



IBN HALDUN
UNIVERSITY

STRATEGIC PLAN

2026 ————  ———— 2029

CONTENTS

FOREWORD BY THE CHAIR OF THE BOARD OF TRUSTEES	6
FOREWORD BY THE PRESIDENT	7
1. STRATEGIC PLAN AT A GLANCE	8
1.1. Introduction	9
1.2. Mission, Vision and Values	9
1.3. Strategic Goals and Objectives	10
2. STRATEGIC PLAN PREPARATION PROCESS	12
A. Preparation Program	13
3. SITUATION ANALYSIS	14
A. Institutional History	15
B. Evaluation of the 2022-2025 Strategic Plan	15
C. Legislative Analysis	16
Ç. Identification of Fields of Activity, Products and Services	20
D. Stakeholder Analysis	20
E. Internal Analysis	26
F. Higher Education Sector Analysis	30
G. SWOT Analysis	34
İ. Identification of Findings and Needs	39
4. LOOKING TO THE FUTURE	40
A. Mission	41
B. Vision	41
C. Core Values	41
5. STRATEGY DEVELOPMENT: DETERMINING GOALS, OBJECTIVES, PERFORMANCE INDICATORS AND STRATEGIES	44
A. Goals, Objectives and Performance Indicators	45
6. MONITORING AND EVALUATION	64

TABLES

Table 1. Strategic Plan Preparation Work Schedule and Teams	13
Table 2. Scope of the Ibn Haldun University 2022-2025 Strategic Plan	15
Table 3. Ibn Haldun University 2022-2025 Strategic Plan Objective Achievement Rate by Year (%)	16
Table 4. Laws and Regulations Governing Higher Education Institutions	17
Table 5. Ibn Haldun University Regulations	18
Table 6. Ibn Haldun University Directives	19
Table 7. Ibn Haldun University Fields of Activity – Product/Service List	20
Table 8. Prioritization of Ibn Haldun University Stakeholders	21
Table 9. Stakeholder – Product/Service Matrix	22
Table 10. Method for Identifying Stakeholder Expectations and Views	23
Table 11. Campus Areas	28
Table 12. Külliye Building Areas	28
Table 13. Number of Academic Staff	28
Table 14. Number of Administrative Staff	29
Table 15. Number of Students	29
Table 16. Sectoral Structure Analysis in Education and Teaching	30
Table 17. Sectoral Structure Analysis in Research and Development	31
Table 18. Sectoral Structure Analysis in Societal Contribution and Institutional Governance	33
Table 19. Findings and Needs	39

FIGURES

Figure 1. Where Employees Want to See IHU in 10 Years	24
Figure 2. Where Students Want to See IHU in 10 Years	24
Figure 3. Where External Stakeholders Want to See IHU in 10 Years	25
Figure 4. Stakeholders' Expectations from IHU	25
Figure 5. IHU Organizational Chart	27
Figure 6. IHU Institutional Management Information System Strategic Plan Monitoring and Evaluation Tools	66

FOREWORD BY THE CHAIR OF THE BOARD OF TRUSTEES

Universities are not merely centers where knowledge is produced; they are also bridges where a vision of civilization is built, uniting the legacy of the past with the horizon of the future. This Strategic Plan, covering the 2026-2029 period, is a manifestation of our determination to set this bridge on even firmer foundations.

At the heart of our understanding of education lies the ideal of raising a generation that leans on the past, comprehends the present and looks to the future. Like a plane tree that reaches for the sky without severing its roots, we aim to equip our students with our time-honored values while also ensuring they possess the knowledge, skills and competencies the age demands. In this direction, our fundamental aim is to further strengthen a “two-winged” model of education uniting modern science with spiritual depth.

The most critical stop on our journey is to rediscover the wisdom we have lost and to carry it to the center of life. The essential purpose of our education system is not merely to transfer technical knowledge, but to revive the search for wisdom that enables one to see humanity, existence and things through the window of truth. For an understanding of education that does not unite knowledge with insight, learning with ethics, and the mind with the heart cannot bring a person to perfection. This search will carry our University to a distinctive position in the production of universal knowledge.

Institutionally, one of our most important objectives is to consolidate a self-sufficient university structure that has internalized the principle of financial sustainability. Economic independence is the greatest guarantee of our academic and administrative freedom. In this strategic period, by using our resources in the most efficient way, we will continue to build a strong and independent institution that looks to the future with confidence.

The 2026-2029 Strategic Plan is a roadmap prepared to put this vision into practice through concrete steps. I thank all our members who have contributed to reaching these objectives, and I believe that every member of our University will show outstanding effort in this blessed journey.



Prof. Dr. İrfan Gündüz

Chair of the Board of Trustees

FOREWORD BY THE PRESIDENT

The world is once again undergoing a profound transformation. As humanity, we stand at a historic threshold. As existing global balances shift, we are witnessing power centers moving from the West to the East. This great transformation deeply affects every area of life, from the economy to politics, from social structure to individual life. Rapid developments in technology further accelerate this change.

While artificial intelligence and digitalization offer new opportunities, they also increase global uncertainties, bringing with them a more competitive and complex world. In this new era, knowledge is not merely a technical field of production; it also serves as a guide shaped by human, moral and cultural values. Therefore, the values with which knowledge is produced become as decisive as how it is produced.

As Ibn Haldun University, we act with an understanding that does not merely await the future, but can read, anticipate and shape it.

Our 2026–2029 Strategic Plan is a concrete expression of our vision to become a global center of excellence in the social sciences and humanities by bringing together the inspiration we draw from our civilizational roots with the opportunities of the age of artificial intelligence.

Our priority in this strategic period is to raise ethical and virtuous individuals with academic depth through learning models enriched with innovative and digital technologies. Through our interdisciplinary work centered on the economic and political transformations triggered by artificial intelligence in the social sciences, we aim not only to produce knowledge but also to develop solutions grounded in humanity and justice. In line with the principle of “intellectual independence,” our University will continue to build a structure integrated with the world through multilingualism, international collaborations and strong networks of academic interaction. Our institutional ecosystem, strengthened by a transparent, participatory and sustainable approach to management, will internalize digital transformation while reinforcing a university model that is sensitive to societal problems, solution-oriented and supportive of sustainable development.

This plan, prepared with the responsibility of building the future, is the product of the shared effort and vision of the entire Ibn Haldun family, from our students and academics to our administrative staff and external stakeholders. I thank all our members who have contributed to this journey, which will make our University's academic identity and distinctive values visible on a global scale.



Prof. Dr. Atilla Arkan

President

1.

STRATEGIC PLAN AT A GLANCE

1.1. Introduction

The Strategic Plan of Ibn Haldun University sets out its vision for the future and the long-term objectives it has established to achieve this vision. The Ibn Haldun University Strategic Plan presented in this document covers the years 2026-2029. Prepared with the participation of the University's stakeholders and all its academic and administrative units, the Strategic Plan consists of objectives and activities defined under 5 Goals. Supported by the Institutional Management Information System developed by the University itself, the Strategic Plan is a process carried out through monitoring and evaluation across the entire institution.

1.2. Mission, Vision and Values

A. Mission

To build the future by integrating original and comparative education and teaching in the social sciences and humanities with innovative learning and research models, and by bringing high-impact production of knowledge and ideas together with societal contribution.

B. Vision

To be a global center of excellence that produces knowledge, develops ideas and leads society in the social sciences and humanities, by bringing the inspiration drawn from its civilizational roots together with universal academic heritage and the transformative dynamics of the age of artificial intelligence.

C. Our Core Values

Institutional Values	Ibn Haldun University Values
Scientific Productivity Inclusiveness Universality Virtuous Leadership Responsibility for the Future Participatory Management Originality and Innovation Solution Orientation	Open Civilization Multilingual Education Intellectual Independence Futuwwa Preparedness for the Future Tradition-Rooted Innovation Global Competitiveness Comparative Education
<i>Refers to the values the entire institution must embrace to achieve its strategic goals and objectives.</i>	<i>Refers to the values we aim to instill in our students.</i>

1.3. Strategic Goals and Objectives

Goal 1- To raise ethical, virtuous and qualified human resources who shape the future, through learning-teaching processes enriched with innovative methods, digital applications and artificial intelligence technologies, and through programs that support advancement in academic career stages and continuous professional development.

Objective 1.1- To transform courses and programs to meet the needs of the age and to shape the future by enriching innovative learning-teaching and assessment and evaluation methods with digital applications and artificial intelligence technologies.

Objective 1.2- To increase the effectiveness and efficiency of education stakeholders (academics and students) in academic and professional competencies and in acquiring and developing moral values rooted in our culture and civilization.

Objective 1.3- To offer qualified and integrated programs, provide training and provide support opportunities that enable advancement in academic career stages and continuous professional development.

Objective 1.4- To monitor and improve the outcomes and impacts of undergraduate and graduate programs and of the training provided.

Goal 2- To produce globally guiding knowledge that respects humanity, society and justice through interdisciplinary research in the social sciences and humanities centered on continuity and on the social, economic and political transformation brought about by artificial intelligence.

Objective 2.1- To produce globally influential publications, projects and research that makes a difference in the social sciences, centered on the social, economic and political transformation brought about by artificial intelligence.

Objective 2.2- To support the original, interdisciplinary and innovative work of academics and researchers, strengthen researcher development and increase the institution's research capacity.

Objective 2.3- To ensure that application and research centers conduct influential research at the local, national and international levels and that their outputs are disseminated.

Goal 3- To provide services that lead society and contribute to sustainable development by working with stakeholders to solve society's important problems, from local needs to global issues.

Objective 3.1- To increase national and international impact by offering the University's knowledge and intellectual capacity to society through science communication and partnership in social activities in order to build the future.

Objective 3.2- To carry out national and international societal contribution activities in line with the sustainable development goals and to encourage the work of stakeholders.

Goal 4- To achieve qualified institutional development built on strong human resources that adapt to digital transformation and use artificial intelligence effectively and on a sustainable financial structure, with a transparent, innovative, fair and sustainable management approach, and to increase visibility.

Objective 4.1- To strengthen stakeholder participation and a fair and participatory management approach.

Objective 4.2- To employ qualified human resources who adapt to digital transformation and use artificial intelligence effectively; and to strengthen institutional capacity through training, upskilling and reskilling practices that continuously develop the skills of existing staff.

Objective 4.3- To secure financial sustainability by developing resources and using them efficiently.

Objective 4.4- To carry out strategic communication activities that make the University's academic identity and distinctive values visible and increase its recognition and reputation among national and international stakeholders.

Objective 4.5- To support institutional development through quality assurance and sustainable quality management.

Objective 4.6- To strongly support institutional processes with up-to-date information systems and artificial intelligence technologies.

Goal 5- To strengthen the University's international visibility, impact capacity and sustainable global collaborations through joint programs, projects, publications and academic networks in education, research and societal contribution.

Objective 5.1- To strengthen multicultural and universal academic interaction reflected in education, research and societal contribution processes by increasing the rates of international students and academics.

Objective 5.2- To create a multicultural, interactive educational environment that supports academic output by strengthening international exchange programs in quality and scope.

Objective 5.3- To systematically increase the University's international visibility and ranking performance through academic output, international collaborations and strategic communication.

2.

STRATEGIC PLAN PREPARATION PROCESS

Ibn Haldun University announced, through the President-signed letter dated 09.07.2025 and numbered E.59933, that it had launched preparations for its Strategic Plan covering 2026-2029 as of July 2025. The same letter also announced the Strategic Plan Preparation Work Schedule and the teams to take part in the work.

A. Preparation Program

The preparation work schedule for the Ibn Haldun University 2026-2029 Strategic Plan is presented in the table below.

Table 1. Strategic Plan Preparation Work Schedule and Teams

Strategic Plan Preparation Stages	Schedule	Participating and/or Responsible Teams
Strategic Plan Preparation Work •Announcing the Launch of Planning Work •Organization of the Planning Process	July 2025	Quality Commission
Stakeholder Analysis and Collection of Stakeholder Views	July- August 2025	Quality Team
Internal Analysis •Identification of Fields of Activity and Services •Human Resources Competency Analysis •Physical Resources Analysis	August 2025	Quality Team
External Analysis (PESTLE Analysis)	August 2025	Quality Commission Quality Team
Collecting Views and Suggestions Through Workshops	September 2025	Quality Team
SWOT Analysis •Identification of Weaknesses and Strengths •Identification of Opportunities and Threats	October 2025	Quality Team
Looking to the Future: Mission, Vision, Core Values, Policies	November 2025	Board of Trustees University Senior Management Quality Commission Quality Team
Strategy Development and Objective Setting: Goals, Objectives, Performance Indicators, Strategies, Objective Risks, Costs	November-December 2025	Board of Trustees University Senior Management Quality Commission Quality Team
Objective and Action Plans	November-December 2025	All Units
Finalization of the Strategic Plan	December 2025-January 2026	Board of Trustees University Senior Management Quality Commission Quality Team

3.

SITUATION ANALYSIS

A. Institutional History

Ibn Haldun University was established in Istanbul by the Türkiye Youth and Education Service Foundation as a public legal entity subject to the provisions of Higher Education Law No. 2547 on foundation higher education institutions, under “Law No. 6641 Amending the Law on the Organization of Higher Education Institutions” published in the Official Gazette No. 29335 dated April 23, 2015. Having started its education and teaching activities in the Spring Semester of the 2016-2017 Academic Year, Ibn Haldun University continues to actively operate with 6 faculties, 2 institutes and 1 school.

B. Evaluation of the 2022-2025 Strategic Plan

The University's current strategic plan is the Strategic Plan covering 2022-2025; the objectives under the 7 Goals of this plan are summarized in the table below.

Table 2. Scope of the Ibn Haldun University 2022-2025 Strategic Plan

Goal	Objectives
1. To offer international-level programs in the social sciences that are open to all sources of knowledge, nourished by tradition and intertwined with culture and the arts.	1. To improve the quality of international faculty members and students and diversify exchange programs. 2. To offer education that prioritizes the development of language proficiency and competence. 3. To ensure that learning environments are intertwined with culture, arts and sports. 4. To strengthen undergraduate programs and provide the necessary support to make programs ready for accreditation. 5. To achieve program accreditation for all undergraduate and graduate programs. 6. To provide access to knowledge sources produced by different cultures and civilizations through print and electronic library resources. 7. To increase interaction and collaboration with internal and external stakeholders in education and teaching programs. 8. To strengthen multidisciplinary and interdisciplinary work in education and teaching programs based on the heritage of Turkish-Islamic Civilization.
2. To raise researchers who prioritize contributing to science, society and humanity, and future-ready individuals who can manage change.	1. To update graduate programs to train researchers who produce original knowledge. 2. To increase the number of visiting researchers. 3. To encourage students to conduct research and publish. 4. To increase the rate of high-achieving students choosing IHU and IHU's preferability. 5. To provide scholarships to high-achieving national and international students. 6. To guide students' career plans and increase internship opportunities.
3. To conduct impactful research that touches people and society.	1. To strengthen the University's staff with academics who have a qualified research background. 2. To diversify and develop research resources to support the original work of researchers and academics. 3. To enable faculty members and researchers to produce qualified and impactful publications and projects in various fields.
4. To focus on institutionalization efforts.	1. To evaluate performance and ensure development in order to strengthen the quality of academic and administrative staff. 2. To define business processes by mapping the University's processes and ensure their periodic improvement. 3. To ensure digitalization in all processes and their development with up-to-date technologies. 4. To organize activities that foster employees' sense of institutional belonging and support their development. 5. To strengthen stakeholder participation.

Goal	Objectives
5. To develop the ecosystem by strengthening the institutional culture and the Ibn Haldun University brand.	1. To ensure that the University rises in national and international rankings. 2. To carry out target audience-based promotional activities for the University and build brand perception. 3. To develop mechanisms to strengthen students' sense of belonging to the University and ensure continuous communication with graduates. 4. To provide a campus environment intertwined with knowledge, culture and the arts that increases interaction between academics and students. 5. To support students' participation in national and international competitions. 6. To gain recognition for work on behalf of persons with disabilities by applying to the barrier-free universities award program run by the Council of Higher Education. 7. To prepare publication projects that will increase brand value nationally and internationally, and to continue current publication work.
6. To diversify Ibn Haldun University's financial resources and ensure sustainability.	1. To plan and manage revenues and expenses on an annual budget basis. 2. To ensure the efficient and effective use of resources through savings planning.
7. To share academic knowledge and expertise in order to solve societal problems and prepare society for the future.	1. To transfer the University's academic and cultural heritage to society in order to enlighten and inform the public. 2. To strengthen societal contribution processes and increase the number of institutionally conducted social responsibility projects.

The performance status at the end of this strategic plan, in effect since 2022, is summarized in the table below.

Table 3. Ibn Haldun University 2022-2025 Strategic Plan Objective Achievement Rate by Year (%)

Goal	2022	2023	2024	2025
1. To offer international-level programs in the social sciences that are open to all sources of knowledge, nourished by tradition and intertwined with culture and the arts.	83,1	87,6	90,29	89,26
2. To raise researchers who prioritize contributing to science, society and humanity, and future-ready individuals who can manage change.	75,37	81,37	77,41	75,57
3. To conduct impactful research that touches people and society.	70,82	62,4	56,68	68,03
4. To focus on institutionalization efforts.	59,44	56,82	66,84	67,25
5. To develop the ecosystem by strengthening the institutional culture and the Ibn Haldun University brand.	79,69	77,1	79,18	73,62
6. To diversify Ibn Haldun University's financial resources and ensure sustainability.	68,26	71,44	90,59	93,21
7. To share academic knowledge and expertise in order to solve societal problems and prepare society for the future.	73,77	61,93	66,6	41,11

C. Legislative Analysis

In Türkiye, higher education legislation is governed by Higher Education Law No. 2547 within the framework of Articles 130 and 131 of the Constitution of the Republic of Türkiye. In this context, the duties and responsibilities that frame universities' fields of activity, goals and objectives are listed in Law No. 2547 as follows:

To conduct education and teaching, scientific research, publication and consultancy at various levels based on secondary education, in an order founded on the principles of contemporary civilization and education, in line with the needs of society and the principles and objectives of development plans,

To train manpower in the fields and numbers the country needs, using its own expertise and material resources rationally, efficiently and economically, in line with national education policy, the principles and objectives of development plans and the plans and programs set by the Council of Higher Education; to disseminate, orally, in writing and by other means, scientific findings that raise the living standards of Turkish society and enlighten the public; To ensure the education of society, particularly in the fields of industrialization and agricultural modernization, through formal, non-formal, continuing and open education; To make the country's problems concerning its scientific, cultural, social and economic progress and development subjects of teaching and research in cooperation with other organizations and by making recommendations to public institutions, to present the results for the benefit of society, and to complete the studies and research requested by public institutions and communicate their views and recommendations; To take measures that will contribute to institutions providing formal, non-formal, continuing and open education services within the education and teaching mobilization; To contribute to the training of professionals suited to the development and needs of agriculture and industry in their regions and to the development of their knowledge; to design, implement and participate in studies and programs that will ensure modernization and increased production in industry, agriculture, health and other services; to cooperate with related institutions and to make proposals for solving environmental problems; To produce, develop, use and disseminate educational technology; To develop education and teaching principles for applied higher education, to establish revolving fund enterprises, operate them efficiently and make the necessary arrangements for developing these activities.

In addition, other laws and regulations to which higher education institutions are subject and which were taken into account in preparing the strategic plan are summarized in the table below.

Table 4. Laws and Regulations Governing Higher Education Institutions

LAWS
Higher Education Law No. 2547
Higher Education Personnel Law No. 2914
Law No. 2809 on the Organization of Higher Education Institutions
Law No. 3843 on Dual Education in Higher Education Institutions, Amending Certain Articles of Higher Education Law No. 2547 and Adding an Additional Article to This Law
Law No. 5746 on Supporting Research and Development Activities
Technology Development Zones Law No. 4691
Vocational Education Law No. 3308
Law No. 2923 on Foreign Language Education and Teaching and the Learning of Different Languages and Dialects by Turkish Citizens
Labor Law No. 4857
Decree Law No. 124 on the Administrative Organization of Higher Education Supreme Bodies and Higher Education Institutions
Law No. 278 on the Establishment of the Scientific and Technological Research Council of Türkiye
Law No. 5978 on the Organization and Duties of the Presidency for Turks Abroad and Related Communities
Social Insurance and General Health Insurance Law No. 5510
Law No. 5188 on Private Security Services
Civil Defense Law No. 7126
Regulation on Foundation Higher Education Institutions
Regulation on the Opening, Operation, Monitoring and Auditing of the Guarantee Account in Foundation Higher Education Institutions

Table 5. Ibn Haldun University Regulations

REGULATIONS
Education and Teaching Regulations
Ibn Haldun University Undergraduate Education-Teaching and Examination Regulation
Ibn Haldun University Graduate Education and Teaching Regulation
Ibn Haldun University Summer School Regulation
Application and Research Center Regulations
Regulation on the Conflict Analysis and Peace Research Center
Regulation on the Ethics Studies Application and Research Center
Regulation on the Center for Real Estate and Infrastructure Research
Regulation on the Future Studies Application and Research Center
Regulation on the Hadith Studies Application and Research Center
Regulation on the Haydar Aliyev Center for Eurasian Studies
Regulation on the Islam and Psychology Application and Research Center
Regulation on the Center for Applied Research in Islamic Economics and Finance
Regulation on the Japanese Studies Application and Research Center
Regulation on the Center for Curriculum Studies
Regulation on the Munazara and Argumentation Ethics Research Center
Regulation on the Center for Psychotherapy Application and Research
Regulation on the Center for Turkish Language Instruction
Regulation on the Dispute Resolution Application and Research Center
Regulation on the Savings Financing Application and Research Center
Regulation on the Guidance and Psychological Counseling Application and Research Center
Regulation on the Civil Society Studies Application and Research Center
Regulation on the Continuing Education Center (İHSEM)
Regulation on the Center for Oral History and Social Memory
Regulation on the Center for International Law and Human Rights
Regulation on the Distance Education Application and Research Center

Table 6. İbn Haldun University Directives

DIRECTIVES
Academic Staff Performance Directive
Academic Incentive Directive
Archive Directive
Integrated Master's Program
Scientific Research Projects Directive
Double Major – Minor (ÇAP – YAP) Directive
Double Major and Minor Programs Directive
Directive on the Establishment and Operation of Advisory Boards
Directive on the Issuance of Diplomas and Other Documents
Anatolia Through the Eyes of the World Project
Disabled Students Unit Directive
Erasmus+ and International Programs Directive
Honorary Doctorate Directive
Voluntary Internship Directive
Security Investigation and Archive Research Directive
Administrative Staff Disciplinary Directive
Administrative Staff Performance and Promotion Directive
Economic Enterprise Directive
School of Communication Internship Directive
Leave Directive
Quality Assurance Directive
Career Center Directive
Personal Research Fund (KAF) Directive
Part-Time Student Employment Directive
Intra- and Inter-Institutional Horizontal Transfer Directive
Library Directive
Undergraduate Scholarship Directive
Graduate Scholarship Directive
Graduate Advising Directive
Exemption and Course Equivalence Directive
Student Activities Directive
Project Support Office Directive
Sabbatical Leave Directive
Sports Activities Directive

DIRECTIVES
International Student Admission Directive
Directive on the Establishment, Coordination, Monitoring and Evaluation of Application and Research Centers
School of Languages English Preparatory Program Education-Teaching and Examination Directive
Horizontal Transfer Directive
Directive on Participation in Domestic and International Scientific Meetings
Directive of the Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence

Ç. Identification of Fields of Activity and Products and Services

As a higher education institution, the fields of activity of Ibn Haldun University are presented in the table below.

Table 7. Ibn Haldun University Fields of Activity – Product/Service List

Field of Activity	Products/Services
A. Education	P/S 1. Undergraduate education programs P/S 2. Graduate education programs P/S 3. Lifelong learning programs
B. Research	P/S 1. Research projects P/S 2. Knowledge production P/S 3. Technology production
C. Community Service	P/S 1. Social responsibility projects P/S 2. Scientific events (symposia, conferences, workshops, etc.) P/S 3. Summer schools

D. Stakeholder Analysis

The expectations, needs and support of all stakeholders are decisive for Ibn Haldun University in achieving its vision. To identify all stakeholders, they are primarily addressed under 3 groups:

Service Recipient Stakeholders are those who benefit from the University's core activities in Education-Teaching, Research-Development and Application-Community Service.

Service Provider Stakeholders are IHU's project partners, such as Employees, Suppliers and Organizations in Applied Education Models, that provide the workforce, equipment, buildings and other support needed to carry out the University's core processes.

Business Stakeholders are those who affect the University or are affected by the University's actions and decisions. After the University's stakeholders were identified, a prioritization was carried out to determine the institutions, organizations and actors among them that most affect the University's activities. Prioritization was based on the stakeholders' Degree of Importance and Degree of Influence. As a result of this evaluation, the first-priority stakeholders, i.e. the strategic stakeholders, were determined as Students, Academic and Administrative Staff, Alumni, Donors, the Council of Higher Education, the Higher Education Quality Council, the Supervisory Board and the Interuniversity Council.

Table 8. Prioritization of Ibn Haldun University Stakeholders

Stakeholder Name	Group	Internal/ External Stakeholder	Degree of Importance (1-5)	Degree of Influence (1-5)	Priority Value	Priority
Academic and Administrative Staff	Service Provider	Internal	5	5	25	1
Students	Service Recipient	Internal	5	5	25	1
Alumni	Service Recipient	External	5	5	25	1
Donors	Business Stakeholder	External	5	5	25	1
Council of Higher Education	Business Stakeholder	External	4	5	20	1
Higher Education Quality Council	Business Stakeholder	External	4	5	20	1
Supervisory Board	Business Stakeholder	External	4	5	20	1
Interuniversity Council	Business Stakeholder	External	4	5	20	1
Ministry of National Education	Business Stakeholder	External	4	4	16	2
ÖSYM	Business Stakeholder	External	4	4	16	2
Istanbul Metropolitan Municipality	Service Provider	External	4	4	16	2
Başakşehir Municipality	Service Recipient/Provider	External	4	4	16	2
Other Municipalities	Service Recipient/Provider	External	3	3	9	3
TÜBİTAK	Business Stakeholder	External	3	3	9	3
Istanbul Development Agency	Business Stakeholder	External	4	3	12	3
National Agency	Business Stakeholder	External	3	3	9	3
Other Funding Organizations	Business Stakeholder	External	3	3	9	3
Turkish Airlines	Service Recipient	External	4	4	16	2
Turkish Radio and Television Corporation	Service Recipient	External	4	3	12	3
Directorate of Communications	Service Recipient	External	4	3	12	3
Istanbul Governorship	Business Stakeholder	External	3	3	9	3
Other National Higher Education Institutions	Business Stakeholder	External	3	5	15	2
Other International Higher Education Institutions	Business Stakeholder	External	3	4	12	3
Employers	Service Recipient	External	4	5	20	1
Non-Governmental Organizations	Service Recipient	External	4	3	12	3
Associations and Foundations	Service Recipient	External	4	3	12	3
Presidency for Turks Abroad and Related Communities	Business Stakeholder	External	3	3	9	3
Media Organizations	Collaborations	External	4	3	12	3
High Schools	Collaborations	External	3	3	9	3
Prospective Students	Service Recipient	External	4	5	20	1
Suppliers	Collaborations	External	4	4	16	2

Degree of Importance:

- 1- A stakeholder with no relation to the University's services or processes
- 2- A stakeholder with processes or services related to the University's services.
- 3- A stakeholder that, while neither receiving services from nor providing services to the University, has processes jointly carried out with the University.
- 4- A stakeholder that is a Service Recipient of the University or an external Service Provider to the University.
- 5- A stakeholder that is a direct Service Recipient of the University or takes part in the delivery of services at the University.

Degree of Influence:

- 1- Actors whose decisions and practices do not affect the University.
- 2- Actors whose decisions and practices indirectly affect the University's support processes
- 3- Actors whose decisions and practices indirectly affect the University's core processes
- 4- Actors whose decisions and practices directly affect the University's support processes
- 5- Actors whose decisions and practices directly affect the University's core processes (actors: institutions, organizations, individuals)

Table 9. Stakeholder – Product/Service Matrix Relationship

Stakeholders	Field of Activity 1			Field of Activity 2			Field of Activity 3		
	P/S 1	P/S 2	P/S 3	P/S 1	P/S 2	P/S 3	P/S 1	P/S 2	P/S 3
Students	X	X	X	X	X	X	X	X	X
Alumni	X	X	X						
Donors	X	X	X	X	X	X	X	X	X
Council of Higher Education	X	X	X	X	X	X			
Higher Education Quality Council	X	X	X	X	X	X	X	X	X
Supervisory Board	X	X	X						
Interuniversity Council	X	X	X						
Ministry of National Education	X	X							
ÖSYM	X	X							
TÜBİTAK				X	X	X			
Istanbul Development Agency				X	X	X			
National Agency				X	X	X			
Other Funding Organizations				X	X	X			
Turkish Airlines		X	X						
Turkish Radio and Television Corporation	X	X	X	X					
Presidency of the Republic of Türkiye Directorate of Communications	X	X	X	X	X				
Istanbul Governorship			X				X	X	
Istanbul Metropolitan Municipality	X	X	X				X	X	X
Başakşehir Municipality	X	X	X				X	X	X
Başakşehir District Governorship			X				X	X	X
Other National Higher Education Institutions	X	X	X	X	X	X	X	X	X
Other International Higher Education Institutions	X	X	X	X	X	X	X	X	X
Employers	X	X							
Non-Governmental Organizations							X	X	X
Associations and Foundations							X	X	X
Presidency for Turks Abroad and Related Communities	X	X							
Media Organizations	X	X	X						
High Schools	X	X							
Suppliers	X	X							
Prospective Students	X	X	X						

P: Product, S: Service

Subsequently, a Stakeholder Opinion Identification and Analysis study was conducted with the participation of all units in order to reflect in the strategic plan the views of the stakeholders identified as high-priority Strategic Stakeholders. For this purpose, question sets were defined for 3 separate groups, namely Employees, Students and External Stakeholders, and opinions were obtained through surveys administered to all units. The questions directed to each group are summarized in Table 10.

Table 10. Method for Identifying Stakeholder Expectations and Opinions

Stakeholder Group	Questions
Students	1. Where would you like to see Ibn Haldun University in 10 years? 2. What qualities should Ibn Haldun University have and what are your expectations from it? 3. What values should Ibn Haldun University adopt? 4. What are the strengths of Ibn Haldun University? 5. What are the weaknesses of Ibn Haldun University? 6. What is the most important threat to Ibn Haldun University? 7. What is the most important opportunity for Ibn Haldun University?
Academic and Administrative Employees	1. Where would you like to see Ibn Haldun University in 10 years? 2. What qualities should Ibn Haldun University have and what are your expectations from it? 3. What values should Ibn Haldun University adopt? 4. What are the strengths of Ibn Haldun University? 5. What are the weaknesses of Ibn Haldun University? 6. What is the most important threat to Ibn Haldun University? 7. What is the most important opportunity for Ibn Haldun University?
External Stakeholders	1. Where would you like to see Ibn Haldun University in 10 years? 2. What qualities should Ibn Haldun University have and what are your expectations from it? 3. What values should Ibn Haldun University adopt? 4. What are the strengths of Ibn Haldun University? 5. What are the weaknesses of Ibn Haldun University? 6. What is the most important threat to Ibn Haldun University? 7. What is the most important opportunity for Ibn Haldun University?

Stakeholder opinions were evaluated through content analysis of the views received from all units of the University.

The views of employees, students and external stakeholders, respectively, on the University's vision are summarized below in Figure 1, Figure 2 and Figure 3.



Figure 1. Where Employees Want to See IHU in 10 Years



Figure 2. Where Students Want to See IHU in 10 Years



Figure 3. Where External Stakeholders Want to See IHU in 10 Years

The expectations of İbn Haldun University's stakeholders from the University are summarized with a word cloud in Figure 4.



Figure 4. Stakeholders' Expectations from IHU

A participatory, data-driven and holistic approach was adopted in preparing Ibn Haldun University's 2026–2029 Strategic Plan. In this context, a Vision and Strategy Workshop, held with the participation of both administrative and academic staff, was organized to determine the University's orientations for the coming period through collective wisdom. The workshop was held in two sessions as part of the "Consultation and Evaluation Camp" program: with administrative staff on September 6, 2025, and with academic staff on September 13, 2025. In both sessions, participants discussed and developed future-oriented strategic directions, taking into account the University's mission, vision and core values. The coherence across themes is striking in the workshop outputs. In each of the themes of education and teaching, research, publications and projects, internationalization, societal contribution and institutional capacity, digital transformation, multilingualism, human resource development, societal impact and institutional sustainability emerged as common orientations. Expectations regarding the integration of digitalization and artificial intelligence applications into all functions of the University were also frequently voiced throughout the workshop; accordingly, increasing AI-based work carried out at the University was identified as a critical strategic direction.

When all these findings are considered together, the workshop has clearly become an output that clarifies the University's future vision and adds significant value to the strategic planning process. The workshop provides a strong foundation not only for defining strategic goals and objectives, but also for properly structuring risks, stakeholder relations, implementation priorities and performance indicators.

E. Internal Analysis

The internal analysis at Ibn Haldun University was carried out through a multidimensional, participatory and data-driven approach using multiple tools and practices. In this context, both findings from institutional data systems and stakeholder opinions were systematically evaluated to present a holistic picture of the University's current situation.

The core component of the internal analysis process is the self-assessment work conducted within the University. Accordingly, analyses were carried out with the participation of academic and administrative units to identify the institution's strengths and areas for improvement; the data obtained from units were evaluated and a comprehensive framework of institutional capacity was established through the Institutional Self-Evaluation Reports. The findings presented in these reports have enabled institutional development areas to be continuously monitored and integrated into the strategic planning process.

The internal analysis process also took into account the findings of the external evaluation processes to which the University is subject. In this context, Ibn Haldun University was evaluated under the

- THEQC External Evaluation Program in 2021,
- THEQC Monitoring Program in 2023,
- and THEQC Institutional Accreditation Program in 2025.

The strengths and areas for improvement stated in the feedback reports prepared as a result of these processes were integrated into the internal analysis as the findings of external and impartial evaluators. The internal analysis framework was structured around the following three main dimensions, taking into account the University's needs and data sources:

- Physical Resources
- Human Resources
- Student Statistics

The data obtained under these dimensions were analyzed using both quantitative and qualitative methods and integrated with unit contributions, workshop outputs, stakeholder opinions and external evaluation findings. As a result of these evaluations, the University's strengths and areas for improvement were identified, and these findings are presented in the SWOT Analysis section of the Strategic Plan.

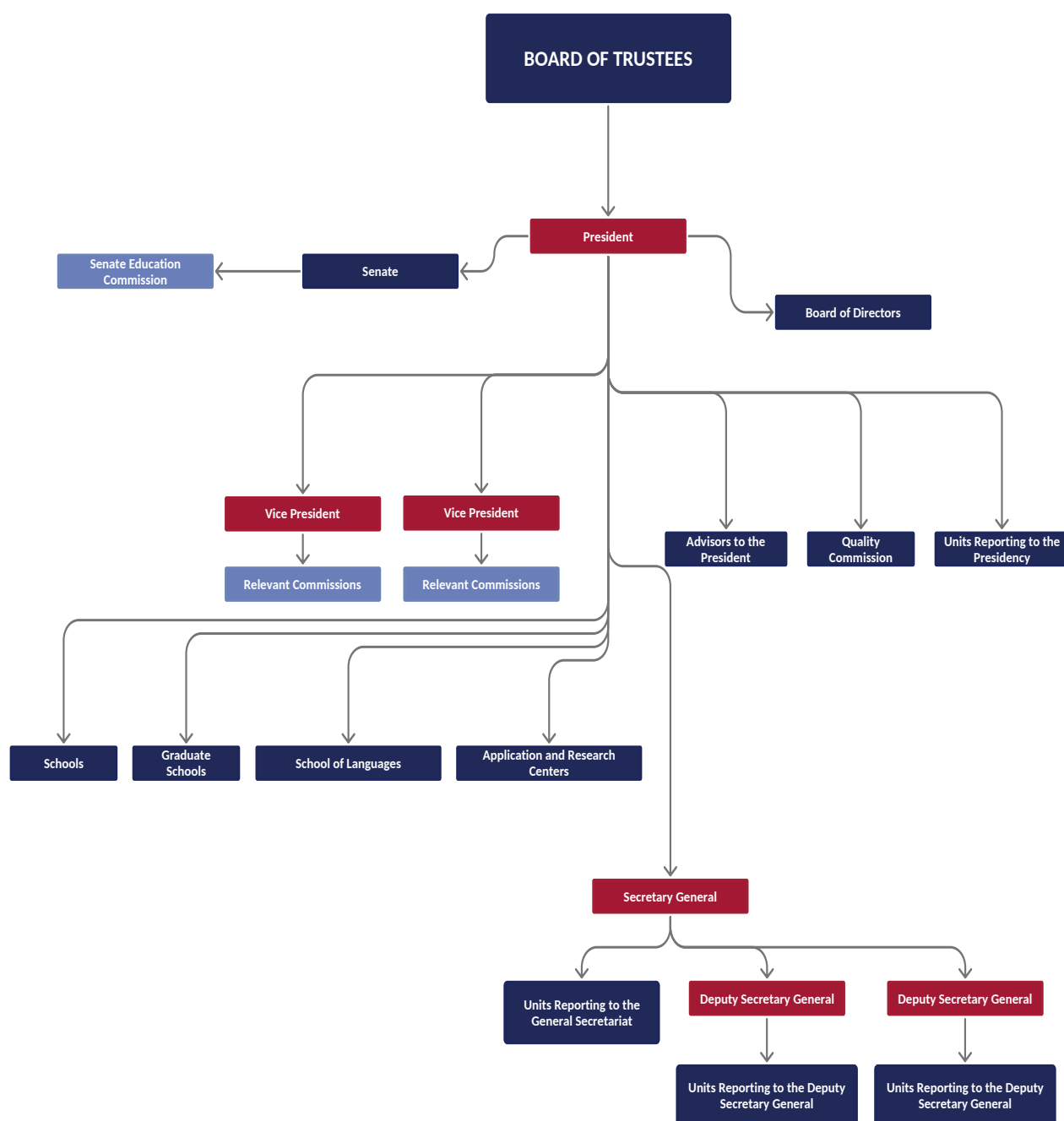


Figure 5. IHU Organizational Chart

a. Physical Resources

The campuses of İbn Haldun University and their area information are given in the tables below.

Table 11. Campus Areas

Campuses	Indoor Area (m ²)	Outdoor Area ² (m ²)	Outdoor and Indoor Area (m ²)
Başakşehir Külliye	94.560	206.055	300.615
Bakırköy Taş Mektep	1.146	1.919	3.065
Süleymaniye - Dar'ul Kurra Madrasa	100	219	319
Süleymaniye - Dar'ul Hadis Madrasa	670	600	1.270
Süleymaniye - Mülazımlar Madrasa	303	791	1.094
Süleymaniye - Salis Madrasa	417	2.500	2.917
Süleymaniye - Darüşşifa Psychotherapy Center	1.097,60	1.500,50	2.598,10
Başakşehir İPAM – Application and Research Center	900	350	1.250
Ramazan Bülbül Guesthouse	4.067,66	1.156,55	5.224,21
Grand Total Area	103.261,26	215.091,05	318.352,31

Table 12. Külliye Building Areas

Campus Name	Building Name	Total Indoor Area
Başakşehir (Külliye)	Presidency	7.502
	Fac. of Humanities and Social Sciences	7.747
	Fac. of Management Sciences	7.508
	School of Languages	8.068
	Entrance Building-1	6.206
	Library Building	2.488
	Dormitory-1	8.266
	Dormitory-2	6.931
	Central Classroom	3.661
	Sports Center	9.600
	Student Center	12.893
GRAND TOTAL		94.560

b. Human Resources

Table 13. Number of Academic Staff

Title	2022	2023	2024	2025
Professor	37	32	29	36
Associate Professor	8	8	8	11
Asst. Prof. Dr.	47	49	47	57
Lecturer	32	28	25	25
Research Assistant	21	25	37	33
Academic Support Staff	40	53	70	70
TOTAL	185	195	216	232

Table 14. Number of Administrative Staff

Title	2022	2023	2024	2025
Secretary General	1	1	1	1
Deputy Secretary General	2	2	2	2
Head of Department	7	8	7	9
Advisor to the President		1	1	2
Faculty/Institute/School Secretary	3	3	5	5
Director/Deputy Director	12	16	20	18
Department Secretary	4	6	7	8
Senior Specialist	21	21	23	21
Specialist	30	29	19	19
Assistant Specialist	21	27	35	40
Executive Assistant	6	6	4	5
Press Advisor	1	1	1	1
Physician	1	1	1	1
Nurse	1	1	1	1
Architect		1		
Editor			1	
Technical Staff	4	3	5	5
Information/Sales/Promotion Officer	7	9	8	9
Coach	3	4	10	12
Driver	3	3	3	3
Teacher/Assistant Teacher		2	2	2
TOTAL	127	145	156	164

c. Student Statistics

Table 15. Number of Students

Level of Study	2022	2023	2024	2025
Undergraduate	808	834	860	812
Master's	799	769	741	781
Doctoral	237	255	247	280
TOTAL	1844	1858	1848	1873

F. Higher Education Sector Analysis

The Sectoral Structure Analysis was conducted according to the PESTLE approach across Political, Economic, Sociocultural, Technological, Legal and Environmental dimensions. As a result, the opportunities and threats that trends in these areas may create, and what can be done about them, were identified.

The analysis results for the Education-Teaching, Research-Development, Societal Contribution and Institutional Governance areas are presented under the relevant headings.

Table 16. Sectoral Structure Analysis in Education-Teaching

FACTORS	Findings (Factors/Issues)	Impact on the University		What Should Be Done?
		Opportunities	Threats	
Political	Türkiye's policy of "becoming an international hub in higher education"	x		An international student strategy based on target countries (Africa, Turkic States, MENA) should be developed. Academic diplomacy capacity should be strengthened.
	Expansion of academic cooperation with Turkic States, Africa and the Middle East	x		Thematic programs (migration, development, public policy) targeting these regions should be launched; joint research centers and double degree programs should be developed.
	Advisory role in public policy, migration and civilization studies	x		Policy-making and consultancy capacity within the University should be increased; the think-tank model should be strengthened and institutional collaborations with public institutions established.
	Decline in student and academic mobility due to geopolitical tensions		x	A country diversification strategy should be applied to the student and academic portfolio; digital/hybrid mobility models should be developed.
	Visa regimes and international accreditation pressures	x	x	International student support units should be strengthened; accreditation processes should be managed proactively.
	Tightening of the regulatory framework in higher education		x	Institutional capacity for program launch and quality assurance processes should be increased; data-driven management systems should be established.
Economic	Launching new programs for future professions (AI, data analytics, cybersecurity, green economy)	x		Interdisciplinary programs in AI, data analytics, public policy and sustainability should be launched.
	Micro-credential and modular education market	x		Certificate, minor and lifelong learning programs should be designed in a modular structure.
	Decreasing demand due to declining student income levels		x	Flexible payment models and scholarship funds should be diversified; corporate training programs should become a source of revenue.
	Currency- and inflation-driven budget pressure in foundation universities		x	
	Risk of dependence on international student revenue		x	The revenue model should be diversified; research, project and education revenues should be balanced.
Social	Rise of a lifelong learning culture	x		The Continuing Education Center should be transformed into a digital platform; a micro-credential ecosystem should be established.
	Short-term career expectations among young people and questioning of the value of degrees		x	The curriculum should be integrated with the business world and public policy; mandatory internship and fieldwork components should be increased.
	Demand for value-based, ethics-centered education	x		
	Digital addiction and shrinking attention spans		x	Interactive and project-based learning models should be expanded.

Technological	GenAI-supported personalized learning	x		An AI-supported learning guidance system should be established; faculty members should receive training in AI pedagogy.
	Hybrid/online international programs	x		Hybrid programs and shared course pools for international students should be created.
	Cooperation with global open course content	x		Integration with open course platforms should be ensured; İHU content should be offered on global platforms.
	Inability of traditional pedagogy to adapt to rapid transformation		x	Digital pedagogical transformation programs should be implemented.
	Academic integrity risks due to AI		x	An AI use directive should be created; assessment and evaluation methods should be transformed (oral exams, project-based learning).
	Cybersecurity vulnerabilities		x	Data security infrastructure should be strengthened; regular audits and training should be conducted.
Legal	Development of legislation on distance education and micro-credentials	x		Modular, credit-bearing short programs should be designed.
	International double degree models	x		Double degree programs with strategic partner universities should be expanded.
	KVKK and data protection obligations		x	Data management and security processes should be institutionalized.
	International equivalence processes		x	International accreditation processes should be strengthened for degree recognition.
Environmental	Growing demand for sustainability-themed programs	x		A "sustainability and ethics" module should be integrated into all programs.
	Impact of the climate crisis on campus operations		x	A sustainability action plan should be prepared for the campus.
	Brand strengthening through green campus investments	x		Green campus practices should be integrated with education and research.
	Rising energy costs		x	Investments in energy efficiency and renewable energy should be increased. The University's sustainability performance should be measured and reported.

Table 17. Sectoral Structure Analysis in Research-Development

FACTORS	Findings (Factors/Issues)	Impact on the University		What Should Be Done?
		Opportunities	Threats	
Political	Türkiye's focus on strategic areas (defense, energy, migration policy)	x		The University's research agenda should be aligned with national priorities; specialization should be deepened, especially in migration, public policy and regional studies.
	Increase in public-university cooperation	x		Policy research should be strengthened; a regular policy report series and briefing mechanisms for decision-makers should be established.
	Geopolitical constraints on access to international funds		x	Funding sources should be diversified and alternative cooperation networks developed.
	Strengthening of the think-tank role	x		The think-tank model should be institutionalized within the University; policy analysis and impact generation capacity should be increased.
	Concentration of funds on central priorities		x	Thematic research clusters aligned with national priorities should be established.

Economic	Green transition, energy and sustainable finance projects	x		Thematic research projects in sustainability should be designed.
	Growing demand for social policy research	x		Applied research projects in public policy, social services and development should be increased.
	Private sector-funded R&D	x		Applied research capacity should be increased by developing joint research projects with the private and public sectors.
	Financial sustainability problem in academic research		x	Research revenues should be diversified; income should be generated from projects, consultancy and training activities.
	Increasing competition for funding		x	Support mechanisms for academics in project development should be diversified.
Social	Growing need in migration, demography, urbanization and family studies	x		IHU's existing areas of strength should be integrated with global networks.
	Academic brain drain		x	Performance-based incentives and research fund support should be increased.
	Growing interest in community-based research	x		Research projects and fieldwork focused on societal impact should be encouraged.
	Exposure of research outputs to public pressure		x	Science communication capacity should be increased; communication strategies should be developed to accurately convey research results.
Technological	AI-supported literature review and data analysis	x		In-house AI research infrastructure should be developed.
	Big data and interdisciplinary projects	x		Digital social sciences and data-driven research projects should be encouraged.
	Debates on originality with AI		x	An AI ethics and research integrity commission should be established.
	Need for technological investment		x	A sustainable investment plan for research infrastructure should be created.
	Data security risks		x	Data security and cyber infrastructure should be strengthened.
Legal	Intellectual property and data sharing constraints		x	Institutional capacity in intellectual property management and research contracts should be developed.
Environmental	Climate change and environmental ethics research	x		Environmental ethics and policy research in the social sciences should be encouraged.
	Disaster risks and increasing difficulty of fieldwork		x	Alternative data collection methods (digital, remote) should be developed for field research.

Table 18. Sectoral Structure Analysis in Societal Contribution and Institutional Governance

FACTORS	Findings (Factors/Issues)	Impact on the University		What Should Be Done?
		Opportunities	Threats	
Political	Contribution to public policy development processes	x		Regular "Policy Briefs" and analysis reports for decision-makers should be published. Joint social impact projects should be carried out with municipalities and public institutions.
	Cooperation with local governments	x		
	Strengthening of quality assurance systems	x		The institutional quality management system should be strengthened with a data-driven, continuous improvement approach.
	International accreditation	x		International accreditation processes for strategic programs should be accelerated.
	Risk of politicization of academic views		x	Principles of corporate communication and academic impartiality should be clarified; crisis communication mechanisms should be established.
Economic	Social entrepreneurship and impact investment funds	x		A social innovation and entrepreneurship incubation program should be developed.
	Civil society–university joint projects	x		Long-term collaborations with NGOs should be established; project development and implementation capacity should be increased.
Social	Growing societal demand on family, youth, migration and values	x		Open courses, public conference series and community-oriented education programs should be expanded.
	Potential to attract international academics	x		The number of visiting academics should be increased by expanding the global academic network.
	Dynamism of young academics	x		Leadership and research support programs should be developed for young academics.
	Digital disinformation		x	An academic verification and information platform should be established; science communication activities should be increased.
Technological	AI-supported administrative processes	x		An ERP and data analytics-based decision support system should be established; to prevent cyber risk, the institutional cybersecurity infrastructure should be developed and regular penetration tests conducted.
	Remote and hybrid working models	x		Flexible working and digital management models should be developed.
	Digital publishing and global reach	x		A strategy for podcasts, online courses and open-access content should be developed. Institutional digital communication and engagement platforms should be strengthened.
	Podcasts, open courses, online conferences	x		
	Challenges of digital reputation management		x	A social media crisis management plan should be prepared
Legal	NGO cooperation models	x		A formal cooperation protocol framework should be established.
	Institutional data governance standards	x		An institutional data policy and AI governance framework should be prepared.
Environmental	Sustainable development and social impact projects	x		Sustainability-focused societal contribution projects should be increased.
	Social impacts of environmental disasters		x	Societal support and research programs focused on disaster and crisis management should be developed.

G. SWOT Analysis

I. Strengths

As a result of all the analyses described in the previous sections, the Strengths of the university have been identified as follows;

Strengths	
1.	The physical equipment and conditions provided at the university (lighting, heating, cooling, cleaning, etc.) are adequate.
2.	The campus's outdoor/indoor areas and facilities are at an adequate level.
3.	In-service training activities for administrative staff at the university are comprehensive and diverse.
4.	Employees feel that managers are easily accessible and that work-related problems can be shared with them.
5.	The university has a high quality awareness, and senior management actively participates in quality efforts.
6.	The Board of Trustees and university management carry out intensive work in line with the institution's vision of becoming an international social sciences university.
7.	Monitoring and evaluation processes are carried out in line with the university's strategic plan and in accordance with the PDCA cycle.
8.	The Board of Trustees has established a harmonious management system across academic and administrative units.
9.	Stakeholder views are regularly collected through satisfaction surveys of internal and external stakeholders, and improvements are made.
10.	Collaborations continue with strong institutions such as Turkish Airlines, Airbus, the Presidency of the Republic of Türkiye Directorate of Communications and Istanbul Development Agency.
11.	The processes carried out at the university have been defined together with stakeholders.
12.	Procurement processes are carried out effectively, efficiently and transparently.
13.	The amount of donations raised for the university ranks among the highest of foundation universities.
14.	The technological equipment and infrastructure offered at the university are considered efficient.
15.	The intranet (portal system) facilitates access to information for academic staff, administrative staff and students.
16.	Each unit has identified the research topics it should focus on.
17.	R&D targets are set within the scope of the strategic plan and monitored on an indicator basis.
18.	The university has the potential to cooperate with institutions abroad under the Scientific Research Projects Directive and the Personal Research Fund.
19.	Library services and the diversity of and access to information resources are at an adequate level.
20.	The language education and language diversity offered by the university are adequate.
21.	The university is considered strong in terms of the quality of education offered.
22.	The campus's multicultural structure and opportunities for intercultural interaction offer students a strong learning ecosystem.
23.	The proportion of international students is high.
24.	Multidisciplinary research groups in the social sciences are encouraged and supported.
25.	An exemplary "student assistant" practice, a model for other universities, is in place.
26.	All undergraduate programs hold international accreditation.
27.	Double major and minor opportunities are extensive, and the proportion of students benefiting from them is high.
28.	There are joint collaborations aimed at societal contribution with public institutions, municipalities in particular.
29.	The university carries out projects and events aimed at raising the cultural, social and economic level of society.

II. Weaknesses

As a result of all the analyses described in the previous sections, the Weaknesses of the university have been identified as follows;

1.	Promotion and seniority criteria for administrative staff need to be put in writing and announced, and career paths need to be defined.
2.	Individual performance evaluations for administrative staff need to be conducted fairly and transparently.
3.	Academic and administrative staff do not appear to clearly know their individual performance criteria.
4.	There is a perception that workload is not distributed fairly and evenly among employees.
5.	There is a perception that opportunities at the university are not equal for everyone.
6.	Feedback, recognition and appreciation mechanisms for employees need to be developed.
7.	Job analyses for administrative staff need to be conducted and integrated into the pay model.
8.	In-service training activities for academic staff at the university need to be developed.
9.	There is a perception that student participation in decision-making is insufficient.
10.	The university's public visibility needs to increase and its image needs to be strengthened.
11.	There is a need for a unified system in which all information systems are integrated with each other.
12.	The university website needs to be reviewed from a professional perspective and given a user-friendly format with consistent standards across pages.
13.	There is no standard approach to sharing projects and academic initiatives with the public.
14.	Although active student participation in projects is encouraged, it has not reached a sufficient level.
15.	A system is needed to track internally and externally funded projects.
16.	The number of visiting researchers is not at the targeted level.
17.	Growth rates in academic publications and citations have not reached the targeted level.
18.	The activities of application and research centers need to be increased systematically.
19.	The variety of elective courses is insufficient.
20.	There is a need to diversify student exchange programs and increase the number of partner universities.
21.	Mechanisms are needed to strengthen student-advisor communication.
22.	A mechanism is needed to evaluate the effectiveness of education programs at regular intervals.
23.	The number of national and international joint undergraduate and graduate programs has not reached the targeted level.
24.	The number of social responsibility projects carried out by the institution and students needs to be increased.

III. Opportunities

As a result of all the analyses described in the previous sections, the Opportunities facing the university have been identified as follows;

In Education and Teaching;

Education and Teaching	
1.	Türkiye's policy of "becoming an international hub in higher education"
2.	Expansion of academic cooperation with Turkic States, Africa and the Middle East
3.	Advisory role in public policy, migration and civilization studies

Education and Teaching

4.	Launching new programs for future professions (AI, data analytics, cybersecurity, green economy)
5.	Visa regimes and international accreditation pressures
6.	Micro-credential and modular education market
7.	Rise of a lifelong learning culture
8.	Demand for value-based, ethics-centered education
9.	GenAI-supported personalized learning
10.	Hybrid/online international programs
11.	Cooperation with global open course content
12.	Development of legislation on distance education and micro-credentials
13.	International double degree models
14.	Growing demand for sustainability-themed programs
15.	Brand strengthening through green campus investments
16.	Growing demand for green skills-oriented programs
17.	Brand strengthening through zero waste investments

In Research and Development;

Research and Development

18.	Türkiye's focus on strategic areas (defense, energy, migration policy)
19.	Increase in public-university cooperation
20.	Strengthening of the think-tank role
21.	Green transition, energy and sustainable finance projects
22.	Growing demand for social policy research
23.	Private sector-funded R&D
24.	Growing need in migration, demography, urbanization and family studies
25.	Growing interest in community-based research
26.	AI-supported literature review and data analysis
27.	Big data and interdisciplinary projects
28.	Climate change and environmental ethics research

In Societal Contribution and Institutional Governance;

Societal Contribution and Institutional Governance

29.	Contribution to public policy development processes
30.	Cooperation with local governments
31.	Strengthening of quality assurance systems
32.	International accreditation
33.	Social entrepreneurship and impact investment funds
34.	Civil society-university joint projects

Societal Contribution and Institutional Governance	
35.	Growing societal demand on family, youth, migration and values
36.	Potential to attract international academics
37.	Dynamism of young academics
38.	AI-supported administrative processes
39.	Remote and hybrid working models
40.	Digital publishing and global reach
41.	Podcasts, open courses, online conferences
42.	NGO cooperation models
43.	Institutional data governance standards
44.	Sustainable development and social impact projects

IV. Threats

As a result of all the analyses described in the previous sections, the Threats facing the university have been identified as follows;

In Education and Teaching;

Education and Teaching	
1.	Geopolitical tensions may reduce international student and academic mobility.
2.	The pace of workforce transformation may cause curricula to become outdated quickly.
3.	Academic integrity and originality problems due to GenAI.
4.	AI dependency, cognitive laziness and an assessment and evaluation crisis.
5.	Legal risks due to KVKK (personal data protection), copyright and ethical violations.
6.	Risk to educational continuity due to disaster/climate risks.
7.	Decline in student and academic mobility due to geopolitical tensions
8.	Visa regimes and international accreditation pressures
9.	Tightening of the regulatory framework in higher education
10.	Decreasing demand due to declining student income levels
11.	Currency- and inflation-driven budget pressure in foundation universities
12.	Risk of dependence on international student revenue
13.	Short-term career expectations among young people and questioning of the value of degrees
14.	Digital addiction and shrinking attention spans
15.	Inability of traditional pedagogy to adapt to rapid transformation
16.	Academic integrity risks due to AI
17.	Cybersecurity vulnerabilities
18.	KVKK and data protection obligations
19.	International equivalence processes
20.	Impact of the climate crisis on campus operations
21.	Rising energy costs

In Research and Development;

Research and Development	
22.	Political uncertainty in international funding and collaborations.
23.	Risk of competition and contraction in research funding.
24.	Risks to academic expression due to heightened societal sensitivities.
25.	Data security and model reliability issues.
26.	Complexity of data protection and ethics committee processes.
27.	Disaster and access constraints in field research.
28.	Geopolitical constraints on access to international funds
29.	Concentration of funds on central priorities
30.	Financial sustainability problem in academic research
31.	Increasing competition for funding
32.	Academic brain drain
33.	Exposure of research outputs to public pressure
34.	Debates on originality with AI
35.	Need for technological investment
36.	Data security risks
37.	Intellectual property and data sharing constraints
38.	Disaster risks and increasing difficulty of fieldwork

In Societal Contribution and Institutional Governance;

Societal Contribution and Institutional Governance	
39.	Risk of academic discourse being misinterpreted due to political polarization.
40.	Restricted access to education due to economic contraction in society.
41.	Unequal access due to digital inequality.
42.	Deepfakes and disinformation affecting the university's reputation.
43.	Legal risks arising from data processing errors in social projects.
44.	Regional environmental crises disrupting field activities.
45.	Strategic plan deviations due to global uncertainty.
46.	Risk of misguided AI investments and rising costs.
47.	A culture of resistance to technology among academic and administrative staff.
48.	Risk of cybersecurity and data breaches.
49.	Sanctions and loss of reputation due to non-compliance.
50.	Energy costs and environmental regulatory pressure.

In Societal Contribution and Institutional Governance;	
51.	Risk of politicization of academic views
52.	Digital disinformation
53.	Challenges of digital reputation management
54.	Social impacts of environmental disasters

I. Identification of Findings and Needs

Within the scope of the situation analysis carried out in the previous sections, a strategic plan evaluation, legislative analysis, stakeholder analysis, internal analysis and higher education sector analysis were conducted to present a holistic picture of the university's current state. The findings of these analyses are presented in detail under the relevant headings.

The table below summarizes, within a holistic framework, the key findings of these analyses and the corresponding needs and areas for development.

Table 19. Findings and Needs

Situation Analysis Stages	Findings/Problem Areas	Needs/Areas for Development
Evaluation of the Current Strategic Plan	Performance on strategic goals has fluctuated over the years, with a decline in some areas in the last year in particular.	A more balanced approach to setting and implementing objectives needs to be adopted, and the structure ensuring performance continuity needs to be strengthened.
Legislative Analysis	The findings of the Legislative Analysis are presented in Table 4, Table 5 and Table 6.	
Stakeholder Analysis	The findings of the Stakeholder Analyses are presented in Table 8, Table 9 and Table 10; Figure 1, Figure 2, Figure 3 and Figure 4.	
Internal Analysis	The findings on physical resources are presented in Table 11 and Table 12; the findings on human resources are presented in Table 13, Table 14 and Table 15.	
Higher Education Sector Analysis	The Findings and Needs from the Higher Education Sector Analysis are presented in Table 16, Table 17 and Table 18.	

4.

LOOKING TO THE FUTURE

A. Mission

To build the future by integrating original and comparative education and teaching in the social sciences and humanities with innovative learning and research models, and by bringing high-impact production of knowledge and ideas together with societal contribution.

B. Vision

To be a global center of excellence that produces knowledge, develops ideas and leads society in the social sciences and humanities, by bringing the inspiration drawn from its civilizational roots together with universal academic heritage and the transformative dynamics of the age of artificial intelligence.

C. Core Values

Institutional Values

- **Scientific Productivity:** Aims to produce high-quality research with scientific consistency, ethical responsibility and societal impact by integrating a civilization-based comparative approach in the social sciences and humanities with contemporary AI-supported research methods.
- **Inclusiveness:** Embraces an inclusive academic environment that supports the coexistence and development of different cultures, identities and ideas.
- **Universality:** Aims to develop an academic structure integrated with the world, in dialogue with different civilizations and intellectual traditions, through multilingualism, global collaborations and international academic interaction.
- **Virtuous Leadership:** Builds on an exemplary understanding of academic and institutional leadership grounded in ethical values and guided by the principles of justice, integrity and social responsibility.
- **Responsibility for the Future:** Aims to produce scientific and societal contributions that place people and society at the center in the age of artificial intelligence, with awareness of sustainability, ethical responsibility and intergenerational justice.
- **Participatory Management:** Embraces an accountable management culture based on stakeholder participation and open communication in decision-making processes.
- **Originality and Innovation:** Encourages continuous renewal and institutional development by being open to new ideas, methods and technologies.
- **Solution Orientation:** Focuses on producing scientific, feasible and sustainable solutions to academic and societal problems.

Refers to the values the entire institution must embrace to achieve its strategic goals and objectives.

Ibn Haldun University Values

- **Open Civilization:** An understanding of civilization that recognizes other civilizations' right to exist and live and defends universal human rights.
- **Multilingual Education:** Enables our students to gain the ability to think in different languages, express their thoughts and more easily access primary sources in different languages.
- **Intellectual Independence:** Ibn Haldun University, by redefining the purpose of education, implements a new social science education that raises its students according to the ideal of intellectual independence.
- **Futuwwa:** Futuwwa, which formed the basis of youth education in Islamic Civilization during the Abbasid, Seljuk and Ottoman periods alike, is the name given to a system of values founded fundamentally on adab (propriety) and composed of many values that make a person truly human, such as courage, heroism, generosity and self-sacrifice.
- **Preparedness for the Future:** Raising successful and happy people through quality education, producing high-impact research

projects and publications, and thereby preparing society for the future by contributing to solving today's problems.

- Tradition-Rooted Innovation: In keeping with the age of open civilization, a balanced understanding that does not exclude the heritage of civilizations, especially Islamic civilization, yet is not confined to a purely conservative and traditionalist outlook.
- Global Competitiveness: The full range of opportunities for students to acquire knowledge from different perspectives in an international environment, and to reflect on, interpret and apply what they learn.
- Comparative Education: An educational approach that does not teach only Western-originated social concepts and theories, but also teaches the approaches and heritage of other civilizations with equal respect (not as museum-piece ideas).

Refers to the values we aim to instill in our students.

5.

STRATEGY DEVELOPMENT: DETERMINING GOALS, OBJECTIVES, PERFORMANCE INDICATORS AND STRATEGIES

A. Goals, Objectives and Performance Indicators

Below are the objectives under the strategic goals, along with the performance indicators and actions linked to each objective. Indicators in bold and marked with an asterisk denote Key Performance Indicators. Key Performance Indicators are the indicators monitored by the university or unit to measure its targeted Key Outputs.

EDUCATION AND TEACHING AREA

Goal 1 - To raise ethical, virtuous and qualified human resources who shape the future, through learning-teaching processes enriched with innovative methods, digital applications and artificial intelligence technologies, and through programs that support progression in academic career stages and continuous professional development.

Objective 1.1 - To transform courses and programs to meet the needs of the age and shape the future by enriching innovative learning-teaching and assessment and evaluation methods with digital applications and artificial intelligence technologies.

Performance Indicator No	Performance Indicator	Responsible Unit
1.1.1	Number of courses with updated content	Academic Units
1.1.2	Number of programs revised with an AI focus*	Deans' Offices/ Graduate School
1.1.3	Number of new AI-focused programs launched*	Deans' Offices/ Graduate School
1.1.4	Number of trainings held for transformation	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.1.5	Number of courses converted to asynchronous education	Distance Education Application and Research Center
1.1.6	Number of courses converted to the flipped learning model	Distance Education Application and Research Center
1.1.7	Number of courses converted to distance education	Distance Education Application and Research Center
1.1.8	Number of courses converted to hybrid education	Distance Education Application and Research Center
1.1.9	Base success ranking (Full-scholarship programs)*	Academic Units
1.1.10	Base success ranking (50% discount programs)	Academic Units
1.1.11	Ranking among other universities based on YKS results	Academic Units

Actions

- Identifying courses to be updated
- Identifying updates to programs
- Identifying new AI-focused programs to be launched and carrying out the required preparation procedures
- Conducting a needs analysis for CILT-AI activities
- Preparing a calendar of CILT-AI activities
- Administering a satisfaction survey following CILT-AI activities and evaluating the results
- Making improvements based on surveys administered following CILT-AI activities
- Planning distance education course conversion processes

- Establishing and developing digital content production infrastructure for distance education
- Creating standards and implementation guides for distance and hybrid education
- Monitoring and reporting the outcomes of the distance education process
- Modernizing learning environments (digital learning labs, studios, HyFlex classrooms, etc.)
- Developing an AI-based personalized learning platform
- Developing a micro-credential and lifelong learning platform

Objective 1.2 - To increase the effectiveness and efficiency of education stakeholders (academics and students) in academic and professional competencies and in having and developing moral values rooted in our culture and civilization.

Performance Indicator No	Performance Indicator	Responsible Unit
1.2.1	Number of self-assessments*	Academic Units
1.2.2	Number of learning-teaching development activities held for academics	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.2.3	Number of trainings held for academics	School of Languages
1.2.4	Number of learning-teaching development activities held for students	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.2.5	Number of trainings/seminars given by academics on transformation and development	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.2.6	Number of extracurricular development trainings held for students	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.2.7	Student satisfaction rate with services provided by CILT-AI (%)	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.2.8	Academic satisfaction rate with services provided by CILT-AI (%)	Coordinatorship of Innovative Learning and Teaching-Artificial Intelligence
1.2.9	Satisfaction rate with REDAM services (%)	REDAM
1.2.10	Rate of students benefiting from career services (%)	Strategy and Resource Development Department
1.2.11	Satisfaction rate with career services (%)*	Strategy and Resource Development Department
1.2.12	Number of students in double major (ÇAP)	Academic Units
1.2.13	Number of students in minor (YAP)	Academic Units
1.2.14	Number of students serving as mentors	Academic Units
1.2.15	Number of student assistants	Graduate School
1.2.16	Number of books in the library (subscribed and owned)	Library Department
1.2.17	Number of books per student	Library Department
1.2.18	Number of subscribed e-books	Library Department
1.2.19	Number of subscribed e-books per student	Library Department
1.2.20	Number of databases subscribed to by the library	Library Department

Performance Indicator No	Performance Indicator	Responsible Unit
1.2.21	Total number of e-resources accessible in the library (owned and subscription models)	Library Department
1.2.22	Fulfillment rate of available resources requested by users (%)	Library Department
1.2.23	Number of training events on identifying, researching and accessing information resources	Library Department
1.2.24	Student satisfaction rate with library services (%)*	Library Department
1.2.25	Academic staff satisfaction rate with library services (%)*	Library Department
1.2.26	Administrative staff satisfaction rate with library services (%)*	Library Department
1.2.27	Number of cultural, artistic and sports activities held at the university	Department of Art, Culture and Sports
1.2.28	Satisfaction rate with cultural, artistic and sports activities held at the university (%)*	Department of Art, Culture and Sports
1.2.29	Number of students participating in cultural, artistic and sports activities held at the university	Department of Art, Culture and Sports
1.2.30	Number of student clubs	Department of Art, Culture and Sports
1.2.31	Rate of students who are members of student clubs (%)	Department of Art, Culture and Sports
1.2.32	Number of events (meetings) on the transformation process to which stakeholders were invited and where decisions were made	Deans' Offices / Graduate School

Actions

- Setting the self-assessment calendar and team
- Holding information meetings on double major (ÇAP) and MINOR programs
- Holding information meetings on the mentoring program
- Holding information meetings on assistantship programs (TA/TF/RA)
- Organizing meetings with stakeholders on the transformation process (setting the meeting calendar, participants, etc.)
- Evaluating the results of meetings with stakeholders on the transformation process and creating an action plan from meeting outputs
- Reporting the actions taken based on the results of meetings with stakeholders on the transformation process
- Collecting user requests for developing the print and electronic resource collection
- Increasing national and international database and e-resource subscriptions
- Evaluating library service quality by regularly measuring user satisfaction
- Improving library services based on user feedback
- Regularly monitoring satisfaction with cultural, artistic and sports activities held at the university
- Making improvements based on satisfaction measurement results for cultural, artistic and sports activities held at the university
- Regularly measuring and monitoring satisfaction with career services
- Making improvements based on career services satisfaction results
- Developing digital and AI pedagogical competencies

Objective 1.3 - To offer qualified and integrated programs, provide training and offer support opportunities that enable progression in academic career stages and continuous professional development.

Performance Indicator No	Performance Indicator	Responsible Unit
1.3.1	Number of integrated master's programs*	Graduate School
1.3.2	Number of integrated doctoral programs*	Graduate School
1.3.3	Number of students in integrated master's programs	Graduate School
1.3.4	Number of students in integrated doctoral programs	Graduate School
1.3.5	Number of graduates admitted to national master's and doctoral programs	Strategy and Resource Development Department
1.3.6	Number of graduates admitted to international master's and doctoral programs	Strategy and Resource Development Department
1.3.7	Number of students benefiting from LEDEB (İbn Haldun University Doctoral Scholarship Abroad)	Presidency
1.3.8	Number of graduate programs launched to develop sectors	Graduate School
1.3.9	Number of full-scholarship undergraduate students	Presidency
1.3.10	Number of full-scholarship master's students	Presidency
1.3.11	Number of full-scholarship doctoral students	Presidency
1.3.12	Number of undergraduate students with cash scholarships	Presidency
1.3.13	Number of master's students with cash scholarships	Presidency
1.3.14	Number of doctoral students with cash scholarships	Presidency
1.3.15	Number of students enrolled under the 50% discount quota (YKS)	Academic Units
1.3.16	Number of undergraduate students who withdrew	Academic Units
1.3.17	Number of master's students who withdrew	Academic Units
1.3.18	Number of doctoral students who withdrew	Academic Units
1.3.19	Number of publications produced from graduate theses	Academic Units
1.3.20	Number of projects produced from graduate theses	Academic Units
1.3.21	Number of undergraduate students involved in projects	Academic Units
1.3.22	Number of master's students involved in projects	Academic Units
1.3.23	Number of doctoral students involved in projects	Academic Units
1.3.24	Number of programs implementing the 7+1 model*	Deans' Offices
1.3.25	Number of programs implementing the 6+2 model*	Deans' Offices
1.3.26	Number of students doing voluntary internships	Strategy and Resource Development Department
1.3.27	Rate of students benefiting from internship opportunities (%)	Strategy and Resource Development Department
1.3.28	Number of cooperation agreements signed for internships	Strategy and Resource Development Department
1.3.29	Number of students benefiting from the social transcript	Academic Units
1.3.30	Satisfaction rate with the social transcript practice (%)	Department of Art, Culture and Sports

Actions

- Conducting interviews with students who withdrew
- Reporting interviews with students who withdrew
- Making improvements regarding students who withdrew
- Informing students about projects
- Informing students about publication production
- Introducing the social transcript to students
- Identifying potential new integrated master's and integrated doctoral programs and carrying out the preparation procedures required to launch them
- Identifying potential new graduate programs to develop sectors and carrying out the preparation procedures required to launch them
- Identifying programs that can implement the 7+1 model
- Carrying out the preparation process (regulations, decisions, permissions, approvals, etc.) for transitioning to the 7+1 model
- Identifying programs that can implement the 6+2 model
- Carrying out the preparation process (regulations, decisions, permissions, approvals, etc.) for transitioning to the 6+2 model
- Regularly administering and analyzing employer satisfaction surveys
- Making improvements based on employer satisfaction survey results
- Holding information meetings on opportunities for admission to national/international graduate programs
- Holding information meetings on internship opportunities
- Implementing the student and alumni coaching system

Objective 1.4 - To monitor and improve the outcomes and impacts of undergraduate and graduate programs and the trainings offered.

Performance Indicator No	Performance Indicator	Responsible Unit
1.4.1	Undergraduate course satisfaction survey average (out of 4)*	Academic Units
1.4.2	Master's course satisfaction survey average (out of 4)*	Graduate School
1.4.3	Doctoral course satisfaction survey average (out of 4)*	Graduate School
1.4.4	Rate of self-assessments completed in the course satisfaction survey system (DEMSİS) (%)	Academic Units, Graduate School
1.4.5	Participation rates in trainings planned based on survey results (%)	Academic Units
1.4.6	School of Languages preparatory education satisfaction average*	School of Languages
1.4.7	Language courses satisfaction average (out of 4)*	School of Languages
1.4.8	Number of improvements made based on surveys on School of Languages education	School of Languages
1.4.9	Rate of undergraduate students meeting the European Language Portfolio Level* (*TQF Level Descriptor) (%)	School of Languages
1.4.10	Rate of master's students meeting the European Language Portfolio Level* (*TQF Level Descriptor) (%)	School of Languages

Performance Indicator No	Performance Indicator	Responsible Unit
1.4.11	Rate of doctoral students meeting the European Language Portfolio Level* (*TQF Level Descriptor) (%)	School of Languages
1.4.12	Number of students using the individual learning center	School of Languages
1.4.13	Employer satisfaction rate (%)*	Presidency
1.4.14	Undergraduate graduate satisfaction rate (%)*	Academic Units
1.4.15	Master's graduate satisfaction rate (%)*	Graduate School
1.4.16	Doctoral graduate satisfaction rate (%)*	Graduate School
1.4.17	Undergraduate prospective graduate satisfaction rate (%)	Academic Units
1.4.18	Master's prospective graduate satisfaction rate (%)	Graduate School
1.4.19	Doctoral prospective graduate satisfaction rate (%)	Graduate School
1.4.20	Employed undergraduate graduate rate (%)*	Strategy and Resource Development Department
1.4.21	Employed graduate-degree alumni rate (%)*	Strategy and Resource Development Department
1.4.22	Rate of graduates registered in the alumni tracking system (%)	Strategy and Resource Development Department
1.4.23	Rate of graduates employed within 6 months (%)*	Strategy and Resource Development Department
1.4.24	Number of events held for graduates	Strategy and Resource Development Department
1.4.25	Number of meetings held to obtain graduates' views	Academic Units

Actions

- Conducting evaluations based on student course satisfaction survey results
- Making improvements based on student course satisfaction survey results
- Integrating the alumni tracking system into the digital environment
- Regularly measuring graduate satisfaction and evaluating the results
- Making improvements based on graduate satisfaction survey results
- Developing a “good practices sharing platform” to enhance teaching quality

RESEARCH AND DEVELOPMENT AREA

Goal 2- To produce globally guiding knowledge that is mindful of people, society and justice, through interdisciplinary research in the social sciences and humanities centered on continuity and the social, economic and political transformation brought about by artificial intelligence.

Objective 2.1- To produce globally influential publications, projects and research that makes a difference in the social sciences, centered on the social, economic and political transformation brought about by artificial intelligence.

Performance Indicator No	Performance Indicator	Responsible Unit
2.1.1	Number of TÜBİTAK ARDEB 1001 projects*	Academic Units
2.1.2	Number of TÜBİTAK ARDEB 1002 A/B projects*	Academic Units
2.1.3	Number of TÜBİTAK ARDEB 3005 projects*	Academic Units
2.1.4	Number of TÜBİTAK ARDEB 3501 projects*	Academic Units
2.1.5	Number of TÜBİTAK BİDEB 2209 A/B projects (Student projects)*	Academic Units
2.1.6	Number of other TÜBİTAK projects (BİDEB, TEYDEB, UİDB)*	Academic Units
2.1.7	Number of other national projects (İSTKA, Ministries, Public)*	Academic Units
2.1.8	Number of country-based international projects (Erasmus+ KA-1 programs, Erasmus+KA-2 programs)*	Academic Units
2.1.9	Number of centralized international projects*	Academic Units
2.1.10	Number of other international projects*	Academic Units
2.1.11	Total budget of projects supported by national institutions and organizations (TL)	Academic Units
2.1.12	Total budget of projects supported by international institutions and organizations (TL)	Academic Units
2.1.13	Total number of publications (Scopus)*	Academic Units
2.1.14	Number of publications per academic staff member (Scopus)*	Academic Units
2.1.15	Number of Q1 publications (Scopus)*	Academic Units
2.1.16	Number of Q1 publications per academic staff member (Scopus)*	Academic Units
2.1.17	Total number of publications in SCI, SCI-Expanded, SSCI and AHCI indexed journals*	Academic Units
2.1.18	Number of publications per academic staff member in SCI, SCI-Expanded, SSCI and AHCI indexed journals*	Academic Units
2.1.19	Number of publications in top 10% journals	Academic Units
2.1.20	Total number of citations (Scopus)	Academic Units
2.1.21	Number of publications in TR Index journals	Academic Units
2.1.22	Number of publications per academic staff member in TR Index journals	Academic Units
2.1.23	H-index per faculty member	Academic Units

Actions

- Providing information on practices such as sabbaticals and post-docs
- Determining and announcing the implementation principles of the BAP program
- Measuring the effectiveness of the BAP program and making improvements
- Measuring the effectiveness of academic incentive and Personal Research Fund (KAF) practices

- Making necessary improvements based on monitoring results of academic incentive and Personal Research Fund (KAF) practices
- Conducting a needs analysis for trainings to support research performance
- Creating a training plan to support research performance
- Administering satisfaction surveys at the end of trainings supporting research performance and improving areas open to development in subsequent trainings
- Developing research infrastructure (expanding access to Scopus, Web of Science, etc., and organizing regular trainings and workshops to increase the use of data analysis and research software)
- Organizing research skills trainings for graduate students
- Making interface mechanisms (e.g. Technology Transfer Office, Knowledge Transfer Office, Social Impact Office) that share knowledge and policy recommendations produced at the University with society and decision-makers more proactive and effective
- Establishing a digital social sciences laboratory
- Creating a university-wide research data policy
- Implementing an impact analysis-based project evaluation model
- Establishing an industry-owned research projects office or laboratories

Objective 2.2- To support the original, interdisciplinary and innovative work of academics and researchers, strengthen researcher development and increase the institution's research capacity.

Performance Indicator No	Performance Indicator	Responsible Unit
2.2.1	Rate of academics benefiting from academic incentive (%)	Academic Units
2.2.2	Total support received by academics through academic incentive (TL)	Presidency
2.2.3	Number of undergraduate students benefiting from academic incentive	Academic Units
2.2.4	Number of master's students benefiting from academic incentive	Academic Units
2.2.5	Number of doctoral students benefiting from academic incentive	Academic Units
2.2.6	Total support received by students through academic incentive (TL)	Presidency
2.2.7	Number of trainings provided to support research performance	Strategy and Resource Development Department
2.2.8	Number of visiting researchers coming to IHU	Academic Units
2.2.9	Number of academics going abroad as visiting researchers	Academic Units
2.2.10	Number of academics using sabbatical leave	Academic Units
2.2.11	Number of postdoctoral researchers (post-doc)	Academic Units
2.2.12	Number of internally supported projects (BAP)	Academic Units
2.2.13	Ratio of BAP budget to total budget (%)	Strategy and Resource Development Department

Performance Indicator No	Performance Indicator	Responsible Unit
2.2.14	Number of participants in trainings conducted by the Project Support Office	Strategy and Resource Development Department
2.2.15	Satisfaction rate with trainings conducted by the Project Support Office (%)	Strategy and Resource Development Department
2.2.16	KAF support amount (TL)	Presidency

Actions

- Providing project information to academics and researchers
- Providing project information to students
- Identifying project ideas
- Preparing project proposals/applications
- Visiting institutions/universities for project cooperation
- Establishing cooperation for projects or publications
- Digitalization of research, publication and project processes

Objective 2.3- To ensure that application and research centers conduct influential research at the local, national and international levels and that their outputs are disseminated.

Performance Indicator No	Performance Indicator	Responsible Unit
2.3.1	Number of projects conducted by application and research centers	R&D, Innovation and Consultancy-Oriented Application and Research Centers
2.3.2	Total budget of projects conducted by application and research centers (TL)	R&D, Innovation and Consultancy-Oriented Application and Research Centers
2.3.3	Number of outputs produced by application and research centers (Policy brief, publication, report, etc.)	R&D, Innovation and Consultancy-Oriented Application and Research Centers
2.3.4	Number of activities conducted by application and research centers (Scientific meeting, visit, etc.)	R&D, Innovation and Consultancy-Oriented Application and Research Centers

Actions

- Providing project information
- Identifying project ideas
- Preparing project proposals/applications
- Visiting institutions/universities for project cooperation
- Establishing cooperation for projects or publications
- Planning scientific events
- Announcing and organizing scientific events (program, speaker invitations, registration, etc.)
- Publishing and sharing the results of scientific events
- Evaluating the results of scientific events
- Securing funds (earmarked funding) that serve the purpose of research centers
- Establishing thematic research centers (climate, city, media, AI & society, etc.)
- Establishing the Center for African Studies
- Establishing the Center for American Studies
- Establishing the Center for Gulf Studies

SOCIETAL CONTRIBUTION AREA

Goal 3- To provide services that lead society and contribute to sustainable development by addressing society's important problems, from local needs to global issues, together with stakeholders.

Objective 3.1- To increase national and international impact by offering the University's knowledge and intellectual capacity to society through science communication and partnership in social activities in order to build the future.

Performance Indicator No	Performance Indicator	Responsible Unit
3.1.1	Summer school satisfaction rate (%)	Coordinatorship of Summer Schools
3.1.2	Number of summer school students	Coordinatorship of Summer Schools
3.1.3	Number of summer school programs	Coordinatorship of Summer Schools
3.1.4	Revenue from summer school (TL)	Coordinatorship of Summer Schools
3.1.5	Number of certificate programs	SEM, TÖMER
3.1.6	Number of participants per certificate program	SEM, TÖMER
3.1.7	Training satisfaction rate of certificate program participants (%)*	SEM, TÖMER
3.1.8	Revenue generated (TL)	SEM, TÖMER
3.1.9	Academic summer school satisfaction rate (%)	SEM
3.1.10	Number of academic summer school students	SEM
3.1.11	Number of academic summer school programs	SEM
3.1.12	Revenue from academic summer school (TL)	SEM
3.1.13	Number of academic publications	IHU Publications
3.1.14	Number of education and teaching publications	IHU Publications
3.1.15	Number of culture-based publications	IHU Publications
3.1.16	Number of society-based publications	IHU Publications
3.1.17	Number of Arabic publications	IHU Publications
3.1.18	Number of English publications	IHU Publications
3.1.19	Number of Turkish publications	IHU Publications
3.1.20	Total revenue (TL)	IHU Publications
3.1.21	Revenue from Sports Center activities (TL)	Sports Center
3.1.22	Number of people using the Sports Center	Sports Center
3.1.23	Revenue from IHU Language Village activities (TL)	School of Languages
3.1.24	Number of people using the IHU Language Village	School of Languages
3.1.25	IHU Language Village satisfaction rate (%)	School of Languages
3.1.26	Number of people using the Aleppo Arabic Language Camp	School of Languages
3.1.27	Revenue from Aleppo Arabic Language Camp activities (TL)	School of Languages

Performance Indicator No	Performance Indicator	Responsible Unit
3.1.28	Aleppo Arabic Language Camp satisfaction rate (%)	School of Languages
3.1.29	Number of people using the Damascus Language School	School of Languages
3.1.30	Revenue from Damascus Language School activities (TL)	School of Languages
3.1.31	Damascus Language School satisfaction rate (%)	School of Languages
3.1.32	Number of Tercihfest participants	Department of Corporate Communications and Promotion
3.1.33	Number of Ibn Haldun Academy participants	Department of Corporate Communications and Promotion
3.1.34	Number of science communication posts on social media and digital platforms (e.g. Tırnak İçinde)	Department of Corporate Communications and Promotion
3.1.35	Number of Social Sciences 101 participants	Department of Corporate Communications and Promotion
3.1.36	Number of national scientific events (Symposium, congress, panel, etc.)	Academic Units
3.1.37	Number of international scientific events (Symposium, congress, panel, etc.)	Academic Units
3.1.38	Number of participants per national scientific event (Symposium, congress, panel, etc.)	Academic Units
3.1.39	Number of participants per international scientific event (Symposium, congress, panel, etc.)	Academic Units
3.1.40	Number of scientific events open to the public (Lecture, seminar, etc.)	Academic Units
3.1.41	Satisfaction rate with psychotherapy services (%)	İPAM
3.1.42	Society 5.0 Budget	Strategy and Resource Development Department

Actions

- Planning scientific events
- Announcing and organizing scientific events (program, speaker invitations, registration, etc.)
- Publishing and sharing the results of scientific events
- Evaluating the results of scientific events
- Increasing participant numbers for the IHU Language Village by developing promotion and partnerships
- Increasing membership and usage of the IHU Sports Center by developing promotion and partnerships
- Developing support and cooperation mechanisms to encourage academics to publish through IHU Publications

Objective 3.2- To carry out national and international societal contribution activities in line with the sustainable development goals and to encourage the work of stakeholders.

Performance Indicator No	Performance Indicator	Responsible Unit
3.2.1	Number of social responsibility projects conducted by the institution *	Presidency
3.2.2	Number of activities conducted under Green Campus practices	All Units

3.2.3	Number of social responsibility projects conducted by the unit*	All Units
3.2.4	Number of social responsibility projects conducted by students*	Academic Units

Actions

- Identifying feasible social responsibility activities
- Linking the activities carried out to the sustainable development goals
- Increasing participant numbers by conducting promotional activities for certificate programs
- Analyzing surveys administered at the end of certificate programs
- Making improvements based on results of surveys administered at the end of certificate programs
- Establishing a Social Impact and Sustainability Office
- Launching a volunteering platform and social entrepreneurship program
- Opening an Environmental Club

ECOSYSTEM AREA

Goal 4- To achieve high-quality institutional development built on strong human resources that adapt to digital transformation and use artificial intelligence effectively, and on a sustainable financial structure, with a transparent, innovative, fair and sustainable management approach, and to increase visibility.

Objective 4.1- To strengthen stakeholder participation and a fair and participatory management approach.

Performance Indicator No	Performance Indicator	Responsible Unit
4.1.1	Student satisfaction rate (%)*	Presidency
4.1.2	Academic staff satisfaction rate (%)*	Presidency
4.1.3	Administrative staff satisfaction rate (%)*	General Secretariat
4.1.4	Academic staff sense of belonging rate (%)*	Presidency
4.1.5	Administrative staff sense of belonging rate (%)*	General Secretariat
4.1.6	External stakeholder satisfaction rate (%)*	Presidency
4.1.7	Supplier satisfaction rate (%)	Administrative Affairs Department
4.1.8	Average supplier performance score	Administrative Affairs Department
4.1.9	Number of advisory board meetings*	Deans' Offices / Graduate School
4.1.10	Rank in the Türkiye University Satisfaction Survey (TÜMA)	Presidency
4.1.11	Number of awarded suggestions	General Secretariat
4.1.12	Rate of implemented suggestions (Implemented/awarded*100)	General Secretariat

Actions

- Regularly administering the external stakeholder satisfaction survey and evaluating the results
- Making improvements based on external stakeholder satisfaction survey results
- Regularly administering the employee satisfaction survey and evaluating the results
- Making improvements based on employee satisfaction survey results
- Regularly administering the supplier satisfaction survey and evaluating the results
- Making improvements based on supplier satisfaction survey results
- Raising awareness of the individual suggestion system
- Determining the awards to be given based on individual suggestion system evaluations

Objective 4.2- To employ qualified human resources who adapt to digital transformation and use artificial intelligence effectively; and to strengthen institutional capacity through training, upskilling and reskilling practices that continuously develop the skills of existing staff.

Performance Indicator No	Performance Indicator	Responsible Unit
4.2.1	Academic staff turnover rate*	Presidency
4.2.2	Administrative staff turnover rate*	General Secretariat
4.2.3	Average length of service of academic staff (years)	Presidency
4.2.4	Average length of service of administrative staff (years)	General Secretariat

Performance Indicator No	Performance Indicator	Responsible Unit
4.2.5	Number of in-service trainings for administrative staff	Human Resources Department
4.2.6	Total duration of in-service training for administrative staff (hours)	Human Resources Department
4.2.7	Number of administrative staff receiving in-service training	Human Resources Department
4.2.8	Number of in-service trainings for academic staff	Human Resources Department
4.2.9	Total duration of in-service training for academic staff (hours)	Human Resources Department
4.2.10	Number of academic staff receiving in-service training	Human Resources Department
4.2.11	Satisfaction rate with in-service trainings (%)	Human Resources Department
4.2.12	Average academic staff performance score*	Presidency
4.2.13	Average administrative staff performance score*	General Secretariat
4.2.14	Number of academic staff performance awards	Presidency
4.2.15	Number of administrative staff performance awards	General Secretariat
4.2.16	Academic staff satisfaction rate with leadership behavior (%)	Presidency
4.2.17	Administrative staff satisfaction rate with leadership behavior (%)	General Secretariat

Actions

- Conducting a needs analysis for the training program to be offered to academic and administrative staff
- Setting the training calendar for academic and administrative staff
- Administering satisfaction surveys after trainings and evaluating the results
- Carrying out improvement activities based on training satisfaction surveys
- Developing the reward system based on performance evaluation results
- Developing policies to attract and retain qualified human resources
- Organizing trainings to enhance digital and artificial intelligence competencies
- Organizing trainings to develop leadership and management skills
- Conducting job analyses and balancing workloads
- Launching an academic development and leadership program

Objective 4.3- To secure financial sustainability by developing resources and using them efficiently.

Performance Indicator No	Performance Indicator	Responsible Unit
4.3.1	Student revenues	Financial Affairs Department
4.3.2	Research revenues	Financial Affairs Department
4.3.3	Community service revenues	Financial Affairs Department
4.3.4	Personnel expenses	Financial Affairs Department
4.3.5	Research expenses	Financial Affairs Department
4.3.6	Community service expenses	Financial Affairs Department

Performance Indicator No	Performance Indicator	Responsible Unit
4.3.7	Investment expenses	Financial Affairs Department
4.3.8	Expense budget realization rate (%)	Financial Affairs Department
4.3.9	Amount of donations secured for the University (TL)	Strategy and Resource Development Department
4.3.10	Number of events organized to develop donor relations	Strategy and Resource Development Department
4.3.11	Number of donors	Strategy and Resource Development Department
4.3.12	Number of non-donation collaborations developed with donors	Strategy and Resource Development Department

Actions

- Holding events that bring donors and students together
- Creating an institutional tracking system to make donor relations sustainable

Objective 4.4- To carry out strategic communication activities that make the University's academic identity and distinctive values visible and increase its recognition and reputation among national and international stakeholders.

Performance Indicator No	Performance Indicator	Responsible Unit
4.4.1	Number of positive news items in national print and visual media	Presidency
4.4.2	Number of negative news items in national print and visual media	Presidency
4.4.3	Number of positive news items in international print and visual media	Presidency
4.4.4	Number of negative news items in international print and visual media	Presidency
4.4.5	Number of strategic collaborations and protocols	Presidency
4.4.6	Number of promotional activities	Department of Corporate Communications and Promotion
4.4.7	Number of students reached in the target audience	Department of Corporate Communications and Promotion
4.4.8	Rate of students enrolling at İHU after attending promotional activities within the total YKS quota (%)*	Department of Corporate Communications and Promotion
4.4.9	Facebook total followers	Department of Corporate Communications and Promotion
4.4.10	Facebook annual posts	Department of Corporate Communications and Promotion
4.4.11	X annual posts	Department of Corporate Communications and Promotion
4.4.12	X total followers	Department of Corporate Communications and Promotion
4.4.13	YouTube annual video views	Department of Corporate Communications and Promotion
4.4.14	YouTube total subscribers	Department of Corporate Communications and Promotion
4.4.15	Instagram annual posts	Department of Corporate Communications and Promotion
4.4.16	Instagram total followers	Department of Corporate Communications and Promotion

Performance Indicator No	Performance Indicator	Responsible Unit
4.4.17	LinkedIn annual posts	Department of Corporate Communications and Promotion
4.4.18	LinkedIn total followers	Department of Corporate Communications and Promotion
4.4.19	NSosyal annual posts	Department of Corporate Communications and Promotion
4.4.20	NSosyal total followers	Department of Corporate Communications and Promotion
4.4.21	Ibn Haldun Academy Instagram total followers	Department of Corporate Communications and Promotion
4.4.22	Ibn Haldun Academy Instagram annual posts	Department of Corporate Communications and Promotion
4.4.23	TercihFest Instagram total followers	Department of Corporate Communications and Promotion
4.4.24	TercihFest Instagram annual posts	Department of Corporate Communications and Promotion
4.4.25	TercihFest YouTube total subscribers	Department of Corporate Communications and Promotion
4.4.26	TercihFest YouTube annual posts	Department of Corporate Communications and Promotion
4.4.27	Number of corporate website visitors	Department of Corporate Communications and Promotion
4.4.28	Podcast annual episodes	Department of Corporate Communications and Promotion

Actions

- Creating a strategic communication and brand management plan
- Effectively promoting academic achievements and projects
- Developing strategic collaborations and institutional protocols
- Producing content to increase visibility in national and international media
- Producing regular, audience-focused content on social media platforms
- Expanding reach to the target audience by increasing promotional activities
- Developing campaign and content strategies to increase engagement on digital platforms
- Improving the content and user experience of the corporate website

Objective 4.5- To support institutional development through quality assurance and sustainable quality management.

Performance Indicator No	Performance Indicator	Responsible Unit
4.5.1	Process performance realization rate	Strategy and Resource Development Department
4.5.2	Number of external evaluations	Strategy and Resource Development Department
4.5.3	Number of meetings with quality teams	Strategy and Resource Development Department
4.5.4	Number of improved processes	Strategy and Resource Development Department
4.5.5	Number of quality certificates obtained	Strategy and Resource Development Department

Actions

- Reviewing defined processes with units and making necessary revisions
- Establishing an institution-wide process monitoring and performance evaluation system

- Preparing informative digital content such as video recordings and infographics for quality teams
- Implementing institutional risk management

Objective 4.6- To strongly support institutional processes with up-to-date information systems and artificial intelligence technologies.

Performance Indicator No	Performance Indicator	Responsible Unit
4.6.1	Number of commercialized (sold) information systems	Department of Information Services
4.6.2	Number of nonconformities under the information security system	Department of Information Services
4.6.3	Number of information systems applying artificial intelligence technologies	Department of Information Services
4.6.4	Number of administrative processes automated with artificial intelligence technologies	All Administrative Units
4.6.5	Rate of completed IT projects (%)	Department of Information Services
4.6.6	Digital maturity score	General Secretariat

Actions

- Identifying processes suitable for automation with artificial intelligence technologies
- Developing new AI-supported process automation solutions
- Integrating AI-based modules (automation, analysis, decision support) into existing information systems
- Regularly reviewing and improving automated processes with a continuous improvement approach
- Regularly measuring and evaluating the digital maturity score
- Making improvements based on digital maturity score measurements
- Conducting regular audits under the information security management system
- Making improvements under the information security management system
- Establishing a project management and monitoring mechanism for IT projects

INTERNATIONALIZATION AREA

Goal 5- To strengthen the University's international visibility, impact capacity and sustainable global collaborations through joint programs, projects, publications and academic networks in education, research and societal contribution.

Objective 5.1- To strengthen multicultural and universal academic interaction reflected in education, research and societal contribution processes by increasing the rates of international students and academics.

Performance Indicator No	Performance Indicator	Responsible Unit
5.1.1	International student rate (%)*	Academic Units
5.1.2	Number of enrolled international undergraduate students	Department of International Relations
5.1.3	Number of enrolled international master's students	Department of International Relations
5.1.4	Number of enrolled international doctoral students	Department of International Relations
5.1.5	International academic rate (%)*	Academic Units
5.1.6	International undergraduate student satisfaction level (%)*	Department of International Relations
5.1.7	International master's student satisfaction level (%)*	Department of International Relations
5.1.8	International doctoral student satisfaction level (%)*	Department of International Relations
5.1.9	Satisfaction rate with Department of International Relations services (%)	Department of International Relations

Actions

- Conducting activities to support international students' orientation to their department and the University
- Attracting academics to the institution from international partner networks
- Conducting targeted international student promotion activities
- Developing strategies to attract international students to graduate programs
- Strengthening orientation and support services for international students
- Regularly measuring international student satisfaction and evaluating the results
- Making improvements based on international student satisfaction results

Objective 5.2- To create a multicultural, interactive educational environment that supports academic output by strengthening international exchange programs in quality and scope.

Performance Indicator No	Performance Indicator	Responsible Unit
5.2.1	Number of incoming academic staff under international exchange programs	Department of International Relations
5.2.2	Number of outgoing academic staff under international exchange programs	Department of International Relations
5.2.3	Number of incoming administrative staff under international exchange programs	Department of International Relations
5.2.4	Number of outgoing administrative staff under international exchange programs	Department of International Relations
5.2.5	Number of incoming students under international exchange programs	Department of International Relations

Performance Indicator No	Performance Indicator	Responsible Unit
5.2.6	Number of outgoing students under international exchange programs	Department of International Relations
5.2.7	Number of outgoing students under international language education programs	Department of International Relations
5.2.8	Utilization rate of international mobility funds (%)	Department of International Relations
5.2.9	Number of cooperation protocols for international mobility	Department of International Relations
5.2.10	Number of projects led by the Department of International Relations	Department of International Relations

Actions

- Holding information meetings on exchange programs
- Organizing a foreign language exam for students participating in exchange programs
- Making improvements to increase the effectiveness of exchange programs
- Establishing bilateral cooperation under exchange programs

Objective 5.3- To systematically increase the University's international visibility and ranking performance through academic output, international collaborations and strategic communication.

Performance Indicator No	Performance Indicator	Responsible Unit
5.3.1	University's URAP Türkiye ranking	Presidency
5.3.2	University's GreenMetric ranking	Presidency
5.3.3	University's THE world ranking	Presidency
5.3.4	University's QS world ranking	Presidency
5.3.5	Number of MoUs (Memorandum of Understanding)	Department of International Relations
5.3.6	Number of countries with MoUs (Memorandum of Understanding)	Department of International Relations

Actions

- Increasing participation in international collaborations and academic networks
- Increasing geographic diversity by extending collaborations to different countries
- Improving the University's data management system
- Carrying out the processes required to participate in university rankings (establishing contact, data collection, data submission, etc.)
- Communicating university ranking results
- Establishing a Global Partnerships Office
- Systematizing the International Summer School practice
- Establishing an International Alumni Network Platform
- Developing a digital global campaign strategy and Digital brand management
- Conducting cultural diplomacy activities

6.

MONITORING AND EVALUATION

At Ibn Haldun University, the effective monitoring and evaluation of the strategic plan is regarded as a fundamental element of the strategic management approach, as much as its preparation. In this context, monitoring and evaluation activities are carried out with the support of the Institutional Management Information System used within the University. The Strategic Management Module in this system enables end-to-end management of the processes of preparing, implementing, monitoring and evaluating the strategic plan.

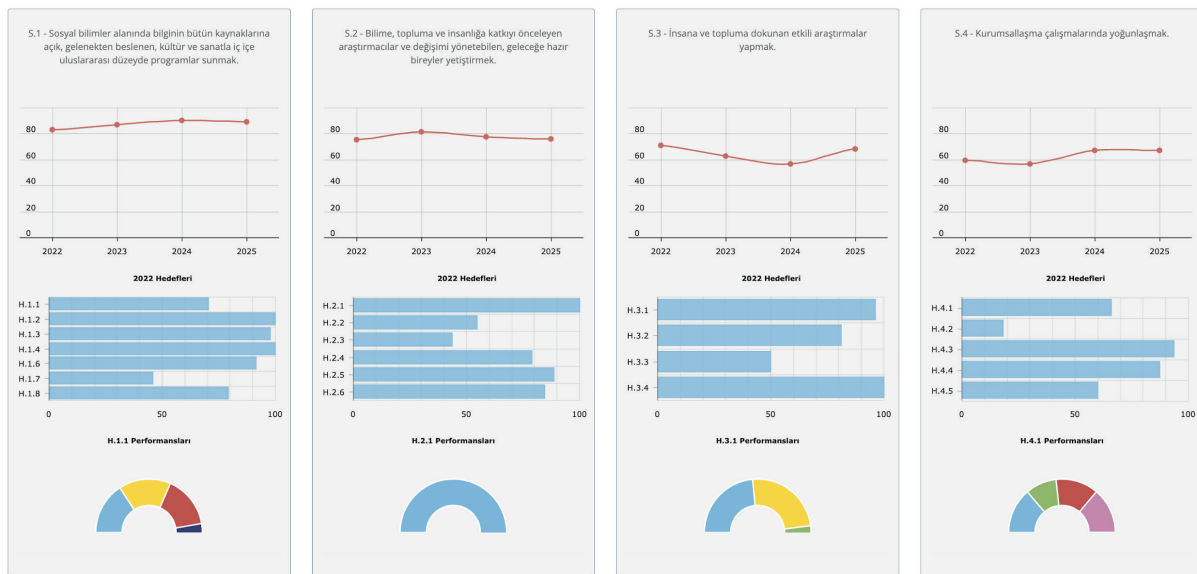
Through this module;

Goals, objectives and performance indicators are defined, Action and resource planning is carried out, Actual performance data are regularly entered into the system, and Performance results can be regularly monitored and evaluated.

Thanks to the Institutional Management Information System, performance results can be monitored in detail from the university-wide level down to faculties, institutes, research centers, administrative units and sub-units.

In addition, the visual reporting tools in the system (charts and analysis dashboards) help make performance evaluation processes clearer and more effective. Furthermore, at the end of each year, all units systematically record the realization status of performance indicators, reasons for deviations and improvement suggestions through the Institutional Management Information System. Based on these data, the performance of academic units and application and research centers is comprehensively evaluated in performance presentation meetings chaired by the Presidency, and that of administrative units in meetings chaired by the General Secretariat. In these meetings, units' performance levels are analyzed together with all stakeholders, and strengths and areas for improvement are addressed with a holistic approach. As a result of these evaluations, unit-based and institutional improvement and development actions are identified, objectives and indicators are updated where necessary, and priorities for the next period are clarified. Thus, the monitoring and evaluation process is not limited to measuring past performance but operates as a dynamic management tool that supports the University in becoming a continuously learning and self-improving institution.

Sample screenshots from the Institutional Management Information System are shared below.

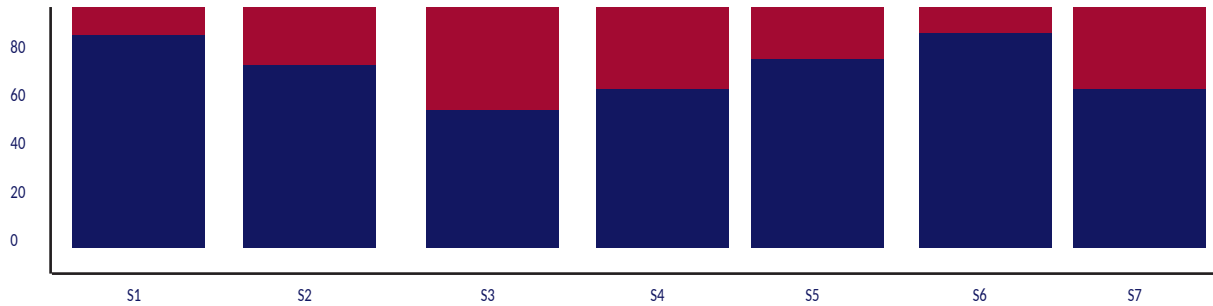




Strategic Plan Performance Chart and Strategic Plan Detailed Performance Chart



Comparative Analysis Chart



Red Zone Chart

Figure 6. IHU Institutional Management Information System Strategic Plan Monitoring and Evaluation Tools



İBN HALDUN
ÜNİVERSİTESİ

Fikrî Bağımsızlık

Intellectual Independence

الاستقلال الفكري