



SAKARYA UNIVERSITY BUSINESS SCHOOL

Strategic Plan 2025–2027

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Executive Summary

Sakarya Business School (SBS) holds a strategic position at both regional and national levels, supported by the strong academic infrastructure of Sakarya University—one of Türkiye’s well-established higher education institutions—the advanced industrial base of the Marmara Region, and an education model grounded in applied learning. In line with its mission to support the entrepreneurship ecosystem, educate employable graduates, and generate practical knowledge, the School conducts its activities with a vision built on core values such as solution-oriented management, integrity, innovation, networking, empathy, and collaboration, aiming to actively contribute to the well-being of its stakeholders and society at large. The mission and vision of SBS are fully aligned with Sakarya University’s overarching goals of educating individuals who add value to humanity and producing knowledge at a universal level.

SBS has demonstrated steady progress in the areas of education and teaching, research, social engagement, and internationalization. Over the past three years, enrollment rates in all undergraduate programs have reached between 96% and 100%, indicating the School’s strong attractiveness and academic reputation. At the graduate level, despite a nationwide contraction in demand, the implementation of an “application with a letter of acceptance” model has helped stabilize student recruitment and establish a structure aligned with the research university objective. In the research domain, SBS’s performance has increased significantly, with academic conferences, methodological training programs, and intra-faculty collaborations contributing to the deepening of a research-oriented culture. The growing number of qualified faculty members, the upward momentum in international publications, and project-based research activities are key factors strengthening SBS’s research capacity.

The School’s practice-oriented 7+1 model, strong industry linkages, and the active involvement of business professionals in courses enhance students’ professional as well as analytical skills. To strengthen its digital learning capacity, SBS has signed a 10-year cooperation protocol with DİA Software Inc., leading to the establishment of a fully equipped ERP laboratory on campus. Within the scope of this partnership, the ISL 495 course titled “Digital Transformation in Corporate Governance” and a 40-hour Micro-Credential Program constitute a distinctive, social impact and employment oriented model under the *İşletLab* initiative. The placement of students who complete ERP training in SMEs for field support and competitive internships directly contributes to SBS’s objectives in both social impact and graduate employability.

The external environment analysis points to several risks faced by SBS, most notably national economic uncertainties, central budget constraints, declining interest in higher education, and increasing competition for qualified academic staff. At the same time, SBS benefits from significant opportunities, including its location in a highly developed industrial region, the strengthening of the University’s research university performance criteria, growing regional demand for digital transformation, and expanding opportunities for international collaboration. In response, the School has updated its strategic plan and restructured its priorities to capitalize on these opportunities.

The 2025–2027 Strategic Plan is structured around four core objectives:

- (A) Enhancing the student experience,
- (B) Producing impactful scholarly research,
- (C) Increasing the School’s level of social impact and strengthening its visibility,

- (D) Enhancing the internationalization experience of students and faculty members.

These objectives were defined by taking into account stakeholder feedback, quality assurance processes, the existing SWOT analysis, and Sakarya University's institutional strategy. With its digital transformation-oriented structure, the İşletLab project has been positioned at the core of SBS's social impact strategy, establishing a long-term framework aligned with AACSB Standard 9.

This strategic plan provides a comprehensive roadmap aimed at enhancing SBS's academic quality, research impact, international presence, and societal contribution over the next three years. With its strong academic staff, industry-integrated applied learning model, and innovative projects focused on digital transformation, SBS will continue to create value for Sakarya University's institutional objectives and for Türkiye's higher education ecosystem.

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General Overview

Context Analysis

Sakarya Business School (SBS) holds a strategic position at both regional and national levels, supported by the strong institutional structure of Sakarya University—one of Türkiye’s most well-established public universities—the advanced industrial ecosystem of the Marmara Region, and the Faculty’s applied learning-oriented education model. Despite recent challenges related to economic conditions, constraints in public funding, and shifting demand patterns in higher education, SBS has succeeded in sustaining steady academic development, demonstrating balanced progress in research activities, student achievement, and stakeholder partnerships.

At the undergraduate level, SBS has minimized the negative effects of the nationwide decline in demand by achieving enrollment rates between 96% and 100%. This performance reflects the strength of the SBS brand and the stability of student preferences. At the graduate level, a decline in doctoral demand has been observed in line with national trends; however, balance has been achieved through the implementation of an “application with a letter of acceptance” model. This approach has established a new structure that supports increased academic productivity in line with the research university objective.

In terms of research capacity, SBS has shown a notable increase in recent years, particularly in publications indexed in the Web of Science. Intra-faculty collaborations, methodology training programs, and project support mechanisms have begun to strengthen the School’s research culture. The University’s institutional priority to become a research university has served as a significant lever for enhancing SBS’s academic performance. While some faculty members have been successful in producing international scholarly publications, others contribute to the generation of practical knowledge through applied consultancy, field research, and industry collaborations.

The province of Sakarya and its surrounding region, where SBS is located, constitute one of Türkiye’s most intensive production and export hubs. This context provides the School with extensive opportunities for applied learning, internships, and collaborative partnerships. The initiative to support the digital transformation of SMEs under the İşletLab project has operationalized SBS’s mission of social engagement and demonstrated its commitment to generating regional impact. This project is of particular significance for SBS in terms of meeting AACSB’s expectations regarding measurable and sustainable social impact.

Nevertheless, SBS faces several external risks, including nationwide economic difficulties, fiscal constraints in the public sector, declining demand for doctoral programs, and increasing competition for qualified faculty members. In addition, the need for technological infrastructure development and the balance of faculty workload constitute internal areas that require careful management and ongoing improvement.

Overall, SBS has strong potential for strategic growth, supported by its qualified academic staff, high student demand, practice-oriented education model, close industry collaboration, and an increasingly mature research culture. The Faculty’s current position reflects a structure that both directly contributes to Sakarya University’s mission and vision and distinguishes the School at the regional level.

Programs

Sakarya Business School (SBS) offers a broad portfolio of programs at both undergraduate and graduate levels. At the undergraduate level, the Faculty delivers six degree programs covering key areas of business administration:

- Business Administration
- Business Administration (English)
- International Trade and Logistics
- Human Resource Management
- Health Management
- Management Information Systems

These programs enable SBS—located in the Marmara Region, one of Türkiye’s most competitive higher education areas—to offer a comprehensive undergraduate education that responds effectively to the needs of the regional business community. Over the past three years, enrollment rates across all undergraduate programs have ranged between 96% and 100%, allowing SBS to sustain high capacity utilization despite the overall decline in demand for business-related programs in Türkiye.

Table 1. Undergraduate Program Enrollment Rates at Sakarya Business School by Year

| | <i>Program Enrollment Rates by Year</i> | | |
|--------------------------------------|---|-------------|-------------|
| <i>Undergraduate Programs</i> | 2022 | 2023 | 2024 |
| Business Administration | %100 | %98,1 | %100 |
| Business Administration (English) | %100 | %96,3 | %98,4 |
| Human Resource Management | %100 | %100 | %100 |
| Health Management | %100 | %96,9 | %100 |
| International Trade and Logistics | %100 | %96,9 | %100 |
| Management Information Systems | %100 | %96,9 | %98,6 |

At the graduate level, SBS offers a total of 19 active programs:

- Doctoral Programs (6):
 - Human Resource Management
 - Accounting and Finance
 - Production Management and Marketing
 - Management Information Systems
 - Management and Organization
- Master’s Programs with Thesis (9):
 - Entrepreneurship and Innovation Management
 - Human Resource Management
 - Business Administration (Evening Program)
 - Accounting and Finance
 - Health Management
 - International Trade
 - Production Management and Marketing
 - Management Information Systems
 - Management and Organization

- Non-Thesis Master’s Programs (4):
 - Human Resource Management
 - Business Administration
 - Business Administration (Evening Program)
 - Management Information Systems

These graduate programs feature student-centered and up-to-date curricula with a strong emphasis on applied research, analytical skills, management, and sector-specific expertise. In line with policies of the Council of Higher Education, the relatively higher level of autonomy granted to graduate schools enables more rapid updates and innovation in graduate programs. Although doctoral demand has declined nationwide in line with broader trends in Türkiye, enrollment in SBS’s graduate programs has been stabilized through the implementation of an “application with a letter of acceptance” model.

In 2025, an application was submitted to the Council of Higher Education for the establishment of a Non-Thesis Distance Master’s Program in Health Management, with a decision expected in 2026.

All SBS programs are structured around the principles of entrepreneurship, employability, practical knowledge, soft skills, sustainability, technological competence, analytical thinking, and social responsibility. At the undergraduate level, the mandatory 7+1 internship model is supported by interdisciplinary opportunities (double major and minor programs), strong industry partnerships, and a robust international exchange network, thereby contributing to students’ academic as well as professional development.

Legal Status and Autonomy

As part of the Turkish Higher Education System, Sakarya Business School (SBS) operates as an academic unit affiliated with Sakarya University and conducts its activities in accordance with national regulations. Despite the constraints of this system (see Table 2), SBS remains firmly committed to fulfilling the core components of its mission and takes pride in achieving the objectives and learning outcomes of all programs through its Assurance of Learning mechanisms, producing high-impact research, and sustaining meaningful engagement with society.

Table 2. Özerkliğin Sınırları

| Scope | No Authority | Limited Authority | Full Authority | Explanation | Relevant Legislation |
|---|--------------|-------------------|----------------|--|----------------------|
| Undergraduate Admissions and Placement | X | | | The national centralized university entrance examination administered by ÖSYM | |
| Graduate Admissions and Placement | | | X | | |
| Faculty and Staff Recruitment, Appointment, and Promotion | | X | | The Council of Higher Education (YÖK) determines title and quota limits for the recruitment of academic staff. The state conducts the recruitment of administrative personnel based on the results of the centrally administered KPSS examination. | 657, 2547, 2914 |

| | | | | | |
|--|---|---|---|--|-----------------|
| Financial Management | | X | | The Ministry of Treasury and Finance determines budget items and their allocation. | |
| Allocation of Financial Resources | X | | | The Rectorate manages the existing budget appropriation in alignment with the Ministry of Treasury and Finance. | 5018 |
| Procurement | | X | | Procurement is carried out in accordance with the procedures stipulated by law. | 4734, 4735 |
| Performance Evaluation, Recognition, and Incentives | | X | | Administrative staff may be granted certificates of high achievement and appreciation; however, monetary rewards cannot be provided. Due to legal constraints, disciplinary sanctions or dismissal on the grounds of poor performance are not permitted. | 657, 2547, 2914 |
| Social Activities | | | X | | |
| Professional Development | | | X | | |
| Pay and Benefits | X | | | Salaries, wages, and pay increase rates are determined by the state. | 657, 2547, 2914 |
| Supplier Selection and Management | | X | | In public institutions, procurement and supplier selection are regulated and restricted by law. | 4734, 4735 |
| Stakeholder Relations | | | X | | |
| Product, Process, and Service Development | | X | | Approval from the Council of Higher Education (YÖK) and the relevant ministries is required for the establishment and closure of academic programs, as well as for initiatives related to lifelong learning. | 2547 |
| Product and Service Delivery | | | X | | |
| Quality Management, Continuous Improvement, Accreditation, and External Evaluation | | | X | | 2547, 5018 |

Budget

Like all public universities in Türkiye, Sakarya Business School (SBS) receives its financial resources primarily through the central government budget. Budget allocations are determined by the Ministry of Treasury and Finance, while the University distributes these resources among its units based on performance, needs, and strategic priorities. Consequently, SBS's budget is influenced by macroeconomic conditions and national austerity policies that are beyond the School's direct control.

In recent years, economic volatility in Türkiye, high inflation, and austerity measures implemented in the public sector have constrained SBS's operational flexibility. Budgetary limitations have become particularly evident in critical areas such as personnel recruitment, physical improvements, and technological investments. Despite these constraints, SBS has focused on maintaining financial sustainability by managing expectations, optimizing resource allocation, and strengthening collaborations with external stakeholders in order to safeguard its strategic priorities.

In this context, SBS has taken significant steps to generate external funding. Through partnerships with the private sector, sponsorships, and agreements with technology firms, classroom and laboratory infrastructures have been upgraded. In particular, the ERP laboratory established under the long-term protocol signed with DİA Software Inc. has reduced SBS's budgetary burden while strengthening the School's digital transformation capacity.

Despite budgetary constraints, SBS views the careful management of resources, the prioritization of equipment upgrades, and the systematic expansion of external funding as strategic necessities to sustain educational quality and meet accreditation requirements. The School regards the budget not merely as a financial instrument, but as a capacity-building element that must be optimized to effectively fulfill SBS's mission.

Role and Quality of Faculty Members

Sakarya Business School (SBS) places a highly qualified academic staff at the center of its education, research, and social impact activities. The School maintains a balanced faculty profile that combines academic expertise, applied knowledge, and research productivity. As of 2024, SBS employs a total of 90 academic staff members, including 21 Professors, 20 Associate Professors, 28 Assistant Professors, and 20 Research Assistants. This faculty composition enables the School to sustain strong educational capacity at both undergraduate and graduate levels.

A significant proportion of faculty members have gained visibility in their fields through publications in national and international peer-reviewed journals, with a particularly notable increase in performance in journals indexed in the Web of Science (WoS) in recent years. In order to align with Sakarya University's "Research University" objective, promotion criteria were revised in 2024 to prioritize internationally indexed publications and externally funded projects; SBS has accordingly begun to adapt its internal mechanisms. To further enhance high-quality research output, training programs on software tools, analytical techniques, and research methodologies are being organized, alongside research meetings aimed at strengthening intra-school collaboration.

SBS faculty members are distinguished not only by their academic productivity but also by their student-centered approaches. The School employs strong pedagogical tools that support applied learning, including case analyses, active learning methods, field-based experiences, and the 7+1 model. Faculty members regularly update course content in line with market dynamics and involve business professionals in classroom activities, thereby enhancing students' access to practical knowledge. This approach constitutes a cornerstone of SBS's mission to educate employable graduates.

At SBS, a substantial portion of the academic staff falls within the Scholarly Academic (SA) category, while the remaining faculty are distributed in a balanced manner across the Instructional Practitioner (IP), Scholarly Practitioner (SP), and Practice Academic (PA) categories. The Faculty systematically monitors faculty qualifications in accordance with AACSB Standard 3 and strengthens incentive mechanisms to address identified gaps. Measures implemented in response to the SA+PA+SP+IP ratio

approaching the 90% threshold in the field of Human Resource Management—such as publication support, professional development initiatives, and workload reduction—illustrate this approach.

To support internationalization, SBS has begun to recruit foreign-national faculty members and aims to further expand this policy in the new strategic planning period. In addition, annual ERP training programs organized for faculty members under the İşletLab project, conducted in collaboration with DİA Software Inc., strengthen the digital competencies of the academic staff.

Overall, SBS's academic staff is characterized by a highly qualified, research-oriented, practice-engaged, and student-centered profile. Faculty members serve as the most critical on-the-ground actors in advancing SBS's mission of entrepreneurship, employability, and social engagement. To enhance academic quality, strengthen connections with the business community, and further develop research capacity, the School has adopted a systematic culture of continuous improvement at the institutional level.

External and Internal Assessment

The current SWOT analysis of Sakarya Business School (SBS) was developed by taking into account the input and perspectives of all stakeholders, including faculty members, administrative staff, students, alumni, and representatives of the business community. The SWOT analysis, shaped by these stakeholder views and contributions, is presented below.

Strengths

- S1.** Strong and productive collaboration opportunities between the Business School and the business community
- S2.** A diverse portfolio of programs aligned with market dynamics
- S3.** Accreditation by AACSB
- S4.** A wide range of student-oriented activities
- S5.** The 7+1 applied education model and active involvement of industry representatives in courses
- S6.** Strong academic visibility through high-quality research published in prestigious international journals

Opportunities

- O1.** Location of the Business School in one of Türkiye's most developed industrial and commercial regions
- O2.** Expanded opportunities for collaboration with the business community
- O3.** Increasing incentives for and interest in entrepreneurship in Türkiye
- O4.** Growing interest of national and international academics in the SBS
- O5.** Incentive policies of the Council of Higher Education and Sakarya University supporting high-quality publications
- O6.** Widespread adoption of artificial intelligence technologies in education and research

O7. Sakarya University's strategic focus on improving its position in national and international university rankings

Weaknesses

W1. Insufficient financial resources and budget

W2. High student-to-faculty ratios and heavy teaching workloads

W3. Inadequate foreign language proficiency among graduates

W4. Insufficient technological infrastructure

W5. Lack of dedicated spaces for students, such as study areas and cafeteria facilities

W6. Alumni relations not being at the desired level

Threats

T1. Determination of faculty and undergraduate student numbers by the Council of Higher Education

T2. Declining interest in higher education

T3. Economic difficulties limiting students' access to education

T4. A downward trend in central government budget allocations

T5. Increasing difficulty in keeping pace with rapidly evolving technological innovations

Strategic Plan

Mission and Vision

Mission: To support the entrepreneurship ecosystem, educate and develop employable individuals, and contribute to the generation of practical knowledge.

Vision: To be a proactive business school that enhances the well-being of stakeholders and society and creates sustainable value for them.

Values: Solution-oriented management, integrity, innovation, networking, empathy, and collaboration.

Sakarya Business School (SBS) builds its mission around three core pillars: supporting the entrepreneurship ecosystem, educating employable individuals, and contributing to practical knowledge. This mission reflects the Faculty's approach centered on applied education, strong engagement with the business community, and social contribution. SBS's vision is defined as being a proactive business school that enhances the well-being of stakeholders and society and creates value for them. This vision clearly articulates the School's aspiration to shape the business community at regional and national levels and to play an active role in entrepreneurship and innovation.

Sakarya University's mission of educating entrepreneurial individuals and producing knowledge and technology that add value to humanity complements SBS's mission of supporting the entrepreneurship ecosystem, educating employable graduates, and contributing to practical knowledge. The University's objective of cultivating innovative individuals equipped with lifelong learning skills and committed to social contribution is operationalized through SBS's applied education model, the 7+1 system, strong industry engagement, and entrepreneurship-oriented approach.

Within this holistic framework, SBS directly contributes to Sakarya University's vision of becoming a university that shapes the future together with its stakeholders by producing knowledge and technology at a universal level. Through its educational, research, and applied outputs in the areas of entrepreneurship, sustainability, analytical thinking, digitalization, and social impact, the School supports the University's global orientation. Industry partnerships, international exchange networks, the strengthening of research capacity, and society-oriented projects constitute the practical manifestations of this vision.

Within this framework, SBS's vision of "being a proactive business school that enhances the well-being of stakeholders and society and creates value for them" represents a natural extension of the University's vision. Through academic work that contributes to universal knowledge production, curricula that promote applied learning, and activities that serve the entrepreneurship ecosystem, the Faculty continues to function as a structure that shapes the future of the University, the region, and the business community.

SBS implements its mission and vision within the framework of the following core values:

- **Solution-Oriented Management:** Adopts a management approach that addresses issues in academic and administrative processes without delay and produces practical, implementable solutions.
- **Integrity:** Upholds the principles of transparency, ethical conduct, and reliability in education and teaching, research, stakeholder relations, and administrative processes.

- Innovation: Encourages a culture that supports new ideas, embraces digital transformation, and integrates innovative practices into education and research processes.
- Networking: Views the establishment of strong networks with the business community, public institutions, and academic stakeholders at regional, national, and international levels as a strategic priority.
- Empathy: Emphasizes understanding, sensitivity, and inclusiveness in interactions with students, academic staff, and external stakeholders.
- Collaboration: Strengthens interdisciplinary coordination within the Faculty, alignment with the University, and a culture of joint work with external stakeholders.

Goals, Objectives, and Strategies

Goal A (Education and Teaching): Enhancing the student experience

Objective A1: Systematically reviewing the curriculum in line with business world dynamics

Strategy A1.1: Establishing an input-gathering mechanism to develop an effective curriculum

- Conducting surveys to collect feedback from alumni, students, and the business community regarding curriculum content
- Reviewing curriculum change proposals submitted by faculty members through department councils and the Curriculum Committee
- Holding periodic meetings of the Curriculum Committee to evaluate departmental curricula

Strategy A1.2: Continuously improving program learning outcomes and the curriculum in alignment with market dynamics

- Reviewing and revising program learning outcomes in line with market dynamics
- Having the Assurance of Learning Committee review the alignment between program learning outcomes and the curriculum
- Expanding curriculum activities aimed at developing soft skills (e.g., communication, leadership, teamwork)
- Increasing the emphasis on ethics and sustainability within the curriculum
- Expanding the variety and number of entrepreneurship-focused courses
- Strengthening the content of courses related to information technologies
- Removing topics from course content that have lost relevance in the market, both theoretically and practically
- Introducing new field-specific courses into the curriculum in line with the expectations of the business community

Objective A2: Supporting education through active learning methods

Strategy A2.1: Strengthening mechanisms for the implementation of active learning methods

- Identifying “best practices” in active learning
- Ensuring the dissemination of identified “best practices” in active learning
- Increasing the support provided by research assistants to faculty members in the implementation of active learning methods
- Further encouraging faculty members to develop and compile case studies, with support from stakeholders

- Upgrading hardware and software in laboratories to better support active learning
- Increasing the number of examinations that include open-ended questions

Objective A3: Providing support to students in career planning and in achieving their career goals

Strategy A3.1: Strengthening the structure and processes that support students' career development

- Ensuring the timely completion of graduate theses through advisor monitoring
- Encouraging student participation in TÜBİTAK 2209 projects
- Increasing the number of student community activities (educational events, social activities, field visits, etc.)
- Ensuring the recognition and appreciation of successful student communities
- Increasing the number of guest speakers invited to courses (particularly successful entrepreneurs, professional managers, business leaders, and distinguished alumni)
- Ensuring the continuity of industry-focused courses
- Increasing the number of career-related activities at the Business School through collaboration with the Career Development Coordination Office
- Expanding the portfolio of companies offering internships and ensuring student placements aligned with their career expectations

Key Performance Indicators (Education and Teaching)

- Undergraduate program completion rate within four years
- Student satisfaction level with courses
- Completion rate of graduate theses within the maximum allowable period
- Graduate employment rate within 12 months following graduation
- YKS ranking of enrolled students
- Ratio of examinations including open-ended questions to total examinations
- Percentage of students receiving support from the Career Center
- Number of curriculum revision proposals developed in collaboration with industry representatives and advisory board members
- Average graduation grade point average (GPA) of students by department

Goal B (Research): Producing impactful scholarly research

Objective B1: Promoting a culture of collaborative work

Strategy B1.1: Creating a collaborative working environment by increasing cooperation among faculty members

- Organizing research-focused meetings in which department/discipline members come together and institutionalizing these meetings as part of the organizational culture
- Organizing experience-sharing meetings and training programs to support the production of high-impact intellectual contributions

Objective B2: Strengthening the infrastructure that supports high-quality research production

Strategy B2.1: Implementing new practices to accelerate the production of high-quality publications

- Providing software and hardware support to increase research output
- Organizing training programs on research methodology and advanced analytical techniques for faculty members and graduate students
- Systematically sharing research findings with the business community and society

- Recruiting and incentivizing high-quality faculty members

Objective B3: Expanding practices related to faculty recognition

Strategy B3.1: Ensuring the recognition and rewarding of faculty members

- Recognizing performance based on Web of Science (WoS) h-index results
- Recognizing the faculty member who supervises the highest number of completed theses within a department in a given year

Key Performance Indicators (Research)

- Number of publications per faculty member in journals indexed in Web of Science and Scopus
- Number of publications per faculty member in journals indexed in TR Dizin
- Number of citations per faculty member (Google Scholar)
- Number of externally funded projects per faculty member
- Number of Web of Science and/or Scopus-indexed publications produced from graduate theses

Goal C (Social Impact): Increasing the School's level of social impact and strengthening its visibility

Objective C1: Enhancing the digital transformation capacity of local SMEs

Strategy C1.1: Increasing the level of digitalization among faculty members and students

- Increasing the number of laboratories/computers available for student use
- Establishing an ERP laboratory
- Providing annual ERP training for faculty members within the scope of "Training of Trainers" programs
- Introducing ERP-focused elective courses

Strategy C1.2: Providing digitalization and ERP support to local SMEs

- Increasing the number of students completing internships in the fields of digitalization and ERP
- Ensuring that students who take ERP elective courses provide support to SMEs
- Delivering digitalization and ERP training programs to local SMEs

Objective C2: Making relationships with external stakeholders systematic and sustainable

Strategy C2.1: Establishing mechanisms for interaction and collaboration with external stakeholders

- Conducting annual surveys to identify the satisfaction levels and expectations of external stakeholders within the scope of social impact
- Ensuring diversity among advisory board members
- Establishing an internship pool covering Sakarya and the Marmara Region
- Expanding and diversifying collaborations with alumni
- Developing new mission-driven collaborations with public institutions (e.g., İŞKUR, KOSGEB, Development Agencies) and NGOs in the region, with a particular focus on Sakarya
- Ensuring the participation of successful business representatives as guest contributors in courses
- Bringing together the business community and students to enable the identification and recruitment of talented students by employers

Objective C3: Making communication and promotional activities more effective

Strategy C3.1: Building a systematic structure to carry out communication and promotional activities

- Updating program promotion brochures
- Sharing academic and social activities conducted at the School with stakeholders through media and social media channels
- Promoting programs through media and social media channels
- Conducting program promotion activities for high school students

Key Performance Indicators (Social Impact)

- Number of students receiving ERP-related training
- Number of SMEs provided with digitalization and ERP support
- Number of collaborations established with institutions/companies
- Number of promotional activities conducted
- Number of events organized with alumni
- Number of activities conducted with public institutions and non-governmental organizations

Goal D (Internationalization): Enhancing the internationalization experience of students and faculty members

Objective D1: Gradually increasing the number of international undergraduate and graduate students

Strategy D1.1: Increasing the international visibility of the Business School

- Expanding outreach by sharing multilingual promotional materials and visuals of the Business School with prospective international students
- Promoting the Business School in foreign languages through social media and other digital platforms
- Participating in international student competitions
- Developing multilingual versions of the Business School's website

Strategy D1.2: Enhancing international student satisfaction with academic programs

- Increasing the number of courses offered in English and encouraging student participation in these courses
- Ensuring that English-language content on the Business School and program websites remains sufficient and regularly updated
- Providing training to administrative staff to strengthen communication with international students
- Organizing orientation programs for newly admitted international students each year
- Holding annual evaluation meetings with international students

Objective D2: Increasing the number and utilization of high-quality international collaborations

Strategy D2.1: Enhancing the quality and number of international collaborations in education

- Strengthening existing student and staff exchange partnerships (e.g., Erasmus, Orhun)
- Establishing new, high-impact student and staff exchange collaborations that further enhance the reputation of the Business School

Strategy D2.2: Enhancing the quality and number of international collaborations in research

- Organizing international conferences and/or supporting participation in international conferences
- Conducting informative and guidance-oriented activities to increase the number of joint research projects with foreign researchers
- Establishing research-focused international institutional collaboration agreements

Strategy D2.3: Increasing the number of international faculty members at the Business School

- Collaborating with the International Relations Coordination Office to recruit international academics in line with the School's needs
- Extending offers to qualified international faculty members to join the Business School

Key Performance Indicators (Internationalization)

- Number of students participating in exchange programs
- Number of faculty members participating in exchange programs
- Number of publications produced in collaboration with international faculty members
- Number of international students
- Level of international student satisfaction with Business School programs
- Ranking position in the Times Higher Education (THE) index in the field of Business and Economics

Appendix 1: Implementation Plan

Table 1. Goal A (Education and Teaching): Enhancing the Student Experience

| Objective A1: Systematically reviewing the curriculum in line with business world dynamics | | | |
|---|--|--------------------|--------------------------------|
| Strategy A1.1: Establishing an input-gathering mechanism to develop an effective curriculum | | | |
| 1. Conducting surveys to collect feedback from alumni, students, and the business community regarding curriculum content | Curriculum Committee | Time and Attention | Annual (April) |
| 2. Evaluating curriculum change proposals submitted by faculty members through department councils and the Curriculum Committee | Department Chairs, Department Councils | Time and Attention | Annual (May) |
| 3. Holding periodic meetings of the Curriculum Committee to review and evaluate departmental curricula | Curriculum Committee | Time and Attention | Twice a year (January and May) |
| Strategy A1.2: Continuously improving program learning outcomes and the curriculum in alignment with market dynamics | | | |
| 1. Reviewing and revising program learning outcomes in line with market dynamics | Department Chairs, Assurance of Learning Committee, Curriculum Committee | Time and Attention | Annual (June) |
| 2. Having the Assurance of Learning Committee review the alignment between program learning outcomes and the curriculum | Department Chairs, Assurance of Learning Committee, Curriculum Committee | Time and Attention | Annual (June) |
| 3. Increasing activities within the curriculum aimed at developing soft skills (e.g., communication, leadership, teamwork) | Department Chairs, Heads of Departments, Curriculum Committee | Time and Attention | Annual (May) |
| 4. Increasing the emphasis on ethics and sustainability within the curriculum | Department Chairs, Heads of Departments, Curriculum Committee | Time and Attention | Annual (May) |
| 5. Expanding the variety and number of entrepreneurship-focused courses | Department Chairs, Heads of Departments, Curriculum Committee | Time and Attention | Annual (May) |
| 6. Strengthening the content of courses related to information technologies | Head of the MIS Department, Curriculum Committee | Time and Attention | Annual (May) |
| 7. Removing topics from course content that have lost relevance in the market, both theoretically and practically | Department Chairs, Heads of Departments, Curriculum Committee, All Faculty Members | Time and Attention | Annual (May) |
| 8. Introducing new field-specific courses into the curriculum in line with business community expectations | Department Chairs, Heads of Departments, Curriculum Committee, All Faculty Members | Time and Attention | Annual (May) |

| Objective A2: Supporting education through active learning methods | | | |
|---|--|---|-----------------------------------|
| Strategy A2.1: Strengthening mechanisms for the implementation of active learning methods | | | |
| 1. Identifying “best practices” in active learning | Assurance of Learning Committee | Time and Attention | September |
| 2. Ensuring the dissemination of “best practices” in active learning | Dean, Director of the Institute, All Faculty Members | Time and Attention | Ongoing |
| 3. Increasing research assistants’ support to faculty members in implementing active learning methods | Dean, Department Chairs, Heads of Departments | Time and Attention | Ongoing |
| 4. Further encouraging faculty members to develop and compile case studies, with support from stakeholders | Vice Chairs of the Departments, All Faculty Members, University–Industry Collaboration Committee | University Budget, Time and Attention | Ongoing |
| 5. Upgrading laboratory computers in terms of hardware and software to better support active learning | Vice Dean, Laboratory Coordinators | University Budget, Sponsorships, Advisory Board | Annual (January) |
| 6. Increasing the number of examinations that include open-ended questions | Dean, Director of the Institute | Time and Attention | Annual (December) |
| Objective A3: Providing support to students in career planning and in achieving their career goals | | | |
| Strategy A3.1: Strengthening the structure and processes that support students’ career development | | | |
| 1. Ensuring the timely completion of graduate theses through advisor monitoring | Deputy Director of the Institute, Academic Advisors | Time and Attention | Twice a year |
| 2. Encouraging student participation in TÜBİTAK 2209 projects | Department Chairs, Academic Advisors | Time and Attention | At the beginning of each semester |
| 3. Increasing the number of student community activities (e.g., educational events, social activities, field visits) | Faculty Secretary, Social and Cultural Activities Committee | University Budget | Ongoing |
| 4. Ensuring the recognition and appreciation of successful student communities | Dean | University Budget, Time and Attention | Ongoing |
| 5. Increasing the number of guest speakers invited to courses (including successful entrepreneurs, professional managers, business leaders, and distinguished alumni) | Dean, Department Chairs, University–Industry Collaboration Committee, Social and Cultural Activities Committee | Time and Attention | Ongoing |
| 6. Ensuring the continuity of industry-focused courses | Dean, Director of the Institute | Time and Attention | Annual (May) |
| 7. Increasing the number of career-related activities at the Business School in collaboration with the Career Development Coordination Office | Vice Dean | Time and Attention | Ongoing |
| 8. Expanding the portfolio of companies offering internships and ensuring placements aligned with students’ career expectations | Department Chairs, Advisory Board, University–Industry Collaboration Committee | Advisory Board, Time and Attention | Annual (January) |

Table 2. Goal B (Research): Producing Impactful Scholarly Research

| Objective B1: Promoting a culture of collaborative work | | | |
|---|--|---------------------------------------|--------------------|
| Strategy B1.1: Creating a collaborative working environment by increasing cooperation among faculty members | | | |
| 1. Organizing research-focused meetings where department/discipline members come together and institutionalizing them as part of the organizational culture | Department Chairs, Heads of Departments, All Faculty Members | Time and Attention | Monthly |
| 2. Organizing experience-sharing meetings and training programs to support the production of high-impact intellectual contributions | Dean | University Budget, Time and Attention | Four times a year |
| Objective B2: Strengthening the infrastructure that supports high-quality research production | | | |
| Strategy B2.1: Implementing new practices to accelerate the production of high-quality publications | | | |
| 1. Providing software and hardware support to increase research output | Dean | University Budget | Ongoing |
| 2. Organizing training programs on research methodology and advanced analytical techniques for faculty members and graduate students | Director of the Institute | University Budget | Twice a year |
| 3. Systematically sharing research findings with the business community and society | Communications Coordinator | Time and Attention, University Budget | Ongoing |
| 4. Recruiting and incentivizing high-quality faculty members | Dean | University Budget | Ongoing |
| Objective B3: Expanding practices related to faculty recognition | | | |
| Strategy B3.1: Ensuring the recognition and rewarding of faculty members | | | |
| 1. Recognizing performance based on Web of Science (WoS) h-index results | Dean | Advisory Board | Annual (September) |
| 2. Recognizing the faculty member who supervises the highest number of completed theses within a department in a given year | Director of the Institute | Time and Attention | Annual (September) |

Table 3. Goal C (Social Impact): Increasing the School’s Level of Social Impact and Strengthening Its Visibility

| Objective C1: Enhancing the digital transformation capacity of local SMEs | | | |
|--|--|--------------------|-------------------|
| Strategy C1.1: Increasing the level of digitalization among faculty members and students | | | |
| 1. Increasing the number of laboratories/computers available for student use | Dean’s Office, Advisory Board, Faculty Secretary | University Budget | Annual (June) |
| 2. Establishing an ERP laboratory | Dean’s Office, Advisory Board, Faculty Secretary | University Budget | Ongoing |
| 3. Providing annual ERP training for faculty members within the scope of Training of Trainers programs | Dean’s Office, Department Chair Offices | Time and Attention | Ongoing |
| 4. Introducing an ERP-focused elective course | Department Chair Offices, Department Head Offices | Time and Attention | Annual (May) |
| Strategy C1.2: Providing digitalization and ERP support to local SMEs | | | |
| 1. Increasing the number of students completing internships in digitalization and ERP | University–Industry Collaboration Committee, Department Chair Offices | Time and Attention | Ongoing |
| 2. Ensuring that students who take the ERP elective course provide support to SMEs | University–Industry Collaboration Committee, Department Chair Offices | Time and Attention | Ongoing |
| 3. Providing digitalization and ERP training to local SMEs | University–Industry Collaboration Committee, Department Chair Offices | Time and Attention | Ongoing |
| Objective C2: Making relationships with external stakeholders systematic and sustainable | | | |
| Strategy C2.1: Establishing mechanisms for interaction and collaboration with external stakeholders | | | |
| 1. Conducting annual surveys to identify external stakeholders’ satisfaction levels and expectations within the scope of social impact | University–Industry Collaboration Committee, Communications Coordinator | Time and Attention | Annual (June) |
| 2. Ensuring diversity among advisory board members | Dean, Director of the Institute, Advisory Board | Time and Attention | Annual (November) |
| 3. Establishing an internship pool covering Sakarya and the Marmara Region | Department Chairs, Advisory Board, University–Industry Collaboration Committee | Time and Attention | Annual (November) |
| 4. Expanding and diversifying collaborations with alumni | Vice Chairs of the Department | Time and Attention | Ongoing |

| | | | |
|--|--|---------------------------------------|---------------|
| 5. Developing new mission-driven collaborations with regional public institutions (e.g., İŞKUR, KOSGEB, Development Agencies) and NGOs, with priority given to Sakarya | Dean, Director of the Institute, Faculty Secretary, Institute Secretary, University–Industry Collaboration Committee | Time and Attention | Ongoing |
| 6. Increasing the number of successful business representatives participating in courses as guest contributors | Department Chairs, Heads of Departments, Advisory Board, University–Industry Collaboration Committee | Time and Attention | Ongoing |
| 7. Bringing together the business community and students to enable talented students to be identified by employers | Department Chairs, Advisory Board, University–Industry Collaboration Committee | Time and Attention | Ongoing |
| Objective C3: Making communication and promotional activities more effective | | | |
| Strategy C3.1: Building a systematic structure to carry out communication and promotional activities | | | |
| 1. Updating program promotion brochures | Department Chairs, Heads of Departments, Communications Coordinator | Time and Attention | Annual (June) |
| 2. Sharing academic and social activities conducted at the School with stakeholders through media and social media channels | Communications Coordinator | Time and Attention | Ongoing |
| 3. Promoting the programs through media and social media channels | Communications Coordinator | Time and Attention | Ongoing |
| 4. Promoting the Faculty’s programs to high school students | Communications Coordinator, Social and Cultural Activities Committee | Time and Attention, University Budget | Annual (June) |

Table 4. Goal D (Internationalization): Enhancing the Internationalization Experience of Students and Faculty Members

| Objective D1: Gradually increasing the number of international undergraduate and graduate students | | | |
|--|--|---------------------------------------|--------------------|
| Strategy D1.1: Increasing the international visibility of the Business School | | | |
| 1. Expanding outreach by sharing multilingual promotional materials and visuals of the Business School with prospective international students | Communications Coordinator | Time and Attention | Annual (May) |
| 2. Promoting the Business School in foreign languages through social media and other digital platforms | Communications Coordinator | Time and Attention | Annual (May) |
| 3. Participating in international student competitions | Dean’s Office, Department Chairs | University Budget | Ongoing |
| 4. Developing multilingual versions of the Business School website | Communications Coordinator | Time and Attention | Annual (May) |
| Strategy D1.2: Enhancing international student satisfaction with academic programs | | | |
| 1. Increasing the number of courses offered in English and encouraging participation in these courses | Dean’s Office, Department Chair Offices | Time and Attention | Annual (May) |
| 2. Ensuring that English-language content on the Business School and program websites remains sufficient and continuously up to date | Communications Coordinator | Time and Attention | Ongoing |
| 3. Providing training to strengthen communication between administrative staff and international students | Communications Coordinator | Time and Attention | Annual (September) |
| 4. Organizing an orientation program each year for newly admitted international students | Dean’s Office, Department Chair Offices | Time and Attention | Annual (October) |
| 5. Holding annual evaluation meetings with international students | Dean’s Office, Department Chair Offices | Time and Attention | Annual (June) |
| Objective D2: Increasing the number and utilization of high-quality international collaborations | | | |
| Strategy D2.1: Enhancing the quality and number of international collaborations in education | | | |
| 1. Strengthening existing student and staff exchange partnerships (e.g., Erasmus, Orhun) | Dean’s Office, Erasmus Coordination Office | Time and Attention, University Budget | Ongoing |
| 2. Establishing new high-impact student and staff exchange partnerships that further strengthen the reputation of the Business School | All Faculty Members | Time and Attention | Ongoing |

| Strategy D2.2: Enhancing the quality and number of international collaborations in research | | | |
|---|--|---------------------------------------|---------|
| 1. Organizing international conferences and/or participating in international conferences | Dean's Office, Department Chair Offices | Time and Attention, University Budget | Ongoing |
| 2. Organizing informative and guidance-oriented activities to increase the number of joint research projects with foreign researchers | Dean's Office, Department Chair Offices | Time and Attention, University Budget | Ongoing |
| 3. Establishing research-focused international institutional collaboration agreements | Dean's Office, Department Chair Offices | Time and Attention, University Budget | Ongoing |
| Strategy D2.3: Increasing the number of international faculty members at the Business School | | | |
| Collaborating with the International Relations Coordination Office to recruit needed international academics to the Business School | International Relations Coordination Office, Dean's Office, Department Chair Offices | Time and Attention | Ongoing |
| Extending offers to qualified international faculty members to join the Business School | Dean's Office | Time and Attention | Ongoing |

Appendix 2: SWOT–Goal Alignment

Table 1. Alignment of Goal A (Education and Teaching) Objectives with SWOT

| Objective | Strengths | Weaknesses | Opportunities | Threats |
|--|---|---|--|--|
| <p>Objective A1: Systematically reviewing the curriculum in line with business world dynamics</p> | <p>S1. Strong and productive collaboration opportunities between the Business School and the business community S3. Accreditation by AACSB S5. The 7+1 applied education model and active involvement of industry representatives in courses</p> | | <p>O2. Expanded opportunities for collaboration with the business community</p> | <p>T2. Declining interest in higher education T5. Increasing difficulty in keeping pace with rapidly evolving technological innovations</p> |
| <p>Objective A2: Supporting education through active learning methods</p> | <p>S2. A diverse portfolio of programs aligned with market dynamics S5. The 7+1 applied education model and active involvement of industry representatives in courses</p> | <p>W2. High student-to-faculty ratios and heavy teaching workloads</p> | <p>O1. Location of the Business School in one of Türkiye’s most developed industrial and commercial regions O2. Expanded opportunities for collaboration with the business community O6. Widespread adoption of artificial intelligence technologies in education and research</p> | <p>T1. Determination of faculty and undergraduate student numbers by the Council of Higher Education T5. Increasing difficulty in keeping pace with rapidly evolving technological innovations</p> |
| <p>Objective A3: Providing support to students in career planning and in achieving their career goals</p> | <p>S1. Strong and productive collaboration opportunities between the Business School and the business community S2. A diverse portfolio of programs aligned with market dynamics S5. The 7+1 applied education model and active involvement of industry representatives in courses</p> | | <p>O1. Location of the Business School in one of Türkiye’s most developed industrial and commercial regions O2. Expanded opportunities for collaboration with the business community O3. Increasing incentives for and interest in entrepreneurship in Türkiye O4. Growing interest of national and international academics in the SBS</p> | <p>T2. Declining interest in higher education T3. Economic difficulties limiting students’ access to education T4. A downward trend in central government budget allocations</p> |

Table 2. Alignment of Goal B (Research) Objectives with SWOT

| Objective | Strengths | Weaknesses | Opportunities | Threats |
|--|--|--|---|--|
| Objective B1: Promoting a culture of collaborative work | S1. Strong and productive collaboration opportunities between the Business School and the business community | W2. High student-to-faculty ratios and heavy teaching workloads W4. Insufficient technological infrastructure W5. Lack of dedicated spaces for students, such as study areas and cafeteria facilities | O4. Growing interest of national and international academics in the SBS O7. Sakarya University's strategic focus on improving its position in national and international university rankings | T1. Determination of faculty and undergraduate student numbers by the Council of Higher Education |
| Objective B2: Strengthening the infrastructure that supports high-quality research production | S1. Strong and productive collaboration opportunities between the Business School and the business community S6. Strong academic visibility through high-quality research published in prestigious international journals | W4. Insufficient technological infrastructure W5. Lack of dedicated spaces for students, such as study areas and cafeteria facilities | O2. Expanded opportunities for collaboration with the business community O5. Incentive policies of the Council of Higher Education and Sakarya University supporting high-quality publications O6. Widespread adoption of artificial intelligence technologies in education and research | T4. A downward trend in central government budget allocations T5. Increasing difficulty in keeping pace with rapidly evolving technological innovations |
| Objective B3: Expanding practices related to faculty recognition | S3. Accreditation by AACSB S6. Strong academic visibility through high-quality research published in prestigious international journals | W1. Insufficient financial resources and budget | O4. Growing interest of national and international academics in the SBS O7. Sakarya University's strategic focus on improving its position in national and international university rankings | T2. Declining interest in higher education T4. A downward trend in central government budget allocations |

Table 3. Alignment of Goal C (Social Impact) Objectives with SWOT

| Objective | Strengths | Weaknesses | Opportunities | Threats |
|---|--|---|--|--|
| Objective C1: Enhancing the digital transformation capacity of local SMEs | <p>S1. Strong and productive collaboration opportunities between the Business School and the business community</p> <p>S2. A diverse portfolio of programs aligned with market dynamics</p> | <p>W1. Insufficient financial resources and budget</p> <p>W4. Insufficient technological infrastructure</p> <p>W6. Alumni relations not being at the desired level</p> | <p>O2. Expanded opportunities for collaboration with the business community</p> <p>O6. Widespread adoption of artificial intelligence technologies in education and research</p> | <p>T5. Increasing difficulty in keeping pace with rapidly evolving technological innovations</p> |
| Objective C2: Making relationships with external stakeholders systematic and sustainable | <p>S1. Strong and productive collaboration opportunities between the Business School and the business community</p> <p>S2. A diverse portfolio of programs aligned with market dynamics</p> <p>S4. A wide range of student-oriented activities</p> | <p>W1. Insufficient financial resources and budget</p> <p>W6. Alumni relations not being at the desired level</p> | <p>O2. Expanded opportunities for collaboration with the business community</p> | <p>T4. A downward trend in central government budget allocations</p> <p>T2. Declining interest in higher education</p> |
| Objective C3: Making communication and promotional activities more effective | <p>S1. Strong and productive collaboration opportunities between the Business School and the business community</p> <p>S3. Accreditation by AACSB</p> <p>S6. Strong academic visibility through high-quality research published in prestigious international journals</p> | <p>W1. Insufficient financial resources and budget</p> <p>W4. Insufficient technological infrastructure</p> <p>W6. Alumni relations not being at the desired level</p> | <p>O4. Growing interest of national and international academics in the SBS</p> <p>O7. Sakarya University's strategic focus on improving its position in national and international university rankings</p> | <p>T4. A downward trend in central government budget allocations</p> <p>T2. Declining interest in higher education</p> |

Table 4. Alignment of Goal D (Internationalization) Objectives with SWOT

| Objective | Strengths | Weaknesses | Opportunities | Threats |
|--|--|---|---|---|
| <p>Objective D1: Gradually increasing the number of international undergraduate and graduate students</p> | <p>S2. A diverse portfolio of programs aligned with market dynamics S3. Accreditation by AACSB S4. A wide range of student-oriented activities S6. Strong academic visibility through high-quality research published in prestigious international journals</p> | <p>W1. Insufficient financial resources and budget W4. Insufficient technological infrastructure W5. Lack of dedicated spaces for students, such as study areas and cafeteria facilities</p> | <p>O1. Location of the Business School in one of Türkiye’s most developed industrial and commercial regions O4. Growing interest of national and international academics in the SBS O7. Sakarya University’s strategic focus on improving its position in national and international university rankings</p> | <p>T4. A downward trend in central government budget allocations</p> |
| <p>Objective D2: Increasing the number and utilization of high-quality international collaborations</p> | <p>S3. Accreditation by AACSB S6. Strong academic visibility through high-quality research published in prestigious international journals</p> | <p>W1. Insufficient financial resources and budget W3. Inadequate foreign language proficiency among graduates</p> | <p>O4. Growing interest of national and international academics in the SBS O7. Sakarya University’s strategic focus on improving its position in national and international university rankings</p> | <p>T4. A downward trend in central government budget allocations</p> |

Appendix 3: Members of the Strategic Planning Executive Committee

| | |
|-------------------------------|---|
| Prof. Dr. Sima NART | Dean of the Faculty of Business |
| Prof. Dr. Gülfen TUNA | Director of the Institute of Business |
| Prof. Dr. Mustafa Cahit UNGAN | AACSB Advisor |
| Dr. Hüseyin BURGAZOĞLU | Vice Dean, AACSB Coordinator |
| Prof. Dr. Özlem BALABAN | Vice Dean |
| Dr. Ahmet KARAKİRAZ | Assistant AACSB Coordinator |
| Prof. Dr. Emrah ÖZSOY | Faculty Member, Department of Management and Organization |
| Ali İhsan GÜNEŞ | Chair of the Advisory Board |
| Yalçın YAYLA | Faculty Secretary |
| Deniz ATMACA | Undergraduate Student |
| Ediz TUTSAL | Graduate Student |
| Tolunay Furkan KOÇLARDAN | Alumni |

The Strategic Planning Executive Committee is the body that coordinates the implementation of Sakarya Business School's strategic plan, ensures alignment among units, and regularly monitors progress toward the plan's objectives. The Committee is responsible for evaluating the level of achievement of strategic goals, recommending corrective actions when necessary, and integrating stakeholder feedback into the process. It also manages resource utilization, performance indicators, and improvement processes in a holistic manner to ensure the sustainability of the strategic plan.

The Strategic Planning Executive Committee meets every six months to monitor semiannual activities and prepares an evaluation report at the end of each year.