



**CYPRUS AYDIN  
UNIVERSITY**



**STRATEGIC  
PLAN**

2024-2028

## FOREWORD

### **Preface by the Chairwoman of the Board of Trustees**

Dear Stakeholders,

In the twenty-first century, where knowledge and technology are transforming society at an unprecedented pace, the role of higher education institutions has become more important than ever. Today's world requires individuals who are inquisitive, critical-thinking, innovative, entrepreneurial, and technologically literate. As Cyprus Aydın University, our aim is to educate individuals equipped with these qualities, contribute to our country's global competitiveness, and position ourselves among the pioneering universities shaping the future. In this regard, we regard strategic planning as one of the fundamental instruments of our institutional development.

The higher education sector in the Turkish Republic of Northern Cyprus is developing rapidly and becoming increasingly visible on the international stage. The preference shown by students from different parts of the world for the TRNC demonstrates the region's potential in higher education. In order to advance this potential further, we place strategic management, quality assurance systems, and internationalisation among the core priorities of our university.

Through our international academic staff, practice-oriented educational approach, laboratories equipped with advanced technological infrastructure, and our student-centred educational philosophy shaped by the principle of "You First," we provide a high-quality learning environment. Within the framework of our 2024–2028 Strategic Plan, we have identified significant goals such as increasing international accreditations, developing strong academic collaborations, expanding programme diversity, and implementing smart campus applications.

In addition, we consider it among our priorities to strengthen our educational capacity in critical fields of the future such as artificial intelligence, data science, and cybersecurity; to develop programmes focused on renewable energy and sustainability; and to support the entrepreneurial competencies of our students. Through joint projects and academic collaborations to be carried out with Istanbul Aydın University, we also aim to further strengthen our international network.

I sincerely believe that the 2024–2028 Strategic Plan will be implemented successfully. Together, we will continue to carry Cyprus Aydın University into the future and advance on our path toward becoming an innovative and leading higher education institution.

Fatma Nur Aydın  
Cyprus Aydın University  
Chairwoman of the Board of Trustees

## Rector's Foreword

The rapid change and transformation experienced in the twenty-first century have further increased the importance of higher education institutions. Today, universities are not merely institutions that transmit knowledge; rather, they are institutions that generate knowledge and guide social development through research, education, and community engagement. In this context, it is of great importance for universities not only to produce scientific knowledge but also to develop projects that offer solutions to the needs of society, the country, and the region.

At a time when higher education has acquired a global dimension, internationalisation, quality assurance, and an effective management approach have become fundamental elements for the sustainable development of universities. Enhancing the quality of education and research, strengthening data-driven management processes, and ensuring stakeholder participation make it possible for universities to attain a strong position in the international competitive environment.

In this regard, strategic planning is a fundamental management tool that defines universities' objectives and guides their institutional development processes. As Cyprus Aydın University, we prepared our Strategic Plan for the 2024–2028 period through a participatory approach with the contributions of all our internal and external stakeholders. This plan will serve as an important roadmap in achieving the long-term goals of our university.

I would like to express my sincere gratitude to all our academic and administrative staff who contributed to the preparation of our Strategic Plan, and I firmly believe that, through the determined implementation of the goals set forth, our university will attain a stronger position in the areas of education, research, and community engagement.

Prof. Dr. Yadigar İzmirli  
Cyprus Aydın University  
Rector

## 1. INSTITUTIONAL HISTORY

Cyprus Aydın University was established in 2013. Following its establishment, our University entered a period of rapid growth and, beginning in 2014, started admitting students. Within a short time, it gained recognition as a higher education institution that is acknowledged and preferred in the Turkish Republic of Northern Cyprus (TRNC), Türkiye, and abroad.

On 11 June 2013, the ÖZOK Group submitted an application to the TRNC Ministry of National Education and Culture, through its letter numbered ÖZOK.29/11-2013.06, requesting permission to establish a university under the name “Özok University Ltd.” with the aim of commencing education in the 2014–2015 Academic Year. As a result, preliminary authorisation for establishment was granted on 23 October 2013. Subsequently, with the letter of the TRNC Ministry of National Education and Culture dated 4 December 2013 and numbered EB.0.00-203/10-13/983, the institution’s name was changed from “Özok University Ltd.” to “British University of Nicosia.” Permission was granted for the establishment of the University with 12 undergraduate programmes, 8 associate degree programmes, and 3 master’s programmes.

By the decision of YÖDAK, communicated through its letter numbered 2/2013-14 and dated 14 March 2014, “British University of Nicosia” was authorised to commence academic activities in the 2014–2015 Academic Year and was accepted as a candidate for accreditation. Accordingly, our University began education in the Fall Semester of the 2014–2015 Academic Year with 342 students.

However, the name “British University of Nicosia” was often confused with the “Cyprus Nicosia University” operating in Southern Cyprus and created a misleading perception regarding the institution’s location. In addition, within the general understanding that the concept of ilim (science/knowledge) was more appropriate for a university, the institution’s name was changed to Cyprus Science University. This decision was inspired by the famous saying of the Great Leader Mustafa Kemal Atatürk: “Science is the only true guide in life.”

***“SCIENCE IS THE ONLY TRUE GUIDE IN  
LIFE.”  
- GREAT LEADER ATATÜRK***

In 2025, our University adopted the name Cyprus Aydın University in order to emphasise its strong organic ties with Istanbul Aydın University, one of Türkiye’s leading higher education institutions, and to make this collaboration more visible. This change of name aims to reinforce the academic and administrative cooperation between the two universities and to reflect a shared vision grounded in global standards of higher education.

## **2. AN OVERVIEW OF THE 2019–2023 STRATEGIC PLAN**

### **2.1 Mission, Vision, and Core Values**

#### **2.1.1 MISSION**

To educate dynamic and qualified graduates who are internationally competent and self-confident; capable of independent thinking; able to contribute to scientific and technological developments on a global scale; equipped with research and problem-solving skills; entrepreneurial and multilingual; and committed to serving society through a universal perspective.

#### **2.1.2 VISION**

“To become an outstanding world university that is responsive to global needs, promotes international awareness, embraces innovation and research, and is grounded in universal values.”

#### **2.1.3 CORE VALUES**

- Quality and Excellence
- Transparency
- Accountability
- Equality and Justice

- Universality
- Commitment to Ethical Values
- Human-Centredness
- Respect for Tradition and the Future

## 2.2 Comparative Evaluation of the 2019–2023 Strategic Plan

When the 2024–2028 Strategic Plan of Cyprus Aydın University is compared with the 2019–2023 Strategic Plan of the former Cyprus Science University, it reflects an evolutionary process characterised by continuity in institutional development, academic quality, and infrastructure investment. Significant achievements were made under the previous plan, particularly in areas such as internationalisation, quality assurance, and infrastructure development. In particular, efforts toward restructuring in order to strengthen cooperation with international accreditation and ranking bodies were intensified. In this context, importance was attached to internal quality auditing, institutional communication, and strategic planning in order to reinforce the institutional structure. In addition, the academic staff was strengthened on the basis of performance outputs, incentives were provided to increase publication output and projects, and infrastructure facilities such as the library, sports hall, classrooms, and dormitories were renovated.

The previous plan (2019–2023) placed emphasis on quality assurance and accreditation processes, identifying international accreditation and strategic partnerships as key elements of the institutional structure. Internal quality auditing was specified as part of the strategic management process for the improvement of academic and administrative services. Similarly, our Strategic Plan covering the period 2024–2028 places importance on internal quality auditing for the strengthening of the institutional structure. In this regard, it elaborates internal quality assurance through the PDCA (Plan–Do–Check–Act) cycle and highlights the significance of the Strategic Development Board. Furthermore, an emphasis on long-term experience in self-evaluation and external evaluation processes has been incorporated.

With regard to performance evaluation, the quality-oriented approach of the previous plan has been further developed in the new plan through a systematic internal auditing mechanism. Practices such as the digital transition during the pandemic period increased the effectiveness of quality monitoring, while the new

plan has made quality auditing more measurable through the reporting of tangible outputs and the strengthening of data management processes.

The previous plan emphasised an international academic staff and aimed to support a research-oriented, agile, and dynamic institutional structure through strategic processes (p. 2). The qualifications of academic staff were identified as one of the fundamental components of educational quality. The new plan, which envisages the strengthening of academic staff by taking performance outputs into account, aims to integrate academic staff development with continuous training and data management, while also reinforcing staff capacity through the Strategic Development Board's determination of short-, medium-, and long-term training objectives.

Whereas the previous plan envisaged the partial strengthening of academic staff through international collaborations, such as accreditation processes, the new plan aims to ensure that this process becomes more systematic and traceable through database development and reporting mechanisms. This development reflects the new plan's focus on the measurability of staff quality and its objective of improving concrete staff development programmes through the PDCA cycle.

In line with the objectives of the previous plan, which emphasised international accreditation, strategic partnerships, and a research- and project-oriented approach, the new plan attaches great importance to increasing publication outputs and projects in order to enhance cooperation with international accreditation and ranking organisations. The new plan, which underlines the connection between internationalisation and quality assurance, sets out more concrete objectives for publication outputs and projects. In this context, it monitors publication and project outputs through research policy and data management, while prioritising international accreditation through the Strategic Development Board's establishment of performance indicators, such as the monitoring of the research ecosystem. Unlike the general approach of the previous plan, which broadly emphasised international accreditation and publication/project outputs, the new plan envisages making these processes more measurable by strengthening them through databases and reporting mechanisms.

In terms of infrastructure development, the previous plan placed emphasis on laboratories, a smart campus, the library, and social spaces, and aimed to establish advanced technological infrastructure alongside enhanced social and cultural activities. It also implied improvements in infrastructure relating to classrooms, the sports hall, and dormitories. In this context, during the previous period, the library, sports hall, classrooms, and dormitories were renovated and their capacities were increased. The new plan, by contrast, emphasises the monitoring of infrastructure through databases and software systems, as well as the development of smart campus applications and AI-supported educational environments. In line with the objectives of the previous plan, infrastructure has been improved; according to the specified components, the capacity of laboratories, the library, and the sports hall has been increased, and classrooms have been renovated. Thus, the general infrastructure emphasis of the previous period has been strengthened in the new plan through more systematic monitoring mechanisms.

### 2.3 Risk Assessment of the Plan

The risks encountered during the implementation period of Cyprus Aydın University's 2019–2023 Strategic Plan stemmed from both internal and external factors identified throughout the planning and implementation process. Despite financial challenges, particularly the economic fluctuations experienced during the pandemic period, infrastructure investments were successfully carried out. Shortages in academic staff were addressed through the institution's ability to recruit qualified faculty members and implement competitive salary policies, thereby enhancing the quality of education and increasing student satisfaction.

Among the external risks, uncertainties in the flow of international students due to the geopolitical position of the TRNC—particularly visa-related issues and travel restrictions—stood out, alongside the growing competition within the higher education sector resulting from the establishment of new universities. In addition, the decline in quality standards at some universities led to a broader questioning of the overall quality perception of universities in the TRNC.

These challenges, which affected the achievement of the plan's overall objectives, were managed through agile management approaches. For future periods, it is envisaged that risk management will be further strengthened through the development of early warning systems and scenario planning.

## 2.4 Sub-Programme Analysis

The sub-programmes set out in the 2019–2023 Strategic Plan were evaluated in the areas of education, research, and community engagement. Educational programmes demonstrated student-centred progress through a practice-oriented approach to education and the “YOU FIRST” philosophy. Research programmes were strengthened through an international academic staff profile and investments in laboratory infrastructure. Through community engagement programmes and social activities, value was created for both TRNC and international stakeholders, while activities were sustained through digitalisation during the pandemic period.

Overall, the sub-programmes partially achieved the objectives set out in the plan, and for the future, a more integrated structure that fosters synergy between research and education is recommended.

## 3. PREPARATION PROCESS OF THE 2024–2028 STRATEGIC PLAN

Strategic plans are documents that set out the medium- and long-term objectives of institutions and organisations, together with their fundamental principles and policies, targets and priorities, performance indicators, the methods to be followed in order to achieve them, and the allocation of resources. In this context, the purpose of strategic planning in universities is to enable institutions, within the framework of the relevant legislation and the fundamental principles they adopt, to formulate their mission and vision for the future, determine strategic objectives and measurable concrete targets, assess their performance in line with predetermined indicators, and carry out the monitoring and evaluation of this process.

Within this scope, the preparation of our University’s third Strategic Plan for the 2024–2028 period has been initiated, and this Preparation Programme has been developed in order to identify the needs arising throughout the strategic planning process and to guide the strategic planning team from the beginning to the end of the plan.

### 3.1 Top Management Support

In order for strategic planning activities to be carried out in a systematic and well-organised manner, the preparation process must be properly structured and time must be managed effectively. In the development of the strategic plan, not only the support and guidance of the senior management of our University, but also the involvement of all units of the University and the staff representing those units in the strategic

planning process, as well as the consideration of the views of different stakeholders, will enhance the level of acceptance of managerial decisions and ensure that the objectives are more inclusive.

In order to guide the preparation process of Cyprus Aydın University's Strategic Plan for the 2024–2028 period, a Strategic Plan Preparation Programme was developed. The strategic plan prepared within this framework aims to ensure the allocation of resources in line with strategic priorities and to provide direction for the future of our University. For this reason, the steps set out in the preparation programme were carefully followed and implemented by the relevant units of our University throughout the plan preparation process.

### 3.2 Boards, Committees, and Teams Involved

The Preparation Programme covering the procedures and principles related to the preparation, process, and methodology of our University's 2024–2028 Strategic Plan was developed on the basis of the Strategic Planning Guide for Universities prepared in the Republic of Türkiye. In Türkiye, pursuant to Law No. 5018, universities and public institutions are required to prepare strategic plans. Although no such legal obligation exists for foundation universities, the preparation of a strategic plan remains of great importance for the healthy and sustainable development of every university.

#### Strategic Development Board

Board Chair Rector	Prof. Dr. Lale Ayşegül BÜYÜKGÖNENÇ
Board Member Vice Rector	Prof. Dr. Tokay GEDİKOĞLU
Board Member Secretary General	Asst. Prof. Dr. Şükrü CANKAYA
Board Member Director of the Strategic Development Department	Asst. Prof. Dr. Devrim ŞAHİN
Board Member Institutional Development and Quality Coordinator / Director of the Financial Affairs Department	Lecturer İlknur MURATOĞLU

The Strategic Plan of Cyprus Aydın University has been prepared by taking into account the development and outward expansion potential of all academic and administrative units of the institution, as well as that of new academic units to be

established in the forthcoming period. The document has been designed to encompass all the strategies and objectives of our University and to address, in an integrated manner, the position it aspires to attain.

At the same time, in addition to the academic and administrative units, all research and application centres define their specific objectives and priorities within the framework of the University's overall aims, principles, objectives, and strategies, thereby reflecting unity of direction and purpose. The envisaged objectives and strategies are also monitored by the Quality Board and the Strategy and Quality Development Coordinatorship, and are evaluated where necessary in order to take appropriate measures.

### Stratejik Planning Team

<b>Team Chair Rector</b>	Prof. Dr. Lale Ayşegül BÜYÜKGÖNENÇ
<b>Deputy Team Chair Vice Rector</b>	Prof. Dr. Tokay GEDİKOĞLU
<b>Strategic Plan Coordinator</b>	Asst. Prof. Dr. Aslı Ökten DEMİRCİOĞLU
<b>Faculty of Engineering</b>	Prof. Dr. Ata ATUN
<b>Faculty of Tourism</b>	Prof. Dr. Rukiye KİLİLİ
<b>Faculty of Economics, Administrative and Social Sciences</b>	Prof. Dr. Asım Günal ÖNCE
<b>Faculty of Economics, Administrative and Social Sciences</b>	Assoc. Prof. Dr. Arzu Alvan BOZDERELİ
<b>Faculty of Health Sciences</b>	Prof. Dr. Mehmet Zeki AVCI
<b>Faculty of Educational Sciences</b>	Prof. Dr. ÖMER ÜRE
<b>Faculty of Law</b>	Prof. Dr. Zehra ÖNDER
<b>Director of the Strategic Development Department</b>	Asst. Prof. Dr. Devrim ŞAHİN
<b>Director of Student Affairs</b>	Uğur Uysal YORULMAZ
<b>Director of Human Resources</b>	Aytül DENLİ
<b>Institutional Development and Quality Coordinator</b>	Lecturer Gör. İlknur MURATOĞLU

*Table 3. Strategic Planning Team*

### 3.3 Preparation Process and Action Plan

At the meeting held on 31 January 2023, it was decided to update Cyprus Aydın University's 2024–2028 Strategic Plan. The related work was further refined through the evaluations conducted by the Strategic Development Commission and, following the Strategic Development and Search Workshop held in December 2023, was finalised and adopted as Cyprus Aydın University's 2024–2028 Strategic Plan.

Within the scope of the Strategic Plan, the main areas and indicators set out in the Council of Higher Education (YÖK) 2022 University Monitoring and Evaluation General Report, together with the approaches that have come to the forefront in contemporary higher education, were taken into consideration.

**In accordance with the decision taken at the Strategic Development Meeting held on 31 January 2023, the Performance Indicators of the Plan were structured on the basis of the indicators and criteria listed below, thereby ensuring that they would constitute the foundation of the strategic planning process:**

- indicators derived from the Turkish Higher Education Quality Council (YÖKAK) Evaluation Criteria that are suitable for strategic planning and can be monitored and reported;
- indicators derived from the YÖK Monitoring Criteria that are suitable for the Strategic Plan and can be monitored and reported;
- indicators from the YÖDAK Programme Evaluation and Accreditation Criteria for Higher Education Institutions in the TRNC that may be adopted as performance criteria;
- the YÖK Research University Determination Criteria.

**In this way, alignment of the Strategic Plan with the processes of YÖK and YÖDAK was ensured. In addition, in order to ensure that entrepreneurship-oriented actions were compatible with The Scientific and Technological Research Council of Türkiye (TÜBİTAK) criteria, the criteria of the TÜBİTAK Entrepreneurial and Innovative University Index were also taken into consideration. Information meetings were held for the Strategic Objective Working Groups, and target cards were prepared in line with the Performance Indicators listed above.**

**Preparatory Program Timeline**

<b>Planning</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>STRATEGIC PLAN PREPARATION PROCESS</b>									
<b>Strategic Plan briefing meeting</b>									
Establishment of the Strategic Development Board									
Publication of the Strategic Plan Circular									
Establishment of the Strategic Planning Team									
Publication of the Preparatory Program									
<b>PREPARATION OF THE DRAFT STRATEGIC PLAN</b>									
<b>SITUATION ANALYSIS</b>									
Strategic Planning Team meeting									
Institutional history									
Evaluation of the current strategic plan									
Analysis of upper policy documents									
Identification of activity areas, products, and services									
Internal and external stakeholder satisfaction survey implementation									
Academic Activities Analysis									
Higher Education Sector Analysis									
SWOT Analysis									
Strategic Planning Team meeting									
<b>FUTURE OUTLOOK</b>									
Mission, Vision, Core Values									
<b>DIFFERENTIATION STRATEGY</b>									
Institutional preference, success region preference, value proposition, core competencies									
<b>DETERMINATION OF OBJECTIVES, TARGETS AND STRATEGIES</b>									
Objectives, targets									
Performance indicators									
Strategies									
Target risks and control activities									
<b>SUBMISSION OF THE DRAFT STRATEGIC PLAN</b>									

Plan ownership Organization of the planning process Identification of needs Time planning Preparatory program	<b>STRATEGIC PLAN PREPARATION PROCESS</b>	Planning of the planning process
Institutional history Evaluation of the current strategic plan Legislation analysis Analysis of upper policy documents Identification of activity areas, products, and services Stakeholder analysis Internal organizational analysis Academic activities analysis Higher education sector analysis SWOT analysis	<b>SITUATION ANALYSIS</b>	Where are we?
Mission Vision Core values	<b>FUTURE OUTLOOK</b>	
Positioning preference Success region preference Value proposition preference Core competency preference	<b>DIFFERENTIATION STRATEGY</b>	Where do we want to reach?
Objectives Targets Performance indicators Strategies	<b>STRATEGY DEVELOPMENT</b>	
Activities Responsible parties	<b>ACTION PLANS</b>	
Performance targets Performance indicators Activities Projects	<b>PERFORMANCE PROGRAM</b>	How can we reach where we want to go?

Costing Budgeting		
Strategic plan monitoring report Strategic plan evaluation report Strategic plan realization report Activity report Internal audit	<b>MONITORING AND EVALUATION</b>	<b>How do we monitor and evaluate our success?</b>

**Table 1 – Strategic Management Process**

### **3.4. SITUATION ANALYSIS**

The evaluation of the 2019–2023 strategic plan was carried out through a comprehensive examination and assessment of the internal and external environment in which our University operates. In order for the strategic planning team to conduct a sound evaluation of the previous strategic plan, the opinions of employees and stakeholders were gathered using participatory methods. During the evaluation process, methods such as internal and external analysis and stakeholder feedback were utilized. To enhance participation, separate surveys were conducted for internal and external stakeholders, and the opinions and suggestions of a wide audience were collected.

#### **3.4.1 LEGAL FRAMEWORK ANALYSIS**

The education and training activities of Cyprus Aydın University are organized in accordance with the legal obligations and regulations of the Turkish Higher Education Council (YÖK) and YÖDAK. In line with the objectives and fundamental principles stated in the relevant legislation, our University has been established to fulfill the duties listed below. The main legislative frameworks that define our legal obligations and responsibilities are as follows:

- TRNC Constitution
- YÖDAK Law
- YÖK Law
- TRNC Laws

#### **ANALYSIS OF HIGH-LEVEL POLICY DOCUMENTS**

The following documents have been considered as upper-level policy documents in the preparation of the strategic plan, and “Strategic Goals and Objectives” have been determined within this framework.

### Upper-Level Policy Documents Forming the Basis of the Plan

- ⊙ TRNC Higher Education Qualifications Framework
- ⊙ International standards initiated within the scope of the Bologna Process, which includes improvements in the European Higher Education Area
- ⊙ Higher Education Quality Council (YÖKAK) Institutional Evaluation Criteria
- ⊙ Research University Evaluation Criteria
- ⊙ Higher Education Council University Monitoring and Evaluation Criteria
- ⊙ TÜBİTAK Entrepreneurial and Innovative University Index Areas

### 3.4.2 Fields of Activity

#### DETERMINATION OF FIELDS OF ACTIVITY AND PRODUCTS / SERVICES

FIELD OF ACTIVITY	PRODUCT / SERVICE LIST
<b>RESEARCH</b>	Scientific Publications
	Scientific Meetings
	Center for the Prevention of Child Neglect and Abuse
	Child Research, Education and Application Center (ÇAEM)
	Women’s Studies Center (KAÜNKAM)
	Cyprus Research Center
	Turkish Language Research and Teaching Center (TÖMER)
	Renewable Energy Application, Research and Project Center
<b>EDUCATION</b>	Agriculture Application, Research and Project Development Center
	Associate Degree Education and Training
	Undergraduate Education and Training
	Graduate Education (Master’s / PhD)
	Distance Education
	Continuing Education Center
<b>SOCIAL CONTRIBUTION</b>	Career Center
	Provision of Health Services
	Scientific Research Outputs

	Consultancy Services
	Educational Services
	Scientific Events
	Cultural Events
	Sports Activities
	Congress Centers
	Information Services

The services provided and products produced by our University within the framework of education, research, and social contribution activities are presented above in tabular form. Some of these service and product items have been listed in a consolidated manner. Accordingly, 9 items in research, 7 in education, and 9 in social contribution have been included. In total, 25 main product and service items have been identified.

### 3.4.3 STAKEHOLDER ANALYSIS

<b>OUR STAKEHOLDERS</b>	
<b>INTERNAL STAKEHOLDERS</b>	Our Students
	Academic Staff
	Administrative Staff
	Decision Makers within the University
<b>EXTERNAL STAKEHOLDERS</b>	Our Graduates
	Parents
	Public Institutions (YÖK, TRNC Higher Education Planning and Supervision Authority, YÖDAK, Ministries)
	Quality Assurance Organizations
	Local Authorities (Girne Municipality, Dikmen Municipality)
	Non-Governmental Organizations
	Private Sector
	Service Providers and Suppliers
TRNC Public	
<b>STRATEGIC STAKEHOLDER</b>	Istanbul Aydın University

Our University defines public institutions, the private sector, non-governmental organizations, and all other relevant bodies dealing with social issues as its stakeholders and aims to strengthen its relationships with these organizations. In this context, the stakeholder list has been prepared by considering those stakeholders with whom the University interacts most intensively, those affected by its activities, and those that influence the University's activities. In this regard, our University aims to become a leading and exemplary institution in serving society by relying on its existing human resources and institutional structure. Therefore, while preparing the stakeholder product/service matrix, priority has been given to stakeholders with whom the University maintains continuous interaction and who are most affected by and have the greatest impact on its activities. A stakeholder impact and importance matrix has been developed by utilizing the prioritization of internal and external stakeholders. The opinions and suggestions of the internal and external stakeholders listed below have been taken into account in shaping the future perspective of the plan.

### *Impact and Contribution of External Stakeholders to the Plan*

Some external stakeholders were invited to Strategic Objective Working Groups, and their contributions, opinions, and suggestions were obtained within the scope of research, education, and social contribution activities. For those who could not attend the meetings, the Strategic Planning Team contacted them to gather their input and learn about their expectations from the University.

- It was stated that external stakeholders would contribute to the strategic objective of establishing an output-oriented research ecosystem. During the External Stakeholder Meeting, it was decided that, taking into account the priorities of the TRNC and our University, activities related to this strategic objective should be carried out by our research centers through the optimal use of existing resources. Additionally, emphasis was placed on increasing participation in national and international support programs such as TÜBİTAK, TEBA, and BAGEP, as well as increasing the budget allocated to R&D activities.
- Graduates and doctoral students who were invited to the meetings played an active role in determining the objectives of the Plan in line with the goal of establishing a student- and graduate-oriented education ecosystem. On the other hand, student

satisfaction surveys were evaluated, and alignment was ensured between students' general opinions and the plan studies. Within this framework, it was concluded that the following are necessary: Increasing collaboration and quality in education and training activities increasing the rate of graduate employment, increasing the number of doctoral graduates increasing the number of printed books and e-resources per student in the university library , increasing the educational space per student, increasing the number of students benefiting from scholarships provided by the University, improving the quality of internationalization, increasing the number of undergraduate programs accredited as stated in the Higher Education Institutions Examination (YKS) guide, in line with the objective of increasing cooperation and activities within the framework of social responsibility, contact was established with the Ministries of the TRNC, and discussions were held on how our University could contribute to the TRNC and its social life. The suggestions obtained were reflected in the plan. Within the scope of these discussions, the following points were emphasized: increasing the number of social responsibility projects carried out by the University, increasing the number of certificates provided by the Continuing Education Center , increasing the number of projects conducted in cooperation with public institutions

### *Impact and Contribution of Internal Stakeholders to the Plan*

In line with their relevance to the Strategic Objectives, internal stakeholder managers took on the role of chairpersons of the working groups established for each related strategic objective.

The internal stakeholder manager, within the scope of the strategic objective of establishing an output-oriented research ecosystem, organized meetings in order to assess the needs of internal stakeholders. The opinions and evaluations presented in these meetings guided the strategic planning activities. Data, trends, and potential of research centers within our University, particularly in the fields of R&D and Entrepreneurship, were carefully examined. Meetings were held with the managers and representatives of these centers. In this context, the importance of establishing an output-oriented research ecosystem was emphasized. Within the scope of the strategic objective of strengthening the institutional structure, a series of meetings were organized under the coordination of the Human Resources Unit with the participation of University staff. As a result of these meetings, it was decided to strengthen the University's internal quality assurance system, enrich human resources, improve the qualifications of existing staff, clarify duties and responsibilities through job analysis, and increase the number of foreign academic staff employed at the University.

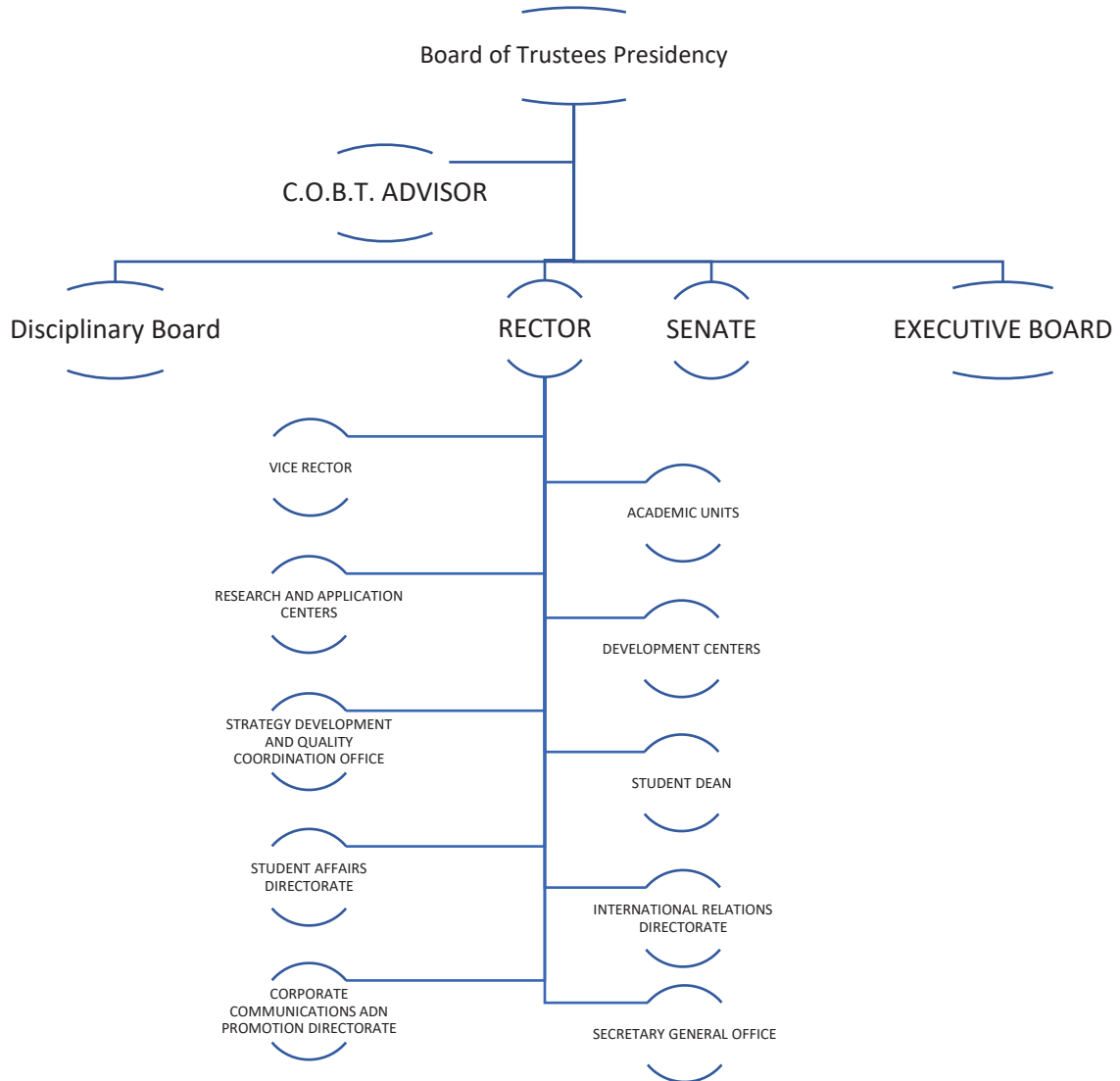
### *Impact Analysis of Our Internal and External Stakeholders on the Plan*

As can be seen from the stakeholder analyses presented above, the views of internal and external stakeholders were collected and carefully evaluated through surveys, focus group interviews, structured face-to-face meetings, and teleconference interviews. Within the scope of determining the current situation and developing strategies, both internal and external stakeholders made significant contributions. These contributions can be presented under the headings of Strategic Objectives.

The strategic objective of establishing an output-oriented research ecosystem was developed through the contributions of both external and internal stakeholders. Data from the University's research centers also made a significant contribution to the formation of this strategic objective. The objective of creating a student- and graduate-oriented education ecosystem emerged through student satisfaction surveys and the contributions of graduates and students who participated in meetings organized under the leadership of the Strategic Planning Team. The strategic objective of strengthening the institutional structure was determined within the framework of internal stakeholder analysis as a result of a series of meetings conducted by the Human Resources Unit with University staff. The objective of increasing cooperation and activities within the framework of social responsibility was established through a series of meetings held with the Ministries of the TRNC.

### 3.4.4. Internal Institutional Analysis

#### *Academic Organizational Chart*



#### *Human Resources Analysis*

At our university, academic staff are employed in accordance with the relevant Council of Higher Education (YÖK) and Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK) regulations, as well as institutional requirements. All academic staff work under contracts prepared for both full-time and part-time faculty members. An orientation program covering internal institutional processes is provided to all newly appointed academic staff.

*When the student-to-academic staff ratio is examined, it is found that the number of students per academic staff member is calculated as:*

$$\text{Student-to-Academic Staff Ratio} = 3179 / 189 = 16.82$$

*Based on the 2023–2024 data*

*Table 4. Numerical Distribution of Academic Staff in the 2023–2024 Academic Year*

Title	Total
Professor	40
Associate Professor	24
Assistant Professor	71
Lecturer	47
Research Assistant	7
<b>TOTAL</b>	<b>189</b>

In the employment of administrative staff at our university, attention is paid to hiring candidates who meet the required criteria for the relevant positions, taking into consideration the human resource needs of each unit. Administrative staff are employed on a contractual basis and work in line with defined job descriptions. Orientation training is provided to all newly recruited administrative personnel.

At our university, administrative staff primarily work in units such as the Student Affairs Directorate, Human Resources Directorate, Registry Office, Corporate Communications Directorate, Information Technology Department, Financial Affairs Directorate, International Relations Coordination Office, and Promotion Unit, most of which are affiliated with the Office of the Secretary General.

Projects aimed at improving the qualifications of academic and administrative staff are implemented in a continuous manner. Since staff development is an ongoing process, no distinction is made between ongoing and planned projects in this regard. Projects related to the development of academic and administrative staff are presented below.

### **Projects related to the development of academic and administrative staff are implemented continuously.**

Our university considers the professional development of academic staff as one of the most important tools for improving the quality and standards of education and teaching. For this reason, seminars on measurement and evaluation are specifically provided for young academic staff and those who have recently joined the university community.

Under the responsibility of the Scientific Research and Projects Unit, seminars on academic publishing and project writing are regularly conducted. Every year, opportunities are created for all staff members to spend time together, enhance motivation, and strengthen a collaborative working environment that supports a qualified teamwork infrastructure.

Within the scope of projects aimed at improving the personal development of academic and administrative staff and enhancing quality, periodic seminars, workshops, and various activities are organized.

Activities aimed at strengthening the sense of belonging among academic and administrative staff are also carried out.

### ***Institutional Culture Analysis***

At Cyprus Aydın University, a participatory management approach has been adopted to strengthen institutional identity and culture. The university embraces and shares core values such as human-centeredness, justice, innovation, accountability, reliability, commitment to universal ethical principles, respect for both tradition and the future, equality, and diversity. Developing institutional culture and a sense of belonging is among the strategic objectives of senior management. Transparency and accountability are fundamental principles within the university. In this context, employees are actively involved in decision-making processes, and all decisions made by senior management are shared openly. In addition, in order to enhance academic transparency, all relevant information regarding academic and administrative units is communicated to stakeholders through the university's official website. The university also places importance on the professional, social, and cultural development of its staff. Continuous and regular in-service training programs are organized throughout the year for both academic and administrative personnel.

### *Physical Resources Analysis*

Cyprus Aydın University has commenced its operations on a campus located within the boundaries of Ozanköy, on Bellapais Road, which is considered one of the most distinguished areas of Girne, the most beautiful city in the Turkish Republic of Northern Cyprus (TRNC). With its highly qualified academic and administrative staff, excellent classrooms, laboratories, and social spaces, as well as the suitability of its location and proximity to shopping centers that meet various needs, the university has rapidly gained the appreciation of students.

As a university located in the city center, all necessary efforts are being made and continue to be made to ensure that our institution has a distinctive character in terms of the quality of education, teaching, and research and development activities. The majority of academics working in faculties and departments consist of distinguished scholars who have completed their academic studies at universities in Turkey and abroad, and who have previously worked or are currently working at some of the most well-known universities in Turkey.

At Cyprus Aydın University, in addition to theoretical education, great importance is also given to practical applications and research activities. Laboratories established according to the requirements of each department are kept open 24/7 for the benefit of our students. In this context, the laboratories listed below have been designed to meet educational needs and are continuously being developed in parallel with the changing requirements of educational fields.

#### **Laboratories**

- Computer Laboratories
- Nursing Laboratories
- Physical Therapy and Rehabilitation Laboratory
- Physiotherapy and Rehabilitation Laboratories
- Electrophysiology / Manual Therapy / Occupational Therapy Laboratory
- First and Emergency Aid Laboratory
- Opticianry Laboratory
- Anatomy Laboratory
- Architectural Design Laboratory
- Interior Architectural Design Laboratory
- Virtual Courtroom
- Gastronomy Laboratory
- Mechatronics and Robotics Laboratory
- Electrical and Electronics Laboratory
- Physics and Chemistry Laboratories

Our classrooms and lecture halls are fully equipped with educational technologies such as smart boards and video projection systems, and they provide students with ergonomic features in terms of lighting and seating arrangements. Cyprus Aydın University also has a student dormitory and living area located on its land in Dikmen, situated between Girne and Lefkoşa.

### *PHYSICAL AREAS*

<b>PHYSICAL AREA</b>	<b>TOTAL m<sup>2</sup></b>	<b>AREA PER STUDENT (m<sup>2</sup>)</b>
<b>Total Indoor Area</b>	4.476,3	16,27
<b>Total Outdoor Area</b>	16.000,0	57,88
<b>Total Area</b>	20.338,8	73,95
<b>Educational Area</b>	1.706,3	6,20
<b>Total Classroom Area</b>	716,0	2,60
<b>Laboratories</b>	866,3	3,15
<b>Library and Reading Hall</b>	250,0	0,90
<b>Conference Hall</b>	225,5	0,82

### *CLASSROOM CAPACITIES*

<b>CLASSROOM TYPE</b>	<b>NUMBER</b>
<b>Capacity under 35 students</b>	8
<b>Capacity between 35–49 students</b>	5
<b>Capacity of 50 students and above</b>	12

The A and B Blocks, which include classrooms, laboratories, conference hall, library, social areas, educational spaces, and administrative offices, have a total physical space of 25,000 m<sup>2</sup>, consisting of 8,952 m<sup>2</sup> of indoor space and 16,000 m<sup>2</sup> of outdoor space. Within the A and B Blocks, 25 classrooms and 13 laboratories have been made ready for simultaneous use by students. The construction of Block C at the Girne Campus of our university, which has a total indoor area of 9,655 m<sup>2</sup>, is planned to be completed in 2024. Block C will have a total physical area of 14,450 m<sup>2</sup>, including 9,655 m<sup>2</sup> of indoor space and 4,795 m<sup>2</sup> of outdoor space. Block C will include a 2,000 m<sup>2</sup> library, where students will have 24/7 access to national and international academic databases online, and a 1,000-seat fully automated conference hall. In addition, it will include classrooms, lecture halls, laboratories and workshops, academic and administrative

offices, a cafeteria, an indoor sports hall, and various living spaces. With the completion of Block C, the university will have a total of 18,607 m<sup>2</sup> of indoor space and 20,795 m<sup>2</sup> of outdoor space, reaching a total physical area of 21,402 m<sup>2</sup>.

When our university completes the above-mentioned development projects and brings the new campus areas into educational use, it will have a total physical area of **240,835 m<sup>2</sup>**, consisting of **79,387 m<sup>2</sup> of indoor space** and **186,812 m<sup>2</sup> of outdoor space**.

**WHEN OUR UNIVERSITY COMPLETES THE ABOVE-MENTIONED DEVELOPMENT PROJECTS AND BRINGS THE NEW CAMPUS AREAS INTO EDUCATIONAL USE, IT WILL HAVE A TOTAL PHYSICAL AREA OF 240,835 M<sup>2</sup>, CONSISTING OF 79,387 M<sup>2</sup> OF INDOOR SPACE AND 186,812 M<sup>2</sup> OF OUTDOOR SPACE.**

**TABLE 3. CLASSROOM AND LECTURE HALL SEATING AND AREA CAPACITIES**

NO	SPACE TYPE	LOCATIO N / ROOM NO	SIZE (m <sup>2</sup> )	CEILING HEIGHT (cm)	WINDOW SIZE (m <sup>2</sup> )	CAPACITY (PERSONS)
1	1-Education /Classroom	A Block / Ground Floor / ZK12	77	3,5	5,0	50
2	1-Education /Classroom	A Block / Ground Floor / ZK13	65	3,5	5,0	50
3	1-Education /Classroom	A Block / Ground Floor / ZK14	65	3,5	5,0	50
4	1-Education /Classroom	A Block / Ground Floor / ZK15	65	3,5	5,0	50
5	1-Education /Classroom	A Block / Ground Floor / ZK16	65	3,5	5,0	50
6	1-Education /Classroom	B Block / Ground Floor / ZK01	38	3,5	34,5	32



7	1-Education /Classroom	B Block / Ground Floor / ZK02	38	3,5	34,5	33
8	1-Education /Classroom	B Block / Ground Floor / ZK03	36	3,5	4,5	27
9	1-Education /Classroom	B Block / Ground Floor / ZK04	36	3,5	4,5	34
10	1-Education /Classroom	B Block / Ground Floor / ZK06	36	3,5	4,5	27
11	1-Education /Classroom	B Block / Ground Floor / ZK07	36	3,5	4,5	35
12	1-Education /Classroom	B Block / 1st Floor / 1K01	36	3,5	4,5	8
13	1-Education /Classroom	B Block / 1st Floor / 1K05	36	3,5	4,5	30
14	1-Education /Classroom	B Block / 1st Floor / 1K09	42	3,5	6,75	36
15	1-Education /Classroom	B Block / 1st Floor / 1K10	45	3,5	4,5	35
16	1-Education /Classroom	B Block / 1st Floor / 1K17		3,5		
17	1-Education /Classroom	A Block / 2nd Floor / A201	54	3,5	6	54
18	1-Education /Classroom	A Block / 2nd Floor / A202	61	3,5	9	60
19	1-Education /Classroom	A Block / 2nd Floor / A203	78	3,5	12	72

20	1-Education /Classroom	A Block / 2nd Floor / A204	70	3,5	12	60
21	1-Eğitim /Derslik	A Block / 2nd Floor / A205	60	3,5	9	60
22	1-Education /Classroom	A Block / 2nd Floor / A206	60	3,5	9	60
23	1-Education /Classroom	A Block / 2nd Floor / A207	70	3,5	12	60
24	1-Education /Classroom	A Block / 2nd Floor / A208	78	3,5	12	72
25	1-Education /Classroom	A Block / 2nd Floor / A209	61	3,5	9	60
26	1-Education /Classroom	B Block / 2nd Floor / B204	40	3,5	6	40

Table 4. Laboratory List of Cyprus Aydın University

NO	LABORATORY / FACULTY / UNITS SERVED	LAB.AREA (m <sup>2</sup> )/CAPACITY (PERSONS)
1	Gastronomy Kitchen Laboratory	Gastronomy 127 M2 / persons
2	Electrical and Electronics Laboratory	Faculty of Engineering 52 M2 / 18 persons
3	Mechatronics Laboratory	Faculty of Engineering 43 M2 / 14 kişi
4	Computer Laboratory	Faculty of Engineering 52 M2 / 21 persons
5	Anatomy Laboratory	Faculty of Health Sciences, School of Health Sciences, Vocational School of Health Services 65M2 /66 persons
6	Chemistry Laboratory	All Departments 43 M2 /24 persons
7	Physics Laboratory	All Departments 43 M2 / 42 persons

8	<b>Virtual Courtroom Laboratory</b>	Faculty of Law	73 M2 /21 persons
9	<b>Electrophysical/Occupational Therapy Laboratory</b>	School of Health Sciences, Vocational School of Health Services	73 M2 / 16 persons
10	<b>Clinical Skills Laboratory</b>	Faculty of Health Sciences	75 M2 / 12 persons
11	<b>Psychotherapy and Rehabilitation Laboratory</b>	School of Health Sciences, Vocational School of Health Services	35 M2 /14 persons
12	<b>Neurological–Cardiopulmonary Laboratory</b>	School of Health Sciences, Vocational School of Health Services	158 M2 /20 persons
13	<b>First Aid and Emergency Laboratory</b>	Vocational School of Health Services	68m2 /60
14	<b>Opticianry Laboratory</b>	Vocational School of Health Services	40m2 /20

The list of indoor and outdoor sports facilities at our university and their sizes in square meters are presented below:

<b>Social, Sports, Cultural and Artistic Facilities</b>	<b>TOTAL m2</b>
<b>Outdoor Sports and Activity Area</b>	550 m2
<b>Volleyball / Basketball / Mini Football Court</b>	250 m2
<b>Chess Area</b>	100 m2
<b>Mini Golf Course</b>	200 m2

At our University, cultural and artistic activity spaces occupy a total area of 1,675 m<sup>2</sup>, measured in square metres. Although the existing social, sports, cultural, and artistic activity spaces meet current daily needs, further investments have been planned to expand these facilities in line with the University’s development plans.

#### *Analysis of Financial Structure*

In order to ensure financial discipline, it is aimed to reduce the share of tuition fees within the budget and to increase income diversity and reputation-enhancing

projects. In this context, as a result of the studies carried out, national funding providers such as TÜBİTAK, TÜBA and the Science Academy (BAGEP), as well as international funding providers such as HORIZON with which they cooperate, have been identified, and the programs of these institutions have been taken under monitoring.

Our university attaches great importance to preventing student attrition in order to ensure financial discipline. Student attrition means loss of tuition fees, loss of promotional expenditures, commissions paid to agencies, and loss of reputation. Therefore, it is planned to establish a fully equipped Student Center Coordination Office and a Peer Mentoring Mechanism.

By establishing a fully equipped “Student Center Coordination Office” within our university, it is planned to take the necessary measures for students’ needs at an early stage. The establishment of such a unit is of great importance in terms of providing early warning mechanisms and identifying students’ financial difficulties or dissatisfaction with their departments or any other units, and taking precautions accordingly.

In addition, it is envisaged to establish a peer mentoring mechanism in which our upper-class students support newly enrolled undergraduate students in their orientation and career planning by sharing their experiences. Following the completion of their registration procedures, each newly enrolled student will be assigned a peer mentor, determined by the Student Center Coordination Office from among upper-class students of their departments who meet the basic criteria. Priority will be given to volunteer undergraduate students who have completed at least two years, have a minimum GPA of 3.00, have not received any disciplinary penalties, and are currently enrolled. Peer mentors will contact the students assigned to them and provide support during their first year on many issues such as university life and rules, making new friends, course registration, study skills, and extracurricular activities.

#### **3.4.5. Analysis of Academic Activities**

Cyprus Aydın University has a rich diversity with its academic units operating in different scientific disciplines. Educational and instructional activities at Kibris Aydın University are currently carried out through 7 faculties and 5 schools, as well as a continuing education center and a distance education center.

#### **Program–Subprogram Analysis**

##### **Undergraduate Programs**

<i>Faculty of Education Sciences</i>	It consists of three programs, two of which are accredited by YÖK (all are accredited by YÖDAK).
<i>Faculty of Dentistry</i>	It consists of one program accredited by YÖDAK.
<i>Faculty of Fine Arts and Design</i>	It consists of two programs, one of which is accredited by YÖK (all are accredited by YÖDAK).
<i>Faculty of Law</i>	It consists of two programs, one of which is accredited by YÖK (all are accredited by YÖDAK).
<i>Faculty of Economics, Administrative and Social Sciences</i>	It consists of seven programs, two of which are accredited by YÖK (all are accredited by YÖDAK).
<i>Faculty of Engineering</i>	It consists of six programs, three of which are accredited by YÖK (all are accredited by YÖDAK).
<i>Faculty of Health Sciences</i>	It consists of three programs, two of which are accredited by YÖK (all are accredited by YÖDAK).
<i>Faculty of Fine Arts and Design</i>	It consists of three programs, one of which is accredited by YÖK (all are accredited by YÖDAK).

### 3.4.6. Analysis of the Higher Education Sector

The end of the 20th century and the beginning of the 21st century have been a period in which intense competition has been experienced in the field of higher education. The Far East, America and Europe have been the regions where this competition has intensified. This situation has led to the emergence of new approaches to higher education. Good practices have spread rapidly and have affected the operational structures of universities. The outputs that have emerged within this framework have laid the groundwork for social transformations. Research and development (R&D) and innovation have been placed at the center of the process of knowledge production. The development of knowledge has reached the fastest point in human history. The knowledge produced in the last 10 years has far exceeded that produced in the previous century. The traditional education and basic research areas of higher education institutions have undergone significant changes.

Within this framework, attracting qualified students, producing high-impact scientific outputs, commercializing the knowledge they possess, and ensuring financial sustainability have emerged as important issues for universities. All these developments have been taken as a basis in the preparation of strategic plans.

## *SWOT Analysis*

### Our Strengths

- High ratio of faculty members per student
- The dynamism brought by being a newly established university
- Internal communication and training
- Strong institutional and individual connections
- Providing a multicultural international environment
- High availability of multidisciplinary environment opportunities
- The university's emphasis on expansion, renewal, and modernization investments
- The determination of the university management to increase research outputs and quality
- Inclusion of qualified researchers into the institution
- The positive contribution of the environment in which the university is located
- Ease of transportation due to being a campus university located within the city
- Compatibility of programs with relevant national and international programs
- Green Campus approach

### Areas Needing Improvement

- Risk of failure to ensure staff continuity
  - Student attrition
  - Disruptions in the functioning of human resources processes



- Institutional culture among academic and administrative staff being in the process of development
- The increase in administrative and managerial competencies of academic staff not being at the desired level
- The need to develop definitions related to business processes (academic and administrative)
- Weakness of students in foreign languages
- Low number of indexed publications per faculty member and low foreign fund income
- Insufficient number of graduate programs
- Lack of coordination regarding the continuity, integrity, and interdisciplinary aspect of R&D activities

### Opportunities

- The university being located in Kyrenia, which is a center of attraction in the TRNC
- The international student sector is increasingly growing
- The high immigration rate received by the TRNC expanding the local student potential
- Increasing importance of quality and accreditation studies for universities
- Growth potential of the existing campus
- The senior management being open to all kinds of cooperation in line with the university's vision and mission
- The opportunity of our university to carry out applied projects and provide higher quality and more effective education through practice
- Double degree programs with Istanbul Aydın University and similar universities

### Threats

- Uncontrolled increase in the number of universities in the TRNC
- Failure of some universities to take effective measures against human trafficking
- High competition among universities in the TRNC
- High cost of accreditation processes

- Possible problems in the structural, administrative, and institutional development of YÖDAK (regulations regarding horizontal transfers)
- Economic and social problems experienced by students
- High transportation and accommodation costs
- Difficulties in recruiting academic and administrative staff
- Insufficiency of the quality of education in secondary education
- High turnover rate among academic and administrative staff and the negative perception formed within the academic community due to this
- Insufficient or lack of financial and time support and incentives for participation in scientific meetings
- The growth process of the university
- High costs brought by rapid technological developments
- The risk of plagiarism brought by artificial intelligence
- Rapid changes in higher education legislation and other related regulations such as the dual immigration decision
- The strong anti-TRNC lobbying of Greek Cypriot diplomacy and its acceptance within the EU (inability of universities to directly benefit from EU funds in the field of education)

### *Determination of Findings and Needs*

Stages of Situation Analysis

Evaluation of the Strategic Plan Being Implemented

Legislation Analysis

Analysis of Upper Policy Documents

Program – Subprogram Analysis

Stakeholder Analysis

Human Resources Competency Analysis

Institutional Culture Analysis

Physical Resources Analysis

Technology and Information Infrastructure Analysis

Financial Resources Analysis

Academic Activities Analysis

Higher Education Sector Analysis

## 4. STRATEGIC PLAN FOR THE PERIOD 2024–2028

### 4.1. MISSION, VISION AND CORE VALUES

#### MISSION

The mission of Cyprus Aydın University is to provide education at international standards by placing the student at the center, and to educate individuals who are responsive to the changing needs of society, responsible, and capable of shaping the future.

#### VISION

The vision of Cyprus Aydın University is to become a university that prioritizes creating impact on an international scale by utilizing science and technology, adheres to ethical values, is environmentally conscious, and serves society.

#### CORE VALUES

- Achieving quality and excellence
- Ensuring scientific and social integrity
- Encouraging innovation and raising awareness
- Embracing equality and diversity
- Living in harmony with nature
- Respecting both tradition and the future

#### STRATEGIC PRIORITIES

- Global, high-quality, and sustainable education
- A leading university that pioneers innovations
- Entrepreneurial, innovative, and technological campus
- Creating social added value
- High employability that shapes the future
- Autonomy, performance orientation, and specialization

## KEY PERFORMANCE INDICATORS

- Increasing the number of employed international academic staff
- Increasing the number of graduating doctoral students
- Increasing the number of accredited undergraduate programs listed in the Higher Education Institutions Exam (YKS) guide
- Increasing the number of printed and electronic publications per student in the university library
- Increasing the number of students benefiting from university scholarships
- Increasing educational space per student
- Increasing academic publication and citation counts
- Increasing participation in national (such as TÜBİTAK, TÜBA, BAGEP) and international (such as Horizon) funding programs
- Increasing the budget allocated to R&D
- Increasing the number of university social responsibility projects
- Increasing certificates issued by the Continuing Education Center
- Increasing joint projects with public institutions

## QUALITY POLICY

Cyprus Aydın University adopts quality as a culture internalized in all educational, research, and administrative activities and as a continuously developing process. It defines its core quality policy as educating qualified individuals in line with national and international standards and contributing value to society.

## 4.2 DIFFERENTIATION STRATEGY

Cyprus Aydın University has determined its strategies in line with its vision, mission, and core values to carry out education, research, and community service activities that will support the development and progress of the city, region, and country. During this process, the university's model role in many areas has been taken into account, and differentiation strategies have been developed from this perspective.

### 4.2.1. POSITIONING PREFERENCE

In terms of the distribution of its academic units, Cyprus Aydın University has a structure dominated by health and social sciences. The university has a qualified, international, and young academic staff and advanced research infrastructure, capable of supporting the sector and allocating resources to research.

The long-standing identity of the Turkish Republic of Northern Cyprus (TRNC) as a country of tourism, education, agriculture, culture, and arts, as well as the demand for qualified research-oriented workforce in Kyrenia and the surrounding region, has led Cyprus Aydın University to position itself as a university focused not only on education and research but also on community service.

Accordingly, the university has adopted the responsibility of being “a university that creates added value for its society and land.”

Universities must balance education, research, and entrepreneurship activities. Cyprus Aydın University strives to perform these functions effectively and efficiently with its competent and sufficient academic staff in both quantitative and qualitative terms.

#### **4.2.2 PREFERRED SUCCESS AREAS**

Within its differentiation strategy, the university’s preferred success areas hold great importance. These preferences have been determined in a multidimensional way, considering national priorities, stakeholder expectations, and the university’s strengths. The university began defining its success areas in the years following its establishment and has developed policies to differentiate itself from other universities with similar positioning in education, research, and entrepreneurship. In this context, it establishes Application and Research Centers and Development Centers in line with contemporary needs, taking into account its core competencies, capabilities, and resources. The university’s preferred success areas have been identified as social, technological, and innovative, and efforts have begun to establish centers of excellence in these fields. In this process, preparations have started for the development of an R&D strategy document and for applying to the TÜBİTAK 1004 – Center of Excellence Support Program. Cyprus Aydın University has also distinguished itself from other universities in the field of thematic research and think tanks. It has activated academic units aimed at conducting high value-added research in response to societal needs and the socio-cultural and geopolitical importance of the TRNC.

Child Research, Education and Practice Center (ÇAEM)

Women's Studies Center (KAÜNKAM)

Cyprus Research Center (KAM)

Turkish Language Research and Teaching Center (TÖMER)

Child Neglect and Abuse Prevention Center

Agriculture Application, Research and Project Development Center

Renewable Energy Application, Research and Project Development Center

## *APPLICATION AND RESEARCH CENTERS*

### **4.2.3 MODELING OF COMPETENCIES AND QUALIFICATIONS**

Cyprus Aydın University has defined its position within the higher education system through its focus on education, research, society, and student-centeredness. Through its preferred success areas, it has also clarified how it differentiates itself from other universities with similar positioning.

Within the scope of its differentiation strategy, the university has mapped the competencies and qualifications that students should possess in the future world and has established a roadmap to ensure that these are acquired by students before graduation. This roadmap, in line with the university's young and dynamic structure, has been titled the "Next-Generation Student Career Plan." The plan maps the processes from student graduation to employment, ensuring that horizontal and vertical relationships with relevant units are monitored through automation systems.

In line with our objective of enhancing our students' competitiveness in the digital world and our commitment to quality in education, the integration of digital and technological education fields focused on artificial intelligence (AI), data science, and cybersecurity is planned. Modules on artificial intelligence (AI), data science, and cybersecurity will be incorporated into the existing curriculum. The establishment of a compulsory "Digital Transformation" course within our faculties and the creation of artificial intelligence-based laboratories are also planned. For implementation, it is aimed to initiate artificial intelligence-based learning pilot projects in selected faculties.

In alignment with our goals related to the United Nations Sustainable Development Goals and societal merit, the development of new undergraduate programs in renewable energy and sustainability is planned. Additionally, it is aimed to adapt our campus to green standards by developing projects such as solar panels and zero-waste systems.

In line with our objectives of increasing graduate employability and enabling our students to become employers, entrepreneurship certificate programs will be offered to students. Furthermore, mentoring and job creation workshops will be established.

In accordance with our internationalization and educational quality objectives, the design of continuing education and lifelong learning programs is planned. Personalized courses supported by artificial intelligence will be organized for graduates through online platforms. It is also planned to organize annual seminars focusing on rapidly evolving skills such as data ethics.

With an emphasis on student-centeredness and skills that make a global impact, competencies such as analytical thinking, creativity, flexibility, and leadership will be prioritized. In this context, it is planned to add soft skills modules to program curricula and to develop analytical thinking through artificial intelligence simulations. Additionally, it is aimed to provide students with leadership clubs and flexibility training.

#### **4.2.4 CORE COMPETENCY PREFERENCE**

Cyprus Aydın University aims to support its positioning, success region, and value proposition preferences by managing student competencies in the most effective manner. Drawing on the findings of the “Situation Analysis” conducted with the participation of all stakeholders, some of the core competencies that the University will rely on while realizing its defined preferences are listed below:

- The University’s possession of a qualified, young, and dynamic academic staff,
- Having advanced research infrastructure and laboratories that will support both the University and the sector,
- Achieving high research outputs and attracting external funding by incorporating qualified researchers into its staff and supporting young researchers,
- The existence and effective functioning of systems such as the Development Centers Coordination Unit supporting the research process, the Guidance and Counseling

Center, and the Technology Transfer Office (TTO) affiliated with İstanbul Aydın University,

- The University's specialization and leadership in core disciplines,
- The presence of the necessary commitment to ensure that centers of excellence become fully operational,
- Having long-term experience in self-evaluation and external evaluation processes,
- The existence of a transparent and accountable management system within the University.

## 4.3 OBJECTIVES AND TARGETS

### 4.3.1 STRATEGIC OBJECTIVE 1: Enhancing Student-Centered Education and the Quality of Campus Life

		Education and Training: Objectives Aligned with the Strategic Goal			Targeted Increase	
<b>Objective (A1)</b> <b>EDUCATION AND TRAINING</b> To enhance students' professional competencies, research skills, and innovative thinking capacities by strengthening the quality of education and academic capacity through a student-centered educational approach.	<b>H1.1</b>	To improve the campus social infrastructure			5% annually	
	<b>H1.2</b>	To strengthen the educational infrastructure			5% annually	
	<b>H1.3</b>	To increase student satisfaction			5% annually	
	<b>H1.4</b>	To establish a Graduate Tracking System			5% annually	
	<b>H1.5</b>	To increase program diversity			5% annually	
	<b>H1.6</b>	To strengthen the academic staff			5% annually	
	<b>H1.7</b>	To enhance the capacity for practical training			5% annually	
	<b>H1.8</b>	To increase graduate employability			5% annually	
	<b>Education and Training: Activities Aligned with the Strategic Objective</b>					
	<b>F1.1</b>	Establishment and development of student social life spaces within the campus.				
	<b>F1.2</b>	Development of laboratories, smart classrooms, and digital education infrastructure, and equipping them with modern educational technologies.				
	<b>F1.3</b>	Establishment of student satisfaction surveys and a feedback system, and implementation of improvement efforts in line with student demands.				
	<b>F1.4</b>	Rate of establishment of a graduate database.				
	<b>F1.5</b>	Opening new associate, undergraduate, and graduate programs in line with the needs of the business world and industry.				
	<b>F1.6</b>	Employment of qualified academic staff in order to enhance the University's educational and research capacity.				
	<b>F1.7</b>	Increasing opportunities for extracurricular education, internships, practical training, and workplace experience for students.				
	<b>F1.8</b>	Alumni and Members Association.				
	INDICATOR NO	INDICATOR NAME	Is it monitored within the management process in line with the targets?	Is it a key performance indicator?	Is it a YÖK monitoring indicator?	Data Source (1)
G1.1.	Number of student clubs and societies				Student Dean's Office	



G1.1.	Number of social, cultural, and sports activities organized by students			Yes	Student Dean's Office	
G1.2.	Computer or laboratory capacity per student					
G1.2.	Number of smart classrooms / technology-enhanced classrooms					
G1.3.	Student satisfaction rate				Academic Evaluation Board	
G1.3.	Number of students per academic advisor				Student Affairs Office	
G1.4.	Graduate database system			Yes	Strategy Development and Quality Management Unit	
G1.4.	Activities for graduates			Yes		
G1.5.	Number of newly opened associate, undergraduate, and graduate programs				<b>Academic Evaluation Board</b>	
G1.5.	Number of programs delivered in English				Academic Evaluation Board	
G1.6.	Number of students per academic staff member			Yes	Student Affairs Office	
G1.6.	Number of full-time academic staff members				Student Affairs Office	
G1.7.	Number / rate of students undertaking internships					
G1.7.	Number of academic events (e.g., conferences, panels, symposiums, workshops)			Yes	Academic Evaluation Board	
G 1.8.	Alumni and Members Association					
G1.8.	Graduate employment rate					

<b>Objective (A2) RESEARCH</b> To establish a research ecosystem oriented towards outputs.	<b>Research: Objectives Aligned with the Strategic Goal</b>		<b>Targeted Increase</b>
	H2.1	To enrich research centers and enhance their quality	5% annually
	H2.2	To increase the quality and quantity of research outputs	5% annually
	H2.3	To increase participation in national and international funding programs (TÜBİTAK, TÜBA, and BAGEP)	5% annually
	<b>Research: Objectives Aligned with the Strategic Goal</b>		
	F2.1	Functionalization of research centers aligned with the University's priority research areas, and strengthening the infrastructure, human resources, and project capacity of existing centers.	
	F2.2	Development of research support and incentive mechanisms that encourage academic staff to produce publications indexed at national and international levels, as well as projects and patents.	
	F2.3	Establishment of project development training and consultancy mechanisms aimed at increasing academic staff's applications to national and international research funding programs such as TÜBİTAK, TÜBA, BAGEP, and similar schemes.	

INDICATOR NO	INDICATOR NAME	Is it monitored within the management process in line with the targets?	Is it a key performance indicator?	Is it a YÖK monitoring indicator?	Data Source (1)	Data Source (3)
G2.1.	Number of active research centers					Strategy Development and Quality Center
G2.1.	Number of projects conducted by research centers			Yes		Strategy Development and Quality Center
G2.2.	Number of international publications per academic staff member			Yes		Academic Evaluation Board
G2.2.	Number of national and international patent / utility model applications affiliated with the University					Strategy Development and Quality Center
G2.3.	Number of applications submitted to research funding programs such as TÜBİTAK, TÜBA, BAGEP, and similar schemes					Strategy Development and Quality Center
G2.3.	Number of projects awarded funding from national and international research funds			Yes		Strategy Development and Quality Center

	Social Contribution: Objectives Aligned with the Strategic Goal		Targeted Increase
	<b>Objective (A3)</b> <b>SOCIAL CONTRIBUTION</b> To increase collaborations and activities within the framework of social responsibility.	H3.1	To increase the number of the University's social responsibility projects
H3.2		To increase the number of certificates issued by the Continuing Education Center	5% annually
H3.3		To increase the number of projects carried out in collaboration with public institutions and all types of non-governmental organizations serving the public interest	5% annually
H3.4		To develop programs focused on renewable energy and sustainability	5% annually
<b>Social Contribution: Activities Aligned with the Strategic Objective</b>			
F4.1		Development and implementation of social responsibility projects addressing the social, cultural, and environmental issues of society, with the participation of students and academic staff.	
F4.2		Diversification and expansion of professional development, foreign language, and personal development certificate programs offered by the Continuing Education Center in line with societal needs.	
F4.3		Development of joint social contribution projects and social development programs in collaboration with public institutions and non-governmental organizations.	
F4.4		Development of education, research, and social awareness programs on renewable energy, environmental awareness, and sustainable development.	



INDICATOR NO	INDICATOR NAME	Is it monitored within the management process in line with the targets?	Is it a key performance indicator?	Is it a YÖK monitoring indicator?	Data Source (1)	Data Source (3)
G3.1.	Number of social responsibility projects carried out by the University			Yes	Strategy Development and Quality Center	
G3.1.	Number of students participating in social responsibility projects				Strategy Development and Quality Center	
G3.2.	Number of certificate programs organized by the Continuing Education Center			Yes	Academic Evaluation Board	
G3.2.	Number of participants in certificate programs				Academic Evaluation Board	
G3.3.	Number of joint projects conducted with public institutions and non-governmental organizations				Strategy Development and Quality Center	
G3.3.	Number of cooperation protocols signed with these institutions			Yes	Strategy Development and Quality Center	
G3.4.	Number of education or certificate programs focused on renewable energy and sustainability			Yes	Academic Evaluation Board	
G3.4.	Number of awareness-raising activities or projects organized in these areas				Academic Evaluation Board	

Objective (A4) INTERNATIONALIZATION To enhance internationalization capacity.	Research: Objectives Aligned with the Strategic Goal		Targeted Increase
	H4.1	To increase the number of international students	5% annually
	H4.2	To enhance international visibility	5% annually
	H4.3	To increase the proportion of employed international academic staff	5% annually
	H4.4	To increase international collaborations and their quality	5% annually
Research: Activities Aligned with the Strategic Objective			
F4.1	Increasing international promotion activities and improving international student recruitment processes through university promotion programs in target countries.		
F4.2	Developing promotional and collaborative activities aimed at enhancing the University's visibility in international academic networks, scientific events, and academic publishing platforms.		
F4.3	Encouraging the employment of international academic staff within the University through international academic collaborations and targeted academic recruitment policies.		
F4.4	Establishing academic cooperation agreements with international universities and research institutions, and developing joint education and research activities.		

INDICATOR NO	INDICATOR NAME	Is it monitored within the management process in line with the targets?	Is it a key performance indicator?	Is it a YÖK monitoring indicator?	Data Source (1)	Data Source (3)
G4.1.	Number of international students enrolled at the University				Academic Evaluation Board	
G4.1.	Proportion of international students within the total student population (%)			Yes	Academic Evaluation Board	
G4.2.	Number of publications indexed in international databases			Yes	Academic Evaluation Board	
G4.2.	Number of international academic events (e.g., congresses, symposiums, workshops)				Academic Evaluation Board	
G4.3.	Number of international academic staff employed at the University				Academic Evaluation Board	
G4.3.	Proportion of international academic staff within the total academic staff (%)				Academic Evaluation Board	
G4.4.	Number of active cooperation agreements with international universities			Yes	Academic Evaluation Board	
G4.4.	Number of jointly conducted international projects or academic activities				Academic Evaluation Board	

Objective (A5) MANAGEMENT AND QUALITY ASSURANCE SYSTEM To enhance institutional capacity and quality.	Social Contribution: Objectives Aligned with the Strategic Goal		Targeted Increase
	H5.1	To increase digitalization	5% annually
	H5.2	To strengthen the internal quality assurance system	5% annually
	H5.3	To conduct job analyses and ensure transparency of responsibilities	5% annually
	H5.4	To enhance the quality of human resources	5% annually
	Social Contribution: Activities Aligned with the Strategic Objective		
F5.1	Development of information management systems and expansion of electronic services to support digital transformation in the University's administrative and academic processes.		

		F5.2	Development of quality assurance mechanisms and implementation of quality evaluation processes to ensure the regular monitoring and improvement of education, research, and administrative processes.				
		F5.3	Identification of academic and administrative job descriptions, conducting job analyses, and organizing the organizational structure in a transparent manner.				
		F5.4	Organization of in-service training and capacity development programs to support the professional development of academic and administrative staff.				
INDICATOR NO	INDICATOR NAME	Is it monitored within the management process in line with the targets?	Is it a key performance indicator?	Is it a YÖK monitoring indicator?	Data Source (1)	Data Source (3)	
G5.1.	Number of administrative and academic processes conducted in digital environments			Yes	Strategy Development and Quality Center		
G5.1.	Number of institutional information management systems used at the University				Strategy Development and Quality Center		
G5.2.	Number of annual internal evaluation and quality reports			Yes	Strategy Development and Quality Center		
G5.2.	Number of academic and administrative units participating in quality assurance processes				Strategy Development and Quality Center		
G5.3.	Number of administrative and academic positions with completed job descriptions and job analyses				Strategy Development and Quality Center		
G5.3.	Number of updated organizational charts and job description documents			Yes	Strategy Development and Quality Center		
G5.4.	Number of in-service training programs organized for academic and administrative staff			Yes	Academic Evaluation Board		
G5.4.	Number of staff participating in in-service training programs				Academic Evaluation Board		

#### 4.3.5 STRATEGIC OBJECTIVE 5: Increasing Graduate Employability

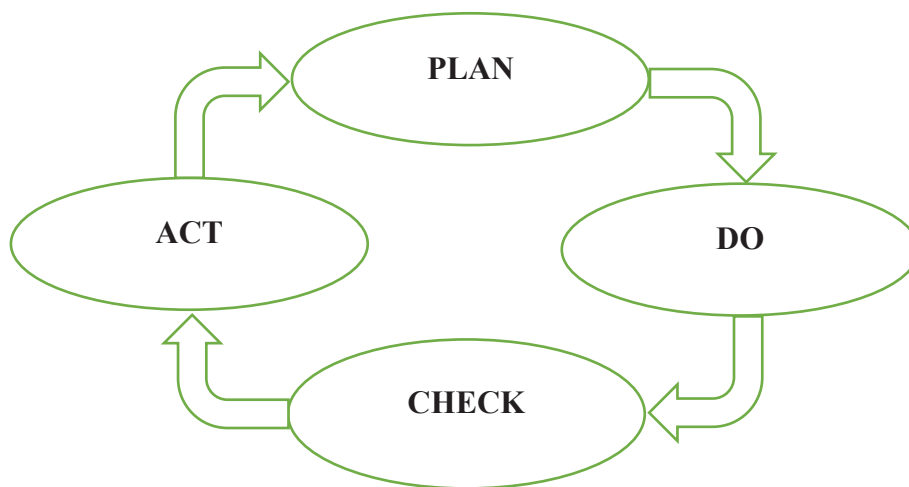
Strategic Objective	Performance Indicator	Baseline	Target	Responsible Unit
Objective 5.1 Establishing a Graduate Tracking System	Rate of establishment of the graduate database	%0	%30	Alumni and Members Association
	Number of activities for graduates (annual)	1	3	Alumni and Members Association

Strategic Objective	Performance Indicator	Baseline	Target	Responsible Unit
Objective 5.2 Increasing the Graduate Employment Rate	Graduate employment rate (%)	%40	%55	Career Center, Alumni and Members Association

Strategic Objective	Performance Indicator	Baseline	Target	Responsible Unit
Objective 5.3 Designing AI-Supported Personalized Lifelong Learning and Continuous Education Programs for Graduates	Design of AI-supported training programs	0	1	Career Center, Alumni and Members Association
	Number of graduates participating in the program	0	5	Career Center, Alumni and Members Association

#### 4.4 MONITORING AND EVALUATION

Cyprus Aydin University places great importance on the effective management of strategic planning in order to establish a design focused on optimal quality and efficiency in education and research. The 2024-2028 Strategic Plan includes four strategic objectives and 39 targets, grouped under the headings of education and training, research, merit, and institutionalization. In line with the objectives and targets set out in the strategic plan, it is of great importance to periodically evaluate both implementation and outcomes, to closely monitor key indicators, and to undertake improvements where necessary. In this context, the Plan-Do-Check-Act (PDCA) Cycle, which ensures internal quality assurance and continuous improvement within institutions, comes to the forefront.



For improvement to be achieved within the internal quality assurance system, the PDCA cycle must be effectively implemented. The planning of education, research, societal activities, and administrative processes; the implementation of these plans; the monitoring and control of their outcomes; and taking action to address identified deficiencies are essential for continuous improvement. Universities in which the internal quality assurance system is effectively established are able to adequately measure and improve their performance in education and research. It is observed that

universities which generate and manage their data accurately contribute more significantly to production, outcomes, and outputs in practice. Universities that effectively measure and improve their performance in research and education enhance their visibility in international competition and rankings, thereby representing themselves more successfully.

Within the scope of designing education and research management with a quality-oriented approach, the Strategy Development Board will serve as a highly functional structure in strengthening the “Check” and “Act” stages of the PDCA cycle. The Strategy Development Board is responsible for defining short-, medium-, and long-term education and research objectives and performance indicators, as well as continuously monitoring the education and research ecosystem.

By utilizing the University’s software systems to monitor education and research activities, the institutional database will be enhanced, and the data obtained will be evaluated and discussed within the relevant units. The organization, verification, statistical analysis, and updating of existing data within the units will be carried out by unit managers or relevant commissions.

Reports prepared regarding performance monitoring and evaluation will be reviewed every six months by the members of the Strategy Development Board and unit managers. The findings will be monitored by the Strategy and Quality Development Coordination Office and presented to senior management in the form of a report on education and research. Senior management will take the necessary actions to address deficiencies, thereby ensuring the realization of an optimal education and research management design.

Following the integration of the 2024-2028 Strategic Plan into the system, the units responsible for achieving the objectives and targets specified in the University’s

Strategic Plan will prepare periodic monitoring reports. These reports will detail the extent to which targets have been achieved, and if not, the reasons for any shortcomings will be thoroughly explained. In this way, the level of success in achieving targets will be monitored and evaluated by senior management, and necessary measures will be taken.

In the monitoring and evaluation process, the primary responsibility will rest with the Rector. However, the Strategy and Quality Development Coordination Office will be responsible for executing the process and consolidating the data for submission to the Rector. In line with the University's vision, mission, and core values, and considering developments in the field of higher education, the 2024-2028 Strategic Plan prepared through a participatory approach will be implemented with the support of all University staff.



# CYPRUS AYDIN UNIVERSITY

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