



# 2023-2027 STRATEGIC PLAN



MIDDLE EAST TECHNICAL UNIVERSITY



2023-2027  
STRATEGIC  
PLAN

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# Table of Contents

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LIST OF ABBREVIATIONS	1
THE PRESIDENT'S FOREWORD	2
1. STRATEGIC PLAN AT FIRST GLANCE	5
2. STRATEGIC PLANNING PROCESS	9
2.1. Boards, Committees and Teams That Participated in the Strategic Planning Process	12
3. SITUATION ANALYSIS	19
3.1. Institutional Background	19
3.2. Evaluation of the 2018-2022 Strategic Plan	20
3.3. Analysis of the Legislation	23
3.4. Analysis of the Top Policy Documents	24
3.5. Analysis of Programs and Sub-Programs	29
3.6. Activity Domains, Products and Services	30
3.7. Analysis of Stakeholders	32
3.8. Internal Analysis of the Institution	35
3.8.1. Administrative and Academic Structure	35
3.8.2. Human Resources	35
3.8.3. Physical Resources	36
3.8.4. Information and Technology Resources	36
3.8.5. Financial Resources	37
3.9. Analysis of Academic Activities	37
3.9.1. Education Activities	37
3.9.2. Research Activities	38
3.9.3. Student	38
3.10. Analysis of the Higher Education Sector	40
3.11. Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT)	45
3.12. Findings and Needs	51
4. FUTURE OUTLOOK	53
4.1. Mission	53
4.2. Vision	53
4.3. Core Values	53
5. DIFFERENTIATION STRATEGIES	57
5.1. Positioning Preferences	57
5.2. Field of Success Preferences	57
5.3. Value Presentation Preferences	60
6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS	61
6.1. Units Responsible for Objectives and Units to Cooperate with	61
6.2. Objective Cards	62
6.3. Risks and Control Activities for Objectives	78
6.4. Costing	79
7. MONITORING AND EVALUATION	81

# LIST OF ABBREVIATIONS

<b>APDP</b>	Administrative Personnel Development Program
<b>ADP</b>	Academic Development Program
<b>BİDB</b>	Division of Information Technology
<b>BİLTEM</b>	Center for Science, Technology, Engineering, and Mathematics Education
<b>BİOMATEN</b>	Center for Biomaterials and Tissue Engineering
<b>CDPC</b>	Cooperation Development Program for Centers
<b>ÇSGB</b>	Ministry of Labor and Social Security
<b>DBE</b>	Department of Basic English
<b>DEKOSİM</b>	Center for Marine Ecosystem and Climate Research
<b>DML</b>	Department of Modern Languages
<b>DÖSİM</b>	Office of Revenues
<b>ERA</b>	European Research Area
<b>ERC</b>	European Research Council
<b>FP</b>	Framework Program
<b>GİSAM</b>	Center for Audiovisual Research and Production
<b>GÜNAM</b>	Center for Solar Energy Research
<b>İMİDB</b>	Division of Financial Services and Administration
<b>İSGB</b>	Occupational Health and Safety Unit
<b>KDDB</b>	Division of Library and Documentation Services
<b>KGPO</b>	Office of Institutional Development and Planning
<b>KPM</b>	Center for Career Advising and Professional Development
<b>MEB</b>	Ministry of National Education
<b>MEEES</b>	Masters in Earthquake Engineering and Engineering Seismology
<b>MEMS</b>	Microelectromechanical Systems
<b>METUWIND</b>	Center for Wind Energy Research
<b>MODSİMMER</b>	Center for Modeling and Simulation
<b>MVV</b>	Mission, Vision, Values
<b>ODTÜ-GV</b>	METU Development Foundation
<b>ÖGEM</b>	Center for Advancing Learning and Teaching

<b>ÖİDB</b>	Division of Student Affairs
<b>ÖYP</b>	Teaching Staff Training Program
<b>PDB</b>	Division of Personnel Management
<b>PESTLE</b>	Political, Economic, Social, Technological, Legal, and Environmental Analysis
<b>PRP</b>	Postdoctoral Research Program
<b>SAYP</b>	Researcher Training Program for Defense Industry
<b>SEM</b>	Center for Continuing Education
<b>SGDB</b>	Division of Financial Strategy Development
<b>SKSDB</b>	Division of Health, Culture and Sports
<b>SP</b>	Strategic Plan
<b>SPFC</b>	Strategic Planning Field Committee
<b>SUNY</b>	State University of New York
<b>TARAL</b>	Turkish Research Area
<b>TBM</b>	Center for Society and Science Research
<b>TTO</b>	Technology Transfer Office
<b>TÜBİTAK</b>	Scientific and Technological Research Council of Türkiye
<b>TYYÇ</b>	National Qualifications Framework for Higher Education in Türkiye
<b>UAB</b>	University Administrative Board
<b>UEAM</b>	Center for Applied Ethics
<b>URAP</b>	University Ranking by Academic Performance
<b>USPST</b>	University Strategic Planning Support Team
<b>USPC</b>	University Strategic Planning Committee
<b>SFL</b>	School of Foreign Languages
<b>SRP</b>	Scientific Research Projects
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, and Threats
<b>YİTDB</b>	Division of Construction and Maintenance
<b>YÖK</b>	Council of Higher Education



## THE PRESIDENT'S FOREWORD

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Since the day it was founded, Middle East Technical University has been an international institution of higher education with a leading and pioneering role in raising individuals who care about social and universal values and development, who attribute importance to creating a collective awareness of social responsibility, who are willing to adopt lifelong learning as a principle and are able to make a difference in the fields of science, technology, culture, and environment.

At the end of a democratic, participatory, and transparent process, benefiting from the three previous strategic planning experiences of our university, the 2023-2027 METU Strategic Plan has been completed with the contributions and suggestions presented by the committees (Strategic Planning Field Committees) consisting of representatives of various academic and administrative units. The COVID-19 pandemic that still continues during the preparation process of this work both affected the content of our Strategic Plan and also caused the preparation studies to be conducted both online and face-to-face.

Within the strategic planning process, a great effort has been made, and meticulous studies were carried out in which the administrators, academic and administrative personnel, students, alumni, and external stakeholders of our university made significant contributions through conferences and various individual or institutional communication channels, as well as boards and committees. Our belief in and responsibility for producing, sharing, and passing on knowledge, as well as the unwavering values that we are proud to have, even under changing circumstances, have once again been manifested.

Our expertise, background, and the power we acquire from our human resources have guided us in determining our strategies. Our strategic priorities in becoming a university that transforms its region and the world for the well-being of the society, nature, and humanity have been determined as an interdisciplinary and holistic approach, collaboration and interaction, and reinforcing foundations and resources. Accordingly, together with the difficult problems of our country, our region, and the world, significance and priority have been attributed to research in basic sciences, an integrated



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education with research, and social contribution. While, on the one hand, adopting the strategy of sustaining and even further increasing its high-impact research studies in the areas where it is strong, on the other hand, our university has set the goal of playing a pioneering role in the newly emerging areas that are compatible with the competencies and priorities of ours. Among the other priorities set in our strategic plan are to strengthen all our resources and to increase cooperation and interaction at both national and international levels so that our entire ecosystem, which includes METU Ankara, Erdemli, and Northern Cyprus campuses and TEKNOKENT, can realize its goals. As well as completing our Plan, it is equally important to fulfill its requirements, monitor its progress, and evaluate the implementations. For this, our infrastructure and all the related mechanisms will be strengthened. I firmly believe that we will successfully fulfill our responsibilities in this regard.

I extend my gratitude to all the members who took part in the boards, committees, workgroups, and support teams during the preparation of our strategic plan, who assumed duties in conferences and worked on the presentation and printing of the plan, as well as to our students, academic and administrative personnel, alumni, and external stakeholders representing institutions and organizations for their contributions throughout the entire process.

Sincerely,  
Prof. Dr. Mustafa Verşan KÖK  
President



# STRATEGIC PLAN AT FIRST GLANCE

# 1

## 1.1. MISSION, VISION, AND CORE VALUES

### Mission

The mission of Middle East Technical University is to conduct research, provide education and serve society, humanity, and nature at a level of excellence by encouraging creative and critical thinking, innovation, and leadership within the universal values.

### Vision

An internationally pioneering university that develops and transforms both its region and the entire world.

### Core Values

Within the “METU Spirit” study conducted by the METU Center for Applied Ethics in 2012, several core values representing METU were determined and listed as follows:

- Scientific Freedom
- Informed Self-Confidence
- Cooperative Individualism
- Sensitivity to the Natural Environment
- Credibility
- Respect for Humanity
- Merit
- Investigative Approach
- Social Responsibility
- Innovativeness and Leadership
- Commitment to the Campus Heritage
- High Academic Quality

## 1. STRATEGIC PLAN AT FIRST GLANCE

## 1.2. METU 2023-2027 STRATEGIC PLAN, GOALS AND OBJECTIVES

Table 1. 2023-2027 Strategic Plan, Goals and Objectives

<b>Goal 1</b>	<b>To increase the quality of education for national and international students sustainably</b>
<b>Objective 1</b>	Updating the educational policies that determine the functioning of the university's education programs; developing and implementing new policies.
<b>Objective 2</b>	Making basic education courses (service courses) and elective courses in all fields, as well as the courses focusing on academic writing and speaking skills in English, more effective and efficient.
<b>Objective 3</b>	Attracting qualified students to METU through effective information and establishing a student counseling system that guides the new students according to their needs and enhances rapport.
<b>Goal 2</b>	<b>To develop sustainable and innovative research studies that can adapt to changes and needs at national and international scales</b>
<b>Objective 1</b>	Improving the multidisciplinary, interdisciplinary, and collaborative research studies in terms of quantity and quality and enabling them to be used for the benefit of the society.
<b>Objective 2</b>	Increasing and disseminating the social, economic, and academic effects of the outputs of research studies to be carried out through collaborations with national and international public/private sector, and non-governmental organizations at national and international scales.
<b>Goal 3</b>	<b>To create a qualified academic and administrative workforce and to ensure its sustainability</b>
<b>Objective 1</b>	Attracting national and international human resources in quantities and qualities that will meet the needs of the institution.
<b>Objective 2</b>	Supporting the professional and personal development of the personnel.
<b>Objective 3</b>	Introducing practices to protect the general well-being of employees.
<b>Goal 4</b>	<b>To prioritize and strengthen institutional resources</b>
<b>Objective 1</b>	Increasing own revenues and revolving fund revenues Increasing own revenues and revolving fund revenues.
<b>Objective 2</b>	Protecting the unique spatial and architectural structure of our campuses, as well as the rich forest, steppe, sea, and lake ecosystem integrity and biodiversity; meeting the spatial requirements within sustainable, smart, enduring and accessible campus approaches.
<b>Objective 3</b>	Increasing the efficiency and impact of information services management by taking stakeholder expectations into account.
<b>Goal 5</b>	<b>To maintain and strengthen the internationalization of the university and its impact on social contribution</b>
<b>Objective 1</b>	Continuing the social contribution activities by diversifying them on national and international scales.
<b>Objective 2</b>	Developing the internationalization structure of the Middle East Technical University.
<b>Objective 3</b>	Increasing the internationalization capacity of the Middle East Technical University.

## 1. STRATEGIC PLAN AT FIRST GLANCE

## 1.3. KEY PERFORMANCE INDICATORS

Table 2. METU 2023-2027 Strategic Plan, Key Performance Indicators

Value at the Beginning of Plan Term (2022)	Key Performance Indicators	Targeted Value at the End of the Term (2027)
14	Number of nationally/internationally accredited programs (the number of undergraduate programs that are listed in the Higher Education Institutions Exam [YKS] Guide among the accredited programs)	19
1.425	Number of international students	1.675
1.230	Number of projects funded by national/international public or private institutions or organizations	1.255
1,60	Number of publications in SCI, SCI-Expanded, SSCI, and AHCI journals per academic personnel	1,75
20	Number of patents, utility models, and registered designs obtained according to the R&D outputs	30
874	Number of scientific publications by academic personnel in Q1 and Q2 journals	930
21	Number of undergraduate students per academic personnel	17
0	Budget to be spent for smart, accessible, and sustainable campus projects (Thousand TL)	1.250
1	Number of projects that include Citizen Science in their research phase	3
380	Number of actively ongoing education-based international collaborations of the university	450





## STRATEGIC PLANNING PROCESS

# 2

According to the Regulation on the Procedures and Principles Regarding Strategic Plans and Performance Programs and Activity Reports to be Prepared by Public Administrations, strategic plans of public administrations must be sent to the Presidency of Strategy and Budget for evaluation by the end of April before the first year of the period covered by the strategic plan. In line with this requirement, the efforts to prepare our university's **2023-2027 Strategic Plan** started in **January 2021** with various meetings.

The coordination and reporting of the preparation process of the 2023-2027 Strategic Plan, which was presented to the Senate and the University Administrative Board in **April 2021**, was carried out by the University Strategic Planning Support Team (USPST), which consists of 12 people. The academic and administrative personnel who contributed to the Strategic Planning Field Committees (SPFC) that conducted the strategic planning endeavors were determined in line with the recommendations of the Offices of Deans, Graduate Schools, and Administrative Units to represent different disciplines, experiences, and stakeholder groups as much as possible. Representatives from TEKNOKENT, Development Foundation, Erdemli Campus, and Northern Cyprus Campus also took part in the SPFCs. In addition, dozens of our members have voluntarily contributed to the efforts of the SPFCs, which consisted of a total of **154** individuals. During the strategic planning process, the SPFCs worked in eight fields, separately but in coordination, on a regular basis almost every week. These fields are **Education, Research and Development, Social Contribution, Internationalization, Human Resources, Financial Resources, Physical Resources, and Information Resources**. Within the strategic planning endeavors of the SPFCs, interviews, focus group meetings, and surveys were conducted with our stakeholders, such as our departments, units, students, academic and administrative personnel, alumni, and various public, industrial and non-governmental organizations.

On June 24-25, 2021, the Strategic Plan Situation Assessment Sharing Conference was held with the participation of nearly 250 stakeholders from inside and outside the university. On March 28, 2022, the draft of the Strategic Plan was shared with the internal stakeholder representatives.

The working schedule of the units and stakeholders taking part in the strategic planning process can be seen in Table 3. All documents regarding this process, including the minutes, related reports, and feedback, can be accessed via the website <https://kalite.metu.edu.tr/> by logging in with the password used for the university's web pages.

The first version of the Strategic Plan and the second version that was prepared in line with all the institutional reviews and suggestions regarding the first version were brought together by the USPST by staying true to the essence of the plan. Conflicting or missing issues were re-evaluated by the SPFCs and/or SPFC coordinators, and the corrected texts were discussed in the University Strategic Planning Board (USPB). The Strategic Plan prepared for the 2023-2027 period was discussed and approved at the joint meeting of the Senate and the University Administrative Board on April 26, 2022.

## 2. STRATEGIC PLANNING PROCESS

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A four-stage method was followed to prepare the 2023-2027 METU Strategic Plan based on the Strategic Planning Guide for Universities prepared by the Presidency of the Strategy and Budget and also benefiting from the previous strategic planning experiences of our university. These four stages, the details of which will be shared in the following sections of the document, are as follows:

1. Preliminary Preparation for the Strategic Plan
2. Situation Analysis (detailed analysis of the 2018-2022 Strategic Plan; determination of working and non-working aspects)
3. Drafting the Strategic Plan
4. Finalization of the Strategic Plan

According to the working schedule in Table 3, eight field committees based on the structure of the current strategic plan were formed for the preparation of the strategic plan: Research and Development, Education, Social Contribution, Financial Resources, Physical Resources, Human Resources, Information Resources, and Internationalization.

Unlike the 2018-2022 Strategic Plan, the area of responsibility of the SPFCs was expanded for this strategic plan to function better and for the continuity of the participation of all stakeholders to be ensured. While the SPFCs play a key role in the preparation of the Strategic Plan, they are also responsible for contributing to the 5-year monitoring and evaluation processes of the Strategic Plan.

This method is based on the proposals developed by cross-functional committees (SPFCs) consisting of representatives of different academic and administrative units, institutional reviews of the academic and administrative units related to these proposals, and finally the evaluations of the USPB, all within a participatory, transparent, and democratic process.

In this context, all the evaluations regarding the 2018-2022 Strategic Plan preparation process were reviewed and reinforced with the lessons learned, and a guide was created for the 2023-2027 Strategic Plan period with innovative approaches. The committees consisting of internal and external stakeholders primarily evaluated the situation over the previous Strategic Plan, enabling everyone to self-evaluate both at the unit and institutional levels.

In this regard, the field committees played an important role in compiling the information requested during the situation analysis phase and determining the field-specific strategies and targets. The results of the works of the field committees formed an essential input for the Situation Analysis Report prepared after the USPB and the Situation Analysis Conference. The duties and responsibilities within the METU 2023-2027 Strategic Plan preparation process are given in Section 7.1.

METU 2023-2027 Strategic Plan was prepared with the participation of all stakeholders of the institution, as well as benefiting from the previous Strategic Plans. The calendar for the strategic planning process can be found in Table 3.

## 2. STRATEGIC PLANNING PROCESS

*Table 3. METU Strategic Planning Calendar*

Process	Stage	Date
Strategic Plan Preparation Process	Strategic Plan (SP) process design, organization, and preparation of the guide	January 1 - February 28, 2021
	Organizing informative meetings with USPB and SPFCs, explaining the process, and sharing expectations	February 1 - February 15, 2021
	Field-specific analysis of the 2018-2022 SP	February 15 - March 30, 2021
	Beginning of regular SPFC meetings	April 1, 2021
Situation Analysis (2018-2022 SP Evaluation)	Examination of field-specific case analyses by SPFCs within 2018-2022 SP and conducting new studies if necessary	April 1 - May 31, 2021
	Preparation of SPFC situation analysis reports on a field basis	May 1 - June 30, 2021
	2018-2022 SP Situation Analysis and 2023-2027 SP Sharing Conference	June 24 - June 25, 2021
	Classification of the information and finalization of the situation analysis after the Sharing Conference	September 1, 2021
	Determination of Goals, Objectives, Strategies, and Performance Indicators in Line with Renewed Strategies	December 1, 2021
Drafting the Strategic Plan	Examination and reconsideration of Mission, Vision and Core Values	December 1-December 31, 2021
	Preparation of the objective cards	January 2 - January 31, 2022
	Finishing the draft of the Strategic Plan	January 31 - February 28, 2022
Finalization of the Strategic Plan	Receiving opinions and suggestions regarding the draft of the Strategic Plan and submitting it to the Senate and the University Administrative Board	March 15 - April 26, 2022
	Finalizing the Strategic Plan and submitting it to the Presidency of Strategy and Budget	April 29, 2022



## 2.1. BOARDS, COMMITTEES AND TEAMS THAT PARTICIPATED IN THE STRATEGIC PLANNING PROCESS

UNIVERSITY STRATEGIC PLANNING BOARD (USPB)	
Mustafa Verşan Kök	President
Ali Uzay Peker	Faculty Member Representative
Altuğ Özpıneci	Dean of the Faculty of Arts and Sciences
Behiye Ubuz	Dean of the Faculty of Education
Defne Akıncı Midas	Faculty Member Representative
Elçin Ertaş	USPST Representative
Erkan Kiriş	Faculty Member Representative
Ersin Tatlı	Director of the Division of Financial Strategy
Ferdi Ayaydın	Director of the Division of Information Technology
Feride Pınar Acar	Dean of the Faculty of Economic and Administrative
Fikret Kaya	Alumni Representative
Fulya Gökalp Yavuz	USPST Representative
Göksel Yılmaz	Student Representative
Halil Kalıpçılar	Director of the Graduate School of Natural and Applied
Harika Senem Kahveci	Internal Stakeholder Representative
Mecit Halil Öztıp	Faculty Member Representative
Mehmet T. Zeyrek	Vice President
Neriman Şahin Güçhan	Dean of the Faculty of Architecture
Nurten Birlik	Faculty Member Representative
Oğuzhan Hasaıçebi	Vice President
Ömer Delialioğlu	Advisor to the President
Raif Tuna Balkan	Dean of the Faculty of Engineering
Selda Bilgin Coşkun	Director of the Division of Personnel Management
Sema Karaca	Director of the Division of Student Affairs
Semra F. Aşçıgil	Faculty Member Representative
Serdar Alemdar	External Stakeholder Representative
Tülin Gençöz	Vice President
Türker Özkan	Acting General Secretary
Yağmur Saklı Demirbaş	Research Assistant Representative

## 2. STRATEGIC PLANNING PROCESS

UNIVERSITY STRATEGIC PLANNING SUPPORT TEAM (USPST)	
Ömer Delialioğlu	Advisor to the President
Bahar Öz	Advisor to the President
Gaye Teksöz	Advisor to the President
Adem Kalınlı	President's Office
Bahar Başkal	Division of Financial Strategy Development
Derya Kasacı	Member of the Technical Support Unit (BİDB)
Elçin Ertaş	Office of Institutional Development and Planning
Ersin Tatlı	Director of the Division of Financial Strategy
Ezgi P. Kadayıfçı	Office of Institutional Development and Planning
Fulya Gökaltıp Yavuz	Office of Institutional Development and Planning
Hakkı Polat	Office of Institutional Development and Planning
Hüsnü Yıldız	Office of Institutional Development and Planning
Sonay Alaca	Division of Financial Strategy Development
Yusuf Ziya Çiçek	Office of Institutional Development and Planning

SP FIELD COMMITTEE ON EDUCATION	
Tülin Gençöz	Coordinator/Vice President
Bahar Öz	Coordinator/Advisor to the President
Anlı Ataöv Demirkan	Faculty of Architecture
Aysun Güneş Durmuş	ÖİDB-Office of International Students
Bilal Kırkıcı	School of Foreign Languages
Cendel Karaman	Faculty of Education
Erdem Ceydilek	ÖİDB-Office of International Students
Erhan Eren	Graduate School of Informatics
Ezgi P. Kadayıfçı	USPST Representative
Göknur Kaplan	Faculty of Education
Gülten Dönmezbaba	Division of Student Affairs
Kürşat Çağıltay	Center for Distance Education
Mehmet Dönmez	Division of Student Affairs
Melek Teberoglu	Division of Student Affairs
Mete Köken	Faculty of Engineering
Oğuz Solyalı	Northern Cyprus Campus
Ömer Delialioğlu	Advisor to the President
Özgür Polat	Division of Student Affairs
Perihan Savaş	Faculty of Education
Pınar Acar	Faculty of Economic and Administrative Sciences
Saadettin Kirazcı	Faculty of Education
Selin Eker Çalışkan	Division of Student Affairs
Selin Karaca	Division of Student Affairs
Sema Karaca	Division of Student Affairs
Sibel Doğan	Division of Student Affairs
Tarkan Gürbüz	Faculty of Education
Yasemin Yalçın	Division of Information Technology
Yeşim Çapa Aydın	ÖGEM-Faculty of Education
Yiğit Yazıcıoğlu	Graduate School of Natural Sciences

## 2. STRATEGIC PLANNING PROCESS

SP FIELD COMMITTEE ON RESEARCH AND DEVELOPMENT	
Mehmet T. Zeyrek	Coordinator/Vice President
Akın Akdağ	Faculty of Arts and Sciences
Anlı Ataöv Demirkan	Faculty of Architecture
Banu-Günel Kılıç	Graduate School of Informatics
Burak Kaya	Faculty of Arts and Sciences
Çınla Akdere	Faculty of Economic and Administrative Sciences
Elçin Ertaş	USPST Representative
Emre Yüce	Faculty of Arts and Sciences
Gözde Akar	Faculty of Engineering
Hasibe Özlen Demircan	Faculty of Education
Hüsnü Dal	Office of Scientific Research Projects
İdil Buse Kök Hazer	TTO
Metin Yavuz	Faculty of Engineering
Mustafa Yücel	Graduate School of Marine Sciences
Naz Börekçi	Faculty of Architecture
Oğuz Yayla	Graduate School of Marine Sciences
P. Zeynep Çulfaz Emecen	Faculty of Engineering
S. Banu Akkaş	Office of Research Coordination
Serdar Alemdar	TEKNOKENT
Sinan Gürel	Faculty of Engineering
Volkan Esat	Northern Cyprus Campus
Yaşar Kondakçı	Director of the Graduate School of Social Sciences

SP FIELD COMMITTEE ON SOCIAL CONTRIBUTION	
Y. Eren Kalay	Coordinator/Advisor to the President
Ali Eryılmaz	Faculty of Education
Arzu Gönen Sorguç	Faculty of Architecture
Banu Gündoğan	Faculty of Education
Çağrı Yalkın	Northern Cyprus Campus
Erdoğan Çakıroğlu	BİLTEM
Faruk Gençöz	Center for Continuing Education
Göknur Kaplan	Faculty of Education
Hakkı Polat	USPST Representative
Hüsnü Yıldız	USPST Representative
Kürşat Çağıltay	Faculty of Education
Mustafa Yücel	Graduate School of Marine Sciences
Nejan Huvaj Saruhan	Faculty of Engineering
Seza Danişoğlu	Faculty of Economic and Administrative Sciences

## 2. STRATEGIC PLANNING PROCESS

SP FIELD COMMITTEE ON INTERNATIONAL COLLABORATIONS	
Gaye Teksöz	Coordinator/Advisor to the President
Asuman Göksel	Faculty of Economic and Administrative Sciences
Ayşegül Askan Gündoğan	Faculty of Engineering
Elif Sürer	Graduate School of Informatics
Erdem Ceydilek	ÖİDB-Office of International Students
Esin Kömez Dağlıoğlu	Faculty of Architecture
Esra Akgül	Office of International Cooperation
Evangelia Pişkin	GSSS – Settlement Archeology
Hayriye Kahveci Özgür	Northern Cyprus Campus
İbrahim Yorgun	Office of International Cooperation
James Griffith	Faculty of Arts and Sciences
Kürşat Çağıltay	Faculty of Education
Martine Gracanin Yüksek	Faculty of Education
Merve Bozbıyık	President's Office-SUNY
Murat Manguoğlu	Faculty of Engineering
Mustafa Yücel	Graduate School of Marine Sciences
Nazlı Wasti Pamuksuz	Faculty of Economic and Administrative Sciences
Nejan Huvaj Saruhan	Faculty of Engineering
Özlem Tür	Faculty of Economic and Administrative Sciences
Seda Okur	Office of International Cooperation
Sevtap Kestel	Graduate School of Applied Mathematics
Sonay Alaca	USPST Representative
Şirin Saraçoğlu	Confucius Institute

SP FIELD COMMITTEE ON HUMAN RESOURCES	
Tülin Gençöz	Coordinator/Vice President
Türker Özkan	Coordinator/Acting General Secretary
Bahar Öz	Advisor to the President
Bahar Gürsel	Faculty of Arts and Sciences
Berkan Başoğlu	Division of Personnel Management
Ceylan Yozgatlıgil	Faculty of Arts and Sciences
Çiğdem Sağın Şimşek	Faculty of Education
Ekin Erbatur Kocabaşoğlu	Division of Personnel Management
Elçin Ertaş	USPST Representative
Elif Oğuz	Faculty of Engineering
Ezgi P. Kadayıfçı	USPST Representative
Gülistan Demirsoy	Division of Personnel Management
Mete Köken	Faculty of Engineering
Mine Mısırlısoy	Department of Psychology
Naz Börekçi	Faculty of Architecture
Pınar Acar	Faculty of Economic and Administrative Sciences
Selda Bilgin	Director of the Division of Personnel Management
Sevtap Kestel	Graduate School of Applied Mathematics
Şirin Saraçoğlu	Faculty of Economic and Administrative Sciences

## 2. STRATEGIC PLANNING PROCESS

SP FIELD COMMITTEE ON PHYSICAL RESOURCES	
Oğuzhan Hasançebi	Coordinator/Vice President
Aysun Üstünel	Director of the Division of Health, Culture and Sports
Cem Bozşahin	Graduate School of Informatics
Cevat Güven	Director of the Div. of Library and Documentation Services
Ela Babalık Sutcliffe	Faculty of Architecture
Emre Alp	Faculty of Engineering
Hediye Tüydeş Yaman	Faculty of Engineering
Hüsnü Yıldız	USPST Representative
İlhan Sepin	Assistant to the General Secretary
Kemal Dinçer	Office of Campus Planning
Korhan Özkan	Graduate School of Marine Sciences
Meryem Beklioğlu	Faculty of Arts and Sciences
Onur Taylan	Faculty of Engineering
Orhan Özaydın	Office of Campus Services and Security
Osman Cenk Sakarya	Director of the Division of Construction and Maintenance
Tarık ÖDEN	Office of Electricity Supply
Tuğrul Yılmaz	Faculty of Engineering
Yusuf Ziya Çiçek	USPST Representative

SP FIELD COMMITTEE ON FINANCIAL RESOURCES	
Mehmet T. Zeyrek	Coordinator/Vice President
Ahmet Keleş	Faculty of Arts and Sciences
Avni Bal	Office of Revenues
Bahar Başkal	USPST Representative
Dilber Koçak	Faculty of Arts and Sciences
Ersin Tatlı	Director of the Div. of Financial Strategy Development
Gözde Kara	Division of Financial Strategy Development
Işıl İşler Baykal	Faculty of Education
İdil Buse Kök Hazer	TTO
İhsan Uluşan	METU Development Foundation
Koray Pekerçli	Faculty of Architecture
F. Leyla Ersun	Director of the Div. of Financial Services and Administration
Oğuz Solyalı	Northern Cyprus Campus
Onur Behzat Tokdemir	Faculty of Engineering
Serdar Alemdar	ODTÜ TEKNOKENT
Serhan Duran	Faculty of Engineering
Y. Eren Kalay	Advisor to the President
Yusuf Sahillioğlu	Faculty of Engineering

## 2. STRATEGIC PLANNING PROCESS

SP FIELD COMMITTEE ON INFORMATION RESOURCES	
Nazife Baykal	Coordinator/Advisor to the President
Attila Özgüt	Faculty of Engineering
Cevat Güven	Director of the Div. of Library and Documentation
Cihangir Tezcan	Graduate School of Informatics
Elif Eylem Maviş	Division of Information Technology
Ferdi Ayaydın	Director of the Division of Information Technology
Hakkı Polat	USPST Representative
İbrahim Çalışır	Division of Information Technology
Kürşat Çağıltay	Faculty of Education
Müge Akkar Ercan	Faculty of Architecture
Nihan Kesim Çiçekli	Faculty of Engineering
Oğuz Solyalı	Northern Cyprus Campus
Ömer Delialioğlu	Advisor to the President
Sinan Kaan Yerli	Faculty of Arts and Sciences
Yusuf Ziya Çiçek	USPST Representative





## SITUATION ANALYSIS

### 3

### 3.1. INSTITUTIONAL BACKGROUND

Education at our university started on November 15, 1956, when its name was the Middle East High Technology Institute. The purpose of the foundation was to contribute to the development of Türkiye and the Middle East and to train experts in the fields of Natural Sciences and Social Sciences, as well as Architecture and Design. After the enactment of Law No. 6887 regarding the preparation arrangements for the foundation of our university on January 29, 1957, the Foundation Act No. 7307 that set forth the official status of METU and rendered it as a juridical entity, entered into force on May 27, 1959. As a pioneering university, METU has introduced various new methods and innovations to the Turkish higher education system. In its earliest years, METU was located in a small building that belonged to the Social Security Office of Retirees on Müdafaa Street in Kızılay and in the barracks behind the National Grand Assembly (TBMM). Then, in 1963, the university moved to its current campus location. In 1956, the Department of Architecture became the first academic program to start offering education. Then, in the spring semester of 1957, the Department of Mechanical Engineering launched its academic program. At the onset of the 1957-1958 Academic Year, the Faculty of Architecture, the Faculty of Engineering, and the Faculty of Administrative Sciences were established. The establishment procedures of the Faculty of Arts and Sciences were completed in 1959. The Faculty of Education launched its academic program in 1982.

In 1973, the METU Board of Trustees decided to establish campuses outside Ankara with the vision of being a regional university in the Middle East instead of a local one, and the mission of spreading the academic and scientific experiences obtained in Ankara to the rest of the country. Founded in 1973, the METU Gaziantep Campus was the first campus of METU to be established outside of Ankara. In Gaziantep, the Department of Mechanical Engineering affiliated to the METU Faculty of Engineering was launched in 1973. Then, with the launch of the Department of Electrical Engineering in 1974, the Gaziantep Faculty of Engineering was established. The Department of Basic Sciences was established in 1974, the Department of Applied Chemistry in 1977, the Department of Civil Engineering in 1981, and the Department of Food Engineering in 1982. Then, the Department of Basic Sciences was converted into the Department of Physics Engineering. With Law No. 3389, the Gaziantep Campus gained a different legal entity in 1987 and became Gaziantep University. In 1975, METU Graduate School of Marine Sciences was established in Erdemli, a town located 45 kilometers west of the city center of Mersin. Being the first campus of a Turkish university based abroad, METU Northern Cyprus Campus was established upon the invitation of the Republic of Türkiye and the Turkish Republic of Northern Cyprus to METU. Following the triple protocol signed in 2000, the law that officially established the campus entered into force in 2003, and thus the METU Northern Cyprus Campus started offering education. As of 2021, there are approximately 30,000 students enrolled in the programs of METU in the Ankara, Erdemli, and Northern Cyprus Campuses of the university. In the Ankara Campus, there are 41 undergraduate programs affiliated to a total of 5 faculties. In the Northern Cyprus Campus, there are 15 undergraduate and five graduate programs.

### 3. SITUATION ANALYSIS

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In the Erdemli Campus, there are three graduate programs within the Graduate School of Marine Sciences. A total of 107 masters programs (with and without thesis) and 72 doctoral programs currently offer education within the Graduate School of Natural and Applied Sciences, Graduate School of Social Sciences, Graduate School of Applied Mathematics, Graduate School of Marine Sciences, and the Graduate School of Informatics. The medium of instruction at METU is English. English language education is provided to the students registered in the Preparatory School by the School of Foreign Languages.

#### 3.2. EVALUATION OF THE 2018-2022 STRATEGIC PLAN

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In order to accomplish the vision and mission stated in the 2018-2022 Strategic Plan, a total of 24 goals, 59 objectives to realize these goals, and 134 performance indicators regarding these objectives were determined. While preparing the strategic plan, the university determined its goals in accordance with the top policy documents and the situation assessment and decided on objectives to realize these goals.

The difficulties experienced in the strategic plan monitoring and evaluation process were recorded in evaluation reports. Therefore, the following situations have been evaluated as experiences obtained in the strategic planning process.

- Since the 3rd and 4th Performance Indicators (PI3: Number of students doing volunteer teaching) (PI4: Number of institutions/foundations cooperating for the METU academic personnel to teach at the level of secondary schools) of Objective 2 (O2: Supporting education at secondary level) under Goal 2 (G2: To work towards increasing the quality of secondary education) in the field of Education were not clear and easy enough to understand, the process of data collection was adversely affected, and thus a conceptual change was made.
- With the pandemic that started in 2020, various difficulties were experienced in reaching the targeted performance values due to the fact that education had to continue online for a long time, and social and cultural activities were limited during the pandemic. For instance, Objective 1 (O1: Designing and offering a course [METU-101] specifically for incoming students' adaptation to the university) of the Goal 4 (G4: To ensure the incoming students' adaptation to the university and provide them with the advisory service they will need throughout their education) was negatively affected due to the pandemic. Since distance education continued actively throughout this period, the content planned to be included in the new scope of our university had to be placed in different applications and assistance programs by the relevant units; and through satisfaction surveys, students were asked to evaluate these activities and processes.
- Because the 1st and 2nd Performance Indicators (PI1: Total area of land on which maintenance work is performed) (PI2: Number of tree seedlings planted annually) under Objective 1 (O1: Preserving the rich natural and ecological values of the campus) of Goal 16 (G16: To protect the integrity and biodiversity of the campus's rich forest, steppe, and lake ecosystem) were not determined cumulatively, this led to an erroneous evaluation of the performance during the monitoring and evaluation processes.

In addition to all these evaluations, some baseline risks were determined that emerged during the current strategic plan period at our university and could possibly have adverse effects on the process in terms of observation and sustainability.

## Baseline Risks

### Interdisciplinary Approach

- Interdisciplinary staff and structure putting pressure on the disciplinary departments
- The negative perception of interdisciplinarity due to the workload that the support provided to interdisciplinary programs could create in disciplinary departments, and priority problems that may occur among departments while sharing the workload among faculty members

### Education

- Not being able to share the results of the studies with the relevant stakeholders at a level that will affect the education policies, and the fact that it is not easy to observe these effects created
- Inability to follow the effects of the supported projects adequately, not reaching the annual number of volunteering students, and not reaching the annual number of supporting institutions/organizations
- The compulsory courses determined by the Council of Higher Education (YÖK) preventing the creation of a core program
- The heavy workload of faculty members making it difficult to offer new elective courses

### Research and Development

- Limitation of sharing due to copyright issues, and failure to establish collaborations at the desired level
- Lack of communication and interaction among researchers, units, and external stakeholders
- Difficulty in coordination between different disciplines and departments
- Insufficient understanding of the research conducted at METU in terms of social benefits
- **Researchers sharing the research processes and results only in academic environments, thus making it difficult for the society to be aware of the scientific research that is closely related to them**

### Financial Resources

- Unforeseen legislative regulations, limited opportunities for funding and providing staff to the research centers
- Insufficient investments and previously planned administrative/technical improvements
- Low budget performance, not being able to use the budget when needed

### 3. SITUATION ANALYSIS

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#### Human Resources

- Working conditions and benefits offered by foundation universities, in particular, creating competition in hiring qualified academics and preventing them from leaving the institution
- Difficulties in career planning and hiring qualified administrative personnel
- Difficulties in hiring qualified academic personnel as a result of the uncertainties and slow progress of the employment processes
- Deterrent effects of regional conflicts and security problems on international students, the negative image of Türkiye in international academic environments and interruption of collaborations, the decrease in the interest of qualified academics in working in Türkiye, and the increase in the number of academics leaving METU
- Insufficient benefits and working conditions of international faculty members
- The dissatisfaction of students caused by failing to benefit from the opportunities adequately, the lack of units focusing on this, and the lack of coordination
- Insufficient number of administrative personnel competent in English
- Not being able to renew and renovate some of the classrooms, laboratories, libraries, infrastructures, etc., due to the lack of financial resources; inability to conduct such arrangements for either maintenance reasons or as part of the endeavors of the Office of Disability Support quickly enough due to budget constraints.

These aforementioned risks will be carefully and continuously monitored in the upcoming evaluation periods. As a result of the conducted situation assessment, it has been determined that the 2018-2022 SP is sustainable. In accordance with the evaluations above;

- The 2023-2027 Strategic Plan has been prepared in line with the principles set forth in the Strategic Planning Guide (Version 1.1, 2021).
- During its preparation, participatory and inclusive principles were taken into consideration in line with the goals and objectives, as well as the mission and vision of the university.
- Goals, Objectives, Strategies, and Performance Indicators have been prepared in line with the principles of clarity, comprehensibility, and measurability by addressing the difficulties experienced in the monitoring and evaluation processes of the current strategic plan.
- The situation assessments have been made taking into account the effects of the pandemic, and it has been kept in mind while determining the goals and objectives in the activity domains.
- Great importance has been given to participation and inclusiveness during the preparation of the Strategic Plan, and it has been aimed to continue with this approach in the monitoring and evaluation processes for this plan term to become one embraced by all the stakeholders.

### 3.3. ANALYSIS OF THE LEGISLATION

The establishment, duties, and responsibilities of the higher education institutions are defined in Article 130 of the Constitution of the Republic of Türkiye, dated November 7, 1982. The organization, functioning, duties, and responsibilities of our university and the principles regarding education, research, publications, academic personnel, students, and other personnel are regulated by Law No. 2547 dated November 4, 1981, whereas its administrative structure is regulated by the Decree Law No. 124 on “Principles Concerning the Establishment and Duties of the Administrative Organization of Supreme Higher Education Institutions and of Higher Education Institutions,” dated November 21, 1983. All activities of our university are carried out in accordance with the provisions of the Civil Servants Law No. 657, the Budget Law of the relevant year, the Public Procurement Law No. 4734, the Public Financial Management and Control Law No. 5018, and the regulations drawn up based on the rights specified by the aforementioned laws.

A list of laws and regulations related to the functioning of universities is available on the website of the Council of Higher Education. In addition, the regulations and directives of our university can be found on the web pages of the related units. The 2023-2027 Strategic Plan of our University has been prepared in accordance with the provisions of the 11th Development Plan and the legislation concerning institutions of higher education. An analysis of the legislation has been made by examining the laws within the scope of the Strategic Plan by the SPFCs.

Table 4. Analysis of the Legislation

Legal Obligation	Base	Findings	Needs
This law regulates the organization, functioning, duties, and responsibilities of all higher education institutions and supreme higher education institutions, as well as the principles related to education and training, research, publishing, academic staff, students, and other personnel.	Higher Education Law No. 2547 (Article 1)	There is no conflict of duties and responsibilities arising from the legislation with other administrations in the services carried out by the university.	There is no need for any change in the legislation.
The purpose of this law is to regulate the organization and functioning of public financial management, the preparation and implementation of public budgets, and the accounting, reporting, and financial control of all financial transactions by ensuring the effective, economic and efficient acquisition and use of public funds, accountability and financial transparency in line with the policies and targets as stipulated by development plans and programs.	Public Financial Management and Control Law No. 5018 (Article 1)		
The purpose of this Law is to support and encourage, through R&D and innovation, the production of technological knowledge, innovation in the product and production processes, enhancement in product quality and standards, increase in productivity, reduction of production costs, commercialization of technological knowledge, development of pre-competition cooperation, technology-intensive production, acceleration of technology-intensive production, entrepreneurship and investments in these areas and inflows of foreign direct investments in R&D and innovation and enhancement of R&D personnel and qualified staff employment for restoring the structure of the national economy to become internationally competitive.	Law No. 5746 on Supporting Research, Development and Design Activities (Article 1)		
The purpose of this law is to regulate the issues regarding the provision of support in order to ensure the more effective use and sustainability of research infrastructures. A list of laws and regulations related to the functioning of universities is available on the website of the Council of Higher Education. In addition, the regulations and directives of our university can be found on the web pages of the related units.	Law No. 6550 on Supporting Research Infrastructures (Article 1)		
The purpose of this law is to produce technological knowledge in order to bring the country's industry into an internationally competitive and export-oriented structure by enabling cooperation among universities, research institutions and organizations and production sectors, to develop innovations in products and production methods, to raise quality or standards in products, to increase productivity, to decrease production costs, to commercialize technological know-how, to support technology-intensive production and entrepreneurship, to enable the adaptation of small- and medium-sized enterprises to new and advanced technologies, create new opportunities for small and medium-sized enterprises to adapt to new and advanced technologies, to create investment opportunities in technology-intensive areas by taking into account the decisions of the Supreme Board of Science and Technology, to create jobs for researchers and skilled persons, to assist in technology transfer and to provide technological infrastructure that will accelerate the entry of foreign capital that will provide high/advanced technology.	Law No. 4691 on Technology Development Zones (Article 1)	The legal obligations, as stated in the legislation, are completely fulfilled	
The purpose of this law is to contribute to the protection of rights related to trademarks, geographical signs, designs, patents, names of utility models, and traditional products, and thus, to the realization of technological, economic, and social progress.	Industrial Property Law No. 6769 (Article 1)		

## 3. SITUATION ANALYSIS

## 3.4. ANALYSIS OF THE TOP POLICY DOCUMENTS

The goals, objectives, policies and similar directions regarding higher education in the top policy documents were examined by the SPFCs, and an analysis of the top policy documents was made. In this regard, National Science and Technology Policies Strategy Document (2003-2023), the Internationalization in Higher Education Strategy Document (2018-2022), the Medium Term Program, and Eleventh Development Plan (2019-2023) were examined. Below are the items of the 11th Development Plan which are benefited from during the preparation of METU SP.

Table 5. Analysis of the Top Policy

Top Policy Document	Relevant Section / Reference	Duties and Needs
Eleventh Development Program (2019-2023)	<b>Human Resources / 331.1</b>	Education-industry cooperation protocols will be signed to strengthen the relationship between education-employment-production.
	<b>Human Resources / 331.6</b>	The labor force profile required by the industry will be determined and the curriculum of vocational and technical education, secondary education, science high schools and higher education institutions' will be updated to respond to these needs.
	<b>Human Resources / 332.3</b>	A project pool will be established by the industrial sector in the priority sectors areas, and in case of selection of doctorate and master thesis subjects from this pool; student and thesis advisors will be supported with the contribution of the relevant professional organizations and companies within the framework of the standards established by the Council of Higher Education (YÖK).
	<b>R&amp;D and Innovation / 350.1</b>	Research universities will be matched with priority sectors taking into account their competencies, and business models will be implemented based on projects created to achieve the specified targets, and these collaborations will be supported.
	<b>R&amp;D and Innovation / 350.5</b>	The efficiency of the Technology Transfer Offices (TTO) will be analyzed, and domestic and international best practices will be identified and disseminated.
	<b>R&amp;D and Innovation / 350.7</b>	Legislation will be improved to enable the commercialization of intellectual property rights registered on behalf of higher education institutions by TTOs with different statuses, and to ensure the allocation of income both to the university and the inventor, and to maintain the financial sustainability of TTOs.
	<b>Critical Technologies / 355</b>	In order to achieve National Technology Act, road maps will be prepared for artificial intelligence, the internet of things, augmented reality, big data, cybersecurity, energy storage, advanced material, robotics, micro/nano/optoelectronics, biotechnology, quantum, sensor technologies and additive manufacturing technologies and the necessary infrastructures will be established, the qualified human resources in need will be trained, and the social orientation will be ensured to focus on these areas.

## 3. SITUATION ANALYSIS

Top Policy Document	Relevant Section / Reference	Duties and Needs
	<b>Critical Technologies / 358.4</b>	Strategic countries to cooperate with for R&D and innovation in critical technology areas will be identified, and bilateral and multilateral R&D and innovation collaborations involving private sector-university and private-private partnerships will be supported with these countries.
	<b>Defense Industry / 421</b>	In order to strengthen the defense industry ecosystem and ensure sustainability; the training infrastructure will be strengthened so that qualified human resources need can be met, support will be provided to sector companies, primarily SMEs, and measures will be taken to increase cooperation in exports and ecosystems.
	<b>Science, Technology and Innovation / 440.1</b>	The budgetary resources allocated to universities will be increased to strengthen their R&D infrastructure and improve their scientific research projects both qualitatively and quantitatively.
	<b>Science, Technology and Innovation / 440.3</b>	The Research University Program will be strengthened for the universities to carry out R&D and innovation activities that will support high value-added production. Also, the capacities of universities included in this program will be increased through special support.
	<b>Science, Technology and Innovation / 442.3</b>	A mechanism will be established in which laboratory infrastructure and research funds will be provided to the leading Turkish scientists abroad, enabling them to carry out part-time training and research activities in Türkiye.
	<b>Science, Technology and Innovation / 443.1</b>	The amount of scholarship payments and the number of beneficiaries will be increased for graduate scholarship programs in basic sciences.
	<b>Science, Technology and Innovation / 444.1</b>	Promotion, information and capacity building activities, support, and reward programs will be realized in order to ensure our participation in the EU Research and Innovation Framework Programs through qualified projects and to increase the return rates of the programs. The national support programs will be implemented in a harmonized and complementary manner with the EU Framework Programs in order to integrate into the European Research Area.
	<b>Science, Technology and Innovation / 445.2</b>	Science workshops and mobile science exhibitions will be expanded and made more accessible.
	<b>Intellectual Property Rights / 456.12</b>	With regard to the industrial property rights developed within universities or through the cooperation of universities and other public institutions or the private sector, the legal barriers reducing the efficiency of revenue sharing and commercialization stages will be eliminated.
	<b>Intellectual Property Rights / 458.3</b>	An inventory of intellectual properties such as patents, utility models, designs, etc., belonging to public institutions and organizations, including universities, will be prepared, and informative activities will be carried out in order to enable the private sector to benefit from this inventory, and, priority will be assigned to the incentives

## 3. SITUATION ANALYSIS

Top Policy Document	Relevant Section / Reference	Duties and Needs
		be prepared, and informative activities will be carried out in order to enable the private sector to benefit from this inventory, and, priority will be assigned to the incentives for the commercialization of these rights if private sector so requests.
	<b>Information and Communication Technologies / 476.3</b>	Cybersecurity undergraduate and graduate programs will be established in universities, and cybersecurity curriculum of existing undergraduate informatics programs will be improved.
	<b>Information and Communication Technologies / 483</b>	Digital transformation ecosystem will be established by improving cooperation among the public sector, private sector, universities and NGOs.
	<b>Energy / 489.2</b>	Measures to reduce carbon emissions will be developed through additional measures such as energy efficiency gains and increasing forest assets.
	<b>Energy / 492.4</b>	Energy Efficiency in Public Buildings Project will be implemented.
	<b>Education / 560</b>	Diversity in higher education will be increased.
	<b>Education / 561</b>	Higher education system will be equipped with having a globally competitive, quality-focused and a dynamic structure; and practices for increasing the quality of higher education institutions will be continued.
	<b>Education / 561.1</b>	It will be provided by 2023 that at least 2 of our universities will be ranked among the top 100, and at least 5 of our universities will be ranked among the top 500 universities, in the world academic achievement ranking.
	<b>Education / 561.2</b>	The number of PhD graduates will be increased to 15 thousand on average annually, particularly in the priority sectors over the plan period.
	<b>Education / 561.3</b>	The compliance of universities with the open access infrastructures will be provided in order to make the universities keep up with the digital age, together with the implementation of open science practices and open access to information.
	<b>Education / 561.4</b>	The lower limit of the appointment and promotion criteria of academic staff will be increased centrally.
	<b>Education / 561.5</b>	The quotas of higher education institutions will be determined by considering the sectoral and regional skills needs, capacities of the universities, supply and demand equilibrium and minimum occupancy rates of existing programs; the linkages between education and employment will be strengthened.
	<b>Education / 561.6</b>	The minimum achievement score requirement application will be expanded in the higher education programs that authorize professing directly after the graduation.
	<b>Education / 561.7</b>	The graduate monitoring system will be established to follow the career processes of the graduates and to strengthen the alumni-university cooperation.

## 3. SITUATION ANALYSIS

Top Policy Document	Relevant Section / Reference	Duties and Needs
	<b>Education / 563</b>	Our country's level of internationalization in the field of higher education will be increased.
	<b>Education / 563.1</b>	International access to the higher education system will be facilitated through effective promotional activities.
	<b>Protection of Environment / 716</b>	Identification, registration, protection, sustainable use, development, monitoring and prevention of illegal trafficking of biological diversity and genetic resources will be ensured and the benefits obtained from genetic resources and related traditional information will be brought to our country.
	<b>Protection of Environment / 716.1</b>	The national inventory on biological diversity will be regularly updated through research and monitoring studies, and traditional information based on biological diversity will be registered and made available for R&D purposes.
	<b>Protection of Environment / 716.2</b>	Legislation will be developed for the protection, sustainable use and development of biological diversity and genetic resources and prevention of illegal trafficking.
	<b>Protection of Environment / 717</b>	In order to ensure the conservation, restoration and sustainable use of ecosystems and ecosystem services, the amount of terrestrial and marine protected areas will be increased and effective management of nature conservation areas will be achieved.
	<b>Civil Society / 779.4</b>	The participation of higher education students in volunteering and civil society activities and facilitating internship opportunities in CSOs will be encouraged.
	<b>Civil Society / 779.5</b>	Efforts will be carried out to expand civil society centers at the universities and to open civil society certificate and graduate programs.
Medium Term Program (2022-2024)	<b>Section 3: Employment / Policy and Measures / 5</b>	The diversity of lifelong learning programs will be increased, occupational standards will be determined in coordination with the Vocational Qualifications Authority, and the qualifications of individuals will be increased and certified in a way that will be valid in both national and international arena.
	<b>Section 3: Employment / Policy and Measures / 3</b>	In order to strengthen the education-employment-production relationship, innovative education-industry collaborations will be increased while vocational training programs will be harmonized to meet the changing requirements of the digital economy.
	<b>Section 1: Growth / Policy and Measures / 6</b>	Studies on valuation of intellectual property assets will be accelerated. The contribution of intangible assets (such as patent rights) to company balance sheets and to the national economy will be increased. Industrial use of patented technologies developed in universities, research institutions and Technology Development Zones will be ensured.

## 3. SITUATION ANALYSIS

Top Policy Document	Relevant Section / Reference	Duties and Needs
	<b>Section 7: Public Finance / Policy and Measures / 1</b>	During the Program period, the fiscal discipline will be resolutely maintained, resources will be used efficiently, expenditure cuts will be made in designated areas, structural changes will be implemented, the public sector borrowing requirement and the public debt stock to GDP ratio will be reduced and the sustainability of the fiscal policy will be strengthened.
	<b>Section 7: Public Finance / Policy and Measures / 5</b>	Special account implementations will be limited to urgent and obligatory cases due to the nature of the service. Implementations that do not meet these criteria will be gradually removed, and revolving funds will be gradually included in the central government budget.
National Science and Technology Policies Strategy Document (2003-2023)	<b>Türkiye 2023 Vision and Socioeconomic Goals / Vision of Education</b>	Developing genuine learning technologies, free from time and space constraints, that improve the creativity and imagination of the individual, enabling each individual to improve themselves at the highest level in line with their characteristics by observing and evaluating individual differences; creating a learning-focused, individual-oriented education system that has the capability of renewing itself flexibly.
Internationalization in Higher Education Strategy Document (2018-2022)	<b>Internationalization in Higher Education</b>	Internationalization aims to contribute to the increase of institutional quality and capacity by sharing knowledge in academic and scientific fields. Teamwork efforts, joint projects and publications at the international level contribute to the international recognition of higher education institutions and form a solid basis for the international properties of these institutions.



## 3. SITUATION ANALYSIS

## 3.5. ANALYSIS OF PROGRAMS AND SUB-PROGRAMS

Within the program budget system, analyses on programs and sub-programs were conducted by the SPFCs considering the relation of the programs and sub-programs operating under our university with the current SP.

Table 6. Analysis of Programs and Sub-Programs

Program	Sub-Program	Findings	Needs
RESEARCH, DEVELOPMENT AND INNOVATION	<i>Research Infrastructures</i>	The number of personnel working in research laboratories is insufficient. The current infrastructure needs improvement (maintenance, re-licensing, calibration, laboratory facilities).	Increasing financial and human resources for maintenance and renovation of research laboratory infrastructure
	<i>Scientific Research and Development in Higher Education</i>	METU has the vision of transforming its region and the world. The university has the ability to conduct effective research in many different disciplines. In this context, considering addressing current issues as a responsibility towards society, METU, which obtains at least one-quarter of its budget every year from research revenues with the benefit of public-industry-university collaborations, should have sufficient infrastructure and resources to make a difference in the world of science.	Multidimensional research, collaborations for these researches, internal and external research supports, more projects that will bring income for the university and support the R&D infrastructure
LIFELONG LEARNING	<i>Continuing Education Activities in Higher Education Institutions</i>	The processes and results of the research conducted at METU are shared in academic and non-academic environments. It is important for METU that different segments of society are aware of the existence of scientific research efforts that are closely related to them. The "Science at Home" series, mid-term seminars, and the training programs offered by the Center for Continuing Education held at METU are in high demand.	Sharing the social benefits of scientific research activities conducted at METU with the entire public as well as the national and international academic circles; creating sufficient infrastructure and mechanisms to open the contents of the ongoing activities to a wider audience
HIGHER EDUCATION	<i>Scholarship and Support Provided to Academic Personnel</i>	There is insufficient support for increasing the number and quality of international publications by our university personnel. It is necessary to increase the pedagogical awareness of faculty members and research assistants.	Establishing mechanisms to increase the impact of the outputs of research activities carried out at METU; conducting studies to increase the pedagogical awareness of faculty members
	<i>Academic Life of Students in Higher Education</i>	Some of the newly-registered students of METU, especially in their first year, have difficulties in adapting to the university culture, benefiting from its social and cultural opportunities, and English medium of instruction. Rapidly changing conditions (such as the COVID-19 pandemic and the online education requirement it brought) cause the current education and training practices to become old-fashioned very quickly, and the necessity of providing basic education courses (service courses) more effectively and efficiently in all fields emerges	Effective basic education courses should be prepared with practices that support the academic and personal adaptation of incoming students to the university, classrooms, course contents, departments, and the academic personnel offering these courses. Effective core programs updated according to successful approaches in the world should be offered; the quality assurance of the education should be provided, mechanisms/programs that will ensure the active participation of undergraduate students in scientific research activities and disseminate them in different fields should be established.
	<i>Student Life in Higher Education</i>	By allowing students to pick up new fields of interest, opportunities should be provided that will enable students to improve health and social conditions, and to develop their abilities and personalities healthily. It is also necessary to educate students as individuals who take care of their mental and physical health and to gain habits of working regularly and disciplined work, resting adequately, and having fun.	Increasing the quality of food and accommodation services offered to students in higher education institutions and overall increasing the quality of life by supporting the personal and social development of students

## 3. SITUATION ANALYSIS

**3.6. ACTIVITY DOMAINS, PRODUCTS AND SERVICES**

With the analysis of the top policy documents, the relation between them and METU SP has been comprehended, and the tasks and needs have been determined. The activity domains, products and services of METU can be seen in Table 7.

*Table 7. Activity Domains, Products and Services of METU*

Activity Domain	Products/Services
A) Education	English Preparatory School Education
	Undergraduate Education
	Graduate Education
	International Collaboration Programs (SUNY, Humboldt)
	Exchange Programs (Erasmus, etc.)
	Distance Education Programs
	Teaching Staff Training Program (ÖYP)
	Continuing Education Programs
	Academic Development Program (ADP)
	Administrative Personnel Development Program (APDP)
	Alumni
B) Research and Development	Research and Application Centers
	Central Laboratory
	Research units/laboratories in academic units
	Funded R&D projects (funded by the Presidency of Strategy and Budget, TÜBİTAK, EU, etc.)
	Projects funded with university resources (Office of Scientific Research Projects)
	R&D and innovation projects conducted with the contribution of the industry (revolving fund projects)
	Researcher training programs (SAYP: Researcher Training Program for Defense Industry, MİGEP: Cooperation Development Program for Centers, etc.)
	Activities of Research supporting units (Office of Research Coordination, Office of Scientific Research Projects, TTO, etc.)
	Collaborations of TEKNOKENT
	Publications
	Patents
	Conference / Workshop Participation

## 3. SITUATION ANALYSIS

Activity Domain	Products/Services
C) Social Contribution	Center for Society and Science Research (TBM)
	Center for Continuing Education (SEM)
	Center for Science, Technology, Engineering, and Mathematics Education (BİLTEM)
	Communication activities (sharing the research activities carried out at the university with the public via publications and conferences, etc.)
	Social contribution activities (activities carried out by the Faculty of Education as part of their community service course, organizations such as "Science is Fun," and "Science at Home")
	Activities aiming at popularizing science in society, conducted jointly with organizations such as the NGOs



### 3. SITUATION ANALYSIS

#### 3.7. ANALYSIS OF STAKEHOLDERS

Throughout the SP preparation process, each SPFC received suggestions and feedback from their internal and external stakeholders through questionnaires and interviews conducted either online or face-to-face. Our stakeholders also participated in the Situation Analysis and Sharing Conference on June 24-25, 2021, and shared their opinions.

*Table 8. Internal Stakeholders*

Stakeholder	Internal / External	Significance Level	Influence Level	Priority
Research Centers, Office of Research Coordination	Internal	High	Strong	Cooperate
Coordinators of Exchange Units	Internal	High	Strong	Cooperate
Faculties, Graduate Schools, Departments	Internal	High	Strong	Cooperate
Administrative Units	Internal	High	Strong	Cooperate
Administrative Personnel	Internal	High	Strong	Cooperate
METU Technology Transfer Office (TTO)	Internal	High	Strong	Cooperate
Academic Personnel	Internal	High	Strong	Cooperate
Commission on International Exchange Programs	Internal	High	Strong	Cooperate
Center for Distance Education (ODTUZEM)	Internal	High	Strong	Cooperate



## 3. SITUATION ANALYSIS

Table 9. External Stakeholders

Stakeholder	Internal / External	Significance Level	Influence Level	Priority
Ankara Metropolitan Municipality	External	Low	Weak	Observe
Ankara Chamber of Commerce - Department of Foreign Relations and Fairs	External	Low	Weak	Observe
ASELSAN Directorate for Communications and Information Technologies	External	High	Strong	Cooperate
Other Universities	External	High	Weak	Include
United Nations Development Program (UNDP)	External	High	Strong	Cooperate
Çankaya Municipality	External	Low	Weak	Observe
FULBRIGHT Program	External	Low	Weak	Observe
Goethe Institute	External	High	Weak	Include
HAVELSAN	External	High	Strong	Cooperate
Chamber of Professions	External	Low	Weak	Observe
Alumni	External	High	Weak	Include
Ministry of National Education	External	Low	Weak	Observe
METU Development Foundation	External	High	Strong	Cooperate
ODTÜ TEKNOKENT	External	High	Strong	Cooperate
Students	External	High	Strong	Cooperate
Presidency of the Republic of Türkiye	External	High	Strong	Inform
Defense Technologies Engineering and Trade (STM)	External	High	Strong	Cooperate
SUNY Binghamton University	External	High	Strong	Cooperate
SUNY New Paltz University	External	High	Strong	Cooperate
SUNY Türkiye Office	External	High	Strong	Cooperate
Governorship of Ankara	External	Low	Weak	Observe
Presidency of Strategy and Budget	External	High	Strong	Cooperate
Ministry of Environment, Urbanization and Climate Change	External	Low	Weak	Observe
Ministry of Foreign Affairs	External	Low	Weak	Observe
Ministry of Energy and Natural Resources	External	Low	Weak	Observe
Ministry of Treasury and Finance	External	High	Strong	Cooperate
Ministry of Industry and Technology	External	High	Strong	Cooperate
Presidency of Defense Industries	External	High	Strong	Cooperate
Ministry of Transport and Infrastructure	External	Low	Weak	Observe
TÜBİTAK	External	High	Strong	Cooperate
Union of Municipalities of Türkiye	External	Low	Weak	Observe
Turkish National Agency	External	Low	Weak	Observe
YÖK - Department of Project Development and Support in Higher Education	External	High	Strong	Cooperate
Turkish Higher Education Quality Council (YÖKAK)	External	High	Strong	Cooperate
Coordination Office of Higher Education	External	High	Strong	Cooperate
Council of Higher Education (YÖK)	External	High	Strong	Cooperate

### 3. SITUATION ANALYSIS

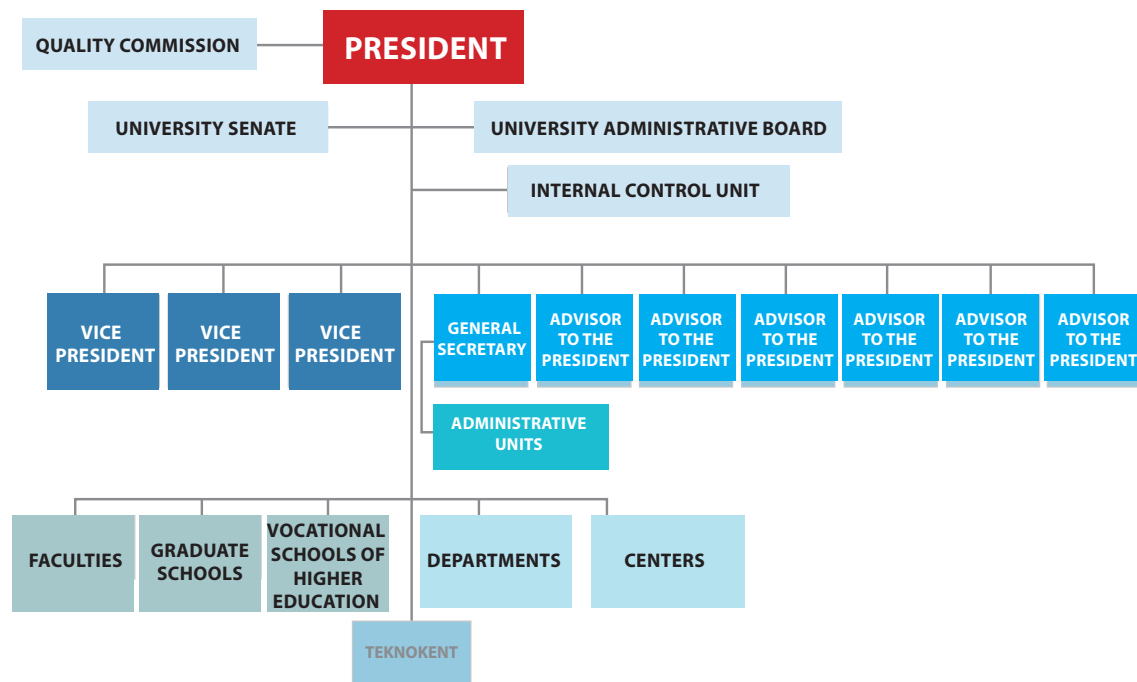
*Table 10. Stakeholder – Product/Service Matrix*

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### 3.8. INTERNAL ANALYSIS OF THE INSTITUTION

The last two years of the 2018-2022 SP and the preparation process for the 2023-2027 SP coincided with the COVID-19 pandemic. For this reason, institutional evaluation processes were conducted with online methods. In this section, there is information regarding the organizational structure of our university, the evaluation of the activities being conducted, and the resources.

#### 3.8.1. Administrative and Academic Structure



#### 3.8.2. Human Resources

Our university hires qualified personnel who hold doctoral degrees obtained from the top-ranking universities all over the world or those who have completed their post-doctoral studies at one of these universities as faculty members, provided that they meet the appointment criteria.

Table 11. Human Resources

Personnel	2021
Total number of faculty members	765
Professor	386
Associate Professor	162
Assistant Professor	217
Lecturer (teaching)	332
Lecturer (non-teaching)	153
Research Assistant per Article 35 (including ÖYP)	181
Research Assistant	731
Number of International Faculty Members	45
Number of Administrative Personnel	2.527

## 3. SITUATION ANALYSIS

**3.8.3. Physical Resources**

Except for the Northern Cyprus Campus located in the Turkish Republic of Northern Cyprus and the Graduate School of Marine Sciences located in Erdemli, Mersin, all the faculties and departments of our university are located in Ankara, on the METU campus

Table 12. Physical Resources

Place	2021
Campus area (km <sup>2</sup> )	45
Forest (km <sup>2</sup> )	33
Number of classrooms and lecture halls	374
Number of laboratories	465
Indoor and outdoor sports facilities (m <sup>2</sup> )	60.635
Number of dormitories	19
Capacity of dormitories (person)	7.322

**3.8.4. Information and Technology Resources**

Our university aims to provide all its members with the most efficient and up-to-date IT infrastructure that can be used by the students and academic units in creative and collaborative works, while the administrative personnel can make the utmost use of information technologies in their works.

Table 13. Information Resources

Information	2021
Number of "metu.edu.tr" domains	874
Ratio of courses with available learning management system (%)	87
Number of active wireless devices	1.981
Percentage of wireless connection coverage on campus (%)	98
Internet output capacity on campus	10 Gbit/s
<b>Library</b>	
Print Books	528.664
Number of bound journals	198.840
Contemporary print journals	52
E-books	588.060
Electronic journals	77.091

## 3. SITUATION ANALYSIS

## 3.8.5. Financial Resources

Our university is a special budget administration as defined in the Public Financial Management and Control Law No. 5018. The budget of METU consists of treasury aids and its own revenues. In order to guide the budget proposals and investment program preparation processes of public institutions, the Budget Call and the Budget Preparation Guide, as well as the Investment Circular and the Investment Program Preparation Guide, are prepared by the Presidency of Strategy and Budget and published in the Official Gazette no later than September 15. The budget proposal of our university is prepared by taking into account the development plan, policies, objectives and priorities, strategic plan and performance criteria, and cost-benefit analyses.

Table 14. Analysis of Financial Resources

TABLE OF ESTIMATED RESOURCES FOR 2023-2027 STRATEGIC PLAN (TL)						
Resources	2023	2024	2025	2026	2027	Total of 5 Years
Special Budget (Internal Budgetary)	1.033.478.000	1.141.993.000	1.233.352.000	1.332.021.000	1.438.583.000	6.179.427.000
Revolving Funds (Extra Budgetary)	100.232.000	108.251.000	116.912.000	126.266.000	136.365.000	588.026.000
National Projects (Extra Budgetary)	62.696.000	67.712.000	73.129.000	78.979.000	85.297.000	367.813.000
International Projects (Extra Budgetary)	116.808.000	126.153.000	136.245.000	147.145.000	158.917.000	685.268.000
TEKNOKENT (Extra Budgetary)	8.100.000	8.500.000	8.950.000	9.400.000	9.870.000	44.820.000
Foundation (Extra Budgetary)	1.745.000	1.832.000	1.925.000	2.023.000	2.121.000	9.646.000
<b>TOTAL</b>	<b>1.323.059.000</b>	<b>1.454.441.000</b>	<b>1.570.512.000</b>	<b>1.695.831.000</b>	<b>1.831.153.000</b>	<b>7.874.996.000</b>

## 3.9. ANALYSIS OF ACADEMIC ACTIVITIES

## 3.9.1. Education Activities

There are 41 undergraduate programs under a total of 5 faculties at METU. A total of 107 masters programs and 72 doctoral programs currently offer education within the Graduate School of Natural and Applied Sciences, Graduate School of Social Sciences, Graduate School of Applied Mathematics, Graduate School of Marine Sciences, and the Graduate School of Informatics. The Graduate School of Marine Sciences carries out its studies in Mersin-Erdemli. English language education is provided to the students registered in the Preparatory School by the School of Foreign Languages. Regarding the masters degrees, METU has the widest variety of programs among the universities that offer education in a foreign language in our country. Middle East Technical University prepares annual strategic plans in the fields of Education, Research and Development, and Social Contribution. The university carries out all of its activities in line with this plan. In accordance with the latest seven-year strategic plan in the field of education, METU has made efforts to focus on masters and doctoral programs in order to respond to the increasing need for academic personnel in the field of education in our country. On the other hand, it aimed to adjust the number of students in undergraduate programs to a more sustainable and balanced level.

### 3. SITUATION ANALYSIS

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Within the past ten years, successful steps have been taken to keep the number of undergraduate students constant and to focus on masters and doctoral programs. This decision was made considering several aspects such as the demand and issues regarding the employment of academic personnel, the infrastructure of the departments, the current number of teaching staff, the compatibility of the department programs with the incoming student levels, and the efficiency of the departments.

#### 3.9.2. Research Activities

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The prioritized research fields of METU, as specified in the 2018-2022 Strategic Plan, are Energy, Aerospace, Electronics-MEMS, and Biomedicine. While determining the prioritized fields of study, the compliance of our university and the national development goals were taken into consideration. Our activities in these priority fields are also valid for the 2023-2027 Strategic Plan. Conducting research with a multidisciplinary, interdisciplinary, and collaborative approach on regional and global, major and challenging problems; increasing comprehensive research that addresses these problems with their social, political, economic, psychological, and technological dimensions and produces solutions; developing national and international cooperation in this direction in R&D and innovation projects and expanding the extent of current cooperations are points of priority for Türkiye.

Activities that serve the purpose of increasing international recognition have been carried out. One of the several steps taken to realize this goal has been receiving the “HR Excellence in Research Award (HR Logo),” an award given by the European Commission to institutions focused on being a Researcher Friendly University. METU became the first university in Türkiye to receive the Human Resources Excellence in Research Certificate (HR Logo), which is an important symbol of the credibility and international visibility of universities. Accordingly, METU will undergo a mid-term evaluation in two years and will provide more equal and facilitating opportunities to researchers by ensuring the implementation of the Action Plan submitted at the application stage.

#### 3.9.3. Student

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In recent years, METU has seriously endeavored to increase the number and quality of its international students in line with its founding purposes. Apart from the ÖSYS quotas (in addition to the students from Türkiye and Northern Cyprus), approximately 300 new international students are admitted to METU every year, which makes up about 10% of the general YKS quota. As a result of the significance attributed to this issue by our university, the number of international undergraduate and graduate students at METU has been increasing gradually every year. The number of international students reached 1,482 in the 2020-2021 Academic Year. The number of joint undergraduate programs conducted in partnership with the world's leading prominent universities is four, while the number of joint masters programs is six, and the number of joint doctoral programs is 12. In addition, there is one joint doctoral program. The expectations and attempts to increase the number of joint programs have been seriously interrupted due to the outbreak of the COVID-19 pandemic. As of the end of 2021, the number of universities with which METU signed student and academic staff exchange agreements as part of international exchange programs increased to 971. The increase in the number of students going abroad for short-term education within Mevlana, ICM, European and Non-European Erasmus (Erasmus+ International Credit Mobility-ICM), and other exchange agreements has also been interrupted by the COVID-19 pandemic. As of the end of 2021, a total of 217 METU students were able to go abroad within an international program.



### 3.10. ANALYSIS OF THE HIGHER EDUCATION SECTOR

#### Results of the Political Economic Social Technological Legal and Environmental (PESTLE) Analysis

##### Political

- There are rapid changes in the bureaucratic staff with whom METU cooperates.
- There is a need to develop strategies that ensure that METU will be affected by these changes as little as possible. At this point, it is crucial that the university is not too late to follow current political developments in the field of climate and environmental research, mass migration and informatics, in addition to keeping up with the latest innovations. There are changes in global policies due to both mass migrations and climate changes. METU needs to include global changes in its future projections and keep up with these changes.
- Universities cannot employ as many international academic personnel as they want in accordance with their needs.
- There is a decrease in the interest of international students in Türkiye as they tend to prefer to go to other countries.
- ERASMUS and similar program partners refrain from sending their students to Türkiye.
- There is a decrease in the interest of qualified academics in Türkiye, while some current faculty members leave METU.
- There are severe limitations in human resource development based on qualified informatics personnel due to the contraction trend in the employment of personnel.
- Commercialization of scientific knowledge significantly affects graduate education.
- There are no such practices as prioritizing some universities by the state in the accreditation of distance education programs, and these programs have negative effects on the processes.
- Institutions started to develop policies to continue using distance education methods and tools in the post-pandemic period – The incentive policies for (Open Education Resources, Open Courseware) have increased both in our country and in the world, and thus the need for creating a roadmap that will emphasize this aspect of educational processes has emerged.
- Government policies regarding the use and allocation of staff.
- Legal factors; laws, regulations, rules, circulars, court decisions and legal precedents.
- Policies of YÖK regarding the operation and processes of universities.
- Changes made in financial policies.
- Changes made in employment policies.
- Employment in different statuses.
- Legal regulations regarding the rights of all academic/administrative employees.
- Legal regulations on student rights.

### Economic

- Availability of public resources (e.g., the Presidency of Strategy and Budget, Ministry of Science, Industry and Technology, TÜBİTAK) and foreign resources (e.g., EU, World Bank, United Nations) for different activities and purposes such as research, education, and renewal of physical resources.
- Difficulty in accessing competitive research funds with METU Centers of Excellence, research infrastructure, and qualified researcher profile.
- The increasing number of universities in our country causes the share of funds to decrease. There is difficulty in finding resources to improve physical resources. Public resources in particular have become quite difficult to benefit from. The global and national economic crises pose a threat to further restricted access to resources.
- Insufficient financial support for academic personnel to participate in activities abroad.
- Bureaucratic difficulties in payments to the academic personnel for their activities abroad.
- Inadequate scholarship opportunities for full-time international students.
- Inability to provide international students with funding for research
- The closure of the companies with which the university cooperates for educational purposes due to economic reasons, and thus the elimination of a possible way of supporting international students, which results in a decrease in the number of interns.
- The elimination of funding provided to international students due to the decrease in the funds of the institutions that support international education.
- Since state universities are funded publicly and operate with these budgets, they are affected by the changes in the public financial budget structure.
- The effects of increasing unemployment rates on university students and alumni.
- The decrease in Türkiye's growth rate directly affects the share of education and research within the budget, and the resources allocated for both undergraduate and graduate education have been reduced.
- It is economically challenging to develop technology-based, distance-educated-themed digital content.
- Difficulties of competing against foundation universities in order to attract qualified national and international students.
- There is a need to develop necessary infrastructure opportunities for students and personnel with limited access to the necessary technologies and infrastructure.

### 3. SITUATION ANALYSIS

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#### **Social**

- The need to define research topics in line with the needs at the international and national levels (such as energy, health, and education) and the need to define them according to basic fields of science, as well.
- Due to unpredictable global conditions such as the COVID-19 pandemic, or interruption of research because of various reasons related to social or individual issues, research processes may be prolonged or may not be completed at all.
- The newly emerging tendency in Türkiye of universities integrating with society, developing research and social responsibility projects to solve social problems, and sharing the knowledge not only with the academia and students but also with all segments of society.
- The need for lifelong education, the increase in the information demand of different segments of society from universities and other sources.
- Rapid access to information, change in the profile of personnel, change in education processes due to the pandemic, and as a result, a change in the expectations of all stakeholders (university personnel, families, alumni, society, industry, other public institutions, and organizations).
- The necessity of examining the social changes brought about by the use of distance education technologies and determining how they can be transformed into benefits.
- Quick change of working patterns (remote, rotational, etc.).
- Increasing awareness of the importance of health.
- Increasing awareness of the importance of Occupational Health and Safety and its related processes.
- Increasing expectations from scientists due to the pandemic.
- The effects of the pandemic on the personnel.
- The effects of sports activities and social activities on the personnel.

#### **Technological**

- The technological infrastructure and experience gained as a result of the distance education period due to COVID-19.



### 3. SITUATION ANALYSIS

- The fact that in addition to the conveniences (Integrated Information System, Cloud Technology, etc.) that were brought to our lives with the developments in the field of information resources, there is also a negative side to it, as well (such as cyber-attacks).
- The fastest change in the world takes place in the conditions of technological environment. Considering that adaptation to rapid changes is possible with convenient human resources and budget, this interaction is negatively affected due to insufficient budgets.
- Internet infrastructure has gained importance in recent years with the development of technology and the effects of the pandemic.
- The necessity of planning and implementing technological developments in order to meet the new needs for (distance) education that arise during the pandemic within the university and may affect future education and training periods.
- The technological environment in some of the rival universities or even some high schools is more advanced than METU.
- Remote working system implemented for the first time in public institutions due to the pandemic.
- Remote access to management and administrative services.
- The need for new automation software and information systems.
- Transfer of processes to an online medium, increasing the need for new products and services.
- Competency of all employees, including the personnel working in the field, in technology.
- Increasing threat of cyber-attacks, necessary technologies for data security, the necessity of taking precautions about information security
- The research and education information produced at our university is one of our most important assets. For this reason, in order to protect research and education-related data, the necessary infrastructural improvements must be made regarding the synchronization and backup of data on the computers of users.
- As the concepts such as Industry 4.0, the Internet of Things, 3D printers, drones, virtual reality/augmented reality devices, and Cloud Computing become more and more widespread and affordable, there is a need for a rapid transformation of educational technologies and tools regarding research and social contribution.



### 3. SITUATION ANALYSIS

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#### Legal

- The necessity of reflecting the changes made on the basis of daily needs in the regulations of YÖK to our education system properly.
- The effect of the adaptation processes with the European Union in the field of education (such as the Bologna Process) on education programs.
- The need to monitor and prevent the unlicensed use of educational technologies and digital broadcasts.
- Legal uncertainties and gaps in the distance education period due to KVKK.
- Employment of public personnel (officials, workers, and contractually employed personnel) through central exams such as the Public Personnel Selection Examination (KPSS).
- The significant effect (percentage-wise) of central exams such as the Academic Personnel and Graduate Education Entrance Exam (ALES) on the appointments for Lecturer and Research Assistant positions.
- Due to different disciplinary legal regulations and processes for employees of different statuses, there are different processes for the personnel doing the same work (officials, workers, and contractually employed personnel).
- Lack of disciplinary provisions in the legal regulations for international academic personnel.
- Lack of disciplinary provisions in the working principles of those who work as contractually employed personnel within Article 4/B of the Civil Servants Law No. 657.
- Compliance of the personnel placed in public institutions and organizations within the Law on Fight Against Terrorism No. 3713 with the peace of labor and working life
- Regulations declared and entered into force through circular letters during the pandemic.

#### Environmental

- The METU Forest being one of Ankara's natural resources.
- The Ankara Campus being an essential point of biodiversity in Ankara in terms of endemic butterflies and birds, in addition to the biodiversity and richness of steppe plants.
- The Erdemli Campus is home to a very important, nationally protected breeding area for endangered sea turtles. In addition, because it is a well-managed and protected coastal area, the Erdemli Campus has vast biodiversity, which is why the campus administration is in close contact with the relevant Ministries and local governments.
- The natural environment and the campus, together with its culture and history, create a positive effect on the employees of METU.

- The fact that the university buildings are old, and the number of students and employees per square meter is quite high due to the architectural structure of buildings and overall the increasing number of students and personnel.
- The increase in the population of the campus and the fact that the campus is located in the city.
- Security problems on campus, which is located in the middle of a large forest, due to insufficient human resources and limited technological resources.

### 3.11. ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT)

As mentioned before, during the preparation efforts carried out by the SPFCs, various analyses were made to evaluate the current situation of our university. The USPST brought together all the analyses made by the SPFCs. The results of the SWOT Analysis, which constitutes one of the core elements of the 2023-2027 Strategic Plan, are listed below.

#### Strengths

- High rate of job satisfaction among most of the academic and administrative personnel
- METU being the leading university in many fields, and thus having a positive perception in the public, which reinforces the prestige of the institution
- The overall high quality of education offered at our university
- Institutional culture / the METU brand and prestige in education and research
- Accreditation of many of our units by national/international accreditation bodies
- National/international recognition and global competition capacity
- The positive effect of the institutional culture, which attributes importance to academic freedom and critical thinking, on raising creative and original researchers, as well as the creation of high-quality scientific outputs
- The fact that METU is one of the leading universities in our country that receives the highest number of project fundings (e.g., TÜBİTAK 1001), establishes research centers on new technologies, and conducts successful studies in prioritized fields
- Ensuring cooperation with ODTÜ TEKNOKENT that results in significant and meaningful contributions to research and technology development
- METU having the required graduate programs to provide the human resources that can support the fields where it is strong such as the defense industry, information technologies, MEMS, and energy
- High student satisfaction rates regarding information services offered by the university (Mobile application, ODTÜClass, Student Portal, Licensed Software, VPN Service, Library Resources, etc.)

### 3. SITUATION ANALYSIS

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- The diversity of the methods used in the courses and assessments
- Receiving feedback from students through course evaluation surveys that have been conducted consistently for a long time, being able to evaluate the unit-specific feedback and make necessary improvements
- The ability of METU to develop quick and practical solutions to newly arising problems due to unforeseen circumstances (for instance, the interactive course registration was turned into a completely online process during the pandemic, and the P/F system (pass/fail) entered into force quickly, as well)
- Increase and diversification of national scholarship programs aimed at funding postdoctoral researchers, which are one of the most crucial components that contribute to increasing R&D performance (e.g., TÜBİTAK BİDEB 2232 and 2236)
- The natural environment and the campus, together with its culture and history, creating a positive effect on the employees of METU
- The social facilities and benefits such as personnel housing, kindergarten, primary and secondary school, and health services making METU attractive compared to other state universities
- The fact there are academic personnel at METU with high academic prestige and research potential attracts qualified undergraduate and graduate students to the university, as well as other qualified academics from other universities
- Presence of a qualified academic staff who can follow and contribute to the contemporary scientific developments in the world, since the language of instruction is English
- Access to international projects that will make METU a prioritized preference
- Having experienced individuals working in the sector or industry and willing to teach part-time at METU
- The easily accessible programs and projects that support career development (Academic Development Program, Administrative Personnel Development Program)
- In-service training opportunities for the administrative personnel
- The academic performance evaluation, a highly comprehensive system in which academic activities in a pretty wide range can be assessed
- Components of the Integrated Information System (IIS) such as the Scientific Research Projects Process Management System (BAPSİS) and Strategy Quality Management Information System (SKYBİS)
- Supporting participation in academic events such as conferences and seminars with various resources
- Effective legislation follow-up and protection of rights thanks to competent personnel
- Feeling privileged to be working at METU with a sense of belonging to the institution thanks to the positive perception of METU, its culture, and institutional branding.

### 3. SITUATION ANALYSIS

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- The emergence of new funds against the problems caused by the COVID-19 pandemic, and the capacity of METU to contribute to the solution of these problems
- The Zero Waste Unit and the Zero Waste Management System in compliance with the legislation
- The fact that the task of creating a waste management plan and implementing it has been assigned to the municipalities in accordance with the legislation (Regulation on Controlling Packaging Wastes)

#### **Weaknesses**

- Inability to employ a sufficient number of personnel in accordance with the needs, and inability to employ personnel with the desired qualifications
- Bureaucratic difficulties and lack of resources in both employing qualified international faculty members and researchers and having them to participate in research studies
- Inability to inform the public regarding the conducted research projects and failure to emphasize the social aspect of these projects
- Insufficient human resources in terms of academic, administrative, and international personnel
- Constraints in financial resources: insufficient classrooms, laboratories, and technological equipment
- Outdated physical infrastructure and buildings
- The fact that not all the units have been through an international evaluation
- Lack of communication, sharing, and promotion: failure to share academic outputs with the families, society, and media, and promote them enough
- Inability of the personnel to adapt to the rapid changes and developments of technology quickly enough
- Central exams (e.g., KPSS, ALES) restricting the chances of selecting the personnel to be employed and preventing the effective distribution of human resources within the institution
- The narrow and uncomfortable working spaces, especially in the old buildings, negatively affecting the motivation of the personnel
- The low number of administrative personnel with proficiency in a foreign language
- Adaptation of new technologies to the university practices taking time
- Distance to industry and technology centers
- Lack of defined ethical codes regarding the professional life
- Academic mid-level administrators (e.g., Chairs of Departments, Assistant Chairs of Departments) learning about administrative processes by experimenting with the trial and error method instead of receiving the necessary training on basic legal regulations and administrative processes

### 3. SITUATION ANALYSIS

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- Lack of an APDP-like development program for the mid-level and senior administrators (e.g., Office Heads, Dormitory Managers, Faculty Secretaries, Graduate School Secretaries, and Division Directors) and thus the failure of these administrators to meet the expectations of the administrative personnel that participated in the APDP in the light of what they learned in the program, particularly in terms of administration
- Lack of events and activities where academic and administrative personnel can interact socially
- Insufficient number of administrative personnel, because while the “research university” status provides the institution with some academic personnel utilization opportunities, these cannot be used for employing administrative and technical personnel
- Lack of personnel who are trained to replace those who hold critical positions
- The fact that the responsibilities of the information systems used in the university (e.g., METUSIS, ODTÜPASS) and the rights related to social facilities (e.g., services of the Medical Center, meal fees at the Cafeterias) are not known to the personnel who work at the university with different statuses
- The current performance evaluation systems being criticized by the administrative personnel as problematic or insufficient
- Insufficient amount of housing allocated to the administrative personnel
- The lack of defined rights regarding performance awards and housing for the academic personnel who hold the title of “Lecturer” despite not teaching but working in other fields within the university
- The low level of satisfaction of the personnel with the infrastructure, maintenance, and renovation services
- The majority of the administrative personnel thinking their chances of being promoted in their position are limited
- The widespread perception of inequality and discrimination among employees with different statuses within the university (e.g., administrative-academic, worker-officer)

#### **Opportunities**

- Academic personnel utilization opportunities that the “research university” status provides (e.g., YÖK Future Project)
- Research budget opportunities brought by the status of “research university”
- The academic candidate pool consisting of the alumni who wish to continue their careers in academia and also have a sense of belonging to METU
- Research and incentive awards given by institutions such as TÜBİTAK and TÜBA
- Project supports of international institutions
- The increase of young faculty members both by number and percentage
- Being a point of attraction for successful young academics as part of the Marie Curie and TÜBİTAK’s reintegration fellowship programs

### 3. SITUATION ANALYSIS

- Improvements that the Office of Scientific Research Projects has made on the research projects processes
- The potential of METU to have Türkiye's leading technopark (ODTÜ TEKNOKENT) with a high level of cooperation
- The contribution of research activities such as H2020, TÜBİTAK, and YÖK 100/2000 doctoral scholarship calls to the quality of education
- Cooperations with national and international institutions, in addition to Erasmus and Mevlâna Programs
- The fact that our university is quite popular among students coming from Middle Eastern, Balkan, and Asian countries
- Contribution of the high number of international students to the cultural development and language skills of our students
- Increasing efforts to provide scholarships and dormitories to all the students in need of financial aid
- Endeavors to improve the services provided to students with disabilities (In 2019, our university was evaluated by YÖK and awarded the Orange Flag in the "Accessibility of Physical Areas" category within the "Barrier-Free University Awards").
- Endeavors to increase the studying and socialization areas provided to the graduate students
- Career planning course
- Efforts of the Center for Continuing Education, as well as the education activities conducted by some of the other research centers
- Distance education system being integrated and rich in terms of software resources
- Advancement of digital transformation during the pandemic and even becoming sustainable

#### Threats

- Deterrent effects of regional conflicts and security problems on international students, the negative image of Türkiye in international academic environments and the interruption of collaborations
- The decline in the analytical/critical thinking skills of the newly-registered students due to the decrease in the quality of high school education, in addition to an inadequate level of English
- Negative effects of the news in various media outlets claiming that the departments of basic sciences will be shut down on the preferences of prospective students
- Outdated physical infrastructure and inadequacy of modern education environments
- A decrease in the base scores over the years due to the increasing quotas of some undergraduate programs for student placements by YKS scores
- Increasing quotas of undergraduate programs
- Not allocating the required budget for the projects planned to be carried out within the scope of physical resources, and not getting the necessary permissions and approvals in this regard

### 3. SITUATION ANALYSIS

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- The recent economic crises on both national and global scales having adverse effects on the budgets of public institutions, in addition to decreasing purchasing power due to high inflation rates
- Failure to complete some processes successfully due to fluctuations in purchasing costs caused by global and national economic crises
- Negative reflection of focusing on the fields of priority to other fields (e.g., social sciences, basic sciences); because of the allocation of funds such as TÜBİTAK and EU to certain fields, other fields are adversely affected in finding financial support
- Absence of dynamic structures to handle compelling problems
- Lacking or inadequacy of the policy documents such as the “Gender Equality Plan,” which became mandatory with the Horizon Europe program (for instance, they are only in Turkish)
- The possible negative effects of the pandemic period on the personnel
- The participation of the administrative personnel in the remote working system during the pandemic is low due to the lack of necessary technological equipment
- Due to the administrative permissions issued with circulars during the pandemic, the operation of some administrative offices with relatively fewer personnel is negatively affected
- The 2/3 ratio regarding the academic titles that has been implemented in the departments has caused the career paths to be closed for many academic personnel. As a result of it, it has become difficult for qualified academics to remain in their positions at the university
- The fact that the norm staff regulation is a disadvantage for the well-established universities
- Negative effects of the changes in research assistant position policies (especially the student amnesty)
- The fact that the numbers regarding the employment of administrative personnel do not even meet half of the number of personnel that have left the university in the last ten years
- Due to the fact that appointments made with special laws (No. 3713-2828) are made by central placement, personnel selection cannot be made, making it difficult to employ qualified personnel
- In addition, no statement has been made about the main purpose of the legal regulation regarding the privileges given to the personnel placed by the relevant laws on subjects such as job description and change of titles. There is hesitation about which personnel will be provided with this opportunity, and the need for an opinion to be given by the relevant authorities causes a loss of time in the operation of the relevant process. The said privilege also negatively affects the peace of the working environment among the personnel, and it is possible that there will be long court processes between the personnel and the institution regarding the implementation of the provisions of the article, which are interpreted differently.
- Limited governmental contribution to research funding, which has a negative effect on the efforts of attracting and retaining young researchers in particular

## 3. SITUATION ANALYSIS

- Increasing number of foundation universities, and heating of the competition in attracting faculty members by offering various benefits
- Inability to balance the early retirements and increased workloads of administrative personnel within the units
- Inability to meet the increasing need of personnel especially with the new fields of service at the university (e.g., Research Park, METU Student Center)

### 3.12. FINDINGS AND NEEDS

The duties and needs within the Analysis of the Top Policy Documents can be found in Table 5. Within the program budget system, analyses on programs and sub-programs were conducted by the SPFCs considering the relation of the programs and sub-programs operating under our university with the current Strategic Plan. The study is based on the PESTLE analysis. The analysis of programs/sub-programs conducted by the SPFCs can be found in Section 3.5, and the PESTLE analysis can be found in Section 3.10.

Table 15. Findings and Needs

Stages of Situation Analysis	Findings / Areas of Issues	Needs / Areas of Improvement
Evaluation of the Current Strategic Plan	-	
Analysis of the Legislation	Findings and Needs according to the analysis of Legislation can be found in Table 4.	
Analysis of the Top Policy Documents*	The duties and needs listed as part of the Analysis of the Top Policy Documents can be found in Table 5.	
Analysis of Programs and Sub-Programs	The analysis of programs and sub-programs conducted by the SPFCs considering the relation of the programs and sub-programs operating under our university within the current Strategic Plan can be found in Table 6.	
Analysis of Stakeholders	The stakeholder analyses can be found in Tables 8, 9, and 10.	
Analysis of Human Resources Competency	Analysis of the Competency of Human Resources Competency can be found in Table 11.	
Analysis of Institutional Culture	It can be found in Section 3.8 under the title "Internal Analysis of the Institution" and Section 3.8.1. under the title "Administrative and Academic Structure."	
Analysis of Physical Resources	Analysis of the Competency of Physical Resources can be found in Table 12.	
Analysis of Information and Technological Resources	Analysis of Information and Technological Resources can be found in Table 13.	
Analysis of Financial Resources	Analysis of Financial Resources can be found in Table 14.	
Analysis of Academic Activities	It can be found in Section 3.9. under the title "Analysis of Academic Activities."	
Analysis of the Higher Education Sector	It can be found in Section 3.10. under the title "Analysis of the Higher Education Sector."	



# FUTURE OUTLOOK

## 4

Within the “METU Spirit” study carried out by the METU Center for Applied Ethics in 2012, several core values representing METU were determined through qualitative methods. A total of 9 focus group interviews were conducted with 72 participants representing different components, including undergraduate and graduate students, administrative and academic personnel, and alumni. The “values” mentioned by the participants were determined via the content analysis method. Our university will continue to follow the Mission, Vision, and Values defined in the previous Strategic Plan for the 2023-2027 Strategic Plan, as well

### 4.1. MISSION

The mission of Middle East Technical University is to conduct research, provide education and serve society, humanity, and nature at a level of excellence by encouraging creative and critical thinking, innovation, and leadership within the universal values.

### 4.2. VISION

To be an internationally pioneering university that develops and transforms both its region and the entire world.

### 4.3. CORE VALUES

Within the “METU Spirit” study conducted by the METU Center for Applied Ethics in 2012, several core values representing METU were determined and listed as follows:

- **Scientific Freedom**

The METU Family deems the conduct of scientific research and development, education and training activities without being subject to pressures and influences other than scientific criteria, and the creation of free discussion environments to this end, as the invariable conditions of scientific freedom.

- **Informed Self-Confidence**

With an awareness of the boundaries of their knowledge, ability, and authority, members of the METU Family take bold and determined steps while fulfilling their responsibilities and solving the issues they encounter, and when necessary, they do not refrain from self-criticizing.

- **Cooperative Individualism**

When expressing their individual opinions and values, students, as well as administrative and academic personnel at METU, act regardless of their titles, positions, and units, and exhibit readiness to meet the challenges with their libertarian attitudes.

#### 4. FUTURE OUTLOOK

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- **Sensitivity to the Natural Environment**

METU Family regards the forest cultivated on the university's land and the ecological diversity within as a value; they take great care of its conservation and improvement, and they strive to raise awareness regarding the natural environment and the necessity of protecting it.

- **Credibility**

Members of the METU Family make their decisions based on objective data and information, independent of external manipulations and without allowing conflicts of interest; they fulfill their duties with a sense of responsibility in light of ethical values, scientific criteria, and the rule of law.

- **Respect for Humanity**

While protecting the rights and freedoms of others, members of the METU Family regard diversity as wealth, oppose any discrimination, and exhibit an unbiased, egalitarian approach based on respect for humanity in all their relations.

- **Merit**

Embracing the fact that their success and the positions they hold are their deserved rights as a consequence of their competence and perseverance, members of the METU Family make sure that employment and other evaluation processes are conducted on the basis of objective standards and self-efficacy.

- **Investigative Approach**

METU Family adopts an investigative/critical approach while making a judgment, reaching information, conducting scientific research, or when social issues are in question, and they come to a conclusion by analyzing cases in an objective manner.

- **Social Responsibility**

METU Family is responsive to social problems. Members of this family provide solutions to these problems, conduct social responsibility projects and engage in outreach activities for the widespread internalization of science and the scientific approach by the society.

- **Innovativeness and Leadership**

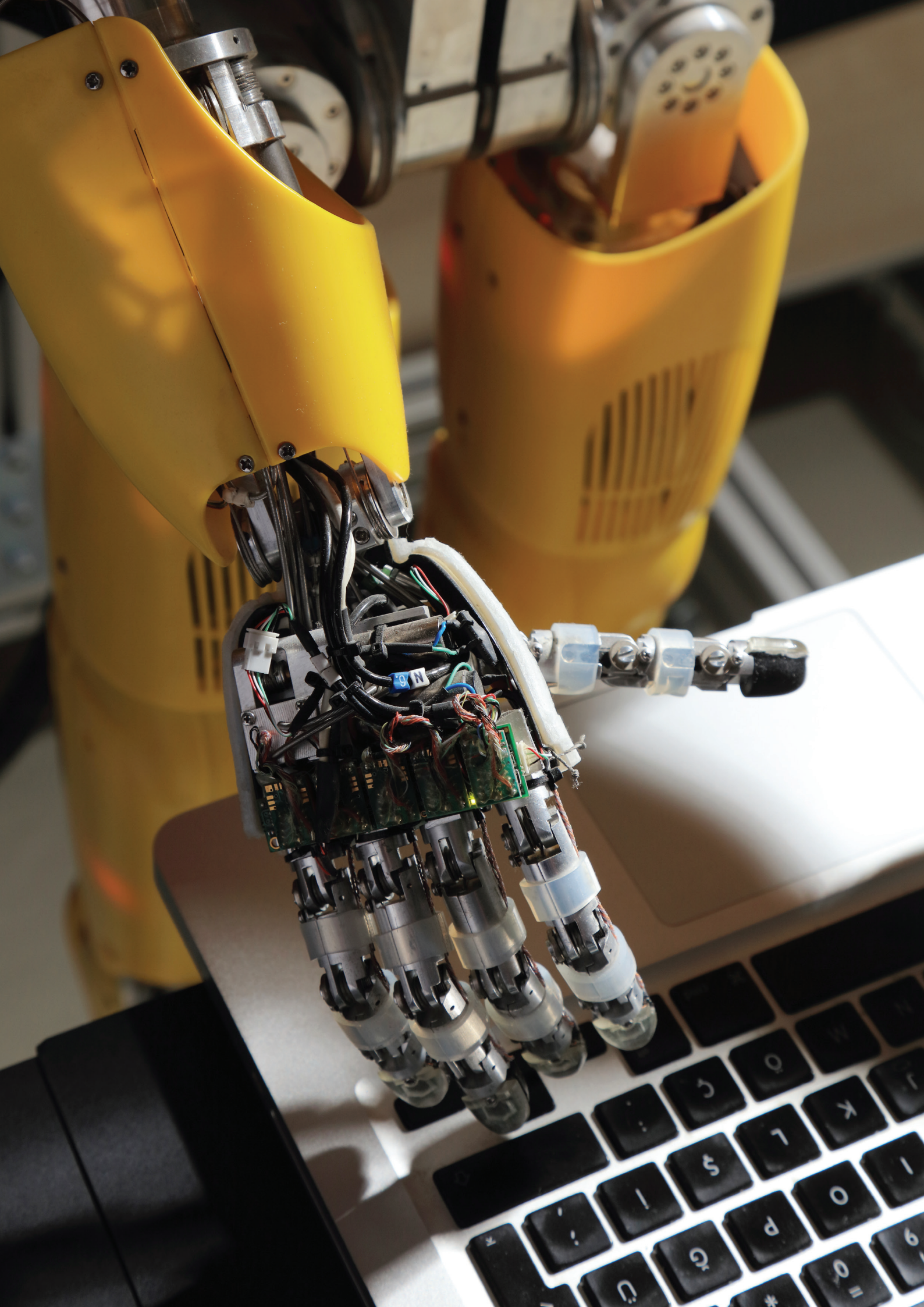
Members of the METU Family follow and implement novel methods and approaches in technology, education, research, and management, and develop unique systems, programs, and constructs that will serve as models in line with the needs of society and universities.

- **Commitment to the Campus Heritag**

METU Family devotes itself to the METU campus and protects it as a cultural heritage, which ensures the internalization of the sense of aesthetics with its unique architecture, landscape, works of art and activities, in addition to its relatively autonomous location in a human-grown forest, its structure that brings all its units together in spatial continuity, its places in the social memory and its deep-rooted history allowing the production and institutionalization of a common culture.

- **High Academic Quality**

METU Family sees the academic environment which provides the competence to follow and contribute to scientific developments at the international level and motivates the desire to learn and do research as basic components of the high academic quality of METU, in addition to the high standards of scientific research and education carried out at the university within the universal ethical principles, and the high-quality community of students and academic personnel.





# DIFFERENTIATION STRATEGIES

## 5

### 5.1. POSITIONING PREFERENCES

METU has always been a leading university across the nation in the fields of Education, Research and Development, University-Industry Cooperation, Internationalization, and Social Contribution. As a research university with 41 undergraduate programs, 107 masters programs, and 72 doctoral programs, it maintains its strong position in national and international research and development projects.

Just as in the previous years, our university once again obtained the highest score and remained in the first place in 2020 in the “Performance Monitoring Index of Research Universities,” in which the performances of universities included in the “Research-Oriented Mission Differentiation Program” carried out by YÖK as part of the “Mission Differentiation and Specialization in Higher Education Project.” It also ranked first according to the Entrepreneurial and Innovative University Index 2021, created by the Scientific and Technological Research Council of Türkiye (TÜBİTAK).

With the new regulations made by YÖK in the “Mission Differentiation and Specialization on the Basis of Research” Program, research universities were divided into three performance groups as A1, A2, and A3, including candidate research universities, as well. In this new classification system, the Middle East Technical University was included in group A1 (universities with high-level research performance), in which there are three research universities with the highest performance.

In the international arena, METU has been the most successful Turkish research institution in the 7th Framework Program and also in terms of the number of projects funded in Horizon 2020 (H2020). METU currently hosts 53 Horizon2020 projects. According to the 2022 ranking of the UK-based Quacquarelli Symonds (QS) announced in 2021, METU was placed in the 551-560 band. In addition to an increase by 50 places, in the ranking compared to the previous year, our university also achieved an improvement of more than 8% at the percentile level. Furthermore, METU is the coordinator of 4 European Research Council (ERC) projects and 2 Twinning projects.

### 5.2. FIELD OF SUCCESS PREFERENCES

Within the studies carried out for the 2023-2027 Strategic Plan, our university has set strategic priorities that will differentiate its fields of success in order to strengthen its position, especially in the field of research and development. Therefore, four strategic priorities have been determined.

These strategic priorities, determined by the contributions of stakeholders, have guided the SPFCs in their efforts to work on the Goals, Objectives, and Strategies.

**Strategic Priority 1: A Holistic Approach**

METU is a strong education and research institution, offering a wide range of undergraduate and graduate programs, and attracting qualified academics and students. An important element on which this strength is based is the rich content and diversity of programs. On the other hand, many concepts, problems, and issues are so multidimensional that they can be best understood when studied at the intersection of multiple disciplines. An interdisciplinary and supra-disciplinary approach will make significant contributions to the comprehension of the whole in relation with these concepts, gaining an in-depth understanding of the whole, creative and critical thinking, enhancement of knowledge, and utilization of this knowledge at the international level. It is important to strengthen the interaction between different disciplines as well as disciplinary studies in our university. For this reason, it is one of our strategic priorities to provide the necessary infrastructural investments, prepare the legislative amendments, and use the resources for this purpose effectively and efficiently. In line with this priority, it is aimed to increase research that has interdisciplinary and supra-disciplinary contributions, diversify and strengthen undergraduate and graduate programs in accordance with this understanding, remove the obstacles to active participation in these activities, and provide the necessary human, information, physical and financial resources.

At our university, it is important to reinforce education by integrating it with research. Therefore, it is planned to use the current research results to enrich the course alternatives and contents and make arrangements that will enable undergraduate students to take part in research projects and studies. For the efficient and effective use of all the resources, especially the information and physical resources, all aspects of campus life, but the academic dimension, in particular, will be supported with more integrated, more durable, more accessible, more sustainable, and smarter systems.

**Strategic Priority 2: Cooperation and Interaction**

With its vision of making pioneering contributions to the social, cultural, and economic development and transformation of its region and the entire world, METU will conduct and lead activities in the fields of research, education, and social contribution. One of the most important strategic priorities in this regard is to understand critically important local, regional and universal problems as well as the needs of the society, and to cooperate and interact with the relevant stakeholders for the solution of these problems.

In addition to contributing to the solutions to the world's major issues, such as sustainable development, water resources, income distribution, gender, energy, health, disasters, security, and technological developments, our university also contributes to the issues of Ankara and its region such as education, urbanization, transportation, and migration. Developing effective solutions to these critical problems, as well as creating innovation and value for society, humanity and nature, will only be possible if the university participates in bodies such as ecosystems, networks, and clusters created in cooperation with the public and the private sector, TEKNOKENT and other components at a national and an international level. In order to understand the problems and needs, and to produce and implement effective and applicable solutions, it is important that both those in need and the external stakeholders who want to be a part of the solution act in coordination and interaction. Priority will be given to the development of new models and to the provision of resources to support them in order to establish and strengthen these cooperation and interaction mechanisms.

METU aims to maintain its approach of cooperation and interaction with its external stakeholders, as well as with all its components, by increasing the mobility and exchange of students, researchers, and academic personnel especially at the international level. In addition to providing its students with a strong vocational education, METU will benefit from the power of network-based cooperation and interaction with its learner-centered education approach to further develop students' skills such as creativity, innovation, critical thinking, communication, and leadership.

METU attributes great importance to effective science communication and open access in sharing its knowledge with society and the world. For this reason, sharing knowledge with the public and the world in a way that covers all age segments of society and increasing cooperation and interaction with the alumni is another priority that will strengthen the university in all aspects.

The improvement and renovation of the physical environment of our campus, which is one of the most important assets of our university, within a stakeholder-participatory process that promotes joint efforts and innovation in a way that supports cooperation and interaction, is among our strategic priorities.

### **Strategic Priority 3: Reinforcing the Foundation**

A wide experience in teaching and research in the fields of natural and social sciences is a crucial prerequisite for achieving the desired high impact in the fields of applied sciences and design, as well as interdisciplinary education and research. Strengthening the core programs within the general curriculum is a priority in this regard. Similarly, in order to carry out research with a high impact on society and international recognition, it is necessary to support the promotion of basic sciences to the society and theoretical research, in addition to the regulations that will increase the contribution of basic sciences.

### **Strategic Priority 4: Strengthening Resources**

In order for our university to reach its goals in line with its strategic priorities, it is vital to increase and diversify all its resources, particularly the financial and human resources. In this respect, it is a priority to improve the working and living conditions along with the elimination of employment constraints that may damage the pioneering role of the university and the emergence of new development areas. On the other hand, taking initiatives to increase financial resources through activities such as research, development, training, and consultancy, as well as supplementing them with external resources such as donations and other fund-raising mechanisms in line with the core values of METU, are prioritized points.

With the further strengthening of human resources, faster and more effective results will be achieved in improving information and physical resources.

Increasing the number of qualified graduate and post-doctoral minds is an important requirement for increasing research and development activities, as well as innovation. Additionally, it is equally important to support this human power with qualified undergraduate students and alumni. Once these steps are successfully taken, it will be possible for our university to further progress regarding information, technology, and solutions for its research goals, as well as to create resources and value to realize its other goals.

### 5.3. VALUE PRESENTATION PREFERENCES

Our university has determined its strategic priorities in the fields of success, set forth its differentiation strategies, and has always aimed to increase academic and scientific quality to accomplish these goals. It dynamically manages differentiation strategies by determining factors and preferences in order to improve its preferences of positioning and fields of success, as well as adding further value to the presentation of services.

Table 16. Value Presentation Preferences

Preferences Factors	Eliminate	Decrease	Increase	Innovate
Social Facilities			+	+
Financial Aids (Scholarships etc.)			+	+
Number of Undergraduate Students		+		
Number of Students in Masters Programs			+	
Number of Students in the Vocational School of Higher Education		+		
Evening Education		+		
Quality			+	+
Education Programs				+
Academic Personnel			+	
Foreign Researchers			+	
Research Centers			+	+
Collaborations			+	+
Projects			+	+
Institutional Identity and Branding			+	+
Publication			+	
Patent/Innovation			+	+
Entrepreneurship			+	+
International Students			+	
University's Own Revenues			+	
Relations with International Universities			+	+

# STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

## 6

### 6.1. UNITS RESPONSIBLE FOR OBJECTIVES AND UNITS TO COOPERATE WITH

Table 17. Units Responsible for Objectives and Units to Cooperate with

STRATEGIC FIELD	Goal-Objective	Senior Administration Office of the General Secretary	Academic Units	Faculties	Graduate Schools	Departments	ÖGEM	Administrative Units	SGDB	İMİDB	ÖİDB	PDB	BİDB	YİTDB	KDDB	SKSDB	DÖSİM	SRM	Office of Research Coordination	Office of Scientific Research Projects	Office of International Cooperation	Office of Prospective Students	Office of Disability Support	ODTÜ TEKNOKENT	METU Development Foundation
Education	G1 O1	R	C				C				C														
	G1 O2	R	C				C				C														
	G1 O3	R	C				C				C											C			
Research and Development	G2 O1	R	C												C				C	C					
	G2 O2	R	C												C				C	C					
Human Resources	G3 O1	R										C													
	G3 O2	R										C													
	G3 O3	R	C	C				C				C						C							
Financial Resources	G4 O1	R	C					C	C							C	C		C				C	C	
Physical Resources	G4 O2	R	C	C						C			C	C		C							C		
Information Resources	G4 O3	R	C					C								C			C					C	C
Social Contribution	G5 O1	R	C					C								C			C					C	C
Internationalization	G5 O2	R		C	C	C					C	C					C		C		C	C			
	G5 O3	R	C					C			C										C				

R: Responsible

C: Cooperation

## 6.2. OBJECTIVE CARDS

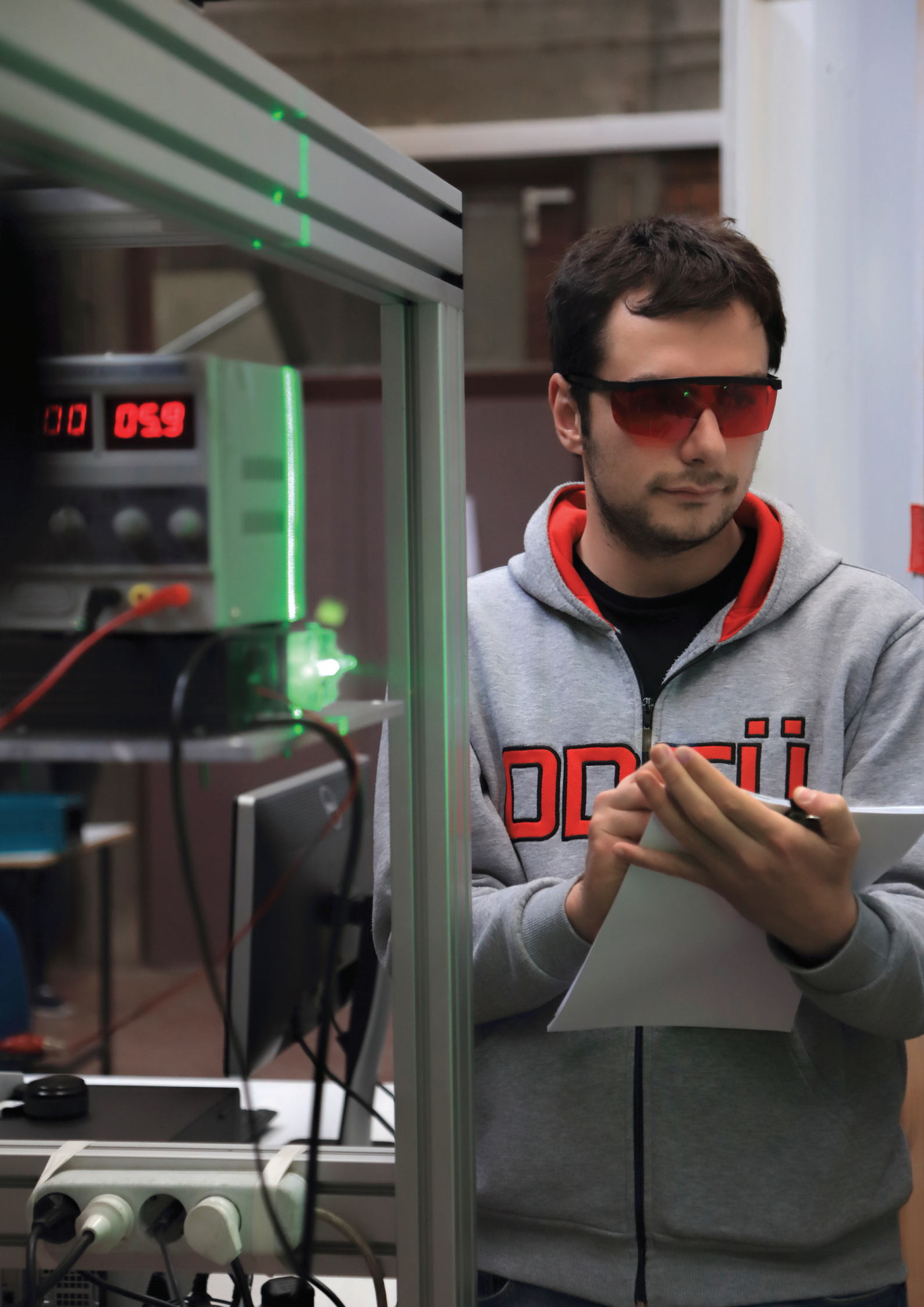
## Goal G1

To increase the quality of education for national and international students sustainably

## O1.1.

Updating the educational policies that determine the functioning of the university's education programs; developing and implementing new policies

Program/Sub-Program	Higher Education / Vocational School of Higher Education, Undergraduate Education, and Graduate Education						
Sub-Program Objective	Educating students who have professional competence and are open to development						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI1.1.1. Number of nationally/internationally accredited programs (the number of undergraduate programs that are listed in the YKS Guide among the accredited programs)	100	14	15	16	17	18	19
Responsible Unit	Senior Administrator Responsible for Education						
Unit(s) to Cooperate with	ÖİDB, ÖGEM, All the Academic Units						
Risks	Not being able to share the results of the studies with the relevant stakeholders at a level that will affect the education policies, and the fact that it is not easy to observe these effects created						
Strategies	<p>S1: Current education programs will be evaluated with the participation of internal and external stakeholders in line with the strategic goals of METU and in terms of compliance with the National Qualifications Framework for Higher Education in Türkiye (TYYÇ).</p> <p>S2: At the end of the evaluation and updating processes of education policies, policies and practices will be developed that will enable the creation of innovative methods and practices, and the continuation of education with mixed and distance methods, if need be, by updating the education policies of the programs when necessary.</p> <p>S3: Guidance will be provided for external evaluation of undergraduate and graduate programs.</p>						
Cost Estimate	569.205.000-TL						
Findings	Updating the education policies of the programs, if necessary, at the end of the evaluation and updating processes of education policies						
Needs	Providing institutional support for the participation of undergraduate and graduate programs in external evaluation processes						



## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G1**

To increase the quality of education for national and international students sustainably

**O1.2.**

Making basic education courses (service courses) and elective courses in all fields, as well as the courses focusing on academic writing and speaking skills in English, more effective and efficient

Program/Sub-Program	Higher Education / Vocational School of Higher Education, Undergraduate Education, and Graduate Education						
Sub-Program Objective	Educating students who have professional competence and are open to development						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI1.2.1. The ratio of the number of courses taken by students from programs other than the program they are enrolled in to the total number of courses taken*	30	0,43	0,44	0,45	0,46	0,47	0,48
PI1.2.2. The ratio of the number of students who qualify to begin their intended program by passing the English Proficiency Exam administered at the end of the preparatory school to the total number of students enrolled in the preparatory school in the relevant academic year*	30	0,50	0,53	0,53	0,55	0,55	0,55
PI1.2.3. Number of elective courses that all students in the university can take	40	125	130	135	140	145	150
Responsible Unit	Senior Administrator Responsible for Education						
Unit(s) to Cooperate with	ÖİDB, ÖGEM, All the Academic Units						
Risks	Heavy workload of the faculty members						
Strategies	S1: In order to provide the basic education courses effectively, evaluations on the basis of departments and improvements will be made if necessary. S2: Improvements and arrangements will be made to offer elective courses that students in certain academic programs and/or all the students at the university can register for. S3: SFL curricula will be evaluated on their impact on writing and reading in English, and necessary updates will be made.						
Cost Estimate	498.053.000-TL						
Findings	The heavy workload of faculty members makes it difficult to offer new elective courses						
Needs	- Determining the courses that students can be registered for throughout the university - Ensuring the continuity of assessment in the SFL curriculum						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G1**

To increase the quality of education for national and international students sustainably

**O1.3.**

Attracting qualified students to METU through effective information and establishing a student counseling system that guides the new students according to their needs and enhances rapport

Program/Sub-Program	Higher Education / Vocational School of Higher Education, Undergraduate Education, and Graduate Education						
Sub-Program Objective	Educating students who have professional competence and are open to development						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI1.3.1. The number of students reached through information activities (thousand)*	30	25	27	29	30	32	35
PI1.3.2. The number of students enrolled in METU and ranked in the top 1,000 at YKS*	20	140	142	145	150	155	160
PI1.3.3. The number of international students	30	1.425	1.550	1.600	1.650	1.650	1.650
PI1.3.4. The number of students benefiting from the consultancy system to be established*	10	10	15	20	25	30	35
PI1.3.5. The number of consultants in the consultancy system to be established	10	2	3	4	5	6	7
Responsible Unit	Senior Administrator Responsible for Education						
Unit(s) to Cooperate with	ÖİDB, ÖGEM, All the Academic Units, Office of Prospective Students						
Risks	The potential of situations with wide-range and long-term effects such as pandemics and economic crises to negatively affect the decisions of students who are likely to come from abroad						
Strategies	<p>S1: It will be ensured that the promotion of opportunities, education policies, and distance education activities will be increased by providing the students who are about to start university with information regarding promotional activities and scholarship opportunities.</p> <p>S2: In addition to the responsible faculty member in the student counseling system, research assistants and experienced students from whom students can get information and consult will also take part in this process on a voluntary basis.</p> <p>S3: Social and academic activities will be developed to enable students to integrate with campus life.</p>						
Cost Estimate	355.753.000-TL						
Findings	<p>The promotional activities conducted at the university level are not carried out as effectively at the level of some departments. Some of the department/unit websites are not up-to-date nor attractive enough. The departments' use of social media is limited or ineffective.</p> <p>Prospective international students do not have enough information about Türkiye and METU. Promotional activities and scholarship opportunities are insufficient for international students.</p>						
Needs	<p>- Increasing the use of technologies such as mobile technologies, social media, virtual reality in promotional activities.</p> <p>- More resources for promotional events.</p>						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G2**

To develop sustainable and innovative research studies that can adapt to changes and needs at national and international scales

**O2.1.**

Improving the multidisciplinary, interdisciplinary, and collaborative research studies in terms of quantity and quality and enabling them to be used for the benefit of the society

Program/Sub-Program	Research, Development and Innovation / Scientific Research and Development in Higher Education						
Sub-Program Objective	Increasing scientific studies for innovation in higher education institutions						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI2.1.1. Number of projects funded by national/international public or private institutions or organizations	30	1.230	1.235	1.240	1.245	1.250	1.255
PI2.1.2. The ratio of the project budget based on international funds received by the academic personnel of the university to the number of projects (in millions)*	30	5	5,5	6	6,5	7	7,5
PI2.1.3. Number of publications in SCI, SCI-Expanded, SSCI, and AHCI journals per academic personnel*	40	1,60	1,65	1,67	1,69	1,71	1,75
Responsible Unit	Senior Administrator Responsible for Research and Development						
Unit(s) to Cooperate with	Office of Research Coordination, Office of Scientific Research Projects, KDDB, All the Academic Units						
Risks	Difficulty in coordination between different disciplines and departments						
Strategies	<p>S1: The quantitative and qualitative development of research efforts that will serve to prevent and solve social, environmental, and similar problems that Türkiye also faces, and those that will also adopt sustainable development values will be supported.</p> <p>S2: Development of basic science research in terms of quantity and quality will be supported.</p> <p>S3: The quantitative and qualitative development of applied research focused on entrepreneurship and innovation, supporting the development of knowledge-intensive products and smart system solutions, will be supported.</p>						
Cost Estimate	1.305.006.000-TL						
Findings	METU researchers are not willing to publicly announce their research and publications. Academic social networks such as Researchgate or Academia are not used effectively enough.						
Needs	Establishing an effective mechanism for the announcement and follow-up of research conducted at METU						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G2**

To develop sustainable and innovative research studies that can adapt to changes and needs at national and international scales

**O2.2.**

Increasing and disseminating the social, economic, and academic effects of the outputs of research studies to be carried out through collaborations with national and international public/private sector, and non-governmental organizations at national and international scales

Program/Sub-Program	Research, Development and Innovation / Scientific Research and Development in Higher Education						
Sub-Program Objective	Increasing scientific studies for innovation in higher education institutions						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI2.2.1. Number of patents, utility models, and registered designs obtained according to the R&D outputs*	20	20	22	24	26	28	30
PI2.2.2. The number of products commercialized as a result of R&D*	20	7	8	9	10	11	12
PI2.2.3. Number of scientific publications by academic personnel in Q1 and Q2 journals*	20	874	890	900	920	925	930
PI2.2.4. The number of international conferences attended by academic personnel*	20	80	85	90	95	100	120
PI2.2.5. The number of academic personnel involved in projects as coordinators	20	290	295	300	305	310	315
Responsible Unit	Senior Administrator Responsible for Research and Development						
Unit(s) to Cooperate with	Office of Research Coordination, Office of Scientific Research Projects, KDDB, All the Academic Units						
Risks	Limitation of sharing due to copyright issues, and failure to establish collaborations at the desired level						
Strategies	S1: Internal horizontal mechanisms required in research processes will be strengthened, and new mechanisms will be created. S2: Necessary external collaborations in research processes will be developed. S3: Digital management tools will be developed to monitor and evaluate the outputs of research and development studies.						
Cost Estimate	1.067.732.000-TL						
Findings	Research conducted at METU is not sufficiently understood in terms of their social benefits. Researchers share research processes and their results only in academic environments. Different segments of society are not aware of the existence of scientific research activities that are closely related to them.						
Needs	Strengthening internal horizontal mechanisms required in research processes, and creating new mechanisms in this regard						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G3**

To create a qualified academic and administrative workforce and to ensure its sustainability

**O3.1.**

Attracting national and international human resources in quantities and qualities that will meet the needs of the institution

Program/Sub-Program	Management and Support Program						
Sub-Program Objective	-						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI3.1.1. The ratio of the number of international faculty members and lecturers to the total number of faculty members and lecturers (teaching)*	50	0,04	0,05	0,06	0,07	0,08	0,09
PI3.1.2. Number of undergraduate students per faculty member*	50	21	21	20	19	18	17
Responsible Unit	Senior Administrator Responsible for Human Resources						
Unit(s) to Cooperate with	Division of Personnel Management						
Risks	The fact that staff leaves are not under the control of the institution makes it difficult to make human resources planning within the university						
Strategies	S1: Within the framework of the staff practices norm, staff planning will be done on the basis of the needs of the units. S2: In order to attract qualified personnel and ensure their continuity in the institution, studies will be carried out to improve the opportunities and benefits offered to the personnel (social benefits, health, school, travel, projects, scholarship, education, career planning, appreciation mechanisms, etc.).						
Cost Estimate	237.170.000-TL						
Findings	There are difficulties in the process of hiring in some fields						
Needs	Employment of the required human resource in the institution						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G3**

To create a qualified academic and administrative workforce and to ensure its sustainability

**03.2.**

Supporting the professional and personal development of the personnel

Program/Sub-Program	Management and Support Program						
Sub-Program Objective	-						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI3.2.1. The number of faculty members participating in ADP + administrative personnel participating in APDP*	50	84	85	86	87	88	90
PI3.2.2. The number of training programs on basic legal regulations and administrative processes for different academic and administrative mid-level administrators	50	0	1	2	3	4	5
Responsible Unit	Senior Administrator Responsible for Human Resources						
Unit(s) to Cooperate with	Division of Personnel Management						
Risks	No risk has been identified for this objective.						
Strategies	<p>S1: The development programs for academic and administrative staff will be maintained and updated when necessary. Preparatory training programs on basic legal regulations and administrative processes will be planned for various academic and administrative mid-level administrators (e.g., Chairs of Departments, Assistant Chairs of Departments, Directors, Heads).</p> <p>S2: The participation of academic and administrative staff in short or long-term international mobility activities will be increased, diversified and made visible.</p> <p>S3: Objective awareness training programs will be planned for natural and man-made disasters.</p>						
Cost Estimate	118.584.000-TL						
Findings	It is necessary to support the professional and personal development of employees						
Needs	Ensuring the sustainability of development programs for academic and administrative staff						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G3**

To create a qualified academic and administrative workforce and to ensure its sustainability

**03.3.**

Introducing practices to protect the general well-being of employees

Program/Sub-Program	Management and Support Program						
Sub-Program Objective	-						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI3.3.1. The satisfaction rate of the personnel with the opportunities provided by the university (%)	50	55	58	62	66	70	75
PI3.3.2. The number of personnel applying to units providing psychological counseling*	50	500	525	545	560	580	600
Responsible Unit	Senior Administrator Responsible for Human Resources						
Unit(s) to Cooperate with	Office of the General Secretary, All the Academic and Administrative Units, Division of Personnel Management, Medical and Counseling Center						
Risks	Employees' lack of interest in the methods specified as performance indicators						
Strategies	S1: Training programs will be planned to maintain general well-being. S2: The awareness of psychological counseling services provided by the university will be increased. S3: Efforts will be made to expand participation in social, cultural and sports activities.						
Cost Estimate	118.584.000-TL						
Findings	The methods used to solve the problems that may arise among the employees take more time than necessary						
Needs	Establishing effective mechanisms for solving problems that may arise among employees						

\* The performance indicator value has not been determined cumulatively.

## Goal G4

## To prioritize and strengthen institutional resources

## O4.1.

## Increasing own revenues and revolving fund revenues

Program/Sub-Program	Management and Support Program						
Sub-Program Objective	-						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI4.1.1. The revolving fund income (in million TL)	60	92	100	108	116	126	136
PI4.1.2. The ratio of the year-end own income realization to the total budget (%)	40	15	16	17	18	19	20
Responsible Unit	Senior Administrator Responsible for Financial Resources						
Unit(s) to Cooperate with	Division of Financial Strategy Development, Division of Health, Culture and Sports, Office of Revenues, Office of Research Coordination, Relevant Academic and Administrative Units, ODTÜ TEKNOKENT, METU Development Foundation						
Risks	Unforeseen legislative regulations, limited opportunities for funding and providing staff to the research centers. Insufficient investments and previously planned administrative/technical improvements.						
Strategies	S1: Revolving fund revenues will be increased by establishing long-term income-generating approaches in revolving fund projects, and internal revenues will be increased as a result of the commercialization of intellectual/industrial/commercial rights within the university. S2: Mechanisms will be developed to generate income through TEKNOKENT and METU Development Foundation, as well as to increase donation revenues, and to use the revenues generated by TEKNOKENT in technology transfer, research, and entrepreneurship activities.						
Cost Estimate	71.151.000-TL						
Findings	Revolving fund revenues are not at the desired level. Sector and service diversity is limited (the capacity in different sectors cannot be used). There are only a limited number of mechanisms for transforming the projects produced at the university into income-generating activities. The existing facilities cannot be benefited from due to various difficulties.						
Needs	Adequate financial resources, more funding for fields of priority Making METU more self-sufficient in terms of financial resources						

## Goal G4

## To prioritize and strengthen institutional resources

## 04.2.

Protecting the unique spatial and architectural structure of our campuses, as well as the rich forest, steppe, sea, and lake ecosystem integrity and biodiversity; meeting the spatial requirements within sustainable, smart, enduring and accessible campus approaches

Program/Sub-Program	Management and Support Program						
Sub-Program Objective	-						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI4.2.1. Realization budget of architectural, static, mechanical, and electrical improvement projects in indoor areas (buildings) throughout the campus (in Million TL)	25	0	5	10	15	20	25
PI4.2.2. Realization budget of infrastructure projects for mechanical, communication, and electrical improvement in open areas throughout the campus (in Million TL)	25	0	2	4	6	8	10
PI4.2.3. Budget to be spent for smart, accessible, and sustainable campus projects (Thousand TL)	20	0	250	500	750	1.000	1.250
PI4.2.4. The bicycle lane construction throughout the campus (in kilometers)	15	6	8	10	12	12	12
PI4.2.5. The amount of renewable energy sources consumed throughout the campus (in kW)	15	75	575	825	1.325	1.575	1.825
Responsible Unit	Senior Administrator Responsible for Physical Resources						
Unit(s) to Cooperate with	Division of Construction and Maintenance, Office of Technical Services, Office of Campus Planning, Office of Forestation and Landscape Planning, Office of Central Heat and Water Supply, Office of Electricity Supply, Office of Building Maintenance, Office of Telecommunications, Division of Health, Culture and Sports, Division of Financial Services and Administration, Division of Information Technology, Office of Campus Services and Security, Office of Occupational Health and Safety, Office of Disability Support, Departments in the Faculty of Architecture, Departments in the Faculty of Engineering						

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

Risks	Not being able to provide the necessary sources adequately and in time for the projects
Strategies	<p>S1: Improvement of our campuses in line with the principles of eco-friendly, healthy and safe, energy-efficient, sustainable, and smart campuses, while preserving their original architectural qualities. Renewing the old and worn-out infrastructure installations, making them compatible with the developing technology, and bringing new structures to our campuses in line with the current Occupational Health and Safety (OHS) legislation regarding accessibility, fire, and energy.</p> <p>S2: Researching the ecological and biodiversity values of our campuses and promoting them by considering the protection-use balance, continuing and increasing forestation efforts and the tree planting festival.</p> <p>S3: Improvement of the transportation systems in an eco-friendly, energy-efficiency, smart, accessible, and safe way, reducing the traffic of private vehicles and improving the overall traffic with a focus on public transportation.</p> <p>S4: Improvement of the pedestrian conditions, ensuring pedestrian safety by reduced speed limits with elevated pedestrian crossing platforms.</p> <p>S5: Completion of the on-campus bicycle network project and putting it into practice stage by stage, supporting this network with a project of bicycle-sharing system.</p>
Cost Estimate	355.753.000-TL
Findings	<p>There are various obligations regarding the OHS legislation on accessibility, fire, energy, etc.</p> <p>The university needs new indoor areas in order to continue providing education and research services, and at the same time, it is necessary to preserve the original spatial texture.</p>
Needs	Constructing new buildings to meet the needs while preserving the original texture of the campus



## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G4**

To prioritize and strengthen institutional resources

**04.3.**

Increasing the efficiency and impact of information services management by taking stakeholder expectations into account

Program/Sub-Program	Management and Support Program						
Sub-Program Objective	-						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI4.3.1. The satisfaction rate of students with IT support services (%)	30	75	80	85	90	95	95
PI4.3.2. The satisfaction rate of personnel with IT support services (%)	30	77	80	85	90	95	95
PI4.3.3. The number of data entries to OpenMetu platform (Number of entries)	20	2	3	5	7	8	10
PI4.3.4. The number of risks related to information security above the acceptable level*	20	51	45	40	35	30	25
Responsible Unit	Senior Administrator Responsible for Information Resources						
Unit(s) to Cooperate with	Division of Health, Culture and Sports, Office of Research Coordination, Relevant Academic and Administrative Units, ODTÜ TEKNOKENT, METU Development Foundation						
Risks	Ensuring information security, insufficient budget, lack of continuity in the employment of trained human resources						
Strategies	<p>S1: The effectiveness of administrative processes that will support the improvement will be increased by developing IT-supported services</p> <p>S2: In line with basic principles and priorities, precursor information services will be transformed into products that will create added value and generate income, and will be brought to society.</p> <p>S3: It will be ensured that new information systems and services are offered by using the latest technologies in the development of a smart, sustainable, durable, and accessible campus.</p> <p>S4: With the continuous and effective increase in academic performance, the quality of publications, and the number of accessible information sources per capita, an increase in diversity and continuity will be ensured.</p> <p>S5: Necessary technical and administrative infrastructure regarding the management and sharing of research data will be strengthened in order to support scientific development, and diversify and sustain information-sharing mechanisms.</p>						
Cost Estimate	793.273.000-TL						
Findings	Exchange rate differences have a major impact on the budget. Increasing challenges in ensuring information security. There are difficulties in maintaining international cooperation with other institutions. Open-source applications are used excessively within the organization. The tax rates are high on the electronic source of information subscriptions or purchases						
Needs	Support is required with IT infrastructure for educational approaches such as lifelong learning and online education programs. Technologies such as Industry 4.0, the internet of things, virtual/augmented reality, cloud computing require rapid transformations when it comes to educational technologies, research, and social contribution. The need for investment in IT infrastructure and human resources has increased due to the emergence of a necessity to ensure the accessibility of physical and web-based informatics environments by disadvantaged groups as required by national and international legislation. Experts in the field of IT law should be trained within institutions of higher education.						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G5**

To maintain and strengthen the internationalization of the university and its impact on social contribution  
**O5.1.**

Continuing the social contribution activities by diversifying them on national and international scales

Program/Sub-Program	Lifelong Learning / Continuing Education Activities of Higher Education Institutions						
Sub-Program Objective	Providing training to all segments of society in the fields they need, contributing to the development of cooperation with public institutions and organizations, the private sector, and international organizations						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI5.1.1. Number of certificates issued by the Center for Continuing Education, Bilge-İş, and SFL*	20	850	900	950	1.000	1.050	1.100
PI5.1.2. Number of internal and external awards given in the field of social contribution*	40	0	1	2	3	3	3
PI5.1.3. Number of projects that include Citizen Science in their research phase*	40	1	1	2	2	3	3
Responsible Unit	Senior Administrator Responsible for Social Contribution						
Unit(s) to Cooperate with	Division of Health, Culture and Sports, Office of Research Coordination, Relevant Academic and Administrative Units, ODTÜ TEKNOKENT, METU Development Foundation						
Risks	Unannounced and frequent policy and system changes in the institutions and organizations to which METU is administratively affiliated and closely related; lack of personnel in projects carried out in the field of social contribution; inability to sufficiently include the society in projects regarding the concept of Citizen Science; and inability to carry the projects in the field of social contribution to the international arena						
Strategies	<p>S1: An effective institutional structure in order to support and coordinate social contribution efforts and facilitate processes in this regard will be created.</p> <p>S2: Attention will be drawn to the significant potential of Citizen Science in terms of academic research activities, and it will be ensured that this concept is included in research activities conducted at METU.</p> <p>S3: Members and students of METU who work in the field of social contribution will be provided with both material and moral support in order to increase the sustainability of these studies and projects.</p> <p>S4: The social contribution activities carried out at METU will be brought to an international level.</p>						
Cost Estimate	474.337.000-TL						
Findings	It is necessary to follow the current policy developments in the field of climate and environmental research, mass migration, and informatics. The taxes on project expenditures are high. There has been an emphasis on applied sciences (for instance, the defense industry) in project incentives in recent years, and social entrepreneurship studies should be followed, as well.						
Needs	Compliance with the new regulations brought under the Personal Data Protection Law (KVKK) should be accelerated. Collaborations and projects that would not be affected by the changing bureaucratic personnel should be executed. Non-EU international funds should be focused on. Contribution to the norms that have not yet been agreed upon as a country on social issues such as immigration, unemployment, employment, and women's rights should be increased. More support should be provided by UNESCO and similar institutions for social entrepreneurship projects, especially for disadvantaged women and children.						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G5**

To maintain and strengthen the internationalization of the university and its impact on social contribution

**O5.2.**

Developing the internationalization structure of the university

Program/Sub-Program	Higher Education / Vocational School of Higher Education and Graduate Education						
Sub-Program Objective	Educating students who have professional competence and are open to development						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI5.2.1. Number of promotional activities for internationalization*	20	0	1	3	3	4	5
PI5.2.2. Number of meetings regarding the development of the registration and control system for the coordination of the units operating in the university*	40	0	4	4	3	3	3
PI5.2.3. Number of attendance at annual meetings of the current collaboration networks*	10	0	2	3	3	4	4
PI5.2.4. Number of social and academic activities that will enable international students and academics to integrate into campus life*	15	0	5	5	6	6	6
PI5.2.5. Ratio of the number of general announcements made in both English and Turkish to the total number of general announcements (%)	15	30	50	60	70	80	90
Responsible Unit	Senior Administrator Responsible for Internationalization						
Unit(s) to Cooperate with	Office of International Students (under ÖİDB), Office of Prospective Students (under the Office of Public Relations), Office of Scholarship and Financial Aid, Office of International Cooperation, Faculties, Graduate Schools and Departments, Division of Personnel Management, Office of Research Coordination						
Risks	Failure to provide the necessary qualifications and number of personnel						
Strategies	S1: To work on the development of a statistical registration and control system in order to ensure coordination among the units working on internationalization within the university. S2: To maintain the university's existing internationalization capacity by strengthening it through promotional activities and collaborations at the level of internal and external stakeholders. S3: To carry out social and academic activities that will enable international students to integrate into campus life.						
Cost Estimate	237.168.000-TL						
Findings	There is a lack of coordination among the units regarding internationalization. It is necessary to manage and monitor internationalization strategies and all the related activities from a single source						
Needs	Institutional support mechanisms should be created to provide coordination between the units in our university on internationalization and support the formation and development of international collaborations						

\* The performance indicator value has not been determined cumulatively.

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

**Goal G5**

To maintain and strengthen the internationalization of the university and its impact on social contribution

**O5.3.**

Increasing the internationalization capacity of the university

Program/Sub-Program	Higher Education / Vocational School of Higher Education and Graduate Education						
Sub-Program Objective	Educating students who have professional competence and are open to development						
Performance Indicators	Influence on the Objective (%)	Value at the Beginning	2023	2024	2025	2026	2027
PI5.3.1. Number of personnel coming to the university as part of international mobility*	20	20	25	25	35	50	60
PI5.3.2. Number of students coming to the university as part of international mobility*	30	130	140	155	180	210	230
PI5.3.3. Number of outgoing personnel as part of international mobility*	10	25	30	35	45	60	80
PI5.3.4. Number of outgoing students as part of international mobility*	30	350	380	400	430	450	480
PI5.3.5. Number of the actively ongoing education-based international collaborations of the university	10	380	390	410	430	440	450
Responsible Unit	Senior Administrator Responsible for Internationalization						
Unit(s) to Cooperate with	Office of International Students (under ÖİDB), Office of International Cooperation, all the academic and administrative units						
Risks	Safety concerns in the region and the world negatively affecting international mobility in our country						
Strategies	S1: To increase the ratio of the number of faculty members and students in international mobility to the total number of faculty members and students of the university. S2: To increase the number of the university's active agreements, educational collaborations, and education-based projects.						
Cost Estimate	237.168.000-TL						
Findings	The number of incoming and outgoing students, faculty members, and administrative personnel as part of mobility programs is not at the desired level. There is a need to increase international exchange agreements and facilitate participation						
Needs	The number of incoming and outgoing students, faculty members, and administrative personnel as part of international mobility programs should be increased						

\* The performance indicator value has not been determined cumulatively.

### 6.3. RISKS AND CONTROL ACTIVITIES FOR OBJECTIVES

Table 18. Risks and Control Activities for Objectives

Goal-Objective	Risks	Control Activities
G1O1	Not being able to share the results of the studies with the relevant stakeholders at a level that will affect the education policies, and the fact that it is not easy to observe these effects created	Providing institutional support for the participation of undergraduate and graduate programs in external evaluation processes
G1O2	Heavy workload of the faculty members	Determining the courses that students can be registered for throughout the university, and ensuring the continuity of assessment in the SFL curriculum
G1O3	Various negative occurrences in the region and the country having adverse effects on the decisions of students, especially those who are from Western countries	Creating resources for promotional activities, and increasing the use of technologies such as mobile technologies, social media, and virtual reality in promotional activities
G2O1	Difficulty in coordination between different disciplines and departments	Establishing effective mechanisms for the announcement and follow-up of research conducted at METU
G2O2	Limitation of sharing due to copyright issues, and failure to establish collaborations at the desired level	Strengthening internal horizontal mechanisms required in research processes, and creating new mechanisms in this regard
G3O1	The fact that staff leaves are not under the control of the institution makes it difficult to make human resources planning within the university	Ensuring human resource employment that is needed in the institution
G3O2	No risk has been identified for this objective.	Since no risk has been identified, a control activity has not been developed.
G3O3	Employees' lack of interest in the methods specified as performance indicators	Establishing effective mechanisms for solving problems that may arise among employees
G4O1	<ul style="list-style-type: none"> <li>- Unforeseen legal regulations,</li> <li>- Limited opportunities for funding and providing staff to the research centers,</li> <li>- Insufficient investments and previously planned administrative/technical improvements.</li> </ul>	Adequate financial resources, more funding for fields of priority, and making METU more self-sufficient in terms of financial resources
G4O2	Not being able to provide the necessary sources adequately and in time for the projects	<ul style="list-style-type: none"> <li>- Constructing new buildings to meet the needs while preserving the original texture of the campus</li> <li>- Making sure of the public awareness of the ecological values and biodiversity of our university campuses</li> </ul>
G4O3	<ul style="list-style-type: none"> <li>- Failure to ensure information security</li> <li>- Insufficient budget</li> <li>- Lack of continuity in the employment of trained human resources</li> </ul>	<ul style="list-style-type: none"> <li>- Completion of open access policies</li> <li>- Increasing investment in the IT infrastructure and human resources</li> <li>- Expert training in the field of IT law within institutions of higher education</li> </ul>
G5O1	<ul style="list-style-type: none"> <li>- Unannounced and frequent policy and system changes in the institutions and organizations to which METU is administratively affiliated and closely related</li> <li>- Smear campaigns carried out by some media organizations to discredit METU</li> <li>- Lack of personnel in projects carried out in the field of social contribution</li> <li>- Inability to sufficiently include the society in projects regarding the concept of Citizen Science</li> <li>- Inability to carry the projects in the field of social contribution to the international arena</li> </ul>	<ul style="list-style-type: none"> <li>- Compliance with the new regulations brought under the Personal Data Protection Law (KVKK)</li> <li>- Establishing long-term policies and cooperations</li> <li>- Focusing on the non-EU international funds and making announcements on them to inform the members</li> <li>- Providing support for social entrepreneurship projects for disadvantaged groups</li> </ul>
G5O2	Failure to provide the necessary qualifications and number of personnel	Creating institutional support mechanisms to provide coordination between the units on internationalization and support the formation and development of international collaborations
G5O3	Safety concerns in the region and the world negatively affecting international mobility in our country	Creating institutional support mechanisms to support the formation and development of international collaborations

## 6. STRATEGY DEVELOPMENT: STRATEGIES WITH GOALS, OBJECTIVES, AND PERFORMANCE INDICATORS

## 6.4. COSTING

The distribution of the financial resources required for the realization of the 2023-2027 Strategic Plan to goals and objectives can be found in Table 19.

Table 19. Costing

Costs of 2023-2027 Strategic Plan Objective Cards (TL)						
Goals and Objectives	2023	2024	2025	2026	2027	2023-2027 Total
<b>Goal 1 Education</b>	<b>238.009.000</b>	<b>262.977.000</b>	<b>284.015.000</b>	<b>306.735.000</b>	<b>331.275.000</b>	<b>1.423.011.000</b>
Objective 1.1	95.204.000	105.191.000	113.606.000	122.694.000	132.510.000	569.205.000
Objective 1.2	83.303.000	92.042.000	99.405.000	107.357.000	115.946.000	498.053.000
Objective 1.3	59.502.000	65.744.000	71.004.000	76.684.000	82.819.000	355.753.000
<b>Goal 2 Research &amp; Development</b>	<b>401.047.000</b>	<b>437.860.000</b>	<b>472.691.000</b>	<b>510.278.000</b>	<b>550.862.000</b>	<b>2.372.738.000</b>
Objective 2.1	220.576.000	240.823.000	259.980.000	280.653.000	302.974.000	1.305.006.000
Objective 2.2	180.471.000	197.037.000	212.711.000	229.625.000	247.888.000	1.067.732.000
<b>Goal 3 Human Resources</b>	<b>79.336.000</b>	<b>87.659.000</b>	<b>94.672.000</b>	<b>102.245.000</b>	<b>110.426.000</b>	<b>474.338.000</b>
Objective 3.1	39.668.000	43.829.000	47.336.000	51.123.000	55.212.000	237.170.000
Objective 3.2	19.834.000	21.915.000	23.668.000	25.561.000	27.606.000	118.584.000
Objective 3.3	19.834.000	21.915.000	23.668.000	25.561.000	27.608.000	118.586.000
<b>Goal 4 Institutional Resources</b>	<b>205.878.000</b>	<b>225.223.000</b>	<b>243.156.000</b>	<b>262.511.000</b>	<b>283.409.000</b>	<b>1.220.177.000</b>
Objective 4.1 (Financial Resources)	11.900.000	13.149.000	14.201.000	15.337.000	16.564.000	71.151.000
Objective 4.2 (Physical Resources)	59.502.000	65.744.000	71.004.000	76.684.000	82.819.000	355.753.000
Objective 4.3 (Information Resources)	134.476.000	146.330.000	157.951.000	170.490.000	184.026.000	793.273.000
<b>Goal 5 Social Contribution and Internationalization</b>	<b>158.672.000</b>	<b>175.317.000</b>	<b>189.344.000</b>	<b>204.491.000</b>	<b>220.849.000</b>	<b>948.673.000</b>
Objective 5.1 (Social Contribution)	79.336.000	87.659.000	94.672.000	102.245.000	110.425.000	474.337.000
Objective 5.2 (Internationalization)	39.668.000	43.829.000	47.336.000	51.123.000	55.212.000	237.168.000
Objective 5.3 (Internationalization)	39.668.000	43.829.000	47.336.000	51.123.000	55.212.000	237.168.000
<b>Special Budget</b>	<b>793.363.000</b>	<b>876.588.000</b>	<b>946.715.000</b>	<b>1.022.453.000</b>	<b>1.104.249.000</b>	<b>4.743.368.000</b>
<b>Extra-Budgetary</b>	<b>289.581.000</b>	<b>312.448.000</b>	<b>337.160.000</b>	<b>363.810.000</b>	<b>392.570.000</b>	<b>1.695.569.000</b>
<b>General Administration Expenses</b>	<b>240.115.000</b>	<b>265.405.000</b>	<b>286.637.000</b>	<b>309.568.000</b>	<b>334.334.000</b>	<b>1.436.059.000</b>
<b>TOTAL</b>	<b>1.323.059.000</b>	<b>1.454.441.000</b>	<b>1.570.512.000</b>	<b>1.695.831.000</b>	<b>1.831.153.000</b>	<b>7.874.996.000</b>



## MONITORING AND EVALUATION

# 7

One of the most significant strategies of METU 2023-2027 SP is to strengthen the strategic management of the university and the participation of administrators in the process of monitoring and evaluation. For this purpose, a management information system, which was among the objectives of the 2018-2022 Strategic Plan and established within this term, will be used. Accordingly, the achievement of the objectives within the SP will be monitored via the Strategy Quality Management Information System (SKYBİS) in 6-month and annual periods, and improvement activities will be initiated and directed according to the identified shortcomings.

Although the performance indicators used in monitoring have been defined to a considerable extent, they will be reviewed as the system operates, and any necessary changes will be made. The collection of data according to these indicators, as well as the derivation and presentation of reports will be supported by information technologies. This system will be expanded to support performance monitoring and evaluation at all administrative levels. Additionally, it will be able to provide data assistance to the activities of identifying and improving the quality problems related to the processes of the university.

A key step in the SP implementation is to make sure that the activities of the SPFCs are not limited to the SP preparation process only and that they continue to contribute during the processes of monitoring and evaluation. For this purpose, the duties and responsibilities of the SP preparation teams are shared.

### **Working Principles of the University Strategic Planning Support Teams (USPSTs)**

Following the approval of the President of METU, the SP draft is sent to the Presidency of Strategy and Budget for evaluation. Necessary corrections are made in the plan in line with the issues pointed out in the evaluation report of the Presidency of Strategy and Budget. The plan is then put into effect with the approval of the President of METU.

Monitoring is an iterative process in which quantitative and qualitative data are collected and analyzed on an ongoing and systematic basis, before and during implementation, in order to track progress regarding the goals and objectives. Monitoring processes can be defined as follows:

1. With the monitoring report that is prepared every six months and the evaluation report that is prepared annually, the Strategic Plan in force, together with its goals, objectives, and performance indicators, are evaluated.
2. Monitoring and Evaluation Reports prepared with the coordination of the Office of Institutional Development and Planning and the Division of Financial Strategy Development are submitted to the USPST. Following the preparation of these reports, the Strategy Development Board holds follow-up meetings every six months and evaluation meetings every year.
3. Predetermined risks regarding the SP are monitored, and possible revision efforts are carried out when necessary.

**Fields of responsibility and authorization of the USB:**

1. Examining the situation analyses and evaluations submitted by the USPSTs and the SPFCs.
2. Giving feedback to the USPST regarding the information and documents that should be taken into account in the situation analysis, and, if necessary, requesting additional materials (data and document analyses, stakeholder interviews, etc.) from the USPST.
3. Participating in the SP Sharing Conference.
4. Evaluating the university's Situation Analysis Report and submitting it to the Senate.
5. Discussing the proposed changes to the mission, vision, and core values of the university and submitting them for the approval of the President and the Senate.
6. Examining the draft of the Strategic Plan and finalizing it.

**Fields of responsibility and authorization of the USPST:**

1. Carrying out the organization, reporting, deciphering, and analysis processes as part of the Strategic Plan preparation efforts.
2. Building the Strategic Planning process, ensuring the classification and analysis of archives, and preparing/updating the web page for the new SP.
3. Updating the SP Preparation Guide.
4. Examining SP deployment, monitoring, and evaluation processes; summarizing and reporting the current status for each SPFC. In addition, carrying out studies to reveal the SP relationship between the performance indicators in specific fields and identifying the indicators that do not work.
5. Assisting the efforts of SPFCs, reporting meetings and notes.
6. Contributing to the SPFC Situation Analysis Reports.
7. Making the logistical and organizational preparations for the Situation Analysis Conference and conducting the conference.
8. Classifying the notes, records, and documents during the conference and submitting the Situation Analysis Report and the newly proposed strategy and objective, goal, and performance indicators to the USB for approval.
9. Creating the objective cards that include the strategies, the targeted values of the performance indicators during the term of the plan, the units to be in charge of cooperation, risks, findings, needs, and costs for each target.
10. Following the discussions on the Mission and Values, creating the draft of the SP and submitting it to the USB by making the necessary changes according to the received feedback.
11. Sharing the documents created throughout the process in its main file. In addition, enabling the documents open to sharing with the public to be posted on [www.kalite.metu.edu.tr](http://www.kalite.metu.edu.tr).

Members of the Field Committees formed within the 2023-2027 METU Strategic Plan are selected among the people recommended by the administrators of academic and administrative units of the university since they are thought to contribute to the situation analysis and developing strategies in the relevant fields. The responsibilities and authorization of the field committees, the faculty members responsible for the coordination of these committees, and the fields that the committees are primarily responsible for are briefly listed below.

**Fields of responsibility and authorization of the SPFCs:** The field committees formed within the 2023-2027 METU Strategic Plan have duties that include the preparation of the SP as well as contribution to the monitoring and evaluation stages.

1. Contributing to SP preparation and monitoring processes through regular meetings.
2. Establishing working groups when necessary.
3. Examining field-specific situation analyses within the 2018-2022 SP after the USPST summarizes and reports the current situation for each SPFC by examining the monitoring and evaluation processes of the SP.
4. Conducting new studies if necessary (Field-specific analysis may include SWOT, PESTLE, online stakeholder interviews, online surveys, and analysis of performance indicators.).
5. Completing the situation analysis report for their own field until the Situation Analysis Conference.
6. Determining the performance indicators related to the field strategies and making suggestions about the objectives.
7. Submitting reports and feedback to the USPST in accordance with the SP preparation calendar and presenting them at SP conferences and workshops.
8. Determining the newly proposed strategies, field-specific goals, objectives, performance indicators, and risks in line with the Situation Analysis Report to be prepared by the USPST after the conference and checking their relevance.
9. Checking the measurability of performance indicators.
10. Examining and editing the Mission, Vision, and Values according to the principle of relevance mentioned above.
11. Checking the Objective Cards, examining the first draft of the SP and giving feedback, and working with the USPST in finalizing the report.



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