



**CYPRUS AYDIN
UNIVERSITY**

2024-2028

Faculty of Health Sciences Strategic Plan



**CYPRUS AYDIN UNIVERSITY
FACULTY OF HEALTH SCIENCES
2024–2028
STRATEGIC PLAN**

Faculty of Health Sciences Strategic Plan**1. INTRODUCTION****Dean's Foreword**

The rapid scientific and technological advancements of the twenty-first century are increasing the need for qualified, well-trained, and ethically committed human resources in the healthcare sector day by day. Improving the quality of healthcare services is only possible through the training of healthcare professionals with advanced knowledge, skills, and competencies. In this context, the responsibilities of higher education institutions—and particularly faculties offering education in the health sciences—are steadily increasing.

The Faculty of Health Sciences at Cyprus Aydın University continues its activities in line with our university's mission to cultivate individuals who are competent at the international level, research-oriented, entrepreneurial, and contribute to society. The pillars of education, research, and community contribution outlined in our university's strategic plan form the foundation of all academic and administrative processes within our faculty.

Our faculty adopts a contemporary educational approach that integrates scientific knowledge with clinical practice through its programs in Turkish Nursing, English Nursing, Physical Therapy, and Rehabilitation. Structured around a student-centered, practice-oriented, and interdisciplinary approach, our educational programs aim to develop students' professional competencies as well as their critical thinking, communication skills, and sense of ethical responsibility.

With our experienced academic staff, state-of-the-art laboratory facilities, and clinical training opportunities, we offer our students the chance to integrate theoretical knowledge with practical. Through clinical training conducted at institutions and hospitals affiliated with the Ministry of Health, our students gain experience in real-world healthcare settings and are prepared for professional life.

This strategic plan has been prepared in full alignment with the Cyprus Aydın University 2024–2028 Strategic Plan; it aims to systematically plan, implement, monitor, and continuously improve our faculty's educational, research, and community service activities. The objectives outlined in the plan are addressed in an integrated manner with university-level priorities such as quality assurance, internationalization, digitalization, enhancing research capacity, and strengthening societal contribution.

Our faculty's strategic plan was developed through a participatory approach and serves as a roadmap grounded in sustainable development. In line with this plan, our faculty will continue to educate health professionals who are highly productive in scientific research, innovative, committed to ethical values, and sensitive to public health.

Prof. Dr. Mehmet Zeki Avcı

Dean

Faculty of Health Sciences Strategic Plan**2. INSTITUTIONAL HISTORY**

Cyprus Aydın University was established in the Turkish Republic of Northern Cyprus by the ÖZOK Group in 2013. Following its establishment, the University entered a period of rapid growth; it began admitting students in 2014 and quickly became a recognized and preferred institution of higher education in the TRNC, Turkey, and abroad.

The university's establishment process began with an application submitted to the TRNC Ministry of National Education and Culture on June 11, 2013, and was officially finalized with the issuance of a "Preliminary Operating Permit" on October 23, 2013. Originally planned to be established under the name "Özok University Ltd.," the university's name was changed to "British University of Nicosia" following a regulation issued on December 4, 2013. The university was authorized to offer 12 undergraduate, 8 associate degree, and 3 graduate programs.

Pursuant to YÖDAK's decision dated March 14, 2014, it was decided that the "British University of Nicosia" would commence instruction in the 2014–2015 academic year and be accepted as a candidate for accreditation; our university began its educational activities that same year with 342 students.

In the course of time, the university's name was changed due to confusion with a similarly named university operating in Southern Cyprus and the resulting issues regarding its perceived location. In this context, drawing inspiration from the words of the Great Leader Mustafa Kemal Atatürk, "In life, the truest guide is science," the university's name was changed to "Cyprus Science University."

In 2025, our university adopted the name "Cyprus Aydın University" to make its strong academic and administrative collaboration with Istanbul Aydın University—one of Turkey's leading higher education institutions—more visible and to reflect a shared vision. This change marked a significant turning point in terms of internationalization, academic collaborations, and institutional development.

Today, Cyprus Aydın University continues its educational activities through 7 faculties, 5 colleges, the Continuing Education Center, and the Distance Education Center. Our university operates on a modern campus located within the boundaries of Ozanköy on the Bellapais Road in the Girne district of the TRNC, with approximately 189 academic staff and nearly 3,000 students.

Cyprus Aydın University continues to advance in the field of higher education through its strong academic staff, practice-oriented educational approach, and vision for internationalization.

Faculty of Health Sciences Strategic Plan**A Brief History of Our Faculty**

The Faculty of Health Sciences at Cyprus Aydın University began its operations in the 2014–2015 academic year with the goal of training qualified health professionals. Since its establishment, the faculty has adopted a modern educational approach that integrates scientific knowledge with clinical practice and has structured its educational programs accordingly.

Our faculty comprises the Departments of Nursing (Turkish), Nursing (English), and Physical Therapy and Rehabilitation, and conducts educational activities in the core areas of healthcare services. All of our faculty's programs are accredited by YÖDAK, and the Physical Therapy and Rehabilitation and Nursing (Turkish) programs have also received accreditation from YÖK.

Since its establishment, the Faculty has strengthened its academic staff, developed its physical and technological infrastructure, and demonstrated sustainable growth by increasing its student enrollment. Thanks to an educational structure supported by modern laboratories, practical training areas, and clinical partnerships, the Faculty has quickly established a robust environment for education and research.

Table 1. Chronology of the Faculty of Health Sciences

Year	Development
2014-2015	Establishment and approval of the Physiotherapy and Rehabilitation, Turkish Nursing, and English Nursing programs; admission of the first students
2016-2023	Completion of YÖDAK and YÖK accreditations, strengthening of research capacity
2024	Launch of the 2024–2028 Strategic Plan
2025-2028	Implementation of strategic objectives in line with the new vision

Faculty of Health Sciences Strategic Plan**3. OVERVIEW OF THE 2019–2023 STRATEGIC PLAN****3.1 Mission, Vision, and Core Values (2019–2023)****Mission (2019–2023)**

To educate dynamic and qualified graduates who are competent and self-confident at the international level, capable of independent thinking, and actively engaged in global scientific and technological advancements; who possess research and problem-solving skills, are entrepreneurial, multilingual, and committed to serving society with a universal perspective.

Vision (2019-2023)

“To be an outstanding global university that is responsive to global needs, fosters international awareness, is innovative and research-oriented, and is grounded in universal standards.”

Core Values (2019-2023)

- Quality and Excellence
- Transparency
- Accountability
- Equality and Justice
- Universality
- Commitment to Ethical Values
- Human-Centered Approach
- Respect for Tradition and the Future

3.2 Comparative Assessment

When compared to the previous plan for the 2019–2023 period, the 2024–2028 strategic plan of Cyprus Aydın University demonstrates a continuous development process in institutional development, academic quality, and infrastructure investment. Within this framework, the assessment conducted specifically for the Faculty of Health Sciences is presented below.

During the previous plan period, significant emphasis was placed on quality assurance and accreditation processes; international accreditation and partnerships were among the fundamental elements of the institutional structure. Our faculty, in line with this approach, adopted a quality-focused strategy and conducted its education and teaching processes with a commitment to continuous improvement. In the new period, the goal is to make this approach more systematic and to further develop international accreditation processes.

In terms of educational activities, our faculty has strengthened its practice-based educational philosophy, expanded clinical training opportunities, and adopted a student-centered approach. Efforts to integrate theoretical knowledge with practical have helped enhance students' professional competencies.

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In terms of performance evaluation, the quality-focused approach of the previous plan has been supported by a more systematic internal audit and monitoring mechanism in the new period. In particular, the digital education experience gained during the pandemic has increased the sustainability of educational processes and contributed to the development of quality assurance practices.

In terms of research activities, efforts have been undertaken at our faculty to enhance the academic staff's capacity for scientific publication and project development. However, the need to further improve the quantity and quality of research outputs persists. Strengthening research activities, increasing the number of publications in international indexed journals, and developing project development capacity are among the top priorities for the new period.

As part of social contribution activities, awareness-raising initiatives in the health sector, social responsibility projects, and stakeholder collaborations have been expanded, thereby strengthening the faculty's engagement with the community.

In terms of infrastructure development, efforts were made during the previous planning period to improve the physical and technological infrastructure supporting education and research activities. In the new period, the goal is to strengthen the digital education infrastructure and develop practice-based learning environments.

Overall, it is evident that the Faculty of Health Sciences made significant progress in the field of education and teaching during the previous strategic planning period and achieved development in research and community engagement activities. However, further development of research capacity, internationalization, and quality assurance systems has been identified as the priority areas for the new period.

3.3 Risk Assessment

The risks that the Faculty of Health Sciences at Cyprus Aydın University may encounter during the strategic plan implementation process have been assessed by taking into account internal and external environmental factors.

Internal risks include difficulties in recruiting qualified academic staff, the workload of current academic staff, limited time allocated to research activities, and an underdeveloped research culture.

External risks include: increasing competition in higher education, rapid technological transformation in the health sector, fluctuations in international student mobility, and economic uncertainties.

Additionally, the dependence of practice-based education in the health sector on external stakeholders (hospitals, healthcare institutions, etc.) is considered a risk factor regarding the continuity of practice settings.

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To manage these identified risks, the following have been adopted as priority strategies:

- increasing strategic partnerships,
- expanding academic staff development programs,
- strengthening research incentive mechanisms,
- and effectively implementing quality assurance systems.

4. 2024-2028 STRATEGIC PLAN PREPARATION PROCESS

The purpose of the Strategic Plan of the Faculty of Health Sciences at Cyprus Aydın University is to develop the faculty's educational, research, and community engagement activities in line with the university's strategic priorities, to enhance its institutional capacity, and to continuously improve its performance by monitoring it through measurable indicators.

In this context, the strategic plan aims to:

Determine the direction of development in line with the faculty's mission, vision, and core values,

Enhance the quality of education and teaching and strengthen student-centered learning environments,

To increase scientific productivity by supporting research and development activities,

To develop national and international collaborations,

To expand community engagement activities,

And to strengthen and ensure the sustainability of quality assurance systems.

Our faculty's educational process encompasses a student-centered, practice-oriented undergraduate program that integrates theoretical knowledge with practical. Our programs are structured to enhance students' professional knowledge and skills, as well as their ability to make independent decisions, think scientifically, act in accordance with ethical principles, and develop a sensitive approach to public health.

This strategic plan covers the 2024–2028 period and has been launched in alignment with our university's strategic plan. During the implementation of the plan, monitoring and evaluation will be conducted using performance indicators, and necessary improvement initiatives will be carried out based on the data obtained.

Faculty of Health Sciences Strategic Plan**4.1 Senior Management Support**

To ensure that strategic planning efforts are carried out in a systematic and organized manner, it is of great importance to properly structure the preparatory process and make effective use of time. In this regard, the support and guidance of the university's senior administration have been instrumental in the preparation of the Faculty of Health Sciences' strategic plan.

The Rectorate of Cyprus Aydın University has encouraged the preparation of strategic plans at the faculty level and provided the necessary institutional support throughout this process. The support provided by the Board of Trustees and the Rectorate to the strategic planning process has significantly contributed to the plan's development through a participatory approach.

The Dean's Office took charge of coordinating the strategic planning process and ensured the active participation of department chairs, as well as academic and administrative staff. Within the scope of the work conducted under the Dean's Office's coordination, strategic objectives and goals were established in line with the university administration's guidance, while ensuring the effective use of resources and the plan's feasibility.

Thanks to the strong support of senior management, the participation of all academic and administrative units in the strategic planning process was ensured; the principles of participation and transparency were adopted in decision-making processes. This has increased the level of institutional ownership of the plan and strengthened its feasibility.

4.2 Boards, Committees, and Teams**Strategic Planning Commission**

The Cyprus Aydın University Strategic Plan was prepared by taking into account the development and outreach potential of all the institution's academic and administrative units, as well as the new academic units to be established in the coming period. Our faculty's strategic plan was also shaped under the guidance of this higher committee.

As part of the strategic planning process, a Strategic Planning Commission was established within the faculty. This team consists of faculty administration and academic staff.

Faculty of Health Sciences Strategic Plan**Table 2. Strategic Planning Committee of the Faculty of Health Sciences**

Number	First Name Last Name / Title	Task
1	Prof. Dr. Mehmet Zeki Avcı	Team Leader / Dean
2	Assistant Professor Damla Parmak, Ph.D.	Vice Dean/Vice President
3	Prof. Dr. Lale Ayşegül Büyükgönenç	Strategic Planning Coordinator
4	Associate Professor Funda Karaman, Ph.D.	Program Representative
5	Assistant Professor Hasan Cellatoğlu, Ph.D.	Program Representative

The Strategic Planning Commission has assumed the responsibilities of data collection, analysis, evaluation of stakeholder feedback, and the establishment of strategic objectives and goals during the plan's preparation process.

Note: The relevant Commission was updated in accordance with the Faculty Council decision dated January 16, 2026.

4.3 Preparation Process and Action Plan

The strategic planning process was carried out systematically in accordance with specific stages.

During this process:

- analyses were conducted to assess the faculty's current status,
- strengths and areas requiring improvement were evaluated,
- strategic objectives and goals were established.

During the preparation process, we took into account the performance indicators and quality assurance criteria outlined in our university's strategic plan, as well as current developments in the field of higher education. Based on the data collected, the faculty's strategic direction was determined, and the necessary steps to achieve these goals were implemented in alignment with our university's strategic planning schedule:

Faculty of Health Sciences Strategic Plan**Table 3. Strategic Planning Schedule for the Faculty of Health Sciences**

Period	Activity	Responsible
January–March 2024	Current situation analysis and data collection	Strategic Planning Commission
April–June 2024	Stakeholder consultations and surveys	All department representatives
July–September 2024	SWOT analysis and identification of findings	Strategic Planning Commission
October–December 2024	Defining strategic objectives and goals	Strategic Planning Commission
January–March 2025	Preparation of the draft plan and internal review	Strategic Planning Commission
April–June 2025	Finalization of the plan and the approval process	Dean's Office and Office of the President

As part of the strategic plan, the key areas and indicators outlined in the YÖK 2022 General Report on University Monitoring and Evaluation, as well as the prevailing approaches in contemporary higher education, have been taken into account. Furthermore, YÖDAK's quality assurance criteria (affiliated member of ENQA) and international accreditation standards have served as the primary reference points defining the framework of the plan.

5. SITUATION ANALYSIS

The evaluation of the 2019–2023 strategic plan was conducted through a comprehensive analysis of the internal and external environmental conditions in which our faculty operates. The experiences gained by the strategic planning team regarding the implementation of the plan during the previous period, along with the data collected, were instrumental in the development of the strategic plan for the 2024–2028 period.

5.1 Regulatory Analysis

The educational, research, and administrative activities of the Faculty of Health Sciences are conducted within the framework of the legal obligations and regulations established by the Council of Higher Education (YÖK) of Turkey and the Higher Education Planning, Supervision, Accreditation, and Coordination Council (YÖDAK) of the Turkish Republic of Northern Cyprus.

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Faculty activities are carried out within the following legal framework, in accordance with the objectives and fundamental principles outlined in the relevant legislation:

- Constitution of the Turkish Republic of Northern Cyprus
- YÖDAK Law (Higher Education Law No. 65/2005)
- YÖK Law (Higher Education Law No. 2547)
- TRNC laws and relevant regulations
- Cyprus Aydın University Charter
- Bologna Process and European Higher Education Area regulations
- Higher education quality assurance legislation

In accordance with these regulations, the faculty's educational quality, research activities, and institutional operations are regulated and monitored.

Analysis of High-Level Policy Documents

During the strategic planning process, key policy documents at the national and international levels were taken into account, and the faculty's strategic goals and objectives were formulated in accordance with these documents.

The following are the primary policy documents that form the basis of the strategic plan:

Table 4. Analysis of the Faculty of Health Sciences' High-Level Policy Documents

Document	Related Field
TRNC Development Plan	Goals in education, research, and human resource development
YÖK Strategic Plan	Quality, internationalization, and research objectives in higher education
YÖDAK Quality Assurance Framework	Accreditation standards and quality indicators
CAU 2024–2028 Strategic Plan	Strategic goals and objectives at the university level
Bologna Process Documents	Standards and compliance requirements of the European Higher Education Area
UN Sustainable Development Goals	SDG 4 (Quality Education) and related targets

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5.2 Areas of Operation

The areas of activity of the Faculty of Health Sciences at Cyprus Aydin University are shaped in line with the three core pillars outlined in the university's strategic plan:

- Education and teaching
- Research and development
- Social contribution

Table 5. Strategic Areas of Activity of the Faculty of Health Sciences

Field of Activity	Service/Product	Description
Education and Instruction	Undergraduate programs	Nursing (Turkish and English), Physical Therapy and Rehabilitation
Education and Instruction	Education in a foreign language	English instruction in 1 program
Education and Instruction	Practical and clinical training	Clinical practices conducted at hospitals and health centers affiliated with the Ministry of Health
Education and Instruction	Laboratory training	Practical training activities in modern laboratories
Education and Instruction	Academic advising	Student-centered counseling and academic support services
Education and Instruction	Interdisciplinary education	An educational model that integrates theoretical knowledge with practical application
Research and Development	Scientific publishing	Academic publications in nationally and internationally indexed journals
Research and Development	Research projects	Scientific projects conducted in the field of health sciences
Research and Development	Interdisciplinary research	Projects carried out in collaboration with various fields
Research and Development	Health awareness activities	Public health education and

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		awareness campaigns
Societal Contribution	Social responsibility projects	Community-based health projects
Societal Contribution	Contribution to healthcare services	Serving the community through initiatives and partnerships
Societal Contribution	Training and seminars	Health education and awareness activities

5.3 Stakeholder Analysis

Our faculty operates in close collaboration with public institutions, private sector organizations, civil society groups, and all other stakeholders concerned with social issues, and aims to strengthen its relationships with these stakeholders.

The stakeholder list compiled within this framework includes both internal and external stakeholders who are affected by the faculty's activities, influence its operations, and engage in close interaction with the faculty.

In the strategic planning process, stakeholder analysis is of great importance for identifying all parties that contribute to the faculty's areas of activity and are affected by these activities. The aim of this analysis is to develop a more effective, participatory, and sustainable strategic plan by taking stakeholder expectations into account.

Internal Stakeholders

- Students
- Academic staff
- Administrative staff
- University senior management

External Stakeholders

- Our Graduates
- Our Parents
- Public Institutions (Council of Higher Education, TRNC Higher Education Planning and Supervision Authority, YÖDAK, Ministries)
- Local Governments (Municipalities)
- Civil Society Organizations
- Private Sector

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Stakeholder feedback is taken into account in the formulation of the faculty's strategic goals and is integrated into quality assurance processes.

5.4 Internal Analysis

The institutional structure of the Faculty of Health Sciences has been evaluated in terms of academic organization, human resources, organizational culture, physical infrastructure, and financial analysis.

Analysis of Academic Organizations

The Faculty of Health Sciences at Cyprus Aydın University is one of the faculties within the university's academic structure and aims to train qualified professionals in the field of health. The faculty offers three undergraduate programs: Nursing (in Turkish), Nursing (in English), and Physical Therapy and Rehabilitation.

Table 6. Student Distribution by Department (2024–2025)

Program	Language of Instruction	Number of Students	Program Type	Accreditation
Nursing	English	125	Bachelor's Degree	YÖDAK
Nursing	Turkish	222	Bachelor's Degree	YÖDAK + YÖK
Physiotherapy and Rehabilitation	Turkish	102	Bachelor's Degree	YÖDAK + YÖK

Our faculty conducts its educational activities in accordance with the enrollment quotas set by national higher education authorities and boasts a multicultural student body comprising students from various countries. This enhances the faculty's potential for internationalization and its appeal to prospective students.

Human Resources Analysis

The academic and administrative staff employed by the faculty are hired in accordance with relevant YÖK and YÖDAK regulations and ensure the effective conduct of educational and research activities. All faculty members work under full-time or part-time contracts.

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Table 7. Distribution of Academic Staff at the Faculty of Health Sciences (2024–2025)

Title	Number	Ratio
Professor	14	%35,9
Associate Professor	6	%15,4
Assistant Professor	11	%28,2
Lecturer	4	%10,3
Research Assistant	3	%10,3
TOTAL	39	%100

A total of 39 academic staff members are employed at our faculty. 79.5% of the academic staff hold the rank of professor, associate professor, or assistant professor. This distribution demonstrates that our faculty conducts its educational activities with a strong faculty structure.

Within this strong academic framework, increasing the number of research assistant positions and developing the academic staff in a balanced manner will further enhance the faculty's current potential and contribute to its sustainable academic growth.

There are a total of 189 academic staff members across our university, and our faculty accounts for approximately 20.6% of this total. When compared to the overall staff distribution across the university, the breakdown is as follows:

Table 8. Distribution of Academic Staff in the Faculty of Health Sciences and Across the University (2024–2025)

Title	Faculty	University-wide
Professor	14 (%35,9)	40 (%21,2)
Associate Professor	6 (%15,4)	24 (%12,7)
Assistant Professor	11 (%28,2)	71 (%37,6)
Lecturer	4 (%10,3)	47 (%24,9)
Research Assistant	3 (%10,3)	7 (%3,7)
TOTAL	39	189

In light of these data, it is evident that our faculty's proportion of professors (35.9%) exceeds the university average (21.2%). Similarly, the associate professor ratio (15.4%) is also higher than the university average (12.7%). In contrast, the ratio of assistant professors and lecturers (28.2%) is lower than the university-wide average (37.6%). Furthermore, the fact that the proportion of research assistants (10.3%) is higher than the university average (3.7%)

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demonstrates that our faculty has a structure that is open to and supportive of academic development.

Overall, it is assessed that our faculty's academic staff has a balanced structure that is open to development; it is further assessed that this structure can be made even more sustainable, particularly through the strengthening of the faculty and an increase in the number of full-time academic staff.

Organizational Culture Analysis

The Faculty of Health Sciences has adopted a participatory, transparent, and quality-focused management approach with the aim of developing its institutional identity and culture. In the faculty's administration, the principles of people-centeredness, fairness, innovation, accountability, reliability, commitment to universal ethical values, respect for tradition and the future, as well as equality and diversity, are recognized as core values.

Our faculty's multicultural structure offers a rich academic environment thanks to students from various countries and an international faculty. This diversity brings fresh perspectives to the teaching and learning process and helps students develop into globally competent individuals.

The participation of academic and administrative staff in decision-making processes is encouraged, with the aim of strengthening a culture of collaboration and communication to foster a greater sense of institutional belonging. In this regard, promoting a culture of sustainable quality within the faculty is among the top priorities.

Physical and Technological Infrastructure Analysis

Cyprus Aydın University carries out its educational and academic activities on its campus located within the boundaries of Ozanköy, on the Bellapais road in the Girne district of the Turkish Republic of Northern Cyprus (TRNC). The existing physical infrastructure of the University has been planned to support educational and research activities and covers a total area of approximately 24,815 m².

Table 9. University-Wide Physical Space (2024–2025)

PHYSICAL AREA	TOTAL (m2)	AREA PER STUDENT (m ²)
Total Indoor Area	4.476,3	16,27
Total Outdoor Area	16.000,0	57,88
Total Area	20.338,8	73,95
Educational Area	1.706,3	6,20
Total Classroom Area	716,0	2,60
Laboratories	866,3	3,15
Library and Reading Hall	250,0	0,90
Conference Hall	225,5	0,82

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Table 10. University-Wide Classroom Capacities (2024–2025)

CLASSROOM TYPE	NUMBER
Capacity below 35 students	8
Capacity between 35–49 students	5
Capacity of 50 students and above	12

Classrooms, laboratories, a conference hall, library, social areas, and administrative offices are located in Blocks A and B of the University, with a total physical area of approximately 25,000 m². Within these facilities, 25 classrooms and 13 laboratories are actively used, enabling students to receive education simultaneously.

The Faculty of Health Sciences utilizes the University's classrooms, laboratories, and academic office spaces. The classrooms within the Faculty are equipped with smart boards and projection devices, offering ergonomically designed and technologically advanced learning environments.

Table 11. Faculty of Health Sciences / University-Wide Use of Physical and Technological Infrastructure (2024–2025)

TYPE OF SPACE	NUMBER	DESCRIPTION
Classrooms	8	Equipped with smart boards
Electrotherapy Laboratory	1	Electrotherapy practices
Anatomy Laboratory	1	Basic health sciences education
Neurological and Cardiopulmonary Laboratory	1	Rehabilitation practices
Clinical Skills Laboratory	1	Healthcare practices
Physics Laboratory	1	Shared use
Chemistry Laboratory	1	Shared use
Computer Laboratory	1	Shared use
Academic Offices	12	Individual and shared
Dean's Office	1	Administrative management
Meeting Room	1	Academic board meetings
Student Study Areas	2	Individual and group study

The laboratories within the Faculty enable students to develop practical skills and support professional training processes in the field of health sciences. Practice areas—particularly the

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clinical skills, anatomy, and physiotherapy laboratories—are actively utilized and continuously improved in line with educational needs.

In addition, university-wide physics, chemistry, and other shared laboratories, as well as social, cultural, and sports facilities, are actively used by Faculty students. This contributes to the holistic development of students.

Table 12. University-Wide Social, Sports, Cultural, and Artistic Facilities (2024–2025)

SOCIAL, SPORTS, CULTURAL, AND ARTISTIC FACILITIES	TOTAL (m2)
Outdoor Sports and Activity Area	550 m2
Volleyball / Basketball / Mini Football Field	250 m2
Chess Area	100 m2
Mini Golf Course	200 m2

Overall, the University’s existing physical infrastructure is adequate to support educational activities. With ongoing campus investments, it is aimed to further increase physical capacity. These developments are expected to contribute positively to the educational quality, practical training capacity, and research activities of the Faculty of Health Sciences.

Financial Structure Analysis

The financial structure of the Faculty of Health Sciences is managed within the overall budgeting system of Cyprus Aydın University, with a focus on the effective, efficient, and sustainable use of resources.

In order to strengthen the financial sustainability of the Faculty, the diversification of revenue sources is identified as a strategic priority. In this context, benefiting from national and international funding sources through research projects is considered a key factor contributing to the Faculty’s financial structure.

Furthermore, it is aimed to generate additional revenue streams through continuing education activities, certificate programs, and consultancy services to be developed within the scope of sectoral collaborations. These activities not only strengthen the Faculty’s financial capacity but also support its mission of societal contribution.

Overall, ensuring the sustainability of the Faculty’s financial structure requires increasing resource diversity, expanding the use of external funding, and maintaining a financial management approach that is aligned with the University’s overall budgetary framework.

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5.5 Analysis of Academic Activities

The academic activities of the Faculty are evaluated within the scope of scientific publications, research projects, and academic events.

Increasing the scientific productivity of academic staff, enhancing the rate of publications in internationally indexed journals, and improving the capacity for project development are among the Faculty's primary objectives.

In this context, the following priorities are emphasized:

- Increasing the number of academic publications
- Strengthening international collaborations
- Encouraging interdisciplinary studies

Table 13. Academic Activity Performance of the Faculty of Health Sciences (2024–2025)

TYPE OF ACTIVITY	INTERNATIONAL	NATIONAL	TOTAL	DESCRIPTION
Symposium and Congress	2	-	2	Primarily international events
Panel	-	1	1	Limited in number
Education Seminar	-	5	5	Most intensive activity area
TV–Radio Programs Attended by Academic Staff	-	2	2	Important for societal contribution
TOTAL	2	8	10	

An analysis of the Faculty's activity performance indicates that a total of 10 events were organized. Of these activities, 20% were international and 80% were national.

In particular, training seminars (5 events) constitute the most intensive area of activity, demonstrating the Faculty's strong emphasis on education and professional development.

Additionally, TV and radio programs attended by academic staff (2 events) are considered important activities that enhance the Faculty's societal visibility and knowledge dissemination.

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Table 14. University-Wide Academic Activity Performance (2024–2025)

TYPE OF ACTIVITY	INTERNATIONAL	NATIONAL	TOTAL
Symposium and Congress	8	-	8
Conference	35	-	35
Panel	-	1	1
Seminar	-	1	1
Interview/Talk	2	8	10
Education Seminar	-	7	7
TV–Radio Programs Attended by Academic Staff	-	6	6
TOTAL	45	23	68

Across the University, a total of 68 activities were carried out, of which 45 were international and 23 were national.

The most prevalent type of activity is conferences (35 events), indicating that the University places significant importance on international academic engagement. Additionally, talks/interviews (10 events) and training seminars (7 events) support the University’s mission of contributing to both academic development and societal engagement.

The Faculty contributed 10 out of 68 total activities (14.7%) conducted across the University.

This proportion indicates that the Faculty plays an active role particularly in training seminars and practice-oriented activities; however, increasing the number of international activities would be beneficial.

At the institutional level, the predominance of international activities demonstrates that the University places strong emphasis on global academic visibility.

Program-Subprogram Analysis

An examination of the undergraduate programs offered by the Faculty indicates that the Physiotherapy and Rehabilitation, Nursing (Turkish), and Nursing (English) programs provide education in distinct disciplines, each possessing a unique academic structure within its respective field.

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Table 15. Program-Based Evaluation of the Faculty of Health Sciences (2024–2025)

PROGRAM	NUMBER OF STUDENTS	ACADEMIC STAFF	STUDENT/STAFF RATIO	CORE AREAS
Physiotherapy and Rehabilitation	102	6	17,0	Rehabilitation, exercise science, musculoskeletal system
Nursing (Turkish)	222	20	11,1	Clinical nursing, public health, care management, international healthcare services
Nursing (English)	125	13	9,6	Clinical nursing, public health, care management, international healthcare services

When the distribution of academic staff across programs is evaluated, it is observed that academic personnel are distributed in a balanced manner among the programs. This distribution, shaped in accordance with the educational structures and specific needs of each program, is considered a key factor supporting the Faculty's multidisciplinary structure.

Considering student numbers together with academic staff, variations in intensity across programs become evident. In particular, the higher number of students in practice- and clinically oriented programs is associated with the inherently application-based nature of these programs.

On the other hand, the differentiation of academic staff across programs supports specialization and disciplinary diversity within teaching and learning processes.

Overall, the program-based distribution of academic staff is aligned with the structural characteristics of the programs, and this alignment is considered an important factor that supports both the quality of education and the capacity for practical training.

Faculty of Health Sciences Strategic Plan**5.6 Higher Education Sector Analysis**

The early 21st century has been characterized by intensified competition in higher education, with universities striving to increase their visibility at both national and international levels. In the Turkish Republic of Northern Cyprus (TRNC), the higher education sector holds a significant position, particularly in terms of international student mobility; however, the increasing number of universities has also intensified the level of competition.

The field of health sciences is one of the strategic areas experiencing rapid global transformation and development. The transformation of healthcare services, technological advancements, and the growing demand for qualified healthcare professionals have made the quality of education in this field increasingly critical.

In this context, it is of paramount importance for higher education institutions to:

- attract qualified students,
- enhance their scientific research capacity,
- comply with international standards, and
- strengthen their financial sustainability.

The increase in the number of higher education institutions in both the TRNC and Türkiye intensifies the competitive environment and necessitates a quality-oriented approach to education. Accordingly, for the Faculty of Health Sciences to achieve a competitive advantage, it is essential to differentiate itself in areas such as educational quality, practical training opportunities, research performance, and graduate employability.

The rise in international student mobility, the increasing demand for health-related education, and the growing importance of quality assurance processes present significant opportunities for the Faculty. However, the increase in the number of higher education institutions, variations in quality standards, and economic fluctuations are considered major threats within the sector.

Within this framework, the Faculty focuses on:

- improving the quality of education,
- enhancing research capacity,
- strengthening quality assurance systems, and
- increasing societal contribution.

Faculty of Health Sciences Strategic Plan
Table 16. Higher Education Sector Analysis of the Faculty of Health Sciences

TREND	IMPLICATIONS FOR THE FACULTY	PRIORITY
Digital Transformation	Integration of digital health applications and technological competencies into education	High
Sustainability	Focus on sustainability and public health-oriented studies in healthcare	Medium
Internationalization	Increasing the diversity of international students	High
Lifelong Learning	Development of certificate programs and continuing education activities	Medium
Accreditation	Strengthening national and international quality assurance processes	High
Interdisciplinary Approach	Integration of health sciences with other disciplines	Medium

6. SWOT ANALYSIS

The strengths and areas for improvement of the Faculty, as well as the opportunities and threats it faces, are evaluated below in light of internal and external stakeholder feedback, current situation analysis data, and the SWOT findings included in the University's overarching strategic plan.

STRENGTHS

- Adoption of a practice-oriented education approach
- Availability of clinical practice opportunities and collaborations with healthcare institutions
- Effective implementation of a student-centered learning approach
- Availability of modern laboratory and practical training infrastructure
- A qualified, dynamic, and development-oriented academic staff
- High motivation of academic staff toward research and scientific productivity
- A multicultural learning environment supported by international student diversity
- Strong communication and coordination between the Faculty and University administration
- Adoption of a participatory and transparent governance approach
- Existing academic and institutional collaboration opportunities with İstanbul Aydın University
- Support for interdisciplinary education and research environments
- Strong institutional support for research and quality enhancement processes

Faculty of Health Sciences Strategic Plan**AREAS FOR IMPROVEMENT**

- Risks related to the sustainability of academic staff retention
- Need to increase the number of research projects and outputs
- Increasing the number of publications in internationally indexed journals
- Insufficient utilization of research funding and external resources
- Underdeveloped graduate tracking and evaluation system
- Need to further strengthen collaboration with industry and healthcare institutions
- Need to improve students' foreign language proficiency
- Need to enhance administrative and managerial competencies of academic staff
- Limited prevalence of interdisciplinary studies
- Need to further develop international accreditation processes

OPPORTUNITIES

- The University's location in Girne, a key attraction center in the TRNC
- Increasing international student mobility and growing demand for health sciences education
- Expansion of the student base due to demographic structure and migration trends in the TRNC
- Rising demand for qualified healthcare professionals
- Increasing importance of quality assurance and accreditation processes in higher education
- A supportive and collaboration-oriented approach of the University administration
- Academic and institutional collaboration opportunities with İstanbul Aydın University
- Opportunities to integrate digital transformation and health technologies into education
- Potential to expand clinical practice areas and partnerships with healthcare institutions
- Opportunities to develop international academic collaborations and joint research activities
- Increasing demand for continuing education and certification programs

THREATS

- Intensifying competition due to the increasing number of higher education institutions in the TRNC
- Challenges in recruiting students and qualified academic staff due to inter-university competition
- Difficulties in recruiting qualified academic and administrative personnel
- High costs associated with accreditation and quality assurance processes
- Risk to sectoral reputation due to declining quality standards in some higher education institutions
- Economic and social challenges faced by students, including high cost of living
- Potential negative impact of global economic fluctuations on international student mobility
- Influence of transportation and accommodation costs on student preferences
- Possible uncertainties arising from regulatory and administrative processes in higher education governance
- Transformation risks in certain professions due to digitalization, artificial intelligence, and automation

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7. IDENTIFICATION OF FINDINGS AND NEEDS

Table 17. Findings and Needs of the Faculty of Health Sciences

NO	NUMBER	FINDING	NEED
T1	Educational Quality	While the Faculty has a strong practice-oriented education approach, digital education and simulation infrastructure are limited.	Development of simulation-based learning environments and wider use of digital education tools
T2	Research Performance	The academic staff's capacity for publications and project development is improving; however, the rate of publications in internationally indexed journals should be increased.	Strengthening research incentive mechanisms and increasing access to external funding and project support
T3	Student Profile	There is demand for the Faculty's programs; however, international student diversity needs to be increased.	Enhancing promotional activities and developing strategies to attract international students
T4	Human Resources	The academic staff is dynamic and development-oriented; however, the proportion of senior academic titles is limited.	Supporting academic promotion processes and recruiting qualified faculty members
T5	Internationalization	International collaborations and academic interaction remain limited.	Expanding international academic partnerships and joint research activities
T6	Graduate Education	Graduate programs exist; however, their effectiveness needs to	Institutionalization of graduate programs and increasing student

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		be enhanced.	enrollment
T7	Societal Contribution	Societal contribution activities exist but are not conducted within a systematic framework.	Increasing and institutionalizing social responsibility projects
T8	Digital Transformation	The use of digital education and technology is at a basic level.	Integration of digital health applications and technologies into education

8. STRATEGIC PLAN FOR THE PERIOD 2024-2028

The future strategic orientation of the Faculty of Health Sciences at Cyprus Aydın University is shaped in full alignment with the mission, vision, and core values defined in the University's 2024–2028 Strategic Plan.

The Faculty adapts this strategic direction to its own field of activity through its practice-based education approach, strong clinical collaborations, and interdisciplinary structure. In this context, the Faculty prioritizes the education of qualified healthcare professionals, the enhancement of research capacity, and the strengthening of societal contribution.

8.1 Mission, Vision, and Core Values**Mission**

The mission of the Faculty of Health Sciences at Cyprus Aydın University is to educate healthcare professionals who are committed to ethical principles, human-centered, and sensitive to public health, in line with a contemporary educational approach that integrates scientific knowledge with clinical practice.

Within this framework, the Faculty aims to equip students with a strong theoretical foundation and professional practical skills through programs supported by modern educational and laboratory facilities. It prepares its graduates as competent individuals capable of taking active roles in both national and international healthcare systems.

Vision

Our vision is to become a respected and leading Faculty of Health Sciences at national and international levels, distinguished by its strong academic staff, advanced educational and practical infrastructure, and clinical-based education approach.

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In this direction, the Faculty aims to educate innovative, research-oriented healthcare professionals who integrate scientific knowledge and technology with ethical values and contribute to society.

Core Values

Quality and excellence
Transparency
Accountability
Equality and justice
Universality
Commitment to ethical values
Human-centeredness
Respect for tradition and the future

8.2 Differentiation Strategy

The Faculty of Health Sciences differentiates itself in higher education through its practice-based education model, strong clinical collaborations, and interdisciplinary approach. This structure ensures that graduates are well-prepared for the labor market.

Positioning

The Faculty is positioned as an academic unit that adopts a practice- and clinically oriented education approach.

Through an educational model that integrates theoretical knowledge with practice, the Faculty aims to develop students' professional skills and provides training opportunities in real healthcare service environments through collaborations with healthcare institutions.

The increasing demand for healthcare services in the TRNC and the development of the regional health sector further support this positioning.

Focus Area of Excellence

The Faculty has identified its focus area of excellence as health education and clinical practice.

Accordingly, the Faculty is primarily positioned in areas such as:

- educating qualified healthcare professionals,
- enhancing practical skills, and
- contributing to the quality of healthcare services.

Additionally, increasing clinical practice capacity and strengthening the practice-based education infrastructure are among the key objectives aligned with this focus area.

Faculty of Health Sciences Strategic Plan**Value Proposition**

The core value proposition of the Faculty of Health Sciences is to educate qualified healthcare professionals who possess strong practical skills and adhere to ethical values, in line with the needs of the healthcare sector.

In this context, the Faculty aims to equip students not only with professional knowledge and skills but also with competencies such as:

- communication,
- ethical responsibility,
- teamwork, and
- problem-solving.

Core Competencies

In line with global developments in healthcare and digital transformation processes, the Faculty aims for students to acquire the following competencies:

- Clinical practice and professional skill proficiency
- Critical thinking and problem-solving skills
- Awareness of and adaptability to digital health technologies
- Commitment to ethical values and professional responsibility
- Communication and teamwork skills
- Research and data analysis competencies
- Lifelong learning skills

8.3 Strategic Objectives and Targets

The strategic objectives and targets of the Faculty of Health Sciences at Cyprus Aydın University have been developed in alignment with the education and training, research, and societal contribution pillars defined in the University's 2024–2028 Strategic Plan.

These strategic targets are supported by measurable performance indicators and are structured in accordance with monitoring and evaluation processes.

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8.3.1 STRATEGIC OBJECTIVE 1: EDUCATION AND TRAINING

Objective (A1)	EDUCATION AND TRAINING To continuously enhance educational quality and academic achievement through a student-centered education approach.
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Education and Training: Targets

Target No	Target	Description	Annual Growth Target
H1.1	Improve educational programs	Continuous updating of curricula in line with national and international standards and support for accreditation processes	5% annually
H1.2	Strengthen student-centered education	Development of practice-based education models and increased clinical and laboratory applications	5% annually
H1.3	Develop digital education infrastructure	Integration of digitalization into education and strengthening of smart classroom and technological infrastructure	5% annually
H1.4	Increase student satisfaction	Effective use of student feedback systems and improvement of academic advising processes	5% annually

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H1.5	Strengthen academic staff	Increasing the number of qualified academic staff and supporting academic development processes	5% annually
H1.6	Increase practical training capacity	Expansion of internships, clinical practices, and sectoral collaborations	5% annually
H1.7	Improve graduate tracking and employability	Establishment of a graduate tracking system and enhancement of graduate employment opportunities	5% annually

Education and Training: Activities

Activity No	Activity
F1.1	Regular review of educational programs, updating course plans, and submission of accreditation applications
F1.2	Increasing clinical practice, laboratory, and simulation-based training within the student-centered education framework
F1.3	Development of digital educational content and effective use of distance learning systems
F1.4	Strengthening smart classroom, laboratory, and simulation infrastructure
F1.5	Diversification of technological tools used in education and enhancement of academic staff competencies in using these technologies
F1.6	Establishment of a graduate database and organization of alumni-related activities

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F1.7	Development of programs to increase graduate employment rates in collaboration with the Career Center
F1.8	Regular implementation of student satisfaction surveys and execution of improvement actions based on the results
F1.9	Implementation of training, project, and incentive mechanisms to support the professional and academic development of academic staff

Education and Training: Performance Indicators

Indicator No	Indicator Name	YÖK	Data Source
G1.1	Number of updated course plans		Program Heads
G1.2	Number of programs included in accreditation processes	Yes	Dean-Vice Dean
G1.3	Student satisfaction rate (%)	Yes	Academic Evaluation Committee
G1.4	Number of program evaluation reports		Academic Evaluation Committee
G1.5	Proportion of clinical practice hours within total education		Program Heads
G1.6	Laboratory utilization rate (%)		Dean-Vice Dean
G1.7	Number of simulation applications		Program Heads
G1.8	Graduate employment rate	Yes	Career Center
G1.9	Number of courses with digital content		Dean-Vice Dean
G1.10	Number of smart classrooms and laboratories	Yes	Dean-Vice Dean
G1.11	Number of students per academic advisor	Yes	Program Heads

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8.3.2 STRATEGIC OBJECTIVE 2: STRENGTHENING RESEARCH AND DEVELOPMENT ACTIVITIES

Objective (A2)	STRENGTHENING RESEARCH AND DEVELOPMENT ACTIVITIES To enhance research capacity at national and international levels by increasing scientific productivity.
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Strengthening Research And Development Activities: Targets

Target No	Target	Description	Annual Growth Target
H2.1	Increase academic publications and scientific productivity	Increasing the number of national and international publications and academic visibility	5% annually
H2.2	Increase scientific research projects	Enhancing both the quantity and quality of research projects and promoting international projects	5% annually
H2.3	Develop research infrastructure	Strengthening research laboratories and increasing academic capacity	5% annually

Strengthening Research And Development Activities: Activities

Activity No	Activity
F2.1	Development of incentive mechanisms to increase academic publications
F2.2	Supporting publication processes in national and international indexed journals
F2.3	Encouraging application and implementation processes for research

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	projects
F2.4	Increasing participation in international research projects
F2.5	Establishment and enhancement of research laboratories
F2.6	Organizing training programs to improve research competencies of academic staff
F2.7	Developing inter-institutional and university-level research collaborations

Strengthening Research And Development Activities: Performance Indicators

Indicator No	Indicator Name	YÖK	Data Source
G2.1	Number of national and international publications	Yes	Academic Evaluation Committee
G2.2	Number of citations	Yes	Academic Evaluation Committee
G2.3	Number of publications per academic staff	Yes	Dean-Vice Dean
G2.4	Ratio of publications in indexed journals (%)		Academic Evaluation Committee
G2.5	Number of projects funded by national and international sources	Yes	Strategy Development Unit
G2.6	Number of interdisciplinary research projects		Dean-Vice Dean
G2.7	Number of training activities attended by academic staff		Human Resources
G2.8	Number of research collaboration protocols		Rectorate



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8.3.3 STRATEGIC OBJECTIVE 3: ENHANCING INTERNATIONALIZATION

Objective (A3)	ENHANCING INTERNATIONALIZATION To increase the global competitiveness of education and research activities by strengthening international collaborations.
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Enhancing Internationalization: Targets

Target No	Target	Description	Annual Growth Target
H3.1	Increase the number of international students	Strengthening promotional activities in target markets and expanding scholarship opportunities	%5 annually
H3.2	Increase international visibility	Participation in international ranking and evaluation systems	%5 annually
H3.3	Increase the proportion of international academic staff	Promoting recruitment of international faculty members	%5 annually
H3.4	Strengthen international collaborations	Increasing international academic partnerships and joint projects	%5 annually

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Enhancing Internationalization: Activities

Activity No	Activity
F3.1	Conducting promotional activities to increase international student enrollment and intensifying outreach in target markets
F3.2	Establishing data collection and reporting systems aligned with international ranking criteria
F3.3	Encouraging the recruitment of international academic staff and supporting current staff in gaining international experience
F3.4	Increasing participation in international exchange programs and establishing agreements
F3.5	Promoting joint research and publication activities

Enhancing Internationalization: Performance Indicators

Indicator No	Indicator Name	YÖK	Data Source
G3.1	Number of international students	Yes	Student Affairs
G3.2	Number of students and staff participating in exchange programs	Yes	International Office
G3.3	Number of international academic staff		Human Resources
G3.4	Number of international agreements/protocols		Rectorate
G3.5	Number of international co-authored publications		Academic Evaluation Committee
G3.6	Number of international activities		Dean-Vice Dean

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8.3.4 STRATEGIC OBJECTIVE 4: ENHANCING SOCIETAL CONTRIBUTION AND SOCIAL RESPONSIBILITY

Objective(A4)	ENHANCING SOCIETAL CONTRIBUTION AND SOCIAL RESPONSIBILITY To increase collaborations and activities within the framework of social responsibility.
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Enhancing Societal Contribution and Social Responsibility: Targets

Target No	Target	Description	Annual Growth Target
H4.1	Increase social responsibility projects	Increasing participation of students and academic staff in social responsibility activities	%5 annually
H4.2	Develop certificate programs	Offering professional development, foreign language, and lifelong learning programs	%5 annually
H4.3	Strengthen public and NGO collaborations	Conducting joint projects with TRNC ministries and non-governmental organizations	%5 annually
H4.4	Increase public health activities	Expanding activities and projects related to public health	%5 annually

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Enhancing Societal Contribution and Social Responsibility: Activities

Activity No	Activity
F4.1	Organizing training, seminars, and screening activities related to public health
F4.2	Organizing certificate programs in collaboration with the Continuing Education Center
F4.3	Developing community-based research projects
F4.4	Promoting social responsibility projects

Enhancing Societal Contribution and Social Responsibility: Performance Indicators

Indicator No	Indicator Name	YÖK	Data Source
G4.1	Number of health-related activities conducted		Dean-Vice Dean
G4.2	Number of community-based projects		Dean-Vice Dean
G4.3	Number of training/seminars		Continuing Education Center
G4.4	Number of beneficiaries reached	Yes	Strategy Development Unit
G4.5	Number of social responsibility projects		Dean-Vice Dean
G4.6	Student participation rate (%)	Yes	Student Affairs
G4.7	Number of stakeholder collaborations		Rectorate

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**8.3.5 STRATEGIC OBJECTIVE 5: STRENGTHENING
INSTITUTIONAL CAPACITY AND QUALITY ASSURANCE**

Objective (A5)	STRENGTHENING INSTITUTIONAL CAPACITY AND QUALITY ASSURANCE To sustainably enhance institutional capacity and quality.
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Strengthening Institutional Capacity and Quality Assurance: Targets

Target No	Target	Description	Annual Growth Target
H5.1	Increase digitalization	Effective use of digital technologies in education and management processes	%5 annually
H5.2	Strengthen internal quality assurance systems	Effective implementation of the PDCA (Plan–Do–Check–Act) cycle across all processes	%5 annually
H5.3	Conduct job analyses and ensure transparency of responsibilities	Updating job descriptions and developing process maps	%5 annually
H5.4	Improve the quality of human resources	Supporting professional development of academic and administrative staff	%5 annually
H5.5	Advance accreditation processes	Preparing and submitting applications for international accreditation	%5 annually

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Strengthening Institutional Capacity and Quality Assurance: Activities

Activity No	Activity
F5.1	Implementation of digital transformation projects in education and management processes
F5.2	Implementation of digital transformation projects in education and management processes
F5.3	Preparing updated job descriptions for all academic and administrative positions
F5.4	Organizing training programs to improve pedagogical competencies of academic staff
F5.5	Initiating and managing accreditation processes

Strengthening Institutional Capacity and Quality Assurance: Performance Indicators

Indicator No	Indicator Name	YÖK	Data Source
G5.1	Digitalization rate (number of digital processes / total processes)		IT Department
G5.2	Number of internal quality assurance reports	Yes	Strategy Development Unit
G5.3	Rate of updated job descriptions		Human Resources
G5.4	Participation rate in professional development training		Human Resources
G5.5	Number of programs applying for accreditation	Yes	Dean-Vice Dean

Faculty of Health Sciences Strategic Plan**9.MONITORING AND EVALUATION**

The successful implementation of the strategic plan depends on the effective operation of a systematic monitoring and evaluation mechanism. As the Faculty of Health Sciences, our monitoring and evaluation processes will be carried out in accordance with the quality assurance principles established by the Higher Education Quality Council of Turkey (YÖKAK) and within the framework of the PDCA (Plan–Do–Check–Act) cycle.

The primary objective of the monitoring and evaluation process is to regularly measure the level of achievement of strategic goals, identify deviations at an early stage, and take necessary corrective actions in a timely manner. This process strengthens the Faculty's commitment to accountability and continuous improvement and contributes to the development of an institutional quality culture.

9.1.1. Monitoring Mechanism**First-Level Monitoring (Program Level)**

Monitoring will be carried out at the program level, where program coordinators will report the achievement status of strategic objectives related to their units on a quarterly basis. These reports will include key performance indicators such as:

- Student satisfaction
- Clinical and practice-based education activities
- Academic publication and project performance
- Societal contribution activities
- Internationalization indicators

Second-Level Monitoring (Faculty Level)

Second-level monitoring will be conducted by the Strategic Planning Commission established within the Dean's Office. The Commission will consolidate departmental reports and prepare semi-annual evaluation reports, including:

- Levels of achievement of targets
- Identified challenges
- Proposed improvement actions

Third-Level Monitoring (Institutional Level)

Third-level monitoring will be carried out annually by the University Administrative Board and relevant senior management bodies. This process will be aligned with the higher education quality assurance system and external evaluation procedures.

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9.1.2. Performance Indicators and Target Values

The key performance indicators related to strategic objectives and their annual target values are summarized below:

Strategic Objective	Key Indicator	2024	2025	2026	2027	2028
A1: Education and Training	Student satisfaction rate (%)	60	63	66	69	73
A1: Education and Training	Graduate employment rate (%)	60	65	70	75	80
A2: Strengthening R&D Activities	Number of academic activities	10	15	20	25	30
A2: Strengthening R&D Activities	Number of project applications	1	2	3	4	5
A3: Enhancing Internationalization	Number of international collaboration agreements	2	3	4	5	6
A3: Enhancing Internationalization	Number of students participating in exchange programs	2	3	4	5	6
A4: Societal Contribution	Number of community-based projects	2	3	4	5	6
A4: Societal Contribution	Number of event participants	200	250	300	350	400
A5: Institutional Capacity & QA	Number of accredited programs	0	0	1	2	3
A5: Institutional Capacity & QA	Digitalization rate (%)	50	55	60	70	80

Faculty of Health Sciences Strategic Plan**9.1.3. Evaluation Schedule**

The monitoring and evaluation schedule of the strategic plan is structured as follows:

Period	Activity	Responsible Unit	Output
Monthly	Data collection at department level	Program Heads	Monthly data form
Quarterly	Preparation of departmental performance reports	Program Heads	Quarterly report
Semi-annually	Consolidated faculty-level report	Strategic Planning Commission	Semi-annual report
Annually	Annual performance evaluation	Dean-Vice Dean	Annual evaluation report
Annually	Strategic plan review meeting	Faculty Board	Revision decisions
End of Plan Period	Final evaluation and results report	Strategic Planning Commission	Final report

9.1.4. Reporting and Feedback

Data obtained through the monitoring and evaluation process will be shared with stakeholders in line with the principle of transparency. Annual evaluation reports will be published on the Faculty's website and discussed in academic board meetings.

The following tools will be used within the feedback mechanism:

- Student satisfaction surveys
- Graduate tracking system
- Employer and sector feedback
- Academic staff evaluation reports

The collected data will serve as a primary input for updating the strategic plan and guiding continuous improvement processes.

9.2. Risk Management and Early Warning System

An early warning system will be established to effectively manage potential risks that may arise during the implementation of the strategic plan. Within this system, automatic notifications will be sent to relevant units if performance indicators fall below 20% of target values.

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The risk management process will include the following steps:

- Identification of risks (strategic, operational, financial, environmental)
- Conducting risk analyses
- Determination of preventive and corrective strategies
- Continuous monitoring and updating

Key Risks Specific to the Faculty of Health Sciences

- Insufficient capacity in clinical practice areas
- Challenges in recruiting academic staff
- Fluctuations in student demand
- Limited access to research funding

Preventive measures will be developed for these risks and will be regularly updated within the monitoring process.

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SECTION 10: APPENDICES

Appendix 1: Timeline of the Strategic Plan Preparation Process

Date	Activity	Participants
January 2024	Establishment of the Strategic Planning Commission	Dean-Vice Dean, Program Heads
February 2024	Situation analysis and data collection	Strategic Planning Commission, All Departments
March 2024	Stakeholder analysis and consultations	Strategic Planning Commission, External Stakeholders
April 2024	SWOT analysis workshop	All Academic Staff
May 2024	Determination of mission, vision, and core values	Faculty Board
June 2024	Formulation of strategic objectives and targets	Strategic Planning Commission
July 2024	Definition of activities and performance indicators	Strategic Planning Commission, Department Heads
August 2024	Budgeting and resource planning	Dean-Vice Dean, Financial Affairs
September 2024	Preparation of draft strategic plan	Strategic Planning Commission
October 2024	Collection of stakeholder feedback	All Stakeholders
November 2024	Revision and finalization of the plan	Strategic Planning Commission
December 2024	Approval and publication by the Faculty Board	Faculty Board

Faculty of Health Sciences Strategic Plan
Appendix 2: Stakeholder List

Stakeholder Group	Stakeholders	Level of Engagement
Internal Stakeholders	Academic staff, administrative staff, students	Direct
External Stakeholders – Public	Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK), Council of Higher Education (YÖK), Ministries	Regulatory
External Stakeholders – Health Sector	Hospitals, private healthcare institutions	Collaboration
External Stakeholders – NGOs	Health-related associations	Collaboration
External Stakeholders – Academic	National and international universities, research centers	National and international universities, research centers
Alumni	Faculty graduates and alumni associations	Feedback
Society	Local community, patients, public	Indirect

Appendix 3: Abbreviations

Abbreviation	Definiton
TRNC	Turkish Republic of Northern Cyprus
CAU	Cyprus Aydın University
FHS	Faculty of Health Sciences
YÖK	Council of Higher Education
YÖDAK	Higher Education Planning, Evaluation, Accreditation and Coordination Council
SWOT	Strengths, Weaknesses, Opportunities, Threats
PDCA	Plan-Do-Check-Act
SP	Strategic Plan
ENQA	European Association for Quality Assurance in Higher Education



Faculty of Health Sciences Strategic Plan

This strategic plan has been prepared with the contributions of all stakeholders of the Faculty for the 2024–2028 period of the Faculty of Health Sciences at Cyprus Aydın University, and it encompasses the Faculty’s institutional goals, strategies, and action plans.

Kyrenia, 2025