**ÇANAKKALE ONEKİZ MART UNIVERSITY**

**Architecture and design faculty**

**DEPARTMENT OF ARCHITECTURE**

**2021 - 2025 UNIT STRATEGIC PLAN**

**THOSE WHO PREPARED THE PLAN**

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**PRESENTATION**

It would be possible to define the Strategic Plan as a guide that describes the path between where an institution or unit is and the situation it desires. Strategic Plan according to the Public Financial Management and Control Law No. 5018;

It is defined as “the plan that includes the medium and long-term objectives, basic principles and policies, targets and priorities, performance criteria of public administrations , the methods to be followed to achieve these, and resource allocations”.

Determining the target, purpose, implementation, evaluation and realization strategies of such a plan will be possible with the execution of a participatory process. A strategic plan prepared in the first quarter of the 21st century will be more successful if it can be realized with a bottom-up process rather than a top-down process. Strategic plans should be prepared with the same sensitivity and reality in order to create a more effective learning and a sustainable university model in the face of technological developments and advances in the educational institutions and universities in particular, and the needs, current situation and future projections of the institution and the unit should be expressed within this framework. This Strategic Plan prepared for the Department of Architecture, which has not yet started its educational activities and is in the process of forming its academic staff, has also been tried to be created within the framework of the same thoughts.

**01.10.2021**

**Assoc. Dr. Ali Tolga ÖZDEN**

**Head of Architecture Department**

**EPISODE 1**

**1.1. DEFINITION OF THE UNIT AND DRAWING ITS LIMITS**

The information presented in this document covers the curriculum of Çanakkale Onsekiz Mart University, Faculty of Architecture and Design, Department of Architecture. The department was established on May 7, 2009 as a unit of the Faculty of Engineering and Architecture. As of March 8, 2012, it has been included within the Faculty of Architecture and Design, which was established with the decision numbered 2012/2734 of the Official Gazette numbered 28227. It still continues to operate as a unit of the same faculty. In our unit, which has not yet been able to start education and training activities since its first establishment, efforts are continuing to employ the faculty members/staff required to start these activities.

**1.2. ANALYSIS OF CURRENT SITUATION**

**1.2.1. Legal Obligations and Legislation**

The Department of Architecture, which is a unit of Çanakkale Onsekiz Mart University, is subject to the relevant laws, regulations and directives that the university is subject to. Both the academic and administrative staff working in the department and the students, if recruited in the future, will continue their work in accordance with these legal obligations. The legislation is briefly explained in Table 1.

**Table 1.** Legal Legislation (https://mevzuat.comu.edu.tr/)

|  |  |  |
| --- | --- | --- |
| **Laws** ( *https://mevzuat.comu.edu.tr/mevzuat.php?tip=kanunlar* ) | | |
| **Name of the Law** | **Issue No.** | **Acceptance Date** |
| [Civil Servants Law No. 657](https://mevzuat.comu.edu.tr/files/kanun/657.pdf) | 12056 | July 23, 1965 |
| [Higher Education Personnel Law No. 2914](https://mevzuat.comu.edu.tr/files/kanun/2914.pdf) | 18190 | January 1, 1970 |
| [Higher Education Law No. 2547](https://mevzuat.comu.edu.tr/files/kanun/2547.pdf) | 17506 | January 1, 1970 |
| [Public Financial Management and Control Law No. 5018](https://mevzuat.comu.edu.tr/files/kanun/5018.pdf) | 25326 | January 1, 1970 |
| [Right to Information Law No. 4982](https://mevzuat.comu.edu.tr/files/kanun/4982.pdf) | 25269 | January 1, 1970 |
| [Law No. 2429 on National Holidays and General Holidays](https://mevzuat.comu.edu.tr/files/kanun/2492.pdf) | 17284 | January 1, 1970 |
| [Allowance Law No. 6245](https://mevzuat.comu.edu.tr/files/kanun/6245.pdf) | 8637 | January 1, 1970 |
| [Law No. 5651 on Regulating Publications Made on the Internet and Combating Crimes Committed Through These Publications](https://mevzuat.comu.edu.tr/files/kanun/5651.pdf) | 26530 | January 1, 1970 |
| [Law No. 6698 on the Protection of Personal Data](https://mevzuat.comu.edu.tr/files/kanun/6698.pdf) | 29677 | January 1, 1970 |
| [Law No. 5746 on Supporting Research and Development Activities](https://mevzuat.comu.edu.tr/files/kanun/5746.pdf) | 26814 | January 1, 1970 |

The Regulations (71 pieces) and Directives (44 pieces) containing important legal legislation for the implementation of laws and supervision of practices belong to the institution;

" *https://mevzuat.comu.edu.tr/mevzuat.php?tip=regulations* "

And

" *https://mevzuat.comu.edu.tr/mevzuat.php?tip=yonergeler* "

available on the web.

**1.2.2. Determination of the Unit's Activities and related products and services**

The main duty of the institution is to carry out education and training activities in a healthy and sustainable manner, in accordance with the relevant legislation and within the framework of the institution's goals and strategies. In addition, research and development is to contribute to the development of the country and the region through public and private sector cooperation.

Leading and supporting studies that support local development, taking into account the natural, historical and cultural values of Çanakkale province and its surroundings, and increasing cooperation are among the important goals of the institution at the local level.

The Department of Architecture, which has not yet started education and training activities within the framework of the institution's activities, continues its work to meet the infrastructure and personnel needs within the framework of the determined goals and strategies. In this context, regular information about the needs is conveyed to the management and administrations of the relevant institutions. It also supports the education and training activities (Master's and Doctorate education) of research assistants who work in the unit and are assigned to meet the faculty member needs of the unit in the future. In this context, research assistants working in the unit are given the necessary legal and administrative permissions and the support they need to enroll in the programs they need for their education, continue their education and successfully complete their postgraduate education.

The academic staff working in the unit cannot contribute to their own disciplines and departments in this field, since the unit has not yet started its educational activities. However, they contribute to other units of the faculty they are affiliated with and other units of the institution (Çanakkale Onsekiz Mart University) in educational activities.

In Table 2, the contributions of the academic staff working in the unit to the faculty they are affiliated with, to other units of the institution and to other public institutions are given.

**Table 2.** Contributions and Productions of Academic Staff Working in the Unit

|  |  |  |
| --- | --- | --- |
| **Contribution Unit/Institution** | **Nature of Contribution** | **Form of Contribution** |
| Department of Landscape Architecture / COMU | Educational Activities | Lecturing, creating lecture notes, sharing information, research, exhibition |
| Department of City and Regional Planning / COMU | Educational Activities | Lecturing, creating lecture notes, sharing information, research, exhibition |
| Department of Construction Affairs. / COMU | Project-Design/Application | Consultancy and other related studies for Design and Implementation |
| Çanakkale Wars Gallipoli Historical Site Directorate/Public | consultancy | Membership of the Conservation Commission |

**1.2.3. Stakeholder Analysis**

Stakeholder is the organization that is directly or indirectly, positively or negatively affected by the institution and provides input to the institution (service providing organizations) that affects that institution in the same way; They are defined as the segments or parties to which the institution provides services and cooperates.

By definition, the concept of stakeholder is divided into two as internal stakeholders and external stakeholders; however, parties that use the products or services produced by the institution or unit can also be included;

* Internal Stakeholders,
* External Stakeholders,
* Beneficiaries.

Internal stakeholders are individuals, groups or relevant affiliates within the organization who are affected by or affect the organization. Employees and managers of the organization can be considered internal stakeholders.

External stakeholders are individuals, groups or relevant affiliates outside the organization who are affected by or affect the organization. Citizens affected by the activities of the institution, related public and private sector organizations, unions, NGOs and relevant sector associations can be given as examples of external stakeholders.

Beneficiaries are individuals, groups or institutions that purchase, use or benefit from the products and services produced by the organization. It is also possible to identify those who benefit from the activities of the institution or unit as a subset of external stakeholders.

Accordingly, it will be possible to determine Internal and External Stakeholders and Beneficiaries as shown in Table 3.

**Table 3.** Stakeholder Analysis

|  |  |  |
| --- | --- | --- |
| **Internal Stakeholders** | | |
| **Definition** | **Institution Nature (Private-Public/NGO/Other)** | **Accessibility (Location)** |
| Academical personal | Public | COMU |
| Administrative Staff | Public | COMU |
| **External Stakeholders** | | |
| **Definition** | **Institution Qualification (Private-Public/NGO/Other)** | **Accessibility (Location)** |
| Chamber of Architects TMMO | NGO | National/Local |
| Architecture Department Heads Council | Public | National |
| local governments | Public | National/Local |
| National and International Education and Research Institutions | Public/Private-Foundation | National/International |
| Private Sector Organizations | Special | National/Local |
| Non-Governmental Organizations | NGO | National/Local |
| Ministry of Environment and Urbanization and relevant provincial directorates | Public | National/Local |
| Ministry of Culture and Tourism and relevant provincial directorates | Public | National/Local |
| Protection boards/Commissions | Public | National/Local |
| Special provincial administrations | Public | National/Local |
| development agencies | Public | National/Local |
| Other public institutions | Public | National/Local |
| **Beneficiaries** | | |
| **Definition** | **Institution Nature (Private-Public/NGO/Other)** | **Accessibility (Location)** |
| Students | - | COMU |
| Other | - | External (National/International), Continuing Education - Distance Education |

Table 4 evaluates the current relationships of the stakeholders and beneficiaries given in the stakeholder analysis with the unit. In this table, it can be seen that the relations established with external stakeholders are weak, especially since education and training activities have not started yet. Students who meet the beneficiary profile cannot be evaluated in this table because education in the department has not started yet.

**Table 4.** Evaluation of Relations with Stakeholders

|  |  |  |  |
| --- | --- | --- | --- |
| **Internal Stakeholders** | **Weak** | **Middle** | **Strong** |
| Academical personal |  |  |  |
| Administrative Staff |  |  |  |
|  |  |  |  |
| **External Stakeholders** | **Weak** | **Middle** | **Strong** |
| TMMOBChamber of Architects |  |  |  |
| Council of Architecture Department Heads |  |  |  |
| local governments |  |  |  |
| National and International Education and Research Institutions |  |  |  |
| Private Sector Organizations |  |  |  |
| Non-Governmental Organizations |  |  |  |
| Ministry of Environment and Urbanization and relevant provincial directorates |  |  |  |
| Ministry of Culture and Tourism and relevant provincial directorates |  |  |  |
| Protection boards/commissions |  |  |  |
| Provincial special administrations |  |  |  |
| development agencies |  |  |  |
| Other public institutions |  |  |  |

**1.2.4. Internal Environment Analysis**

Internal environment analysis basically constitutes the basis for determining the strategies to be followed by the unit and the targets to be achieved. It involves determining and evaluating the strengths and weaknesses by examining the conditions and tendencies arising from the internal environment that may affect the current situation and future of the unit and that the unit can control.

*Human Resources*

A total of 7 academic staff work in the unit. Information on the number of academic staff working in the unit and the distribution of staff are given in Table 5.

**Table 5.** Staff Distribution and Number of Academic Staff in the Department of Architecture

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Title** | **Age Groups** | | | | | | | |
|  | **<30** | | **30-39** | | **40-49** | | **50-59** | |
|  | **F** | **M** | **F** | **M** | **F** | **M** | **F** | **M** |
| Associate professor |  |  |  |  |  | one |  |  |
| Doctor Lecturer |  |  |  |  |  | one |  |  |
| Research Assistant | 4 | one |  |  |  |  |  |  |
| **TOTAL NUMBER** | **7** | | | | | | | |

In order for the Department of Architecture to be activated and to start education and training activities with the recruitment of students, a faculty member ( Prof./Assoc. Prof./Dr. Lecturer) position must first be allocated. Studies in this direction have been initiated within the department, and the needs and deficiencies regarding the subject have been reported to the relevant administration to which the unit is affiliated. Preliminary studies have been made and continue to be made regarding the said staff demands.

*Physical Resources*

An attempt has been made to present a situation assessment indicating the adequacy level of the Physical Resources (vehicles, buildings and other assets) currently used by the unit.

The building where the unit (Department of Architecture) is located was designed and built for the Faculty of Fine Arts, and there are currently three faculties actively located in the building. These faculties are the Faculties of Fine Arts, Communication, Architecture and Design, respectively. The building capacity is not sufficient for the three active faculties to carry out their educational activities in a healthy manner. In particular, the inadequacy or non-existence of the spaces required by the unit is also an important deficiency.

There are no tools belonging to the Architecture department. Any classroom, studio, laboratory, etc. allocated to the department. There is no place where education and training activities can be carried out. In addition, any tools, equipment, etc. allocated to the department that can be used in these spaces. There is no material available. There are spaces that department faculty members try to use as offices. However, these spaces also have different dimensions, equipment, infrastructure, etc. Their needs are extremely inadequate.

*Corporate Culture*

An attempt was made to evaluate the Communication Processes, Decision-Making Processes, Traditions and Values within the unit itself and with other units.

Since the Department of Architecture is not involved in active education and training activities, it supports other units in courses and contributes to the responsibilities and work of the administration to which it is affiliated. Due to both the lack of personnel of the unit and its inability to engage in educational activities yet, the faculty to which it is affiliated does not have sufficient representation in the decision-making processes. Communication channels are open and we take more courses with other units.

Corporate communications are established within the framework of the supports provided. The insufficiency of academic staff and the fact that the majority of them start working in the unit is very new (3 years or less) causes the inability to provide sufficient knowledge in the formation of an institutional culture. It is believed that the corporate culture will also develop after the academic staff expands, education and training activities begin, and employees gain the knowledge and experience necessary for corporate belonging.

*technological structure*

The current level of the unit's technological infrastructure and level of use of technology in carrying out the activities specified in the previous sections is expressed and its adequacy is questioned.

The technological infrastructure of the unit has not yet been established. In this sense, the laboratory and related equipment and equipment needed have not yet been created. Current academic staff do not have sufficient infrastructure and equipment to use technology. Academic staff try to improve their skills in learning, teaching and using technology through their own (individual) efforts. Therefore, it should be noted that the unit does not have a sufficient infrastructure, superstructure and support tools in terms of technological structure.

**Strengths:**

Strengths are the set of resources and capabilities that will be used to create the foundations that will increase a unit's service quality (create a competitive advantage). Strengths should be realistic and assertive. Well-developed strengths should be able to answer the following questions:

* What are the advantages of the unit?
* What does the unit do very well?

Accordingly, the department of architecture has the capacity to fill its quotas, depending on the prestige of the profession, from the moment it starts its education and training activities. The geographical features of the city of Çanakkale will also contribute positively to the attractiveness of the department. It has the advantages of being able to continue its activities competitively with existing architecture departments in its immediate surroundings and especially in the Marmara Region. The fact that Çanakkale Onsekiz Mart University is a young and dynamic institution also provides advantages for the positive growth and development of the architecture department. The unit has a high potential in transferring and using new technologies to the unit and has a high capacity to carry out joint studies with other units and institutions.

In addition to the unit's contribution to the institution, it is also thought that it will contribute to the city where it is located and to many institutions and organizations on a national scale in terms of building production, environment, protection and restoration, and development of building materials and technologies. The COVID-19 Pandemic process, which started at the end of 2019 and continued throughout 2020, has once again shown the importance of the manufactured - built environment. The unit has important duties and responsibilities to create a healthy, sustainable and disaster-resistant built environment. It is thought that the academic staff of the unit and the further strengthening of this staff over time will make significant contributions to the creation of healthy cities.

It should be clearly stated that the Department of Architecture will make significant contributions to the spatial development and renewal needs of the university to which it is affiliated. The professional qualifications and capacity of the unit will make significant contributions to the processes of designing, producing and implementing the contemporary, technological and sustainable structures and infrastructures needed for the development of the university.

**Weaknesses:**

Weaknesses consist of internal obstacles that may cause a limitation in achieving a good service level (a competitive advantage) or maintaining a good service (advantage), such as providing faulty/incorrect service. Weaknesses should be clear and realistic enough to be quickly changed and corrected. Well-developed weaknesses should be able to answer the following questions:

* What can be improved?
* What is weak in the activities performed?
* What should be avoided?

The most important resource that can translate the advantages of the unit into practice is human resources. Providing the academic personnel resources needed by the Department of Architecture and employing these academic personnel based on merit criteria in different fields of expertise will eliminate one of the most important obstacles to the development of the department.

It is necessary to establish the necessary spatial and technological infrastructure and superstructure in order to create academic staff and provide education / research and development activities in a healthy and sustainable way. The current needs in this direction have been stated in the previous sections.

In order to strengthen the sense of belonging of the current academic staff to the unit, the faculty and the university, motivating approaches should be established. This

Among the approaches, it is necessary to provide spatial and technological infrastructure needs, to strengthen the communication between the units, to hold meetings at certain times and regularly, and to encourage the academic staff to both improve themselves and contribute to the unit.

It will also be an important factor that the staff of the unit and especially the current academic staff are not excluded in the communication processes both within the institution and between the institutions, to ensure their representation and to provide opportunities to increase the recognition of the unit since they have not started their educational activities yet. This support and motivation will make very positive contributions to the development of the unit.

As a result of all these evaluations, Table 6 summarizes the Internal Environment Analysis.

**Table 6.** Internal Environment Analysis Table

|  |  |
| --- | --- |
| INTERNAL ENVIRONMENTAL ANALYSIS | |
| Strengths | Weaknesses |
| * Its affiliated institution (COMU) is a young and dynamic institution, * Advantages brought by the geographical, cultural and historical environment, * Advantages arising from the prestige and validity of the profession, * Having wide areas where the unit can contribute in terms of current developments and needs, * The advantages of being a unit that can create education-training / research-development capacity that can make the most important professional, technical and technological contribution to the needs of cities and settlements to create sustainable, healthy and disaster-resistant living spaces. | * Inability to meet academic staff needs, * Not being able to start educational activities, * Spatial, technical and technological infrastructure has not been established, * Failure to provide inter-unit communication and corporate communication, * Insufficient representation of the unit, * Inability to carry out adequate studies for the motivation of unit employees, * There are important deficiencies in the unit and the institution's belonging in the unit employees, * Failure to establish an adequate corporate culture in the unit. |

**1.2.5. External Environment Analysis**

The elements that make up the external environment (population, demographic structure, geographical area, urban development, socio-cultural life, economic, social, political, cultural situation, environmental, technological and competitive factors, etc.) are dependent on conditions outside the control of the institution and the unit and have different tendencies. directly or indirectly affects the activities of the institution.

Therefore, units have to constantly monitor and analyze the changes that may occur in the external environment, predict the opportunities and threats that may arise and take the necessary precautions. The most appropriate strategies should be determined by evaluating the advantages and weaknesses revealed through internal environmental research, together with the opportunities and threats to be obtained at this stage.

Basic elements to be found in external environment analysis at unit level:

* + Situation and developments in the world, country and region in the fields of activity,
  + Among the main trends and problems in the world, country and region, critical issues that closely concern the unit and how and in what direction these issues will affect the institution,
  + Purposes, targets, policies and the harmony between them in the development plans, sectoral and regional plans and programs related to the fields of activity,
  + These are the risks and uncertainties that may be encountered.

*Opportunities*

It refers to external positive situations that exist in the current situation or may be encountered in the future.

The student potential of nearly 50 thousand can be considered as an important accelerating factor for Çanakkale, which is on its way to becoming a student-friendly city . From this perspective, students who will be recruited to the architecture department will be able to come from both within and outside the city and will be able to make significant contributions to the city becoming a student city or a university city. The infrastructure and superstructure facilities prepared for students will provide a significant advantage for the new student designer who will be in a different discipline.

*Threats*

Depending on economic developments, the accommodation alternatives offered to students (dormitories, hostels, apartments, houses, etc.) seem to be limited yet. Increasing and diversifying these alternatives will have a positive impact.

The physical tools/equipment and technological opportunities required for architecture students are not yet considered sufficient. In this direction, it is necessary to produce alternative spaces where various tools and equipment (stationery, copying-plot-printing, etc.) and technological needs (computers, programs, hardware, etc.) required for design/drawing/model production can be provided.

The transportation connection of the city with other surrounding cities and other points of the country is not considered sufficient. In this direction, alternative and new transportation vehicles and infrastructure (train, metro, bus, plane, ship, etc.) need to be both developed and constructed.

Although the prestige and high preferability of the architectural profession is an important advantage, the fact that graduates' job opportunities and sector alternatives are limited and are becoming more restricted with each passing day, necessitates the production of different education and work alternatives for the future of the profession. The future of the profession depends on the future of education, and the future of education depends on the future of the profession. It seems essential to establish this mutual relationship with solid ties and to make strategic predictions about the future. Otherwise, since producing a large number of graduates cannot be the same as producing sufficient and qualified graduates, there is a danger that it will turn into a factor that will increase the unemployment problem that may be faced in the future. For this reason, more permanent, sustainable and long-term planning and strategies that are open to revision should be developed, and these strategies should play a leading role in activating the department and recruiting students.

In the light of all these evaluations, the External Environment Analysis is summarized in Table 7.

**Table 7.** External Environment Analysis Table

|  |  |
| --- | --- |
| EXTERNAL ENVIRONMENT ANALYSIS | |
| Opportunities | Threats |
| * Economic and infrastructure opportunities offered by the city (student city / university city image), * Since it is a developing urban area, the need for designers is * Due to its location at the western end of the country and its historical-geographical-cultural characteristics, it is culturally, socially and physically close to Western countries, accessible, and open to cooperation and collaboration opportunities. | * Accommodation alternatives for students and visitors, * Transportation alternatives for students and visitors, * Students have access to the technical and technological tools and equipment they need in their work areas, * Graduates' employment problems due to limited job opportunities and sectoral diversity. |

**CHAPTER-2**

**2.1. DESIGN OF THE FUTURE**

*Mission*

It is a basic statement that clearly expresses what an institution/unit does, how it does it and for whom it does it, and explains its reason for existence. The mission, which means the Constitution of a unit, can be determined by the unit itself. Accordingly, the mission of the Department of Architecture has been tried to be expressed below.

|  |
| --- |
| MISSION STATEMENT |
| Able to respond to the needs of the academy, society and industry within the framework of universal standards, equipped with both practical and theoretical knowledge, focused on problem solving, prone to research and development activities, open to continuous learning, assimilated communication technologies, sensitive to country and regional problems, respectful of history and past. Our aim is to train architects who preserve past aesthetic values and are open to the aesthetic approaches required by the age, and to both help development and support the idea of social responsibility by carrying out practical projects. At the same time, it is to contribute to the healthy and sustainable development of the institution by carrying out design, implementation and audit activities in line with the needs of the institution. |

*Vision*

It is an assertive and realistic expression of the future that a unit wishes to achieve. It is a concept that symbolizes the ideal goals as well as the future of the unit. Accordingly, the vision of the Department of Architecture has been tried to be expressed below.

|  |
| --- |
| VISION STATEMENT |
| To be an institution that prioritizes quality in education and training and trains nationally and internationally recognized architects who are researching, creative, enterprising, and able to develop and implement projects using innovative technologies;  To be an institution that can constantly renew its education, training and research infrastructure in parallel with technological developments, and develop cooperation between the university and national and international academic and industrial organizations by producing projects; To be an institution that is student- oriented, able to reflect universal developments and changes in the education system, uses contemporary education techniques and methods, and provides problem-solving oriented education; To raise happy individuals who are sensitive to national and universal problems, have analytical thinking skills, can think critically, can use more than one foreign language, have learned to access, use and share information, and are self-aware; To raise individuals who engage in activities that respond to the needs of society by prioritizing social responsibility and environmental awareness; To train academics who contribute to science with original research. |

*Core Values* (principles and principles that add value to the organization)

Determining the behavior of the institution and developing and implementing all kinds of policies and actions

It refers to the factors that guide its execution. Accordingly, the basic principles and values of the architecture department are stated below.

|  |
| --- |
| CORE VALUES AND POLICIES |
| * Preferred among the first places in Turkey with its education, training and research quality; * Developing human resources that are sensitive to technological developments and in line with the expectations of society and sector representatives; * Effectively representing our university in international academic studies; * Creating a result-oriented education profile with faculty members; * Raising knowledgeable, well-equipped, cultured and self-confident individuals in education and training; * To be a program that respects international values, protects the environment and constantly renews itself. |

**2.2. DIFFERENTIATION STRATEGY**

Although universities basically provide public services; To attract the best students, to get a higher share of the budget, to direct them to project supports, to ensure that the business world cooperates with them, to ensure that their graduates are preferred by the business world, to benefit more from national and international exchange programs, to be a pioneer in patents, to increase the quality and number of scientific publications . , good faculty members in their field

They are in direct or indirect competition in many aspects such as attracting and retaining. The ability to do all these with a systematic and complementary approach largely depends on the differentiation strategy of the university.

The differentiation strategy that the university can develop may consist of the following basic choices.

Location preference: Determining the university's place within the higher education sector. Universities specialize in certain fields. There are three location options a university can choose from. 1) Education focus, 2) Research focus, 3) Entrepreneurship focus,

Success zone: Determining the priorities for the university to be successful by differentiating itself from its competitors in the preferred location,

Value Delivery: Determining the set of services to be developed or highlighted in order to implement location and success region preferences,

Core Competence: Developing in-house resources and capabilities to implement the choices made.

Based on these points, it is seen that the current situation of the Department of Architecture will make a limited contribution to the differentiation strategies of the institution, that is, Çanakkale Onsekiz Mart University. For this reason, the unit must first develop itself in order to contribute to the development and development of the institution and to contribute to the strategic objectives of the institution.

**CHAPTER-3**

**3.1. STRATEGIC PURPOSE**

It is the conceptual expression of the results that are included in the strategic plan and that the organization aims to achieve. Objectives determine the strategic direction of the organization as a whole. It should contribute to the success of the programs and practices towards the vision and mission of the institution. For this reason, the architecture department must be able to act in accordance with the Strategic Objectives of the institution (ÇÖMÜ).

**3.1.1. Strategic Objectives**

The main strategic objectives of the unit (Department of Architecture) are given in Table 8. However, these objectives have not been detailed and explained yet. The main reason for this is that the department is inadequate in terms of staff, space, equipment and equipment, and that it cannot actively carry out educational activities and that there are no students in the department yet.

**Table 8.** General Strategic Objectives Table

|  |
| --- |
| Strategic Objectives |
| * Contributing to the realization of the mission, * To be in harmony with the vision and core values, * Being assertive but realistic and attainable, * Clearly expressing the desired end result, but explaining in detail how it will be achieved, * Drawing a framework for goals, * To be shaped according to the results of the situation analysis, * Covering a medium and long-term time frame, * Not to be changed unless there are significant external changes, * To be compatible and complementary with the objectives included in the strategic plans of other public administrations in the field of activity and service. |

**3.1.2. Strategic Goal**

These are specific and measurable sub-objectives aimed at achieving the Strategic Objectives included in the strategic plan. Goals constitute the "where we want to be" part of the strategic plan process. Accordingly, the "Strategic Goals" that can be set for the Department of Architecture can be expressed as follows;

Clarity : It should be stated clearly that the primary goal is for the department to start active education and training activities.

Measurability : Goals must be measurable so that we can evaluate when they are achieved. Accountability must be included in the planning process. It would be more accurate to evaluate this process after the primary goal has been achieved.

Aggressive achievability : Goals can be discussed, but they should not ask for the impossible. In this sense, they should be compatible with available resources. It is extremely possible and essential for the department to start active education and training activities and to meet the personnel, space and equipment needs required for this. It is thought that a budget allocated for this issue may be realistic and a resource can be created in this direction.

Temporal content : Goals should have a time limit of no more than a year and no less than a few weeks. Meanwhile, the budget should be aligned with the process. It is considered that a period of 1 year is reasonable for the department to start active education and training activities. During this period, first of all, the need for new staff can be solved, spatial deficiencies can be eliminated, and a position can be reached to accept students for the new education period (2021-2022 Spring Semester).

**3.1.3. Performance Indicator**

They are tools used to monitor and evaluate performance targets or services. A results-based understanding of performance metrics is one of the most important elements of the strategic plan. According to this;

* “Measuring performance” is necessary for good management activity.
* It also improves the quality of services.
* It increases employees' and managers' ability to focus on what is important in achieving goals and objectives and increases their ability to compare.
* It is important for budget review and healthy functioning of the budget.
* It helps institutions answer the question "why their resources are spent".

However, the details and explanation of the performance indicators have not been made yet. The main reason for this is that the department is very inadequate in terms of staff, space, equipment and equipment, and that it cannot actively carry out educational activities and that there are no students in the department yet.

**3.1.4. Performance Measures**

Input Indicators: Inputs are factors such as labor, materials, equipment and target audience. Measuring the total cost of the service and the composition of resources are important in terms of demand for services.

Output Indicators determine the level of any program or activity. Working times help determine the time required to perform services. It allows determining what programs produce. However, they are limited because they do not provide information about whether program goals are being achieved or about the effectiveness and quality of services.

The performance criteria have not been detailed and explained yet. The main reason for this is that the department is very inadequate in terms of staff, space, equipment and equipment, and that it cannot actively carry out educational activities and that there are no students in the department yet.

**3.1.5. Return Criteria**

It measures the actual results achieved or the benefit or impact of the program. They concern policy makers; However, they may not provide sufficient information. Because they may not be suitable for measurement. It should not be confused with output measures alone; The return metrics determine whether the program is effective or not. Output measures do not give a definitive idea about program success.

The return criteria have not been detailed and explained yet. The main reason for this is that the department is very inadequate in terms of staff, space, equipment and equipment, and that it cannot actively carry out educational activities and that there are no students in the department yet.

**3.1.6. Effectiveness (productivity) Criteria**

They are expressed in various ratios. Such as output/input, time/output, cost/input, cost/return. The effectiveness criteria have not been detailed and explained yet. The main reason for this is that the department is very inadequate in terms of staff, space, equipment and equipment, and that it cannot actively carry out educational activities and that there are no students in the department yet.

**3.1.7. Quality Criteria**

The quality criterion tells us whether stakeholder expectations are met or not. Quality criteria include product or service-related criteria such as reliability, accuracy, respect, competence, and ability to meet needs. Quality deficiencies (such as stakeholder complaints, correction errors) can also be measured.

Quality criteria have not been detailed and explained yet. The main reason for this is that the department is very inadequate in terms of staff, space, equipment and equipment and cannot actively carry out educational activities, and the department is not a student yet.

**3.2. COSTING**

The main purpose of the costing process is to contribute to the rationalization of policy preferences and decision-making processes by revealing the costs required by the policies developed and the goals and objectives they reflect. Costing aims to strengthen the link between strategic plans and budgets and assist in the process of prioritizing expenses.

The activities and projects to be carried out in line with the strategies for the unit's goals and objectives and their resource needs are determined at this stage. Each activity/project should be aimed at a specific goal. Activities/projects that cannot be linked to any goal should not be included. Activities/projects currently carried out or planned to be carried out must be associated with a goal.

Accordingly, three basic areas should be taken into consideration in allocating the budget needed for the Department of Architecture's goals and strategies;

1- Personnel Employment,

2- Space Production,

3- Procurement of Equipment, Equipment and Technology

A detailed analysis of all these budget areas has not been made. It is obvious that this analysis cannot be done with the unit's own resources or with financial support that can be provided directly to the unit (due to legal, administrative and other restrictions and obligations). Following this process, creating budget items and providing the budget, managing this budget and meeting the needs by making expenditures can be done directly by the institution management (COMU Rectorate).

**3.3. MONITORING AND EVALUATION**

Monitoring is the systematic monitoring and reporting of strategic plan implementation. Evaluation, on the other hand, is the measurement of implementation results compared to the goals and objectives and the analysis of the consistency and suitability of these goals and objectives.

In order to implement projects and activities aimed at achieving the goals and objectives in the strategic plan, it would be useful to prepare an action plan that includes issues such as who/which units are responsible for the goals, targets and activities, when they will be carried out, and which resources will be used.

The action plan will also facilitate monitoring and evaluation. Frequent reporting of developments related to the achievement of goals and targets and related

Presenting it to the parties and internal and external authorities for evaluation constitutes monitoring activities. Monitoring is a systematic activity that helps management.

Reporting is the main tool of monitoring activity. Monitoring reports should be objective. In addition to areas where progress has been made, areas where progress has not been made should also be reported.

Monitoring performance is the basis of monitoring activity. For this, data on performance indicators should be collected and evaluated regularly. In the strategic planning process, the strategic plan is reviewed using the information obtained as a result of monitoring and evaluation activities, and the targeted and achieved results are compared.

Carrying out monitoring and evaluation activities effectively requires associating the targets set out in the strategic plan with objective and measurable indicators before moving on to the implementation phase. The monitoring and evaluation process ensures corporate learning and, accordingly, continuous improvement of activities.

Since the Department of Architecture has not started its education activities yet and does not have sufficient personnel, space, equipment and technology, it does not seem possible for the department to carry out monitoring and evaluation activities in detail in the short and medium term. It is also aimed to conduct more detailed studies on this subject in the future.

**CHAPTER-4**

**CONCLUSION**

Within the framework of the 2021 - 2025 Unit Strategic Plan of the Department of Architecture, which is being prepared , the current status of the unit, the stages it has gone through (its short history), the opportunities it has and its future goals and strategies have been tried to be conveyed. As stated repeatedly in the plan, the primary goal of the unit is to actively start education and training as well as research and development activities.

In this study, problems, deficiencies, strengths and weaknesses, opportunities and threats were tried to be mentioned, the vision and mission of the unit were conveyed, and in this context, the general framework of future goals and strategies was tried to be drawn.

It is planned that the document produced by this study will be developed in the future and used as a guide for future studies. In the tables given in ANNEX-1, predictions regarding the academic activities and other information included in the Strategic Plan are given.

**Annex-1: Unit Strategic Plan: architecture of the department (2021-2025 years between Including) Strategic Plan**

**STRATEGIC AIM one:** Scientific, entrepreneur and innovator One university to be

**Strategic Aim one:** Scientific, entrepreneur and same in time innovator your studies development

**Strategy 1.1.** Scientific to studies house ownership to do

**Strategy 1.2.** Entrepreneurship and innovation over education activities to do

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021 H | 2021 B. | 2022 H | 2022 B. | 2023 H | 2023 B. | 2024 H | 2024 B. | 2025 H | 2025 B. |
| National And international congress, symposium, workshop number | 8 |  | 8 |  | 10 |  | 8 |  | 11th |  |
| Domestic supported project number | - |  | 3 |  | - |  | 3 |  | 4 |  |
| Abroad supported project number | - |  | - |  | 2 |  | one |  | one |  |
| SCI article number | 2 |  | 4 |  | 5 |  | 6 |  | 7 |  |
| entrepreneurship And innovation over given education number | - |  | - |  | - |  | one |  | 2 |  |
| Evaluation: Questionnaire |  | |  | |  | |  | |  | |

**STRATEGIC AIM 2:** Quality education and teaching activities to present

**Strategic Aim one:** Education activities development

**Strategy 1.1.** National And international education with their programs coordination to ensure

**Strategy 1.2.** Education to your plan different from those who receive lesson And applications to put

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021 H | 2021 B. | 2022 H | 2022 B. | 2023 H | 2023 B. | 2024 H | 2024 B. | 2025 H | 2025 B. |
| Erasmus, Mevlana, from Farabi take advantage student number | - |  | - |  | - |  | - |  | - |  |
| Orientation education number | - |  | - |  | - |  | - |  | - |  |
| Lesson female organized field study number | - |  | - |  | - |  | - |  | - |  |
| Work to your life preparation course number | - |  | - |  | - |  | - |  | - |  |
| 7+1 Sectoral to the internship outgoing student number | - |  | - |  | - |  | - |  | - |  |
| Evaluation: Questionnaire |  | |  | |  | |  | |  | |

**STRATEGIC PURPOSE 3:** Improving relations with stakeholders

**Strategic Objective 1:** Making relations with stakeholders effective

**Strategy 1.1.** Carrying out joint activities with students and graduates

**Strategy 1.2.** Carrying out joint activities with the public and private sectors

**Strategy 1.3.** Carrying out activities in line with the geoeconomic needs of the region

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021 H | 2021 B. | 2022 H | 2022 B. | 2023 H | 2023 B. | 2024 H | 2024 B. | 2025 H | 2025 B. |
| Career Days activity number | - |  | - |  | - |  | - |  | - |  |
| With the industry dating days/visit number | - |  | - |  | - |  | - |  | - |  |
| Graduates Days number | - |  | - |  | - |  | - |  | - |  |
| Sectoral Technical Gezi number | - |  | - |  | - |  | - |  | - |  |
| Evaluation: Questionnaire |  | |  | |  | |  | |  | |

H: Targeted; B: accomplished