



GUMUSHANE UNIVERSITY

2023-2027 STRATEGIC PLAN



GümüŖüniv



GumusUniv2008



www.gumushane.edu.tr



gumusuniv



GümüŖhane Üniversitesi

TABLE of CONTENTS

TABLE of CONTENTS.....	II
ABBREVIATIONS.....	IV
TABLES.....	V
FIGURES	VII
INTRODUCTION.....	VIII
1. STRATEGIC PLAN AT A GLANCE.....	1
1.1. Mission.....	1
1.2. Vision	1
1.3. Basic Values.....	1
1.4. Aims and Opportunities	2
1.5. Key Performance Indicators (TPG).....	3
2. STRATEGIC PLAN PREPARATION PROCESS	4
3. SITUATION ANALYSIS	6
3.1. Organisational History	6
3.2. Assessment of 2018-2022 Strategic Plan.....	9
3.3. Regulatory Analysis	13
3.4. Analysis of High-Level Policy Documents.....	25
3.5. 3.5. Program – Subprogram Analysis	33
3.6. Determination of Areas of Activity and Products and Services.....	34
3.7. Stakeholder Analysis.....	35
3.7.1. Identification and Prioritisation of Stakeholders.....	36
3.7.2. Paydaş - Ürün/Hizmet Matrisi.....	37
3.7.3. Obtaining and Evaluating Stakeholder Opinions	38
3.8. Intra-Organisational Analysis.....	40
3.8.1. Human Resources Competency Analysis	40
3.8.2. Institutional Culture Analysis.....	43
3.8.3. Physical Resources Analysis	44
3.8.4. Technology and Information Infrastructure Analysis	46
3.8.5. Financial Resources Analysis.....	47
3.8.6. Organization Chart	50
3.9. Academic Activity Analysis.....	51
3.10. Higher Education Sectoral Analysis	54
3.10.1. Sectoral Tendency Analysis	54

3.10.2. Sectoral Structure Analysis	57
3.11. SWOT Analysis.....	59
4. A LOOK AHEAD.....	65
4.1. Mission	65
4.2. Vision	65
4.3. Basic Values	65
5. DIFFERENTIATION STRATEGY	66
5.1. Location Choice	67
5.2. Success Zone Choice.....	69
5.3. Value Proposition Choice.....	71
5.4. Core Competency Choice.....	74
6. STRATEGY DEVELOPMENT	75
6.1. Aims and Objectives	75
6.2. Hedeflerden Sorumlu ve İşbirliği Yapılacak Birimler	77
6.3. Objective Cards	78
6.4. Costing	86
7. MONITORING AND EVALUATION	87

ABBREVIATIONS

AHCI	:Arts And Humanities Citation Index
BAP	:Scientific Research Projects
BKMYS	:Integrated Public Financial Management System
DBS	:Course Information System
DOKAP	:Eastern Black Sea Project Regional Development Administration
EBYS	:Elektronik Belge Yönetim Sistemi
EKAP	:Electronic Public Procurement Platform
GDP	: Gross Domestic Product
SWOT	:Strenghts, Weaknesse, Opportunities, Threats Analysis
İYEM	:Signatory Authorisation Module
KAYSİS	: Electronic Public Information Management System
MYO	: Vocational College
MYS	: Financial Management System
PG	:Performance Indicator
SCI	:Science Citation Index
SPK	: Capital Markets Board
SSCI	:Social Sciences Citation Index
NGO	: Non-governmental organisation
TKYS	: Fixed Asset Management System
TPG	: Key Performance Indicator
TTO	:Technology Transfer Office
TÜBİTAK	: The Scientific and Technological Research Council of Turkey
ULAKBİM	: National Academic Network and Information Centre
ÜYBS	: University Management Information System
YO	:College
YÖK	:Higher Education Council
YÖKSİS	: Higher Education Information System

TABLES

Table 1: Table of Objectives and Targets

Table 2: Key Performance Indicators Table

Table 3: Strategy Development Committee Table

Table 4: Strategic Planning Team Table

Table 5: Table of the Establishment Dates of Our Units

Table 6.1: Evaluation Table for Objective 1 of the Current Strategic Plan

Table 6.2: Evaluation Table for Objective 2 of the Current Strategic Plan

Table 6.3: Evaluation Table for Objective 2 of the Current Strategic Plan

Table 6.4: Evaluation Table for Objective 2 of the Current Strategic Plan

Table 7: Regulatory Analysis Table

Table 8.1: Analysis Table of High-Level Policy Documents (Eleventh Development Plan)

Table 8.2: Analysis Table of High-Level Policy Documents (Medium-Term Programme)

Table 8.3: Analysis Table of High-Level Policy Documents (Strategy Document on Internationalisation in Higher Education)

Table 1: Summary Table of Objectives and Targets

Table 2: Key Performance Indicators Table

Table 3: Strategy Development Committee Table

Table 4: Strategic Planning Team Table

Table 5: Table of the Establishment Dates of Our Units

Table 6.1: Evaluation Table for Objective 1 of the Current Strategic Plan

Table 6.2: Evaluation Table for Objective 2 of the Current Strategic Plan

Table 6.3: Evaluation Table for Objective 2 of the Current Strategic Plan

Table 6.4: Evaluation Table for Objective 2 of the Current Strategic Plan

Table 7: Regulatory Analysis Table

Table 8.1: Analysis Table of High-Level Policy Documents (Eleventh Development Plan)

Table 8.2: Analysis Table of High-Level Policy Documents (Medium-Term Programme)

Table 8.3: Analysis Table of High-Level Policy Documents (Strategy Document on Internationalisation in Higher Education)

Table 8.4: Analysis of High-Level Policy Documents (Presidential Annual Programme)

Table 8.5: Analysis of High-Level Policy Documents (DOKAP Regional Development Programme)

Table 9: Programme-Sub-Programme Analysis Table

Table 10: Area of Activity: Products/Services Table

Table 11: Stakeholder Impact/Importance Matrix Table

Table 12: Stakeholder Identification and Prioritisation Table

Table 13: Stakeholder – Product/Service Matrix Table

Table 14: Academic Staff Table

Table 15: Foreign Staff Table

Table 16: Administrative Staff Table

Table 17: Operational Staff Table

Table 18: Distribution of Academic Staff by Age

Table 19: Distribution of Administrative Staff by Educational Qualifications

Table 20: Distribution of Administrative Staff by Age

Table 21: Organisational Culture Analysis Table

Table 22: Distribution of Real Estate

Table 23: Table of Educational Areas and Classrooms

Table 24: Table of Canteens, Cafeterias and Cafés

Table 25: Table of Computer Resources

Table 26: Table of Software and Programmes Used at Our University

Table 27: Financial Resources Analysis Table

Table 28: 2019–2021 Budget Expenditure Table

Table 29: Academic Activities Analysis Table

Table 30: Sectoral Trend Analysis Results Table

Table 31: Results of Sectoral Structure Analysis Table

Table 32: Gümüşhane University’s 2021 SWOT Analysis Table

Table 33: Gümüşhane University’s SWOT Strategies Analysis Table

Table 34: Value Proposition Determination Table

Table 35: Summary Table of Objectives and Targets

Table 36: Table of Units Responsible for Targets and Those to Collaborate With

Table 37: Target Cards Table

Table 38: Costing Table

FIGURES

Figure 1: Organisational Chart of the Administrative Structure

Figure 2: Organisational Chart of the Academic Structure

INTRODUCTION

Our university was established in accordance with Article 98 of the Annex to Law No. 2809 on the Organisation of Higher Education Institutions, published in the Official Gazette dated 31 May 2008 and numbered 26892, and has continued to develop ever since its foundation.



Demonstrating rapid growth compared to other universities established during the same period, our university continues to grow and strengthen day by day, thanks to the work of our academic staff, the experience of our administrative staff, and the steady increase in our student numbers.

Through our third-phase strategic plan, we have defined our core objectives as enhancing the quality of education and teaching, strengthening R&D activities focused on innovation and entrepreneurship, increasing national and international recognition and desirability, and expanding collaborations and social responsibility services aimed at contributing to society. Furthermore, as part of the ‘Regional Development-Oriented Mission Differentiation and Specialisation of Universities’ programme launched by the Higher Education Council, our University—one of the first 22 universities to participate—has also incorporated its work in the field of mining into this plan.

I would like to express my gratitude to the Strategic Planning Team and the Directorate of Strategic Development, whose dedicated efforts contributed to the preparation of our University’s 2023–2027 Strategic Plan, as well as to all stakeholders who have contributed and will contribute to achieving the objectives and targets set out in the plan, and I wish them every success.

Prof. Dr. Halil İbrahim ZEYBEK
Rector

1. STRATEGIC PLAN AT A GLANCE

1.1.Mission

To be a university committed to nurturing individuals who are capable of critical thinking, entrepreneurial, productive, engaged, competitive, and able to continuously renew themselves both personally and professionally; to conduct research that makes a universal contribution to science; and to contribute to the development of the region and the country through all our values.

1.2.Vision

To become a university of choice by nurturing individuals who are capable of problem-solving and who continually renew themselves as part of the transformation in research and education.

1.3.Basic Values

A participatory management approach will be adopted to develop the institution's identity and culture; open and transparent governance models will be implemented, and efforts will be made to ensure the effective implementation of the necessary financial management, internal control and internal audit activities to strengthen management accountability at our university.

To enhance university-industry collaboration and contribute to the technological development and R&D activities of industrial organisations in the region.

To develop our application and research centres and our central research laboratory with the aim of strengthening R&D-based production capabilities.

To prioritise scientific research and development activities at a global level with the aim of nurturing qualified individuals, and to contribute to these to the greatest extent possible.

To establish an institutional culture that fulfils its responsibilities towards the environment, nature, people and ethical values.

To continuously renew itself by meeting the requirements of the digital transformation era and to possess problem-solving skills.

To closely monitor international programmes aimed at increasing student and academic staff exchange and mobility in higher education. To make the greatest possible contribution to facilitating the participation of international students in our University's teaching activities and to ensuring reciprocal student exchanges.

The existing administrative and human resources capacity will be developed in line with the strategic management approach, both in terms of quality and quantity, and programmes will be organised to adapt the management culture to the new structure.

Develop measurement, monitoring and evaluation processes within the framework of strategic planning and performance programmes.

1.4.Aims and Opportunities

Table 1: Summary Table of Objectives and Targets

<p>Aim (A1)</p> <p>To become a competitive university in the fields where the country and the region have a need, by enhancing the quality of education and teaching</p>	<p>Objective (H1.1)</p>	<p>To increase the number of students—both domestic and international—who are well-equipped to compete in the global arena by the end of 2027, by improving the range of study programmes and ensuring their national and international equivalence</p>
	<p>Objective (H1.2)</p>	<p>Ensuring that students’ primary and supplementary resource needs are met in both physical and digital formats throughout the duration of their studies, and continuing to foster a sense of institutional belonging among students through to the end of 2027</p>
	<p>Objective (H1.3)</p>	<p>To improve the quality of catering services provided to higher education students; to support students’ personal and social development and thereby improve their quality of life by 20% by the end of 2027</p>
	<p>Objective (H1.4)</p>	<p>To increase the participation rate by 15% by the end of 2027 by enhancing national and international promotional and awareness-raising activities and maximising the benefits derived from exchange programmes</p>
<p>Aim (A2)</p> <p>To carry out high-value-added social and economic projects by increasing the volume and quality of scientific research resources</p>	<p>Objective (H2.1)</p>	<p>To increase research projects, mining, consultancy services and research centre activities by 15% by the end of 2027</p>
	<p>Objective (H2.2)</p>	<p>To increase the support and incentives provided to academic staff</p>
<p>Aim (A3)</p> <p>To deliver high-quality services aimed at development in areas where society has a need, in collaboration with our stakeholders</p>	<p>Objective (H3.1)</p>	<p>Providing training in areas where all sections of society have a need, increasing institutional activity, and enhancing social facilities for staff and students by the end of 2027</p>

1.5.Key Performance Indicators (TPG)

Table 2: Key Performance Indicators Table

TPG. 1: Number of postgraduate students (PG.1.1.4)
TPG. 2: Number of international students (PG.1.1.6)
TPG. 3: The number of printed and electronic resources available in the library (PG.1.2.1)
TPG. 4: The rate of student satisfaction with life in higher education (PG.1.3.1)
TPG. 5: The number of students participating in international exchange programmes (Erasmus, Mevlana, etc.) (PG.1.4.1)
TPG. 6: Number of ongoing projects (TÜBİTAK, BAP, etc.) (PG.2.1.1)
TPG. 7: Number of activities carried out under the Regional Development-Focused Mission Differentiation and Specialisation Programme (mining) (PG.2.1.5)
TPG. 8: Number of publications per academic staff member in journals indexed in SCI, SCI-Expanded, SSCI and AHCI (PG.2.2.1)
TPG. 9: Number of citations per academic staff member in journals indexed in SCI, SCI-Expanded, SSCI and AHCI (PG.2.2.2)
TPG. 10: The number of people awarded certificates by the Centre for Continuing Education (SEM), the Language Centre (DİLMER) and other Research and Application Centres (PG.3.1.2)

2. STRATEGIC PLAN PREPARATION PROCESS

Work on the 2023–2027 Strategic Plan commenced with the publication of “Circular 1” by the Rector’s Office on 26 May 2021. Throughout the process, work has continued unabated, guided by the work schedule forming the basis of the planning efforts and followed by the publication of “Circular 2”. The commencement of the work was reported to the Presidency of Strategy and Budget; meetings were scheduled by members of the Strategic Planning Team to outline the roadmap for the work; small working groups were formed in accordance with the work schedule; and surveys and survey evaluations were conducted targeting both internal and external stakeholders.

Following approximately nine months of intensive work, the draft report was submitted to the Strategic Development Board (University Governing Board); subsequently, necessary revisions and updates were made, and the report was forwarded to the Directorate General of Plans and Programmes within the Presidency of Strategy and Budget. Our 2023–2027 Strategic Plan was finalised following the necessary recommendations and advice provided by the Presidency.

Table 3: Strategy Development Committee Table

Strategy Development Committee			
Institutional Role	Role of the Board	Title	Name-Surname
Rector	President	Prof. Dr.	Halil İbrahim ZEYBEK
Vice Rector	Vice Pres.	Prof. Dr.	Günay ÇAKIR
Dean of Faculty of Letters	Member	Prof. Dr.	Dean
Dean of the Faculty of Engineering and Natural Sciences	Member	Prof. Dr.	Dean
Dean of the Faculty of Economics and Administrative Sciences	Member	Prof. Dr.	Dean
Dean of the Faculty of Theology	Member	Prof. Dr.	Dean
Dean of the Faculty of Communication	Member	Prof. Dr.	Dean
Dean of the Faculty of Tourism	Member	Prof. Dr.	Dean
Dean of the Faculty of Health	Member	Prof. Dr.	Dean

Tablo 4: Stratejik Planlama Ekibi Tablosu

GÜMÜŞHANE ÜNİVERSİTESİ STRATEJİK PLANLAMA EKİBİ		
Görev	Ad Soyadı	Birim
President	Prof. Dr. Günay ÇAKIR	Vice Rector
Vice President	Prof. Dr. M. Ferhat ÖZBEK	Quality Coordinator
Member	Prof. Dr. Charyyar ASHYRALYYEV	Quality Coordinatorship
Member	Doç. Dr. Hamza AKTAŞ	Faculty of Theology
Member	Doç. Dr. Nilgün ULUTAŞDEMİR	Faculty of Health
Member	Dr. Öğr. Üyesi Esra Dudu KARAMAN	Faculty of Health
Member	Dr. Öğr. Üyesi Şenay YANAR	Faculty of Letters
Member	Doç Dr. Cem YÜCEL	Faculty of Engineering and Nat.
Member	Dr. Öğr. Üyesi Ayşenur KARADEMİR	Faculty of Economics and Adm.
Member	Dr. Öğr. Üyesi İsmail ÇALIK	Faculty of Tourism
Member	Dr. Öğr. Üyesi Yeşim BAYRAKTAROĞLU	School of Physical Education and Sport
Member	Dr. Öğr. Üyesi Gül YEŞİLÇELEBİ	School of Applied Sciences
Member	Dr. Öğr. Üyesi Emine ÇORUH	Institute of Postgraduate Education (Science)
Member	Dr. Öğr. Üyesi Orkun ÇELİK	Institute of Postgraduate Education (Social)
Member	Dr. Öğr. Üyesi Mahmut SARI	Vocational Schools
Member	Dr. Öğr. Üyesi Mehmet Ali GÜCER	Application and Research Centres
Member	Öğrt. Gör. Dr. Kübra Şimşek DEMİRBAĞ	UZEM
Member	Doç. Dr. Fatih YALÇIN	General Secretary
Member	Fahri TERZİ	Head of the Department of Health, Culture and Sport
Member	Onur KAYA	Head of the Strategy Development Department
Member	Niyazi KARADENİZ	Head of the Student Affairs Office
Secretary	Serhat KARADAĞ (Branch Manager)	Directorate of Strategy Development
Secretary	Serkan KAYHAN (Financial Services Specialist)	Directorate of Strategy Development
Secretary	Mehmet TOPAL (Şef)	Directorate of Strategy Development

3. SITUATION ANALYSIS

3.1.Organisational History

Gümüşhane University was established by Law No. 5765, which entered into force following its publication in the Official Gazette dated 31 May 2008 and numbered 26892. Under the Rectorate:

Offering four-year undergraduate programmes: Gümüşhane Faculty of Engineering, Faculty of Economics and Administrative Sciences, Faculty of Communication, Gümüşhane School of Health Sciences,

Offering two-year associate degree programmes: Gümüşhane Vocational School, Gümüşhane Health Services Vocational School, Kelkit Aydın Doğan Vocational School, and Şiran Vocational School,

and the Institute of Science and Social Sciences, established to provide postgraduate and doctoral education.

Table 5: Table of the Establishment Dates of Our Units

	Units	Foundation Date	Explanation
Institutes	Institute of Postgraduate Education	The Institute of Social and Natural Sciences was established as part of Gümüşhane University under the Founding Act dated 31 May 2008.	The Institute of Postgraduate Education was established by Presidential Decree No. 4000, published in the Official Gazette dated 21 May 2021 and numbered 31487, following the closure of the Institute of Social and Natural Sciences.
Faculties	Faculty of Engineering and Natural Sciences	It was established on 11 July 1992 as part of Karadeniz Technical University.	It was transferred to Gümüşhane University on 31 May 2008.
	Faculty of Economics and Administrative Sciences	It was established on 3 October 2007 as part of Karadeniz Technical University.	On 31 May 2008, it was transferred to Gümüşhane University.
	Faculty of Tourism	It was established in 2010 as the School of Tourism Management and Hotel Management.	Pursuant to the decision of the Council of Ministers dated 22 April 2013, published in the Official Gazette No. 28649 dated 16 May 2013, it was converted into the Faculty of Tourism.
	Faculty of Communication	It was established as part of Gümüşhane University under the Founding Act dated 31 May 2008.	-
	Faculty of Theology	It was established by a decision adopted by the Council of Ministers on 7 June 2010 and published in the Official Gazette No. 27628 dated 1 July 2010.	-
	Faculty of Health Sciences	The School of Health Sciences was established on 2 November 1996 as part of Karadeniz Technical University. It was	Pursuant to the decision of the Council of Ministers dated 25 January 2016, published in the

Gumushane University 2023 – 2027 Strategic Plan

		transferred to Gümüşhane University on 31 May 2008.	Official Gazette No. 29678 dated 8 April 2016, it was converted into the Faculty of Health Sciences
	Faculty of Letters	It was established by a decision adopted by the Council of Ministers on 14 November 2011 (No. 2011/2471) and published in the Official Gazette on 3 January 2012 (No. 28162).	-

Schools	School of Physical Education and Sport	It was established by a decision adopted by the Council of Ministers on 8 April 2010 and published in the Official Gazette No. 27565 dated 28 April 2010.	-
	School of Applied Sciences	It was established by a decision adopted by the Council of Ministers on 14 May 2018 and published in the Official Gazette No. 30470 dated 6 July 2018.	-

Vocational Schools	Gümüşhane Vocational College	It was established on 20 July 1982 as part of Karadeniz Technical University.	It was transferred to Gümüşhane University on 31 May 2008.
	Gümüşhane Vocational School of Health Services	It was established on 10 September 1992 as part of Karadeniz Technical University.	It was transferred to Gümüşhane University on 31 May 2008.
	Kelkit Aydın Doğan Vocational College	It was established on 20 July 1982 as part of Atatürk University. On 17 March 2006, it was transferred to Erzincan University	It was transferred to Gümüşhane University on 31 May 2008.
	Kelkit Vocational School of Health Services	It was established on 28 September 2003 as part of Atatürk University. It was transferred to Erzincan University on 17 March 2006.	It was transferred to Gümüşhane University by a decision of the General Assembly of Higher Education dated 22 July 2008.
	Şiran Mustafa Beyaz Vocational College	It was established as part of Karadeniz Technical University.	It was transferred to Gümüşhane University on 31 May 2008.
	Kürtün Meslek Vocational College	It was established by a decision of the General Assembly of the Council of Higher Education dated 21 May 2009.	-
	Şiran Vocational School of Health Services	It was established by a decision of the General Assembly of the Council of Higher Education dated 22 June 2017.	-
	Social Sciences Vocational College	It was established by a decision of the General Assembly of the Council of Higher Education dated 24 August 2017.	-

Gumushane University 2023 – 2027 Strategic Plan

	İrfan Can Köse Vocational College	It was established by a decision of the General Assembly of the Council of Higher Education dated 21 May 2009.	-
	Torul Vocational College	It was established by a decision of the General Assembly of the Council of Higher Education dated 21 May 2009.	-

Application and Research Centres	Centre for Continuing Education, Practice and Research	It was established by the letter dated 4 October 2010 and numbered 4904-36299 from the Presidency of the Higher Education Council.	-
	Kelkit Organic Farming Application and Research Centre	It was established by a decision of the Executive Board of the Council of Higher Education dated 30 March 2011.	-
	Central Research Laboratory Centre for Application and Research	It was established by a decision of the Higher Education Executive Board dated 6 January 2013.	-
	Centre for the Application and Research of Medicinal Plants and Traditional Medicines (GÜN-TİBGİM)	It was established by Council of Higher Education Decision No. 128 dated 30 May 2014.	-
	Centre for Educational Technology Research and Application	It was established by the Higher Education Council decision dated 5 August 2014, reference number 75850160-101.04/47600.	-
	Centre for Language Education, Practice and Research	It was established by a decision of the Higher Education Executive Board dated 25 April 2017.	-
	Technology Transfer Office, Centre for Application and Research	The Centre for Innovation, Science and Technology Research and Application was established by a decision of the Higher Education Executive Board dated 25 April 2018. Its Regulations were published in the Official Gazette No. 30566 dated 15 October 2018.	A name change has been made pursuant to the Regulation on the Technology Transfer Office Application and Research Centre, published in the Official Gazette on 27 July 2020 under number 31198.
	Ahmed Ziyaüddin Gümüşhanevi Centre for Application and Research	The Regulation was published in the Official Gazette on 16 July 2018, Issue No. 30480.	
	Centre for Career Development, Practice and Research	It was established by the Regulation on the Career Development Application and Research Centre, published in the Official Gazette dated 23 August 2020 and numbered 31222.	
	Centre for Occupational Health and Safety Research and Application	It was established by the Regulation on the Centre for Occupational Health and Safety Training, Research and Application, published in the Official Gazette dated 14 June 2021 and numbered 31511.	

	Centre for Distance Learning Applications and Research	It was established by the Regulation on the Centre for Distance Education Applications and Research, published in the Official Gazette dated 14 March 2021 and numbered 31423.	
--	--	--	--

3.2. Assessment of 2018-2022 Strategic Plan

Our university’s strategic plan for the 2018–2022 period comprises 4 aims, 11 objectives and 48 indicators.

As part of the evaluation of the current strategic plan, the aims and objectives for the period 2018–2021, along with the achievement rates for each year, are shown in the tables below.

1) Aim 1: To become a competitive university in fields where the country and region have a need, with the aim of enhancing the quality of education and teaching.

1.1) Objective 1: By the end of 2022, to increase the number of associate degree, undergraduate degree programmes and students by 20%, particularly to capitalise on the potential of organic farming, tourism and mining.

1.2) Objective 2: To increase the number of students undertaking double majors or minors, as well as those participating in national and international exchange programmes such as Farabi, Erasmus and Mevlana, by 50% by the end of 2022.

Table 6.1: Evaluation Table for Objective 1 of the Current Strategic Plan

Years	Objective 1	Objective 2
2018	6,25*	25
2019	6,25	18,75
2020	9,38	6,25
2021	18,75	6,25
Average	10,16	14,06

Note: *This figure represents the average achievement for 2018 of the four indicators identified under Aim 1 in the annual review of the 2018–2022 Strategic Plan.

For Objective 1: In the four-year assessment of the target to “increase the number of associate degree, undergraduate degree programmes and students by 20% by the end of 2022, particularly to harness the potential of organic farming, tourism and mining”, a value of 10.16% was achieved. The average achievement rate over the first four-year period, expressed as a percentage of the target, was 50.79% $((10.16/20) \times 100)$.

For Objective 2: The assessment of the target to “increase the number of students undertaking a double major or minor, as well as those participating in national and international exchange

programmes such as Farabi, Erasmus and Mevlana, by 50% by the end of 2022” stood at 14.06%. The average achievement rate for the performance indicators set for Objective 2 under this aim was 28.13% $((14.06/50) \times 100)$.

1) Aim 2: To carry out projects and activities with high social and economic benefits by increasing the volume and quality of scientific research resources,

1.1) Objective 3: To increase the number of publications at national and international level by 30% by the end of 2022.

1.2) Objective 4: To increase the funding allocated to research by 30% by the end of 2022.

1.3) Objective 5: To increase the number of postgraduate programmes and the number of students by 20% by the end of 2022.

1.4) Objective 6: To increase the number of services and resources available at the Central Library by 30% by the end of 2022.

Table 6.2: Evaluation Table for Aim 2 of the Current Strategic Plan

Years	Objective 3	Objective 4	Objective 5	Objective 6
2018	10*	16,67	16	22,48
2019	8,88	30	16	20
2020	14,17	20	16	20
2021	5,87	30,83	16	20
Average	9,73	24,38	16	20,62

*This figure represents the average achievement for 2018 of the six indicators identified under Aim 3 in the annual review of the 2018–2022 Strategic Plan.

For Target 3: In the four-year assessment of the target to “increase publications at national and international level by 30% by the end of 2022”, a figure of 9.73% was achieved. For the six target indicators set, the average achievement rate over the first four-year period was 32.43% $((9.73/30)*100)$.

For Objective 4: The evaluation regarding the target of “increasing the resources allocated to research by 30% by the end of 2022” reached 24.38%, and the average achievement rate for the three performance indicators set for Objective 4 within this scope was 81.25% $((24.38/30)*100)$.

For Objective 5; in the four-year assessment regarding the objective of “increasing the number of postgraduate programmes and the number of students by 20% by the end of 2022”, a value of 16.00% was achieved, and the average achievement rate for the total target indicators over the first four-year period was 80% $((16/20)*100)$.

For Target 6; Regarding the target of “increasing the number of services and resources offered at the Central Library by 30% by the end of 2022”, the evaluation reached a level of 20.62%, and the average achievement rate for the four performance indicators set for Target 6 within this scope was 68.73% $((20.62/30)*100)$.

1) Aim 3: To deliver high-quality services aimed at local and regional development in areas where the community has a need, in collaboration with our stakeholders.

3.1) Target 7: By the end of 2022, to increase the number of events and activities addressing the needs of the city, region and country by 30%, through collaboration and coordination with the University and external stakeholders.

3.2) Target 8: By the end of 2022, increase the number of supported development projects by 30%.

Table 6.3: Evaluation Table for Objective 2 of the Current Strategic Plan

Years	Objective 7	Objective 8
2018	6,25*	0
2019	6,25	6,25
2020	6,25	6,25
2021	0	0
Average	4,69	3,13

*This figure represents the average achievement for 2018 of the four indicators set under Objective 7 in the annual review of the 2018–2022 Strategic Plan.

For Target 7: “By the end of 2022, to increase events and activities addressing the needs of the city, region and country by 30% through collaboration and coordination with the University and external stakeholders.” The four-year assessment for this target has reached a value of 4.69%. For the four established target indicators, the average achievement rate over the first four-year period was 15.63% $((4.69/30) \times 100)$.

For Target 8: The assessment regarding the objective of “increasing the number of supported development projects by 30% by the end of 2022” reached 3.13%, and the average achievement rate for the four performance indicators set for Target 8 under this objective was 10.42% $((3.13/30)* 100)$.

1) Aim 4: To establish a transparent, accountable and sustainable institutional culture by strengthening our university’s social, physical and administrative infrastructure.

4.1) Objective 9: By 2022, to improve the institutional culture by at least 30% by establishing Human Resources, Quality Management and Performance/Reward Systems and standards, based on a participatory, fair, transparent and accountable management approach that strengthens dialogue and promotion through inter-institutional cooperation.

4.2) Objective 10: By 2022, increase services such as students’ cultural, sporting and other activities, as well as catering, by 20%.

4.3) Objective 11: By the end of 2022, improve our ranking in the state university league table by 10% by developing infrastructure, services and activities.

Tab 6 April: Evaluation Table for Aim 2 of the Current Strategic Plan

Years	Objective 9	Objective 10	Objective 11
2018	14*	33,33	3,56
2019	8	22,72	2,5
2020	2	13,86	7,38
2021	2	26,42	1,45
Average	6,5	24,08	3,72

*This figure represents the average achievement for 2018 of the five indicators identified under Target 9 in the annual review of the 2018–2022 Strategic Plan.

For Target 9: “By 2022, to improve organisational culture by at least 30% through the establishment of Human Resources, Quality Management and Performance/Reward Systems and standards, based on a participatory, fair, transparent and accountable management approach that strengthens dialogue and promotion through inter-organisational collaboration”. In the four-year assessment against this target, a value of 6.50% was achieved. The average achievement rate over the first four-year period, calculated as a percentage of the total 5 target indicators, was 21.67% $((6.50/30)*100)$.

For Objective 10: “To increase services for students’ cultural, sporting and other activities, as well as catering, etc., by 20% in 2022”. The evaluation for this target reached 24.68%, and the average achievement rate for the three performance indicators set for Target 10 within this scope was 120.41% $((24.08/20)*100)$, thereby exceeding the five-year target increase within the four-year period.

For Objective 11: “To improve our ranking in the state university rankings by 10% by the end of 2022 through the development of infrastructure, services and activities”; the four-year assessment reached a value of 3.72%, and the average achievement rate for the six target indicators set over the first four-year period was 37.23% $((3.72/10)*100)$.

An overall assessment of our university’s 2018–2022 Strategic Plan reveals that 50% of the performance indicators were achieved during the four-year implementation period. During this planning period, the majority of activities planned to meet the established indicators were cancelled or subject to restrictions in 2020–2021 due to the global COVID-19 pandemic. Both the global community and our country were adversely affected by the economic crisis resulting from the measures taken in the wake of the pandemic. During this period, certain targets for the indicators were not met due to constraints on the budgetary resources allocated to our institution. The fact that numerous units were responsible for the implementation of some of the activities included in the plan led to delays and inconsistencies in achieving the results for the defined indicators. The absence of an automation system within our organisation to collect data collectively has resulted in an unreliable data flow and poses a problem in the evaluation of indicators. The fact that the reasons for deviations in some of the indicators in our implemented plan are related to legislation and entirely dependent on academic departments has made it impossible to achieve the set indicators. It is certain that, whilst preparing the new strategic plan covering the years 2023–2027, attention will be paid to the issues outlined above, and indicator data will be selected more effectively.

3.3. Regulatory Analysis

Gümüşhane University, pursuant to Law No. 5765 of 22 May 2008, published in the Official Gazette No. 26892 of 31 May 2008 “Law Amending the Organisation of Higher Education Institutions Act, the Decree-Law on the Staffing of Teaching Staff at Higher Education Institutions, and the Schedules Annexed to the Decree-Law on General Staffing and Procedures”, published in the Official Gazette dated 31 May 2008 and numbered 26892.

Articles 130 and 131 of the Constitution of the Republic of Turkey pertain to higher education. In Turkey, higher education is primarily regulated by the Higher Education Act No. 2547.

As a higher education institution, Gümüşhane University fulfils the duties and responsibilities set out in the laws, decrees with the force of law, regulations, bylaws, circulars, guidelines and notifications listed below, in addition to the aforementioned constitutional articles and the Higher Education Act. Furthermore, it fulfils the duties and responsibilities set out in the relevant legal obligations of other laws, as well as in the provisions of secondary and tertiary legislation prepared in accordance with these laws.

- Law No. 2809 on the Organisation of Higher Education Institutions,
- Law No. 2914 on Higher Education Staff,
- Law No. 657 on Civil Servants,
- Law No. 5018 on Public Financial Management and Control and its secondary legislation
- Law No. 4734 on Public Procurement,
- Law No. 5510 on Social Insurance and General Health Insurance,
- Law No. 5434 on the Retirement Fund of the Republic of Turkey,
- Law No. 3843 on Dual Education in Higher Education Institutions,
- State Procurement Law No. 2886,
- Public Procurement Contracts Law No. 4735,
- Travel Expenses Law No. 6245,
- Vehicles Law No. 237,
- Civil Defence Law No. 7126,
- Central Administration Budget Law for the Year,
- Stamp Duty Law No. 488,
- Law No. 5746 on the Support of Research and Development Activities,

- Law No. 4691 on Technology Development Zones,
- Law No. 5378 on Persons with Disabilities,
- Law No. 1416 on Students to be Sent Abroad,
- Law No. 5765 on Amendments to the Organisation of Higher Education Institutions Act, the Decree-Law on the Staffing of Teaching Staff in Higher Education Institutions, and the Schedules Annexed to the Decree-Law on General Staffing and Procedures,
- Decree-Law No. 124 on the Administrative Organisation of Higher Education Governing Bodies and Higher Education Institutions,
- Decree-Law No. 190 on General Staffing and Procedures,
- Decree-Law No. 78 on the Staffing of Teaching Staff in Higher Education Institutions,
- Council of Ministers Decision on the Principles Governing the Employment of Foreign National Teaching Staff in Higher Education Institutions,
- Implementing Regulation of the Directorate of Medical-Social Health, Culture and Sports Affairs in Higher Education Institutions,
- Regulation on Academic Evaluation and Quality Development in Higher Education Institutions,
- Regulation on the Establishment of Joint Education and Teaching Programmes with Higher Education Institutions Abroad,
- Regulation on Scientific Research Projects in Higher Education Institutions,
- Decision on the Principles Governing the Employment of Retired Academic Staff on Contractual Terms in Higher Education Institutions,
- Decision on Lecture Fees to be Paid to Academic Staff Undertaking Second-Shift Teaching in Higher Education Institutions, and Overtime Pay to be Paid to Academic Managers, Academic Staff and Administrative Staff,

- Principles Regarding the Determination of Current Service Costs, Student Contribution Fees and Second-Shift Tuition Fees in Higher Education Institutions,
- The Regulation on the Advisory and Coordination Board for Persons with Disabilities at Higher Education Institutions, which entered into force upon its publication in the Official Gazette No. 27672 dated 14 August 2010,
- The Regulation on the Mevlana Exchange Programme, published in the Official Gazette No. 28034 dated 23 August 2011 and entered into force,
- The Regulations of the Gümüşhane University Application and Research Centre,
- The secondary legislation related to the above-mentioned regulations and other legislation, as well as the relevant Presidential Decrees,
- Regulations, principles and procedures, guidelines, instructions/directives/internal orders, decisions of committees/commissions/councils, policy decisions, principles of implementation and programmes, procedures, contracts/protocols, catalogues/guides, lists/concepts of institutions relevant to our activities and services.

What regulations are in place regarding the university's organisational structure, working procedures and business processes?			
Legal Obligation	Reference	Findings	Requirements
Universities, which possess legal personality as public bodies and scientific autonomy, are established by the State through legislation with the aim of training human resources suited to the needs of the nation and the country within a framework based on modern principles of education and teaching; to conduct education and teaching at various levels building upon secondary education, as well as scientific research, publishing and consultancy; and to serve the country and humanity through their various departments.	Article 130 of the Constitution and Article 12 of Law No. 2547	It was established by Law No. 5765, dated 22/05/2008, titled "Law on Amendments to the Law on the Organization of Higher Education Institutions and the Decree Law on the Staff Positions of Higher Education Institution Teaching Personnel and the Attached Schedules to the Decree Law on General Staff and Procedure," published in the Official Gazette dated 31 May 2008 and numbered 26892.	<p>* Making the necessary legal arrangements for universities to establish sufficient cooperation with stakeholders in the regions where they are located.</p> <p>* Regulating legislation to remove restrictions in budget and resource allocations so that newly established universities outside the country's developed regions can achieve the objectives identified in their strategic plans within the scope of their needs.</p>
The Council of Higher Education is established for the purpose of planning, organizing, managing, and supervising the education of higher education institutions; directing educational, instructional, and scientific research activities in higher education institutions; ensuring that these institutions are established and developed in line with the objectives and principles specified in the law and that the resources allocated to universities are used effectively; and making plans for the training of academic staff.	Article 131 of the Constitution.	The Council of Higher Education is a constitutional institution established according to the fundamental principles of the higher education system defined by the 1982 Constitution of the Republic of Türkiye.	
Higher education institutions may establish cooperation with higher education institutions abroad and other organizations and conduct international joint education and training programs, including associate degree and undergraduate programs.	Article 43 of Law No. 2547	Law No. 2547 on Higher Education, Erasmus+ Programme Guide, Handbook for Higher Education Institutions on Student and Staff Mobility in Higher Education among Programme Countries,	Making regulatory arrangements to increase cooperation between universities and higher education institutions and other organizations abroad, and allocating funding for these educational activities from financial resources.
Making regulatory arrangements to increase cooperation between universities and higher education institutions and other organizations abroad, and allocating funding for these educational activities from financial resources.	Law No. 2914 on Higher Education Personnel	Council of Ministers Decision on the Principles of Employing Foreign National Academic Staff in Higher Education Institutions	Regulation of legislation to lift restrictions on the number of retired and foreign personnel active in the field of universities.
Conducting original scientific publications and studies that meet the conditions specified in the regulation to be issued by the Higher Education Council, within the framework of the opinion to be determined by the Interuniversity Council, taking into account the characteristics of each scientific discipline.	Law No. 2547 on Higher Education and the Higher Education Council's Directive on Scientific	The lack of sufficient regulations to encourage the scientific work of academic staff	Legislative changes should be made to increase publication support.

Table 7: Regulatory Analysis Table

What products and services are offered by the university? Who are the beneficiaries?			
Legal Obligation	Reference	Findings	Requirements
Universities contribute to the development of agriculture and industry in the regions where they operate, by training professionals suitable for their needs and enhancing their knowledge. They carry out, implement, and participate in studies and programs that modernise industry, agriculture, and health services, and increase production. They collaborate with relevant institutions and propose solutions to environmental issues.	Paragraph g of Article 12 of the Higher Education Law No. 2547.	*Regulation of the Technology Transfer Office Application and Research Center of Gümüşhane University *Regulation of the Medical Plants and Traditional Medicines Application and Research Center of Gümüşhane University *Regulation of the Organic Agriculture Application and Research Center of Gümüşhane University The legal obligations stipulated in the legislation are fulfilled to the extent of financial and technological capabilities.	Academics should be encouraged to conduct research in these areas.
Gümüşhane University Scientific Research Projects (GÜBAP) evaluates and meets analysis requests from universities, research centers, industry, public institutions and organisations, and projects conducted with them, as well as from third parties, to the extent that it does not hinder basic research and within the capabilities of the center.	Higher Education Law No. 2547	Regulation of the Gümüşhane University Central Research Laboratory Application and Research Center	To ensure, develop, and strengthen the coordination of research laboratories, research-application centers, and similar units within the university by organising their activities within a central framework, and to enable the inter-unit use of their R&D capabilities.
To regulate the duties, authorities, responsibilities, rights, and obligations of employers and employees in order to ensure occupational health and safety in workplaces and improve the existing health and safety conditions.	Law No. 6331 on Occupational Health and Safety, Article 7 of Law No. 2547 on Higher Education	Regulation of the Occupational Health and Safety Training Center of Gümüşhane University	The insufficient number of law school graduate academicians for the certified training that will be given to qualified individuals needed by the country and the surrounding area.
What provisions are there regarding the quality and quantity of the products and services offered by the university?			
Legal Obligation	Reference	Findings	Requirements
To disseminate scientific data that elevates the living standards of society and enlightens the public through speech, writing, and other means.	Article 12, paragraph c of the Higher Education Law No. 2547.	At our university, we conduct community-beneficial work, and the scientific data obtained is disseminated to the public through means such as articles, interviews, and symposiums. During the Covid-19 pandemic, he/she conducted efforts to raise awareness among the local population. Additionally, psychological support has been provided in the digital environment.	Universities should be supported in order to become institutions that seek solutions to global and national problems and to increase scientific productivity.

Producing, developing, using, and disseminating educational technology.	Higher Education Law No. 2547	The launch of the "Artificial Intelligence and Intelligent Systems Master's Program with Thesis," the first of its kind in Turkey, under the Graduate School of our University.	Academics should be encouraged and supported to conduct research in these areas.
---	-------------------------------	---	--

What regulations are in place regarding the university's relationships with other universities, public administrations, non-governmental organisations, and private sector organisations?			
Legal Obligation	Reference	Findings	Requirements
Between our university and national and international universities, businesses, and non-governmental organisations; through the exchange of students, academics, and administrative staff, by conducting education-related and scientific programs, sharing scientific and cultural wealth; contributing to academic, social, and cultural developments, and being preferred by stakeholders because of these contributions.	Article 7 of the Higher Education Law No. 2547	Gümüşhane University prepares a satisfaction survey to determine the satisfaction level of its stakeholders within the framework of its Strategic Plan and includes the results in the strategic plan.	To develop civil society awareness and non-governmental organisations in Turkey; to increase efforts on all matters related to civil society, to conduct various research, studies, scientific meetings, and publications aimed at this purpose, to present the subject with scientific data, to produce suggestions for solving existing problems, to implement model practices, and to give more space to such practices.
Our university organises in-service training courses for teachers and administrators of primary and secondary education institutions, and within its capabilities, for the personnel of other public institutions and organisations.	Article 5 of the Law No. 2809 on the Organization of Higher Education Institutions	Basic occupational health and safety training, Family Counselling Training, Play Therapy Practitioner Training, Quality Management Systems Training in Food Businesses, Basic ECG Training	To increase the number of in-service training programs, universities should be supported financially and legislatively.
Is there a conflict of duties and authorities arising from regulations between the services provided by the university and other administrations?			
Legal Obligation	Reference	Findings	Requirements
1-) "...Top executives fulfil the requirements of this responsibility through expenditure authorities, the financial services unit, and internal auditors..." 2-) "Until regulations are made regarding the Directorate of Strategy Development, the Department of Strategy Development, and the 'Directorate Units' where services related to strategy development and financial services are carried out, to carry out the duties specified in the second paragraph and other duties assigned by law..." It appears that the text to translate is missing. Could you please provide the text you would like me to translate?	1-) Article 11 of the Public Financial Management and Control Law No. 5018. 2-) Article 15 of the Law on Amendments to the Public Financial Management and Control Law No. 5436 and Certain Other Laws and Decrees	There are inconsistencies in the relevant articles of the 5018 and 5436 Laws. While the term "financial services unit" is used in Law No. 5018, the term "Strategy Development Unit" is used in Law No. 5436. The Financial Services Unit is causing confusion in practice and is being mistaken for the Administrative Financial Affairs Department Heads, which have different duties and responsibilities.	In order to ensure compliance with Article 15 of Law No. 5436, it is deemed appropriate to add "Department of Strategy Development" alongside the expression "Financial Services Unit" mentioned in the article in universities.
Execution officers carry out the tasks of conducting the work, procuring goods or services, performing the procedures related to receipt, documenting, and preparing the necessary documents for payment upon the expenditure order.	Article 33, Paragraph 2 of the Law No. 5018 on Public Financial Management and Control	From the definition of the implementers in the law, it is understood that all officials involved in the entire process are included. This situation causes confusion about who the execution officer is. There is no clear definition of the implementer in the law.	To clarify the law, the definition of the executor can be made more precise to eliminate confusion. Additionally, the responsibilities of the officials regarding the work done should be specified in the legal text during the process of carrying out the work.
Expenditure authorities can spend up to the appropriations provided in the budget, while expenditure authorities who are allocated funds through an appropriation transfer document can spend the allocated amount.	Article 31, paragraph 6 of the Law No. 5018 on Public Financial Management and Control	It is not sufficient for an expenditure to be included in the budget. The fund must be free and available for use.	Instead of the phrase "expenditure can be made," it would be more appropriate to use the phrase "commitment can be entered into."

Are the legal obligations specified in the legislation being fully met, and if not, what are the reasons for this? Is a legislative amendment necessary in this regard?			
Legal Obligation	Reference	Findings	Requirements
In public administrations, those responsible or other relevant parties are obliged to provide the information, records, and documents requested by auditors and to show the actual and physical conditions of operations, activities, and goods without delay.	Article 9 of the Court of Accounts Law No. 6085	All legal obligations specified in the relevant legal regulations are being fully met.	A knowledge management system should be developed to ensure the rapid and accurate provision of information and documents.
Administrations are responsible for ensuring transparency, competition, equal treatment, reliability, confidentiality, public oversight, meeting needs under appropriate conditions and in a timely manner, and the efficient use of resources in tenders conducted in accordance with Law No. 4734.	Public Procurement Law No. 4734	The legal obligations specified in the legislation are being fully met. The legislation is frequently changing.	All personnel working in the procurement unit should be informed about the current regulations and provided with training on the implementation of the relevant regulations.
Seventy percent of the gross amount of the monthly indicator and additional indicator they receive is paid as an administrative duty allowance to Rectors, thirty percent to Vice Rectors and Deans, twenty percent to Vice Deans, Institute and Higher School Directors, Conservatory Directors, and Department Heads, and fifteen percent to Vice Directors of Institutes, Higher Schools, and Conservatories. Those who have more than one administrative duty are paid the highest amount of the Administrative Duty Allowance.	Article 13 of the Higher Education Personnel Law No. 2914	The personal rights of vocational school Directors and Deputy Directors are not equal to those of College Directors and Deputy Directors.	It is believed that the personal rights of Vocational School Directors and Deputy Directors should be equalised with those of School Directors and Deputy Directors.
The definition of Vocational Schools in the legislation	Higher Education Law No. 2547 article 3	The presence of definitions for universities and high technology institutes, along with the faculties, institutes, colleges, conservatories, departments, research and application centers, etc., within them, but the absence of a definition for vocational high schools.	The duties of Vocational Schools should be defined in the legislation.
In order to establish an adequate and effective control system, necessary measures should be taken by the senior managers and other managers of the relevant administrations, considering their duties, authorities, and responsibilities.	Law No. 5018 on Public Financial Management and Control (Articles 55-57)	Efforts should be made to increase the awareness and competence levels of process owners regarding the importance of the internal control system.	Training and consultancy support should be provided regarding the internal control system.
To prepare a file and archive directive by the university.	Regulation on State Archive Services (Art. 24)	There is no archive and file directive belonging to our university.	Preparation of the file and archive directive by our university.
Are there services provided by the university that are not included in the regulations? If so, what kind of changes need to be made in which regulations?			

Legal Obligation	Reference	Findings	Requirements
Our university carries out all its services in accordance with the regulations and issues regulations, directives, principles and procedures, instructions, etc., based on the relevant legislation, to implement the services in an understandable manner.	Constitution, Law, International Treaty, Decree-Law, Presidential Decree, Regulation, Directive, etc.	There is no service outside the regulations to which our university is subject.	Mevzuat düzenlemesine bu anlamda gerek duyulmamakla birlikte günümüz çağına uygun güncellenmelidir.

3.4. Analysis of High-Level Policy Documents

In our university's 2023-2027 Strategic Plan, the analysis of upper policy documents was conducted by examining the Eleventh Development Plan, the Medium-Term Program, the 2021 Presidential Annual Program, the Turkey Industry Strategy Document, the DOKAP Regional Development Program, and national, regional, and sectoral strategy documents relevant to our university. While preparing the Strategic Plan, importance was given to ensuring that the higher policy documents are related to our University's mission, vision, strategic goals, and objectives. In this context, the analysis conducted is shown in Table 3.

Table 8.1: High Policy Documents Analysis Table (Eleventh Development Plan)

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
Eleventh Development Plan (2019-2023)	Article 33	Education systems that emphasise an integrated approach to science, technology, engineering, and mathematics (STEM) disciplines are gaining importance, as they equip students with analytical, critical, creative, and computational thinking skills to solve real-life problems.
	Article 34	Group-based mutual teaching and learning, acquiring and comparing information from different sources outside of school, the application of a fun learning approach, and the techniques and environments that enhance decision-making confidence stand out.
	Article 37	Universities are undergoing a transition towards the entrepreneurial university model, where they play an active role in the process of converting produced knowledge into value and closely collaborate with industry and the public sector.
	Article 38	Due to the rapid advancement of technology, the lifelong learning approach aimed at acquiring skills to meet changing needs is diversifying and becoming widespread in every field.
	Article 42	In developing countries at earlier stages of demographic transition, during the period when the share of the working-age population is increasing, rapid economic development can be achieved by employing the additional workforce through productivity enhancement, and the importance of education policies for productivity is increasing.
	Article 47	With the developments in digital technologies, new professions and ways of working are emerging, and countries are changing their labour laws to include various flexible working arrangements.
	Article 61	With the development of health sciences, biotechnology products and personalised medicines are advancing, and it is expected that wearable health technologies such as subcutaneous chips, smartwatches, and wristbands that measure body values will diversify and become widely used.
	Article 80	While the increasing demand for food, climate change, urbanisation, and pressure on land and water resources, as well as agricultural products and producers, are creating challenges; the development of plant and animal species suitable for the changing climate, the protection of the environment and biodiversity are gaining importance, and the need for qualified labour and technology to meet food demand with fewer resources is increasing.
	Article 85	Turkey has limited capabilities in terms of technology development and the productive use of innovative technologies compared to developed countries. In order for our country to keep pace with technological transformation, it is essential to enrich qualified human resources in priority sectors and fields, increase the dissemination of technology to businesses, enhance the organisational and innovation capabilities of firms, and implement effective mechanisms for financing research and development (R&D) and innovation. These are the key priorities for gaining competitiveness during the Eleventh Development Plan period.
	Article 86	In order to proactively prevent potential risks that may arise in terms of our country's national security due to technological developments, Turkey needs to improve its ability to develop technologies related to cybersecurity and data privacy, address the shortage of qualified human resources, complete its institutional structure, and keep its legislative infrastructure up-to-date and in line with changing technology.

	Article 87	Although significant progress has been made in the field of education in our country, the fundamental priorities for achieving the targets set for the Plan period are to enhance the quality of education through comprehensive reforms in the education system and to train a workforce equipped with the skills necessary for competitive production and productivity.
	Article 89	The need for vocational training and institutional structuring in our country, which aligns with the qualifications and ways of doing business required by technological transformations, continues, and the demographic opportunity window should be utilised to transform the young workforce in a way that meets this need.

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
Eleventh Development Plan (2019-2023)	Article 91	With the increase in technology-intensive production, facilitating access to quality education for all individuals and ensuring the acquisition of necessary skills in the labour markets to meet the growing demand for qualified workforce in our country will positively reflect on income distribution in the long term.
	Article 150	The need to determine higher education quotas by considering the balance of supply and demand and the connection between education and employment continues, in order to enhance the international competitiveness of the higher education system and strengthen its accountability.
	Article 166	With a human-centered development approach, it is essential to create environments where individuals can earn income through production, develop skills to adapt to new knowledge and technologies, and actively participate in socio-economic life; in line with the goal of spreading social welfare, it is fundamental to enable cities and rural areas to offer better job opportunities and living environments.
	Article 169	Throughout the planning period, by adhering to the principles of human-centeredness, participation, inclusivity, accountability, transparency, and efficiency, the objectives and goals outlined in the Development Plan will be embraced by all segments of society, ensuring that fundamental steps towards achieving the development vision are taken.
	Article 174	Segments of the working-age population that are not part of the labour force will be enabled to join the workforce. With higher quality education and expanded vocational and focused training opportunities, the competencies of the workforce and their alignment with working life will be improved.
	Article 183	Public enterprises will continue their activities in accordance with the principles of profitability, efficiency, and corporate governance. In this framework, public enterprises will determine their prices and tariffs based on commercial principles, increase product optimisation and efficiency, and develop R&D and innovation activities. In line with the goals of increasing efficiency in the economy and improving public financial balances, privatisation practices will continue.
	Article 196	In fundamental transformation decisions, special importance will be given to the creation of social consensus with the participation of the public, private sector, non-governmental organisations (NGOs), and all other stakeholders.
	Article 203	The expenditure responsibilities of the administrations will be clarified in accordance with the general fiscal policies.
	Article 210	Human resources will be one of the key elements of the stable growth anticipated during the planning period. Redirecting the workforce to more productive sectors and fields, monitoring the relationship between education and employment, enhancing the quality of the workforce, encouraging women's participation in the workforce, and integrating young people into employment by equipping them with the vocational skills needed in the labour market are among the main priorities.
	Article 251.1	Financial literacy education will be widespread in primary, secondary, and higher education institutions, and it will also be provided to adults as part of adult education.
	Article 260.3	Public personnel will be utilised more efficiently, employee satisfaction will be increased, and the financial and social rights of public personnel will be determined in accordance with the macroeconomic policies outlined in the Plan.
	Article 265	The Integrated Public Financial Management Information System Project will be completed.
	Article 265.1	A new technological infrastructure focused on accounting, including e-document, e-signature, e-archive, and e-invoice, will be established for public administrations under central government.

Article 289	The sustainable policies will enhance the country's sustainable production capacity by increasing the qualified human resources under the horizontal domain of sustainability providers, contributing to high productivity rates of the workforce and the investment environment; investments in R&D and innovation, as well as critical technology areas, will be made, and through the establishment of corporate structures, interfaces, and supports, the research and innovation capacities of firms and entrepreneurs will be increased, thereby enhancing their productivity.
Article 329	The main objectives are to equip the workforce with the skills required by the digital transformation in the manufacturing industry, to integrate vocational education and higher education with the business world, to simplify employment incentives for qualified human resources, and to prioritise key sectors in these incentives.
Article 331	Vocational training will be developed to enhance the quality of the workforce.
Article 331.1	In order to strengthen the education-employment-production relationship, education-sector cooperation protocols will be established.

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
Eleventh Development Plan (2019-2023)	Article 331.2	By updating the areas of support provided to private vocational and technical Anatolian high schools and vocational colleges, these schools will be specialised to meet the needs of priority sectors.
	Article 331.6	The workforce profile needed by the industry will be determined, and the curricula of vocational and technical education in secondary schools, science high schools, and higher education institutions will be updated accordingly.
	Article 331.7	A vocational and technical education portal will be created to facilitate the gathering of data from all stakeholders related to vocational and technical education, making it easier for individuals to access vocational and technical education topics from a single point, ensuring supply-demand matching, and providing support for individuals in vocational guidance and career processes.
	Article 331.8	Within the framework of the prepared and updated vocational education map, harmony will be ensured between the areas of vocational and technical education provided in provinces and regions across the country and sector clustering. The educational capacity will be linked to real employment, and vocational and technical education schools across the country will be aligned with the sector.
	Article 331.10	In vocational and technical education schools and institutions, curricula will be updated in line with sector demands and needs, and physical environment and material requirements will be addressed.
	Article 331.11	Microloans will be provided in collaboration with institutions such as the Ministry of Industry and Technology, the Scientific and Technological Research Council of Turkey (TÜBİTAK), etc., to projects deemed worthy of support in national and international competitions.
	Article 331.12	Priority will be given to improving the educational environments of vocational and technical high schools that train human resources for the manufacturing industry sectors, developing their curricula, and ensuring industry-education cooperation for the employment of graduates.
	Article 332.3	A project pool will be created by the industrial sector in areas where there is a need in priority sectors, and if a doctoral or master's thesis topic is selected from this pool within the framework of the standards established by the Council of Higher Education (YÖK), students and thesis advisors will be supported with contributions from relevant professional organisations and firms.
	Article 332.4	In order to enhance the human resource capacity involved in R&D and innovation processes of firms in priority sectors, graduate programs will be established in collaboration with universities and industry.
	Article 332.5	The number and diversity of associate, undergraduate, and graduate programs aimed at priority sectors will be increased, and special importance will be given to R&D activities in this field at universities.
	Article 349.3	In collaboration with universities and industry, graduate programs tailored to the needs of the industry, starting with priority sectors, will be created, and universities that offer these programs will be incentivised.

Article 350	Support mechanisms will be implemented to increase the transfer of knowledge and technology through collaborations between universities, research infrastructures, and the private sector, and the effectiveness of interface structures will be enhanced by developing their institutional capacities.
Article 350.5	The effectiveness of Technology Transfer Offices (TTO) will be analysed, and good practices both domestically and internationally will be identified and disseminated.
Article 350.6	The corporate structure and human resource capacity of Technology Transfer Offices will be developed and supported with a performance-oriented approach.
Article 350.7	Improvements will be made in the legislation regarding the commercialisation of intellectual property rights registered in the name of higher education institutions through Technology Transfer Offices of different statuses, the return of the revenue generated to the university, the payment to the inventor, and the financial sustainability of the Technology Transfer Offices.
Article 350.9	The academic incentive system will be structured by adding criteria that take into account knowledge and technology transfer activities.
Article 366.4	Participation in clinical research will be added to the criteria for performance, academic appointment, and promotion.
Article 418.2	By increasing the participation of academic and research staff in training and publication programs, the relationship between R&D and publication will be strengthened.

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
Eleventh Development Plan (2019-2023)	Article 440.1	The budget resources allocated for strengthening the R&D infrastructure of universities and improving the quantity and quality of scientific research projects will be increased.
	Article 440.2	To ensure the alignment of university scientific research project budgets with macro goals, to ensure the effective and efficient implementation of projects, to increase coordination and cooperation among universities, and to strengthen the alignment between plan objectives and projects, a coordination and support unit will be established within YÖK, a policy document on scientific research projects will be created, and new performance-based methods will be developed for project monitoring mechanisms and resource allocation.
	Article 440.3	To enable universities to carry out R&D and innovation activities that support high value-added production, the Research University program will be strengthened, and the capacities of universities included in this program will be increased with special support.
	Article 441.1	An inventory containing up-to-date information on machinery and equipment, human resources, research activities, and testing services in the research infrastructures within higher education and public institutions will be prepared to increase the accessibility of these infrastructures and prevent duplicate investments.
	Article 442	The number and quality of R&D personnel will be increased.
	Article 458.3	An inventory of intellectual property rights such as patents, utility models, designs, etc., belonging to public institutions and organisations, including universities, will be created, and information dissemination activities will be conducted to enable the private sector to benefit from this inventory. Priority will be given to incentives for commercialisation if the private sector requests these rights.
	Article 483	By developing cooperation between the public sector, private sector, universities, and NGOs, a digital transformation ecosystem will be created.
	Article 547	The primary goal is to raise individuals who have developed the ability to think, perceive, and solve problems, possess self-confidence and a sense of responsibility along with entrepreneurship and innovation qualities, have internalised democratic values and national culture, are open to sharing and communication, have strong artistic and aesthetic sensibilities, are adept at using technology, and are productive and happy, by ensuring that all individuals have access to inclusive and quality education and lifelong learning opportunities.
	Article 549.1	Educational structures will be designed in an architecture that is compatible with technology and the environment, safe, economical, aesthetic, accessible, and of high standards and quality.
	Article 550.1	Support programs will be implemented for the academic and social development of students.
Article 550.3	A quality assurance system will be established in education.	

Gumushane University 2023 – 2027 Strategic Plan

Article 561	The higher education system will be transformed into a structure with global competitiveness, quality-oriented, and dynamic; practices aimed at enhancing the quality of higher education institutions will continue.
Article 561.1	In the world academic success rankings, by 2023, at least 2 of our universities will be in the top 100 and at least 5 of our universities will be in the top 500.
Article 561.2	Starting with priority sectors, the number of PhD graduates will be increased to an average of 15,000 per year during the planning period.
Article 561.3	In order for universities to keep up with the digital age and implement open access and open science practices for accessing information, compatibility with open access infrastructures will be ensured.
Article 561.4	The minimum criteria for the appointment and promotion of academic staff will be centrally raised.
Article 561.5	The quotas of higher education institutions, sectoral and regional skill needs, the capacities of universities, the supply-demand balance, and the minimum occupancy rates of existing programs will be taken into account; the education-employment connection will be strengthened.
Article 561.6	The implementation of the minimum success score requirement will be expanded in higher education programs that grant direct professional practice authorisation after graduation.
Article 561.7	A graduate tracking system will be established to monitor the career processes of graduates and strengthen the collaboration between graduates and the university.
Article 561.8	The data related to the education, research, and innovation outputs of higher education institutions will be regularly monitored and reported.
Article 563	The level of internationalisation in our country's higher education sector will be increased.
Article 563.1	With effective promotional efforts, international access to the higher education system will be facilitated.

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
Eleventh Development Plan (2019-2023)	Article 563.2	The number of qualified international students in the higher education system will be increased.
	Article 563.3	The share of qualified foreign national academics in total employment will be increased.
	Article 563.4	The number of programs offering education in foreign languages will be increased, accommodation facilities for international students in higher education institutions will be developed, and the institutional capacity for internationalisation will be enhanced.
	Article 566.1	Courses and programs will be organised to train the workforce in the new job fields created by digital transformation.
	Article 571.1	In order to ensure the transition of university students to the labour market, the implementation of university-private sector collaborations, primarily through joint projects, will be developed.
	Article 495	Applications aimed at improving the quality and efficiency of services in the field of occupational health and safety will be implemented.
	Article 630.1	National Restoration Excellence Centers will be established at universities.
	Article 652.4	Training related to coaching will be reorganised in terms of regulations, methods, post-training exams, and evaluation processes, and the quality of coaching will be enhanced.
	Article 790	The capacity of strategy development units in public administrations will be strengthened.
	Article 791.1	The legislation regarding strategic planning, performance programs, and activity reports will be addressed under a single secondary regulation.
	Article 793	The effectiveness of internal control systems and internal audit practices in public administrations will be strengthened.

Table 8.2: Upper Policy Documents Analysis Table (Medium-Term Program)

Medium-Term Program (2022-2024)	Macroeconomic Goals and Policies 3. Employment (Policies and Measures)	3. To strengthen the relationship between education, employment, and production, innovative collaborations in the education sector will be increased, and vocational training programs will be harmonised to meet the changing needs of the digital economy.
		4. Internship and other talent management activities for students will be expanded; vocational guidance will be supported, and students' career awareness before transitioning to working life will be strengthened through career centers, enhancing the basic skills and competencies demanded by the real sector.
		5. The diversity of lifelong learning programs will be increased, and in coordination with the Vocational Qualifications Authority, professional standards will be determined, ensuring that achievements are documented in a way that is valid both nationally and internationally, thereby enhancing individuals' qualifications.

Table 8.3: Analysis Table of Higher Policy Documents (Internationalisation Strategy Document in Higher Education)

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
Higher Education Internationalisation Strategy Document 2018-2022	The Importance of Internationalisation Pages 8,9	Contributing to the development of a generation in higher education that believes in universal peace, has gained the ability to view events from different perspectives, and has developed a culture of coexistence, instead of a generation that approaches events and developments in a one-dimensional and closed-off manner.
	Internationalisation in Higher Education in Turkey Page 15	Bologna Process, TURQUAS Project, Erasmus and Erasmus+ programs, Turkey Scholarships, Mevlana Exchange Program, Joint Diploma programs, Project-Based International Exchange Program, YABSIS Project, School Recognition and Equivalence Regulation, extension of the stay period in Turkey for doctoral students after graduation, "Job Guaranteed Scholarship" Program for International Students, YÖK providing scholarships to international students, and increasing such exchange programs.
	Basic Policy in the Internationalisation of Higher Education in Turkey Pages 47-50	1. Increasing the recognition and quality of universities 2. Increasing accommodation capacity 3. Identifying target/focus countries and concentrating on these countries 4. Determining priority education and cooperation areas in the country context 5. Identifying pilot state universities and supporting them in the context of internationalisation 6. Diversifying scholarship opportunities

	<p>Internationalisation in Higher Education in Turkey: Strategic Goals and Objectives, Pages 53-63</p>	<p>To ensure that Turkey becomes a center of attraction in the field of higher education, the following goals should be achieved: 1. Increasing the number of international students 2. Increasing the number of international faculty members 3. Attracting qualified faculty members to our country through reverse brain drain 4. Increasing cooperation and the number of participants in exchange programs for international students and faculty members 5. Increasing accommodation opportunities for international students 6. Increasing the international cooperation potential of our universities 7. Increasing the international visibility of higher education 8. Increasing the number of programs taught in foreign languages 9. Enhancing the capacity of academics to teach in foreign languages 10. Increasing cooperation agreements with foreign governments and multinational institutions</p>
	<p>Internationalisation in Higher Education in Turkey: Strategic Goals and Objectives, Pages 65-69</p>	<p>To ensure the increase of institutional capacity in internationalisation, the following objectives should be achieved: 1. Establishment of the "Department of International Relations" within higher education 2. Provision of qualified and sufficient human resources in the field of International Relations 3. Creation of inter-institutional communication mechanisms regarding legislation, current developments, and trends in the field of internationalisation 4. Employment of personnel responsible for higher education in our foreign representations in target/focus countries under the title of "academic advisor"</p>

Table 8.4: Upper Policy Documents Analysis Table (Presidency Annual Program)

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
2021 Presidential Annual Program	Precaution 228.2.	Financial education activities conducted by public institutions, primarily the Capital Markets Board (SPK), will be expanded, and educational support will be provided to households on basic financial concepts.
	Precaution 331.1.	In order to strengthen the education-employment production relationship, education-sector cooperation protocols will be established.
	Precaution 331.7.	A vocational and technical education portal will be created to facilitate the gathering of data from all stakeholders related to vocational and technical education, making it easier for individuals to access vocational and technical education topics from a single point, ensuring supply-demand matching, and providing support for individuals in vocational guidance and career processes.
	Precaution 349.1.	The qualified human resources with doctoral degrees needed in the industry will be trained through university-industry collaboration, and the employment of doctoral researchers in the industry will be encouraged.
	Precaution 350.7.	Improvements will be made in the legislation regarding the commercialisation of intellectual property rights registered in the name of higher education institutions through TTOs of different statuses, the return of the revenue to the university, the payment to the inventor, and the financial sustainability of the TTOs.
	Precaution 350.9.	The academic incentive system will be structured by adding criteria that take into account knowledge and technology transfer activities.

Precaution 412.1.	The biodiversity inventory will be completed, important species and special areas will be monitored, a mechanism for sharing the benefits obtained from genetic resources and associated traditional knowledge will be established, and traditional knowledge based on biodiversity will be recorded and made available for R&D purposes.
Precaution 427.6	Üniversitelerin turizm ile ilgili bölümlerinde okuyan öğrencilerin sektörle ilişkisinin kurulması sağlanacaktır.
Precaution 551.2.	At all educational levels, students' proficiency in mathematics and Turkish will be improved.
Precaution 561.3.	To ensure that universities keep pace with the digital age and implement open access and open science practices for access to information, compatibility with open access infrastructures will be achieved.
Precaution 563.2	The number of qualified international students in the higher education system will be increased.
Precaution 563.3	The share of qualified foreign national academics in total employment will be increased.
Precaution 563.4	The number of programs offering education in foreign languages will be increased, accommodation facilities for international students in higher education institutions will be developed, and institutional capacity for internationalisation will be enhanced.
Precaution 779.4.	The participation of university students in volunteer work and NGO activities, as well as the facilitation of internship opportunities in NGOs, will be encouraged.
Precaution 779.5.	Efforts will be made to expand civil society centers in universities and to establish civil society certificate and master's programs.

Table 8.5: Upper Policy Documents Analysis Table (DOKAP Regional Development Program)

High-level Policy Document	Relevant Section/Reference	Assigned Task/Needs
DOKAP Regional Development Program (2021-2023)	Education-Page 54	It is aimed to establish academic and administrative collaborations in areas such as education, research and development, and community service between ÜNİDOKAP (Union of Universities in the DOKAP Region) and universities in the DOKAP Region, to advance university-industry interaction and university-city integration, and to contribute to our country's future vision and development efforts.
	Page 59-Table 8.2: 2021-2023 DOKAP Regional Development Program Strategic Framework	<ul style="list-style-type: none"> • Taking on an increasing role in agricultural production growth, value-added increase, and rural development. • Accelerate economic growth in tourism and industry. • Contributing to the development of human and institutional capacity.

3.5.3.5. Program – Subprogram Analysis

Table 9: Program-Subprogram Analysis Table

Program	Sub-Program	Findings	Needs
The main objective of the Research, Development, and Innovation Program has been determined as the private sector-focused increase of technology and innovation activities, the commercialisation of research results, and the enhancement of our country's competitiveness with branded technology-intensive products.	The Scientific Research and Development Sub-Program in Higher Education and the goal of this sub-program is to increase scientific studies aimed at innovation in higher education institutions.	The achievement level of the indicator values we set for the sub-program objectives has been 91.5%. The target has been partially achieved.	*Increase the support for projects such as TÜBİTAK, BAP, etc. for research *The Project Research, Development, and Implementation Coordination should be made more effective *Regulations should be made to reduce the workload of academic staff. *Establishing a project office to provide effective support from experts for project information, application processes, and project writing. *Ensuring that there are no restrictions on budget applications for research and development while making regulatory adjustments, *Conducting comprehensive research on the region's underground wealth, *Institutionally developing cooperation with universities and private organisations.
The main purpose of Lifelong Learning is to enable individuals to adapt to the information society they live in and to better control their lives by allowing them to actively participate at all levels of social and economic life.	The Higher Education Institutions Continuing Education Activities Sub-Program and the aim of this sub-program is to provide training in areas needed by all segments of society, and to contribute to the development of cooperation with public institutions and organisations, the private sector, and international organisations.	The achievement level of the indicator values we set for the sub-program objectives has remained at 14%. The target has not been achieved.	*Organising certified training programs that will benefit the private sectors and people in the region *Increasing the preference rate of our university among students *Establishing effective social communication networks to strengthen feedback and communication with alumni *Using the career center effectively and efficiently *The end of the pandemic that has affected the whole world since 2019
The primary purpose of higher education is to conduct high-level scientific work and research, produce knowledge and technology, disseminate scientific data, support national development and progress, collaborate with domestic and international institutions, become an esteemed member of the scientific community, contribute to universal and contemporary development, and instill a sense of service tied to nationalism.	The Associate Degree, Bachelor's Degree, and Graduate Education Subprogram and the goal of this subprogram is to train graduates who possess professional competence and are open to development.	The achievement level of the indicator values we set for the sub-program objectives has been 448%. The target has been achieved.	*To make the newly established universities attractive and thus draw students and faculty to these universities, efforts should be made to improve both the current conditions of the universities and the cities where they are located. *The government should increase the resources allocated for the newly established universities. *The policy for opening departments and faculties at the newly established universities should be planned in such a way that it meets the academic needs of the region and ensures the training of quality individuals required by the country.
	Student Life in Higher Education and the Objective of this Subprogram	The achievement level of the indicator values we set for the sub-program objectives has remained at 30.3%. The target has not been achieved.	

3.6. Determination of Areas of Activity and Products and Services

Table 10: Activity Area Products / Services Table

Activity Area Products / Services		
Higher Education	1	Associate's/Bachelor's/Postgraduate Education Program
	2	National and International Exchange Programs
	3	Double Major and Minor Programs
	4	Library Services
	5	Distance Education (UZEM) Services
	6	Foreign Language Preparation Program
	7	Scientific Publications and Citations
	8	Development of Educational Fields
	9	International Student Services
	10	Cultural and Social Activities
	11	Catering and Accommodation services
	12	Social Facility Activities (Creche, Swimming Pool, Sports Areas, etc.)
	13	Promotion and Recognisability Services
Research, Development, and Innovation	14	Scientific Research Projects (BAP) Services
	15	Application and Research Center Activities
	16	TÜBİTAK/AB/DOKAP vb. Projects
	17	Public-University-Industry Collaborations
	18	Expert and Consultancy Services
	19	Scientific Events (Symposium, Congress, Workshop, etc.)
	20	Scientific Publications and Citations
	21	Studies on Patent, Design, Intellectual and Industrial Property Rights
Lifelong Learning	22	Services for Disadvantaged Groups
	23	Certificate Education Services
	24	Activities for Graduates
	25	Social Responsibility Activities
	26	Sustainable Campus Life Services

3.7. Stakeholder Analysis

Those who directly or indirectly, positively or negatively affect or are affected by our university are classified as our internal and external stakeholders. In order to increase the applicability and recognisability of our Strategic Plan, which will guide the future of our institution, the opinions, suggestions, and expectations of all our internal and external stakeholders are taken into account. The value of stakeholder opinions is not to be underestimated for the effective implementation of the services we provide, especially since the service offered is education.

Internal Stakeholders: Individuals and groups within the university who are affected by or affect the university. The university's employees and administrators can be given as examples of internal stakeholders.

External Stakeholders: Individuals, groups, or institutions outside the university who benefit from the products and services offered by the university, or who are affected by or affect the university. Students, potential students, graduates, other universities related to university activities, public administrations, civil society, and private sector organisations can be given as examples of external stakeholders.

The stakeholders of our university are divided into internal and external stakeholders. These stakeholders have been prioritised, classified by importance and impact level, based on their power to influence university activities and the degree to which they are affected by university activities.

Table 11: Stakeholder Impact/Importance Matrix Table

Impact Level Importance Level	Weak	Strong
Low	Observe	Inform
High	Look after your interests, involve them in the studies.	Cooperate

**Impact refers to the university's ability to influence stakeholders through its activities and services, as well as the power of stakeholders to affect the university through their decisions; importance, on the other hand, expresses the value the university places on meeting the expectations and demands of stakeholders.

The levels determined for our stakeholders based on importance and impact are provided in Table 12 below.

3.7.1. Identification and Prioritisation of Stakeholders

Table 12: Stakeholder Identification and Prioritisation Table

Stakeholder name	Stakeholder	Importance Level	Impact Level	Priority
Academic Staff	Internal	1st Level	Strong	Cooperate
Administrative Staff	Internal	1st Level	Medium	Cooperate
Permanent and Temporary Workers	Internal	2nd Level	Weak	Variable

Higher Education Board (YÖK)	External	1st Level	Strong	Cooperate
TÜBİTAK	External	1st Level	Strong	Cooperate
DOKAP	External	1st Level	Strong	Cooperate
Presidency of Strategy and Budget	External	1st Level	Strong	Cooperate
Ministry of Treasury and Finance	External	1st Level	Strong	Cooperate
Ministry of National Education	External	2nd Level	Medium	Variable
TBMM	External	2nd Level	Medium	Variable
Private Sector	External	2nd Level	Medium	Variable
Gümüşhane Governorate / Provincial Directorates	External	2nd Level	Medium	Variable
Gümüşhane Municipality	External	2nd Level	Weak	Variable
Students	External	1st Level	Weak	Cooperate
Student Families	External	2nd Level	Weak	Variable
Graduates	External	2nd Level	Weak	Variable
Gümüşhane Chamber of Commerce and Industry Presidency	External	3rd Level	Weak	Observe
Credit and Dormitories Institution Gümüşhane Provincial Directorate	External	3rd Level	Weak	Observe
City Folk	External	3rd Level	Weak	Observe
Other Universities	External	3rd Level	Weak	Observe
Suppliers	External	3rd Level	Weak	Observe
Media Industry	External	3rd Level	Weak	Observe
Non-Governmental Organizations (NGO)	External	3rd Level	Weak	Observe

Note: 1; indicates the highest level of importance, 3; indicates the lowest level of importance.

3.7.3. Obtaining and Evaluating Stakeholder Opinions

In addition to the education, teaching, and research sectors, Gümüşhane University also has professional relationships with commercial, individual, and non-profit sectors, and these relationships are important for overcoming current, local, national, and global challenges and seizing opportunities. Stakeholders hold a special degree of importance in achieving strategic goals. The purpose of stakeholder analysis at Gümüşhane University is to identify who the stakeholders are, determine their levels of influence and importance, ascertain their expectations, and reveal the potential for these to create sustainable value and provide a competitive advantage.

In the first phase of the stakeholder analysis, routine meetings were held with our internal stakeholders such as the people living in Gümüşhane, the Gümüşhane Governorship, the Gümüşhane Municipality, the Gümüşhane Chamber of Commerce and Industry, and the Provincial Special Administration, as well as with our key external stakeholders such as the Higher Education Council, the Ministry of Treasury and Finance, the Ministry of National Education, and the Court of Accounts regarding the services and activities of our university. In the second phase, satisfaction surveys were conducted for academic and administrative staff, our students, and external stakeholders. In the third phase, strategic planning documents and electronic internal stakeholder information and feedback forms were sent to all units at the expenditure unit level of our university, and the strategic plan was revised based on the feedback received, aiming to reflect the views of all your units.

Although Gümüşhane University is a newly established university, it aims to achieve its goals by adopting a student-centered education policy. A spacious, quiet, and comfortable working environment, technological facilities, the presence of sincerity in superior-subordinate relationships, service facilities, campus amenities, open and usable sports areas, the presence of young, dynamic academic and administrative staff, rapid and effective communication among personnel, convenient transportation, sufficient library facilities, a good university location, clean and orderly classrooms, modern structures and centers such as libraries, classrooms, laboratories, and application areas, workshops, and media centers, as well as social facilities like pools, mosques, social facilities, and sports areas, all indicate that Gümüşhane University is developing rapidly. The development of Gümüşhane University has positively influenced the city's social, cultural, human, and economic development.

However, according to the results of the stakeholder analysis, issues such as the relatively inadequate accommodation facilities, insufficient snow removal efforts due to harsh winter conditions, lack of adequate work on environmental regulation, insufficient staff rotation, inadequate social and cultural activities due to the city's social facilities, and limited support for participation in domestic and international scientific meetings and congresses due to budget constraints have been identified by our stakeholders.

In this context, it has been planned to address proposals such as the maintenance and repair of campus roads, daily cleaning of frequently and heavily used areas, increasing internal activities, enhancing social events, improving the education and research infrastructure by activating passive devices in laboratories, producing projects that contribute to the development of our university, and solving campus life issues. These proposals and requests will be organised in accordance with our institution's strategy for the 2023-2027 period.

3.8. Intra-Organisational Analysis

3.8.1. Human Resources Competency Analysis

Table 14: Academic Staff Table

		Years								
		2019			2020			2021		
		Full	Empty	Total	Full	Empty	Total	Full	Empty	Total
Titles	Professor	25	8	33	28	40	68	33	57	90
	Assoc. Professor	58	36	94	61	63	124	62	67	129
	Assistant Professor	186	68	254	179	76	255	195	60	255
	Lecturer	181	48	229	194	80	274	206	113	319
	Research Assistant	193	148	341	174	142	316	151	93	244
Total		643	308	951	636	401	1.037	647	390	1.037

Table 15: Foreign Personnel Table

		2021	
		Department	Number
Titles	Professor	Faculty of Engineering and Natural Sciences	1
	Assistant Professor	Faculty of Economics and Administrative Sciences	1
	Assistant Professor	Faculty of Theology	2
	Lecturer	Faculty of Theology	3
Total			7

Table 16: Administrative Staff Table

		Years								
		2019			2020			2021		
		Full	Empty	Total	Full	Empty	Total	Full	Empty	Total
Administrative Staff Services Classes	General Administrative Services Class	186	161	347	185	162	347	198	155	353
	Health Services Class	3	11	14	6	8	14	6	8	14
	Technical Services Class	50	54	104	49	55	104	45	64	109
	Class of Legal Services	2	1	3	2	1	3	2	1	3
	Auxiliary Services Class	17	21	38	16	22	38	17	10	27
Total		258	248	506	258	248	506	268	238	506

Table 17: Worker Staff Table

			Years		
		Position Content	2019	2020	2021
Position Type	Permanent Worker	Assistant Cook, Waiter, Receptionist, Housekeeper, Security Guard, and Cleaning Staff	231	246	239
	Temporary Worker	Temporary Workers	3	3	3
		Total	234	249	242

Table 18: Distribution of Academic Staff by Age

		Years					
		2019		2020		2021	
		Number of People	Percentage	Number of People	Percentage	Number of People	Percentage
Age Distribution	Between 21 - 25	17	2,64%	10	1,59%	6	0,93%
	Between 26 - 30	110	17,11%	109	17,36%	91	14,06%
	Between 31 - 35	236	36,70%	214	34,08%	222	34,31%
	Between 36 - 40	137	21,31%	143	22,77%	144	22,26%
	Between 41 - 50	110	17,11%	119	18,95%	145	22,41%
	51 and over	33	5,13%	33	5,25%	39	6,03%
Total		643	100.0	628	100.0	647	100.0

Table 19: Distribution Table of Administrative Staff by Education Level

		Years					
		2019		2020		2021	
		Number of People	Percentage	Number of People	Percentage	Number of People	Percentage
Training Status of Administrative Staff	Primary education	7	2,71%	4	1,55%	6	2,24%
	High School	31	12,02%	32	12,40%	37	13,81%
	Associate Degree	37	14,34%	40	15,50%	38	14,18%
	Undergraduate	165	63,95%	155	60,08%	160	59,70%
	Master's	15	5,81%	25	9,69%	26	9,70%
	PhD	3	1,16%	2	0,78%	1	0,37%

Total	258	100.0	258	100.0	268	100.0
--------------	------------	--------------	------------	--------------	------------	--------------

Table 20: Distribution Table of Administrative Staff by Age

		Years					
		2019		2020		2021	
		Number of People	Percentage	Number of People	Percentage	Number of People	Percentage
İdari Personelin Yaş Aralıkları	Between 21 - 25	13	5,04%	11	4,35%	19	7,09%
	Between 26 - 30	42	16,28%	34	13,44%	23	8,58%
	Between 31 - 35	77	29,84%	71	28,06%	62	23,13%
	Between 36 - 40	48	18,60%	55	21,74%	63	23,51%
	Between 41 - 50	47	18,22%	50	19,76%	69	25,75%
	51 and over	31	12,02%	32	12,65%	32	11,94%
	Total	258	100.0	253	100.0	268	100.0

3.8.2. Institutional Culture Analysis

Table 21: Institutional Culture Analysis Table

Participation	Our institution's boards and commissions are conducted in a pluralistic manner with the participation of academic and administrative staff as well as students when necessary. The presidencies of the established boards and commissions are carried out by senior executives.
Cooperation	The collaborative activities conducted with our staff at the university are being strengthened through events such as committees, commissions, meetings, and seminars. Academic units contribute to collaboration through unit managers and coordinators reporting to the top management, while administrative units contribute through the coordination of the general secretariat and various committees.
Spread of Knowledge	Information sharing can be done instantly through our actively used corporate website, EBYS (Electronic Document Management System), DBS (Course Information System), email channels, and SMS text messages. Before the Board and Commission meetings, the necessary information, documents, and materials are distributed to the members.
Learning	For the formation of institutional culture, it is ensured by keeping vertical and horizontal learning channels continuously open and providing training to personnel at all levels for the continuation of learning. Efforts to keep up with innovations and changes, to be a dynamic institution, and to establish a good management mechanism are continuing to increase. In response to current developments, the exchange of information regarding emerging and potentially forthcoming practices is continuously repeated.
Intra-Institutional Communication	For the institution, in horizontal and vertical communication, while maintaining the level of formality in communication channels, the fact that most academic and administrative units are within the same campus ensures that communication is obtained quickly and accurately. With online programs, communication channels are used continuously and actively. Additionally, thanks to the open structure of horizontal and vertical communication, it is easy to communicate with the administrators of administrative and academic units.
Communication with Stakeholders	Our communication with internal stakeholders is conducted through corporate programs, our website, and official channels. Our external stakeholder communications are ensured through both official channels and bilateral dialogues and protocols. In service delivery and decision-making processes, pluralistic participation is emphasised by using mechanisms that provide timely information to all relevant stakeholders. For the preparations of the Strategic Plan, a questionnaire is provided to all our stakeholders for both information dissemination and exchange of views.
Openness to Change	Due to being a developing university, changes are closely monitored in order to keep up with and remain vibrant in the regional, national, and global contexts. Considering social, cultural, and economic innovations, it is acted upon with the awareness that different ideas and opinions will advance the university further. The university values taking the initiative in decision-making with its young and dynamic staff.
Strategic Management	Top management provides the necessary resources for all relevant units to work in coordination at all stages of the strategic plan. In identifying current situations and needs, necessary efforts are being made to ensure active participation and responsibility from stakeholders, and the aim is for the strategic plan to be internalised by all units.

Reward and Punishment System	The reward and punishment system implemented in the institution is carried out within the framework of the permissions stipulated by the legislation. Especially, disciplinary actions are implemented entirely in accordance with the provisions set by the laws. Clearly defined mechanisms are being established to increase employee motivation.
-------------------------------------	--

3.8.3. Physical Resources Analysis

It was established as 1 central campus and 2 district campuses with the enactment of Law No. 5765, published in the Official Gazette dated May 31, 2008, and numbered 26892. With the establishment of new Vocational Schools over time, this number has continued as 1 central campus and 5 district campuses.

Table 22: Distribution of Real Estate Table

		According to Ownership Status Real Estate Area (m ²)			Total (m ²)
		University	Finance / Treasury	Other	
Campus Name	Gümüşhanevi Campus Area (Central)	97.755,13	1.096.957,63	28.672,59	1.223.385,35
	Yeni Mah. (Barracks)		1.260,00		1.260,00
	Kelkit District Campus	42.460,00	87.475,30		129.935,30
	Şiran District Campus		6.209,76		6.209,76
	Kürtün District Campus		27.575,25		27.575,25
	Torul District Campus		23.649,76		23.649,76
	Köse District Campus		19.765,32		19.765,32
Total (m²)		140.215,13	1.262.893,02	28.672,59	1.431.780,74

Table 23: Educational Areas and Classrooms Table

			Capacity							
			0 - 50	51 - 75	76 - 100	101 - 150	151 - 250	251 - Üzeri	Total	
Years	2019	Educational Areas	Lecture Halls	0	0	10	6	2	0	18
			Classroom	137	61	75	0	0	0	273
			Computer Lab	24	2	1	0	0	0	27
			Other Lab	49	11	0	0	0	0	60
		Total	210	74	86	6	2	0	378	
	2020	Educational Areas	Lecture Halls	0	0	10	6	2	0	18
			Classroom	137	61	75	0	0	0	273
			Computer Lab	24	2	1	0	0	0	27
			Other Lab	49	11	0	0	0	0	60
		Total	210	74	86	6	2	0	378	
	2021	Educational Areas	Lecture Halls	0	0	10	6	2	0	18
			Classroom	137	61	75	0	0	0	273
Computer Lab			24	2	1	0	0	0	27	
Other Lab			49	11	0	0	0	0	60	

		Total	210	74	86	6	2	0	378	
Table 24: Canteen, Cafeteria, and Snack Bar Table		Years								
		2019			2020			2021		
		Number	Space (m²)	Capacity (Person)	Number	Space (m²)	Capacity (Person)	Number	Space (m²)	Capacity (Person)
		Social Spaces								
	Canteen & Cafeteria	18	3043,45	1.473	18	3.043,45	1.473	18	3.043,25	1.473
	Student Cafeteria	8	1886,05	1018	8	1.886,05	1018	8	1886,05	1018
	Staff Cafeteria	2	830,00	308	2	830	308	2	830,00	308
	Restaurant	1	415,00	100	1	415	100	1	415,00	100

Table 25: Computer Resources Table		Years											
		2019				2020				2021			
		Desktop Computer		Laptop	(All-in-One)	Desktop Computer		Laptop	(All-in-One)	Desktop Computer		Laptop	(All-in-One)
		Case	Monito			Case	Monito			Case	Monito		
Units	Institutes	14	4	3	0	14	4	3	0	14	4	3	0
	Faculties	572	431	299	1	570	429	297	1	606	466	295	1
	Schools	28	9	6	0	33	14	6	0	35	16	6	0
	Vocational Schools	542	400	71	16	590	450	73	18	601	462	74	18
	Administrative Units	239	179	40	14	268	207	45	16	194	145	43	14
	Rectorate Private Secretary (RBBB)	13	2	14	0	12	11	11	0	27	9	14	0
Total		1.408	1.025	433	31	1.487	1.115	435	35	1.477	1.102	435	33

3.8.4. Technology and Information Infrastructure Analysis

At our university's central campus, internet access with a speed of 1 Gbps is provided by ULAKBİM. Additionally, our district vocational schools have internet access at 30 Mbps in Kelkit Aydın Doğan Vocational School and at 10 Mbps in other vocational schools. Both indoor and outdoor areas provide online internet access in the same manner, and the established wireless network coverage is at a level of 40%. This network provides uninterrupted internet access services in densely populated areas by entering corporate user information.

In the information systems infrastructure, 3 physical servers located in different buildings, along with 30 virtual servers, are used to enhance information and access security to the highest level. Our servers have been backed up both with backup devices and by setting up a disaster recovery center. In the new period, it is planned to only upgrade the firewall and intrusion prevention physical server. It is believed that our other infrastructure is sufficient for current and potential situations during the process.

In the current systems, our IT infrastructure is sufficient, but there is a need for engineers and programmers with process management skills for the fully equipped operation of the IT center.

Some of the paid and free information technology and software used at our university are listed in the table below. Some of these software and programs are used as demos in practical courses of education and teaching.

Table 26: Table of Programs and Software Used at Our University

Personnel Automation Program (Proliz Software)	Zimbra Email System
Library Automation (YORDAM)	Electronic Public Information Management System (KAYSİS)
Microsoft Office	Signature Authorities Module (İYEM)
Color Correction Color Editing Kit and Da Vinci Resolve Software	Higher Education Program Evaluation System (ÜYBS)
Approximate Cost and Progress Payment Preparation Program (OSKA)	National Thesis Center (YÖKTEZ)
Warehouse Inventory Program	Course Information System (DBS)
Vehicle Fleet Management	E-Declaration and Pension Information System (SGK)
Student Automation Program (Proliz Software)	BAP Automation
Utarit Software (Cafeteria Automation Program)	Design Builder Software Educator License
Hotech Program (Reception and Accommodation Service Operations Program)	Design Builder Software Student License
Restaurant Automation Program	CorelDRAW Graphics Suite 2021 WIN Education License
Vektora Software (Rental Tracking Program)	CDendro and CooRecorder 9.5 Program
Extranet Program (Turkish University Sports Federation)	Pirouette Chemometrics Software Version 4.5
Hotel Management and Automation Program (FIDELIO)	Stata/SE 15 Academic License
Accounting Software (ETA FOR WINDOWS)	IBM SPSS Statistics Standard

Elektra V4 Hospitality Automation Software	Unite Software Program
RFID Security Systems	SPSS Statistics Program
Electronic Public Procurement Platform Program (EKAP)	NetCAD Geographic Information System Software
LUCA Salary Program	GRASS GIS Geographic Information Systems Software
Higher Education Council Common Database Program (YÖKSİS)	SAP2000 Structural Analysis Program
State Supply Office Information System	İdeCAD Architecture
Individual and Multiple Image Acquisition and Upload Program (CLONEZILLA)	İdeCAD Structural Analysis
Data Recovery Program (RECUVA)	AMP Progress Payment and Approximate Costing Program
Microsoft Office (LIBRE OFFICE)	R Studio
Computer Cleaning and Troubleshooting Program (CCLEANER)	CorelDRAW Graphics Suite 2019
Remote Access Maintenance and Assistance Program (ALPEMIX)	MATLAB 2013
Electronic Document Management System (EBYS)	CorelDRAW 2019
Financial Management System (MYS)	Grapher 21 (Golden Software)
Public Personnel Expenditure Management System (KPHYS)	Surfer 21 (Golden Software)
Asset Registration and Management System (TKYS)	Ansys 14
Integrated Public Financial Management Information System (BKMYS)	

3.8.5. Financial Resources Analysis

With the Public Financial Management and Control Law No. 5018, the financial management of institutions has gained a new dimension and perspective. With this Law, regulations regarding the security and transparency of accounting records and financial statements have been foreseen, and the security, accuracy, and quality of processes extending to corporate governance principles, accounting records, and financial statements have gained great importance. It is closely related to the realisation of the strategic goals and objectives of public administrations, as well as the provision and utilisation of financial resources. In institutions where education, teaching, and scientific research are conducted, and generations that will illuminate the future are formed, the contribution of financial resources to the realisation of the set goals and objectives is undeniable.

For these purposes, our University, which is listed in the (II) schedule attached to Law No. 5018, is an institution subject to a special budget, and the majority of its income is provided by the treasury. The cost table and the estimated resource amounts for the objectives, targets,

and indicators included in the new planning period (Table 1), as well as the appropriations and expenditure amounts for the past three years (Table 2), are presented in the tables below.

Table 27: Financial Resource Analysis Table

Resource	2023	2024	2025	2026	2027	Total Resource
Special Budget	228.000.000	252.931.000	301.411.900	360.088.400	430.259.680	1.572.690.980

Table 28: 2019-2021 Budget Expenditures Table

Type of Allowance	2019			2020			2021		
	Year-End Allowance	Expense	Expense Rate	Year-End Allowance	Expense	Expense Rate	Year-End Allowance	Expense	Expense Rate
Personnel Expenses	99.324.000	94.577.746	95,22%	107.695.000	106.884.066	99,25%	119.955.000	132.432.519	110,40%
State Premium Expenses to Social Security Institutions	12.486.600	11.978.288	95,93%	13.616.750	13.475.397	98,96%	15.264.000	17.468.578	114,44%
Goods and Services Purchase Expenses	13.250.150	12.594.071	95,05%	12.966.450	9.463.499	72,98%	12.616.000	11.877.131	94,14%
Current Transfers	2.526.000	2.169.373	85,88%	2.511.800	2.507.253	99,82%	3.267.000	2.847.206	87,15%
Capital Expenses	10.245.000	7.787.447	76,01%	11.795.000	6.531.323	55,37%	9.502.000	9.815.469	103,30%
Total	137.831.750	129.106.925	93,67 %	148.585.000	138.861.538	93,46 %	160.604.000	174.440.903	108,62 %

3.8.6. Organization Chart

Figure 1: Administrative Structure Organization Chart

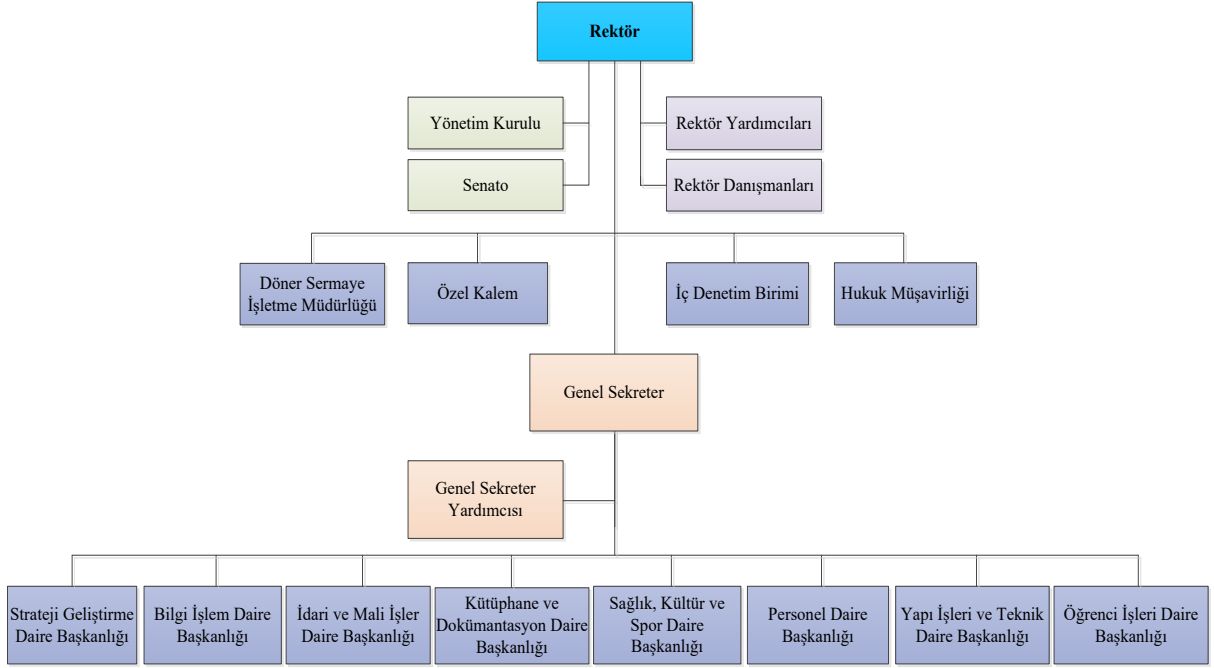
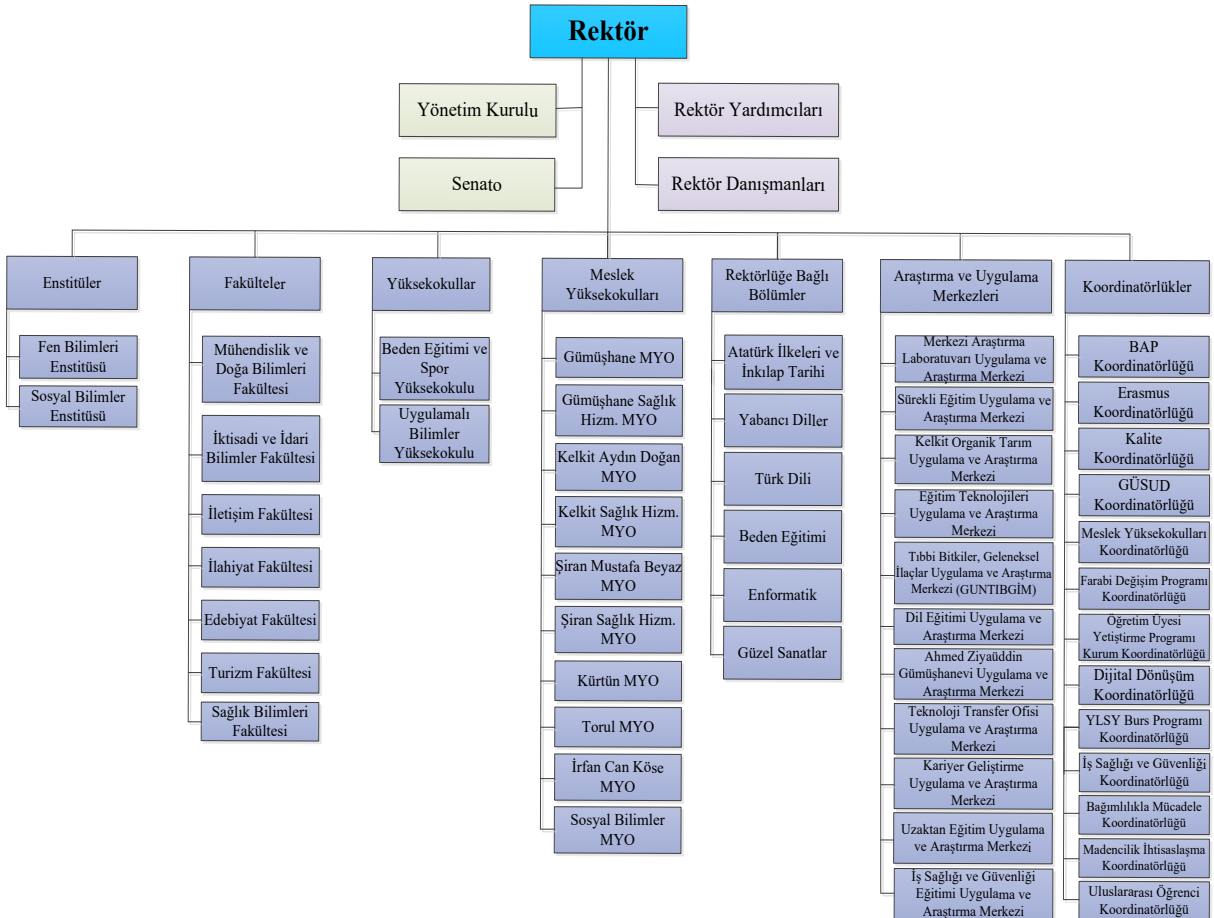


Figure 2: Academic Structure Organization Chart



3.9. Academic Activity Analysis

As part of the academic activity analysis research for the 2023-2027 strategic plan, participants were asked about the university's strengths and weaknesses. The responses provided by the participants have been summarised and listed below under the subheadings of strengths and weaknesses. Additionally, the participants' views and suggestions on "what should be done" have been taken into account. Accordingly, aspects such as "the academic staff being composed of young, dynamic, and field-expert academics," "visible increases in the quantity and quality of scientific publications," and "the effective operation of the Distance Education System (DBS) during the remote education process" constitute the university's strengths, while aspects such as "the deficiencies in infrastructure (laboratories, equipment, and internet inadequacy)," "the insufficiency of social, cultural, and artistic activities," "the inadequacy of financial support for academic activities abroad," and "the inadequacy of the university's promotion" reveal the university's weaknesses.

Table 29: Academic Activity Analysis Table

Basic Academic Activity	Strengths	Weaknesses / Problem Areas	What should be done?
Education	The academic staff consists of young, dynamic, and expert academics in their fields.	The university's lack of national and international promotion.	Promotional videos should be prepared to highlight the university's strengths, and these should be disseminated to the public through social media and local press.
	Effective operation of the DBS (Course Information System) during the distance education process and immediate resolution of issues.	Deficiencies observed in the educational infrastructure (lack of laboratories, equipment, and internet access).	In order to improve the quality of academic staff appointments, the academic staff appointment criteria need to be updated again on a faculty and college basis.
	Easy access to electronic and printed resources through the library.		
	Adoption of a student-centered education system.		

Basic Academic Activity	Strenghts	Weaknesses / Problem Areas	What should be done?
Social Contribution	Through social responsibility projects, students are encouraged to develop not only academic but also social and societal awareness.	Inadequacies in social, cultural, and artistic activities.	In order to improve communication with graduates, monthly/weekly programs should be prepared on a faculty / school /institute basis and events should be organized that active students will participate in with graduates. These programs should be made publicly accessible online via DBS. Thus, by creating a bond between graduates and students who have Decamped to business life, an important step is taken in the formation of students' future plans.
		Inadequate communication with alumni.	In order to increase social, cultural and artistic activities, activities such as theater, art exhibitions, concerts should be planned regularly through the Health, Culture and Sports Department. In order for planned activities to reach a wide audience, they must be actively promoted through the university's social media accounts.

Basic Academic Activity	Strenghts	Weaknesses / Problem Areas	What should be done?
Research	The gradual increase in financial resources provided for research purposes and the management's well-intentioned efforts in this regard.	Deficiencies observed in the research infrastructure (laboratory, equipment, and internet inadequacy).	In order to solve infrastructure problems (lack of laboratories and equipment), it is necessary to increase and diversify the resources allocated to these areas.
	Developing research and projects aimed at solving the region's problems.	Inadequacies in financial support provided for international academic activities.	In order to increase the number of scientific research projects, the needs of researchers for software (such as package programs) and hardware (such as computers, printers, laboratory equipment) should be met. The number of seminars and workshops organized for project writing should be increased.
	Visible increases in both quantity and quality in scientific publications.	The low number of scientific research projects due to insufficient financial resources.	Quantity and quality of academic publications for the further development and especially in SSCI, sci, sci-expanded journals scanned as researchers should be offered financial incentives for increasing the number of broadcast. Researchers who publish scientific articles in the mentioned indexes should be rewarded.

Attempting to create a scientific environment through academic activities such as congresses, symposiums, and workshops.		Activities should be organized to encourage academics' international academic development before or after their doctorate. Academicians with career plans in this field should be supported financially and morally.
Gradually improving access to databases required for academic studies.		Translation to encourage the writing of articles in foreign languages.

Basic Academic Activity	Strenghts	Weaknesses / Problem Areas	What should be done?
Entrepreneurship	The presentation of seminars and certificate programs related to entrepreneurship, the addition of the Entrepreneurship course to the curriculum and the development of entrepreneurial culture through collaborations with KOSGEB.	Although there are courses/seminars/seminars in the field of entrepreneurship, there is a lack of practical-oriented activities such as Teknokent.	Career days with leading representatives from the private sector should be held regularly on a monthly/weekly basis to support students' career planning.
		The level of university-industry collaboration is not sufficient.	To enhance university-industry collaboration, an internship and employment office should be established within the university. Businesses operating in Gümüşhane should be able to meet their part-time or full-time employee needs through this agency. Additionally, students seeking internships should have the opportunity to find the internships they need directly through this office.
			In order to increase the activities in the field of entrepreneurship, the Technology Transfer Office should be made more effective within the university or entrepreneur centers such as Incubation should be established. Additionally, cooperation with existing technoparks should be developed.

3.10. Higher Education Sectoral Analysis

3.10.1. Sectoral Tendency Analysis

In order for the university to provide quality education in the field of higher education, it is necessary to understand the evolving threats and opportunities. The PESTLE analysis results conducted for this purpose are summarized in the tables below.

Table 30: Results Table of Sectoral Trend Analysis

Factors		Politic
Findings		<ul style="list-style-type: none"> • Civil war in neighboring countries and the resulting migration problem • Establishing a quality assurance system in higher education • To bring the education system into line with international standards
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Having a young and dynamic structure facilitates integration into international standards in education.
	Threats	<p>The increasing brain drain and, consequently, the decrease in student preferences for certain departments across the country.</p> <ul style="list-style-type: none"> • Disruptions in face-to-face education and training due to the COVID-19 pandemic
What should be done?		<ul style="list-style-type: none"> • The quality in education and training should be raised to a certain level by accelerating the process of compliance with international standards. • Bureaucratic problems encountered during the harmonization process must be resolved. • Online education platforms should be strengthened to address the disruptions in face-to-face education caused by the COVID-19 pandemic.

Factors		Economic
Findings		<ul style="list-style-type: none"> • Economic contractions. • Increases in unemployment and youth unemployment.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Opening new departments aimed at training students for specific professions • Meeting the requirements of the age with the Artificial Intelligence and Intelligent Systems Master's Program with Thesis, which was opened for the first time in Turkey.
	Threats	<ul style="list-style-type: none"> • Closure of some departments due to insufficient student demand.
What should be done?		<ul style="list-style-type: none"> • Programs such as Robotic Coding and Artificial Intelligence should be opened as new departments at associate degree and undergraduate level in order to meet the need for a qualified workforce by taking into account the developing technology. • Reducing theoretical courses and increasing practical-oriented courses.

Factors		Socio-Cultural
Findings		<ul style="list-style-type: none"> • Changes that may occur in the country's demographic structure as a result of migration. • The continued lack of promotion in the development of local tourism.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Göç nedeniyle ülkenin demografik yapısında meydana gelebilecek değişiklikler. • Yerel turizmin geliştirilmesinde tanıtım çalışmalarının sürdürülmemesi.
	Threats	<ul style="list-style-type: none"> • Students encounter problems such as housing, nutrition, and education due to migration. • Increasing difficulties in accessing services such as transportation, healthcare, and accommodation due to population growth resulting from migration.
What should be done?		<ul style="list-style-type: none"> • For the development of local tourism, an introductory document should be prepared in cooperation with the university and the local government and announced to a wide audience through social media channels. • Immigrants registered as students should be provided with orientation training about the city and the university.

Factors		Technology
Findings		<ul style="list-style-type: none"> • The low share of R&D in GDP.. • The university does not have a technopark or incubation center.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Meeting the requirements of the age with the Artificial Intelligence and Intelligent Systems Master's Program with Thesis, which was opened for the first time in Turkey. • Opening programs related to informatics.
	Threats	<ul style="list-style-type: none"> • High costs of technology infrastructure investments. • Failure to use purchased technological infrastructure materials effectively and efficiently. • Inadequacy in the use of technology by academic and administrative staff.
What should be done?		<ul style="list-style-type: none"> • Training programs for universities should be conducted regularly through Digital Transformation seminars. • Training sessions should be organized to ensure the active and efficient use of systems such as DBS, OBS, and EBYS. • The use of package programs (such as STATA, MATLAB, GAUSS) required by academic staff should be promoted by acquiring these programs. • The activities of research and application centers should be increased.

Factors		Legal
Findings		<p>* Differences observed in education between universities due to the fact that universities are left to the university initiative in determining the type of education and training (hybrid, online, face-to-face) within the scope of combating the COVID-19 pandemic. Dec.</p>
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Having an effective strategic plan and an implementer management team.
	Threats	<ul style="list-style-type: none"> • The general announcement of the introduced legal regulations, regardless of the university's structure and dynamics. • Failure to implement improvements made in the legal field.
What should be done?		<ul style="list-style-type: none"> • Institutions should be regularly audited by internal and independent auditors. • Legal regulations should be made to enable more effective use of resources. • Training should be provided on how the implemented legal regulation will be carried out in practice.

Factors		Environmental
Findings		<ul style="list-style-type: none"> • Shortcomings in activities aimed at raising environmental awareness • Increasingly severe environmental problems. • Failure to raise sufficient awareness about natural disasters.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • The potential for the Emergency Aid and Disaster Management department to operate in the field of environmental awareness.
	Threats	<ul style="list-style-type: none"> • The high cost of environmental regulations due to the location of the university campus.
What should be done?		<ul style="list-style-type: none"> • In order to raise environmental awareness, students should be encouraged to participate in social responsibility projects. Training should be provided on this subject. • Seminars, congresses, and workshops on environmental issues should be organized in collaboration with universities in the Eastern Black Sea Region.

3.10.2. Sectoral Structure Analysis

Table 31: Results of Sectoral Structure Analysis Table

Sectoral Strengths		Opponents
Findings		<ul style="list-style-type: none"> • Increases in the number of newly opened universities and departments in surrounding regions • Transfer of qualified and experienced academic and administrative staff to private or different state universities.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Having a young and dynamic academic staff. • Achieving institutional transformation by opening new departments and programs. • The emergence of the opportunity to conduct further research.
	Threats	<p>Öğrencilerin yurt ve okula ulaşımında sorunlar yaşaması. Şehrin öğrenci, akademisyen ve idari personele sosyal imkanlar sunmada yetersiz kalması. Akademik ve idari personelin konaklamada yaşadıkları sıkıntılar (lojman, sosyal tesis gibi).</p>
What should be done?		<ul style="list-style-type: none"> • Units should be established to address the problems of qualified and experienced academic and administrative staff in order to reduce their transfer to different institutions. • In order to increase the number of dormitories, agreements must be made with other public institutions.

	<ul style="list-style-type: none"> • University-local government collaboration should be developed to increase social opportunities. • Students' transportation and accommodation problems must be resolved. • Efforts should be increased to launch new departments and more projects should be encouraged to be developed.
--	---

Sectoral Strengths		Stakeholders
Findings		<ul style="list-style-type: none"> • Shortcomings in university promotion during the admission period. • Shortcomings in communication with prospective students and alumni. • Inadequacies in collaborations with industry and local governments. • Failure to obtain sufficient feedback from internal and external stakeholders.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Due to the low population density of the city, cooperation and negotiations with other institutions are easier.
	Threats	<ul style="list-style-type: none"> • Inter-institutional communication deficiencies and bureaucratic obstacles.
What should be done?		<ul style="list-style-type: none"> • An online database should be established to facilitate communication with prospective students and alumni, and discussions should be conducted regularly on this system. • Collaborations with industry and local governments should be strengthened and joint plans should be developed.

Sectoral Strengths		Suppliers
Findings		<ul style="list-style-type: none"> • The process taking too long for service procurement. • Disruptions and inadequacies observed in the cafeteria service.
The Impact on the University	Opportunities	<ul style="list-style-type: none"> • Having a fast and dynamic structure for solving problems.
	Threats	<ul style="list-style-type: none"> • The companies that will provide the service are not located within the city and must be sourced from surrounding provinces.
What should be done?		<ul style="list-style-type: none"> • Small-scale activities deemed necessary due to disruptions in the procurement of goods and services should be produced within the university. • An online platform should be developed that will be accessible to all suppliers.

Sectoral Strengths		Regulatory and Supervisory Institutions
Findings		<ul style="list-style-type: none"> • Inadequacy of regulatory and supervisory institutions in terms of guidance services.
The Impact	Opportunities	<ul style="list-style-type: none"> • Having a young and dynamic administrative staff structure to address the issues raised by regulatory and supervisory bodies.

	Threats	<ul style="list-style-type: none"> • Inadequate communication with regulatory and supervisory bodies.
What should be done?		<ul style="list-style-type: none"> • Based on the reports obtained from inspections, training seminars should be organized for all units to prevent similar errors from being made or repeated.

3.11. SWOT Analysis

SWOT Analysis is a method in which the strengths and weaknesses of institutions or provinces are systematically analyzed, and the opportunities and threats faced by institutions/individuals are identified as a result of the analysis. Thanks to the SWOT Analysis, strategies for the future are developed and it is ensured that the institution / province reaches its goals in a shorter time and more effectively.

The general purpose of the SWOT Analysis is to clearly know the strengths and weaknesses of Gümüşhane University, analyze them, and help select appropriate strategies for the university to achieve its final goals. In the first part of the SWOT Analysis, the strengths and weaknesses of Gümüşhane University were determined by taking into account the current situation in the institution. In the second part, the opportunities and threats created by external environmental factors for Gümüşhane University were identified.

Strengths and Weaknesses

As Gümüşhane University, the existing factors that contribute to achieving the goals set by our institution and increase our performance constitute our strengths, while the existing factors that negatively affect our success in achieving the goals and objectives of our institution constitute our weaknesses.

External Analysis (Environmental Analysis)

Analyzing the external environmental factors that will affect Gümüşhane University is very important in order to be able to evaluate opportunities well, take measures against threats and develop new strategies accordingly. The external evaluation process conducted by YÖKAK also made positive contributions to SWOT.

In order to evaluate the results of the situation analysis of Gümüşhane University, the strengths, weaknesses, opportunities and threats of the institution are presented in Table 12. The data presented in Table 12 was prepared in 2021 based on opinions and suggestions received from

internal and external stakeholders. Additionally, the developed SWOT strategies are presented in Table 13.

Tablo 32: Gümüşhane Üniversitesi'nin 2021 Yılı SWOT Analiz Tablosu

Internal Environment		External Environment	
Strengths	Weaknesses	Opportunities	Threats
The strong student-faculty communication is achieved thanks to the academic staff consisting of young, dynamic, and highly motivated individuals.	Insufficient university-industry collaboration.	Opportunity to develop existing collaborations with national and international universities.	Due to the increasing number of universities, there is a risk that some departments may not be able to find students.
Academic staff should be well-trained, competent, and experts in their fields.	Our university has a low number of patent, utility model, and copyright registrations.	New and collaborative project potential due to the enthusiasm of civil society organizations, public and private sector entities for collaboration with our university.	The competition among universities in surrounding provinces is gradually increasing.
In addition to academic incentives and an increase in publication numbers, the quality is also improving day by day.	Decrease in demand for undergraduate programs.	The presence of well-established universities in the surrounding provinces.	University-industry collaboration has not been adequately established.
Due to the fact that many academic and administrative units are located within the same campus, communication between units is provided quickly and easily.	Due to the insufficient number of faculty members in some units of our university, master's and doctoral programs could not be offered.	The region is rich in natural beauty, historical structures, and culture, and has high tourism potential.	Our city is far from provinces with a high level of development.
Providing courses related to development such as “technology”, “artificial intelligence” and “coding” in the associate degree, undergraduate and graduate programs of our university and motivating students in these areas.	The city's problem with lack of national recognition and awareness has not yet been overcome.	Gümüşhane province is rich in minerals such as gold, copper, lead and silver.	The problems regarding urban transportation, accommodation, and social amenities have not been resolved.

Internal Environment		External Environment	
Strenghts	Weaknesses	Opportunities	Threats
Making our university visible in national and international university rankings.	There is insufficient academic staff and student mobility at the international level.	Manufacturing of rosehip products and products patented to Gümüşhane, such as pestil and köme.	There are insufficient part-time job opportunities in the city for students.
The continuous education and distance education programs must be strong both qualitatively and quantitatively.	The financial support provided for symposiums and conferences attended by academic staff for their individual development is insufficient.	Gümüşhane has a positive image throughout the country (low crime rate, being a safe city).	There are requests from academic and administrative staff for institutional transfers to other cities.
Easy access to campus facilities due to the proximity of the faculties to each other.	There is a transportation problem between faculties, especially during winter conditions.	The Gümüşhane-Bayburt Airport project is still ongoing.	Increasing youth unemployment.
Supporting cultural and artistic activities for students.	Social facilities such as kindergartens, parks, reading rooms, cinemas, and theater halls lack sufficient capacity.	Facilitating intercity transportation by improving road infrastructure.	The spread of brain drain.
Part-time work opportunities provided to students.	Control difficulties experienced by students during internships and the inability to conduct professional internships effectively.		
Interactive relationships with internal and external stakeholders.	Insufficient level of relationships with external stakeholders.		

Availability of laboratories and workshops that support practical training.	There is a lack of laboratories in some units of our university.		
---	--	--	--

Internal Environment		External Environment	
Strenghts	Weaknesses	Opportunities	Threats
The presence of a friendly atmosphere in superior-subordinate relationships among all staff.	Shortcomings related to internalizing the vision and mission	Increasing opportunities for international student admissions.	The possibility of a decrease in student numbers due to the decline in the education-employment relationship.
Thanks to the diversity of databases along with the library service, there is an environment conducive to research.	The need to develop university industrial relations	The presence of businesses with growth potential and the opportunity to develop joint projects with these businesses.	The possibility of a decrease in student numbers due to universities in major cities opening new programs.
Having a system that recognizes achievements.	Organizational citizenship behaviors are not at the desired level.	The emergence of opportunities for academic staff in programs with decreasing student numbers to undertake more projects and research.	Possible reductions in the number of academic and administrative staff.

TTable 33: SWOT Strategy Analysis Table for Gümüşhane University

	Opportunities	Threats
Strenghts	Gümüşhane will be supported by having a positive image throughout the country (low crime rate, being a safe city) (F), the region's natural beauty, historical structure and cultural richness (F), the possibility of developing existing collaborations with national and international universities (F), the university's infrastructure, the quality of education and training, and the young and dynamic academic staff (G).	Due to the increasing number of universities, it is planned that some departments have the risk of not finding students (T) and the increasing competition between universities in the surrounding provinces (T), the university's infrastructure, the quality of education and the academic staff are young and dynamic (G) and the academic staff are trained, equipped and expert in their fields (G). Dec.
Weaknesses	Due to the fact that non-governmental organizations, public and private sector organizations are eager to cooperate with our university, the potential for a new and joint project (F) will partially eliminate the weakness in terms of insufficient university industry cooperation (Z).	Gümüşhane is far from provinces with a high level of development (T) due to the fact that the problem of recognition and awareness of the city throughout the country has not yet been overcome (Z) it will be tried to eliminate by focusing on the university's promotion and information activities.

4. A LOOK AHEAD

4.1.Mission

To educate individuals who can think critically, be entrepreneurial, productive, participatory, competitive, constantly renew themselves personally and professionally, to conduct research that can make a universal contribution to science and to contribute to the development of the region and the country with all their values.

4.2.Vision

To become a preferred university by educating individuals who constantly renew themselves and have problem-solving skills as part of the transformation in research and education.

4.3.Basic Values

- To develop the institution's identity and culture, a participatory management approach will be adopted, open and transparent governance models will be implemented, and efforts will be made to effectively carry out the necessary financial management, internal control, and internal audit activities to strengthen management responsibility at our university.
- To contribute to the technological development and R&D activities of industrial organisations in the region by increasing university-industry collaboration.
- To strengthen our R&D-based production capability, we aim to develop our application and research centers along with our central research laboratory.
- Aiming to train qualified individuals, to prioritise universal-level scientific research and development activities and to provide maximum contribution.
- Establishing an institutional culture that fulfils its responsibilities towards the environment, nature, people, and ethical values.
- To continuously renew oneself by fulfilling the requirements of the digital transformation era and to possess problem-solving skills.
- Closely monitor international programs aimed at increasing student and faculty exchange and mobility in higher education. Maximising the contribution to ensure the participation of foreign students in the teaching activities at our University and facilitating mutual exchanges among students.
- The existing administrative and human capacity will be developed in terms of quality and quantity in line with the strategic management approach, and programs will be organised to adapt the management culture to the new structure.
- Developing measurement, monitoring, and evaluation processes within the framework of strategic planning and performance programs.

5. DIFFERENTIATION STRATEGY

Gümüşhane University has determined its strategies to carry out education, research and development, and lifelong learning activities by following the development and progress of the city, region, and country within the framework of its mission, vision, and core values. Our university aims to contribute to the region's development and growth goals by producing cultural and scientific values that will lead to social transformation, nurturing equipped individuals through quality academic education, and creating projects that will provide common benefits in collaboration with public, NGO, private sector, and city dynamics. It continues to strive for distinction by becoming a reference center at both national and international levels through its inventions, research, and publications in science and technology. In our institution, the aim is to enhance managerial competence and create a higher quality educational and research environment as part of our quality policy.

Our university aims to be the preferred choice for students nationwide, to direct external project support towards itself, to ensure that its graduates are preferred by the business world, to benefit more from national and international exchange programs, to increase the quality and quantity of scientific publications, and to be a preferred center by successful faculty members in their fields. Our university also has responsibilities such as raising awareness with the resources it possesses in its region, being a pioneer for other public and private institutions, providing qualified academic contributions, and being solution-oriented to employment issues, ensuring the sustainability of these initiatives with the students it trains. In recent years, as the number of universities in our country has increased, studying abroad has become a preferred option, and opportunities for study abroad support have multiplied, increasing the desirability of our university is a significant factor for the institution's sustainability. In addition to strengthening our university's education and research-oriented aspects, it is also necessary to develop entrepreneurial activities. For this purpose, the support given to the activities of the following centers established within our institution is important for both education and research as well as entrepreneurship activities: Central Research Laboratory Application and Research Center, Continuous Education Application and Research Center, Kelkit Organic Agriculture Application and Research Center, Educational Technologies Application and Research Center, Medical Plants and Traditional Medicines Application and Research Center, Language Education Application and Research Center, Ahmet Ziyaüddin Gümüşhanevi Application and Research Center, Technology Transfer Office Application and

Research Center, Career Development Application and Research Center, Distance Education Application and Research Center, and Occupational Health and Safety Education Application and Research Center.

5.1. Location Choice

In 2022, out of the 209 universities in Turkey, 131 are state universities (including 11 technical universities, 2 fine arts universities, and 1 high technology institute, as well as the Police Academy and the National Defence University), and 78 are foundation universities. In addition to the universities, there are also 5 vocational schools. In the Eastern Black Sea Region of the Black Sea Region, the presence of strong universities in the field and department, along with our university's location in a harsh geography, influences the preferences of both experienced faculty members and students.

Established in 2008, Gümüşhane University has shown faster development in its physical and technical infrastructure compared to other universities established in the same period, and by increasing the quality of its primary service area, education and teaching, it has experienced a daily increase in the number of students. However, despite the efforts to meet the educational needs of students by increasing the number of higher education institutions and their quotas, the minimum scores set for some fields and the geographical location have caused students not to prefer those departments. The founding purpose of universities, which provide educational services, indicates that areas such as research and entrepreneurship will also be emphasised alongside these and similar restrictions. The newly established universities are institutions that not only meet the educational and workforce needs of the city and region but also have the potential to contribute to their development and progress.

Currently, our University, which is primarily education-focused, aims to contribute to society by training qualified human resources in line with local, regional, and national sector needs, and by conducting scientific studies and research through its technological, scientific, academic, and physical infrastructure and academic units. With its innovative structure, it strives to contribute to the future of the region and the country.

Our university aims to be an education and entrepreneurship-focused, as well as a research-oriented institution, with its current academic and administrative structure, physical facilities, infrastructure capabilities, campus development, university-external stakeholder relations, city expectations, future projections, emphasis on departments related to the richness of underground resources in the city where it was established, productivity in agriculture,

training of healthcare personnel, training of trainers for the increasing population, the need for intermediate staff, the strong integration of education and internship opportunities, the dynamics of the departments continuing education, and the applied education concept. Although our institution primarily continues with education-focused activities, research and entrepreneurship activities are also ongoing. In this context, we can list the reasons that could form the basis for the preparation of the Strategic Plan as follows.

- The demand for university education in our region and across Turkey,
- The necessity for research and development work to be conducted by experts in the field due to the region's richness in underground resources, and the need to educate and raise awareness among the public and those working in this area,
- The high potential for nature tourism in the region, and the need to educate and inform knowledgeable individuals for the management of businesses to be established in a branded city and tourism area, can be summarised as follows.
- Gümüşhane University was included in the Regional Development-Oriented Mission Differentiation and Specialisation Program, which is conducted by YÖK in the field of mining, in 2021. In this context, it is expected that the university's contributions to regional development in the field of mining will increase.

5.2. Success Zone Choice

Operating in various fields of study based on verbal and numerical disciplines, Gümüşhane University, like many universities in Turkey, primarily plans its medium and long-term strategy with an education-centered approach.

Gümüşhane, located at the transition point between the Eastern Black Sea Region and the Eastern Anatolia Region, is a developing province with various riches in terms of its historical and geographical location and underground resources. Gümüşhane has a cultural diversity and unique natural beauties where different religions and civilisations coexist in terms of historical development. Despite these features, it has not received the necessary and sufficient attention in terms of tourism until now. Under these conditions, it is expected that the Faculty of Tourism will have a developmental impact on tourism. The conducted studies have progressed in the form of examining the fields and making the necessary determinations, followed by the identification of ways to evaluate the potential through joint efforts of public institutions. As for underground resources, it has been determined that there are significant underground minerals in the region, and mining and processing operations are being carried out with the permissions obtained from the relevant institutions. Thanks to the sub-departments of the Faculty of Engineering and Natural Sciences and the Faculty of Economics and Administrative Sciences at our institution, it is natural for the efficient extraction of the city's underground resources, the necessary analyses to determine which regions should be worked on with the highest efficiency, the development of mining exploration, operation, and extraction processes with academic staff and trained students, and the emphasis on necessary measures, innovation, and efficiency factors in the operation of firms. With the establishment of our university, the Faculty of Engineering and Natural Sciences and the Gümüşhane Vocational School, which continue their activities within its structure, need to enhance their relationships and increase their activities to meet the expectations arising from being the oldest and most established institutions in the city at the higher education level.

In light of all this information, by ensuring inter-institutional cooperation, increasing activities aimed at society, public and private institutions and organisations, and strengthening the responsibilities of implementation units to work more efficiently:

The necessity of ensuring the development of both the historical regions and nature tourism areas of the city in tourism after the inventory study related to the existing potential with the Faculty of Tourism, the more effective and efficient utilisation of underground

resources with the Faculty of Engineering and Natural Sciences, the identification of previously undiscovered areas to be added to the economy, the renewal of businesses in terms of both technology and educated workforce to increase the economic returns to firms and the city, and the planning of new construction areas in the city based on scientific data, is emphasised. Our University, which places great importance on applied education, ensures that students continue their education in practical environments such as laboratories, that vocational and technical education is provided in line with the needs of the job market, that the education-employment relationship is strengthened, and that cooperation and coordination between the university and the private sector are developed by effectively implementing active labour market policies. The university's preference for an education-focused location necessitates prioritisation (ranking of units to be highlighted based on location preference) in the following areas.

Academic Unit Prioritisation

Faculty of Engineering and Natural Sciences, Faculty of Health Sciences, Faculty of Tourism, Faculty of Communication, Faculty of Economics and Administrative Sciences, School of Applied Sciences, Gümüşhane Vocational School, Şiran Mustafa Beyaz Vocational School, Kelkit Aydın Doğan Vocational School, Gümüşhane Health Services Vocational School, Gümüşhane Vocational School, Kürtün Vocational School

Prioritising the Target Student Audience

Doctoral, master's, undergraduate, and associate degree students, international students, local students

Prioritising Subfields Related to Education, Research, and Entrepreneurship

In education: undergraduate and associate degree programs, in research: agriculture, mining, tourism, in entrepreneurship: development of local businesses.

Innovative Integrated Area Identification and Prioritisation

Mining Engineering, Software Engineering, Mathematics Engineering, Geology Engineering, Geophysics Engineering, Geodesy Engineering, Mechanical Engineering, Management Information Systems

Prioritising Local Resources

Faculty of Tourism, Mining Engineering, Environmental Engineering, Geological Engineering, Geophysics Engineering, Geodesy Engineering, Human Resources Management, Central Research Laboratory Application and Research Center

Orientation Prioritisation

Regional Market, National Market

Our university has established a Technology Transfer Office Application and Research Center to enhance its research potential and provide effective support to university staff and the province of Gümüşhane.

5.3. Value Proposition Choice

While defining its value proposition preferences, Gümüşhane University has determined its position within the higher education system with an education-focused positioning preference and its differentiation strategies according to the priorities of the city, region, and national development with success region preferences. Additionally, it has defined its value proposition preferences in a way that enhances the value of the services it offers, taking into account its mission, vision, core values, existing competencies, and resources. Thus, the aim is to effectively manage the preferences for location and success regions. Our university has positioned its future strategic focus on a research (graduate education) university within the multiple success area preference.

Our university has identified the services to be developed or highlighted in order to increase its desirability and strengthen its position as follows:

- To lead the cultural, social and economic development of the region,
- To increase the number of associate degree students in our University in specific areas within the framework of mission differentiation and specialization of our university and to make innovations in undergraduate education, to increase the number of students in master's and doctoral programs,
- To increase the number of students pursuing doctoral studies in the priority field determined by the Council of Higher Education,
- To increase interdisciplinary projects and research in the fields of health sciences, social sciences and natural sciences by taking into account the regional and national priorities

with its structure that primarily accommodates all disciplines in parallel with the location and success region preference of our university. Dec,

- To ensure the strengthening of centers that can contribute to priority areas by evaluating the structure and efficiency of research and application centers,
- To increase the number and variety of supports and incentives given by the University and Scientific Research Projects Coordination in order to increase the number of qualified publications in the national and international arena,
- To increase the number and variety of consultancy and support services provided by the Technology Transfer Office and Career Center in order to increase the number of national and international projects carried out by our University,
- In order to increase international student and faculty mobility through international collaborations, our University's Rector

Table 34: Value Proposition Determination Table

	Choices				
	Factors	Remove	Reduce	Increase	Innovate
1. SOCIAL FACILITIES	Environmentally Friendly and Accessible Campus			*	
	Student Living Spaces			*	
2. SUPPORT SERVICES	Scholarships				*
	Scientific, Cultural and Sports Events			*	
	Community Services			*	
	Number of Information Sources per Student			*	*
	Utilization of Information Technologies			*	*
	Entrepreneurial Activities			*	
	Communication with Graduates			*	
3. EDUCATION METHODS	Online Education Modules				*
	Simulation Application Methods				*
	Number of Departments with Compulsory Internship Requirement			*	*
4. EDUCATION PROGRAMS	Number of Associate Degree and Undergraduate Students			*	*
	Number of Graduate and Doctoral Students			*	*
	Double Major Programs			*	
	Number of Foreign Students			*	
	Number of Distance Education Students				*
	Number of Programs Offering Education in a Foreign Language			*	*
	Number of Training, Consultancy, and Certification Programs in the Field of Specialization			*	*
	Number of Faculty Members				*
5. COLLABORATIONS	Number of Students per Faculty Member		*		
	Local and Regional			*	
	National and International			*	
6. PROJECTS	Non-Governmental Organizations			*	
	Non-Institutional and International Projects			*	
	Private Sector-University Collaborative R&D and Innovative Projects			*	
	Ratio of the Number of Projects in the Specialized Field to the Total Number of Projects			*	
	The Number of Projects that Do not Turn into Publications and Notifications, Products	*	*		
	Product-Based Projects that Support the Development of the Country			*	*
7. CORPORATE IDENTITY AND BRANDING	Recycling and Energy Production Projects			*	
	Quality Assurance Studies				*
	Accountable and Accessible Management				*
8. PUBLICATIONS AND RESEARCH	Academic-Administrative Staff Appointment and Promotion Criteria				*
	Ratio of Publications in the Field of Specialization to Total Publications			*	
	International Publications			*	
9. PATENT/INNOVATION	Application and Research Centers			*	*
	Patents			*	
10. OTHER FACTORS	Rights			*	
	Cost		*		
	Self-Income			*	
	Bureaucracy and Time Waste in All Business and Transactions	*			

5.4. Core Competency Choice

Gümüşhane University positions itself as an education-oriented university as a location choice, but also focuses on research and community service issues thanks to the potential brought by being a young and dynamic university.

While continuing its development, Gümüşhane University has always taken into account the needs of society and the region from the day it was founded until today and has aimed to meet these demands by contributing to its own development according to these needs. As a public institution, it utilizes its resources effectively and efficiently in regional development, both in terms of providing trained workforce and making economic contributions.

- With an education and research-oriented university location, success zone and value presentation preferences, our University has determined its basic competence preferences under the following headings:
 - • An innovative and dynamic management approach,
 - • A student-centered educational approach,
 - • Continuous improvement,
 - • Increasing scientific productivity,
 - • Enhancing the university's economic contribution to its environment and raising awareness,
 - • The presence of significant agricultural lands in Köse, Kelkit and Şiran, and the Kelkit River offering opportunities for irrigation and organic farming.
 - • Gold, copper, lead and silver etc. in the city. operation of mines,
 - • The city's natural beauty, biodiversity, and richness in fauna and flora,
 - * Alternative tourism (winter, highland, mountain, cave tourism, etc.) and having the potential for extreme sports,
 - • Providing widespread and effective consultancy services in mining and agriculture to the province of Gümüşhane by our university,
 - • Ensure that the study rooms and classrooms in the service buildings are equipped with modern facilities.

6. STRATEGY DEVELOPMENT

6.1. Aims and Objectives

Table 35: Summary Table of Aims and Objectives

<p>Aim (A1)</p> <p>To become a competitive university in the fields required by the country and the region by improving the quality of education and training.</p>	<p>Objective (H1.1)</p>	<p>To increase the number of well-equipped domestic and foreign students to competitive levels by improving the number of departments / programs with national and international equivalence and educational areas by the end of 2027</p>
	<p>Objective (H1.2)</p>	<p>Main and auxiliary resource needs during the training period students of physical/electronic environment of corporate loyalty and providing students continue to increase until the end of 2027</p>
	<p>Objective (H1.3)</p>	<p>Improving the quality of nutrition services offered to higher education students; increasing the quality of life by 20% by the end of 2027 by supporting the personal and social development of students</p>
	<p>Objective (H1.4)</p>	<p>To increase the utilization rate by 15% by the end of 2027 by increasing the national and international promotion and recognition activities and consolidating the exchange programs at the maximum level</p>
<p>Aim (A2)</p> <p>To realize high-value-added social and economic projects by increasing scientific research resources and quality.</p>	<p>Objective (H2.1)</p>	<p>Increase research projects, mining, consulting services, and research center activities by 15% by the end of 2027.</p>
	<p>Objective (H2.2)</p>	<p>Increasing support and incentives provided to academic staff</p>
<p>Aim (A3)</p> <p>To produce quality services aimed at development in areas needed by society in collaboration with our stakeholders.</p>	<p>Objective (H3.1)</p>	<p>Providing training to all segments of society in areas where they need it and</p>

6.3. Objective Cards

Aim (A1)	To become a competitive university in the fields required by the country and the region by improving the quality of education and training.								
Objective (H1.1)	To increase the number of well-equipped domestic and foreign students to competitive levels by improving the number of departments / programs with national and international equivalence and educational areas by the end of 2027								
Responsible Unit	Relevant Vice Rectorate								
Unit(s) to be Collaborated With	Graduate Education Institute, Personnel Department, Strategy Development Department, and Student Affairs Department.								
Performance Indicator	Impact on Target (%)	Plan Period Initial Value (2021)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting
PG.1.1.1 Number of departments/programs with students.	15%	214	215	216	217	218	219	Every 6 Months	Once a Year
PG.1.1.2 Number of students per faculty member	15%	34,5	34	33,5	33	32,5	32	Every 6 Months	Once a Year
PG.1.1.3 Number of associate degree and undergraduate students	15%	17.711	18.000	18.500	19.000	19.500	20.000	Every 6 Months	Once a Year
PG.1.1.4 Number of Master's Degree students	15%	1.340	1.400	1.450	1.500	1.550	1.600	Every 6 Months	Once a Year
PG.1.1.5 Number of PhD students	15%	120	125	130	135	140	145	Every 6 Months	Once a Year
PG.1.1.6 Number of foreign students	15%	206	215	222	230	237	245	Every 6 Months	Once a Year
PG.1.1.7 Amount of expenditure made for the improvement of training areas and laboratories.	10%	2.820.000	2.900.000	3.200.000	3.500.000	3.800.000	4.000.000	Every 6 Months	Once a Year
Risks	Limitation of quotas by the Council of Higher Education Rejection of department/program opening requests Failure to secure the necessary financial resources from the treasury Language skills of foreign students attending the education program are not sufficient for the education.								
Strategies	Increasing the educational content of the Language Education Application and Research Center. Use of fair/print/visual media channels for the promotion of our university. Opening elective departments and improving the educational/laboratory infrastructure.								
Cost Estimation	185.246.000								
Determinations	The university's recognition and promotion at the national and international levels is not at the desired level. Increasing the number of departments/programs that can be chosen in accordance with the demands of the times. According to current conditions, there is a need to improve the technological equipment in educational spaces and laboratories.								

Needs	Redesigning the student automation system to cover all its components. Providing training to personnel to enable them to work solution-oriented in accordance with new technologies. Increasing accommodation and language education opportunities for foreign students.
--------------	--

Table 37: Objective Cards Table

Aim (A1)	To become a competitive university in the fields required by the country and the region by improving the quality of education and training.								
Objective (H1.1)	Main and auxiliary resource needs during the training period students of physical/electronic environment of corporate loyalty and providing students continue to increase until the end of 2027								
Responsible Unit	Relevant Vice Rectorate								
Unit(s) to be Collaborated With	Library and Documentation Department, Student Affairs Department, Strategy Development Department, and All Academic Units								
Performance Indicator	Impact on Target (%)	Plan Period Initial Value (2021)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting
PG.1.2.1 The number of printed and electronic resources available in the library.	40%	387.870	390.000	395000	400.000	405.000	410.000	Every 6 Months	Once a Year
PG.1.2.2 Number of resources borrowed and downloaded (number of downloads)	30%	21.315	22.000	23.000	24.000	25.000	26.000	Every 6 Months	Once a Year
PG.1.2.3 Number of registered graduates in the alumni tracking system.	30%	4.461	4.700	4.900	5.100	5.300	5.500	Every 6 Months	Once a Year
Risks	The decrease in the number of printed resources due to the development of online technologies The number of resources in subscribed data networks not being at the desired level The shift in preferences away from physical resources due to the proliferation of online resources. Failure to adequately instill institutional loyalty in students during their education period High costs of overseas resource databases								
Strategies	To conduct studies to promote library habits among internal and external stakeholders. To ensure the provision of resources in different languages in response to stakeholder requests in printed and electronic publications received. Increasing our graduates' awareness through continuous informational emails and SMS messages. Making different databases provided by external stakeholders available to our researchers.								
Cost Estimation	1.243.000								
Determinations	Graduating students may not have enough time or may be reluctant to adapt to their new life circumstances. Insufficient development of reading and research habits. Due to the constant renewal of printed and electronic resources, existing resources may not contain the desired data.								

Needs	<p>Increasing the amount of financial resources allocated to libraries.</p> <p>The graduate tracking system will include current job and career postings and will notify graduates instantly.</p> <p>To continuously carry out activities aimed at increasing students' habits of reading books and using libraries.</p> <p>Monitoring current publications (daily, weekly, or monthly newspapers or magazines) and making them available for library services.</p>
--------------	---

Aim (A1)	To become a competitive university in the fields required by the country and the region by improving the quality of education and training.								
Objective (H1.1)	Improving the quality of nutrition services offered to higher education students; increasing the quality of campus life by 20% by the end of 2027 by supporting the personal and social development of students								
Responsible Unit	Relevant Vice-Rector's Office								
Unit(s) to be Collaborated With	Health, Culture and Sports Department, Strategy Development Department and All Academic Units								
Performance Indicator	Impact on Target (%)	Impact on Target (%)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting
PG.1.3.1 Student life satisfaction rate in higher education.	10%	69,75	%70	%70,5	%71	%71,5	%72	Once a Year	Once a Year
PG.1.3.2 Number of events organized by student clubs and societies	30%	2	10	15	20	25	30	Every 6 Months	Once a Year
PG.1.3.3 Number of organized social, cultural, and sports activities (excluding club activities)	30%	38	40	42	44	46	48	Every 6 Months	Once a Year
PG.1.3.4 Number of students benefiting from nutrition services	30%	156.685	170.000	180.000	190.000	200.000	210.000	Every 6 Months	Once a Year
Risks	<p>Failure to carry out planned activities due to limited budget resources</p> <p>Students' reluctance to participate in social activities</p> <p>Negative reflection of the negative impact of the city on survey answers</p> <p>The dining hall is not preferred due to the fact that the food quality is not at the desired level</p>								
Strategies	<p>Increasing alternatives to keep students engaged in campus life</p> <p>Increasing support for clubs and other social activities</p> <p>Ensuring that students collaborate with stakeholders regarding problems</p> <p>Improving nutrition and cafeteria facilities</p>								
Cost Estimation	11.207.000								

Gumushane University 2023 – 2027 Strategic Plan

Determinations	Stakeholder views are not adequately reflected in decision-making processes. Not knowing that the activities being carried out involve everyone, not just a select group. Reorganizing food service areas according to pandemic guidelines.
Needs	Creating physical spaces where all club activities can be conducted Diversifying social activities within the campus Diversifying the food services offered in cafeterias and canteens. Reviewing survey results from a participatory perspective and processing them in a problem-solving-oriented manner.

Aim (A1)	To become a competitive university in the fields required by the country and the region by improving the quality of education and training.									
Objective (H1.1)	National and international publicity and recognition of their activities by increasing exchange rate maximum benefit and enjoyment from the program until the end of 2027 and a 15% increase									
Responsible Unit	Related Vice-Chancellorship									
Unit(s) to be Collaborated With	All Academic Units, GUSUD Coordinator and Strategy Development Department									
Performance Indicator	Impact on Target (%)	Impact on Target (%)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting	
PG.1.4.1 From foreign exchange programs (Erasmus, Mevlana, etc.) the number of students who benefit	50%	25	26	27	28	29	30	Every 6 Months	Once a Year	
PG.1.4.2 From foreign exchange programs (Erasmus, Mevlana, etc.) the number of personnel who benefit	50%	5	6	7	8	9	10	Every 6 Months	Once a Year	
Risks	Failure of international companies and institutions to respond to proposal letters. The agreements to be made with national and international institutions are not sufficient to sustain the effectiveness of exchange programs. Staff reluctance to participate in the exchange program and lack of foreign language proficiency Insufficient budget allocated to our university for exchange programs									
Strategies	To undertake studies that will increase foreign language education levels To increase the amount of grants provided under exchange programs									
Cost Estimation	1.159.000									

Gumushane University 2023 – 2027 Strategic Plan

Determinations	Inadequacies in foreign language skills Anxiety about going abroad to a foreign country Due to the Covid-19 pandemic affecting the entire world, bilateral agreements have been suspended and not fully relaxed by some countries.
Needs	Comprehensive training programs should be designed for all stakeholders by opening foreign language courses. Increasing our university's national and international recognition activities and ensuring participation in exchange programs.

Aim (A2)	To realize high-value-added social and economic projects by increasing scientific research resources and quality.								
Objective (H2.1)	Increase research projects, mining, consulting services, and research center activities by 15% by the end of 2027.								
Responsible Unit	Relevant Vice Rectorate								
Unit(s) to be Collaborated With	Coordinator of Scientific Research Projects, Application and Research Centers, Revolving Fund Management Department and Strategy Development Department								
Performance Indicator	Impact on Target (%)	Plan Period Initial Value (2021)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting
PG.2.1.1 Ongoing project (TUBITAK, BAP, etc.) number of	30%	36	38	40	42	44	46	Every 6 Months	Once a Year
PG.2.1.2 Ongoing project (TUBITAK, BAP, etc.) budget sizes	30%	1.400.000	1.500.000	1.750.000	2.000.000	2.400.000	3.000.000	Every 6 Months	Once a Year
PG.2.1.3 The amount of revenue generated by research centers.	20%	130.667,84	135.000	140.000	145.000	150.000	155.000	Every 6 Months	Once a Year
PG.2.1.4 Number of consultancy services provided by faculty members.	20%	14	15	17	20	23	25	Every 6 Months	Once a Year
PG.2.1.5 Number of activities carried out under the Regional Development-Oriented Mission Differentiation and Specialization Program (Mining)	20%	0	2	3	4	5	6	Every 6 Months	Once a Year
Risks	Failure to provide sufficient budget for project work Lack of a consulting service unit The laboratory infrastructure required for the progress of project work is insufficient. There is a shortage of sufficient numbers of faculty members in mining fields.								
Strategies	Prioritizing support for mining projects and developing laboratory infrastructure. Increasing collaboration activities with stakeholders to enable them to benefit from university opportunities. To carry out activities that increase the visibility of faculty members who will provide consultancy services. Systematizing project preparation training.								
Cost Estimation	746.000								

Gumushane University 2023 – 2027 Strategic Plan

Determinations	Due to the underdeveloped state of industry in our location, the number of companies/individuals requesting consultancy is low. Lack of sufficient interest from faculty members in project and entrepreneurship activities High mining potential of the region The demand for R&D needs remains insufficient in the university vicinity.
Needs	Developing a unit that encourages project implementation, generates projects, and serves as a guide for project managers. Increasing the recognition of the fields of activity of research centers. Identifying faculty members who can provide consultancy services and their fields of expertise and sharing this information with the public. Developing institutionalized university-private sector collaboration through integrated work with mining companies.

Aim (A2)	To realize high-value-added social and economic projects by increasing scientific research resources and quality.								
Objective (H2.2)	Increasing support and incentives provided to academic staff								
Responsible Unit	Relevant Vice Rector's Office								
Unit(s) to be Collaborated With	All Academic Units, General Secretariat, Quality Coordinatorship and Strategy Development Department.								
Performance Indicator	Impact on Target (%)	Plan Period Initial Value (2021)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting
PG.2.2.1 Number of publications in SCI, SCI-Expanded, SSCI, and AHCI journals.	35%	215	220	225	230	235	240	Every 6 Months	Once a Year
PG.2.2.2 Number of citations in SCI, SCI-Expanded, SSCI, and AHCI journals.	35%	3.325	3.400	3.500	3.600	3.700	3.800	Every 6 Months	Once a Year
PG.2.2.3 Number of publications in ULAKBİM/TR indexed journals	20%	261	270	280	290	300	310	Every 6 Months	Once a Year
PG.2.2.4 Number of Academic Incentive Recipient Faculty Members	10%	175	177	180	182	185	185	Once a Year	Once a Year
Risks	Faculty members with increased workload cannot find sufficient time for academic work. The lack of foreign language proficiency among academic staff reduces the tendency to conduct research using foreign sources. Lack of sufficient research laboratories in the city Insufficient resources for research costs								

Gumushane University 2023 – 2027 Strategic Plan

Strategies	Distributing course loads more evenly among staff members. Ensuring that faculty members produce scientific publications through incentives and rewards. To carry out studies that will increase foreign language education levels.
Cost Estimation	3.119.000
Determinations	Inadequacies in foreign language proficiency Excessive delays in both the preparation and publication processes of citations and publications Due to the Covid-19 pandemic affecting the entire world, scientific events are not being conducted at an adequate level or in person.
Needs	Comprehensive training programs should be designed for all stakeholders by opening foreign language courses. Increasing training in project preparation and publication writing Improving the quality of publication and project evaluations in academic promotions

Aim (A3)	To produce quality services aimed at development in areas needed by society in collaboration with our stakeholders.								
Objective (H3.1)	Providing trainings to all segments of society in the areas they need, increasing social opportunities for staff and students with institutional recognition by the end of 2027								
Responsible Unit	Relevant Vice-Rector's Office								
Unit(s) to be Collaborated With	General Secretariat, Strategy Development Department, Application and Research Centers, and All Academic Units								
Performance Indicator	Impact on Target (%)	Plan Period Initial Value (2021)	2023	2024	2025	2026	2027	Frequency of Monitoring	Frequency of Reporting
PG.3.1.1 Number of events organized by academic units (excluding club activities)	25%	122	125	130	140	150	160	Every 6 Months	Once a Year
PG.3.1.2 Continuing Education Center (SEM), Language Center (DILMER), etc. the number of people who have been certified by other Research and Application Centers	25%	326	375	400	425	450	500	Every 6 Months	Once a Year
PG.3.1.3 Number of Publications and News in Print and Visual Media	25%	4.857	5.000	5.200	5.400	5.500	5.600	Every 6 Months	Once a Year
PG.3.1.4 Number of activities carried out within the scope of Career Center activities.	25%	0	5	10	15	20	25	Every 6 Months	Once a Year
Risks	Failure to open training and courses due to low participation in organized courses and training sessions. The activities organized remain at the personal organizational level. The reluctance to share academic studies and project results with the public. Failure to provide sufficient resources for the planned activities.								

Strategies	<p>Increasing the promotion and recognition activities of the work carried out</p> <p>Active use of all media channels</p> <p>By organizing career days and inviting well-known experts in their fields to our university.</p> <p>Increasing the recognition of the certification program through various collaborations.</p>
Cost Estimation	59.000
Determinations	<p>Due to limited budgetary resources, the resources available for activities are also limited.</p> <p>The absence of a central location where the activities carried out by the centers will be conducted.</p> <p>The failure to share the activities and work carried out with the public.</p>
Needs	<p>Increasing the resources required for the realization of academic activities.</p> <p>Establishing a central campus where the activities carried out by the centers will be conducted.</p> <p>Strengthening the structure of the Press and Public Relations Unit</p> <p>Bringing together highly recognizable individuals with success stories that serve as role models with students.</p>

6.4. Costing

Table 38: Costing Table

		2023	2024	2025	2026	2027	Total Cost	
Aim (A1)	Objective (H1.1)	PG.1.1.1	32.803.000	39.363.000	47.235.600	56.682.720	32.803.000	205.588.320
		PG.1.1.2	32.803.000	39.363.000	47.235.600	56.682.720	32.803.000	205.588.320
		PG.1.1.3	32.803.000	39.363.000	47.235.600	56.682.720	32.803.000	205.588.320
		PG.1.1.4	32.802.000	39.363.000	47.235.600	56.682.720	32.802.000	205.587.320
		PG.1.1.5	32.802.000	39.363.000	47.235.600	56.682.720	32.802.000	205.587.320
		PG.1.1.6	32.802.000	39.363.000	47.235.600	56.682.720	32.802.000	205.585.320
		PG.1.1.7	8.855.000	9.917.000	11.900.400	14.280.480	8.855.000	53.176.880
	Objective (H1.2)	PG.1.2.1	686.000	823.200	987.840	1.185.408	686.000	4.298.448
		PG.1.2.2	686.000	823.200	987.840	1.185.408	686.000	4.298.448
		PG.1.2.3	12.000	14.400	17.280	20.736	12.000	75.416
	Objective (H1.3)	PG.1.3.1	3.007.000	3.608.400	4.330.080	5.196.096	3.007.000	18.851.576
		PG.1.3.2	3.007.000	3.608.400	4.330.080	5.196.096	3.007.000	18.851.576
		PG.1.3.3	3.012.000	3.614.400	4.337.280	5.204.736	3.012.000	18.880.416
		PG.1.3.4	3.318.000	3.981.600	4.777.920	5.733.504	3.318.000	20.886.024
Objective (H1.4)	PG.1.4.1	632.500	759.000	910.800	1.092.960	632.500	3.974.760	
	PG.1.4.2	632.500	759.000	910.800	1.092.960	632.500	3.974.760	
Aim (A2)	Objective (H2.1)	PG.2.1.1	335.500	402.600	483.120	579.744	335.500	2.113.964
		PG.2.1.2	335.500	402.600	483.120	579.744	335.500	2.113.964
		PG.2.1.3	45.000	54.000	64.800	77.760	45.000	281.560
		PG.2.1.4	45.000	54.000	64.800	77.760	45.000	281.560
		PG.2.1.5	45.000	54.000	64.800	77.760	45.000	281.560
	Objective (H2.2)	PG.2.2.1	1.250.000	1.500.000	1.800.000	2.160.000	1.250.000	7.800.000
		PG.2.2.2	1.250.000	1.500.000	1.800.000	2.160.000	1.250.000	7.800.000
		PG.2.2.3	500.000	600.000	720.000	864.000	500.000	3.173.000
	PG.2.2.4	472.000	566.400	679.680	815.616	472.000	2.983.696	
Aim (A3)	Objective (H3.1)	PG.3.1.1	38.000	45.600	54.720	65.664	38.000	238.984
		PG.3.1.2	13.000	15.600	18.720	22.464	13.000	81.784
		PG.3.1.3	3.000	3.600	4.320	5.184	3.000	19.104
		PG.3.1.4	10.000	12.000	14.400	17.280	10.000	62.680
General Management Cost		25.221.000	27.926.000	32.114.900	36.932.000	42.472.000	164.665.900	
Total		228.000.000	252.931.000	301.411.900	360.088.400	430.259.680	1.572.690.980	

7. MONITORING AND EVALUATION

Monitoring is a repetitive process in which quantitative and qualitative data are collected and analyzed continuously and systematically before and during implementation in order to track the progress made according to the goals and objectives. Monitoring of the results of the realization of goals and targets through performance indicators on a certain frequency and reporting them as of the determined periods and submitting them to the evaluation of managers constitute the monitoring activities. The evaluation is a detailed and objective examination conducted to determine the extent to which ongoing or completed activities ensure the achievement of goals and objectives and to what extent they contribute to the decision-making process. Through evaluation, the relevance, effectiveness, efficiency, impact, and sustainability of the objectives, targets, and performance indicators in the strategic plan are analyzed.

The strategic plan monitoring and evaluation process for the period 2023-2027 covers all the activities included in the plan and the improvement works carried out and required to be carried out in all units. With the monitoring and evaluation process that will begin after the entry into force of the plan, it will be determined to what extent the goals and objectives have been achieved and the deficiencies will be eliminated.

The primary responsibility in the monitoring and evaluation process lies with the senior manager. However, the “Gümüşhane University Quality Board” and other relevant boards that may be established in accordance with the needs will be responsible for conducting the process. The monitoring of targets, strategic performance indicators, and risks is the responsibility of the expenditure officer of the unit responsible for the relevant target. It is the responsibility of the Strategy Development Department to consolidate the realization values received from the expenditure units related to the targets and present them to the top manager.

Six-month monitoring and year-end evaluation reports are shared publicly on our institution's website. The strategic plan evaluation report covering the years 2018-2022, prepared before the start of the new plan period, is especially taken into account in the strategic plan studies for the next period.