Software Engineering (English)*
	Computer Engineering (English)*	Computer Engineering (English)*
	Industrial Engineering (English)*	Industrial Engineering (English)*
	Business Administration	Business Administration
	International Trade and Finance	International Trade and Finance
	Economy	Economy
	Marketing	Marketing
Business Administration (English)	International Trade and Finnish.	International Trade and Finnish.
	Economy	Economy
	Marketing	Marketing
	Management Information Systems (English)	Management Information Systems (English)
	Industrial Engineering*	Industrial Engineering*
	Mechanical Engineering*	Mechanical Engineering*
	Electrical and Electronics Engineering*	Electrical and Electronics Engineering*
	Software Engineering*	Software Engineering*
Computer Engineering*	Computer Engineering*	
Marketing (US site)	Economy	Economy
	Business Administration	Business Administration
	International Trade and Finance	International Trade and Finance
	Management Information Systems (English)	Management Information Systems (English)

	Industrial Engineering*	Industrial Engineering*
Economics (English)	Computer Engineering*	Computer Engineering*
	Mechanical Engineering*	Mechanical Engineering*
	Industrial Engineering (English)*	Industrial Engineering (English)*
	Software Engineering (English)*	Software Engineering (English)*
	Electrical and Electronics Engineering*	Electrical and Electronics Engineering*
	International Trade and Finance	International Trade and Finance
	Business Administration	Business Administration
	Marketing	Marketing
	Management Information Systems (English)	Management Information Systems (English)
* Within the framework of the numerical 300,000 threshold		

A.2. Strategy and Action Plan Preparation Process

The FEAS prepared and completed the first Strategy and Action Plan of the faculty during the second five-year strategic management period of OSTİM Technical University. This plan; **has been shaped in full harmony with the holistic strategic framework of the university by revealing** the vision, mission, goals, **objectives**, policies, strategies **and necessary actions** of the faculty.

During the preparation process, valuable inputs were received from faculty management, department heads, academicians, administrative staff, students and external stakeholders. In line with the vision of OSTİM Technical University, which undertakes a transformative task as an entrepreneurial university of the industrial zone within the scope of **thematic mission**, FEAS has adopted an approach that **prioritizes university-industry collaborations**, establishes strong ties and makes these ties sustainable.

During the preparation process of the Faculty Strategy and Action Plan, the goals set for the **2025-2029 period** and the activities to be carried out to achieve these goals were analyzed in detail. In addition, the long-term vision of the faculty has been put forward with a **2050 perspective** for the future.

The studies were initiated under the coordination of the **Strategy Development Department** with the **Strategy Supreme Council** and the **Strategic Plan Preparation Committee** established in May 2024, and were carried out in parallel with the general planning process of the university. Broad participation was taken as a basis, the resulting draft was evaluated in the faculty administration and revised in order to increase efficiency. In this process, a strong and feasible draft was finalized as a result of one-on-one interviews and extensive evaluations on the basis of faculty.

The Strategy and Action Plan has been prepared on the basis of a **seven-stage program** and related **process flow** supported by the tables below. This approach ensures that the plan is measurable, traceable, and continuously improvable at both the institutional and faculty levels.

Seven-Stage Strategy and Action Plan Preparation Program	
1. Phase:	<i>Establishment of the Strategy and Action Plan preparation team,</i>
2. Phase:	<i>Institutional research, data collection and evaluation,</i>
3. Phase:	<i>Obtaining input and data from the internal and external stakeholders of the university through interviews and surveys,</i>
4. Phase:	<i>(SWOT Analysis), determination of basic strategies and target approaches,</i>
5. Phase:	<i>Creation of a chain of strategic components (vision, mission, objectives, values, etc.),</i>
6. Phase:	<i>Preparation of Strategy and Action Plan,</i>
7. Phase:	<i>Implementation, monitoring, follow-up, control and evaluation of the Strategy and Action Plan.</i>

Processes	Activities	Activity Sub-Breakdowns
Strategy and Action Plan Preparation Process	Planning the Process	<ul style="list-style-type: none"> ▪ Ownership of the plan ▪ Organization of the planning process ▪ Identification of needs ▪ Timeline ▪ Preparatory program
Situation Analysis	Where are we?	<ul style="list-style-type: none"> ▪ Institutional history ▪ Stakeholder analysis ▪ In-house analysis ▪ Implementation Offices and programs ▪ Academic activities analysis ▪ SWOT analysis

Looking to the Future	Building Blocks of the Future	<ul style="list-style-type: none"> • <i>Vision</i>
Strategy Development	Strategic Components Chain	<ul style="list-style-type: none"> • <i>Mission</i> • <i>Purposes</i> • <i>Targets</i> • <i>Strategies</i> • <i>Basic Principles and Values</i>
Performance Program	How can we get where we want to go?	<ul style="list-style-type: none"> • <i>Performance targets</i> • <i>Performance indicators (KPIs)</i> • <i>Activities</i>
Monitoring and Evaluation	How do we track and evaluate our success?	<ul style="list-style-type: none"> • <i>Strategic plan monitoring report</i> • <i>Strategic plan evaluation report</i> • <i>Strategic plan realization report</i> • <i>Annual report</i> • <i>Internal audit</i>
Action Plans	Actions to be taken	<ul style="list-style-type: none"> • <i>Targets</i> • <i>Activities</i> • <i>Time period</i> • <i>Principals</i>

OSTİM Technical University FEAS aims to be a faculty with high global visibility with this five-year Strategy and Action Plan (2025-2029) prepared with a common mind.

A.2.2. Stakeholder Analysis

One of the basic elements of our faculty's strategic plan is that it has been created with a **participatory approach**. The views of all parties with which the FEAS interacts are important in the implementation of its strategic plan. Taking these opinions and suggestions into account will play a critical role in the effective and efficient execution of the implementation processes of the plan. In this context, the contributions of the beneficiaries and collaborating institutions/organizations were taken as basis in determining the goals of the faculty.

FEAS 2025-2029 Term Strategy and Action Plan has been prepared with the participation of all stakeholders of our faculty. Stakeholder analysis, which is included in the situation analysis, includes all individuals, institutions and organizations that communicate directly or indirectly with the faculty and are related to the education, research and social contribution services offered by the faculty.

Within the scope of the plan, **the founding foundation of OSTİM Technical University**, the relevant administrative and academic units of the university, the departments of our faculty, our academic and administrative staff, our students, various public institutions, private sector organizations, professional organizations and non-governmental organizations contributed to the process through surveys, interviews and institutional communication channels. Our faculty; manages stakeholder relations with the understanding of solidarity, sharing, respect for humanitarian, moral and spiritual values and social responsibility.

The strategic planning process has led to a comprehensive analysis of the current state of our faculty, national and international academic trends, opportunities and threats, and a clear understanding of stakeholder expectations. Accordingly, our stakeholders are defined as follows:

- **Stakeholder:** Individuals, groups, institutions and organizations that are directly or indirectly related to the departments, academic and administrative units of the Faculty of Economics and Administrative Sciences; that affect or are affected by the educational, research and social contribution activities of the faculty.

- **Internal Stakeholders:** Faculty management, academic staff, administrative staff and students.
- **External Stakeholder:** Public institutions, private sector organizations, universities, professional organizations, non-governmental organizations, graduates, suppliers and collaborating national/international organizations.
- **Main Stakeholder:** Institutions and organizations with which the faculty has to cooperate in accordance with its legal obligations.
- **Strategic Stakeholder:** Stakeholders with whom the faculty prefers to work together and develop long-term cooperation in order to achieve its goals.

Internal stakeholders are directly involved in the activities of the faculty and are directly affected by the decisions and results taken. External stakeholders, on the other hand, are not directly part of the faculty, but are influenced by or influence the results associated with faculty activities.

Within the framework of the stakeholder analysis carried out by our faculty, feedback received from internal and external stakeholders; it has been a guide in identifying our strengths, areas for improvement and prioritized strategic focuses.

Prioritization of Stakeholders

The systematic evaluation of the relations with **internal and external** stakeholders with which our faculty communicates has been an important achievement in terms of transforming our strategic plan into a realistic and feasible roadmap in accordance with its goals.

In this section, first of all, our stakeholders **are** separated into **internal** and **external**; existing stakeholders are evaluated in terms of **stakeholder impact** and **stakeholder importance criteria**. According to the results of the analysis obtained, our stakeholders has been scaled as;

- **Important (high priority)**
- **Medium (medium priority)**
- **Weak (low priority)**

This scaling has enabled the FEAS to clarify its **priority areas of cooperation, its capacity to respond to stakeholder expectations, and the effective use of resources**. In addition, it plays a critical role in achieving the strategic goals of our faculty by revealing with which stakeholder groups both education, research and social contribution activities require stronger interaction.

OSTİM Technical University FEASStakeholder Analysis											
Our Stakeholders	Stakeholder Status		Stakeholder Type		Stakeholder Impact			Importance Given to the Stakeholder			Priority
	Internal Stakeholder	External Stakeholder	Core Partner	Strategic Partner	Strong	Moderate	Weak	Strong	Moderate	Weak	
Board of Trustees	√		√		√			√			Work Together
Student	√		√		√			√			Work Together
Academic Staff	√		√		√			√			Work Together
Administrative Staff	√		√		√			√			Work Together
OSTİM Foundation	√		√		√			√			Work Together
OSTİM Cooperative	√		√		√			√			Work Together
OSTİM TTO	√		√		√			√			Work Together
OSTİM Technopark	√			√	√			√			Work Together
SSPC		√	√		√			√			Work Together
Council of Higher Education		√	√		√			√			Work Together
UAK		√	√		√			√			Work Together
YÖKAK		√	√		√			√			Work Together
Presidency of Strategy and Budget of Turkish Presidency		√		√	√			√			Work Together
National Agency		√	√		√			√			Work Together
Governorship of Ankara		√		√	√			√			Work Together
Ankara Metropolitan Municipality		√		√	√			√			Work Together
Ankara Development Agency		√		√	√			√			Work Together
Yenimahalle District Governorate		√		√	√			√			Work Together
Yenimahalle Municipality		√		√	√			√			Work Together
SGK		√		√	√			√			Work Together
KOSGEB		√		√	√			√			Work Together
TSE		√		√	√			√			Work Together
Turkish Trademark and Patent Office		√		√	√			√			Work Together
Ankara Chamber of Industry (ASO)		√		√	√			√			Work Together
Ankara Chamber of Commerce (ATO)		√		√	√			√			Work Together
ASELSAN-ASELSANNET		√		√	√			√			Work Together
HAVELSAN		√		√	√			√			Work Together
ROKETSAN		√		√	√			√			Work Together
TAI		√		√	√			√			Work Together
STM		√		√	√			√			Work Together

OSTİM Technical University FEASStakeholder Analysis											
Our Stakeholders	Stakeholder Status		Stakeholder Type		Stakeholder Impact			Importance Given to the Stakeholder			Priority
	Internal Stakeholder	External Stakeholder	Core Partner	Strategic Partner	Strong	Moderate	Weak	Strong	Moderate	Weak	
TUSIAD		√		√	√			√			Work Together
MUSIAD		√		√	√			√			Work Together
Potential Students		√		√			√	√			Work Together
TUBITAK		√		√	√			√			Work Together
Ministry of National Education		√	√		√			√			Work Together
PTT		√		√	√			√			Work Together
OSTİM Organized Industrial Zone		√		√	√			√			Work Together
Ankara Ivedik Organized Industrial Zone		√		√	√			√			Work Together
Ankara Başkent Organized Industrial Zone		√		√	√			√			Work Together
Ankara Anatolian Organized Industrial Zone		√		√	√			√			Work Together
Ankara ASO 2-3 Organized Industrial Zone		√		√	√			√			Work Together
Ankara ASO 1. Organized Industrial Zone		√		√	√			√			Work Together
Ankara Aerospace Specialized Organized Industrial Zone		√		√	√			√			Work Together
Ankara Çubuk Organized Industrial Zone		√		√	√			√			Work Together
Ankara Polatlı Organized Industrial Zone		√		√	√			√			Work Together
Ankara Foundry Specialized Organized Industrial Zone		√		√	√			√			Work Together
Ankara Polatlı Chamber of Commerce Organized Industrial Zone		√		√	√			√			Work Together
Ankara Şereflikoçhisar Organized Industrial Zone		√		√	√			√			Work Together
OSTİM Communication Technologies Cluster		√		√	√			√			Work Together
OSTİM Construction and Construction Machinery Cluster		√		√	√			√			Work Together
OSTİM Renewable Energy and Environmental Technologies Cluster		√		√	√			√			Work Together
OSTİM Defense and Aviation Cluster		√		√	√			√			Work Together
OSTİM Rubber Technologies Cluster		√		√	√			√			Work Together
OSTİM Anatolian Rail Transportation Systems Cluster		√		√	√			√			Work Together
OSTİM Medical Industry Cluster		√		√	√			√			Work Together
METU Technopolis Defense Industry Cluster		√		√	√			√			Work Together
Anatolian Clusters Collaboration Platform		√		√	√			√			Work Together
Presidency of Defence Industries		√		√	√			√			Work Together

OSTİM Technical University FEASStakeholder Analysis											
Our Stakeholders	Stakeholder Status		Stakeholder Type		Stakeholder Impact			Importance Given to the Stakeholder			Priority
	Internal Stakeholder	External Stakeholder	Core Partner	Strategic Partner	Strong	Moderate	Weak	Strong	Moderate	Weak	
TTGV Technology Development Foundation of Turkey		√		√	√			√			Work Together
OSİAD		√		√	√			√			Work Together
ORSİAD		√		√	√			√			Work Together
OSTİM Apprentice Education and Training Foundation		√		√	√			√			Work Together
Employers		√		√	√			√			Work Together
Yıldırım Beyazıt University		√		√	√			√			Work Together
Cankaya University		√		√	√			√			Work Together
Atılım University		√		√	√			√			Work Together
Başkent University		√		√	√			√			Work Together
Gazi University		√		√	√			√			Work Together
Ankara University		√		√	√			√			Work Together
National Defense University		√		√	√			√			Work Together
Gendarmerie/Gendarmerie Coast Guard Academy		√		√	√			√			Work Together
METU		√		√	√			√			Work Together
Other Universities		√		√	√			√			Work Together
Unions		√		√	√			√			Work Together
Municipalities		√		√	√			√			Work Together
Non-Governmental Organizations		√		√	√			√			Work Together

A.2.1. Evaluation of the 2021-2025 Period Strategy and Action Plan

The 2021-2025 Strategy and Action Plan consists of a total of 5 strategic main objectives, 34 sub-objectives and 142 actions. Realizations for the 2021-2025 period were determined by the evaluation reports prepared during the strategic plan monitoring and evaluation processes and shared with the institution.

As a general evaluation for the past 5 years, it is possible to say that our University has successfully achieved many of these 5 strategic main objectives, 34 sub-objectives and 142 actions in 5 years, and continues its development process in others.

In this context; the studies carried out in line with the experience gained from the current strategic plan processes have created a framework for determining the goals, targets, and success indicators in the new period's strategic plan.

Evaluation of Stakeholder Views

In our faculty, stakeholder opinions were collected through two different research methods.

1. Quantitative Research Method

- a. Using the online survey technique; academic staff, administrative staff, students and external stakeholder surveys were conducted.

2. Qualitative Research Method

- a. In-depth interviews were conducted with internal and external stakeholders other than students.

Evaluation of Academic Staff Opinions

The results of the quantitative and qualitative research revealed that the academic staff of the FEAS generally see our faculty as a structure that is **effective, dynamic and carries out activities in line with its vision**. Academicians state that the faculty adopts and implements a new generation education approach.

- **Strengths:**
 - Academic-student relations are highly interactive and constructive.
 - Faculty-sector cooperation and relations with public institutions and NGOs are strong.
 - The academic collaborations of the faculty inside and outside the university are fruitful.
- **Satisfaction Areas:**
 - Scientific publication incentives,
 - Freedom of expression of academic ideas,
 - Academic proficiency and competency levels.
- **Areas for Improvement:**

Although the number of academic staff **increased by 19.6%** in the 2023-2024 period compared to the previous semester, the need for qualified academic staff **continues**, considering the increase in the number of students.

Evaluation of Administrative Staff Opinions

In parallel with the positive evaluations of the academic staff, the administrative staff of the FEAS see our faculty **as an effective, visionary and new generation educational institution**.

- **Induction and Adaptation Process**

Newly recruited administrative personnel are provided with the necessary information and training regarding job description and business processes. Staff can easily reach faculty administrators when needed.

- **Communication and Coordination**

In general, there is no problem in communication with unit managers and academic staff. However, it has been stated **that coordination and communication gaps should be eliminated** in some processes. This improvement will contribute to making workflows more efficient.

- **Staff Competence and Needs**

The current number of administrative staff is insufficient considering the increasing number of students and activities of the faculty. **Reinforcement of qualified administrative personnel** is important in terms of balancing the workload and accelerating the processes.

- **Training and Development**

Administrative personnel need **effective in-service training** in order to carry out their duties more effectively.

- **Social Activities**

It is recommended **to organize more social events and activities** in order to increase cohesion and motivation among the staff. It is thought that such activities will have positive effects on employee engagement and performance.

Evaluation of External Stakeholder Opinions – FEAS

External stakeholders are critical for the long-term success and sustainability of the FEAS. Because external stakeholders are the main actors who strengthen the social impact capacity of the faculty, reinforce its relations with the business world and the public, and transform academic activities into practice. From this point of view, both surveys and in-depth interviews were carried out in order to get the opinions of the external stakeholders of the FEAS.

Overall Satisfaction and Communication

External stakeholders expressed their general satisfaction with the departments they are in contact with in the faculty. They stated that they did not have any significant problems in terms of communication with academicians and administrative staff, level of information, sense of duty and responsibility, and getting results.

Channels of Accessing to Information

The vast majority of external stakeholders stated that they access information about the faculty and faculty activities through the university website. However, it has been observed that social media and printed promotional materials also play a complementary role in accessing information.

Areas of Cooperation and Participation

Stakeholders want to participate more in applied projects, research and development studies and community service activities compared to other activities. In addition, a request was expressed to increase cooperation in areas such as research projects, seminars, panels and special day events.

Educational-Teaching Objectives

Within the educational objectives of the faculty, external stakeholders are primarily; strengthening student-centered and competency-based teaching practices in order to train qualified graduates,

To train students with high research competence,

It recommends that the number of accredited programs be increased by monitoring and updating the programs in line with global and national goals and stakeholder views.

Research & Development Objectives

External stakeholders prioritize the following among the research and development goals of the FEAS:

- Enhancing public-private-university collaborations,
- Securing new sources of funding for research,
- Increasing the number and quality of the faculty's publications to improve its position in rankings.

Social Contribution and Internationalization

The most important expectations in the field of social contribution; increasing the quality and quantity of lifelong education activities, developing culture-arts, sports and academic activities in cooperation with civil society, public and private sectors.

In the field of internationalization, increasing scientific cooperation with higher education institutions abroad, increasing the number of students benefiting from exchange programs and increasing the number of courses/programs offered in a foreign language are among the priority goals.

Evaluation of Students' Opinions

An online survey was conducted to determine the perspectives and expectations of OSTİM Technical University students.

The majority of students think that OSTİM Technical University is an Innovative, Entrepreneurial University that adapts to the developing world.

They stated that they were satisfied with the content of the courses they took and the workplace experiences offered by the university, that the changing needs in the field were taken into account when determining new programs/courses, and that the university provided adequate support in career counseling and personal development.

Students think that they can easily reach their teachers and receive help and support, and that the training they receive provides sufficient support and skills.

While students are studying, they demand more attention to student problems, to increase the opportunities of access to the management staff, to strengthen the technological infrastructure of the university, and to increase the number of resources and books in the library.

Students mainly want to have more opportunities to benefit from health services, experimental opportunities in laboratories, sports activities in the gymnasium, meetings, seminars, workshops, etc. and cultural activities carried out by the university.

A.2.3. Human Resources Analysis

Human Resources Analysis is a process designed to assess the extent to which current human resources contribute to the strategic goals of OSTİM Technical University’s business education ecosystem by evaluating the competencies, performance, and demographic profile of academic and administrative staff. In the context of institutional AACSB accreditation, this analysis supports the identification of the competencies required to achieve the goals of both the FEAS and the OGSB, the effective utilization of existing talent, and the anticipation of future human resource needs. It also contributes to the development of sound recruitment and faculty deployment policies, the enhancement of employee satisfaction and institutional commitment, and the maintenance of efficiency in academic and administrative processes.

As of the 2025–2026 academic year, FEAS employs a total of 45 academic staff members, including 8 professors, 6 associate professors, 19 assistant professors, and 12 research assistants. In addition, 3 administrative staff members support the faculty’s operations. These faculty members constitute the principal academic base of the university’s business education structure and also contribute to graduate teaching in OGSB, thereby supporting continuity and coherence between undergraduate and graduate business education.

Table A1. Academic Staff Profile by Discipline (2025–2026 Academic Year)

Disciplines	Full-Time Doctoral	Full-Time Master’s	Full-Time Bachelor’s	Total
Finance and Accounting	5	1		6
Management and Organization	7	2		9
Management Information Systems	5	2		7
Macroeconomics	6	2		8
Marketing	2	1		3
Statistics	1			1
Quantitative Decision Methods	1			1
Social Psychology			1	1
Industrial Engineering		1		1
Social Policy		1		1
Law		1		1
Management and Strategy	2			2
Political Science	1			1
Computer and Educational Technologies Education	1			1
Banking and Insurance	1			1
Computer Science and Engineering	1			1
Total	33	11	1	45

However, given the increasing student population, expanding course offerings, research expectations, and administrative workload, strengthening the number of qualified academic staff and increasing administrative support remain among the faculty's priority needs. In particular, sustained growth in institutional capacity will be essential to support educational quality, research productivity, and the university's institutional AACSB accreditation objectives.

A.2.4. Student Analysis

The FEAS is one of the three faculties of OSTİM Technical University and carries out its educational activities on a semester basis. Each academic year consists of two semesters, fall and spring.

Undergraduate education in our faculty; it is given in departments such as Business Administration, International Trade and Finance, Economics, Political Science and International Relations, Management Information Systems. Our programs are based on a competency-based learning approach with curricula that comply with both national and international standards, and aim to equip our students with analytical thinking, problem solving, leadership and entrepreneurship skills.

In the 2023-2024 academic year, a total of 985 students, 336 Turkish and 649 international, have enrolled in our faculty. This number has a significant share in the total student profile of our university and reflects the increasing attraction power of our faculty. International students studying at our faculty bring cultural diversity to the educational environment and contribute to the strengthening of the global perspective.

The increase in the number of students necessitates the continuous improvement of the academic staff capacity, course diversity, elective course pool and applied training opportunities of our faculty. In this direction, it is aimed to train our students as graduates ready for the business world with industry collaborations, internship opportunities, project-based courses and international exchange programs.

When the change in the number of students in our faculty is examined over the years, there has been a remarkable increase of 254.8% in the 2020-2021 academic year, especially among Turkish students. This increase continued by 32.3% in 2021–2022, 34.9% in 2022–2023 and 27.2% in 2023–2024.

In the 2020–2021 academic year, there was an extraordinary increase of 2658.82% in foreign student enrollment. In the 2021–2022 period, this increase continued as 164.4%, while in 2022–2023, a more limited increase of 14.0% was observed. In the 2023–2024 period, there was a decrease of 30.4%. These fluctuations show the periodic effects of our faculty's international promotion and student attraction strategies.

In terms of the number of students with disabilities, which was 9 in 2020, increased to 13 in 2021, decreased to 11 in 2022 and decreased to 6 in 2023. Our faculty and university make arrangements to facilitate the education lives of our disabled students within the existing building facilities; in addition, awareness activities for students with disabilities are carried out under the coordination of the Accessible Learning Unit.

These data reveal that FEAS should follow a steady growth strategy in attracting both national and international students in the upcoming period, as well as strengthen its accessibility and inclusion-oriented practices.

A.2.5. Career Planning and On-the-Job Training

Within our faculty, in close cooperation with the Career Planning and On-the-Job Training Office (KARPIEM) of our University, the "Workplace Experience" application, which strengthens university-industry integration, is actively carried out. This model is a process that aims to train strategic human resources and will contribute to the development of our country as an exemplary application that directly benefits from the students of our faculty.

As FEAS, thanks to the cooperation models developed under the coordination of KARPIEM, it is ensured that our students reinforce the theoretical knowledge they have acquired during the education process by experiencing them in the real business environment. Thus, both the professional competencies of our students and the level of interaction with the business world increase significantly.

The contribution of our faculty to this practice focuses on training qualified human resources needed by the sector, especially in areas such as business, economics, international trade, management information systems and logistics. We believe that successful results will be achieved in terms of gaining competitive advantages for our students, increasing their employment rates after graduation and strengthening their professional networks, with the support of our stakeholders.

A.2.6. Institutional Culture Analysis

Institutional culture is the whole of the beliefs, attitudes and values adopted and shared by all academic and administrative staff working in our faculty. This culture determines the quality of our employees' communication with each other, with our students and with our external stakeholders. As FEAS, our goal is to create a strong institutional culture that supports faculty performance and will make a difference in the academic field and the sector.

In order to achieve this goal, first of all; it is necessary to institutionalize the ways of doing business, education and teaching processes, research activities and the understanding of service to the society that will maintain their continuity regardless of management changes. The consistency of our perspective towards our students and all our stakeholders is the key to sustainable success for our faculty.

The institutional culture of the FEAS is built on the fact that all employees see themselves as an integral part of the faculty and the university, not just a department. This approach enables the development of common behavior patterns that reflect the understanding of "we" rather than "I" mindset. For our faculty, the preservation and continuous development of this culture is critical in increasing the quality of the working environment and stakeholder satisfaction as well as academic success.

A.2.7. SWOT Analysis

Strengths

- Having an innovative and entrepreneurial faculty culture
- Academic and administrative structure that can adapt quickly to change
- Experienced, qualified and interdisciplinary academic staff with an interdisciplinary working culture
- Experience in national and international joint projects
- Execution of public and private sector supported research projects
- Strong connections with the OSTİM ecosystem, industrial zone and professional networks
- Effective faculty, management staff and administrative organization

- Capacity to produce strong research outputs in priority areas
- Active participation of faculty members in TÜBİTAK and international fund projects
- Providing students with workplace experience and field practice opportunities
- Having strong networks within the framework of university-industry cooperation
- Qualified teaching staff in undergraduate, graduate and possible doctoral programs
- Contributing to trademark, patent and utility model applications

Weaknesses

- Lack of accreditation process completions for some academic programs
- The inadequacy of the number of academic staff compared to the increasing number of students
- Lack of qualified administrative staff
- Continued need for professional development of academic-administrative staff
- Lack of sufficient database and research infrastructure specific to the faculty
- Lack of physical spaces (classrooms, laboratories, workspaces)
- Lack of integrated information and management systems
- The necessity of increasing the number of social, cultural and scientific activities
- The need to improve faculty-student-sector coordination

Opportunities

- Increasing demand for graduates of economics and administrative sciences in the sector and public sector
- Growing interest in digital transformation, data analytics, and sustainable development
- The physical capacity of the faculty will increase with the new campus plans
- Diversification of national/international cooperation opportunities and increase in funding sources
- Increasing the number of projects through academia-industry relations
- Increasing the need for qualified and competent graduates
- Development of distance education and hybrid learning opportunities
- Expanding the workplace experience of faculty students to large companies other than SMEs
- Increasing demand for internationalization and exchange programs
- Potential to increase the number of projects with the diversification of research funds

Threats

- Accreditation processes take a long time
- Increasing competition in attracting international students and accessing research funding
- Difficulties in recruiting qualified academic staff
- Decrease in competitiveness if database and research infrastructure are not developed

In this way, the SWOT analysis clearly reflects both the current state of the FEAS and the opportunity and risk areas within the framework of the strategic plan.

A.3 Financial Sustainability and Resource Planning (2025–2030)

Budgeting Cycle at OSTİM Technical University

The financial resources of OSTİM Technical University are structured in alignment with the institution's mission and strategic objectives, with the financial management process fully integrated into the university's strategic planning framework. This approach ensures the effective, efficient, and sustainable use of resources, directly supporting the achievement of institutional goals.

The University independently develops and manages its operating and capital budgets. Each year, a five-year financial and academic plan is prepared to ensure that budgeting processes align with long-term objectives. This process is led and monitored by the Budget Unit under the Directorate of Strategy Development and begins with comprehensive budget training sessions provided to all academic and administrative units, thereby fostering the active participation of all stakeholders.

The budgeting process commences with each unit submitting budget requests based on its operational needs. These requests are analyzed by the Budget Unit and evaluated from a strategic perspective at the university level. Appropriate budget scenarios are then developed and submitted to the relevant decision-making bodies to support rational and evidence-based budget decisions.

As tuition fees constitute a significant portion of university income, enrollment forecasting models—developed in close collaboration with the Student Affairs Office—are critical to the process. These models underpin the revenue projections used at the outset of each budget planning cycle.

The Board of Trustees is directly and actively involved in the budgeting process. During the Board meeting held in August each year, the actual budget results of the previous academic year are reviewed; in the September meeting, the projected operating and capital budgets for the upcoming fiscal year are formally approved.

During the 2024–2025 academic year, the University engaged external consultancy services to evaluate its budgeting processes and benchmark them against sector best practices. The consultant's report broadly validated existing practices while emphasizing the need for more timely completion and communication of budget approval processes. In response, the timing of budget training sessions was revised, improvements were made to the budget preparation tool, and an online system infrastructure was established to facilitate real-time monitoring of budget requests.

Looking ahead, the University is committed to implementing a more participatory and transparent budget preparation schedule, ensuring that any changes in the budgeting process are clearly communicated to all units in a timely manner. This approach is expected to foster more effective and informed planning across the institution.

Financial Sustainability, Multi-Year Forecasting, and Scenario-Based Planning

The annual financial resources of OSTİM Technical University for the past five years and the projections for the following five-year period are presented in Table 1; the corresponding budgeted expenditures are reported in Table 7.

A systematic analysis of financial performance over the past five academic years reveals a strong and consistent upward trend in both student enrollment and total revenue. As shown in Table 1, the number of students increased significantly from 1,324 in the 2020–2021 academic

year to over 7,000 in 2024–2025, reflecting the institution's rapid and sustained growth trajectory.

This expansion has led to a substantial increase in tuition fee revenues, which remain the primary driver of financial performance. Tuition revenues constitute a dominant share of total income, indicating a degree of reliance on student-generated funding. In contrast, contributions from donations and other revenue streams remain relatively limited and exhibit variability over time, highlighting the strategic importance of enhanced revenue diversification.

Multi-Year Forecasting Framework

In response to these dynamics, the University has developed a comprehensive multi-year financial and enrollment forecasting framework covering the period 2025–2030. The forecasting model integrates the following key inputs:

- Historical enrollment trends
- Program-level capacity and expansion plans
- Tuition pricing strategies
- Macroeconomic and sectoral conditions

Under the baseline projections presented in Table 1, total student enrollment is expected to increase steadily, reaching approximately 9,500 students by the 2029–2030 academic year. These projections are directly integrated into financial estimates, enabling dynamic calculation of tuition revenues and total income.

On the expenditure side, as presented in Table 7, budget projections are aligned with the University's strategic growth objectives and include planned investments in academic staff expansion, research and development activities, infrastructure and campus development, and student support and academic services. This integrated framework ensures that financial planning remains closely aligned with institutional strategy and academic priorities.

Scenario-Based Planning

To enhance financial resilience and effectively manage uncertainty, the University has adopted a scenario-based financial planning approach, as presented in Tables 2, 3, and 8. Three alternative scenarios have been developed:

Baseline Scenario: Reflects expected enrollment growth and moderate tuition adjustments based on current trends (Tables 1 and 8).

Optimistic Scenario: As shown in Tables 2 and 8, this scenario assumes a 5% increase in student enrollment, a 5% increase in tuition levels, and a 10% increase in external revenues. It reflects potential positive outcomes associated with successful internationalization strategies, new program development, and strengthened industry partnerships.

Pessimistic Scenario: As presented in Tables 3 and 8, this scenario considers potential adverse conditions, including a 10% decline in student enrollment, a 5% decrease in tuition adjustments,

and a 10% reduction in external funding. It captures risks related to economic downturns, demographic shifts, and increased competition in the higher education sector.

The scenario analysis results (Table 8) demonstrate that the University's financial performance is highly sensitive to enrollment dynamics and revenue composition. They also highlight the strategic importance of revenue diversification in mitigating downside risks. Overall, this approach enables the University to proactively assess financial risks, enhance strategic flexibility, and optimize resource allocation under varying economic conditions.

Financial Data Tables

Table 1. OSTİM Technical University — Revenue Sources (Base Plan)

Academic Year	Students	Growth Rate (%)	Avg Tuition / Student	Tuition & Fees Revenue	% of Total	Donations Revenue	% of Total	Other Revenue	% of Total	Total Revenue
2020–2021 (Actual)	1,324	—	\$1,400	\$1,803,884	69.8%	\$499,819	19.3%	\$280,662	10.9%	\$2,584,364
2021–2022 (Actual)	2,321	75%	\$1,700	\$3,902,815	75.2%	\$1,057,841	20.4%	\$232,222	4.5%	\$5,192,879
2022–2023 (Actual)	3,862	66%	\$1,700	\$6,675,454	70.6%	\$2,499,985	26.5%	\$273,974	2.9%	\$9,449,413
2023–2024 (Actual)	7,554	96%	\$1,600	\$11,961,852	86.9%	\$1,421,553	10.3%	\$374,339	2.7%	\$13,757,744
2024–2025 (Actual)	7,075	–6%	\$3,000	\$20,880,411	81.9%	\$1,060,861	4.2%	\$3,566,922	14.0%	\$25,508,193
2025–2026 (Budget)	7,500	—	\$3,750	\$28,125,000	82.2%	\$1,070,000	3.1%	\$5,000,000	14.6%	\$34,195,000
2025–2026 (Actual*)	7,478	6%	\$3,800	\$28,383,346	90.4%	\$577,335	1.8%	\$2,436,152	7.8%	\$31,396,834
2026–2027 (Budget)	8,000	7%	\$4,000	\$32,000,000	80.8%	\$1,100,000	2.8%	\$6,500,000	16.4%	\$39,600,000

Academic Year	Students	Growth Rate (%)	Avg Tuition / Student	Tuition & Fees Revenue	% of Total	Donations Revenue	% of Total	Other Revenue	% of Total	Total Revenue
2027–2028 (Budget)	8,500	6%	\$4,250	\$36,125,000	80.2%	\$1,400,000	3.1%	\$7,500,000	16.7%	\$45,025,000
2028–2029 (Budget)	9,000	6%	\$4,500	\$40,500,000	80.2%	\$1,500,000	3.0%	\$8,500,000	16.8%	\$50,500,000
2029–2030 (Budget)	9,500	6%	\$5,000	\$47,500,000	80.5%	\$2,000,000	3.4%	\$9,500,000	16.1%	\$59,000,000

* 2025–2026 actuals as of April 6, 2026

Table 2. OSTİM Technical University — Revenue Sources (Optimistic Scenario)

Academic Year	Enrollment (Base +5%)	Avg Tuition (Base +5%)	Tuition & Fees Revenue	% of Total	Donations (Base +10%)	% of Total	Other Revenue (Base +10%)	% of Total	Total Revenue
2026–2027 (Budget)	8,400	\$4,200	\$35,280,000	80.8%	\$1,210,000	2.8%	\$7,150,000	16.4%	\$43,640,000
2027–2028 (Budget)	8,925	\$4,463	\$39,827,813	80.3%	\$1,540,000	3.1%	\$8,250,000	16.6%	\$49,617,813
2028–2029 (Budget)	9,450	\$4,725	\$44,651,250	80.2%	\$1,650,000	3.0%	\$9,350,000	16.8%	\$55,651,250
2029–2030 (Budget)	9,975	\$5,250	\$52,368,750	80.5%	\$2,200,000	3.4%	\$10,450,000	16.1%	\$65,018,750

Table 3. OSTİM Technical University — Revenue Sources (Pessimistic Scenario)

Academic Year	Enrollment (Base -10%)	Avg Tuition (Base -5%)	Tuition & Fees Revenue	% of Total	Donations (Base -10%)	% of Total	Other Revenue (Base -10%)	% of Total	Total Revenue
2026–2027 (Budget)	7,200	\$3,800	\$27,360,000	78.4%	\$1,089,000	3.1%	\$6,435,000	18.4%	\$34,884,000
2027–2028 (Budget)	7,650	\$4,038	\$30,886,875	77.8%	\$1,386,000	3.5%	\$7,425,000	18.7%	\$39,697,875
2028–2029 (Budget)	8,100	\$4,275	\$34,627,500	77.8%	\$1,485,000	3.3%	\$8,415,000	18.9%	\$44,527,500
2029–2030 (Budget)	8,550	\$4,750	\$40,612,500	78.1%	\$1,980,000	3.8%	\$9,405,000	18.1%	\$51,997,500

Table 4. FEAS and OGSB Revenue Contribution (Base Plan)

Academic Year	FEAS Students	FEAS Growth (%)	FEAS Avg Tuition	FEAS Revenue	% of Tuition	OGSB Students	OGSB Growth (%)	OGSB Avg Tuition	OGSB Revenue	% of Tuition	Total Tuition & Fees
2020–2021 (Actual)	163	—	\$1,400	\$227,705	12.6%	—	—	—	—	—	\$1,803,884
2021–2022 (Actual)	300	84%	\$1,700	\$510,133	13.1%	54	—	\$1,000	\$53,815	1.4%	\$3,902,815
2022–2023 (Actual)	517	72%	\$1,700	\$878,654	13.2%	35	–35%	\$1,000	\$34,815	0.5%	\$6,675,454
2023–2024 (Actual)	948	83%	\$1,600	\$1,516,256	12.7%	28	–19%	\$1,000	\$28,264	0.2%	\$11,961,852
2024–2025 (Actual)	931	–2%	\$3,000	\$2,794,118	13.4%	90	219%	\$1,000	\$90,233	0.4%	\$20,880,411
2025–2026 (Budget)	1,078	—	\$3,750	\$4,040,811	14.4%	148	64%	\$1,000	\$147,598	0.5%	\$28,125,000
2025–2026 (Actual*)	989	6%	\$3,800	\$3,917,662	13.8%	162	10%	\$1,000	\$162,356	0.6%	\$28,383,346
2026–2027 (Budget)	1,050	6%	\$4,000	\$4,200,000	13.1%	180	11%	\$1,000	\$180,000	0.6%	\$32,000,000
2027–2028 (Budget)	1,100	5%	\$4,250	\$4,675,000	12.9%	200	11%	\$1,000	\$200,000	0.6%	\$36,125,000

Academic Year	FEAS Students	FEAS Growth (%)	FEAS Avg Tuition	FEAS Revenue	% of Tuition	OGSB Students	OGSB Growth (%)	OGSB Avg Tuition	OGSB Revenue	% of Tuition	Total Tuition & Fees
2028–2029 (Budget)	1,150	5%	\$4,500	\$5,175,000	12.8%	225	13%	\$1,000	\$225,000	0.6%	\$40,500,000
2029–2030 (Budget)	1,200	4%	\$5,000	\$6,000,000	12.6%	250	11%	\$1,000	\$250,000	0.5%	\$47,500,000

* 2025–2026 actuals as of April 6, 2026

Table 5. FEAS and OGSB Revenue Contribution (Optimistic Scenario)

Academic Year	FEAS Enroll (+5%)	FEAS Growth (%)	FEAS Tuition (+5%)	FEAS Revenue	% of Tuition	OGSB Enroll (+5%)	OGSB Growth (%)	OGSB Tuition (+5%)	OGSB Revenue	% of Tuition	Tuition & Fees
2026–2027 (Budget)	1,103	11%	\$4,200	\$4,630,500	13.1%	189	17%	\$1,050	\$198,450	0.6%	\$35,280,000
2027–2028 (Budget)	1,155	5%	\$4,463	\$5,154,188	12.9%	210	11%	\$1,050	\$220,500	0.6%	\$39,827,813
2028–2029 (Budget)	1,208	5%	\$4,725	\$5,705,438	12.8%	236	13%	\$1,050	\$248,063	0.6%	\$44,651,250
2029–2030 (Budget)	1,260	4%	\$5,250	\$6,615,000	12.6%	263	11%	\$1,050	\$275,625	0.5%	\$52,368,750

Table 6. FEAS and OGSB Revenue Contribution (Pessimistic Scenario)

Academic Year	FEAS Enroll (-10%)	FEAS Growth (%)	FEAS Tuition (-5%)	FEAS Revenue	% of Tuition	OGSB Enroll (-10%)	OGSB Growth (%)	OGSB Tuition (-5%)	OGSB Revenue	% of Tuition	Tuition & Fees
2026–2027 (Budget)	945	-4%	\$3,800	\$3,591,000	13.1%	162	—	\$950	\$153,900	0.6%	\$27,360,000
2027–2028 (Budget)	990	5%	\$4,038	\$3,997,125	12.9%	180	11%	\$950	\$171,000	0.6%	\$30,886,875
2028–2029 (Budget)	1,035	5%	\$4,275	\$4,424,625	12.8%	203	13%	\$950	\$192,375	0.6%	\$34,627,500
2029–2030 (Budget)	1,080	4%	\$4,750	\$5,130,000	12.6%	225	11%	\$950	\$213,750	0.5%	\$40,612,500

Table 7. OSTİM Technical University — Budgeted Expenses (All Scenarios)

Period	Salaries & Benefits	R&D	Educational Expenses	Student Support	Administrative Expenses	Capital Investments	Total Expenses	% of Total Expenses
2020–2021 (Actual)	\$2,293,828	\$67,141	\$99,084	\$135	\$226,874	\$271,720	\$2,958,781	
FEAS	\$455,825	\$10,142	\$14,967	\$20	\$34,271	—	\$515,225	17.41%
OGSB	\$88,224	\$383	\$3,742	\$5	\$8,568	—	\$100,922	3.41%
2021–2022 (Actual)	\$2,554,946	\$190,062	\$989,477	\$9,390	\$847,153	\$876,607	\$5,467,635	
FEAS	\$514,013	\$39,142	\$203,779	\$1,934	\$174,468	—	\$933,336	17.07%
OGSB	\$105,826	\$1,686	\$42,631	\$405	\$36,499	—	\$187,047	3.42%
2022–2023 (Actual)	\$4,331,793	\$355,278	\$1,167,895	\$50,456	\$1,398,667	\$1,141,039	\$8,445,128	
FEAS	\$870,943	\$80,402	\$264,304	\$11,418	\$316,529	—	\$1,543,596	18.28%
OGSB	\$160,437	\$3,956	\$57,457	\$2,482	\$68,811	—	\$293,143	3.47%
2023–2024 (Actual)	\$7,773,105	\$124,975	\$213,483	\$32,206	\$1,657,295	\$258,861	\$10,059,925	
FEAS	\$1,719,714	\$21,547	\$36,807	\$5,553	\$285,740	—	\$2,069,361	20.57%
OGSB	\$275,154	\$754	\$7,474	\$1,127	\$58,018	—	\$342,527	3.40%

Period	Salaries & Benefits	R&D	Educational Expenses	Student Support	Administrative Expenses	Capital Investments	Total Expenses	% of Total Expenses
2024–2025 (Actual)	\$12,109,169	\$317,717	\$91,696	\$90,185	\$1,818,505	\$4,053,148	\$18,480,420	
FEAS	\$1,529,659	\$56,928	\$16,430	\$16,159	\$325,837	—	\$1,945,013	10.52%
OGSB	\$280,000	\$1,798	\$2,896	\$2,848	\$57,429	—	\$344,971	1.87%
2025–2026 (Actual*)	\$6,866,425	\$417,545	\$101,432	\$120,584	\$1,918,569	\$4,652,869	\$14,077,424	
FEAS	\$857,669	\$75,000	\$20,000	\$20,000	\$350,000	—	\$1,322,669	9.40%
OGSB	\$300,000	\$2,000	\$2,500	\$3,000	\$60,000	—	\$367,500	2.61%
2026–2027 (Budget)	\$14,000,000	\$1,000,000	\$750,000	\$150,000	\$2,500,000	\$6,000,000	\$24,400,000	
FEAS	\$1,600,000	\$100,000	\$25,000	\$22,500	\$400,000	—	\$2,147,500	8.80%
OGSB	\$350,000	\$2,000	\$2,750	\$3,250	\$70,000	—	\$428,000	1.75%
2027–2028 (Budget)	\$15,000,000	\$1,500,000	\$1,000,000	\$200,000	\$2,750,000	\$8,000,000	\$28,450,000	
FEAS	\$1,750,000	\$125,000	\$30,000	\$25,000	\$425,000	—	\$2,355,000	8.28%
OGSB	\$400,000	\$2,500	\$3,000	\$3,500	\$80,000	—	\$489,000	1.72%

Period	Salaries & Benefits	R&D	Educational Expenses	Student Support	Administrative Expenses	Capital Investments	Total Expenses	% of Total Expenses
2028–2029 (Budget)	\$15,000,000	\$2,000,000	\$1,250,000	\$250,000	\$3,000,000	\$10,000,000	\$31,500,000	
FEAS	\$1,900,000	\$150,000	\$35,000	\$27,500	\$450,000	—	\$2,562,500	8.13%
OGSB	\$450,000	\$3,000	\$3,250	\$3,750	\$90,000	—	\$550,000	1.75%
2029–2030 (Budget)	\$15,000,000	\$3,000,000	\$1,500,000	\$300,000	\$3,500,000	\$12,500,000	\$35,800,000	
FEAS	\$2,250,000	\$175,000	\$40,000	\$30,000	\$500,000	—	\$2,995,000	8.37%
OGSB	\$500,000	\$3,500	\$3,500	\$4,000	\$100,000	—	\$611,000	1.71%

* 2025–2026 actuals as of April 6, 2026. FEAS/OGSB rows represent sub-unit contributions within each academic year.

Table 8. Financial Performance of OSTIM Technical University (2020–2030)

Academic Year	Total Revenue (USD)			Total Expenses (USD)		
	Base Scenario	Optimistic	Pessimistic	Base Scenario	Optimistic (-5%)	Pessimistic (+10%)
2020–2021 (Actual)	\$2,584,364	\$2,584,364	\$2,584,364	\$2,958,781	—	—
2021–2022 (Actual)	\$5,192,879	\$5,192,879	\$5,192,879	\$5,467,635	—	—
2022–2023 (Actual)	\$9,449,413	\$9,449,413	\$9,449,413	\$8,445,128	—	—
2023–2024 (Actual)	\$13,757,744	\$13,757,744	\$13,757,744	\$10,059,925	—	—
2024–2025 (Actual)	\$25,508,193	\$25,508,193	\$25,508,193	\$18,480,420	—	—
2025–2026 (Actual*)	\$31,396,834	\$31,396,834	\$31,396,834	\$14,077,424	—	—
2026–2027 (Budget)	\$39,600,000	\$43,640,000	\$34,884,000	\$24,400,000	\$23,180,000	\$26,840,000
2027–2028 (Budget)	\$45,025,000	\$49,617,813	\$39,697,875	\$28,450,000	\$27,027,500	\$31,295,000
2028–2029 (Budget)	\$50,500,000	\$55,651,250	\$44,527,500	\$31,500,000	\$29,925,000	\$34,650,000
2029–2030 (Budget)	\$59,000,000	\$65,018,750	\$51,997,500	\$35,800,000	\$34,010,000	\$39,380,000

* 2025–2026 actuals as of April 6, 2026

Table 9. Financial Performance of FEAS and OGSB (2020–2030)

Academic Year	FEAS Revenue (USD)			FEAS Expenses (USD)			OGSB Revenue (USD)			OGSB Expenses (USD)	
	Base	Optimistic	Pessimistic	Base	Opt. -5%	Pes. +10%	Base	Optimistic	Pessimistic	Base	Pes. +10%
2020–2021 (Actual)	\$227,705	\$227,705	\$227,705	\$515,225	\$489,464	\$566,748	—	—	—	\$100,922	\$111,014
2021–2022 (Actual)	\$510,133	\$510,133	\$510,133	\$933,336	\$886,669	\$1,026,670	\$53,815	\$53,815	\$53,815	\$187,047	\$205,752
2022–2023 (Actual)	\$878,654	\$878,654	\$878,654	\$1,543,596	\$1,466,416	\$1,697,956	\$34,815	\$34,815	\$34,815	\$293,143	\$322,457
2023–2024 (Actual)	\$1,516,256	\$1,516,256	\$1,516,256	\$2,069,361	\$1,965,893	\$2,276,297	\$28,264	\$28,264	\$28,264	\$342,527	\$376,780
2024–2025 (Actual)	\$2,794,118	\$2,794,118	\$2,794,118	\$1,945,013	\$1,847,762	\$2,139,514	\$90,233	\$90,233	\$90,233	\$344,971	\$379,468
2025–2026 (Actual*)	\$3,917,662	\$3,917,662	\$3,917,662	\$1,322,669	\$1,256,535	\$1,454,936	\$162,356	\$162,356	\$162,356	\$367,500	\$404,250
2026–2027 (Budget)	\$4,200,000	\$4,630,500	\$3,591,000	\$2,147,500	\$2,040,125	\$2,362,250	\$180,000	\$198,450	\$153,900	\$428,000	\$470,800
2027–2028 (Budget)	\$4,675,000	\$5,154,188	\$3,997,125	\$2,355,000	\$2,237,250	\$2,590,500	\$200,000	\$220,500	\$171,000	\$489,000	\$537,900
2028–2029 (Budget)	\$5,175,000	\$5,705,438	\$4,424,625	\$2,562,500	\$2,434,375	\$2,818,750	\$225,000	\$248,063	\$192,375	\$550,000	\$605,000
2029–2030 (Budget)	\$6,000,000	\$6,615,000	\$5,130,000	\$2,995,000	\$2,845,250	\$3,294,500	\$250,000	\$275,625	\$213,750	\$611,000	\$672,100

Financial Trend Analysis

Figure 1 presents the University's financial outlook under baseline, optimistic, and pessimistic scenarios over the period 2020–2030. Revenues and expenditures are expressed in million USD. The analysis demonstrates that while financial performance is sensitive to enrollment and revenue conditions, the University maintains a positive and increasing net balance under the baseline scenario. The divergence across scenarios highlights both potential risks and growth opportunities, reinforcing the importance of scenario-based financial planning and revenue diversification strategies. As illustrated in Figure 1, the widening gap between revenues and expenditures in the baseline and optimistic scenarios reflects increasing financial capacity, while the pessimistic scenario highlights the institution's exposure to enrollment-driven risks.

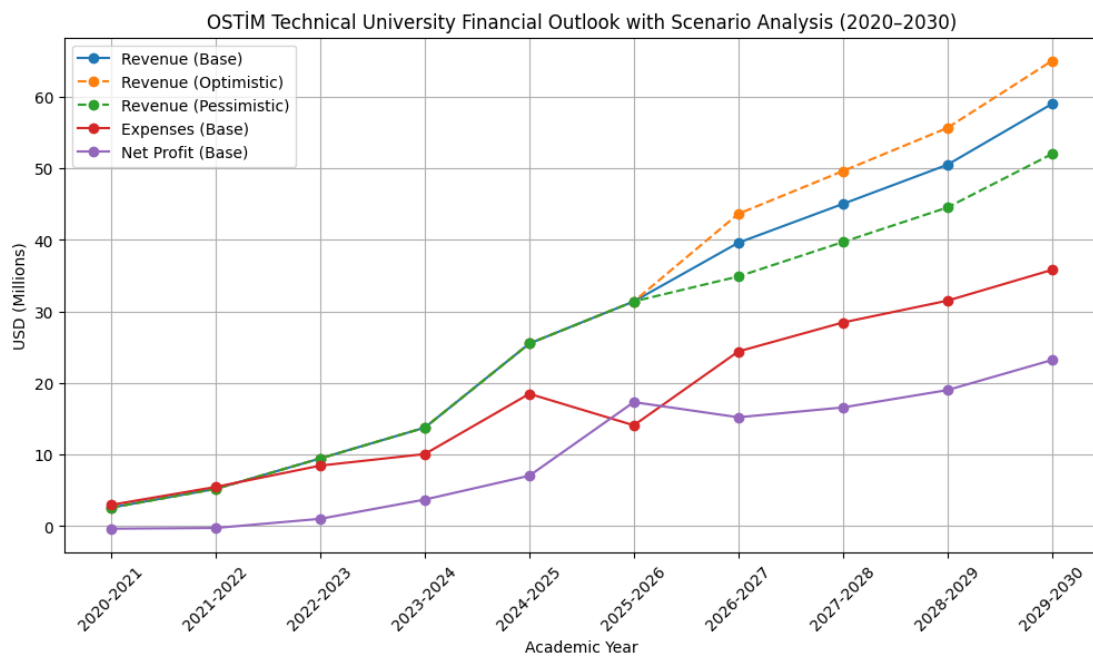


Figure 1. Financial Trends of OSTİM Technical University with Scenario Analysis (2020–2030)

B. Global Higher Education Ecosystem

The Global Higher Education Ecosystem has important fundamental features that can be grouped under six main subheadings.

B.1. Integration Approach to the Global Higher Education Ecosystem at FEAS

Today, many countries in the world are building their new higher education systems on six basic fields of study within the framework of their national higher education policies and unique university structures. These main pillars, which should also be taken into account in the strategic development of the FEAS, are as follows:

1. **International student mobility**

Increasing scholarships, exchange programs, visa facilitation and internship opportunities that will support the attraction of students from abroad in the undergraduate and graduate programs of the faculty strengthens student diversity on a global scale.

2. **International academic staff mobility**

Increasing the opportunities for academic staff to teach, conduct research and develop projects in different countries provides international knowledge and experience transfer to the faculty.

3. **International education and research cooperation**

International projects, interdisciplinary research, and participation in academic networks increase both the scientific visibility of the faculty and its global academic interaction.

4. **Position in international rankings**

The fact that the faculty is included in international rankings increases its brand value and awareness and positively affects the preferences of students and academicians.

5. **National and multidisciplinary educational and teaching activities**

Graduate programs and research projects focusing on economic, social and technological problems on a global scale make the faculty a transnational and transdisciplinary actor.

6. **National and international funding**

Increasing the capacity to benefit from TÜBİTAK, EU, World Bank and other international funds supports the sustainability of innovative research and projects.

Factors Strengthening the Role of FEAS in the New Higher Education Ecosystem

In line with the requirements of the new digital and technological age, the main factors that determine the development of the faculty are:

- Continuous improvement of the quality of education, training and research
- Increasing international higher education support and exchange opportunities
- Strengthening academic culture and values to support international collaborations
- Conducting joint studies with qualified national and international research centers
- Increasing the brand and awareness of the faculty
- Interdisciplinary projects and practice-based learning models
- Increasing the level of impact of research, technology and project outputs
- Harmonization of national educational policies and faculty internationalization strategies

Strategic Contribution

These factors will contribute to the FEAS **to gain a high competitive advantage** in both national and international higher education, and to **create a disciplinary weighted citation effect** for students, academics and researchers. The faculty's goal in the upcoming period should be to create a sustainable academic growth model by integrating these global trends into its curriculum, research projects, and stakeholder relations.

B.2. Balanced Education-Research Approach and International Sustainability Perspective at FEAS

For a long time, the support programs provided by countries and institutions at the global level have mainly focused on increasing the **research and development capacities** of universities. Recently, however, it has been seen that the supporting countries have adopted a more balanced approach that develops **both education and research capacity** simultaneously. This transformation allows **for significant improvements in the fields of equal opportunity and accessibility** in quality higher education.

From the point of view of FEAS, the adoption of this balanced approach; it will ensure the simultaneous development of both education quality and research opportunities for students, academics and researchers, and will increase the international attraction of the faculty.

Technology-Based and Transnational Education Model

As technological developments and digital adaptation become widespread, **technology-based and transnational education** models are increasingly prominent in universities. This approach is in direct alignment with the **United Nations Sustainable Development Goals (SDGs)**:

- **SDG 4 – Quality Education:** Provide inclusive and equitable educational opportunities for all
- **SDG 5 – Gender Equality:** Eliminate gender-based inequalities in academic and professional opportunities
- **SDG 10 – Reducing Inequalities:** Strengthen equity access to higher education among different socio-economic groups

Designing the FEAS curriculum and academic projects in line with these goals will increase the visibility of the faculty in both national and international sustainability strategies.

The Importance of Multilateral Partnerships

In line with the goal of quality higher education on a global scale, **multilateral cooperation between countries and institutions** plays an increasingly critical role. It is strategically recommended that FEAS develop multifaceted programs in the following areas:

- **Strengthening academic and administrative competencies through** capacity building projects
- **Improvement of research infrastructures to** increase potential
- **Expansion of student and academician exchange networks within the scope of internationalization** strategies
- Strengthening the institutional structure and management capacity of the faculty and **the university**

In this context, with the support of national governments, policy makers and international funding agencies, **it will be possible for FEAS to gain** a competitive advantage in the global academic ecosystem.

B.3. Global University: Building a World-Class University and Higher Education System (Smart Universities)

Today, one of the most important goals of global universities is to cultivate human resources **that resist academic protectionism, drive innovation and economic growth**, are well-educated, think freely, and have rapid access to information. The expansion of global knowledge and talent networks has transformed universities into attractive centers for international students, **accelerating the mobility of qualified and versatile students and academics** across countries and higher education institutions.

The Size of the Global Market and Turkey's Position

- Approximately 7.5 million students **around the world** participate in international mobility, and the economic size of this market **is at the level of 300 billion dollars**.
- By 2030, **over 20 million students** will be involved in the international education market, and the market volume is **expected to reach \$500 billion**.
- Turkey currently **has less than 1%** of the market with **301,454 international students**.
- The market leaders are **the US (18%), the UK (11%), France (7%), Australia (6%) and Germany (5%)**.

Strategic Comment: This table indicates that Turkey needs to develop more aggressive international student attraction strategies to increase its global competitiveness in the higher education sector.

Human Capital and Mobility

Smart universities see the increasing exchange of international students and academics **as a "real source of human capital"**. This resource is **one of the main components** of the country's **wealth and prosperity**.

- International students head to different countries to study at undergraduate, graduate and doctoral levels.
- The programs allow students to **do summer internships** anywhere in the world, and graduates to be employed on a global scale.
- Academic mobility is also increasing; for example, **57% of faculty members in the field of physics** work abroad or are pursuing a doctorate/post-doctorate.

World Class University Race

- Many universities around the world **are making strategic transformations to establish a competitive higher education system** based on innovation **and** economic development.
- These institutions **accelerate international accreditation processes**, improve **language education** and benefit **from global opportunities** more effectively.
- Joint campuses, strategic mergers, and **the transformation of regional academic centers into global research centers** are important elements of this process.

B.4. Innovative Ecosystem: New Technologies and New Learning Ecosystem in Higher Education

Today's innovative higher education system **focuses on three strategic areas of opportunity** in the FEAS:

- **Managing lifelong learning paths:** Designing programs that can adapt to the dynamic needs of the business world, where graduates can develop their current knowledge and skills not only after graduation but throughout their careers.
- **To develop the national and international learning and research market:** To increase the research capacity of the FEAS departments (business, economics, international relations, public administration, etc.) through academic and sectoral collaborations on a national and global scale.
- **Benefiting from technology in learning processes:** To ensure that students are guided in accordance with their career goals with data analytics, artificial intelligence and digital learning platforms.

The adoption of next-generation technologies, advanced automations, and advanced software is transforming higher education, paving the way for smart universities.

- **New Education Models:** To provide students with real-world experience through applied courses, case studies and field projects on the axis of university-industry and university-public cooperation; to provide sectoral mentor support in areas such as finance, management, public policy and international trade.
- **Partnership and Networking:** Develop students' knowledge and skills; to **provide joint programs, certificates and internship opportunities** with the private sector, public institutions, NGOs and international organizations.
- **Use of Artificial Intelligence and Big Data:** To ensure that students are guided correctly by making use of artificial intelligence-supported systems in labor market analysis, career planning and competency assessments; to strengthen integration into the labor market with graduate tracking systems.

New Generation Technologies in Higher Education, Advanced Automations, Artificial Intelligence, New Learning Ecosystem

In the transformation of the higher education system in the FEAS, **new generation technologies** play a critical role in personalizing learning processes, increasing the efficiency of management processes and increasing research competencies.

Artificial Intelligence and Machine Learning

Artificial intelligence (AI)-powered systems create **personalized learning experiences** for FEAS students and adapt course content to individual competencies, interests, and career goals. In addition:

- Academic performance predictions and early detection of risky students,
- Career orientation based on labor market trends,
- Real-time applications are provided in data analytics courses.

Blockchain and the Internet of Things (IoT)

- **Blockchain** makes it possible to store students' academic achievement certificates, certificates, and micro-certificates **in a secure, transparent, and verifiable manner**.
- **IoT-based campus management** can be applied in FEAS buildings in terms of energy efficiency, classroom optimization and student safety.
- IoT-supported **smart classroom environments** increase participation and interaction in learning processes.

Virtual and Augmented Reality (VR/AR)

It provides immersive learning environments **in case studies, marketing simulations, financial market applications, and diplomacy/international relations** negotiation simulations at FEAS.

Short and Medium Term Technology Impacts

- Artificial intelligence and data analytics-based business intelligence solutions,
- Digital health economy and public policies,
- Green finance and sustainable economy models.

Long-Term Technology Impacts

- Advanced financial modeling with quantum computing,
- Biotechnology and economy relations (bioentrepreneurship, health economics),
- Economic effects of nanotechnology investments,
- Public policy analysis and crisis management with big data,
- Multidisciplinary project management towards sustainable development goals.

Advanced Automations in Higher Education

Robotic Process Automation (RPA)

In the Faculty of Economics and Administrative Sciences, repetitive administrative tasks (student registrations, course acceptance procedures, exam grade entries, etc.) can be automated by using robotic process automation in student affairs processes. This reduces the workload on administrative staff and **frees up more resources for student support services and academic excellence projects**.

Smart Lesson Systems

Artificial intelligence-based smart lesson systems offer **personalized content suitable for students' learning speed and style**. These systems are:

- Provides instant feedback,
- Keeps track of the student's progress,
- Identify areas where additional support is needed,
- Improves the overall learning experience.

Automated Research and Data Analysis

With advanced software tools, **the collection, analysis, and visualization of research data** becomes automated. This makes it possible to accelerate scientific research and **to conduct more comprehensive economic, financial, management and public policy analyses** at the FEAS .

Learning Management Systems (LMS)

Modern LMS platforms offer an integrated learning experience **in areas such as management of course materials, online course support, student-faculty interaction, and** progress tracking.

Strategic Added Value

The new learning ecosystem allows students **to quickly achieve their career goals** after graduation and **establish a stable economic life**:

- Experience the business world, trade, industry and the global market,
- It allows them to interact with students in different disciplines.

The Importance of Technological Transformation

New generation technologies, automation systems and advanced software contribute to increasing the competitiveness of FEAS **in the digital age**. For this, the faculty must:

- Investing in a strong technological infrastructure,
- It needs to establish a comprehensive governance framework.

Thanks to this approach, FEAS **can become the pioneer of excellence in education in the digital age**.

B.5. Building the Higher Education Innovative Ecosystem: Open Innovation Platforms

Cost and financing pressures, technology-supported learning innovations, and the new quality and learning paradigm **that have developed** FEAS to redefine their own academic and institutional values. This obligation goes beyond the fact that the faculty is only an educational institution; **it requires it to assume** the role of a smarter, **more sustainable and more inclusive** key actor, an effective driver of change and a strategic decision-making center.

In this context, **successful FEAS faculties**, in order to strengthen their innovative ecosystems should focus on;

- **Open innovation processes,**
- **Application and collaboration platforms,**
- **Research and project-oriented collaborations.**

The aim is not only to generate new academic and administrative solutions, but also **to improve existing processes, increase their effectiveness** and make the faculty **competitive on a regional, national and international scale**.

C.5.1. New Higher Education Innovative Ecosystem

Today, in the age of knowledge economy, the demands of lifelong education, the development of innovative talents and adaptation to the changing workforce needs impose new responsibilities on the FEAS. In this context, it is inevitable to establish **a sustainable academic ecosystem** and to develop **platforms that bring theory and practice together** in order for our faculty to raise excellent and active students. While such an ecosystem strengthens the capacity

of our faculty to produce, integrate and disseminate knowledge; it will add direct value to our students, academics and stakeholders.

The scientific research ecosystem is one of the key elements of this vision. Our faculty; by developing open innovation platforms based on theoretical and applied studies for students and academics, aims to integrate innovation awareness and ability into all education and training processes.

The academic ecosystem of the FEAS **is based on eight core values that put** the human factor at the center:

- **Instructor** (faculty member),
- **Trained** (student, participant),
- **Educator** (processes),
- **Educational Administration** (leadership),
- **Technology** (digital and analytical tools),
- **Economy and Trade** (business links),
- **Sustainability** (environmental and social),
- **Society** (public interest).

The outputs of this ecosystem include advanced knowledge and skill acquisition, problem-solving competencies, innovative and entrepreneurial perspective, producing scientific research and development projects, and integrating economic-social-environmental values.

In addition, the following balance and harmony points **are critical** for our faculty to create a strong higher education ecosystem:

- Research through education,
- Professional expertise with general culture,
- Interdisciplinary integration with social sciences,
- Academic-activity balance within and outside the faculty,
- Harmony between national ties and international opening.

In order to realize this vision, FEAS adopts **an open, innovative, entrepreneurial and modern higher education model**. The building blocks of this model are:

- **Ecological process:** Integrity of academic culture, goals, objectives and environmental adaptation,
- **Education-morale combination:** Integration of interdisciplinary knowledge with ethical and social values,
- **Ecology chain:** Effective production, dissemination and management of information with technology,
- **Flexibility and simplicity:** Feedback-based, self-regulating structures,
- **Basic standards:** Analysis and improvements of the quality, efficiency and impact-oriented education system.

• **B.5.2 Sustainable Higher Education Ecosystem Development**

In today's rapidly changing global business, society and living conditions, it is not easy to develop a sustainable higher education ecosystem. However, establishing **a multifaceted and multidimensional faculty ecological network structure with effective and sustainable components** provides significant advantages to the FEAS in overcoming these difficulties.

The components of the faculty ecological network structure are:

- Environmental factors (influence of local and global conditions)
- Cultural factors (academic values, institutional culture)
- Economic factors (fiscal sustainability, resource management)
- Technological factors (digital infrastructure, data analytics, automation)
- Social factors (interaction with society, social responsibility)
- Psychological factors (student and staff motivation, academic well-being)
- Physical factors (campus facilities, work environment)
- Educational factors (curriculum quality, teaching methods)
- Vocational training factors (integration with the business world, internship opportunities)
- Factors of adult education (graduate and professional development programs)
- Other ecological factors (interdisciplinary collaborations, internationalization)

In addition to bringing **these components together in** a holistic structure, it is **critical to** balance the academic ecosystem and the inner environment of human **beings in the processes of education and development of students, academic progress of faculty members, independent and sustainable development of the faculty, and** the construction of innovative open platforms.

This balance **will allow FEAS to** both train high-quality, innovative talents **and create** a long-term sustainable academic brand value.

B.6. University Qualifications in the World

OSTİM Technical University continues to be a university that develops its own identity and quality by closely monitoring the situations reached by universities in the world. In this context, our university examines and integrates the concepts and features of "Higher Education Ecosystem", "Technical University", "New Generation University", "Managerial University" and "Smart University".

When we look at the universities in the higher education system in the world, it is seen that the concept of Fourth Generation University is now mentioned. The development stages of universities regarding the "Generation" characterization are as follows;

1st Generation University (First Generation University): Its main feature is that it is focused on research and education. Its purpose is to produce knowledge and convey this knowledge to students. Their activities include lecturing and conducting basic scientific research. Its contribution to society is the production of basic scientific knowledge and academic progress.

2nd Generation University (Second Generation University): Its main feature is to produce applied knowledge and provide social service as well as education and research. Its purpose is both to produce knowledge and to adapt this knowledge to industry and society. Its activities are technology transfer, industry collaborations and applied research. Its contribution to society is support for economic development, and the production of technology and innovation.

3rd Generation University (Third Generation University): Its main feature is that it is focused on innovation and entrepreneurship and directly contributes to the knowledge economy. Its aim is to accelerate economic, social and cultural development through university-industry-public cooperation. It is an entrepreneurial university model. Its activities include entrepreneurship training and start-up support. Its contribution to society is the commercialization of knowledge, the development of innovative solutions and regional and national development.

4th Generation University (Fourth Generation University): Its main feature is that it is a university that is active on a global scale, covers multi-stakeholder collaborations and has a more integrated and flexible structure. Its aim is not only to produce knowledge, but also to adopt innovative, entrepreneurial and multi-stakeholder cooperation models that transform this knowledge into social benefit. Other features are that it undertakes a multidimensional mission, attaches importance to integration with industry and society, attaches importance to global-local balance and digitalization-technology use.

Universities in the world are also characterized according to other concepts beyond the characterization of generation. These;

- Education-oriented universities
- Research universities
- Entrepreneurial and innovative universities
- Global universities
- Digital universities
- Universities with a thematic approach
- Academic universities
- Applied universities
- Mixed universities

In addition to these definitions, there is the definition of Managerial University, which is widely and effectively used in the world. This definition emphasizes the modern management techniques, strategic planning, performance management and efficiency features of the university's education, research and community service activities. In other words, in this university model, it is indispensable for the university to have its own successful institutional model, to have the ability to use its resources effectively and efficiently, to plan and set goals with a strategic perspective, to demonstrate performance measurement and to strengthen the quality management system, and to prioritize its competitive and entrepreneurial approach. These characteristics indicate that the university seeks its success in the strengthening and dynamics of its own management structure rather than external factors.

Today, universities are tried to be explained within the concept of University Ecosystem as a more general concept, including these definitions. Ecosystem is a concept based on the active participation and harmony of different elements (people, institutions, technologies, resources, processes, stakeholders) in an environment. In the field of higher education, universities are using this concept more and more widely.

Another concept used for universities is the concept of "smart university". This concept refers to modern universities where technology and digitalization are integrated into the university environment, making education, research, management and campus life more efficient, effective and sustainable.

The key features of the smart university are:

Qualifications of Smart Faculty

The FEAS of OSTİM Technical University is sensitive to the higher education ecosystem and **offers an example of the "Smart University"** approach implemented at the faculty scale. The faculty provides a more effective, innovative and sustainable learning environment for both students and academics with data-based management and education processes equipped with digital technologies.

1. Strong Digital Infrastructure: The faculty provides seamless digital access with high-speed internet, cloud-based management systems, e-learning platforms, and integrated data centers.

2. Smart Classrooms: Interactive whiteboards, distance learning technologies, augmented reality (AR) and virtual reality (VR)-based course materials make the learning process more interactive.

3. Data Analytics Driven Management: Data such as student performance, course evaluations, research outputs, and faculty activities are regularly analyzed and academic and administrative decisions are made based on data.

4. Autonomous Administrative Processes: Processes such as registration, counseling, library operations, and exam management are accelerated by automation systems, so that academic staff and administrative staff can focus more on students and academic development.

5. Sustainability and Green Campus Approach: Technologies that increase energy saving, waste management, recycling and environmentally friendly infrastructure practices form the basis of the faculty's sustainability policy.

6. Smart Campus Integration: Lighting, heating-cooling, and security systems are optimized with Internet of Things (IoT) sensors; faculty buildings are digitally monitored and managed.

7. Personalized Student Experience: With mobile applications, social platforms and personalized course programs, flexible learning paths are created in line with students' academic and career goals.

PART-II

STRATEGY and ACTION PLAN

COMPONENTS AND ELEMENTS

c. Components, objectives and elements of the strategy and action plan

The **2025-2029 Strategy and Action Plan of the FEAS** is based on the strong vision of the faculty, its main and sub-missions (missions) and the core values it has adopted, and its main goals and elements are clearly and explicitly listed below. This plan is structured in line with the goals of the FEAS to increase the quality of education, strengthen research capacity, develop national and international collaborations, increase social contribution and ensure institutional sustainability. Fully aligned with the general strategy of the university, it sets out the roadmap to be followed by the faculty in the next five-year period.

C.1 Vision

Our faculty has a comprehensive Vision.

Vision: *"To be a leading entrepreneurial faculty that drives transformation in the global ecosystem through innovative education models and interdisciplinary research, integrating strong theoretical foundations with dynamic workplace experience and meeting internationally recognized standards of excellence".*

The **global, strong and competitive vision of the FEAS** is the face of the faculty that looks at its own internal potential and strategic vision, and when analyzed, it is seen that it has a modern meaning with a deep and comprehensive content as follows:

"Faculty of Economics and Administrative Sciences; in a world dominated by the advanced technologies of the future and the autonomous age; in the new digital higher education ecosystem, which is committed to transforming and developing all lower layers of society with smart economy, sustainable management, innovative public policies, digital trade and entrepreneurship, on a common and integrated platform formed by digital, physical and biological structures:

- Committed to cultivating management, finance, economics, entrepreneurship and public policy talents at all levels needed,
- Focused on sustainable social, economic and environmental development,
- Offering the perfect combination of high quality international education and research with a high rate of international student and academic mobility,
- It has adopted as its main goal to be an **international, innovative and transformative** faculty with high recognition, brand value and visibility in global rankings, aiming to be among the top 100 most innovative faculties in the world.

C.2 Main Mission

- The Main and Sub-Mission of our faculty are comprehensively organized.

Main Mission: *To provide students with an innovative, inclusive, and practice-oriented learning environment that prepares them as future leaders with strategic competencies and a global outlook. Through research, collaboration, and engagement, we aim to transform knowledge into social benefit, innovation, and sustainable economic value, while embedding internationalization and quality standards into the core of our faculty culture*

The main thematic mission of OSTIM Technical University is the outward-facing face of the university in addition to the inward-facing aspect and includes many strategic themes and details as follows:

As a Third Generation entrepreneurial and innovative faculty, OSTIMTECH FEAS is at the center of the industry;

- *With its outstanding academic and administrative staff,*
- *Focusing on research at a global level thanks to its large research centers, workshops and laboratories,*
- *Having research and project connections with all parts of the world for graduate education and providing easy access to research network structures,*
- *Engaged in science, technology, project, R&D, entrepreneurship and innovation studies with its advanced technological infrastructure and advanced digital platforms,*
- *By conducting researches, projects, developing cooperation with industry, it has taken it as its duty to contribute to national development, economic growth and society,*
- *Developing its own superior institutional values with an interdisciplinary education and training model that puts "technology-based" and "talent and competence" at the center of education and training,*
- *With entrepreneurial, innovative and internationalization strategies in the field of science and social sciences for national industry, trade and development in accordance with the philosophy of education, which is the perfect blend of theory and practical applications thanks to process, result and deep-oriented educational policies; offering a bright future and experiences with quality education and training activities applied to students, academics, employees, managers, industry leaders and sectors,*
- *As an international thematic, third-generation, technology-based faculty that has global and national culture and values, offers best practices and versatile experiences in long-term sustainable education and training activities, develops creative solutions for the business world, and at the same time takes social contribution as its duty,*

to train the innovative and entrepreneurial leaders of the future.

C.3. Sub-missions

Our faculty sets important goals with sub-missions.

The structure and main mission of the Faculty of Economics and Administrative Sciences, which is designed under the new ecosystem created by the economy, management, trade, environment and society at the global level, consists of two different faces that can look inside and outside themselves at the same time. These two facets of the faculty are centered around

five goal-oriented internationalized sub-missions. These sub-missions are based on an intertwined, integrative and inclusive thematic faculty platform.

Continuing to Provide Academic, Educational, Teaching-Skills, Practice and Experience of the Faculty:

Within the framework of this sub-task, FEAS aims at academic staff, students and professional development program participants; by obtaining national and international accreditations, it will continue to train competent and qualified human resources such as economists, managers, public policy experts, entrepreneurs and finance professionals at the global level and to ensure the development of international academic values.

Continuing to Carry Out Science-Research, Project, R&D-Innovation and Entrepreneurship Studies of the Faculty:

Within the framework of this sub-task, FEAS, with its strong research infrastructure as the face of science; it will continue to produce interdisciplinary and global academic values such as innovative business models, digital economy solutions, public administration reforms, entrepreneurship projects, financial innovations, data analytics studies, and sustainable development strategies.

The Faculty Continues to Contribute to National Development-Growth, Business Word-Trade, and Societal Development:

Within the framework of this sub-task, FEAS, from the perspective of the business environment, public sector, trade, and society, will continue to develop the necessary talent areas and institutional infrastructure to ensure the sustainable economic, social, and environmental development of our country, achieve innovative competitiveness on a global scale, and support the development of goods and services with high domestic and national brand value and their positioning in world markets.

Creating Institutional-Cultural-Intellectual Values of the Faculty:

Within the framework of this sub-task, FEAS aims to provide the faculty with its own face looking at its inner environment; the establishment of a strong academic and administrative infrastructure, mission diversification, the development of target and innovation-oriented approaches, the strengthening of a democratic and open academic culture and the academic atmosphere, the assimilation of global and national values, the establishment of a culture of continuous development and change, the adoption of a learning to learn approach and the institutionalization of effective planning processes will continue.

Contribution of the Faculty to Educating the Skilled, Innovative and Entrepreneurial Leaders of the Future:

Within the framework of this sub-task, FEAS, from the perspective of society, will continue to steadfastly cultivate leaders who possess the skills, innovation, and entrepreneurial mindset required by the business world and capable of shaping the future of institutions through technology-supported and practice-oriented education, while simultaneously fostering environmental and social awareness.

Within the scope of these sub-tasks, FEAS will continue to assume responsibility for creating a strategic resource, both in the academic field and in the national economy, by taking on roles such as;

- A change-oriented leader,
- Thought leader,
- A driving force,
- A router integrator,
- A powerful driver,
- A pioneering locomotive and
- Differentiation

C.4 Strengthening the Basic Principles in Education and Training Policies is the Priority of Our Faculty.

The FEAS will continue to robustly implement and uphold the ‘management processes’ and ‘fundamental principles,’ consisting of 34 value concepts that shape the faculty’s administrative procedures and academic operations, as general and core policies in the educational and teaching process, within the framework of the faculty’s main and sub-tasks, in all scientific, academic, and administrative activities.

General Principles of Education and Teaching			
Student Orientation	Effectiveness and Efficiency	Education with High Global Visibility	Dynamism
Innovativeness (Innovation)	Transparency and Accountability	Internationalization and Respect for Intercultural Differences	Sustainability and Environmental Responsibility
Entrepreneurship	Competitiveness	Participation	Measurability and Monitorability
Support for Innovative Ideas	Systems Thinking and Learning Organization	High Quality and Continuous Improvement	Accessibility
Quality Orientation	Lifelong Learning	Sharing	Reliability
Technology-Based Education	Compatibility	Inclusivity	Result Orientation
Cooperation and Solution Partnership	Competence and Competence	Reputation	Civic Sensitivity
Integrity and Continuity	Domestic and Nationality	Compliance with Universal Ethical and Moral Norms	Effective Time Management

C.5 Our faculty will continue to strengthen core values.

The FEAS will continue to resolutely implement these basic values and principles, and the effective set of rules prepared to guide the consistent behavior of academics, administrative staff, students, stakeholders and solution partners for the long-term, sustainable and competitive development of the faculty.

These **27 values and principles** will continue to be a guide that guides our Faculty to easily perceive the global education world and the new higher education ecosystem. This guide will continue to shape the behavior patterns, boundaries, and educational administration of our Faculty.

FEAS will resolutely pursue its vision of being a "**faculty of values**" that has established its own core values and principles that are inclusive, repeatable and have strong institutionalism, and that has ensured their harmony with universal values and principles.

Basic Values and Principles of OSTİM Technical University

Our Core Values	Our Basic Principles
<ul style="list-style-type: none"> ▪ Respect for the rule of law ▪ Freedom of expression of thought ▪ Respect for the values of society ▪ Tolerance of differences ▪ Academic honesty ▪ Acting in accordance with research and publication ethics ▪ Adherence to moral and ethical rules ▪ Justice ▪ Transparency ▪ Accountability ▪ Responsibility ▪ Honesty ▪ Equal opportunity ▪ Sensitivity to society and the environment ▪ Aesthetic 	<ul style="list-style-type: none"> ▪ Provide educational best practices to create <i>long-term total value</i> (economic, social, environmental, educational and technological) ▪ To be an integrated part of the global higher education system and processes ▪ Demonstrate transparency, openness and equality in all education and teaching processes, functions and practices ▪ To carry out education, teaching and scientific activities based on technology and by prioritizing quality ▪ Ability to react responsibly and quickly to change and transformation ▪ To make continuous development, change and diversification superior in university education and training ▪ Conducting continuous or periodic internal and external audits and evaluations ▪ Giving importance to lifelong education and training ▪ Acting in accordance with research and publication ethics ▪ To ensure academic and scientific freedom ▪ Non-discrimination ▪ Not committing a hate crime

These core values and principles of our faculty will be an important tool in building a sustainable future.

The FEAS maintains its strategic perspective by attaching great importance to respecting both its basic principles and its core values.

C.6 Our Faculty will Continue to Prioritize the Understanding of Being an Impact within the Global Higher Education Ecosystem.

The FEAS attaches great importance to being active in the global higher education ecosystem. Our faculty is determined to implement the elements of the ecosystem with the awareness that the shape of global higher education is based on the new global university ecosystem.

Today, many countries around the world are shaping and structuring new higher education systems and university ecosystems on a global scale, within the framework of their national education policies and higher education models, based on six core areas of focus. **FEAS** knows that these six pillars connect faculties and universities around the world, create synergies between institutions, and offer a high level of benefit and value to all relevant stakeholders. For this reason, our Faculty places these six basic elements at the center of its strategy.

In this context, the FEAS ;

- **It will attach importance to international student mobility** and will continue to implement strong practices in this field. Our faculty will focus on both increasing the number of foreign students admitted and improving the quality of education of students for international students.
- **It will attach importance to international academic staff mobility** and will continue to implement strong practices in this field.

- **It will attach importance to international education and research collaborations** and will continue to implement strong practices in this field.
- **It will attach importance to ranking higher in international rankings** and will continue to implement strong practices in this field.
- **It will attach importance to international and transdisciplinary education and training activities** and will continue to implement strong practices in this field.
- **In order to obtain more resources from national and international funders**, it will attach importance to R&D, projects and similar studies and will continue to implement strong practices in this field.

Based on these six pillars, FEAS closely monitors that faculties and universities, which have reached maturity levels in many countries today, adopt and implement policies such as a **‘technology-based and transnational education approach’** aimed at attracting and enrolling domestic and international researchers and students, as well as a **‘talent- and competency-centered education management’** model. In line with the requirements of the new digital and technological era, our faculty integrates into its strategies the factors that reshape the higher education ecosystem and determine faculty design and development.

It is aware that these factors have a strong positive impact on the mobility of students, academics and researchers, improving the faculty-specific education, training and research culture. When the culture created in this context is supported by national education policies; it provides **"high competitive advantage"** and **"field-based citation effect"** above the global average for students, academics and researchers.

FEAS embedding these factors, which play a role in the development of the new higher education ecosystem, in the policies and strategies of the faculty as follows:

- The quality of education, training and research,
- International higher education support,
- The number of branch campuses established abroad,
- Quality assurance,
- Faculty culture and values,
- Quantity and quality of national and international research centers,
- Brand value and awareness,
- The variety and amount of funding programs that encourage mobility and research collaborations,
- National education policies and internationalization strategies,
- Creating new trends at academic and institutional level,
- The number of research, technology, designs and projects produced and their effective outputs,
- Large-scale international cooperation and academic interaction.

FEAS will continue to consider internationalization as one of its primary goals; **By integrating technology-based learning models with a transnational education approach**, it will support the goals of **Quality Education (SDG4)**, **Gender Equality (SDG5)** and **Reducing Inequalities (SDG10)**, which are among the United Nations Sustainable Development Goals.

In this direction, the importance of multilateral partnerships between countries and institutions for quality international higher education is increasing. In accordance with the general strategy of our university, the FEAS, policy makers in our country; will encourage people to support multifaceted and comprehensive education-training-research programs in order to build capacity, increase existing potential and strengthen the institutional structure.

Our faculty **implements the "smart faculty" strategy with the aim of having a strong position within the world-class international higher education system.** With the growth of the global knowledge and talent network, high-quality and versatile mobility opportunities will be increased, considering that faculties have become a center of attraction for international students and academics.

By standing against academic protectionism, FEAS continues its efforts to raise a flexible and competent human profile in accessing information, centered on innovation, economic development and free thought. For this purpose, our faculty has determined as one of its strategic priorities to include innovative higher education ecosystem technologies including artificial intelligence, advanced automation, big data, internet of things, blockchain, augmented and virtual reality, robotic process automation, smart course systems and automatic data analysis software in education and training processes.

In order to achieve all these goals, the FEAS will continue to adopt the following basic success indicators as a principle and will continue to implement them with determination. Our faculty will continue to attach great importance to performance management and will continue to strictly implement the **KPI (Key Performance Indicators)** application it has developed to measure performance.

FEAS, affecting KPI;

- Total costs of education and training
- Risks and crises
- Student fees and faculty financial status
- Physical conditions of the faculty
- Faculty technology and information systems
- Number of foreign students and academics
- Faculty educational administration
- Human Resources, education and training, academic leadership structure and change management
- Faculty infrastructure and superstructure
- Competitive conditions in global education and training
- Institutional structure of the faculty
- Directives, regulations and procedures
- Environmental management
- Faculty assets, investments, projects and initiatives
- Faculty strategy and action plan
- Faculty vision, mission, aims, policies, strategies and objectives
- Education and training processes

will continue to implement such main factors with precision **as a main performance management system.** For this purpose, our faculty will set its goals, including basic success indicators, and develop policies for their realization.

In order to successfully implement the strategy and action plan, FEAS has clearly defined the planning, monitoring, control and evaluation processes and will continue to implement them meticulously. In this context, our faculty **will continue to show the highest level of sensitivity to innovative applications in data, quality and similar issues through advanced software and systems such as IQMS (Integrated Quality Management System).**

C.7 Will Continue to Strengthen and Implement the Main and Sub-Objectives of Our Faculty.

The FEAS has a set of objectives consisting of four main objectives and 16 sub-objectives. Our faculty will continue to implement its main goals and sub-objectives by evaluating them both within their own groups and within the framework of a holistic harmony.

C.7.1 Main Objectives of Our Faculty

Main Objective 1	To keep the quality of education and teaching at the highest international level.
Main Objective 2	To develop scientific and innovative research capacity.
Main Objective 3	To increase institutional capacity and strengthen institutional culture.
Main Objective 4	To increase social contribution activities.

C.7.2 Sub-Objectives of Our University

Main Objective 1	To keep the quality of education and teaching at the highest international level.
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Sub-objective 1.1.	The infrastructure of educational programs and environments; To continuously improve in line with current requirements, changes and transformations.
Sub-objective 1.2.	To increase the experience of workplace applications in terms of quality and quantity.
Sub-objective 1.3.	To increase internationalization in education and teaching.
Sub-objective 1.4.	To provide students with the skills required by the age with technology-based education and teaching programs.
Sub-objective 1.5.	To increase the qualifications of the teaching staff.
Sub-objective 1.6.	To increase the quality, acceptance and recognition of the academic units and centers of the faculty.

Main Objective 2	To develop scientific and innovative research capacity.
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Sub-objective 2.1.	To increase research and development activities.
Sub-objective 2.2.	To increase international research activities.
Sub-objective 2.3.	To increase the quality and quantity of research outputs.
Sub-objective 2.4.	Strengthening the capacity of the entrepreneurship and innovation ecosystem.
Sub-objective 2.5.	To develop technology-based research infrastructure.

Main Objective 3	To increase institutional capacity and strengthen institutional culture.
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Subobjective 3.1	Increasing institutional capacity.
Sub-objective 3.2.	Strengthening institutional culture.
Sub-objective 3.3.	To increase the sustainable success of the faculty.

Main Objective 4	To increase social contribution activities.
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Sub-objective 4.1.	To make effective use of the capabilities and infrastructure facilities of the faculty.
Sub-objective 4.2	To increase social awareness activities aimed at improving the basic problems of society.
Sub-objective 4.3.	To increase the capacity and quality of services provided in social, cultural and sports fields for students, staff and society.

Our faculty will continue to strengthen its vision, mission, and institutionalization in accordance with the international ecosystem.

SUCCESS INDICATORS (KPI) IN THE FACULTY

D.1 OSTİMTECH FEAS Performance

The FEAS, within the framework of performance management and through KPIs, expresses at an institutional level the extent to which it has achieved the objectives, policies, strategies, and goals defined in line with its mission, as well as the degree to which its action plans have approached predetermined standards, based on quarterly assessments aligned with its strategic and action plans.

The performance aspect of our faculty has been shaped in line with the understanding of global higher education and the vision and mission of our faculty. This aspect;

- It will help faculty's education and training administrators to make effective decisions,
- It will allow the effective use of all resources of the faculty,
- It will increase the national and international competitiveness of the faculty,
- Encourage them to improve their education and training skills,
- To ensure the sustainability of the faculty competitively at the global level,
- It will make it possible to measure the extent to which academic and administrative units have achieved the given goals.

Today's modern and global understanding of higher education shapes FEAS through visions, duties, functions, education and training processes, practices and abilities. This process also significantly increases the impact of high-level teaching and learning practices and skills on faculty performance. If FEAS can raise its educational practices and capabilities to a level of excellence, faculty performance will be taken to a superior level.

This level of excellence to be achieved will strengthen the potential value between the educational performance and institutional performance of our faculty.

In traditional higher education, institutions have to make one-way choices focused on efficiency or effectiveness in terms of "education-teaching performance targets", and this may cause performance to remain low.

FEAS is:

- Increasing diversity of education and training services,
- Lifelong education practices,
- Rapid technological change,
- Constantly rising expectations with globalization and internationalization in higher education,

Opposite;

- High educational efficiency,
- Higher education and training activity,
- By integrating the dimensions of making a difference in education and training, it has moved the main dynamics of faculty performance to a triple equation.

Measuring total performance in order to increase the success of our faculty is a critical task in terms of faculty management. With the measurements, tests and evaluations to be made, remedial measures will be taken for weak areas, and development of innovative solutions will be produced. In addition, process development and process changes will be implemented simultaneously, **enabling FEAS** to gain a competitive advantage.

D.2 Factors Affecting the Performance of OSTİMTECH FEAS

Some of the important factors that will affect the performance of the FEAS are listed below:

- Total costs of education and training
- Risks and crises
- Student fees and faculty finances
- Physical conditions of the faculty
- Faculty technology and information systems
- Number of foreign students and academics
- Faculty education and training administration
- Human resources, education, educational leadership structure and change management
- Faculty infrastructure and superstructure
- Competitive conditions in global education and training
- Institutional structure of the faculty
- Directives, regulations and procedures
- Environmental management
- Faculty assets, investments, projects and initiatives
- Faculty strategy and action plan
- Vision, mission, aims, policies, strategies and objectives of the faculty
- Education and training processes, etc.

As can be understood from the above factors, the performance of **FEAS** is located within a very wide and multifaceted area of influence. Therefore, it is critical for the faculty to establish and implement an effective performance management system.

D.3 OSTİMTECH FEAS Core Success Indicators

Key Performance Indicators (KPIs) of the FEAS have designed for the below objectives:

- To evaluate the extent to which it achieves its main and sub-missions and goals and objectives,
 - To compare the faculty with other national and international faculties,
 - To determine the education and training performance level of the faculty,
 - To develop a more effective and efficient education process,
 - To create value by carrying out R&D, projects and international academic activities in the faculty
- In this context, **FEAS KPI** are given in the table below. The objectives of the success indicators included in the table have been determined in line with the opinions and predictions of the academic and administrative units of our faculty.

Master KPI Framework and Performance Targets (2026–2030)

KPI	Baseline (2024–25)	Target (2030)	Related Strategic Objective	AACSB Standard
Student satisfaction (%)	62.93	85	Education Quality	Std 8–9
Employee satisfaction (%)	67.62	85	Institutional Capacity	Std 1
Alumni engagement (events/year)	1	2	Institutional Culture	Std 4
Number of accredited programs	0	2	Education Quality	Std 8
% of programs aligned with international standards	0	100%	Education Quality	Std 8
% of courses updated annually	80%	90%	Education Quality	Std 8
% of courses using digital/analytical tools	40%	85%	Education Quality	Std 8
% of students in workplace experience programs	80%	100%	Education Quality	Std 9
Number of double major/minor students	7	15	Education Quality	Std 9
Number of international joint programs	0	50%	Internationalization	Std 9
International student ratio (%)	40.97	45	Internationalization	Std 9
Number of exchange students	13	150	Internationalization	Std 9
Number of international events	5	10	Stakeholder Engagement	Std 4
Number of R&D projects	5	60	Research	Std 2
Number of international research projects	5	15	Research	Std 2
Publications per faculty	1.76	5	Research	Std 2
Number of high-impact (WoS/Scopus) publications	3	5	Research	Std 2
Number of patents/products/designs	3	5	Research	Std 2
Number of commercialization outputs	0	5	Innovation	Std 2
Number of industry-linked theses/projects	15	50	Research	Std 2
Number of AI/Big Data/Advanced tech research outputs	18	40	Research	Std 2
Number of university-industry collaboration projects	10	20	Innovation	Std 4
Number of projects using research labs	5	15	Research	Std 2
Number of joint technology labs/services	2	5	Innovation	Std 4
Quality improvement actions implemented	5	15	Institutional Capacity	Std 1
Digital system satisfaction (%)	70	85	Institutional Capacity	Std 1

Sustainability publications per faculty	22	55	Research	Std 2
Number of sustainability-related student activities	12	25	Social Impact	Std 4
Number of environmental sustainability actions	8	25	Social Impact	Std 4
Number of visibility/branding activities	213	250	Institutional Reputation	Std 1
Number of certificate/lifelong learning programs	5	10	Social Impact	Std 4
Number of community engagement activities	6	24	Social Impact	Std 4
Number of NGO collaborations/protocols	5	15	Stakeholder Engagement	Std 4
Number of disadvantaged group activities	4	10	Social Impact	Std 4
Number of social/cultural/sports events	25	50	Social Impact	Std 4
Number of student club activities	15	30	Student Engagement	Std 9

E. Strategy and Action Plan Monitoring, Control and Evaluation Process

Monitoring, Control and Evaluation processes constitute an important stage of the Strategy and Action Plan of the FEAS. The name of the system that includes these processes is **Integrated Quality Management System (ICMS)**. At this stage, the data obtained as a result of the processes related to the monitoring, control and evaluation of strategies and actions in the faculty will contribute to our faculty making more effective and rational decisions. These contributions are expected to be within the framework of the following headings:

- In the monitoring of the education and teaching system of our faculty,
- To follow the processes for the establishment and development of interdisciplinary academic collaborations,
- Ensuring effective academic communication and regular information flow,
- Monitoring the quality and service level in faculty education processes and administrative activities,
- Effective risk management and timely taking of necessary measures,
- In determining critical developments in the education system,
- Determining the need for change or update in the strategy and action plan,
- In collecting and analyzing data on faculty activities,
- In the creation of effective planning processes,
- Raising awareness in achieving the vision, mission and goals of the faculty,
- In the evaluation and development of the performance of all activities and processes,
- Providing effective, efficient and high-performance monitoring and measurement.

Monitoring the data to be obtained through the implementation of the FEAS Strategy and Action Plan is of strategic importance in terms of continuous improvement, productivity and performance increase, as well as rational decision making, by measuring, analyzing and comparing the level of realization of the goals and objectives of the units of our faculty.

Monitoring, controlling and evaluating the Strategic Plan will be carried out more effectively with the **support of ICMS software**, which is based on information systems and integrates physical and digital processes.

With this software we will be able to:

- Collecting, analyzing and reporting the data within the scope of the strategic plan quickly and effectively,
- Monitoring the realization levels and timings of goals and objectives,
- Real-time system monitoring,
- Increasing performance and efficiency, which will contribute to the monitoring, control and evaluation processes of our faculty.

In order to carry out monitoring, measurement, evaluation and control activities in a healthy, efficient and high-performance manner, the data regarding the activities and performance indicators in the action plan should be sent to the **Faculty Strategy Development Unit** at regular specified periods.

The submitted reports and results, together with the evaluations, **will be used by the faculty administration for decision support.**

In addition, monitoring, control and evaluation of the results of the implementation of the Strategic Plan will provide important inputs to our faculty on issues and guide administrators at a strategic level such as;

- SWOT analysis,
- Internal and external situation analysis,
- Strategy and action plan performance measurement,
- Total budget efficiency and appropriateness,
- Achievement of faculty goals and objectives,
- Risk analyses, etc.

F. Action Plan

ACTION PLANS OF THE FEAS OF OSTİMTECH TO KEEP THE QUALITY OF EDUCATION AND TRAINING AT THE HIGHEST INTERNATIONAL LEVEL

1.1. SUB-PURPOSE	Continuously improving the infrastructure of education programs and learning environments; by using digital and technology-based tools in line with the current academic, sectoral and international requirements of the FEAS.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible (S) and Related Units (BU)
1.	To keep the quality of education and training at the highest international level.	The infrastructure of FEAS programs and environments; To continuously improve its compliance with international standards on a technology-based basis in line with current requirements, changes and transformations.	1. Complete the AACSB accreditation process. 2. Integrate strategic plan development, ethics and agility approaches in all programs.	Number of education programs improved / Number of all education programs carried out	Continuous	Department of Marketing (BU)
				Number of accredited programs / Total number of programs		Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
2.	To keep the quality of education and training at the highest international level.	The infrastructure of FEAS education programs and learning environments; To continuously improve on a technology-based basis in line with current requirements, sectoral changes and transformations.	The number and effectiveness of academic software (statistics, accounting, data analysis, business administration, financial simulation, etc.) used in the execution of education and training programs within the FEAS will be increased.	1. Number of courseware	Continuous	Department of Business Administration (BU)
				2. Effective use of software in courses (%)		Department of Marketing (BU)
				3. Number of students benefiting from the software		Department of International Trade and Finance (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Dean of the FEAS (S)
						Department of Information Management (S+IB)

Action		Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
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No	Main Purpose			Indicator		
3.	To keep the quality of education and training at the highest international level.	The infrastructure of FEAS education programs and learning environments; To continuously improve on a technology-based basis in line with current requirements, sectoral changes and transformations.	In order to continuously improve the programs within the FEAS, instructional design teams will be formed in each department and these teams will regularly update the curriculum, course materials, teaching methods and assessment and evaluation processes.	1. Number of programs improved by instructional design teams / Number of programs improved in the previous semester	Continuous	Department of International Trade and Finance (BU)
				2. Number of teaching staff participating in improvement studies		Department of Business Administration (BU)
				3. "Course contents" satisfaction score in student satisfaction surveys (%)		Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)
						Instructional Design Teams (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
4.	To keep the quality of education and training at the highest international level.	The infrastructure of FEAS education programs and learning environments; To continuously improve on a technology-based basis in line with current requirements, sectoral changes and transformations.	In order to increase the preference rate of double major and minor programs within the FEAS, the promotion of the programs will be strengthened, activities will be organized to encourage students to gain knowledge and skills in different disciplines, and academic counseling processes will be improved.	1. Number of students enrolled in double major and minor programs / Total number of students	Continuous	Department of International Trade and Finance (BU)
				2. Number of new double major / minor programs		Department of Business Administration (BU)
				3. Number of program promotion events		Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
5.	To Maintain the Quality of Education and Training at the International Highest Level.	The infrastructure of educational programs and environments; To continuously improve on a technology-based basis in line with current requirements, changes and transformations.	Technology-based standards of classrooms, workshops, studios and laboratories will be improved.	Number of classrooms, workshops, studios and laboratories improved based on technology / total number of classrooms, workshops, studios and laboratories	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

1.2. SUB-PURPOSE	To increase the Workplace Applications Experience in terms of quality and quantity.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
6.	To keep the quality of education and training at the highest international level.	To increase the Workplace Applications Experience in terms of quality and quantity.	The number of collaboration protocols signed for the Workplace Applications Experience will be increased. Establishment of Faculty Career Planning, On-the-Job Training and Alumni Relations Center	Number of collaboration protocols signed for Workplace Applications Experience	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)
						Faculty Career Planning, On-the-Job Training and Alumni Relations Center (S-IB)

1.3. SUB-PURPOSE	To increase internationalization in education and training.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
7.	To keep the quality of education and training at the highest international level.	To increase the Workplace Applications Experience in terms of quality and quantity.	A more qualified system of implementation, evaluation and monitoring of the Workplace Practices Experience in companies will be established.	Workplace Practices Experience satisfaction rate/Previous period satisfaction rate	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
8.	To keep the quality of education and training at the highest international level.	To increase internationalization in education and training.	The number of programs granting international joint diplomas will be increased.	Number of programs granting international diplomas / total number of programs	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
9.	To keep the quality of education and training at the highest international level.	To increase internationalization in education and training.	Activities related to internationalization will be increased within the FEAS. In this context, it will be aimed to increase the number of foreign students, to develop international collaborations and to increase the visibility of the faculty in international rankings such as QS.	Number of foreign students in undergraduate education	Continuous	Department of International Trade and Finance (BU)
				Number of foreign students in graduate education		Department of Business Administration (BU)
				Faculty's position in the international QS ranking		Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

1.4. SUB-PURPOSE	To provide students with the skills required by the age with technology-based education and training programs.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
11.	To keep the quality of education and training at the highest international level.	To provide students with the skills required by the age with technology-based education and training programs.	The number of digital and technology-based trainings will be increased.	Number of courses with digital and technology-based educational content / total number of courses	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
12.	To keep the quality of education and training at the highest international level.	To provide students with the skills required by the age with technology-based education and training programs.	The number of technology-based elective courses will be increased.	Number of technology-based elective courses / total number of elective courses	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
13.	To keep the quality of education and training at the highest international level.	To provide students with the skills required by the age with technology-based education and training programs.	Students' participation in projects will be encouraged.	Number of students participating in the projects / Total number of students Number of entrepreneurship-related projects that students participated in/Total number of projects that students participated in	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

1.5. SUB-PURPOSE

To increase the qualifications of the teaching staff.

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
14.	To keep the quality of education and training at the highest international level.	To increase the qualifications of the teaching staff.	Academic studies abroad of academic staff will be encouraged and supported.	Increasing the number of academic staff to be sent abroad for academic study by twenty percent every year compared to the previous year.	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

1.6. SUB-PURPOSE

To increase the quality, acceptance and recognition of university academic units and centers.

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
15.	To keep the quality of education and training at the highest international level.	To increase the quality, acceptance and recognition of university academic units and centers.	To apply to national and international accreditation institutions and be accredited.	Number of Accreditations achieved	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

ACTION PLANS FOR THE PURPOSE OF DEVELOPING SCIENTIFIC AND INNOVATIVE RESEARCH CAPACITY

2.1. SUB-PURPOSE	To increase research and development activities.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
16.	To Develop Scientific and Innovative Research Capacity.	To increase research and development activities.	The university's industrial, private, public, NGOs and R&D projects will be increased.	Number of R&D projects carried out with universities, industry and NGOs / Number of previous semesters	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
17.	To Develop Scientific and Innovative Research Capacity.	To increase research and development activities.	Activities on R&D will be increased.	Number of activities carried out on R&D / Number of previous periods	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
18.	To Develop Scientific and Innovative Research Capacity.	To increase research and development activities.	The number of R&D projects will be increased within the scope of the university's sustainability goals.	Number of sustainable R&D projects / Number of previous periods	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
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19.	To Develop Scientific and Innovative Research Capacity.	To increase research and development activities.	The number of R&D projects will be increased.	Number of R&D projects / Number of previous periods	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
20.	To Develop Scientific and Innovative Research Capacity.	To increase research and development activities.	Research will be carried out in the fields of artificial intelligence, big data, machine learning, quantum computing.	Number of research in the fields of artificial intelligence, big data, machine learning, quantum computing	2028	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

2.2. SUB-PURPOSE	To increase international research activities.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
21.	To Develop Scientific and Innovative Research Capacity.	To increase international research activities.	The number of applications for projects supported by international (EU, etc.) organizations will be increased.	Number of applications for projects supported by international (EU, etc.) organizations / Number of previous semesters	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
22.	To Develop Scientific and Innovative Research Capacity.	To increase international research activities.	The number of activities for academicians on outsourced projects will be increased.	Number of activities for academicians on outsourced projects / Number of academic staff	Continuous	Department of International Trade and Finance (BU)
				Number of academic staff who received international project writing training / Number of instructors		Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
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23.	To Develop Scientific and Innovative Research Capacity.	To increase international research activities.	International project collaborations will be increased.	Number of projects accepted by international (EU, etc.) organizations / Number of previous semesters	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

2.3. SUB-PURPOSE	To increase the quality and quantity of research outputs.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
24.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	The number of publications per instructor in journals scanned in Web of Science and SCOPUS will be increased.	Number of publications per instructor published in journals scanned in Web of Science and SCOPUS / Number of instructors	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
25.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	Graduate programs will be continuously improved.	Number of graduate programs / number of graduate programs in the previous semester	Continuous	Department of International Trade and Finance (BU)
				Number of articles from graduate theses/total number of graduate theses		Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
25.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	Graduate programs will be continuously improved.	Number of graduate programs / number of graduate programs in the previous semester	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
26.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	The number of scientific research projects will be increased.	Number of research projects completed and ongoing within the scope of Scientific Research	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)

				Projects / Number of academic staff		Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
27.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	Faculty members will be encouraged and supported to make qualified publications and participate in congresses.	Number of qualified publications of faculty members / Number of Instructors	Continuous	Department of International Trade and Finance (BU)
				Number of participation of academic staff in international congresses (excluding listeners) / Number of instructors		Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
28.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	The number of scientific events and congresses organized by the university will be increased.	Number of congresses and scientific events organized by the university	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
29.	To Develop Scientific and Innovative Research Capacity.	To increase the quality and quantity of research outputs.	Graduate students will be encouraged to do their thesis within the scope of university-industry and entrepreneurship.	Number of theses made by graduate students on university-industry cooperation, entrepreneurship / total number of theses	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

2.4. SUB-PURPOSE	Strengthening the capacity of the entrepreneurship and innovation ecosystem.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
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30.	To Develop Scientific and Innovative Research Capacity.	Strengthening the capacity of the entrepreneurship and innovation ecosystem.	University-industry collaborations will be developed.	Number of projects carried out in cooperation with university and industry	Continuous	Department of International Trade and Finance (BU)
				Number of projects for national strategic needs		Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
31.	To Develop Scientific and Innovative Research Capacity.	Strengthening the capacity of the entrepreneurship and innovation ecosystem.	Entrepreneurship activities and university-industry cooperation will be strengthened, and solutions will be produced to the needs of the industry.	Number of products/services commercialized as a result of R&D	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
32.	To Develop Scientific and Innovative Research Capacity.	Strengthening the capacity of the entrepreneurship and innovation ecosystem.	The number of applications within the scope of patent, utility model and design registration and the number of licensing (commercialization) of Intellectual Property products will be increased.	Number of national/international patent, utility model and industrial design applications / Number of previous periods	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

2.5. SUB-PURPOSE	To develop technology-based research infrastructure.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
33.	To Develop Scientific and Innovative Research Capacity.	To develop technology-based research infrastructure.	The capacities and infrastructures of technology-based research laboratories will be improved.	Amount of investment and expenditure in technology-based research laboratories (TL)	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
34.	To Develop Scientific and Innovative Research Capacity.	To develop technology-based research infrastructure.	The number of projects benefiting from technology-based laboratory infrastructure will be increased.	Number of projects benefiting from technology-based laboratory infrastructure /	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)

				Number of beneficiaries (instructors and students)		Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
35.	To Develop Scientific and Innovative Research Capacity.	To develop technology-based research infrastructure.	National and international R&D studies of research centers and technology-based laboratories will be increased.	Number of new R&D projects carried out by our University's Research Centers / Number of previous semesters	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
36.	To Develop Scientific and Innovative Research Capacity.	To develop technology-based research infrastructure.	Within the scope of university-industry cooperation, joint technology laboratories will be established and the number of services provided by these laboratories will be increased.	Number of services provided by joint technology laboratories established within the scope of university-industry cooperation	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

**INCREASING INSTITUTIONAL CAPACITY AND STRENGTHENING
INSTITUTIONAL CULTURE
ACTION PLANS FOR THE PURPOSE**

3.1 SUB-PURPOSE	Increasing institutional capacity.
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Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
37.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Increasing institutional capacity.	An integrated institutional information management system with a strong infrastructure will be established, and the quality and quantity of digital services will be increased.	Satisfaction rate with integrated institutional information management system	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
38.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Increasing institutional capacity.	Quality practices will be increased in all activities of the university.	Number of improvements made within the scope of quality practices/Total number of improvements in the previous period	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
39.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Increasing institutional capacity.	Institutional capacity investments will be increased.	Indoor area per student m2;	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
40.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Increasing institutional capacity.	With its student-oriented approach, the demands of the students regarding educational, social and cultural fields will be met within the budget possibilities.	Student satisfaction rate	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU)

						Dean of the FEAS (S)
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3.2 SUB-PURPOSE	Strengthening institutional culture.
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Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
41.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Strengthening institutional culture.	The level of belonging of academic and administrative staff will be increased.	Level of belonging of academic and administrative staff (%)	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
42.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Strengthening institutional culture.	The level of belonging of students and graduates will be increased.	Student's level of belonging (%)	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
43.	Increasing Institutional Capacity and Strengthening Institutional Culture.	Strengthening institutional culture.	Activities for graduates will be increased.	Number of alumni events	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)

						Department of Marketing (BU)
						Dean of the FEAS (S)

3.3 SUB-PURPOSE	To increase the sustainable success of the university.
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Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
44.	Increasing Institutional Capacity and Strengthening Institutional Culture.	To increase the sustainable success of the university.	Scientific studies related to the UN Sustainability Goals will be encouraged.	Number of scientific publications on sustainability/Number of academic staff	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
45.	Increasing Institutional Capacity and Strengthening Institutional Culture.	To increase the sustainable success of the university.	The number of student activities related to sustainability will be increased.	Number of events organized by student organizations related to sustainability	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
46.	Increasing Institutional Capacity and Strengthening Institutional Culture.	To increase the sustainable success of the university.	Environmental awareness activities will be increased.	Number of studies on waste management, water and energy efficiency	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
47.	Increasing Institutional Capacity and Strengthening Institutional Culture.	To increase the sustainable success of the university.	Carbon (CO2) emissions will be minimized.	Carbon (CO2) emissions / Total number of students and staff	2029	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)

						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
48.	Increasing Institutional Capacity and Strengthening Institutional Culture.	To increase the sustainable success of the university.	In order to increase national and international visibility, the media will be used effectively within the scope of reputation management and branding studies.	Number of visibility-related activities	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

ACTION PLANS TO INCREASE SOCIAL CONTRIBUTION ACTIVITIES

4.1 SUB-PURPOSE	To make effective use of the university's capabilities and infrastructure facilities for the society.
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Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
49.	To increase social contribution activities.	To make effective use of the university's capabilities and infrastructure facilities for the society.	Effective promotions will be made for the infrastructure resources of the university.	Number of promotional activities for the community	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
50.	To increase social contribution activities.	To make effective use of the university's capabilities and infrastructure facilities for the society.	Certificate programs will be organized for professional acquisition, development and personal development.	Number of certificates and course programs	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
51.	To increase social contribution activities.	To make effective use of the university's capabilities and infrastructure facilities for the society.	The number of activities for the community will be increased.	Number of community activities	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU)

						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

4.2 SUB-PURPOSE	To increase social awareness activities aimed at improving the basic problems of society.
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Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
52.	To increase social contribution activities.	To increase social awareness activities aimed at improving the basic problems of society.	Social responsibility projects and activities will be supported.	Number of community-oriented projects	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
53.	To increase social contribution activities.	To increase social awareness activities aimed at improving the basic problems of society.	Our university will focus on cooperation with non-governmental organizations, cooperation will be increased by making protocols, requests and demands will be determined and studies will be planned.	Number of collaborations and protocols with non-governmental organizations to improve the basic problems of the society	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

Action No	Main Purpose	Sub-Purpose	Action	Success Indicator	Duration/Year	Responsible and Related Units
54.	To increase social contribution activities.	To increase social awareness activities aimed at improving the basic problems of society.	Activities for groups that require special support policies (Women, Children, Elderly, Disabled, Immigrants, Poor, etc.) will be increased.	Number of activities carried out for groups that require special support policies (Women, Children, Elderly, Disabled, Immigrants, Poor, etc.)	Continuous	Department of International Trade and Finance (BU) Department of Business Administration (BU) Department of Economics (BU) Department of Management Information Systems (BU) Department of Marketing (BU) Dean of the FEAS (S)

4.3 SUB-PURPOSE

To increase the capacity and quality of services provided in social, cultural and sports fields for students, staff and society.

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
55.	To increase social contribution activities.	To increase the capacity and quality of services provided in social, cultural and sports fields for students, staff and society.	Comprehensive social living areas will be created.	The number of activities in which the community benefits from the social life areas of the University	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
56.	To increase social contribution activities.	To increase the capacity and quality of services provided in social, cultural and sports fields for students, staff and society.	Sports and cultural activities will be diversified.	Number of sporting and cultural events for students, staff and the community	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)

Action	Main Purpose	Sub-Purpose	Action	Success	Duration/Year	Responsible and Related Units
57.	To increase social contribution activities.	To increase the capacity and quality of services provided in social, cultural and sports fields for students, staff and society.	The amount of support given to student societies will be increased.	Number of student societies events	Continuous	Department of International Trade and Finance (BU)
						Department of Business Administration (BU)
						Department of Economics (BU)
						Department of Management Information Systems (BU)
						Department of Marketing (BU)
						Dean of the FEAS (S)