KTO KARATAY
ÜNİVERSİTESİ

MİDWİFERY DEPARTMENT
2026–2030 STRATEGİC PLAN

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INTRODUCTION

MISSION

To educate competent midwives who can adapt to the changing conditions of our country and the world; utilize scientific and technological innovations; support maternal, newborn, and community health through an interdisciplinary and holistic approach; adhere to scientific knowledge and ethical principles; possess professional competence at the national level; embrace research, innovation, and evidence-based care; and uphold both national and universal values.

VISION

To be a department that monitors social, economic, and technological developments; contributes to the advancement of the midwifery profession through evidence-based practices; is environmentally conscious, innovative, ethical, and committed to professional values; demonstrates cultural sensitivity and a strong sense of social responsibility; is respected nationally and internationally; and is a source of pride for its members.

VALUES

- **Commitment to knowledge and experience**
- **Adherence to ethical and empathetic understanding**
- **Respect for disaster-resilient living and the environment**
- **Internationalization**
- **A scientific perspective based on interconnectedness and holism**
- **Sustainability**
- **Innovation and entrepreneurship**
- **Student-, employee-, and stakeholder-centeredness**
- **Competence and merit**
- **Commitment to history and culture**
- **Social and community responsibility**
- **Quality and solution-oriented approach**

QUALITY POLICY

The Department of Midwifery at KTO Karatay University Faculty of Health Sciences adopts as its quality policy the establishment and maintenance of a participatory, transparent, evidence-based, and continuously improving quality assurance system in the areas of education and training, research and development, community engagement, and internationalization, in line with the University's 2026–2030 Strategic Plan.

Accordingly, the Department of Midwifery is committed to:

• Delivering up-to-date, practice-oriented educational processes that comply with national and international standards and are aligned with the Midwifery National Core Education Program (EBE-UÇEP), the Turkish Qualifications Framework (TQF), accreditation standards, and quality assurance criteria.

• Ensuring that program educational objectives and learning outcomes are established with the participation of internal and external stakeholders, regularly monitored and evaluated, and continuously improved within the framework of the PDCA (Plan–Do–Check–Act) cycle.

• Promoting the active participation of students, graduates, academic and administrative staff, and external stakeholders in quality assurance processes, and utilizing their feedback as a fundamental input for decision-making and continuous improvement.

• Ensuring objectivity, traceability, and transparency in assessment and evaluation, academic advising, clinical practice, and simulation-based learning processes.

• Enhancing the quality of education and research capacity by supporting the professional, pedagogical, and scientific development of academic staff.

• Monitoring and supporting graduates' professional competencies, employability, lifelong learning engagement, and progression to postgraduate education.

• Planning and implementing social responsibility and community engagement activities that prioritize the health and well-being of mothers, newborns, families, and society within the scope of the quality assurance system.

• Integrating foreign language proficiency, student and staff mobility, and international collaborations into quality assurance processes in line with internationalization goals.

• Adopting a culture of quality as an institutional value and ensuring sustainable development through an evidence-based management approach.

STRATEGIC PLANNING PROCESS

Strategic Plan Preparation Committees

During the preparation phase of the Midwifery Department 2026–2030 Strategic Plan, the Head of the Department and members of the Quality Assurance and Research & Development Committee actively participated in the planning process.

Strategic Plan Preparation Process

The preparation of KTO Karatay University's 2026–2030 Strategic Plan was carried out under the coordination of the Rectorate, Dean's Office, and Department Chairs in accordance with the principles of participatory governance and quality assurance.

At the university level, the strategic planning process was planned and managed by the Rectorate. Within this framework, a Strategic Planning Workshop was organized to determine the University's mission, vision, strategic goals, and objectives, as well as to systematically evaluate contributions from academic and administrative units.

Prior to the workshop, the preparation process was initiated at the faculty level. A Faculty Strategic Development Meeting was held with the participation of department chairs and faculty representatives under the leadership of the Dean's Office. During this meeting, the contribution areas of the faculty and departments were evaluated in line with the University's strategic priorities, and the strategic objectives, activity areas, and performance indicators expected from each department were clarified.

Parallel to these faculty-level preparations, the Midwifery Department Strategic Plan Preparation Process was structured based on a participatory approach within the department. Accordingly, a Department Strategic Development Meeting was organized under the coordination of the Head of the Midwifery Department, with the participation of academic staff and student representatives.

During the meeting, the University's strategic direction, faculty objectives, the current status of the department, its strengths and areas for improvement, the expectations of internal and external stakeholders, and data obtained from quality assurance processes were evaluated. The opinions and recommendations generated during the meeting were systematically reviewed under the themes of education and training, research and development, community engagement,

internationalization, quality assurance, and sustainability. The department's potential contributions to strategic objectives were identified accordingly.

The outputs obtained from these discussions were compiled and presented at the faculty-level strategic planning meetings and subsequently served as input for the University Strategic Planning Workshop.

SITUATIONAL ANALYSIS

Institutional History

The Midwifery Undergraduate Program commenced education in the Fall Semester of the 2016–2017 academic year within the School of Health Sciences. The School of Health Sciences was transformed into the Faculty of Health Sciences pursuant to Presidential Decree No. 2023/7477, published in the Official Gazette dated August 4, 2023 (No. 32268). The program currently continues its educational activities under the Faculty of Health Sciences.

The Midwifery Undergraduate Program has a standard duration of four years. Graduates who successfully complete the program are awarded a Bachelor's Degree Diploma and a Diploma Supplement.

According to the Higher Education Institutions Examination (YKS) placement results, the program has consistently attracted highly ranked students among foundation universities offering midwifery education. The highest-ranked enrolled student was placed first among 9 foundation universities in 2016; fourth among 8 foundation universities in 2017; fourth among 11 foundation universities in 2018; second among 11 foundation universities in 2019; first among 15 foundation universities in 2020; fourth among 15 foundation universities in 2021; second among 15 foundation universities in 2022; first among 17 foundation universities in 2023; and fifth among 17 foundation universities in 2024.

Legislative Analysis

The establishment, duties, and responsibilities of higher education institutions in Türkiye are defined under Article 130 of the Constitution of the Republic of Türkiye, dated November 7, 1982. According to this article, universities are public legal entities with scientific autonomy and are responsible for providing education, conducting research, and serving society.

The organizational structure, operations, duties, responsibilities, educational activities, research and development functions, and regulations concerning academic staff, students, and administrative personnel at KTO Karatay University are governed by Higher Education Law No. 2547, dated November 4, 1981. In addition, the University's administrative structure is organized in accordance with the Principles Concerning the Administrative Organization of Higher Education Institutions and Higher Education Supervisory Bodies, originally regulated by Decree Law No. 124 dated November 21, 1983, and subsequently updated through Presidential Decrees enacted after 2018.

A comprehensive list of laws and regulations governing higher education institutions is available on the website of the Council of Higher Education (YÖK). The University's regulations and directives are publicly accessible through the institutional legislation portal.

Although KTO Karatay University operates under Higher Education Law No. 2547, it is also subject to the Regulation on Foundation Higher Education Institutions. This regulation governs the establishment, administration, financial structure, and supervision of foundation universities. Amendments introduced on April 20, 2022 strengthened provisions related to financial and administrative autonomy, internal auditing, quality assurance, and accountability.

The Midwifery Department 2026–2030 Strategic Plan has been developed in full alignment with the University's Strategic Plan and integrated with the objectives of the Faculty of Health Sciences. The plan was prepared through the active participation of academic staff and students and is based on an evidence-based, measurable, and sustainable approach. This process demonstrates the institutionalization of a quality culture within the department and reflects a strategic planning approach grounded not only in administrative requirements but also in participation and continuous improvement.

This comprehensive analysis ensured the effective implementation of the relevant legal framework during the preparation of the strategic plan and established the necessary regulatory foundation to support the University's strategic objectives. The alignment between legislative requirements and strategic priorities has been structured to promote sustainable development and strengthen quality assurance processes.

Based on the institutional analysis of KTO Karatay University—including the responsibilities defined in Article 12 of Higher Education Law No. 2547, SWOT analyses, identified needs, and strategic objective alignments—a department-specific “Department Analysis Table” was developed for the Midwifery Department. This table is designed for direct use within the 2026–

2030 Midwifery Department Strategic Plan, accreditation evidence files, and faculty-department strategic alignment documentation.

Table 1. Department Analysis Table

Legal Basis / University Function	Midwifery Department SWOT Findings	Departmental Needs / Policy Orientation	Related Strategic Goal / Objective
Article 12(a) of Higher Education Law No. 2547: Education and Scientific Research	**Strengths:** Qualified academic staff, practice-based midwifery education, curriculum aligned with the National Core Education Program in Midwifery (EBE-UÇEP). **Weaknesses:** Limited simulation and research infrastructure. **Opportunities:** Digital and simulation-based education. **Threats:** Limited availability of clinical practice settings.	Strengthening simulation laboratories and increasing digitally supported practice-based learning opportunities.	H.1.1 – H.1.3
Article 12(b) of Higher Education Law No. 2547: Training Human Resources in Line with National Needs	**Strengths:** Strong connections with healthcare service providers and clinical settings. **Weaknesses:** Limited funding allocated to research projects. **Opportunities:** National R&D funding opportunities in the health sector. **Threats:** Resource constraints in foundation universities	Increasing clinically based research projects and encouraging participation in institutional and national research funding programs.	H.2.1 – H.2.2
Article 12(c) of Higher Education Law No. 2547: Scientific Activities for Public Awareness	**Strengths:** Strong culture of community engagement focusing on maternal and newborn health. **Weaknesses:** Limited number of social responsibility projects. **Opportunities:** Increasing societal need for awareness on women's, maternal, and child health. **Threats:** Challenges in sustaining student volunteer engagement.	Integrating community engagement and social responsibility projects into the curriculum and graduation requirements.	H.3.1 – H.3.2
Article 12(d) of Higher Education Law No. 2547: Continuing and Lifelong Education	**Strengths:** Established distance education infrastructure and experience in delivering theoretical courses. **Weaknesses:** Limited continuing education activities for graduates. **Opportunities:** Lifelong learning initiatives and certified	Developing certified and online continuing education programs for graduates and practicing midwives.	H.4.1 – H.4.2

Legal Basis / University Function	Midwifery Department SWOT Findings	Departmental Needs / Policy Orientation	Related Strategic Goal / Objective
	training programs for midwives. **Threats:** Rapid changes in digital education technologies.		
Article 12(e) of Higher Education Law No. 2547: Collaboration with Public Institutions and Stakeholders	**Strengths:** Established collaborations with Provincial Health Directorates and clinical institutions. **Weaknesses:** Limited international academic collaborations. **Opportunities:** International maternal and child health projects. **Threats:** Challenges in project development due to increasing academic workload**.**	Increasing participation in national and international health-related projects and collaborations.	H.2.2 – H.4.2
Article 12(f) of Higher Education Law No. 2547: Educational Technologies and Digitalization	**Strengths:** Distance education infrastructure and access to electronic library resources. **Weaknesses:** Limited experience of academic staff in digital content development. **Opportunities:** Simulation-based and digital childbirth education programs. **Threats**: Rapid pace of technological change and adaptation requirements.	Providing training for academic staff on digital content development and simulation-based education.	H.5.1.3 – H.1.2
Article 12(g) of Higher Education Law No. 2547: Regional Development and Sectoral Collaboration	**Strengths:** Strong clinical practice opportunities within the healthcare sector. **Weaknesses:** Limited university–healthcare sector R&D collaborations. **Opportunities:** Innovative healthcare and midwifery care models. **Threats**: Changes in healthcare policies and regulations.	Strengthening clinical research and development activities and establishing practice-oriented research centers.	H.2.3 – H.6.1
Articles 12(h)–(i) of Higher Education Law No. 2547: Educational Governance and Institutional Management	**Strengths:** Effective departmental leadership and active quality assurance committees. **Weaknesses:** Need for further development of digital process monitoring and traceability. **Opportunities:** Digital quality assurance and data monitoring systems.	Enhancing the effective use of digital quality management tools and performance monitoring indicators.	H.5.1 – H.5.2

Legal Basis / University Function	Midwifery Department SWOT Findings	Departmental Needs / Policy Orientation	Related Strategic Goal / Objective
	Threats: Increasing regulatory and administrative requirements.		

Stakeholder Analysis

Feedback obtained from stakeholders provides direct input into the improvement of educational quality, clinical practice competency, graduate employability, community engagement activities, and internationalization objectives. Stakeholder participation is regularly monitored within the framework of the PDCA (Plan–Do–Check–Act) cycle in the Midwifery Department, and the results are systematically incorporated into strategic planning and implementation processes.

The Stakeholder Analysis of the Department of Midwifery, Faculty of Health Sciences, KTO Karatay University was conducted using the Stakeholder Importance–Influence Matrix. Individuals, institutions, and organizations identified as stakeholders were prioritized through a scoring process based on predetermined criteria, with scores ranging from 1 to 5.

Table 2. Stakeholder Identification and Prioritization

Stakeholder Name	Stakeholder Type	Importance Level (1–5)	Influence Level (1–5)	Priority Score (I × Inf)
Board of Trustees	Internal	5	5	25
Rectorate	Internal	5	5	25
Faculty Dean's Office	Internal	5	5	25
Academic Staff (Midwifery Department)	Internal	4	5	20
Administrative Staff	Internal	4	5	20
Students	Internal	4	5	20
Council of Higher Education (YÖK)	External	4	5	20
Governorship of Konya	External	5	4	20
KTO Education and Health Foundation	External	4	4	16
Konya Chamber of Commerce	External	4	4	16
Healthcare Institutions / Employers	External	4	4	16
Media and Broadcasting Organizations	External	4	4	16
Alumni	External	4	3	12
Students' Families	External	3	4	12
High Schools / Prospective Students	External	4	3	12
Community of Konya	External	4	3	12
Development Agencies	External	2	5	10
TÜBİTAK (The Scientific and Technological Research Council of Türkiye)	External	4	2	8

Table 3. Stakeholder Priority Matrix (Midwifery Department Focused)

Importance / Influence Level	Stakeholders	Departmental Approach
Collaborate Closely (25–20)	Board of Trustees, Rectorate, Dean's Office, Academic Staff, Students, Council of Higher Education (YÖK), Governorship of Konya	Active involvement in decision-making, strategic planning, quality assurance, and continuous improvement processes.
Consider Interests and Involve in Activities (20–15)	KTO Education and Health Foundation, Konya Chamber of Commerce, Healthcare Institutions/Employers, Media Organizations	Collaboration in clinical practice, employment opportunities, community engagement activities, and promotional initiatives.
Keep Informed (15–10)	Alumni, Students' Families, High Schools/Prospective Students, Community of Konya	Regular communication regarding educational activities, graduate achievements, community engagement projects, and student recruitment periods.
Monitor (10–1)	Development Agencies, TÜBİTAK (The Scientific and Technological Research Council of Türkiye)	Monitoring project calls, funding opportunities, and support programs, and applying when appropriate.

Internal Analysis

Based on the internal analysis process conducted within the framework of KTO Karatay University's 2026–2030 Strategic Plan, a comprehensive internal analysis was carried out for the Department of Midwifery within the Faculty of Health Sciences. The purpose of this analysis was to identify the department's current capacity, strengths, areas for improvement, opportunities, and potential risks, thereby enabling evidence-based determination of its strategic directions. In alignment with the approach adopted at the university level, the internal analysis of the Department of Midwifery was conducted under the following key areas:

1. Academic Performance and Educational Quality

The academic staff profile of the Department of Midwifery, the professional and academic qualifications of faculty members, the alignment of program educational objectives and learning outcomes with the National Core Education Program in Midwifery (EBE-UÇEP) and the Turkish Qualifications Framework (TQF), as well as the relevance and practice-oriented nature of the curriculum, were evaluated. Findings obtained from student satisfaction surveys, course and clinical practice feedback, graduate monitoring data, and self-assessment reports indicate that the department has a strong capacity for practice-based education. However, the need for further development of simulation-based learning infrastructure was identified.

2. Administrative Structure and Operations

The administrative functioning of the department was examined in terms of departmental boards, committees, academic advising mechanisms, and coordination with the Faculty and Rectorate. The analysis demonstrated that academic staff and student representatives actively participate in decision-making processes and that quality assurance mechanisms are effectively implemented within the department.

3. Physical and Technological Infrastructure

An evaluation of classrooms, laboratories, clinical skills training facilities, and digital learning infrastructure revealed that the department has a strong foundation for practical education. Nevertheless, in line with the minimum requirements of the Council of Higher Education and contemporary midwifery education standards, there is a need to strengthen simulation laboratories and technological resources. While distance learning and digital education infrastructure are effectively utilized in theoretical courses, the development of additional digital resources for practical training has been identified as an area for improvement.

4. Financial Status and Resource Management

The department's financial resources and resource utilization practices were reviewed within the framework of faculty and university budgeting policies. The analysis indicated that resources allocated to research projects, scientific activities, and educational infrastructure development are limited. However, it was determined that resource diversification could be enhanced through institutional research funds, national research grants, and projects supported by external stakeholders.

5. Social Responsibility and Community Engagement

The Department of Midwifery's social responsibility activities focusing on maternal, newborn, women's, and community health were evaluated. The analysis revealed a strong potential for community engagement; however, there is a need to increase the number of activities, ensure their sustainability, and establish more systematic monitoring processes. Strengthening the integration of community engagement initiatives with the curriculum and student activities has emerged as a strategic priority.

6. Stakeholder Feedback and Participation

Feedback obtained from academic staff, students, graduates, and external stakeholders—including healthcare institutions, clinical training sites, and employers—was analyzed. Stakeholder opinions primarily focused on educational quality, clinical practice competency, graduate employability, and professional qualifications. These insights have contributed significantly to shaping the department's strategic plan in a realistic, implementable, and stakeholder-responsive manner.

Academic and Administrative Structure

The Midwifery Undergraduate Program of the Faculty of Health Sciences at KTO Karatay University operates in accordance with the minimum requirements and general principles established by the Council of Higher Education (YÖK) for initiating and maintaining educational programs in health-related fields. The program currently consists of five faculty members (one Associate Professor and four Assistant Professors) and two Research Assistants.

In line with its mission of educating competent midwives, the program plans and develops its academic staff structure in accordance with both higher education regulations and the specific

needs of the program. The staffing structure has been strategically designed around the following objectives:

1. Academic Staffing Aligned with Educational Requirements

- Ensuring the employment of a sufficient number of qualified faculty members and academic staff to support both the theoretical and clinical dimensions of midwifery education.
- Assigning academic personnel with expertise corresponding to the requirements of each core course group and specialty area.

2. Merit- and Expertise-Based Academic Workforce Planning

- Prioritizing scientific productivity, clinical experience, project involvement, postgraduate education, and commitment to ethical values in recruitment and promotion processes.
- Planning academic positions according to academic rank, contribution to the discipline, and departmental needs analyses.

3. Sustainable Academic Development and Support for Graduate Education

- Monitoring and supporting the academic career development of existing faculty members.
- Encouraging and monitoring the participation of research assistants and lecturers in doctoral education programs.

4. Compliance with Accreditation Standards and National and International Quality Requirements

- Establishing an academic staff structure that complies not only with the criteria of the Council of Higher Education but also with the Midwifery National Core Education Program (EBE-UÇEP) and quality assurance systems.

The program effectively carries out its educational activities through a strong academic workforce in both quantitative and qualitative terms. Among the faculty members, two hold undergraduate, master's, and doctoral degrees in the field of Midwifery. In addition, the remaining faculty members meet the requirements set forth by the Council of Higher Education

and have completed their academic training in related disciplines, including Obstetrics and Gynecological Nursing, Public Health Nursing, and Obstetrics and Gynecology (School of Medicine).

Regarding academic qualifications, one research assistant has completed a doctoral degree in Midwifery, while another research assistant is currently pursuing doctoral studies in the Department of Obstetrics and Gynecological Nursing. This academic profile contributes significantly to the department's interdisciplinary perspective, educational quality, research capacity, and alignment with national and international standards in midwifery education.

Table 4. Distribution of Academic Staff

	Professor	**Associate Professor**	**Assistant Professor**	**Research Assistant, PhD**	**Research Assistant**	**Total**
Midwifery Department		1	4	1	1	**7**

(The data presented in the table were updated as of December 31, 2025..)

Administrative personnel support the academic activities of the Faculty in areas such as the effective implementation of educational processes, student services, personnel affairs, correspondence, and document management. Administrative services carried out at the faculty level are regularly monitored and improved within the framework of the quality assurance system.

Table 5. Distribution of Administrative Staff

Unvan / **Unit**	**Faculty Secretary**	**Specialist**	**Technical Support Staff**
Faculty of Health Sciences	1	1	2

(The data presented in the table were updated as of December 31, 2025.

Student Enrollment

Current student enrollment figures for the 2025–2026 Academic Year at KTO Karatay University are presented in the table below.

Table 6. Distribution of Students and Graduates

Academic Unit	Student Enrollment					
	Central Placement Exam	Transfer Students	Special Admission	International Students	Amnesty Admission	Number of Graduates
Faculty of Health Sciences	701	40	0	45	0	
Nutrition and Dietetics	106	9		9		
Child Development	125	7		6		
Midwifery	129	6		14		
Physiotherapy and Rehabilitation	89	3		8		
Nursing	181	13		7		
Audiology	71	2		1		
School of Health Sciences	528	27	0	49	2	328
Nutrition and Dietetics	97	5		11	1	61
Child Development	85	1		6		59
Midwifery	85	1		5	1	46
Physiotherapy and Rehabilitation	69	7		15		46
Nursing	159	8		9		72
Audiology	33	5		3		44

(The data presented in the table were updated as of December 31, 2025.

Physical Resources Analysis

KTO Karatay University provides extensive support for educational and research activities through its strong physical infrastructure. The University's facilities are distributed across multiple locations, including the Main Campus, Farabi Hospital, Medova Hospital, the Aviation Training Campus, and the Technology and Education Campus. The University possesses a total indoor area of 102,865.6 m² and an outdoor area of 431,792.96 m².

Social facilities have been designed to meet the daily needs of students and staff and include dining halls, cafeterias, canteens, and student club rooms covering a total area of 3,468.17 m². In addition, 5,749.05 m² has been allocated for sports facilities, providing a variety of opportunities to support the physical well-being of students and employees.

Educational activities are conducted within a total area of 175,527 m². The University has 21 lecture halls used for courses and seminars, as well as 118 classrooms with a total capacity of 6,360 students. To support research and practical training activities, the University operates 75 laboratories and 21 workshops. These facilities cover a total area of 11,634.69 m² and provide a capacity of approximately 2,500 users.

The Department of Midwifery has Fundamental Skills Laboratories, a Simulated Birth Laboratory, and a Childbirth Preparation Laboratory, enabling students to develop clinical competencies in a safe learning environment before entering clinical placements. The Fundamental Skills Laboratory also includes models and educational materials related to reproductive health, family planning, and newborn care. Furthermore, a Clinical Practice Preparation Laboratory Program is organized annually during the first week of the academic year for second- and third-year students. First-year students begin clinical practice during the second semester following laboratory-based training sessions.

Technology and Information Infrastructure Analysis

Recognizing the demands of digital transformation, KTO Karatay University has identified the enhancement of technology and information infrastructure as a strategic priority to improve the sustainability and effectiveness of educational activities.

The University maintains a comprehensive technological infrastructure to support education and research activities. A total of 920 desktop computers, laptops, and tablets are available, all with internet connectivity. The University's total internet bandwidth is 1,000 Mbps, providing simultaneous service capacity for up to 648 users, corresponding to an average bandwidth allocation of 1.54 Mbps per user.

The University's electronic mail system operates on redundant servers and is supported by backup antivirus and spam filtering systems, backup web servers, backup mail servers, and a virtual server pool. In addition, backup DNS and proxy servers are maintained by the Directorate of Information Technologies.

Physical servers supporting Internet TV, Distance Education, Library Databases, and various institutional applications are also managed by the Directorate of Information Technologies. Routers and switches located at major distribution points across academic and administrative

units are supported by uninterrupted power supply (UPS) systems, ensuring secure and uninterrupted service delivery throughout the University.

To ensure business continuity and data security, KTO Karatay University has established Disaster Recovery Centers (DRCs). Two separate Disaster Recovery Centers are maintained: one located on the University campus and another within the Konya Chamber of Commerce. These centers are designed to enhance operational resilience and enable rapid recovery in the event of disasters or system failures.

The Disaster Recovery Center located in Block B serves as the primary backup facility for critical information systems and is equipped with advanced physical security measures, UPS systems, and generator support. The second Disaster Recovery Center, located within the Konya Chamber of Commerce, provides geographically separate backup capabilities, ensuring protection against both local and regional risks.

Both Disaster Recovery Centers are managed by the Directorate of Information Technologies and are regularly tested to evaluate the effectiveness of backup and recovery procedures. These facilities play a critical role in maintaining the continuity of educational, research, and administrative activities in the event of system failures, natural disasters, cyberattacks, or other emergencies.

KTO Karatay University adopts a systematic approach to information security and conducts its operations in accordance with the TS ISO 27001 Information Security Management System standard. Since 2020, the University has continuously expanded its ISO 27001 implementation efforts to ensure secure access to information, protect confidentiality and integrity, identify and manage risks associated with information assets, and safeguard institutional reliability and reputation.

Library Resources

The KTO Karatay University Library supports the educational, research, and information needs of students and staff. The Central Library, which serves as a key resource for research and academic activities, occupies 4,532 m² of indoor space and can accommodate up to 1,556 users simultaneously.

Reading rooms provide wireless internet access and catalog-search computers for users. The library collection is continuously expanded through acquisitions and donations. Resources are

organized according to the Library of Congress Classification System and are accessible through an open-shelf arrangement. Bibliographic records are managed through the Yordam Library Automation System and are accessible online.

The University Library provides access to numerous international databases and electronic resources, including EBSCOhost, Emerald Premier eJournal, IEEE, ScienceDirect, SpringerLink, JSTOR, Web of Science, Scopus, Nature Journals, Taylor & Francis, Wiley, ProQuest Dissertations & Theses, OVID-LWW, and many others. Access to national and international databases continues through agreements supported by TÜBİTAK's National Academic License Program (EKUAL).

The Library is also an institutional member of the Boğaziçi University Assistive Technology and Education Laboratory for the Visually Impaired (GETEM), which provides accessible information resources for visually impaired individuals and users with print disabilities. The GETEM collection includes books, educational materials, scientific articles, conference recordings, audio-described films, radio dramas, and technology tutorials in accessible formats.

Analysis of Academic Activities

Academic activities at KTO Karatay University are structured in line with institutional objectives aimed at enhancing educational quality, strengthening research and development capacity, and ensuring compliance with national and international standards. Within this framework, the Department of Midwifery conducts its educational, research, community engagement, and accreditation-related activities through an integrated and holistic approach.

Academic Activities Related to Education

Educational activities within the Department of Midwifery are built upon a practice-oriented and contemporary curriculum aligned with the Midwifery National Core Education Program (EBE-UÇEP) and the Turkish Qualifications Framework (TQF). Theoretical instruction, clinical practice, skills laboratory training, and field-based learning experiences are integrated to achieve the program's educational objectives and learning outcomes. Course contents are reviewed regularly, and continuous improvement initiatives are implemented based on feedback from students and stakeholders.

Research and Scientific Activities

Academic staff within the Department conduct research in areas including women's health, maternal and newborn health, antenatal and postnatal care, public health, and midwifery education. Faculty members actively participate in national and international congresses, symposiums, and scientific meetings. Scientific publications, research projects, and student involvement in research activities are actively encouraged. Research activities are planned in accordance with the University's research and development policies and monitored through quality assurance processes.

Graduate Education and Academic Development

Within the University's comprehensive graduate education framework, the Department of Midwifery encourages students to pursue postgraduate studies and supports continuous academic development. Faculty members contribute to graduate education through academic advising, thesis supervision, and scientific mentorship while organizing activities that strengthen integration between undergraduate and postgraduate education.

Accreditation and Quality Assurance Activities

In line with the University's accreditation-oriented academic approach, the Department actively operates its quality assurance system. Monitoring program outcomes, standardizing assessment and evaluation processes, ensuring stakeholder participation, and implementing continuous improvement activities based on the PDCA cycle constitute integral components of departmental academic activities. The Department actively participates in accreditation-related initiatives and continuously strives to enhance program quality.

Community Engagement and Academic Outreach

Academic activities within the Department of Midwifery are closely integrated with the University's mission of community engagement. Through educational programs, awareness campaigns, social responsibility projects, and community-based initiatives focusing on maternal and newborn health, academic knowledge is disseminated to society. These activities also contribute to the development of students' professional competencies, ethical awareness, and social responsibility.

SWOT Analysis

Strengths	**Weaknesses**
Highly qualified academic staff with strong disciplinary expertise and extensive practical experience. A practice-oriented curriculum aligned with the Midwifery National Core Education Program (EBE-UÇEP) and the Turkish Qualifications Framework (TQF). Strong collaborations with clinical training sites and healthcare institutions. Student-centered educational approach and an effective academic advising system. Well-established quality culture at the departmental level and effective implementation of the PDCA (Plan–Do–Check–Act) cycle. Regular collection and utilization of feedback from students, graduates, and external stakeholders. Strong commitment to community engagement and activities focusing on maternal and newborn health. Effective communication and coordination with faculty and university administration.	Insufficient simulation laboratories and advanced clinical training infrastructure. Limited research infrastructure and project funding opportunities. Restricted level of international academic collaborations and mobility activities. Limited diversity of digital and simulation-based educational materials. Academic staff numbers remaining limited relative to increasing student enrollment. Insufficient expansion of graduate-level midwifery programs.
Opportunities	**Threats**
Strong emphasis on quality, accreditation, and sustainability within the University's 2026–2030 Strategic Plan. National priorities and support mechanisms focusing on health sciences and maternal–newborn health. Advancements in digital education, simulation-based learning, and distance education opportunities. Guidance provided by accreditation and quality assurance processes in supporting departmental development. Increasing student interest in postgraduate education and academic careers.	Regulatory changes affecting the healthcare and higher education sectors. Financial constraints commonly experienced by foundation universities. Increasing academic workload and the associated risk of reduced staff motivation. Capacity limitations and access restrictions in clinical training environments. External fluctuations in graduate employment opportunities related to public-sector recruitment policies. Growing competition in internationalization initiatives and foreign language proficiency requirements.

DIFFERENTIATION STRATEGY

Differentiation Strategy

In line with KTO Karatay University's institutional differentiation strategy in the areas of education, research, community engagement, and governance, the Department of Midwifery adopts a distinctive approach that integrates digitalization, practice-based education, postgraduate specialization, and social impact within the fields of maternal, newborn, and women's health.

The Department's differentiation strategy extends beyond being solely an academic unit that educates graduates; it aims to become a department that contributes to the development of the healthcare system, responds to societal needs, and generates sustainable impact.

Differentiation in Education

The Department differentiates itself through a student-centered, flexible, and digitally enhanced educational model. In this context:

- A practice- and simulation-based curriculum aligned with EBE-UÇEP and the Turkish Qualifications Framework (TQF) is continuously strengthened.
- Digital health, telehealth, and simulation-based midwifery practices are integrated into educational processes.
- Academic guidance and research-based learning opportunities that support undergraduate–graduate integration are expanded.
- Educational processes aligned with international accreditation standards are continuously developed.

Through this approach, the Department aims to enhance graduates' professional competencies, digital literacy, and global competitiveness.

Differentiation in Research

The Department prioritizes interdisciplinary and practice-oriented research with high impact on maternal, newborn, and community health.

- Publication in high-impact indexed journals is encouraged.
- International collaborative research projects and interdisciplinary partnerships are supported.
- Graduate theses are directed toward practice-, policy-, and impact-oriented topics.
- The Triple Helix Model of university–healthcare sector–public sector collaboration is adapted to research and project development in midwifery.

Through these initiatives, the Department positions itself as a research-focused academic unit that generates scientific knowledge and contributes to healthcare practice.

Differentiation in Community Engagement and Service

The Department's community engagement strategy focuses on generating sustainable and measurable social impact in the fields of women's, maternal, and newborn health.

- Certified and digital continuing education programs are developed for graduates and practicing midwives.
- Career planning, professional development, and employment support mechanisms for graduates are strengthened.
- Social responsibility projects conducted in collaboration with local authorities and healthcare institutions are expanded in line with regional development priorities.
- Student participation in social, cultural, and sporting activities is encouraged to enrich the student experience.

Through this approach, the Department differentiates itself as an academic unit that contributes directly to community health and maintains strong alumni engagement.

Differentiation in Governance and Quality Assurance

The Department integrates a data-driven, transparent, and accountable governance approach with its quality assurance system.

- PDCA-based quality management is effectively implemented at the departmental level.
- Stakeholder feedback is systematically incorporated into decision-making processes.

- Digital monitoring and reporting mechanisms are utilized to support evidence-based management.
- Sustainable financial and academic structures are promoted through the efficient use of resources.

As a result, the Department positions itself as an accountable academic unit committed to continuous improvement.

Strategic Positioning

In accordance with KTO Karatay University's institutional positioning strategy, which is shaped by stakeholder analysis findings, national policy documents, higher education policies, regional development priorities, and digital transformation dynamics, the Department of Midwifery positions itself as a practice-oriented academic unit that embraces digital transformation, develops research and graduate education capacity, and generates social impact.

This positioning supports the University's vision of becoming an education and research institution integrated into an ecosystem of digital transformation, innovation, entrepreneurship, and sectoral collaboration.

Positioning in Education

The Department positions itself as a center for applied midwifery education by integrating practical learning with digital transformation. Accordingly, it:

- Offers undergraduate education aligned with EBE-UÇEP and TQF, emphasizing clinical and field-based learning.
- Integrates simulation, digital learning environments, and distance education tools into midwifery education.
- Encourages postgraduate education and academic career development.
- Strengthens educational structures aligned with international standards and accreditation requirements.

Positioning in Research and Graduate Education

The Department adopts a focused specialization approach centered on maternal, newborn, and community health.

It positions itself as a practice- and research-oriented academic unit that:

- Prioritizes research contributing to healthcare practice and policy development.
- Supports interdisciplinary and sector-based collaborations.
- Focuses on innovative fields such as digital health, preventive healthcare services, and care models.
- Aligns graduate theses and projects with regional and national healthcare priorities.

Positioning in Community Engagement and Regional Development

Considering the demographic structure of Konya, healthcare needs, and regional development priorities, the Department positions itself as:

- A producer of community engagement projects focusing on women's, maternal, and newborn health.
- A provider of lifelong learning opportunities for graduates and healthcare professionals.
- A regional social impact center collaborating with local governments, healthcare institutions, and non-governmental organizations.

Positioning in Digital Transformation and Governance

In line with the University's digital transformation and data-driven governance strategy, the Department positions itself as an academic unit that:

- Effectively utilizes digital education and assessment tools.
- Systematically monitors quality assurance processes through the PDCA cycle.
- Integrates stakeholder participation into decision-making processes.
- Operates transparently, accountably, and with a commitment to continuous development.

Strategic Focus Areas

In alignment with KTO Karatay University's institutional priorities and quality assurance approach, the Department has identified its strategic focus areas as practice-oriented and digitally supported education, research and graduate education in maternal–newborn–women's health, community engagement, and sustainability.

Strategic Focus in Education

The Department prioritizes competency-based, practice-oriented, and digitally supported midwifery education by:

- Strengthening curricula aligned with EBE-UÇEP and TQF.
- Integrating simulation, digital learning environments, and hybrid teaching models.
- Increasing awareness of postgraduate education and academic careers.
- Expanding accreditation-oriented educational practices.

Strategic Focus in Research and Graduate Education

The Department concentrates on high-impact and practice-oriented research addressing maternal, newborn, and community health.

- Research projects supported through university–healthcare sector–public sector collaborations are encouraged.
- Graduate theses and projects are linked to regional health needs and national priorities.
- Academic performance is monitored through measurable indicators and continuous improvement practices.

Strategic Focus in Community Engagement and Sustainability

The Department concentrates on:

- Regional and community impact projects prioritizing women's, maternal, and newborn health.
- Continuing education programs for graduates and healthcare professionals.
- Health-related social responsibility initiatives aligned with the United Nations Sustainable Development Goals.

Strategic Focus in Quality, Governance, and Stakeholder Satisfaction

The Department defines its strategic focus through:

- Effective implementation of PDCA-based quality management.
- Systematic monitoring of student and stakeholder satisfaction.

- Utilization of digital performance monitoring and reporting systems.

Value Proposition

Aligned with KTO Karatay University's vision of becoming a research-oriented and innovative higher education institution, the Department defines its value proposition through the development of qualified human resources, high-impact research and graduate education, community benefit generation, and digitally supported practice-based education.

Value Proposition in Education

The Department delivers value through practice-oriented, digitalized, and employment-focused midwifery education by:

- Educating qualified graduates through competency-based curricula aligned with EBE-UÇEP and TQF.
- Providing simulation-based, digital, and hybrid learning opportunities.
- Encouraging postgraduate education and academic specialization.
- Offering field-based learning experiences that enhance employability.

Value Proposition in Research and Graduate Education

The Department structures its value proposition around scientific research that contributes to practice and policy development.

- Research on maternal, newborn, and community health supports publication in national and international indexed journals.
- Research and innovation projects increase scientific productivity and project capacity.
- Graduate theses and projects are aligned with healthcare system needs and regional priorities.
- Interdisciplinary and sectoral collaborations increase the societal impact of research outputs.

Value Proposition in Community Engagement and Stakeholder Value

The Department generates measurable and sustainable social benefit by:

- Conducting community-based projects focused on women's, maternal, and newborn health.
- Offering continuing education and certification programs for graduates and healthcare professionals.
- Strengthening alumni engagement and stakeholder satisfaction through career support and professional development initiatives.

Value Proposition in Internationalization and Digital Transformation

The Department regards digital transformation and internationalization as complementary dimensions of its value proposition by:

- Increasing the effectiveness of education and research through digital learning, assessment, and monitoring systems.
- Strengthening global visibility through international mobility, joint courses, and academic collaborations.
- Integrating digital health and innovative care models into midwifery education.

Core Competencies

In line with KTO Karatay University's objective of creating a value-generating ecosystem in education, research, and community engagement, the Department structures its core competencies around practice-based education, research–education integration, social impact, digital transformation, and sustainability.

Competency in Research–Education Integration

The Department integrates educational and research activities through a curriculum aligned with EBE-UÇEP and TQF, exposing students to research culture from the undergraduate level and promoting evidence-based practice and critical thinking skills.

Competency in Practice-Based and Sector-Integrated Education

Clinical placements, field-based learning, simulation-supported training, and collaborations with healthcare institutions provide students with professional experience before graduation, enhancing employability and professional competence.

Competency in University–Healthcare Sector–Public Sector Collaboration

Collaborations with provincial health directorates, hospitals, local authorities, and non-governmental organizations enable the Department to contribute directly to regional development and community health.

Competency in Transforming Scientific Knowledge into Added Value

Research projects, graduate theses, and academic studies are designed not only to generate scientific outputs but also to contribute to healthcare practice, policy development, and societal benefit.

Competency in Digital Transformation and Data-Driven Management

The Department effectively utilizes digital systems in education, assessment, and quality assurance processes. Data-driven decision-making, performance monitoring, and quality management practices strengthen transparency, accountability, and continuous development.

Competency in Sustainability and Social Responsibility

The Department promotes an educational approach that prioritizes environmental awareness and social responsibility. Activities focusing on women's, maternal, and newborn health are aligned with the Sustainable Development Goals and contribute to the development of inclusive, ethical, and socially responsible graduates.

STRATEGY DEVELOPMENT

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target H.1.2:		To promote multidisciplinary and interdisciplinary program structures.							
Activity H.1.2.1:		Increase the number of double-major undergraduate programs and interdisciplinary graduate programs.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.5	Percentage of courses in the curriculum that can be taken from other departments (undergraduate level)	7,41%	7,41%	8%	8%	8%	8%	8% Mean	Head of the Midwifery Dep
Risks		Risk of insufficient expansion of interdisciplinary programs.							
		Limitations in student access to double-major programs.							
		Insufficient integration among academic programs.							
Strategies		Increase interdisciplinary collaborations and revise curricula accordingly.							
		Encourage participation in double-major programs and organize awareness and information campaigns.							
		Improve resources and infrastructure supporting double-major programs.							
Findings		Participation in interdisciplinary programs has shown an increasing trend.							
		Double-major opportunities are not promoted sufficiently.							
		Students require more guidance regarding double-major opportunities.							
Needs		Greater academic advising support should be provided for students interested in double-major programs.							
		Infrastructure supporting interdisciplinary education should be strengthened.							
		Additional opportunities should be created for students participating in double-major and interdisciplinary programs.							

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target: H.1.3.		Güncel mesleki gelişmeleri takip eden uygulamalı ders içeriklerini güncellemek ve zenginleştirmek							
Activity: H.1.3.1.		Program çıktılarının güncel mesleki yeterlilikleri ve uygulamaları destekler nitelikte müfredat çalışmalarının yapılması							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Percentage of courses conducted in practical learning environments such as workshops and laboratories	50%	50%	50%	50%	50%	50%	50%Mean	**Curriculum Development Committee**
PG1.2	Number of courses delivered with the participation of external stakeholders	14	14	15	15	15	15	15 Mean	
PG1.3	Number of curriculum revisions implemented based on external stakeholder recommendations	1	1	1	1	1	1	1 Mean	
PG1.4	Contribution rate of curriculum revisions implemented based on external stakeholder recommendations	5,34%	5,34%	5,34%	5,34%	5,34%	5,34%	5,34% Mean	
PG1.5	Percentage of practice-based courses within the curriculum	29,63%	29,63%	29,63%	29,63%	29,63%	29,63%	29,63% Mean	
PG1.6	Alignment of practice-based courses with sectoral needs and expectations	100%	100%	100%	100%	100%	100%	100% Mean	
PGI.7	Percentage of updated course information packages	100%	100%	100%	100%	100%	100%	100% Mean	
Risks		Risk of student competencies becoming outdated due to an insufficiently updated curriculum.							
		Weak collaboration between the university and the professional sector.							

	Insufficient support for practice-based courses.
Strategies	Maintain continuous collaboration with the professional sector to ensure that the curriculum remains current and responsive to emerging needs.
	Expand and modernize practical training facilities and learning environments.
	Increase curriculum development activities involving external stakeholders.
Findings	Existing projects incorporate contributions from industry and professional stakeholders into practice-based courses.
	The curriculum requires further updating to address evolving sectoral and professional needs.
	External stakeholder involvement has contributed to the enrichment of the curriculum.
Needs	Additional workshops, laboratories, and practical training facilities are needed to support practice-based courses.
	Curricula should be further aligned with professional competencies and workforce requirements.
	Greater engagement and collaboration with external stakeholders should be established through joint activities and partnerships.

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target: H1.3.		Update and enrich practice-based course content in line with current professional developments.							
Activity: H.1.3.2.		Expand curricula and academic programs that promote research and entrepreneurship.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of student projects submitted to TÜBİTAK 2209 Programs	12	6	6	6	6	6	6 Mean	Quality Assurance and Research & Development Committee Head of the Midwifery Department
PG1.2	Number of students applying to Teknofest competitions and actively participating in project teams	15	1	1	1	1	1	1 Mean	
PG1.4	Number of student entrepreneurs registered with the Technology Transfer Office (TTO)	0	1	1	1	1	1	1 Mean	
PG1.7	Percentage of courses incorporating student project work	12,20%	12,20%	12,20%	12,20%	12,20%	12,20%	12,20% Mean	
PG1.8	Number of student projects submitted to national and international institutions/organizations	6	6	6	6	6	6	6 Mean	
PGI.9	Total number of students participating in projects conducted under the coordination of the Technology Transfer Office (TTO) or submitted to national and international institutions with TTO support	6	6	6	6	6	6	6 Mean	
PGI.11	Number of Research and Development (R&D), Project Management, Innovation, Intellectual and Industrial Property	4	4	4	4	4	4	4 Mean	

	Rights (IPR), and Entrepreneurship courses offered in undergraduate programs								
PGI.12	Number of student-oriented activities related to R&D, entrepreneurship, project development, innovation, and intellectual property rights (e.g., competitions, conferences, workshops, certificate programs, and informational events)	3	3	3	3	3	3	3 Mean	
PGI.13	Success rate of student projects submitted to TÜBİTAK 2209 Programs	60%	60%	60%	60%	60%	60%	60% Mean	
Risks		Research projects may not be sufficiently encouraged.							
		Entrepreneurship education initiatives may face limitations in funding and resources.							
		Student participation in research projects may remain at a low level.							
Strategies		Develop incentive programs to increase student participation in research projects.							
		Establish dedicated funding opportunities and support mechanisms for entrepreneurship education.							
		Further expand Technology Transfer Office (TTO) support for student projects.							
Findings		An increase has been observed in the number of students participating in research projects.							
		Entrepreneurship projects have not yet been sufficiently widespread.							
		The number of students involved in BAP and TÜBİTAK projects has increased.							
Needs		The number of entrepreneurship programs should be increased.							
		Additional resources and incentives should be provided to encourage student participation in research projects.							
		Research and entrepreneurship-oriented curricula should be further expanded and disseminated.							

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target: H1.3.		Update and enrich practice-based course content in line with current professional developments.							
Activity: H.1.3.3.		Increase engagement and collaboration between internal and external stakeholders at the departmental level.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of meetings held with industry representatives	2	2	2	2	2	2	2 Mean	External Stakeholder Committee Head of the Midwifery Department
PG1.2	Number of events organized with the participation of industry representatives	2	2	2	2	2	2	2 Mean	Event Organization and Social Media Committee Head of the Midwifery Department
PG1.3	Student satisfaction rate regarding field-based practical training (internship) activities	60%	60%	60%	60%	60%	60%	60%	Clinical Practice Committee Head of the Midwifery Department
PG1.4	Employer satisfaction survey rate	60%	60%	60%	60%	60%	60%	68%	External Stakeholder Committee Head of the Midwifery Department
PG1.6	Number of employer/industry representative–student career networking events organized on campus	1	1	1	1	1	1	1 Mean	Event Organization and Social Media Committee Head of the Midwifery Department
PGI.7	Student participation rate in employer/industry representative–student career networking events organized on campus	10%	10%	10%	10%	10%	10%	10%	Event Organization and Social Media Committee Head of the Midwifery Department
Risks		Sustainability risks associated with collaborative projects involving external stakeholders.							
		Limited stakeholder participation may restrict the scope and effectiveness of collaborations.							
		Students may not fully benefit from available industry-based learning and professional experience opportunities.							
Strategies		Develop additional collaborative projects and partnerships with external stakeholders.							

	Organize regular meetings, workshops, and seminars with stakeholders.
	Encourage greater involvement of industry representatives in courses, projects, and educational activities.
Findings	An increase has been observed in the number of meetings conducted with stakeholders.
	Company visits and field trips have a significant positive impact on student satisfaction.
	Positive feedback has been received through employer satisfaction surveys.
Needs	External stakeholders should be more actively integrated into courses and project activities.
	Additional field-based practical training and internship opportunities should be provided for students.
	The number of company visits, industry-focused activities, and sectoral engagement events should be increased.

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target: H1.4.		Diversify extracurricular services that support students' independent learning.							
Activity: H.1.4.1.		Diversify the personal, social, and professional skills development services offered to students.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of academic and scientific activities organized by students to support learning	6	6	6	6	6	6	6 Mean	Student Club
PG1.2	Number of academic and scientific activities attended by students to support learning	6	6	6	6	6	6	6 Mean	Event Organization and Social Media Committee
PG1.3	Number of cultural, artistic, and sports activities organized by students	6	6	6	6	6	6	6 Mean	Head of the Midwifery Department
PG1.4	Number of awards received by students	1	1	1	1	1	1	1 Mean	Student Club
PG1.6	Number of students who are members of student clubs and organizations	150	150	200	200	200	200	160 Mean	Head of the Midwifery Department
PGI.11	Number of students applying for (or receiving) a social transcript	50	50	50	50	50	50	50 Mean	Head of the Midwifery Department
PGI.16	Number of social responsibility	6	6	6	6	6	6	6 Mean	Head of the Midwifery Department

	projects organized by students								
Risks		Students may not sufficiently benefit from the services provided.							
		Low participation may occur if services do not adequately meet students' needs and expectations.							
		Budget constraints may limit the sustainability of these services.							
Strategies		Diversify services based on student feedback and identified needs.							
		Implement additional awareness and information campaigns promoting personal development and professional skills enhancement services.							
		Ensure the sustainability of services through collaboration with external funding sources and sponsors.							
Findings		Participation in social skills development activities has been observed to be relatively low.							
		Students have demonstrated a growing need for professional development services.							
		Personal development programs have been found to positively influence student motivation.							
Needs		The number of personal development and professional skills training programs should be increased.							
		The promotion, visibility, and accessibility of student support services should be improved.							
		Additional resources should be allocated to career planning and skills development services.							

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target: H1.4.		Diversify extracurricular services that support students' independent learning.							
Activity: H.1.4.2.		Enhance career planning opportunities, including internships, employment, and academic progression pathways.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Graduate employment rate of newly graduated students	30%	30%	30%	30%	30%	30%	30%	Alumni Relations Committee Head of the Midwifery Department
PG1.7	Number of graduates who commence postgraduate education within one year after graduation	4	6	6	8	8	10	7 Mean	
PG1.8	Number of students benefiting from internship mobility through international exchange programs	1	1	1	1	1	1	1 Mean	
PG1.9	Number of events organized for alumni	2	2	2	2	2	2	2 Mean	
Risks		Limited student access to career planning services.							
		Reduced internship and employment opportunities due to weak connections with industry and employers.							
		Inability to meet student demands because of insufficient capacity within career support services.							
Strategies		Increase the capacity of career support services to serve a larger number of students.							
		Strengthen collaboration with employers and industry partners to expand internship and employment opportunities.							
		Diversify career counseling services and provide online access options.							
Findings		An increase has been observed in the number of students utilizing career support services.							

	Limited internship opportunities restrict students' ability to gain professional experience.
	Career planning activities have a positive impact on student satisfaction.
Needs	Strengthen collaboration with employers and industry partners to increase internship opportunities.
	Expand the capacity of career support services by allocating additional advisors and resources.
	Provide more training programs, seminars, and workshops aimed at preparing students for professional life.

A1. EDUCATION AND TRAINING		To provide students with the highest quality and accessible education, equipping them with up-to-date, practice-oriented, science-based academic knowledge, research skills, and contemporary professional competencies, while fostering innovative individuals who contribute to society.							
Target: H1.4.		Diversify extracurricular services that support students' independent learning.							
Activity: H.1.4.3.		Develop student support programs that enhance academic achievement.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of extracurricular activities open to student participation (e.g., seminars, guest lectures, workshops)	5	5	5	8	8	10	5 Mean	Head of the Midwifery Department
PG1.2	Number of students participating in extracurricular activities open to student participation (e.g., seminars, guest lectures, workshops)	100	150	200	200	250	250	200 Mean	
PG1.3	Number of skills development courses and activities offered to students	2	2	2	2	2	2	2 Mean	
PG1.4	Number of students participating in skills development courses and activities	30	30	30	40	40	50	40 Mean	

PGI.5	Feedback received from students participating in skills development courses and activities	90	90	95	95	95	95	95 Mean	
Risks		Student support programs may not adequately address students' needs and expectations.							
		The sustainability of programs may be threatened by insufficient financial resources.							
		Student participation in these programs may remain low.							
Strategies		Program content should be regularly updated and improved based on student feedback.							
		Potential sponsors and external funding sources should be identified to support the sustainability of these programs.							
		Promotional campaigns and incentive mechanisms should be implemented to encourage student participation.							
Findings		Participation in programs supporting academic achievement has been found to positively influence student success rates.							
		Insufficient promotion of these programs has contributed to low participation levels.							
		Skills development courses have been observed to make a direct contribution to students' academic performance.							
Needs		Additional financial resources and institutional support should be allocated to programs that promote academic achievement.							
		Additional financial resources and institutional support should be allocated to programs that promote academic achievement.							
		Additional financial resources and institutional support should be allocated to programs that promote academic achievement.							

A.2. RESEARCH AND DEVELOPMENT		To strengthen the University's research capacity, integrate research and development activities with sector-oriented initiatives through collaboration with national and international stakeholders, and generate high value-added technological, socio-economic, and societal benefits from these research activities.							
Target: H.2.1.		Transform the University's research potential into high-impact academic outputs.							
Activity: H.2.1.1.		Promote and support the publication performance of academic staff.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Total number of publications indexed in international citation indexes	15	15	16	17	18	19	16 Mean	Quality Assurance and Research & Development Committee Head of the Midwifery Department
PG1.3	Total number of publications indexed in TR Dizin	6	6	6	6	6	6	6 Mean	
PG1.4	Number of academic staff benefiting from the Academic Incentive System	6	6	6	6	6	6	6 Mean	
PG1.5	Total number of publications indexed in ULAKBİM databases	6	6	6	6	6	6	6 Mean	
PG1.6	Number of books/book chapters indexed in international book indexes	6	6	6	6	6	6	6 Mean	
PG1.9	Percentage of faculty members with publications	100%	100%	100%	100%	100%	100%	100 Mean	
Risks		The number of publications may decline if the Academic Incentive System is not sufficiently effective.							
		A low number of publications indexed in international databases such as Web of Science (WoS) and Scopus may negatively affect the University's international visibility.							
		Insufficient publication support for academic staff may reduce the quality of scientific research outputs.							
Strategies		Review and revise academic incentive programs to enhance research and publication performance.							
		Provide additional resources and support mechanisms to increase the number of international publications.							
		Strengthen collaboration with the Academic Publications Office to improve the management and efficiency of publication processes.							
Findings		The current Academic Incentive System has not been sufficiently effective in motivating academic staff.							
		The number of publications indexed in Web of Science (WoS) and Scopus databases remains below the targeted level.							
		The number of publications indexed in national databases, including ULAKBİM, is not yet at the desired level.							

Needs	New strategies should be developed to improve the effectiveness of the Academic Incentive System.
	Training programs and seminars promoting international publishing should be organized.
	Access to tools, resources, and support services that facilitate publication processes should be enhanced for academic staff.

A.2. RESEARCH AND DEVELOPMENT		To strengthen the University's research capacity, integrate research and development activities with sector-oriented initiatives through collaboration with national and international stakeholders, and generate high value-added technological, socio-economic, and societal benefits from these research activities.							
Target: H.2.1.		Transform the University's research potential into high-impact academic outputs.							
Activity: H.2.1.2.		Increase the number of scientific publications, research activities, and research projects.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of internationally funded projects supported by international organizations	1	0	1	1	1	1	1 Mean	Quality Assurance and Research & Development Committee Head of the Midwifery Department
PG1.3	Number of nationally funded projects (excluding TÜBİTAK)	6	6	6	6	6	6	6 Mean	
PG1.4	Number of nationally funded projects supported by TÜBİTAK	6	6	6	6	6	6	6 Mean	
PG1.7	Total number of research projects supported under the Scientific Research Projects Program (BAP)	6	6	6	6	6	6	6 Mean	
PG1.10	Number of publications produced through international collaborations	1	0	1	1	1	1	1Mean	
PG1.13	Number of books or book chapters published by international publishers	6	6	6	6	6	6	6 Mean	
Risks		A decline in the number of international projects and funding amounts may negatively affect the University's global research performance.							
		A decrease in the number of nationally funded projects outside TÜBİTAK may weaken local research activities.							
		Insufficient awareness of available funding opportunities and project resources may hinder project success.							
Strategies		Organize regular information sessions on national and international research funding opportunities.							
		Encourage academic staff to make greater use of national funding sources beyond TÜBİTAK.							
		Provide training programs to enhance academic staff's project writing and project management competencies.							
Findings		The number of projects supported by international organizations has not yet reached the targeted level.							
		There is a need to increase the number of nationally funded projects outside TÜBİTAK.							

	Deficiencies have been identified in awareness and dissemination of information regarding funding opportunities and project resources.
Needs	ccess to international project funding opportunities should be facilitated, and international collaborations should be strengthened.
	Information sessions on national and international funding sources should be organized regularly.
	Resources and training programs should be provided to improve the project management skills of academic staff.

A.2. RESEARCH AND DEVELOPMENT		To strengthen the University's research capacity, integrate research and development activities with sector-oriented initiatives through collaboration with national and international stakeholders, and generate high value-added technological, socio-economic, and societal benefits from these research activities.							
Target: H.2.3.		Support the commercialization of high-quality research and research projects.							
Activity: H.2.3.1		Support the development and commercialization of university-generated patents, utility models, and industrial design registrations.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.2	Number of national patent applications	3	1	1	1	2	2	1 Mean	Quality Assurance and Research & Development Committee Head of the Midwifery Department
PG1.3	Number of national utility model applications	1	1	1	1	2	2	1 Mean	
PGI.8	Number of licensed patents and utility models	1	1	1	1	2	2	1 Mean	
PGI.9	Number of national patent registrations	1	1	1	1	2	2	1 Mean	
PGI.10	Number of national utility model registrations	1	1	1	1	2	2	1 Mean	
PGI.11	Number of international patent applications	1	1	1	1	2	2	1 Mean	
PGI.12	Number of international patent registrations	1	1	1	1	2	2	1 Mean	
Risks		A decline in the number of commercialized Scientific Research Projects (BAP) may negatively affect the University's technology transfer capacity.							
		A low number of granted patents may reduce the commercialization potential of innovative projects.							
		Legal and financial challenges may arise during the commercialization process of utility models and industrial designs.							
Strategies		Provide additional support mechanisms and resources to facilitate the commercialization of Scientific Research Projects (BAP).							
		Encourage patent applications and provide academic staff with the necessary support throughout the patenting process.							
		Develop new strategies to support the commercialization of utility models and industrial designs.							
Findings		There is a need to increase the number of commercialized Scientific Research Projects (BAP).							
		The number of granted patents remains below the targeted level.							
		Challenges have been identified in the commercialization processes of utility models and industrial designs.							

Needs	Additional resources and incentive mechanisms should be provided to support the commercialization of Scientific Research Projects (BAP).
	Training programs and consultancy services should be offered to academic staff regarding patent applications and commercialization processes.
	Strategies should be developed to facilitate and strengthen the commercialization of utility models and industrial designs.

A.2. RESEARCH AND DEVELOPMENT		To strengthen the University's research capacity, integrate research and development activities with sector-oriented initiatives through collaboration with national and international stakeholders, and generate high value-added technological, socio-economic, and societal benefits from these research activities.							
Target: H.2.4.		Organize scientific outreach and public awareness activities for the community.							
Activity H.2.4.1.		Increase the University's visibility through the effective use of web-based tools and digital platforms.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.4	Number of research-, publication-, project-, intellectual property-, and entrepreneurship-related achievement posts shared through official social media accounts	5	5	10	20	25	25	20 Mean	Event Organization and Social Media Committee Head of the Midwifery Department
PG1.5	Number of followers on official social media accounts (Instagram, X/Twitter, and Facebook)	1000	1000	1100	1200	1300	1300	1200 Mean	
Risks		Insufficient promotion and outreach activities through national and international media channels may reduce the University's visibility.							
		Engagement rates and follower numbers on official social media accounts may remain below targeted levels, limiting the University's digital presence and outreach capacity.							
Stratejiler Strategies		Strengthen collaborations with national and international media outlets and organize promotional activities highlighting achievements in research, publications, projects, and innovation.							
		Increase the number of online informational events and public engagement activities to enhance community outreach and knowledge dissemination.							
		Develop comprehensive content strategies for official social media accounts to improve engagement rates and increase follower numbers.							
Tespitler Findings		The number of promotional activities and outreach initiatives conducted through international media channels has not yet reached the desired level.							
		Engagement rates and follower numbers on official social media platforms have been observed to remain below targeted levels.							
İhtiyaçlar		New promotional campaigns should be developed to increase visibility through national and international media channels.							
		Resources should be allocated to expand public online information sessions and ensure their regular implementation.							

	New social media management strategies should be developed, and the social media team should be strengthened to improve the effectiveness of institutional digital communication.

A3. OMMUNITY ENGAGEMENT		To develop community-oriented projects, disseminate scientific knowledge and technology to society, and promote social responsibility awareness by generating sustainable solutions in the fields of education, health, environment, and social development, in line with the vision of being an institution responsive to international, national, and local societal challenges.							
Target: H3.1.		Intensify activities aimed at addressing societal challenges through social responsibility projects in priority areas.							
Activity H.3.1.1.		Strengthen support mechanisms for disadvantaged individuals and vulnerable populations.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of activities focused on disadvantaged individuals	1	1	1	1	1	1	1 Mean	Event Organization and Social Media Committee Head of the Midwifery Department
PG1.2	Number of projects implemented to address the needs of disadvantaged individuals	1	1	2	2	2	2	2 Mean	
Risks		Participation in social responsibility projects may remain insufficient.							
		The sustainability of social responsibility projects may not be adequately ensured.							
		There is a risk that projects may not fully address societal needs and expectations.							
Strategies		Encourage the participation of students and external stakeholders in projects addressing societal challenges.							
		Strengthen local and international collaborations to ensure the continuity and sustainability of projects.							
		Conduct needs assessments to enhance the effectiveness and impact of projects targeting disadvantaged groups.							
Findings		Participation in projects focusing on disadvantaged individuals has been observed to be insufficient.							
		Social responsibility projects contribute significantly to the University's community engagement and societal impact.							
		Additional funding and resources are required to ensure the sustainability of these projects.							
Needs		More financial resources and institutional support should be allocated to social responsibility projects.							
		Additional local and international partnerships should be established to address societal challenges more effectively.							
		Greater participation and awareness should be promoted for projects aimed at meeting the needs of disadvantaged individuals.							

A3. OMMUNITY ENGAGEMENT		To develop community-oriented projects, disseminate scientific knowledge and technology to society, and promote social responsibility awareness by generating sustainable solutions in the fields of education, health, environment, and social development, in line with the vision of being an institution responsive to international, national, and local societal challenges.							
Target: H3.1.		Intensify activities aimed at addressing societal challenges through social responsibility projects in priority areas.							
Activity H.3.1.2.		Diversify social responsibility projects and increase stakeholder participation.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.5	Number of courses with social responsibility content within the curriculum	2	2	2	2	2	2	2 Mean	Curriculum Development Committee
PGI.6	Number of beneficiaries of social responsibility projects	90	90	100	100	100	100	100 Mean	Head of the Midwifery Department
Risks		Student clubs may show decreasing interest in social responsibility projects.							
		The number of project stakeholders may remain limited.							
		Social responsibility projects may face challenges in securing sufficient support for long-term sustainability.							
Strategies		Encourage greater participation of student clubs and external stakeholders in social responsibility projects.							
		Expand project scope and establish collaborations with new stakeholders.							
		Develop long-term plans to enhance the impact and sustainability of social responsibility initiatives.							
Findings		Participation of student clubs in social responsibility projects remains at a relatively low level.							
		Increasing the number of stakeholders could significantly enhance the impact of projects.							
		The number of beneficiaries reached through social responsibility projects has the potential to be further increased.							
Needs		Participation of student clubs in social responsibility projects should be strengthened.							
		Additional collaborations should be established with institutional and individual stakeholders.							
		Communication and promotional strategies should be developed to enable projects to reach broader audiences.							

A.4. INTERNATIONALIZATION		To enhance the internationalization of the University's education and training, research and development, and service environments.							
Target: H.4.2.		Enhance the development of a faculty and student profile with international academic competencies and experience.							
Activity H.4.2.2.		Support activities that strengthen the international academic competencies of academic staff.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.1	Number of academic staff organizing international activities (e.g., seminars, webinars, symposiums)	0	1	1	1	1	1	1 Mean	Head of the Midwifery Department
PG1.2	Number of academic staff participating in international activities abroad (e.g., seminars, symposiums, conferences)	0	1	1	1	1	1	1 Mean	
PG1.3	Number of faculty members participating in international mobility programs abroad for up to one month through Erasmus or other exchange programs	0	1	1	1	1	1	1 Mean	
Risks		Low participation of academic staff in international activities may negatively affect the development of their academic competencies.							
		Limited international experience among faculty members may weaken international academic collaborations and partnerships.							
		Low participation in language training programs may restrict involvement in international academic activities and collaborative initiatives.							
Strategies		Provide financial and institutional support to increase academic staff participation in international seminars, symposiums, webinars, and conferences.							
		Develop programs that encourage faculty members to undertake academic assignments abroad for one semester or longer.							
		Offer additional language courses and training programs to improve the foreign language competencies of academic staff.							
Findings		The number of academic staff participating in international activities remains below the targeted level.							
		There is a need to increase the number of faculty members undertaking academic assignments abroad.							
		Participation of academic staff in language training programs has been observed to be insufficient.							

Needs	Incentive programs and support mechanisms should be established to increase participation in international activities.
	Programs encouraging faculty members to gain international academic experience should be further developed.
	Additional incentives should be provided to encourage participation in language courses, and language training opportunities should be expanded.

A5. INSTITUTIONAL GOVERNANCE AND QUALITY ASSURANCE SYSTEM		To ensure the effectiveness, efficiency, and sustainability of service quality across institutional service areas.							
Target: H5.2		Ensure institutional efficiency and sustainability.							
Activity H.5.2.3.		Strengthen quality assurance practices in education and training.							
Performance Indicator		**Baseline**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**	**Responsible Unit**
PG1.4	Completion rate of course information packages	100	100	100	100	100	100	100 Mean	Head of the Midwifery Department
PG1.5	Completion rate of the assessment and evaluation system	100	100	100	100	100	100	100 Mean	
Risks		There is a risk that accreditation processes may progress slowly or fail to be completed successfully.							
		Quality assurance systems may not be sufficiently adopted and implemented across all academic programs.							
		Assessment and evaluation systems may be implemented incompletely or inconsistently.							
Strategies		Allocate additional resources and personnel to support and accelerate accreditation processes.							
		Organize training and awareness-raising activities to promote the implementation of quality assurance practices across all programs.							
		Continuously review and update assessment and evaluation systems to improve their effectiveness.							
Findings		The number of programs that have submitted accreditation applications remains insufficient.							
		Quality assurance systems have not been fully implemented in some academic units.							
		Assessment and evaluation systems have not yet been fully established and standardized.							
Needs		Additional financial resources and human capital should be allocated to accelerate and expand accreditation processes.							
		Additional financial resources and human capital should be allocated to accelerate and expand accreditation processes.							
		Additional financial resources and human capital should be allocated to accelerate and expand accreditation processes.							

MONITORING AND EVALUATION

Monitoring and Evaluation

In alignment with the implementation of the KTO Karatay University 2026–2030 Strategic Plan, the Midwifery Department of the Faculty of Health Sciences conducts a regular and systematic monitoring and evaluation process to assess the achievement level of strategic objectives, identify strengths and areas for improvement throughout the implementation process, manage emerging risks, and ensure continuous improvement.

The monitoring and evaluation process of the Midwifery Department is structured at both departmental and faculty levels in harmony with the mechanisms implemented by the Strategic Development Board and the Strategic Planning and Quality Commission under the Rectorate at the university level.

Monitoring and Evaluation Approach

The monitoring and evaluation process in the Midwifery Department encompasses the pre-implementation, implementation, and post-implementation phases of the strategic plan. Within this framework, the following are regularly monitored and evaluated:

- Achievement levels of strategic goals and objectives,
- Changes in performance indicators over time,
- Progress of planned activities and projects,
- Stakeholder satisfaction and feedback,
- Internal and external environmental changes,
- Risks and opportunities.

Monitoring of Objectives and Performance Indicators

Performance indicators established for each objective included in the Midwifery Department Strategic Plan are evaluated by comparing annual performance results with target values. During the evaluation process:

- Actual performance data from the previous year are used as the basis for assessment,
- Trends indicating increases or decreases in performance indicators are analyzed,
- Causes of deviations are identified, and corrective and preventive actions are planned accordingly.

This approach ensures evidence-based decision-making and the effective implementation of the Plan–Do–Check–Act (PDCA) cycle within the department.

Data Collection and Evaluation Methods

The following methods are utilized during the monitoring and evaluation process:

- Satisfaction surveys administered to students, alumni, academic staff, and external stakeholders,
- Interviews and focus group studies,
- Academic performance and activity reports,
- Project and activity monitoring tables,
- Quality Commission evaluation reports.

The quantitative and qualitative data obtained are evaluated at both departmental and faculty levels and contribute to the University's monitoring and evaluation processes.

Feedback, Improvement, and Revision Process

Based on the findings obtained through monitoring and evaluation activities:

- The extent to which planned activities have been completed is assessed,
- Strengths are reinforced, and best practices are sustained and disseminated,
- Improvement actions are planned for areas requiring development,
- Implementation of the strategic plan continues unless significant internal or external changes are identified.

However, when unexpected outcomes or major environmental changes arise, the Midwifery Department Strategic Plan is reviewed and updated in alignment with the University's decision-making mechanisms.