MCBU 2023-2027 STRATEGIC PLAN

MANİSA - 2022

CONTENTS

FOREWORD

Manisa Celal Bayar University (MCBÜ), with over 160.000 graduates, 15 faculties, 3 institutes, 2 field-specific schools, 15 vocational schools, 32 research and application centres, 634 bed-capacity research hospital, techno-park, 1835 academic staff, 1447 administrative personnel, and 887 field operatives, is a student-oriented institution. Constantly making use of monitoring, evaluation and improvement strategies, MCBU stands out amongst other Turkish universities as a respectable institution due to the kind of academic education provided, academic research, student-scholar grants, and health services offered to the whole of the community.

Improving greatly and renewing itself through fresh innovations with every passing semester, MCBU takes great pride in the 30 years that moulded the institution into the kind of unique university, where national and universal values are synthesized by way of a richly cultivated historical region and its cultural roots that date back to antiquity. MCBU'S motto, so to speak, has always been 'humanity endowed with the knowledge of virtue; first, last and evermore'. Taking this saying to heart, MCBU

keeps on providing higher education with quality, purpose, innovation, inspiration, participation, opportunity, and academic freedom. Above all, MCBU strives to become an institution of both national and international renown, keeping up the good work, placing great emphasis on being followed and favoured by students, academics and the community alike.

MCBU values strategic planning as an essential tool for keeping accountability, transparency, and efficient use of economic/human resources in check. Accordingly, our university has prepared the following strategic plan, which is the 4th Institutional Strategic Plan, covering the years between 2023 and 2027. It is our main objective, that the plan will be implemental in assuring the efficient use of university resources regarding education, scientific research, and service to the community, further strengthening responsibilities such as accountability and transparency.

I offer my sincere thanks to all our employees and stakeholders, who were involved in the development and actualization of the 2023-2027 Strategic Plan for their valuable contributions. I do heartily hope that the Plan will fulfil its mission and achieve its goals for the sake of our beloved nation and our treasured MCBU.

Prof. Dr. Ahmet ATAÇ
Rector

1. STRATEGIC PLAN AT A GLANCE

1.1. Mission, Vision, Core Values

Mission

Cultivating individuals who are innovative, energetic for enterprise, active in life, sensitive and responsible both towards humanity and the environment, and in growing so, enhance fields of education, research, and service to the community.

Vision

Making MCBU an institution of both national and international renown in the fields of science and education, where the community can benefit from produced research, business opportunities, accumulated technology, and cultivated individuals, turning MCBU into a highly preferred and recognized university on the national and international stage.

Core Values

- Observing scientific principals and academic integrity
- Academic freedom, responsibility towards human rights and freedom
- Participation and democratic involvement
- Sensibility towards domestic and global crisis
- Transparency and accountability
- Innovation, courage, and enterprise
- Sustainability
- Integration with City life and the community
- Establishing quality as the cultural mean
- Giving priority to life-long learning
- Institutional identity
- Focus on processes, solutions and getting results

1.2. Goals and Objectives

Table 1: Goals and Objectives

Goal 1. Improving the quality of education through innovative approaches and insure its sustainability,
O.1.1. Insuring the sustainability of education and education related activities and strengthening education infrastructure
O.1.2. Strengthening library infrastructure
O.1.3. Increasing international accreditation regarding education processes
O1.4. Meeting the community's need for a well-educated workforce in human resource by cultivating innovative and active students
O.1.5. Improving instructive qualities of the academic staff
O.1.6. Supporting educational and the socio-cultural development of students
O.1.7. Improving the quality of student life
Goal 2. Furthering scientific-innovative research means and opportunities and increasing quality research,
O.2.1. Increasing scientific studies focused on innovation, accommodating economic value
O.2.2. Increasing resources for research and development
O.2.3. Turning research into communal benefit
Goal 3. Improving the quality of services provided to the community,
O.3.1. Providing health services that the city of Manisa and the Aegean region needs
O.3.2. Providing education for all segments of society, where education is needed and demanded
O.3.3. Conducting activities that create value and support within the community, meeting the needs of all our graduates and all segments of society
Goal 4. Improving productive and innovative institutional capacity and structure.
O.4.1. Extending quality assurance and accreditation procedures university-wide, increasing quality awareness as a culture
O.4.2. Keeping our administrative approach attentive to stakeholder expectations
O.4.3. Making green campus activities sustainable for the future

1.3. Core Performance Indicators

Table 2: Core Performance Indicators

Indicator	Starting Value	Targeted Value
Graduate students amongst total number of students (%)	6,57	7,05
SCI, SCI-Expanded, SSCI and AHCI indexed publications per each academic personnel	0,11	0,14
Number of social, cultural and sports activities	50	220
SRP (BAP) supported research projects	129	150
R&D projects supported by national and international foundations	18	28
Applications made for patents, useful models, and industrial design projects	10	13
Number of certificates awarded by the university's Lifelong Learning Centre (SEM) and Language Teaching Centre (DİLMER)	57	90
Number of accredited Undergraduate programs that are featured in Higher Education Institutions Exam (YKS) Programs Atlas	12	18
Activities organized for establishing environmental awareness	0	4

2. STRATEGIC PLAN DEVELOPMENT PROCESS

MCBU started preliminary work on the 2023-2027 Strategic Plan within 2021, taking into account the calendar put forward by the regulations.

MCBU 2023-2027 Strategic Plan has been prepared according to the Guidebook of Strategic Planning for Universities, compliant with the statute no:5018 for Financial Public Administration and Control codes. The plan is also compatible with top policy documents, accommodating the evaluation of all stakeholder participation and contributions.

2.1. Organization Phase

Information related to the members of the Strategic Development Board and Strategic Planning Team, both of which had been established during the preliminary planning process, is provided within the tables below.

Table 3: MCBU Strategic Development / Board Members

MANİSA CELAL BAYAR UNIVERSITY STRATEGIC DEVELOPMENT BOARD	
Prof. Dr. Ahmet ATAÇ	Rector / Head
Prof. Dr. Ahmet ÇETİN	Faculty of Education
Prof. Dr. Ahmet TÜRK	Faculty of Education
Prof. Dr. Asena GÜLOVA	In-service Training Coordination Centre / Faculty of Economics and Administrative Sciences
Prof. Dr. Ersin MİNARECİ	Faculty of Sciences & Letters
Prof. Dr. İsmet TOPÇU	Centre for Applied Health and Research (Hafsa Sultan Hospital)
Prof. Dr. Kıvanç GÜNHAN	Vice Rector / Faculty of Medicine
Prof. Dr. Mustafa KAZAZ	Vice Rector / Faculty of Sciences & Letters
Prof. Dr. Osman ÇULHA	Coordination Centre for Vocational Training in Business Administration / Faculty of Engineering
Prof. Dr. Ramazan GÖKBUNAR	Quality Coordinator/ Faculty of Business Admin.
Prof. Dr. Rasim AKPINAR	Centre for Non-governmental Organizations Research and Administration
Prof. Dr. Selhan ÖZBEY	Centre for Learning and Teaching Applications and Research
Prof. Dr. Serhat BAŞTAN	Faculty of Communication
Prof. Dr. Sezai TAŞKIN	Faculty of Engineering
Prof. Dr. Yüksel ABALI	Faculty of Sciences & Letters
Doç. Dr. Bora CANBULA	University Secretary / Faculty of Engineering
Doç. Dr. Elgin TÜRKÖZ ULUER	Faculty of Medicine
Doç. Dr. Kadir YILDIZ	Faculty of Sports Science
Doç. Dr. Mustafa Erkan TURAN	Faculty of Engineering
Doç. Dr. Pınar GÜZEL	School of Foreign Languages
Dr. Öğr. Üyesi Emre UYGUR	Centre for Project Coordination, Research and Administration
Dr. Öğr. Üyesi Faruk DURMAZ	Coordination Centre for Research, Enterprise and Innovation / Turgutlu Vocational School
Dr. Öğr. Üyesi Gülenaz SELÇUK	Lifelong Learning and Applications Centre (MCBUSEM)
Dr. Öğr. Üyesi Kadir ADAMAZ	Centre for Manisa and Counties' Turkish Handicrafts Production and Research
Dr. Öğr. Üyesi Özhan KALAÇ	Coordination Centre for Handicapped Support and Advising
Dr. Öğr. Üyesi Betül BÜLBÜL OĞUZ	International Relations Coordination Centre / Faculty of Sciences & Letters
Mehmet ERTAŞ	Office of Strategy Development

Table 4: Strategic Development Board / Areas of Responsibility

STRATEGIC DEVELOPMENT BOARD / AREAS OF RESPONSIBILITY	
Prof. Dr. Ramazan GÖKBUNAR	Education (Head)
Prof. Dr. Ahmet ÇETİN	Education
Prof. Dr. Selhan ÖZBEY	Education
Doç. Dr. Mustafa Erkan TURAN	Education
Doç. Dr. Kadir YILDIZ	Education
Dr. Öğr. Üyesi Betül BÜLBÜL OĞUZ	Education
Mehmet ERTAŞ	Education
Prof. Dr. Mustafa KAZAZ	Research & Development (Head)
Prof. Dr. Sezai TAŞKIN	R&D
Prof. Dr. Ersin MİNARECİ	R&D
Prof. Dr. Osman ÇULHA	R&D
Dr. Öğr. Üyesi Emre UYGUR	R&D
Prof. Dr. Kıvanç GÜNHAN	Administrative Systems (Head)
Prof. Dr. Asena GÜLOVA	Adm. Sys.
Prof. Dr. Serhat BAŞTAN	Adm. Sys.
Doç. Dr. Bora CANBULA	Adm. Sys.
Dr. Öğr. Üyesi Özhan KALAÇ	Adm. Sys.
Prof. Dr. İsmet TOPÇU	Communal Contributions (Head)
Prof. Dr. Rasim AKPINAR	Comm. Cont.
Dr. Öğr. Üyesi Kadir ADAMAZ	Comm. Cont.
Dr. Öğr. Üyesi Gülenaz SELÇUK	Comm. Cont.
Dr. Öğr. Üyesi Faruk DURMAZ	Comm. Cont.
Prof. Dr. Ramazan GÖKBUNAR	Quality Assurance Systems (Head)
Prof. Dr. Ahmet TÜRK	Q&A Sys.
Prof. Dr. Yüksel ABALI	Q&A Sys.
Doç. Dr. Elgin TÜRKÖZ ULUER	Q&A Sys.
Doç. Dr. Pınar GÜZEL	Q&A Sys.

Table 5: Strategic Planning / Team Members

STRATEGIC PLANNING TEAM		
Mehmet ERTAŞ	Office of Strategy Development	Office Head (Team Head)
Mansur BİLGİN	Office of Administrative and Financial Affairs	Office Head
Hıdır METİN	Office of Library and Documentation	Office Head
Çağman KOCABIYIK	Office of Information Processing & Computers	Office Head
Ayhan BİLİR	Chief Registrar's Office	Office Head
Süleyman DAŞKIN	Office of Health, Culture, and Sports	Office Head
Murat ÖNGEL	Office of Personnel Affairs	Office Head
Eyüp Serhan GÜVEN	Office of Construction and Technical Works	Office Head
Adem ÇAPAR	Faculty of Engineering	Faculty Secretary
Hilmi MECEK	Faculty of Sciences & Letters	Faculty Secretary
Kasım EVRENSEL	Faculty of Applied Sciences	Faculty Secretary
Necmi ÖNAL	Manisa Technical Sciences Vocational School	Voc. School Secretary
Sadık KAPLAN	Centre for Applied Health and Research (Hafsa Sultan Hospital)	Quality Management Director
Abdurrrahman Burak PALA	Coordination Centre for Research, Enterprise and Innovation	Instructor
İbrahim ALP	International Relations Coordination Centre	Unit Head
Ramazan ÖZDAMAR	Office of Strategy Development / Quality Coordination	Unit Head

Table 7: Strategic Plan / Secretarial Work

STRATEGIC PLAN / SECRETARIAL WORK		
Prof. Dr. Ramazan GÖKBUNAR	Vice Rector	Quality Coordinator
Prof. Dr. Asena ALTIN GÜLOVA	(FEAS) Management & Organization	Head of Dept.
Mehmet ERTAŞ	Office of Strategy Development	Office Head
Ramazan ÖZDAMAR	Office of Strategy Development	Unit Head

3. SITUATIONAL ANALYSIS

3.1. Institutional History

Founded in 1992 according to statute no: 3837 article 25 & statute no: 2809 Higher Education Institutions Governance Law (Additional Clause 15), MCBU took its start with 5 faculties, 4 vocational schools, and 3 institutes; Faculty of Sciences, Faculty of Engineering, Faculty of Medicine, Faculty of Economics and Administrative Sciences, Faculty of Education, Vocational School for Tobacco Expertise, Vocational School for Sports Science, Alaşehir Vocational School, Salihli Vocational School, Social Sciences Institute, Natural and Applied Sciences Institute and Institute for Medical Sciences.

Succeeding the years of its foundation in 1992, the university expanded into many academic fields and grew in proportion, changing into a flourishing institution with added schools. Ahmetli, Demirci, Gördes, Gölmarmara, Kırkağaç, Saruhanlı, Soma, Köprübaşı and Turgutlu Vocational Schools were added in 1994. Manisa Vocational School for Health was introduced in 1996, and Akhisar Vocational School for Applied Sciences in 1997 (the name Akhisar was dropped in 2005). Kula Vocational School was founded in 1999 with Akhisar and Sarıgöl Vocational Schools following up in 2000.

MCBU continued to grow over the years. School of Foreign Languages opened its doors in 2011. In 2012, Hasan Ferdi Turgutlu Tech, Faculty of Fine Arts, Design & Architecture, Faculty of Theology, Faculty of Business Administration, and the Faculty of Dentistry were brought into the family. Faculty of Communication came to be established in 2016, succeeded by Salihli School of Economics & Administration in the same year. 2016 also marks the foundation of two more schools; Manisa Vocational School for Health, and Vocational School for Sports. Most recently in 2019, MCBU'S three Vocational Schools; Applied Sciences, Health, and Sports were transformed into individual faculties respectively as the Faculty of Health Sciences, Faculty of Sports Science, and the Faculty of Applied Sciences.

Around the beginning years of its foundation (starting with 1992-93), MCBU had established itself near the city centre of Manisa (The Old Rectorate Building,

neighbouring the Vocational School for Sports), locating both the Faculty of Medicine and the School of Economics in a separate district called Uncubozköy. With the creation of a separate Campus in 1997 situated by the river Gediz, MCBU brought two faculties here, Faculty of Engineering, and the Faculty of Sciences & Letters, both of which started work in the vicinity of a small town called Muradiye. This Campus has been renamed as "Şehit Prof. Dr. İlhan Varank Campus". Today, MCBU operates from three distinct campuses; Uncubozköy Health Campus, Şehzadeler Campus, and Şehit Prof. Dr. İlhan Varank Campus. Although founded in 1994, MCBU'S Hospital, Hafsa Sultan, had been providing health services around the city since 1995 (Centre for Applied Health and Research). Today, the hospital has been centralized in Uncubozköy Health Campus. The Rector's office along with adjoined administrative offices, institutes, and many academic departments currently reside in Şehit Prof. Dr. İlhan Varank Campus, Muradiye. MCBU continues to occupy many more educational facilities scattered around Manisa region, near and far, mainly housing vocational faculties and schools.

Constantly growing and expanding, MCBU today, keeps 15 Faculties, 2 Schools, 15 Vocational Schools, 3 Institutes and 32 Centres for Application & Research, carrying out its educational goals.

Apace with the growth of academic units, MCBU has also achieved stimulating numbers in student enrolment over the years. Students enrolled between 1992-1993 numbers around 3.050, whereas 1999-2000 shows that 13.386 students preferred MCBU for that academic year. 2009-2010 keeps the numbers rising; 28.158, and most recently, 2021-2022 peaks around 44.816. From a total of 44.816 students enrolled in 2021-22, 14.693 chose to enrol in Associate Degree programs (%33). 27.249 (%61) enrolled in Undergraduate, and 2.874 moved on to Graduate Programs (%6).

Alumni numbers again show an increase by the end of 2020-2021, reaching 152.805. 70.892 (%46 of graduates) were awarded Associate Degrees, whereas 74.971 (%49) acquired Undergraduate degrees. 6.942 (%5) were presented with Graduate degrees.

3.2. Spheres of Activity and Services Provided

Services provided by MCBU regarding education, research, enterprise, and communal contribution are listed below.

Table 7: Spheres of Activity and Services Provided

Activities	Products and Services Provided
Educational Services	1. Associate Degree Programs 2. Undergraduate Programs 3. Graduate Programs 4. Teaching of English as a Foreign Language Pr. 5. Distant Learning Programs
Scientific Research and Publication	1. Scientific Research Projects 2. Lab, Testing, Analysis, Data Measurement Services for Researchers 3. Scientific Project Counselling and Support Services 4. Academic Journals & Publication 5. Academic Conventions (Conferences and such) 6. Patents/Useful Models/Reclamation Registration, Related Services & Management 7. Graduate Thesis
Enterprise & Entrepreneur Based	1. Enterprise, Project, Technology Management, Intellectual Property Rights Training & Courses 2. Enterprise & Entrepreneur Based Training & Courses (Undergraduate & Graduate levels) 3. Pre-incubation Services (Manisa Technopolis) 4. Technology Transfer Services (Manisa TTO) 5. Technopolis Services 6. Project Markets
Services to the Community & Social Contribution	1. Health Services 2. Scientific & Academic Research Output 3. Cooperation with other Institutions / Counselling 4. Cultivating Human Resources & Training a Workforce suited to the needs of Turkey 5. Training Professionals (Master, Journeymen, etc.) suited to the needs of Manisa Region 6. Lifelong Learning Activities

3.3. Stakeholder Analysis

People, groups and/or institutions that are directly or indirectly involved with, and have a bearing on the University are defined as stakeholders. The Strategic Plan has extensively benefited from Stakeholder view and suggestions during the development process, especially shaping the whole stakeholder analysis process.

As put forward by statute no: 5018 for Financial Public Administration and Control, public administrations must use participatory methods for the development of their Strategic Plans. Therefore, all views, demands, suggestions, and supportive propositions expressed by the university's stakeholders have been collected and evaluated accordingly in the course of the Plan's development. Compliant with the

Guidebook of Strategic Planning for Universities published by the Presidency of the Republic of Turkey, Strategy and Budget Office, internal and external stakeholders have been identified. Then, all stakeholders have been listed according to impact/significance data, featured in the corresponding table of the Guidebook. Finally, internal and external stakeholders have been listed by priority in the table given below.

Table 8: Stakeholder Priority

Stakeholder	Internal / External	Significance	Impact Factor	Degree of Priority
The Presidency of the Turkish Republic	External	Very Sign.	High	Inform
Ministry of Family and Social Services	External	Significant	Medium	Work Along
Ministry of Youth and Sports	External	Significant	High	Work Along
Ministry of Treasury and Finance	External	Very Sign.	High	Work Along
Ministry of National Education	External	Significant	High	Work Along
Ministry of Health	External	Significant	Medium	Work Along
Ministry of Industry and Technology	External	Significant	Medium	Work Along
Presidency of Strategy and Budget	External	Very Sign.	High	Work Along
Intercollegiate Board (UAK)	External	Very Sign.	High	Work Along
The Council of Higher Education (YOK)	External	Very Sign.	High	Work Along
Higher Education Quality Council of Turkey	External	Very Sign.	High	Work Along
TUBITAK	External	Significant	Medium	Monitor
TUBA	External	Significant	Medium	Monitor
Centre for Student Assessment, Selection and Placement (OSYM)	External	Significant	Medium	Inform
Directorate General of Loans and Student Housing for Higher Education (KYK)	External	Significant	Medium	Inform
Turkish Court of Accounts	External	Significant	High	Inform
Authority for Public Contracts and Contractors (KIK)	External	Significant	Low	Monitor
Social Security Institution (SGK)	External	Significant	Medium	Monitor
Turkish National Agency	External	Significant	Medium	Inform
Turkish Cooperation and Coordination Agency	External	Less Sign.	Low	Monitor
Administrators	Internal	Very Sign.	High	Work Along
Academic Staff (MCBU)	Internal	Very Sign.	High	Work Along
Administrative Staff (MCBU)	Internal	Very Sign.	High	Work Along
Students	External	Very Sign.	High	Work Along
Alumni	External	Significant	High	Monitor
City and County Public Officials (Governor's Office, Municipalities, State County Offices)	External	Significant	High	Work Along
Manisa Technopolis	External	Very Sign.	High	Work Along
Zafer Development Agency	External	Significant	Medium	Work Along
Corporate / Private Institutions	External	Significant	Medium	Work Along
Media Institutions and The Press	External	Significant	High	Inform
Unions	External	Significant	Medium	Inform

Non-governmental Organizations and Chambers of Trade	External	Significant	Medium	Inform
Anadolu University Libraries Consortium Association (ANKOS)	External	Significant	Medium	Inform

Subsequent to the identification and prioritization of internal and external stakeholders, a method has been chosen for outlining stakeholder expectations and suggestions. At this stage, systematically conducted surveys are utilized, and a decision to examine the results exhibiting student, alumni, and employee expectations/suggestions has been agreed upon. For other institutions and associations, the decision was to use the results of direct interviews. These evaluation results were then employed to identify goals and objectives outlined within the Plan. The results were also considered in the development of strategies that support the work.

3.4. Sectorial Analysis of Higher Education

3.4.1. Sectorial Analysis of Liabilities (PESTLE)

Table 9: Sectorial Analysis for Liabilities (PESTLE Analysis)

Factors	Diagnosis	Impact on the University		What must be done
		Opportunities	**Threats**	
Political	In becoming a recognized university worldwide, competition amongst universities has been increasing its impact	With increased competition, education and research/development quality may also increase		The objective of internationalization and digitalization in higher education must be extended to all sub-units and branches
	Higher Education, as a sector, becomes more significant for national policies	Additional subsidy opportunities may become available		MCBU must benefit more from cooperation opportunities that arise between the university and industry-oriented businesses
	Universities that carry a mission are given additional administrative and financial support			Quality Assurance system must be improved in connection with the Higher Education Quality Council of Turkey

	Policies that promote cooperation opportunities between the university and industry-oriented businesses have increased			
	Quality strategies in higher education are emphasized			
Economical	Global economic system seems to be in stagnation, numbers designating unemployed youth ratio are high, strict financial policies are being put into effect		There may be an increase in the number of qualified individuals leaving Turkey	Administrative and research models that increase financial resources must be designed
Sociocultural	Global developments regarding health and the environment have redesigned education and research opportunities	Cooperation activities may be increased with global and national associations that focus on health and the environment		Foreign and domestic projects focusing on health and the environment must be initialized and steps must be taken towards increasing the university's share
Tech-related	Digital literacy amongst young people is highly developed	Education and job application processes have become digitized.	A large amount of data may cause managerial problems.	The use of new information technologies must be encouraged, research centres must be sufficiently furnished and hardware increased
	There has been a digital transformation in higher education	Digital literacy amongst students is high	Personal data security becomes an issue, and may pose a threat.	A governance system which puts digital transformation at the center must be established for the whole institution
	Developments regarding digital technologies have given way to new professions and		Some professions may feel a decrease in employment possibilities, undergraduate	Courses must be added into graduate and undergraduate programs, which would improve student capabilities

	Diagnosis	Opportunities	Threats	What must be done
	ways of doing business.		programs may not fill their quotas	regarding the use of digital technologies
Legal	The legislation assigns new missions and an increasing number of objectives to the universities		Increasing objectives may require more resources (human, financial, etc.)	Legal requirements must be observed and put into effect in educational, academic, developmental, administrative, and communal contribution processes
Environmental	The issue of adapting to climate change has become a global problem, and moved to the forefront	Buildings, structures, and campuses that are more environment-sensitive may be built		Regarding the issue of adapting to climate change, social projects must be developed by the university
	Environmental consciousness has increased, leading to environmental precautions gaining importance within actual regulations			New structures, policies, and arrangements must present a focused approach on the environment and environmental consciousness

3.4.2. Sectorial Structure Analysis

Table 10: Sectorial Structure Analysis

Sectorial Forces	Diagnosis	Impact on the University		What must be done
		Opportunities	Threats	
Competition	There has been a rise in newly opened R&D centres and universities owned by foundations		Manisa, as a city, has potential for the establishment of a new university	Cooperation opportunities must be increased
	Rival universities that are funded		Students may prefer other	MCBU must increase its

	by corporations and/or the Private Industry are economically strong		universities in the neighbouring regions which have a longer historical standing and traditions	publicity by engaging in promotion activities, improve the university's infrastructure, and gain the favour of students, insuring student enrolment
	There are long-standing universities in the neighbouring regions			
Stakeholders	The business community has been expressing its demands for the quality of university graduates to be compatible with the changing world	Cooperation between the university and the private sector might boost the potential for the training of students with merit		External stakeholder representatives must be actively included in all the processes regarding university activities, and their participation must be insured
	More cooperation is needed with state institutions and organizations			
Suppliers	Processes regarding the procurement of products and related services become inefficient due to loaded bureaucratic procedures		As the supply process takes a long time, financial efficiency, at times, may drop accordingly	Suggestions must be passed on to the institutions concerned, for the regulations to be revised according to need
Regulatory / Supervisory Institutions	Plurality in higher education takes over; which had actually started with the alteration of the higher education mission with more emphasis being put on specialization as a project	A mission change focused on regional development and the project of specialization brings about the designation of a field of specialization		Activities directed towards the field of specialization must be increased

3.5. SWOT Analysis

Using the feedback acquired from stakeholders, taking into account gathered results given under headings above, and depending on the individual SWOT analysis conducted by all university units during the development of the Plan, MCBU now presents identified institutional strengths along with opportunities, weaknesses and threats in the table provided below.

Table 11: SWOT List

INTERIOR		EXTERIOR	
Strengths	**Weaknesses**	**Opportunities**	**Threats**
Quality assurance system has been embraced by the upper administration as a policy	Quality assurance procedures that are extended towards the units base cannot function efficiently, as the philosophy for quality assurance systems gets mixed up with ISO procedures, preventing a fully functional and internalized quality assurance system	The government and associated regulatory institutions (Ministry of National Education, Higher Education Council, Higher Education Quality Council) are inclined towards quality centred policies	Budget subsidies cannot be sufficiently increased
Internship / Co-op Education practices are integrated into education programs	In some phases of quality assurance procedures, PDCA cycle's Check and Act stages tend to be defective	Manisa already possesses an actualized potential for industry	Social Security Institution (SGK) has unfavourable pricing, payment and reimbursing practices regarding health services

Distant Learning infrastructure is already built	There are structural discrepancies amongst academic units, regarding quality assurance procedures	Public institutions that provide civil service need a well-educated workforce which is ever-increasing	Economic conjuncture suffered changes due to global and regional factors
Some programs do have double majors and minors available for undergraduate degrees	Depending on program outcomes, units that do not have accreditation seems to suffer from a weak correlation between learning outcomes and course outcomes	Technology regarding education and related activities has been changing rapidly	There has been a serious increase in cyber crime
MCBU has been contributing to the city of Manisa and its surrounding regions by completing projects in terms of economic growth and sociocultural development	There were shortcomings in the systematic gathering of external stakeholder views to be influential in designing and updating the curriculum	MCBU has been continuing national and international student and staff exchange programs for some time now	The region houses strong rival universities
Indicating the successful cooperation between the university and industry oriented sectors, multiple research infrastructures have been built and the Technopolis became operational	Decision making processes seems not to have benefited fully from student views	Turkey has a young population and good demographic numbers showing a continuous demand for higher education	Students have been experiencing transportation and accommodation problems in Manisa
Cultural and historical sites have been preserved; these sites are being looked after and kept alive for future generations	Although the current budget for Scientific Research Projects Unit (BAP) is adequate, source diversity seems to be narrow in keeping funding sustainable	R&D projects, academic research and scientific studies have been given sufficient support and funding	Students who enrol after completing secondary education have become less and less knowledgeable with every passing year

Multiple programs within the university have gained accreditation and other programs are pursuing the same goal, where the administration is acting in full support of both	Research based projects seems to have concentrated around certain faculties, lacking a university-wide dispersion	Academic and scientific activities have been gaining more and more national and international support	Student quotas for individual programs set by the Higher Education Council are too large, which affects teaching and education quality poorly
UYGAR (Civilized) Centres have been actively involved in bringing solutions to the region's problems, pioneering a worthy cause by making valuable contributions to the community	Academic advisors have to deal with too many students	Cooperation and accreditation possibilities with foreign universities have been increasing	Despite rapid growth, administrative personnel cannot be employed in sufficient numbers
The number of projects that are funded externally is significant and the budgets reserved are high	There are inadequacies regarding the operation of Alumni tracing system and the utilization of feedback for quality assurance processes		
The university employs both dynamic and experienced academics who are competent in their fields and sufficient in proportion	Information Management Systems used by the university are not fully integrated with each other		

Graduates of MCBU's Tobacco Expertise Vocational School, being the only one in the world and having a high brand equity, can be internationally employed. The school also maintains a vital amount of cooperation with local external stakeholders	There is a shortage of qualified personnel, whether as technicians or masters of trade
Interaction between academics and students seems to be good	
In terms of internationalization, Erasmus exchange programs draw a high number of students and academics as participants, also making MCBU a preferred university amongst full time international students	
MCBU has been initiating activities regarding the education of educators, and it has been observed that the efforts enhanced academics and instruction quality significantly	
MCBU has a solid communications network with a strong infrastructure,	

coordinating all its units by way of an e-mailing ring, IP telephone system, and wireless internet	
A reward mechanism already being practiced for academic staff performance is made available to the administrative personnel as well	

4. OUTLOOK TOWARDS THE FUTURE

4.1. Mission

Cultivating individuals who are innovative, energetic for enterprise, active in life, sensitive and responsible both towards humanity and the environment, and in growing so, enhance fields of education, research, and service to the community.

4.2. Vision

Making MCBU an institution of both national and international renown in the fields of science and education, where the community can benefit from produced research, business opportunities, accumulated technology, and cultivated individuals, turning MCBU into a highly preferred and recognized university on the national and international stage.

4.3. Core Values and Principals

- Observing scientific principals and academic integrity
- Academic freedom, responsibility towards human rights and freedom
- Participation and democratic involvement
- Sensibility towards domestic and global crisis
- Transparency and accountability
- Innovation, courage, and enterprise
- Sustainability
- Integration with City life and the community
- Establishing quality as the cultural mean
- Giving priority to life-long learning
- Institutional identity
- Focus on processes, solutions and getting results

5. STRATIFICATION STRATEGY

MCBU feels obligated to make contributions, primarily towards the city of Manisa, and consequently for the development and socioeconomic growth of its surrounding regions by creating cultural and scientific output which will lead the community in social advancement, cultivate competent individuals endowed with academic merit, develop mutually beneficial projects for the common good in cooperation with public institutions, non-governmental organizations, the private sector, and the city dynamics, transforming itself into a nationally and internationally revered reference hub with conducted research, acquired breakthroughs, academic studies, and scholarly publications, finally gaining distinction and privilege due to the assets accumulated and the quality achieved in the process.

5.1. Situational Preferences

As part of its stratification strategy, MCBU places its situational preferences centred on "%45 research", "%45 education & training" and "%10 enterprise".

MCBU, possessing a strong research infrastructure along with its innovative, energetic, self-esteemed and enterprise-conscious academic staff, aims to make serious international contributions to science and scientific knowledge production, innovative education philosophies/practices, and fields of interaction between the university/community, on that account, becoming a well-respected university worldwide. MCBU administers a policy which takes education seriously with 152.805 total graduates and approximately 44.816 students enrolling every year. MCBU's Manisa TEKNOKENT (Technopolis), housing various centres for research and application, keeps strengthening a flourishing enterprise culture along with many other endeavours regarding information technologies.

Figure 1: MCBU Situational Preferences

Manisa Celal Bayar University Situational Preferences

- Araştırma
- Eğitim-Öğretim
- Girişimcilik
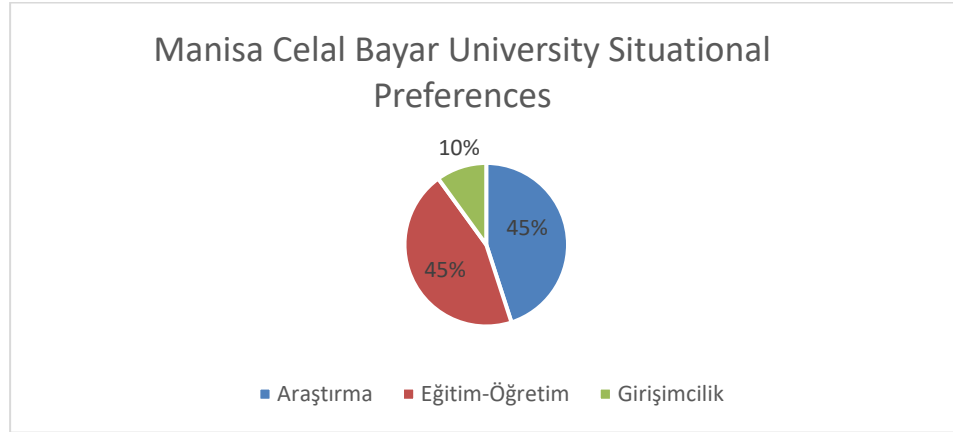
5.2. Preferences for Range and Academic Achievement

MCBU has a rich academic diversity as the institution houses many academic units across multiple fields and disciplines.

MCBU, in compliance with top policy documents (11th Development Plan, TUBITAK priority fields etc.) and global sustainability objectives set by the United Nations for achieving 17 essential goals, gives precedence to research which produces universal knowledge functional in providing services to the community, as the city of Manisa and its surrounding regions accommodate a large industrial zone. Accordingly, MCBU values stakeholder relations and keeps social responsibilities in sight, holding onto its mission of generating useful knowledge for all. Fields of study such as health sciences, engineering, natural sciences, applied sciences, and humanities bring together a wide spectrum of academic interest at MCBU, culminating in studies focused on research, education, and social function. Factors described so far are taken into account in the determination of preferences and the organization of activities regarding the university's range and targeted academic achievements.

MCBU's priority target, therefore, stands as conducting research, making scholarly contributions, and developing projects that will satisfy its home region's natural, industrial, and human resources needs by furthering and improving cooperation with the industries, opening new joint programs for undergraduate and graduate levels, and ensuring the production of quality research and useful knowledge.

5.3. Preferences for Supplied Quality Improvement

MCBU has been following an agenda of advancing the academic and scientific quality threshold for the whole university. To this effect, MCBU has been dynamically managing its situational and academic range preferences by engaging determining factors and processes such as the support of researchers and accomplished students on the academic level, university-wide curriculum updates, fulfilled staff advancement needs, initiated cooperation with the public and the private sectors, increased internationalization activities, and continued project development/management.

Table 12: Factors / Preferences

Factors / Preferences	Dismiss	Decrease	Increase	Innovate
Social Opportunities				X
Support (Scholarships etc.)			X	
Education Methods				X
Continuous Update of Education Programs			X	
Abstract and Theoretical Education		X		
Learning Management System				X
Cooperation			X	
Projects			X	
Institutional Identity and Branding			X	
Patents / Innovation / Intellectual Property Rights / Useful Models and Products			X	
Number of Graduate Students			X	
Pre-incubation Processes & Services			X	
Q1, Q2 Impact Factor Publications			X	
Number of Associate Degree and Undergraduate Students		X		
Evening/Night School Programs (II. Öğretim)	X			
Number of Accomplished International Students			X	

Student Participation in Administrative and Educational Processes	X	
Career-centred Activities	X	
Alumni Interaction	X	
Traditional Research Centres		X
Graduate Programs	X	
Financial Opportunities	X	
Institutional Identity/Culture/Belonging	X	
Lifelong Learning/Training	X	
Library and Documentation		X
Sports Facilities	X	
Software and AI Based Projects	X	
Enterprise Practices	X	
Library and Documentation (II)	X	

5.4. Preferences for Core Competence

MCBU gives priority to the core competence preferences listed below for the actualization of objectives and goals featured in the Strategic Plan of 2023-2027:

- Ensuring accomplished graduates by providing a quality education

- Competence in distant and hybrid education

- Establishing institutional identity and human-centred governance

- Competence in quality-centred governance strategies, acquiring a productive and innovative institutional identity/culture

- Competence in utilizing national and international cooperation strategies

- Competence in establishing commercialized patents for the business community, and useful model production

- Competence in reaching sustainability goals set by the United Nations,

- Developing projects that will contribute to the community.

6. STRATEGY DEVELOPMENT

6.1. Goals

MCBU has set the following goals for the Strategic Plan of 2023-2027:

Goal 1. Improving education/training quality with innovative approaches and ensuring its sustainability,

Goal 2. Improving scientific and innovative research and development opportunities, increasing quality research,

Goal 3. Improving the quality of services provided to the community,

Goal 4. Improving the productive and innovative structure of the institution, enlarging and improving institutional potential.

6.2. Objectives

MCBU has set the following objectives for the completion of goals stated above:

O.1.1. Insuring the sustainability of education and education related activities and strengthening education infrastructure

O.1.2. Strengthening library infrastructure

O.1.3. Increasing international accreditation regarding education processes

O.1.4. Meeting the community's need for a well-educated workforce in human resource by cultivating innovative and active students

O.1.5. Improving instructive qualities of the academic staff

O.1.6. Supporting educational and the socio-cultural development of students

O.1.7. Improving the quality of student life

O.2.1. Increasing scientific studies focused on innovation, accommodating economic value

O.2.2. Increasing resources for research and development

O.2.3. Turning research into communal benefit

O.3.1. Providing health services that the city of Manisa and the Aegean region needs

O.3.2. Providing education for all segments of society, where education is needed and demanded

O.3.3. Conducting activities that create value and support within the community, meeting the needs of all our graduates and all segments of society

O.4.1. Extending quality assurance and accreditation procedures university-wide, increasing quality awareness as a culture

O.4.2. Keeping our administrative approach attentive to stakeholder expectations

O.4.3. Making green campus activities sustainable for the future

7. MONITORING AND EVALUATION

Systematic Monitoring of the progress achieved in proportion to the goals and objectives stated within the Strategic Plan will be conducted through an effective monitoring and evaluation process, where institutional activities will be consecutively improved at length.

The process of monitoring and evaluation for the Strategic Plan of 2023-2027 is to be handled by the "Strategic Development Monitoring and Evaluation Commission", which will be formed in due time. Performance indicators featured within the Plan will be observed every 3 months for the duration of the Plan, revealing results regarding the actualization of goals and objectives. These results will then be processed into the **Performance Indicator Actualization Monitoring Forms** to be viewed and evaluated by the administration. Continuing or completed progress regarding performance, objectives, and goals will be measured accordingly, and the results will be featured as a separate document in February the following year within the Administrative Activity Report as **Performance Indicator Results Form**. Findings will then be submitted to the Presidency of Strategy and Budget within the allocated time set by regulations to be published and made available to the public.

Once the Strategic Plan is set in motion, the responsibility for goals, objectives, and related performance indicators will be shouldered by responsible and cooperating units designated by individual objective cards. Strategic Development Monitoring and Evaluation Commission will organize and hold regular meetings with units responsible for performance indicators already set by strategic goals and objectives, ensuring the analysis of collected data. Actualization results acquired from responsible units will be sorted out by the Office of Strategic Development, and submitted to the senior administrator. During the monitoring and evaluation process, collected data will be measured at certain intervals, and decisions will be made depending on progress towards the goals achieved. If the results are to be found wanting, necessary steps and precautions will be taken towards identifying new methods for the successful completion of the Plan.