

Cyprus International University

Process Management Handbook



ULUSLARARASI
KIBRIS
ÜNİVERSİTESİ



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INTRODUCTION

Cyprus International University (CIU) adopts a process-based management approach in order to carry out its education and training, research and development, and social contribution activities effectively, efficiently, and sustainably. This approach is based on addressing institutional activities not only with a focus on results, but also within a systematic, traceable, and continuously improvable structure. The process-based management approach establishes a strong relationship between the University's strategic objectives and operational activities, enabling institutional performance to be managed holistically.

Process management is one of the fundamental components of the quality assurance system at our University. Within this framework, in addition to the existing regulations and directives, all developed academic and administrative processes are structured together with clearly defined inputs, outputs, performance indicators, responsibilities, distribution of authority, and risk factors, and are managed through process cards. Thus, processes are standardized, institutional memory is strengthened, and interactions between processes are made transparent.

This Handbook has been prepared to explain the scope, structure, operation, and implementation principles of the process management system carried out at CIU. The Handbook systematically presents the fundamental principles regarding the definition and classification of processes, monitoring of process performance, assessment of risks and opportunities, documentation management, and continuous improvement mechanisms. Determining performance indicators for monitoring processes and strengthening data-based decision-making processes are also among the important components of this handbook.

The CIU process management system has been structured in compliance with national and international quality frameworks, particularly the criteria of the Turkish Higher Education Quality Council (YÖKAK), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and the TS EN ISO 9001:2015 Quality Management System standards. Accordingly, processes are carried out in an integrated manner that supports a student-centered learning approach, is based on stakeholder participation, observes the principles of transparency and accountability, and incorporates data-based decision-making mechanisms. Processes are also designed with sufficient flexibility to adapt to changing internal and external environmental conditions and are reviewed at regular intervals.

The process management approach is also a fundamental tool that supports the dissemination and internalization of a quality culture at our University. The active participation of academic and administrative units in processes, regular analysis of data obtained through performance indicators, and systematic implementation of improvement activities increase institutional learning capacity and encourage continuous development. In this context, process management is considered not only a technical management tool but also a strategic approach supporting the development of the institutional quality culture.

This Handbook serves as a guide for all academic and administrative staff working at our University and has been prepared to ensure that processes are carried out effectively and in compliance with standards, to strengthen integrity and coordination in institutional operations, to improve service quality, and to support the sustainability of the quality assurance system.

1.1. New Program Opening and Updating Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.1. New Program Opening and Updating Process
Process Definition	Opening and updating new departments and programs within the institution by taking into account internal and external stakeholder feedback and current requirements.
Purpose of the Process	To ensure the opening of programs required for a sustainable, innovative and competitive education and training system, the implementation of updates, and the evaluation of proposals.
Process Owner / Approver	Relevant Vice Rector
Process Prerequisites	Completion of the needs analysis and monitoring related to the program.
Process Successors	• Integration of opened and/or updated programs into the University's education and training processes. • Implementation of opened and/or updated programs.
Process Activities	For programs to be opened and/or updated: 1. Conducting a needs analysis covering internal and external stakeholders and current requirements. 2. Reviewing the needs analysis and stakeholder opinions in the academic unit education committee and deciding on the new program to be proposed in the relevant unit. 3. Approval by academic boards. 4. Determining the aims, objectives, program qualifications and course plan of the new program. 5. Determining the aims, content, learning outcomes and ECTS loads of courses to be offered in the new program. 6. Preparing files containing program information, including internship and graduation requirements and physical infrastructure information, in accordance with the application files of MEB, YÖDAK and YÖK respectively. 7. Sending to the Academic Planning Committee with the approval of the academic unit/Institute. 8. Sending from the Academic Planning Committee to subcommittees and checking. 9. Evaluation of the proposal by the relevant board. 10. If the opinions and evaluations of the relevant board are positive, submitting the file to the Senate through the Vice Rectorate for Academic Affairs; if negative, deciding not to open the new program. 11. Evaluation of the proposal by the Senate. 12. If the Senate decision is positive, applying respectively to MEB, YÖDAK and YÖK; if negative, notifying the relevant academic units of the result. 13. Submission of new program applications accepted by the Senate to MEB and YÖDAK as files and informing the relevant academic unit/Institute regarding acceptance/rejection in case of a positive or negative decision. 14. Entering applications to be submitted to YÖK into the YÖKSİS-ABAYS system and informing the relevant academic unit/Institute regarding acceptance/rejection by YÖK. 15. If the YÖDAK and YÖK application result is positive, announcing and promoting the new department/program decided to be opened by the Faculty/School/Vocational School, entering the new course plan into the relevant information system by Student Affairs and announcing it; if negative, notifying the relevant academic units.
Process Inputs	• Internal and external stakeholder analysis report • Program monitoring and evaluation report • Update application file • Academic board decisions • Academic unit education commission decisions • Academic Planning Committee decisions • Senate decisions • IT infrastructure • Proposal Form compliant with YÖKSİS-ABAYS, MEB, YÖDAK and YÖK legislation • Academic staff assignments and CVs
Process Outputs	Opened and updated programs
Service Recipients	Students, industry and society
Process Risks	• Rejection of proposals to open new programs within or outside the institution • Risks related to time management • Inadequate needs analyses

1.2. Course Content Updating, New Course Proposal and Preparation Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.2. Course Content Updating, New Course Proposal and Preparation Process
Process Definition	Updating course contents and proposing new courses by taking into account internal and external stakeholder feedback and current requirements.
Purpose of the Process	Updating course contents and proposing new courses for an innovative, competitive and sustainable education and training system.
Process Owner / Approver	Relevant Vice Rector
Process Prerequisites	Completion of needs analysis and program-related monitoring.
Process Successors	• Integration of updated course contents and new course proposals into the University's education and training processes. • Implementation of programs in line with updated course contents.
Process Activities	1. Conducting a needs analysis covering internal and external stakeholders and current requirements. 2. Preparing course monitoring and evaluation forms and reports. 3. Preparing the application file. 4. Review by the academic unit curriculum committee. 5. Approval by academic boards. 6. Sending to the University Curriculum Committee with academic unit/Institute approval. 7. Sending to the Academic Affairs Coordinatorship for technical review. 8. Sending from the Vice Rectorate for Academic Affairs to the University Curriculum Committee for opinion and approval, and checking. 9. Sending to the Senate by decision of the University Curriculum Committee. 10. Discussion and decision by the Senate. 11. Integration of course content updates and/or new course proposals accepted by the Senate into the education and training system through web interfaces.
Process Inputs	• Internal and external stakeholder analysis report • Course update/new course proposal application file • Academic board decisions • Academic unit education committee decisions • University Curriculum Committee decisions • Senate decisions • IT infrastructure
Process Outputs	Updated course contents and/or newly proposed courses
Service Recipients	Students
Process Risks	Rejection of course content update and/or newly proposed course offers Risks related to time management Inadequate needs analyses

1.3. Preparation of Course Schedules and Determination of Teaching Staff Course Loads Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.3. Preparation of Course Schedules and Determination of Teaching Staff Course Loads Process
Process Definition	Preparation of course schedules and determination of teaching staff course loads.
Purpose of the Process	To make the necessary planning for an effective education and training period and determine the course loads of teaching staff.
Process Owner / Approver	Dean's Offices, Institute and School Directorates
Process Prerequisites	An official letter regarding the determination of courses to be opened is sent by the Rectorate via EBYS.
Process Successors	Announcement of course schedules and notification of course instructors.
Process Activities	1. Collecting course requests from faculty members. 2. Determining the course list of the active program in the relevant semester. 3. Determining course instructors by taking into account the competencies and performance results of teaching staff. 4. Sending opened courses and responsible faculty members to the relevant higher academic unit. 5. Entering opened courses, sections, quotas and responsible faculty members into the student information system. 6. Establishing timetable constraints by considering student course requests and inter-semester/in-semester conflicts. 7. Receiving course-hour requests from faculty members. 8. Planning courses to be received from and offered to external units. 9. Collecting available classroom names and suitable days. 10. Collecting special classroom requests related to courses. 11. Preparing weekly course schedules. 12. Determining faculty members who will teach the courses. 13. Meeting necessary change requests within available possibilities and finalizing the schedule. 14. Signing and submitting forms for courses to be opened and teaching staff course loads for approval. 15. Entering the course schedule into the student information system.
Process Inputs	• Courses required to be opened in the relevant semester, student requests, course conflict data, faculty member requests, prerequisites • Unit Course Plans and Content Lists • Teaching Staff Requests and Suggestions from Departments • Numbers of Teaching Staff and Students Taking the Course • Number and Capacity of Existing Classrooms and Laboratories • Stakeholder satisfaction notifications
Process Outputs	• Weekly planned course schedules and course loads
Service Recipients	Students, academic staff
Process Risks	Course conflicts, inability to meet student and teaching staff requests, insufficient classroom capacity and number, inability to meet special classroom requests related to courses, unbalanced course loads

1.4. Conduct of Courses and Evaluation of Student Performance

Name of the Parent Process	Main Education and Training Process
Process Name	1.4. Conduct of Courses and Evaluation of Student Performance
Process Definition	At the beginning of the semester in which each course is offered, a detailed breakdown including the course content and, where applicable, project and laboratory/workshop topics, together with the number and weights of examinations, is prepared by the teaching staff member and communicated as a Course Outline to the relevant department chair and students registered in the course. Students are required to attend 70% of the courses. Student performance is evaluated by taking into account midterm examinations, the final examination, in-semester studies and course attendance. Evaluation results are announced as letter grades and students may object to these grades within a specified period. This arrangement covers determining and announcing the course method and assessment and evaluation tools specified in the regulation, monitoring courses, and evaluating student performance.
Purpose of the Process	To ensure that courses are conducted in accordance with the curriculum and to evaluate the extent to which students achieve the targeted learning outcomes.
Process Owner / Approver	Associate degree, bachelor's, master's and doctoral program chairs
Process Prerequisites	Preparation and announcement of course schedules. Updating course contents and announcing them through relevant interfaces.
Process Successors	Evaluation of student performance. Evaluation of student satisfaction.
Process Activities	1. Determining course aims and learning outcomes: clear and measurable learning outcomes are determined for each course; the general aim is defined in terms of knowledge, skills and competencies students will acquire; learning outcomes are created using standard classification systems such as SOLO taxonomy. 2. Matching course learning outcomes with program outcomes: course learning outcomes are associated with program outcomes; a matching matrix is created to determine the contribution level; this matching shows the course's place and importance within the program. 3. Determining learning aims and objectives for course topics; these must be compatible with the general learning outcomes. 4. Planning the sequence and weight of topics according to the determined aims and objectives. 5. Preparing course contents: contents are prepared in line with aims, outcomes and objectives; they must be current, comprehensive and appropriate to student level; theoretical knowledge and practical applications are included in a balanced manner; course schedules and distribution of courses across semesters are arranged by the relevant Department/Program and finalized by the decision of the Faculty/School/Vocational School Board and approval of the Senate. 6. Determining learning methods and tools: selecting teaching methods appropriate to course content and learning outcomes (e.g. lecture, discussion, problem solving, project-based learning); determining educational technologies and materials; preparing and communicating the Course Outline at the beginning of the semester. 7. Preparation of course schedules and distribution of courses across semesters. 8. Determination of compulsory, elective and prerequisite courses. 9. Preparation of the Course Outline and notification to students. 10. Conducting the course in accordance with the announced method and schedule. 11. Determining and implementing assessment and evaluation methods: midterm examinations, in-semester studies, final examinations, resit examinations. 12. Determining student performance and providing feedback. 13. Determining learning resources related to the course. 14. Planning for conducting distance/blended courses. 15. Conducting courses. 16. Monitoring and evaluating semester/year-long courses in academic unit boards.
Process Inputs	• University academic unit curricula, program and course information packages
Process Outputs	• Course performance results • Examination questions/feedback • Satisfaction surveys • Monitoring and evaluation report • Course evaluation results
Service Recipients	Students
Process Risks	- Absence from courses: risk that students fail to meet the requirement to attend 70% of courses. - Examination security violations: risk of academic integrity violations such as cheating, facilitating cheating or attempting to cheat. - Grade evaluation errors: risk of errors or delays by teaching staff in grading. - Management of excuse examinations: risk that excuse examinations are not organized in a timely and appropriate manner. - Course load management: risk that students take an inappropriate course load. - Course exemption and adaptation problems: risks in exemption and adaptation procedures for students arriving through horizontal or vertical transfer. - Resit examination management: risk that resit examinations are not appropriately organized or evaluated. - Failure to meet graduation requirements: risk that students cannot meet graduation requirements on time. - Internship management: risk that internships cannot be properly managed and evaluated. • Inadequate advising services: risk that sufficient advising services cannot be provided.

	- Failure to update content according to contemporary requirements; content-method mismatch; teaching method-assessment method mismatch; learning outcomes-program outcomes mismatch. - Failure to monitor success rates and obtain feedback.
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1.5. Academic Advising Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.5. Academic Advising Process
Process Definition	Operating an academic advising process that responds to student needs, reporting it regularly, and evaluating its results.
Purpose of the Process	Providing students with effective academic advising services in line with their needs.
Process Owner / Approver	Relevant academic unit
Process Prerequisites	Completion of the student's program registration.
Process Successors	• Course registrations • Add/drop courses • Course changes • Course registration process support • Initiation of thesis studies and thesis defense examination in graduate programs
Process Activities	1. Assignment of an advisor to a student registered in the program by the academic unit authority. 2. Preparation of relevant forms and submission to LEÖAE. 3. Announcement of assignment results to the student. 4. Providing the academic advisor with information on students to be advised by the unit manager. 5. Changing the academic advisor upon student request. 6. Defining the assigned academic advisor in SIS by the unit manager. 7. Displaying advisor information to the student through SIS. 8. Determining and announcing consultation hours. 9. Conducting, evaluating and reporting academic advising throughout the student's period of registration in accordance with Academic Advising Procedures and Principles. 10. Informing and guiding the student during course registration. 11. Determining thesis, doctoral qualifying and thesis monitoring juries and informing the student of jury members. 12. Providing academic advising for thesis, graduation and project studies.
Process Inputs	• Students, teaching staff, academic unit managers • Student Affairs Directorate
Process Outputs	• Students receiving academic advising • Completed Project/Thesis • Cooperation
Service Recipients	Students, academic staff
Process Risks	- Teaching staff member advising more than 30 students - Risks related to time management - Failure to analyze academic advising reports

1.6. Development and Maintenance of Teaching Staff Competence

Name of the Parent Process	Main Education and Training Process
Process Name	1.6. Development and Maintenance of Teaching Staff Competence
Process Definition	Developing and maintaining teaching staff competencies in response to the requirements of scientific and social changes.
Purpose of the Process	To develop and monitor teaching staff qualifications related to education and training, research and development, social contribution and process leadership, and to ensure they acquire competencies enabling adaptation to scientific and social changes.
Process Owner / Approver	Academic Boards, Unit Management, University Administration
Process Prerequisites	Completion of teaching staff appointment processes.
Process Successors	Performance evaluation process for determining teaching staff competence.
Process Activities	1. Participation in training and orientation activities and events to improve teaching staff qualifications. 2. Participation in training provided by the Academic and Administrative Staff Development Center. 3. Participation in scientific activities such as congresses, symposia and seminars. 4. Taking part in research and development and project activities. 5. Participation in exchange programs. 6. Serving on internal and external boards, commissions, committees and working teams. 7. Taking part in social contribution and social responsibility activities.
Process Inputs	• Teaching staff activity forms • Teaching staff evaluation surveys
Process Outputs	• Teaching staff activity reports • Participation documents and certificates • Teaching staff satisfaction survey results • Research/projects/publications/awards • Teaching staff publication award • Social contribution and social responsibility projects • Organized congresses, symposia and seminars
Service Recipients	Teaching Staff
Process Risks	Low participation rate in training; insufficient number, diversity and content of training to meet needs; inadequate incentive mechanisms; inability to operate the performance monitoring and evaluation process; limited financial support allocated to developing teaching staff qualifications.

1.7. Clinical/Professional/Field/Workshop and Laboratory Practices Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.7. Clinical/Professional/Field/Workshop and Laboratory Practices Process
Process Definition	Conducting discipline-specific practical training within the educational program in which students are enrolled.
Purpose of the Process	Providing professional practical training that enables theoretical knowledge in the curriculum to be transferred to real practice environments so that students acquire the knowledge, skills and competencies required by the profession.
Process Owner / Approver	Relevant Vice Rector, Dean, Director
Process Prerequisites	Completion of theoretical knowledge related to the topics specified in the course outline of practical courses in the educational program.
Process Successors	- Successful completion of skills training after clinical/professional/field/workshop and laboratory practices and assessment and evaluation. - Achievement of planned learning objectives through the practices. - Student becoming eligible for graduation.
Process Activities	1. Determining needs analysis (physical space, physical infrastructure, equipment). 2. Procuring resources required for workshop/laboratory establishment. 3. Planning education/training for clinical/professional/field/workshop and laboratory practices. 4. Determining learning objectives according to the aims of practices. 5. Analyzing students and numbers who will receive practical training. 6. Cooperating with relevant units and determining practice locations in terms of skills to be acquired by students. 7. Obtaining required institutional permissions. 8. Establishing protocols when necessary. 9. Obtaining health reports from participating students. 10. Completing occupational health and safety processes (vaccination guidance, OHS training/certification, insurance procedures, etc.). 11. Preparing course schedules and outlines for practices and sharing them with students. 12. Sharing expected knowledge and skills with institutions where practice is carried out. 13. Sharing practice rules with students. 14. Conducting practical training under the supervision of the responsible teaching staff member/supervisor. 15. Evaluating and reporting practical training specifically and generally. 16. Updating practical training based on internal and external stakeholder feedback.
Process Inputs	• Responsible faculty members/instructors • Student responsible for practice • Practice area • Legislation and directives of the practice area • Guides and directives related to the relevant practice
Process Outputs	• Evaluation results of internal and external stakeholders • Student portfolios • Results of practical assessment and evaluation tools
Service Recipients	Students
Process Risks	Insufficient quantity and quality of practice locations; limited quotas; inability to obtain permissions or delays; shortage of teaching staff and professional mentors; late completion of student preparation processes such as health reports, OHS training and insurance.

1.8. Summer/Sector Internship Monitoring Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.8. Summer/Sector Internship Monitoring Process
Process Definition	Planning, implementing, reporting, monitoring and evaluating discipline-specific internship/professional practice training required by the educational program.
Purpose of the Process	To provide practices aimed at gaining professional experience and enable associate degree or bachelor's students to apply theoretical knowledge in practical working life and gain professional experience.
Process Owner / Approver	Vice Rector Responsible for Student Affairs; Unit Internship Coordinator; Department Internship Coordinator; Department Internship Commission
Process Prerequisites	• Acquisition of necessary theoretical knowledge • Successful completion of prerequisite courses
Process Successors	• Student becoming eligible for graduation
Process Activities	1. Determining internship/professional practice locations in cooperation with relevant units and evaluating them in terms of infrastructure, equipment and opportunities for skills acquisition. 2. Obtaining required institutional permissions and establishing protocols where necessary. 3. Determining prerequisites. 4. Determining students who meet prerequisites. 5. Completing the internship/professional practice application form. 6. Planning internship/professional practice training. 7. Completing occupational health and safety processes (vaccination, OHS training, insurance, etc.). 8. Defining internship/professional practice training activities.
Process Inputs	• Teaching staff member • Relevant institutional supervisor(s) at the internship/professional practice location • Internship/professional practice institutions and student • Faculty Internship Coordinator • Department Internship Coordinator • Department Internship Commission
Process Outputs	• Student internship/professional practice location evaluation form (completed by student) • Employer internship/professional practice evaluation report (completed by practice supervisor) • Student internship/professional practice report/portfolio • Department Internship Commission Interview Reports
Service Recipients	Students
Process Risks	Risk of insufficient internship opportunities; unsuitable internship locations despite inspections; failure to obtain/complete mandatory insurance on time; limitations in infrastructure and qualified personnel due to extraordinary situations; insufficient supervision; late submission of internship reports; insufficient professional experience opportunities; ineffective communication among University, student and institution; student failure requiring repetition; interruption due to unforeseen events.

1.9. Program Self-Evaluation Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.9. Program Self-Evaluation Process
Process Definition	Systematic evaluation of an educational program's compliance with academic and field-specific standards predetermined by the Accreditation Advisory Board, continuous improvement based on evaluation results, and assurance of quality. The process is carried out through Self-Evaluation Reports prepared by the relevant program under the guidance of the Accreditation Advisory Board; preliminary evaluation is conducted by the Board and necessary feedback is provided. The program is also evaluated for compliance with accreditation standards and quality assurance by considering common working topics, stages and stakeholders determined by the Board. The process is conducted to develop the University's quality culture and ensure that all programs successfully pass accreditation processes.
Purpose of the Process	The purpose is to prepare Self-Evaluation Reports to be submitted to Accreditation Evaluation Organizations as part of programs' accreditation preparations. Reports are submitted to the Accreditation Advisory Board according to a specified schedule. The Board reviews them, conducts necessary preliminary evaluations and provides feedback to the relevant program. The process enables programs to objectively evaluate their situation, identify strengths and weaknesses and review compliance with accreditation standards, while contributing to guidance by the Advisory Board and development of quality assurance processes throughout the University.
Process Owner / Approver	Relevant Vice Rector, Dean, Director, Accreditation Advisory Board
Process Prerequisites	• Program begins education and graduates students • Establishment of program self-evaluation commission
Process Successors	• Improvement activities in the educational program (program aims, outcomes, students, teaching staff, physical infrastructure, management processes, etc.) and accreditation application • Program updates
Process Activities	1. Determining the team leader and members of the self-evaluation commission so as to ensure representation of students, administrative staff and teaching staff. 2. Determining criteria forming the basis of self-evaluation, presenting the current situation and identifying areas open to development. 3. Preparing the self-evaluation report. 4. Obtaining feedback from internal and external stakeholders regarding the prepared report. 5. Analyzing feedback. 6. Carrying out improvement activities in line with feedback. 7. Sharing the final Self-Evaluation Report with the CIU Accreditation Advisory Board and CIU Quality Commission.
Process Inputs	Program evaluation criteria; Program self-evaluation guide; needs analysis, monitoring and evaluation evidence related to the program
Process Outputs	Self-evaluation report
Service Recipients	Teaching staff; Students; Administrative staff
Process Risks	Late submission of Self-Evaluation Reports; failure to meet accreditation standards; unexpected needs and problems; insufficient awareness; ineffective use of accreditation software; lack of coordination between programs; inability to meet infrastructure/superstructure needs; insufficient preparation for visits; insufficient dissemination of good practices; annual reports not prepared or incomplete; insufficient meeting frequency; lack of continuity in Board membership; insufficient personnel support.

1.10. Peer Evaluation Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.10. Peer Evaluation Process
Process Definition	Evaluation of an educational program by peer teaching staff, administrative staff and students on the basis of established quality assurance criteria.
Purpose of the Process	To determine the current status of the educational program in terms of quality assurance processes, identify areas open to development, ensure improvement activities are carried out, and share peer experiences.
Process Owner / Approver	Relevant Vice Rector; CIU Accreditation Advisory Board (AAB)
Process Prerequisites	Peer evaluation application; Self-evaluation report
Process Successors	Improvement activities in the educational program; external evaluation; accreditation application
Process Activities	1. Completion of peer evaluator training. 2. Determining evaluation teams. 3. Planning the evaluation visit. 4. Evaluation of the program by peer teams through report reading and site visit. 5. Preparing the program feedback report. 6. Sharing program peer evaluation results with University administration. 7. Carrying out necessary improvement activities at the end of the evaluation process.
Process Inputs	• Program evaluation criteria • Program self-evaluation guide • Needs analysis, monitoring and evaluation evidence related to the program
Process Outputs	• Program accreditation (self-accreditation) • Feedback report
Service Recipients	Academic and administrative staff of the unit, students
Process Risks	Failure to establish a quality culture; unequal competencies among peer evaluators; reluctance to participate in peer evaluations; inability to obtain resources required for improvement activities (financial/personnel, etc.).

1.11. Institutional External Evaluation Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.11. Institutional External Evaluation Process
Process Definition	Evaluation of the institution by evaluators of an independent external evaluation organization within the scope of quality assurance external evaluation criteria.
Purpose of the Process	To have the institution evaluated by an independent external evaluation team, determine its current status in terms of quality assurance processes, identify areas open to development and ensure improvement activities are carried out, and achieve accreditation.
Process Owner / Approver	Rectorate
Process Prerequisites	Submission of external evaluation application; preparation of the Institutional Internal Evaluation Report
Process Successors	Institutional accreditation application
Process Activities	1. Submission of the external evaluation application. 2. Preparation of the Institutional Internal Evaluation Report with stakeholder participation. 3. Approval of the Institutional Internal Evaluation Report by the Senate. 4. Rectorate, CIU Quality Commission and Accreditation Advisory Board prepare the site visit plan with the external evaluation team chair. 5. Conducting the preliminary evaluation visit. 6. Conducting the evaluation visit. 7. Evaluation team prepares the institutional feedback report. 8. Responding to the institutional feedback report. 9. Following delivery of the final report to the institution, planning for areas open to improvement.
Process Inputs	• Institutional internal evaluation report • Stakeholder opinion evaluation report (internal and external) • Strategic performance report • Process performance report • Individual performance report • Previous external evaluation feedback reports • Risk management report • Request/complaint/suggestion evaluation report
Process Outputs	• Identification of strengths and areas open to improvement • Institutional Internal Evaluation Report (KİDR) • Feedback report
Service Recipients	University, academic and administrative units
Process Risks	High number of areas open to improvement; quality culture not established (reluctance of staff/units to participate in the external evaluation process, etc.); low maturity level rate; lack of sufficient statistical data and evidence; failure to budget sufficient financial resources for improving areas open to development.

1.12. English Preparatory Education Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.12. English Preparatory Education Process
Process Definition	Planning and conducting English language education for programs whose medium of instruction is English.
Purpose of the Process	To bring the English language proficiency of students enrolled in English-medium programs to the targeted level required to follow their courses.
Process Owner / Approver	Relevant Vice Rector, Director of the School of Foreign Languages
Process Prerequisites	The student registers in the relevant program at the University.
Process Successors	If the student's registered program is taught in English, the student registers in the Preparatory Program or registers for the English exemption examination and, if successful, is exempted from the Preparatory Program.
Process Activities	1. Receiving Preparatory Program registrations. 2. Administering the English exemption examination and placement test. 3. Notifying relevant units (Student Affairs, relevant program chair) of exempt students. 4. Non-exempt students begin English preparatory education. 5. Conducting English preparatory education. 6. Students complete the modules and requirements corresponding to their English level during the semester. 7. Administering the English proficiency examination at the end of the semester. 8. Evaluating English Preparatory Program student satisfaction. 9. Evaluating English Preparatory Program teaching staff satisfaction. 10. Evaluating results and preparing an action plan.
Process Inputs	• Teaching staff • Students • Textbooks and notes • Digital materials
Process Outputs	• End-of-year English proficiency examination (successful at B1+ level)
Service Recipients	Students
Process Risks	Insufficient full-time academic staff and insufficient physical space

1.13. Graduate Monitoring Process

Name of the Parent Process	Main Education and Training Process
Process Name	1.13. Graduate Monitoring Process
Process Definition	Systematic monitoring and evaluation of information about graduates in order to ensure their participation in the institution's strategic decisions and processes.
Purpose of the Process	To determine methods for collecting employment and satisfaction information of University graduates, managing alumni relations, compiling institutional developments and informing graduates.
Process Owner / Approver	Board of Trustees; Chief Advisor for Promotion and International Relations
Process Prerequisites	The program admits students and produces graduates.
Process Successors	Directing graduates to the CIU Alumni Platform (cualumni.org), verbally (presentations, seminars, etc.) or in writing (social media and e-mail).
Process Activities	1. Uploading information and e-mail addresses of each semester's graduates to the CIU Alumni Platform, the institution's graduate monitoring system, at the end of each semester. 2. Ensuring graduates register on the Platform and checking/approving information entered by graduates (student number, department, degree, graduation year). 3. Enabling graduates who agree to be mentors to guide students regarding courses and steps in their post-graduation career journeys through the platform. 4. Requesting and following regular updates of graduates' information in the information system. 5. Creating and maintaining communication environments with graduates and among graduates. 6. Planning and organizing annual periodic communication activities such as training, meetings and events and ensuring continuity. 7. Sharing job opportunities offered by various companies and organizations (in TRNC and Türkiye) with graduates through the Platform. 8. Making announcements on the Center's social media networks in parallel with the Platform. 9. Announcing University activity plans on the Platform. 10. Providing graduates with an additional communication tool through the Platform for academic and administrative requests.
Process Inputs	• Graduate students • Academic and administrative staff • CIU and Gravyty (Platform) IT infrastructures
Process Outputs	• Graduates' opinions regarding academic programs and qualifications and the institution's physical structure and location
Service Recipients	Primarily graduates, and also current students
Process Risks	Failure to communicate with graduates Graduate Monitoring System not being active and up to date Graduates postponing registration on the platform Inability to provide employment support to graduates living outside the TRNC and Türkiye

2.1. Research / Knowledge Production and Publication Process

Name of the Parent Process	Main Research and Development Process
Process Name	2.1. Research / Knowledge Production and Publication Process
Process Definition	Conducting research activities in line with the institution's strategic aims and objectives and local, regional and national development goals.
Purpose of the Process	Production of knowledge.
Process Owner / Approver	Relevant Vice Rector
Process Prerequisites	• Determining aims and objectives in the research field • Determining research priorities specific to different disciplines • Determining research policy • Providing research resources • Ethics committee approval
Process Successors	Evaluation of institutional and individual academic performance
Process Activities	1. Determining/updating knowledge production needs. 2. Determining/updating the scope of knowledge production. 3. Determining/updating research priorities. 4. Producing knowledge in line with research policy (research projects, thesis studies, etc.). 5. Publishing the knowledge obtained.
Process Inputs	• TRNC national development goals • Priority research areas • Research and development policies • Research infrastructure • Research competencies of teaching staff • Policies showing students' inclusion in research processes • Collaborating institutions/organizations or service recipients • Information technologies • Research funds • Research books and databases
Process Outputs	• Theses • Reports • Publications • Patents • Inventions • Utility models • Methods
Service Recipients	Industry and Society
Process Risks	Insufficient budget allocated to research funds; inability to ensure continuity of funding; lack of up-to-date information due to deficiencies in information management system infrastructure; frequent legislative changes making research processes difficult; insufficient human resources; inability to develop research infrastructure.

2.2. Scientific Research Projects Application, Evaluation and Monitoring Process

Name of the Parent Process	Main Research and Development Process
Process Name	2.2. Scientific Research Projects Application, Evaluation and Monitoring Process
Process Definition	Completing the stages related to monitoring and evaluating applications for Cyprus International University Research Projects (CIU-RP) prepared by University researchers and externally supported projects (TÜBİTAK, municipalities and public institutions, private sector, international organizations, etc.), and following the results.
Purpose of the Process	1. Announcing CIU-RP and externally funded project calls to relevant researchers and developing information methods. 2. Providing information on CIU-RP and external research funding sources. 3. Providing, monitoring and reporting project preparation and application support.
Process Owner / Approver	Cyprus International University Board of Trustees
Process Prerequisites	• Increasing researchers' knowledge and competence regarding CIU-RP and externally funded projects
Process Successors	• Receiving and evaluating project applications • Supporting administrative and financial processes of ongoing projects • Monitoring and evaluating project performance
Process Activities	1. Determining project application conditions and support types by CIU Research Projects (CIU-RP) and external funding organizations and making necessary announcements by the Vice Rector Responsible for Academic Affairs. 2. Evaluation of application eligibility by the Vice Rector Responsible for Academic Affairs and ADDK. 3. Informing researchers about externally funded project alternatives. 4. Conducting the project. 5. Periodic monitoring, evaluation and reporting of CIU-RP support. 6. Evaluation of additional budget or time needs by the Vice Rector Responsible for Academic Affairs and ADDK and notification of the teaching staff member. 7. Receiving the project final report. 8. Accepting the final report / referring it to the project coordinator to remedy deficiencies. 9. Supporting researchers by the University Board of Trustees for commercialization of project outputs. 10. Sharing the year-end evaluation report on supported projects with the public.
Process Inputs	• Research funds • Researcher competence • Research infrastructure • Units supporting and guiding research processes • Guidelines
Process Outputs	• Number of project applications by type • Number of supported projects • Number of publications, theses and commercialized products/services produced from projects • Patents, utility models, design registrations
Service Recipients	Researchers, students, public and/or private sector
Process Risks	Decrease in project applications; legislation related to research processes making project application and implementation difficult.

2.3. Research and Application Center Management Process

Name of the Parent Process	Main Research and Development Process
Process Name	2.3. Research and Application Center Management Process
Process Definition	Determining and monitoring the activities and management processes of research and application centers.
Purpose of the Process	Ensuring the activities and management processes of research and application centers.
Process Owner / Approver	Relevant Vice Rector, Center Director
Process Prerequisites	Establishment of research and application centers and preparation of their regulations.
Process Successors	Conducting and monitoring research and application center activities.
Process Activities	1. Determining the aims of centers. 2. Establishing the relevant executive boards. 3. Planning, conducting, monitoring and reporting activities in accordance with center regulations.
Process Inputs	• Experts, researchers • Boards of centers • Relevant legislation • Research infrastructure
Process Outputs	Conferences; seminars; publications; documents; patents converted into commercial products; training; applications; activity reports of centers; services provided within the revolving fund.
Service Recipients	Researchers, society, public and private sector, internal and external stakeholders
Process Risks	Lack of physical space, materials, personnel and budget; force majeure; inability to ensure continuity of management activities.

3.1. Social Contribution Activities Process

Name of the Parent Process	Main Social Contribution Process
Process Name	3.1. Social Contribution Activities Process
Process Definition	All activities that support sustainable development by presenting knowledge, technology and services produced in all academic and administrative units of the University in a solution-oriented, transparent and accountable manner, considering public benefit at national and international levels.
Purpose of the Process	To contribute to society highly qualified, development-oriented, ethical and questioning individuals trained by the University in science, technology, arts and sports, and to offer the science, technology and services produced for the benefit of society.
Process Owner / Approver	Rectorate and relevant Vice Rector
Process Prerequisites	• Student graduates from the relevant unit • High-quality production of knowledge, technology and services meeting scientific criteria • Determination of societal needs
Process Successors	Providing scientific solution proposals for society's needs, ensuring social welfare, solution-oriented projects, collaborations and protocols.
Process Activities	1. Preparing mechanisms that provide social contribution. 2. Updating them when necessary.
Process Inputs	Social demands and needs
Process Outputs	Training, health services, technological, cultural, sports and artistic activities
Service Recipients	All stakeholders
Process Risks	Lack of promotional activities, unethical practices, financial problems, compliance with social and legal norms

4.1. Internationalization Activities Process

Name of the Parent Process	Main Internationalization Process
Process Name	4.1. Internationalization Activities Process
Process Definition	Increasing the University's activities, cooperation and recognition worldwide in all fields.
Purpose of the Process	Leading the creation and effective and efficient implementation of internationalization activities.
Process Owner / Approver	Rector
Process Prerequisites	Requests of relevant person/institution/country, legislation, agreements, protocols, collaborations
Process Successors	International collaborations
Process Activities	1. International joint academic activities 2. Establishing/updating academic/research collaborations 3. International promotion 4. International student admission 5. Employment of foreign teaching staff
Process Inputs	Protocols, applications, performance indicator data
Process Outputs	International ranking, international recognition
Service Recipients	All stakeholders
Process Risks	Loss of international visibility and activity; insufficient use of international languages in education and research; financial problems; shortage of personnel with foreign-language skills

5.1. Legal Affairs Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.1. Legal Affairs Process
Process Definition	Checking the compliance of decisions and services in CIU activities with applicable laws; resolving disputes with other persons and institutions; protecting University rights before judicial and administrative authorities; providing internal legal consultancy.
Purpose of the Process	Ensuring that University procedures are conducted lawfully and University interests are protected in disputes between the University and students, administrative and academic staff, other persons and institutions before judicial/administrative authorities and other private/public bodies.
Process Owner / Approver	Rectorate
Process Prerequisites	A request, instruction, lawsuit petition, enforcement proceeding, invitation, etc. must be received from relevant authorities. Necessary information and documents must be received from relevant units on time, completely and accurately.
Process Successors	Decisions of relevant institutions
Process Activities	1. Receipt of legal advocacy/consultancy service request. 2. If the procedure is advocacy service: 2.1 preparing petitions, filing and conducting administrative/legal cases and meeting court expenses; 2.2 preparing response/objection petitions and submitting requested information/documents to court in lawsuit and enforcement follow-up; 2.3 preparing notices and sending them through a notary; 2.4 initiating and conducting enforcement proceedings and meeting enforcement expenses. 3. If consultancy/opinion service: notifying the Legal Consultancy in writing through the Rectorate. 4. Reviewing documents under current legislation and forming an opinion. 5. If disciplinary investigation: carrying out investigation secretariat services, checking compliance with legislation and procedure, and archiving files.
Process Inputs	Records, instructions, legislation, lawsuit petitions, enforcement proceedings/orders, regulations, draft protocols, opinion requests, information/documents from relevant units, complaint petitions and criminal complaints, investigation approvals
Process Outputs	Decisions, collections, opinions, notices, completion of investigations, completed documents and records, service monitoring results
Service Recipients	All academic and administrative units of the University and natural/legal persons party to a legal relationship for various reasons
Process Risks	Necessary information/documents not arriving from relevant units on time, completely and accurately; difficulties in following cases abroad; procedures having short and strict deadlines

5.2. Press and Public Relations Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.2. Press and Public Relations Process
Process Definition	Conducting corporate communication, visibility and promotional activities.
Purpose of the Process	Ensuring institutional communication and promotion and increasing visibility and recognition.
Process Owner / Approver	General Secretariat
Process Prerequisites	Communication, promotion and information applications received by official letter by the General Secretariat and requests/applications received through corporate communication e-mails.
Process Successors	Increasing University promotion and visibility through social media posts, website content and written/visual press news, and sharing the University's strengths and achievements with the public.
Process Activities	1. Relations with the press and monitoring the institution in the press. 2. Promotion and internal communication channels. 3. Website, social media channels, promotional films and live broadcasting. 4. Post-production and catalog design. 5. Effective and efficient management of prospective student campus promotion processes.
Process Inputs	Researching applications and requests and presenting them to the public through the most effective visibility channel, as well as obtaining data such as successful projects through internal research and communications by Press and Public Relations Directorate personnel.
Process Outputs	Promotional films, catalogs, brochures, correspondence, website updates, etc.
Service Recipients	All stakeholders
Process Risks	Loss of institutional reputation, financial problems, shortage of experienced personnel

5.3. Human Resources Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.3. Human Resources Process
Process Definition	Developing the personnel management system to meet the University's need for qualified human resources and use them efficiently.
Purpose of the Process	To conduct recruitment, appointment, adaptation, assignment, promotion, transfer, personnel records, retirement, accrual and similar procedures concerning personnel rights in a timely, accurate, transparent and rapid manner under laws, regulations and relevant legislation; plan human resources and prepare staff development training programs; monitor work-permit processes of foreign employees.
Process Owner / Approver	General Secretariat
Process Prerequisites	Determining personnel needs and communicating them to the Rectorate
Process Successors	Separation from employment, retirement processes, in-service training
Process Activities	1. Applying service conditions, qualifications, appointment, progression and promotion, duties, rights, obligations, responsibilities and personnel affairs established by laws and regulations for academic and administrative staff. 2. Conducting retirement, personnel records and other personnel procedures under laws and regulations. 3. Improving personnel knowledge, skills and performance through in-service training.
Process Inputs	Personnel request letters, assignment request letters, job applications, retirement petitions, work permits, contracts, written requests of current and departing staff (employment certificate, service certificate, passport request, payroll, etc.), legal legislation
Process Outputs	Approvals for assignment, promotion and appointment; resignation, retirement, transfer and other separation approvals; assignment approvals; compliance with legislation; statistical data; all correspondence, documents and records related to personnel affairs
Service Recipients	Academic and Administrative Units, academic and administrative staff and retirees
Process Risks	Changes in legal regulations; difficulty finding qualified personnel; limited quotas

5.4. Student Affairs Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.4. Student Affairs Process
Process Definition	Conducting student registration, course enrollment, education, suspension/termination of registration, graduation and diploma procedures; double major, minor, special student status and exchange mobility procedures; meeting statistical data requests of YÖK, YÖDAK, Ministry of National Education, ÖSYM and accreditation bodies; conducting curriculum changes, course definitions, internship applications, immigration procedures and inter-institutional correspondence.
Purpose of the Process	Ensuring implementation of students' rights, responsibilities and personnel-status procedures established by laws and regulations.
Process Owner / Approver	Vice Rectorate Responsible for Student Affairs
Process Prerequisites	ÖSYM placement, determination of academic calendars
Process Successors	Student registration; Program registration; Graduation
Process Activities	1. Reporting quotas and registration procedures to YÖK and creating the calendar. 2. Proposing and announcing dates for preparation of the academic calendar. 3. Student registration procedures. 4. Preparing and distributing student ID cards. 5. Registration suspension procedures. 6. Registration cancellation procedures. 7. Horizontal transfer procedures. 8. Ensuring vertical transfer procedures are carried out by units. 9. Double major/minor procedures. 10. Ensuring effective course registration. 11. Procedures for students studying with special student status. 12. Maximum-duration procedures. 13. Entering and monitoring newly opened departments/programs in YÖKSİS. 14. Requesting and monitoring quotas for newly opened departments/programs through YÖKSİS. 15. Procedures related to amnesty law. 16. Filing and archiving. 17. Preparing and printing diplomas and minor certificates. 18. Procedures for those unable to complete bachelor's education who request an associate degree diploma. 19. Issuing duplicate diplomas to those who lose them. 20. Internal program change. 21. Providing data requested by government institutions. 22. Internship applications. 23. Graduation procedures for students eligible to graduate. 24. Receiving data of students placed by ÖSYM. 25. Statistical procedures. 26. Admission and registration of international students.
Process Inputs	Legal legislation, requests of academic and administrative units, ÖSYM Guide, student information, transcripts, official correspondence, Executive Board decisions, Senate decisions, petitions, course contents
Process Outputs	Academic Calendar, Student ID, Student Certificate, Transcript, Diploma, Diploma Supplement, letters to relevant authorities, English Preparatory Certificate, English Proficiency Certificate, Department Board Decisions, Executive Board Decisions, Senate Decisions, Minor Certificate, Acceptance Letter, Learning Agreements
Service Recipients	Students, graduates, academic and administrative staff, external stakeholders
Process Risks	Failure to complete procedures within the period specified in the academic calendar; changes in legislation; immigration and visa problems of international students

5.5. Administrative and Financial Affairs Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.5. Administrative and Financial Affairs Process
Process Definition	Conducting procurement, invoicing, support services, budget preparation and monitoring, and general document services within the Rectorate.
Purpose of the Process	In line with University strategy and policies, procuring needs concerning the entire University, providing services, and carrying out administration and management procedures within the scope of duties.
Process Owner / Approver	Rectorate
Process Prerequisites	Determination of needs; budget preparation procedures before the education and training period
Process Successors	Procurement
Process Activities	1. Preparing and planning the University Budget Proposal and Draft, spending it, and continuously monitoring and controlling budget appropriations. 2. Carrying out procurement procedures to meet machinery-equipment, fixed asset and service needs of administrative and academic units affiliated with the Rectorate. 3. Conducting and evaluating activities concerning storage, use, protection and disposal of used/consumed fixed assets and consumables in accordance with relevant principles and procedures.
Process Inputs	• Requests from units • Records • Legal legislation • Fixed assets • Relevant documents • Archival materials
Process Outputs	• Completed documents and records • Tenders and procurements • Payment documents • Preliminary financial control forms • Advances • Supplier evaluation forms • Year-end inventory schedules and warehouse stock lists • Classification results • Archive documents made available for service
Service Recipients	Academic and Administrative Units, academic and administrative staff, students, service-provider companies
Process Risks	Budget deficit due to excessive and unnecessary payments; warehouse and records not matching; documents not being delivered completely and on time or being lost; frequent changes in legislation

5.6. Information Technologies Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.6. Information Technologies Process
Process Definition	Ensuring the security and sustainability of information technology services.
Purpose of the Process	Carrying out security, infrastructure, software, audio, visual, copying, hardware and maintenance work required for the healthy functioning of the University's information and communication processes.
Process Owner / Approver	General Secretariat
Process Prerequisites	1. Determining needs 2. Budget planning
Process Successors	All processes involving IT needs, audio, visual and copying services (education, training, research, managerial processes)
Process Activities	1. Website operations 2. Software development activities 3. Software optimization and improvement activities 4. System and cybersecurity activities 5. Network and communication activities 6. E-signature procedures 7. Maintenance activities 8. System software services 9. Software procurement services 10. Hardware procurement services 11. Service procurement services 12. Technical support services 13. E-mail services 14. Hardware recovery/reuse activities 15. Audio and visual services 16. Copying services 17. Reporting activities
Process Inputs	• Unit requests • End-user requests • Legal legislation • Content documents • Defined service requirements • Consumables • Hardware • Software • Service
Process Outputs	• Completed documents and records • IT service software maintained, repaired, installed and supported • Hardware • IT services (e-mail, technical assistance, etc.) • Audio and visual services • Copying services
Service Recipients	1. Academic and Administrative Units 2. Public and private institutions/organizations in relation with the University
Process Risks	Inability to find sufficient financial resources; inability to find sufficient and competent human resources

5.7. Library and Documentation Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.7. Library and Documentation Process
Process Definition	Facilitating access to information by enriching library resources.
Purpose of the Process	As a participatory information center where produced knowledge is presented to stakeholders, providing and making available information resources to meet researchers' and students' information needs and support intellectual development, and supporting education and research by planning services that ensure effective use of information resources.
Process Owner / Approver	Library Directorate
Process Prerequisites	Release of the publication acquisition budget; user requests
Process Successors	Book Request Module System
Process Activities	1. Collecting requests from the module, checking them and preparing the final list. 2. Planning Collection Development activities (printed and electronic resources) and acquisition process with administrative units and suppliers. 3. Cataloging and classification procedures. 4. Document supply service (interlibrary borrowing/lending, meeting thesis/article requests). 5. Library membership and lending procedures. 6. Reference and training services. 7. Accessible Library activities. 8. Open Access activities.
Process Inputs	• Book requests made through the Library tab in SIS • Library publication acquisition budget documents • Correspondence via EBYS
Process Outputs	• Databases in the library collection • Purchased printed and electronic books • Subscriptions • Correspondence via EBYS
Service Recipients	University students, academic and administrative staff, relevant stakeholders
Process Risks	• Resources cannot be obtained at the desired time because purchases are made in certain periods • Exchange-rate fluctuations • Increase in the proportion of the budget allocated to electronic resources • Incorrect checking of whether user requests are already in the library collection • Incorrect data entry during cataloging • Low database usage statistics; late return or loss of borrowed/lent books • Donated books not supporting education, being worn and/or old editions • Incorrect bibliographic checks of purchased books • Personnel being insufficient both qualitatively and quantitatively

5.8. Art, Culture and Sports Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.8. Art, Culture and Sports Process
Process Definition	To contribute to students' social and cultural development through social/cultural activities and club activities that increase motivation and institutional belonging; to work in cooperation with the Rectorate to develop social responsibility and social awareness projects supporting students' physical and psychological health and their cultural and social development; to lead the organization of activities through which students can gain added value and skills that create positive development; to listen to and analyze students' social, administrative and personal problems related to nutrition and sports activities in university life and make recommendations for solutions in coordination with the relevant academic and administrative units and the Student Council; to carry out studies to improve the quality of campus life and to guide students regarding psychological counseling and guidance services.
Purpose of the Process	To ensure that nutrition and accommodation services and cultural and sports activities offered to staff and students wishing to benefit from University facilities continue in the most appropriate, effective and sustainable manner, and to remain in interaction with the relevant units by continuously receiving feedback on these matters.
Process Owner / Approver	Under the chairmanship of the responsible Vice Rector
Process Prerequisites	
Process Successors	
Process Activities	1. Preparing the budget affiliated with the Dean's Office and ensuring its continuous monitoring and control. 2. Procuring the materials/goods and services required to carry out the Dean's Office activities and services within the scope of legislation. 3. Procuring durable movable assets needed for the Dean's Office activities and ensuring that they remain operational. 4. Ensuring communication among service units affiliated with the Dean's Office and improving internal management and inter-unit coordination. 5. Providing financial support to other unit managers and academic units in carrying out activities for students and staff. 6. Identifying students in need and providing support falling within the service area. 7. Organizing city tours and nature walks for students. 8. Establishing student clubs for sports, cultural and social activities in various fields, monitoring their activities, and carrying out work to recognize and reward successful student clubs. 9. Organizing sports activities involving University students and employees. 10. Supporting the sports unit in a coordinated manner in planning intra-university and inter-university sports activities. 11. Helping students recognize their physical, mental, emotional and social potential and use this potential and surrounding resources efficiently. 12. Preparing a satisfactory and high-quality monthly meal menu. 13. Carrying out all inspections and similar procedures regarding food service. 14. Ensuring that meals are prepared and served three times a day, every day of the year. 15. Inspecting cafeterias and businesses regarding cleanliness, quality products for students and administrative/academic staff, general appearance, quality of products sold, compliance with contractual quantities, and hygiene.
Process Inputs	• Directives and meeting minutes • Students, Academic and Administrative Staff • Consumables • Technological Software and Hardware • Budget Reports
Process Outputs	• Completed process documents and records • Project monitoring reports • Procurement result reports • Payment reports • Accounting controls • Stakeholder feedback reports • Warehouse control reports • Sports activity feedback reports • Orientation, cultural and nature trips • Nutrition services produced and provided
Service Recipients	Students, Communities and Clubs, Academic and Administrative Units, Related institutions and organizations
Process Performance Indicators	
Frequency of Monitoring Performance Indicators	Academic Year Process
Process Risks	• Low participation in social activities • Lack of interest in activities • Unexpected periodic problems • Problems related to student satisfaction

5.9. Construction Works and Technical Maintenance-Repair Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.9. Construction Works and Technical Maintenance-Repair Process
Process Definition	In line with the University's goals, principles and strategic plans, to keep the necessary physical infrastructure ready for service in order to provide all units with the construction, infrastructure, technology, comfort, aesthetics, equipment and technical support they need and to prepare the University for the future in the best, most accurate, reliable, environmentally friendly and economical manner.
Purpose of the Process	To carry out all planning, investment studies, technical services, operation and maintenance-repair duties that will enable the University to increase its productivity and social services and continue them uninterruptedly and strongly, in a fast, high-quality and economical manner.
Process Owner / Approver	Secretary General
Process Prerequisites	• Receipt of relevant requests from units • Determination of needs in line with the University's mission and vision
Process Successors	Service procurements following the procurement process.
Process Activities	1. Assignment of technical personnel. 2. Evaluation of requests and determination of needs. 3. Procurement of services when needs cannot be met with Directorate resources. 4. Informing relevant units.
Process Inputs	• Requests from units • Current status of personnel • Budget
Process Outputs	• Meeting requests and needs consistent with the mission and vision through Directorate resources or service procurement, thereby creating added value • Printed documents • Assignment letters • Needs list for the request • Service procurement approval • Information letters
Service Recipients	Entire University (units)
Process Performance Indicators	1. Number of fault/need notifications 2. Rate of incoming requests resolved 3. Rate resolved using Directorate resources 4. Rate resolved through service procurement 5. Internal stakeholder satisfaction rate with Project Technical Affairs Directorate activities
Frequency of Monitoring Performance Indicators	Annually
Process Risks	Insufficient budget resources; physical conditions; personnel competence; unforeseen costs; unclear requests; sister companies

5.10. Revolving Fund Enterprise Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.10. Revolving Fund Enterprise Process
Process Definition	Determination of activities carried out within revolving fund operations.
Purpose of the Process	To carry out procedures, within legal obligations, regarding income obtained from all education, training, research and application units operating within revolving fund activities.
Process Owner / Approver	General Secretariat
Process Prerequisites	Approvals and permissions to be obtained under relevant laws and legislation
Process Successors	Payments; organization of and participation in tenders; internal regulation/directive amendment processes.
Process Activities	1. Making additional payments to relevant parties generating income. 2. Conducting movable-property control procedures. 3. Conducting procurement and accrual procedures. 4. Conducting credit/advance procedures. 5. Accruing and paying taxes. 6. Preparing income and expenditure budgets. 7. Carrying out appropriation transfers. 8. Making travel allowance payments. 9. Conducting tender procedures. 10. Invoice procedures. 11. Additional budget procedures. 12. Monitoring and paying receivables of natural and legal persons and making legal tax and insurance debt inquiries related to these payments. 13. Conducting assignment of receivables (assignment deed/enforcement) when requested by natural and legal persons. 14. Formalizing clinical research, consultancy and speaking services by protocol, calculating payments to relevant persons and making payment. 15. Cost-accounting procedures by unit and transaction and calculating income and expenses. 16. Calculating KVK (Quality Efficiency Coefficient) rates for additional payment. 17. Leave procedures.
Process Inputs	Legal legislation; requests of other academic and administrative units; requests for scientific opinions, project preparation, research and similar services from official/legal institutions and natural/legal persons
Process Outputs	Requested activities for which procedures have been completed
Service Recipients	Academic and Administrative Units, Academic and Administrative Staff, Relevant Institutions and Organizations
Process Performance Indicators	1. Annual number of additional payments 2. Annual total number of movable transaction slips 3. Number of needs met through direct procurement 4. Number of needs met through tender 5. Number of orders for materials/services 6. Number of contracts for materials/services 7. Number of requested and supplied material items 8. Supplier and unit satisfaction survey rate 9. Annual number of advances 10. Annual total tax declarations 11. Estimated budget realization rate 12. Annual number of appropriation transfers 13. Annual number of travel allowance payments 14. Number of tenders conducted 15. Supplier and unit satisfaction survey rate 16. Annual number of invoices issued 17. Additional budget realization rate 18. Annual amount of hourly course fees paid 19. Audit findings regarding transactions, Treasury and Ministry of Finance findings, internal audit findings
Frequency of Monitoring Performance Indicators	Annually
Process Risks	High procurement cost due to delayed payment; delays in personnel rights such as duty additional payments when notifications are not made accurately and on time; erroneous payments; supply-chain difficulties due to global exchange-rate and price increases; penalties arising from system-related errors in mandatory programs.

5.11. Examination Question Copying and Optical Form Reading Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.11. Examination Question Copying and Optical Form Reading Process
Process Definition	Conducting copying and optical form reading procedures related to examinations.
Purpose of the Process	Reproduction of examination questions and reading optical answer sheets.
Process Owner / Approver	University General Secretariat
Process Prerequisites	• Printing the master copy by the course instructor, making an appointment and attending it • Making an appointment for reading the optical forms of the examination and attending it
Process Successors	Communicating results obtained from optical forms to the course instructor
Process Activities	1. Performing the requested reproduction. 2. Reading optical forms.
Process Inputs	• Copying and reading requests • Photocopy paper, envelope • Staples • Toner
Process Outputs	Reproduced examination questions and optical readings
Service Recipients	Faculty members
Process Performance Indicators	Number of requests fulfilled
Frequency of Monitoring Performance Indicators	Monthly
Process Risks	Consumables cannot be procured on time

5.12. Security Services Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.12. Security Services Process
Process Definition	Ensuring the peace and security of campuses, staff, students and visitors.
Purpose of the Process	Ensuring the uninterrupted continuation of education, training and service activities on campus.
Process Owner / Approver	General Secretariat
Process Prerequisites	-
Process Successors	All academic and administrative services and activities conducted on campuses
Process Activities	1. Conducting controls so that the campus is safe to move around day and night. 2. Ensuring traffic order. 3. Conducting identity checks. 4. Obtaining senior management approval for law-enforcement units to enter University campuses when necessary in security breach incidents. 5. Taking security measures at all academic, sports and cultural activities. 6. Using camera systems to ensure a secure environment on campuses. 7. Acting in cooperation with the support services unit during natural disasters.
Process Inputs	• Competence levels of protection and security staff on campus • Protection and security equipment and resources on campus
Process Outputs	Ensuring continuity of peace and security on campuses
Service Recipients	Staff, students, visitors and components of natural life
Process Performance Indicators	1. Number of educational spaces serving students at night 2. Number of traffic penalties issued on campuses under the Traffic Practices Directive 3. Number of complaints about security officers 4. Reports prepared by the Security Supervisor, Chief and Security Officer 5. Number of times law-enforcement units are called to campuses 6. Number of Private Security inspections 7. Number of traffic accidents on campuses 8. Number of lost/found/delivered items, etc. 9. Number of theft incidents 10. Number of Vehicle Stickers distributed 11. Number of archived camera records sent to judicial/administrative units or investigators
Frequency of Monitoring Performance Indicators	Every 6 months
Process Risks	• Physical and psychological harm to University staff, students, visitors and security officers • Activities carried out through unauthorized (illegal) entry to campuses

5.13. Procurement Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.13. Procurement Process
Process Definition	The process of purchasing goods and services.
Purpose of the Process	Ensuring that service and goods procurement activities are carried out economically, effectively and in accordance with relevant legislation by using University budget resources efficiently.
Process Owner / Approver	General Secretariat
Process Prerequisites	• Units submit requests according to their needs • Technical specifications are prepared by the requesting unit • Approximate cost is calculated by the requesting unit • Procurement requests are evaluated by the relevant academic and/or administrative unit head and submitted to the General Secretariat • Budget appropriations are checked • If the appropriation is suitable, the request is sent by the General Secretariat to the Procurement Unit to determine the procurement method in accordance with relevant directives and instructions • Offers are obtained from suppliers according to the technical specification • A market research form is completed based on offers and the supplier is selected • A Procurement Decision Record is prepared, assigned a registration number and submitted for approval • After approval, a letter is prepared and served on the relevant company for delivery of the goods/services
Process Successors	Goods and services that cannot tolerate delay
Process Activities	1. Procurement by tender procedure 2. Procurement by quotation procedure 3. Procurement by direct supply 4. Procurement by advance payment
Process Inputs	• Requests for goods and services from units • Budget • Time
Process Outputs	• Completed documents and records (Procurement Decision Record) • Receipt and recording of Goods and Services Acceptance documents • Inspection by the requesting unit and transfer of approved goods/services to the warehouse with an acceptance report • Fixed-asset registration according to academic/administrative unit • Preparation and follow-up of payment letters by the requesting unit • Submission of payment order and attachments, procurement documents and acceptance report to Accounting • Control of the requesting unit's budget procedures
Service Recipients	Request owners; all units
Process Performance Indicators	• Number of procurements by each type • Time between receipt and fulfillment of request • Satisfaction rate
Frequency of Monitoring Performance Indicators	After completion of the contract period; every 6 months
Process Risks	• Changes in exchange rates • Failure to fulfill commitments • Going to procurement with technical specifications that restrict competition

5.14. Internal Control Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.14. Internal Control Process
Process Definition	Activities carried out to ensure that University activities are conducted effectively and efficiently in accordance with the strategic plan and legislation.
Purpose of the Process	To protect the University's assets and resources.
Process Owner / Approver	Rectorate
Process Prerequisites	-
Process Successors	-
Process Activities	1. Administrative controls 2. Managerial controls 3. Internal audit activities
Process Inputs	• Audit and Evaluation Reports • Unit Activity Reports
Process Outputs	• Administration Activity Report • Other Reports
Service Recipients	Rectorate
Process Performance Indicators	• Number of control activities • Number of areas identified as open to improvement • Number of improvements implemented
Frequency of Monitoring Performance Indicators	Annually
Process Risks	• Lack of ownership of the process • Insufficient information about institutional activities • Poor resource management • Weak stakeholder participation

5.15. Education and Training Activities Management Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.15. Education and Training Activities Management Process
Process Definition	Taking managerial, administrative and support measures necessary to prevent disruption of education and training activities.
Purpose of the Process	Ensuring that education and training activities and campus life continue without disruption.
Process Owner / Approver	Relevant Vice Rector
Process Prerequisites	• Completion of student admission-registration procedures • Academic Calendar • Planning continuous education and development activities of teaching staff
Process Successors	-
Process Activities	1. Coordinating units responsible for conducting education and training activities. 2. Conducting education and training activities (face-to-face and online) effectively and efficiently. 3. Conducting education and training activities in accordance with the academic calendar. 4. Healthy and efficient use of education and training infrastructure and resources.
Process Inputs	• Legislation • Education and training infrastructure opportunities and resources • Organizational structure related to education and training activities • Support staff contributing to processes
Process Outputs	Satisfaction of students and teaching staff
Service Recipients	Students and teaching staff
Process Performance Indicators	1. Satisfaction level 2. Number of relevant requests 3. Request fulfillment rate
Frequency of Monitoring Performance Indicators	Every 6 months
Process Risks	• Insufficient coordination among units • Insufficient resources

5.16. Economic Enterprises Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.16. Economic Enterprises Process
Process Definition	Provision of goods and services without receiving public support.
Purpose of the Process	Providing goods and services under appropriate conditions to staff, students and visitors on campuses.
Process Owner / Approver	Rectorate
Process Prerequisites	-
Process Successors	-
Process Activities	1. Accommodation activities 2. Nutrition activities 3. Health activities 4. Sports activities 5. Stationery supply activities 6. Facility and enterprise activities 7. Social-cultural activities
Process Inputs	Student requests; internal and external stakeholder requests
Process Outputs	Goods and services consumed/used on campuses
Service Recipients	Internal and external stakeholders
Process Performance Indicators	1. Number of activities in each field 2. Satisfaction rate regarding activity fields 3. Budgets of activity fields
Frequency of Monitoring Performance Indicators	Every 6 months
Process Risks	Operating loss; abuse of duty, irregularity

5.17. General Secretariat Office Affairs Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.17. General Secretariat Office Affairs Process
Process Definition	Organizing Senate and Executive Board meetings.
Purpose of the Process	Ensuring documentation of Senate and Executive Board meeting decisions and informing necessary units.
Process Owner / Approver	Secretary General and Rector
Process Prerequisites	Process of creating the Senate/Executive Board agenda
Process Successors	• Process of communicating Senate/Executive Board decisions to the unit • Processes for carrying out activities based on these decisions
Process Activities	1. Preparing Senate/Executive Board meeting agendas and managing their processes. 2. Distributing decisions to relevant units and archiving them.
Process Inputs	Documents forming the Senate/Executive Board agenda
Process Outputs	Senate/Executive Board documents and decisions
Service Recipients	Academic and Administrative Units
Process Performance Indicators	• Number of decisions and meetings • Number of documents received from units
Frequency of Monitoring Performance Indicators	Annually
Process Risks	Documents not arriving on time

5.18. Correspondence Affairs Management Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.18. Correspondence Affairs Management Process
Process Definition	Organizing letters and correspondence between the University and internal and external units.
Purpose of the Process	Ensuring that internal and external correspondence is delivered to relevant units and persons on time.
Process Owner / Approver	Secretary General, Rectorate
Process Prerequisites	Process of creating a correspondence request; process of document creation
Process Successors	Providing the requested information and document
Process Activities	1. Preparing internal and external correspondence. 2. Opening documents for signature.
Process Inputs	• Official letters and correspondence • Letters and requests from natural and legal persons (Incoming Documents)
Process Outputs	• Forwarding incoming requests to relevant units and responding to them • Sent letters (Outgoing Documents)
Service Recipients	• Public institutions and organizations • Relevant academic and administrative units • Relevant persons
Process Performance Indicators	Number of incoming and outgoing documents registered in EBYS; average time for a document to reach the relevant unit (e.g., time between receipt of a request letter and response).
Frequency of Monitoring Performance Indicators	Annually
Process Risks	• Failure to respond to time-limited official letters and correspondence on time • Interruption in the EBYS System

5.19. Event Venues Management Process

Name of the Parent Process	Main Administrative and Support Process
Process Name	5.19. Event Venues Management Process
Process Definition	Conference, Performance, Art and Exhibition Venues Management Process
Purpose of the Process	To organize cultural and artistic activities at the Art and Exhibition Center in accordance with the directive within University activities, enable exhibition of projects and products produced by faculties and schools, and ensure that Art Center activities are carried out in a planned manner throughout the year.
Process Owner / Approver	Rector
Process Prerequisites	Event request
Process Successors	Realization of the event
Process Activities	1. Evaluating requests during the year. 2. Planning and conducting approved events. 3. Ensuring allocation of the necessary Art and Exhibition Center facilities for the event (hall, sound, lighting, technical equipment, cleaning, organization, music). 4. Reporting completed activities and communicating them to relevant units. 5. Determining maintenance and repair needs of the Event Center and creating requests.
Process Inputs	• Request for the event to be held • Participants of the event • Information on damage resulting from the event
Process Outputs	• Artistic, sports, scientific and cultural events and promotional activities • Post-event reports • Post-event needs list
Service Recipients	• Faculties, schools, institutions, organizations and persons holding events • Event participants • Units to which the event report and needs list will be sent
Process Performance Indicators	1. Annual budget return to the University 2. Number of events 3. Number of collaborations 4. Number of website and social media visits 5. Budget return provided to internal stakeholders
Frequency of Monitoring Performance Indicators	Annually
Process Risks	• Scheduling conflicts • Legislative risks • Unforeseen costs • Infrastructure deficiencies • Consumable and technical material shortages • Personnel shortage

6.1. Governance Process

Name of the Parent Process	Managerial Processes
Process Name	6.1. Governance Process
Process Definition	The main process covering governance, strategic management, education and training, research and development, social contribution, process management, institutional risk management, corporate communication and stakeholder relations management, as well as objection-complaint and ethics processes, in order to fulfill the institution's duties established by law (internal and external stakeholders).
Purpose of the Process	To ensure fair, consistent and effective decision-making processes and practices within cooperation with stakeholders and a participatory governance approach; and to create and sustain accessible information environments based on transparency and accountability.
Process Owner / Approver	Rectorate
Process Prerequisites	Strategic Plan
Process Successors	
Process Activities	1. Identifying the need for a decision by units and/or the Senate. 2. If the need arises within a unit, the decision is within that unit's authority and does not require a regulation, discussing proposals from internal/external stakeholders at the relevant board/management meetings, deciding, announcing and implementing the decision. 3. If a need for regulation identified by academic/administrative units concerns an application within their authority: 3.1 preparing a draft under the responsibility of the deputy manager of the unit owning the relevant process; 3.2 identifying and evaluating possible effects of implementing the draft; 3.3 discussing the draft and possible results in unit boards and deciding after benefit-harm assessment; 3.4 if Senate approval is required, submitting it to Senate and implementing according to the Senate decision; 3.5 if Senate approval is not required, announcing and implementing the regulation. 4. If a decision need identified by academic/administrative units is outside their authority or requires regulation, notifying the Rectorate and/or General Secretariat. 5. Discussing regulation needs from the Rectorate and/or General Secretariat in Senate, deciding and determining the purpose of the regulation. 6. If positively evaluated by Senate and a new regulation is required: 6.1 establishing a working team by the Vice Rector responsible for the main process, including representatives of affected units and, when necessary, legal counsel; 6.2 preparing the regulation draft; 6.3 determining possible outcomes, evaluating alternatives in terms of benefit/harm and sending the most appropriate draft with the Senate agenda before the meeting; 6.4 discussing alternatives and possible results and deciding. 7. If an amendment to an existing regulation is required, discussing the proposal and alternatives among Senate members, deciding, notifying relevant units in writing and announcing it on the University website. 8. Monitoring and evaluating the effects of the regulation.
Process Inputs	• Decision needs list • Stakeholder requests • Relevant legislation and organizational chart • Relevant institutional decisions • Meeting minutes • Rectorate letters
Process Outputs	• Plans • Regulations and Directives • Senate and Executive Board Decisions • Results of needs evaluations
Service Recipients	Internal and external stakeholders
Process Performance Indicators	• Rate of completion of governance and planning processes according to the established calendar • Number of positively evaluated requests / number of requests • Time between receipt of a request and response
Frequency of Monitoring Performance Indicators	Every 6 months, annually and every 5 years
Process Risks	

6.2. Strategic Planning and Monitoring Process

Name of the Parent Process	Managerial Processes
Process Name	6.2. Strategic Planning and Monitoring Process
Process Definition	The whole of the stages including establishing an internal control environment, establishing a risk management system, receiving stakeholder feedback (complaints, suggestions, requests, satisfaction, etc.), monitoring and evaluation, and internal audit, in order to safely achieve the aims and objectives set out in the institutional strategic plan.
Purpose of the Process	To determine the University's aims, objectives and policies in line with its core competencies, taking into account stakeholder expectations and opinions and developments in its environment, and to monitor and evaluate their realization.
Process Owner / Approver	Rectorate
Process Prerequisites	Governance and planning process; Institutional and Organizational Structuring process; Process Management process; Strategic Plan Development process
Process Successors	Implementation of the improvement plan
Process Activities	1. Conducting strategic planning activities: 1.1 self-evaluation of all University units and preparation of self-evaluation report; 1.2 obtaining employee and student opinions; 1.3 obtaining expectations and opinions of stakeholders, employees and students through surveys; 1.4 collecting and analyzing information on existing/potential competitors, suppliers, buyers and other relevant units within stakeholder analysis and identifying opportunities/threats; 1.5 evaluating substitute services, international/national developments in higher education, economic conditions, social-cultural and societal developments, regional industry/trade, science/technology/innovation, legislation and government policies to identify opportunities/threats; 1.6 compiling all opportunities and threats in the environmental analysis report. 2. Conducting self-evaluation activities: 2.1 updating criteria and preparing forms/plans; 2.2 assigning and informing employees; 2.3 informing academic/administrative units; 2.4 conducting self-evaluation according to the previously established and announced plan; 2.5 evaluating team findings together to determine strengths and weaknesses; 2.6 preparing the University self-evaluation report; 2.7 notifying process owners of areas open to improvement and planning/implementing improvement activities. 3. Updating the institution's mission, vision, core values, policies and critical success factors as a result of these opinions and analyses. 4. Determining strategic aims: 4.1 units determine targets based on previous performance, benchmarking/comparison results and individual targets; 4.2 determining activities needed to achieve targets; 4.3 determining resources and planning budgets; 4.4 entering all data into the Strategic Management Information System. 5. Documenting and disseminating the institutional strategic plan. 6. Entering realized target values by all units into the Strategic Management Information System every June and December. 7. Preparing monitoring/evaluation reports and submitting them to the board. 8. Determining areas open to improvement and actions after performance presentations.
Process Inputs	• Current Strategic Plan • Unit self-evaluation reports • Previous Administration Activity Reports • Internal/external stakeholder lists • Performance indicator measurements • Survey Results • Reports and Plans of Relevant Institutions/Organizations • Benchmarking/comparison data with other institutions • Legal legislation, Information Systems, Consumables • Legislation • Situation analysis reports • Action plan • Feedback documents (complaints, suggestions, requests, satisfaction, etc.)
Process Outputs	• Duties, authorities and responsibilities • Self-evaluation reports • Internal control action plan report • Strategic Plan monitoring and evaluation report • Activity Report • Internal audit report • Unit self-evaluation reports • Stakeholder opinion reports • SWOT analysis report • Current Strategic Plan evaluation report
Service Recipients	Internal and external stakeholders
Process Performance Indicators	• Rate of achieving the relevant year's targets: (Number of Achieved Targets / Total Number of Targets) ×100 • Increase in target achievement rate • Number of annual institutional performance measurement activities • Percentage of achievement of education and training targets in the Strategic Plan • Percentage of achievement of research targets in the Strategic Plan

	• Percentage of achievement of administrative activity targets in the Strategic Plan • Percentage of achievement of social service activity targets in the Strategic Plan • Target achievement rate • Employee Satisfaction Survey Rate • Leadership Behavior Effectiveness Survey Rate • Supplier Satisfaction Survey Rate • Graduate Satisfaction Survey Rate • Student participation rate in student representative elections • Number of meetings between Student Representative and University Management • Number of activities to improve the management system • Number of boards/commissions formed with stakeholders
Frequency of Monitoring Performance Indicators	Every 6 months, annually
Process Risks	Senior management not owning the process; ineffective organizational functioning, communication and coordination; employees not sufficiently owning the process; emergence of unforeseen risks; uncontrollable adverse external effects

6.3. Process Management Process

Name of the Parent Process	Managerial Processes
Process Name	6.3. Process Management Process
Process Definition	The process in which all activities carried out in the institution are defined and analyzed using a process approach, performance is monitored and improvements are identified.
Purpose of the Process	Designing, managing and improving processes in order to realize the University's vision and create increasing value for all stakeholders.
Process Owner / Approver	Rector, Vice Rectors, Secretary General
Process Prerequisites	• Defining processes • Updating existing processes or developing new processes
Process Successors	Evaluation, Monitoring
Process Activities	1. Defining institutional processes or updating previously defined processes. 2. Determining the Critical Process with priority for improvement according to strategic priorities. 3. Determining targets for processes based on performance indicators. 4. Monitoring process performance results in 12-month periods. 5. Evaluating performance results. 6. Identifying processes requiring improvement. 7. If breakthrough improvement is required: 7.1 establishing improvement teams; 7.2 preparing a change plan; 7.3 implementing breakthrough improvement through change management. 8. If gradual improvement is required: 8.1 establishing an improvement team of process owner and implementers; 8.2 implementing improvement; 8.3 monitoring and evaluating improvement results.
Process Inputs	Activity reports, Unit Internal Evaluation Reports, legislation, Process Handbook, current levels of Strategic Plan performance indicators
Process Outputs	Updated Process Handbook; improvement plans; process management results report
Service Recipients	Internal/external stakeholders
Process Performance Indicators	1. Number of reports produced on processes 2. Number of improvement proposals 3. Internal and external stakeholder satisfaction level 4. Number of complaints and suggestions 5. Number of improvements implemented 6. Number of processes defined/updated
Frequency of Monitoring Performance Indicators	Annually, every 5 years
Process Risks	Weak participation of process owners in interim monitoring/reporting; evaluations/proposals not being objective; insufficient human and financial resources disrupting monitoring; emergence of uncontrollable, unforeseen risks and external effects

6.4. Risk Management Process

Name of the Parent Process	Managerial Processes
Process Name	6.4. Risk Management Process
Process Definition	Carrying out necessary activities to identify, analyze and manage risks experienced or potentially faced in University processes and minimize their adverse effects.
Purpose of the Process	Identifying risks and opportunities in advance, taking necessary measures before risks occur, and ensuring maximum benefit from opportunities.
Process Owner / Approver	General Secretariat; Rectorate
Process Prerequisites	Governance and planning process; Institutional and Organizational Structuring process; Process Management process; Strategic Plan Development process
Process Successors	Implementation of corrective/preventive activities in the improvement plan
Process Activities	1. Identifying process risks 2. Prioritizing risks 3. Planning preventive activities
Process Inputs	• Risk Management Plan • Strategic Plan • SWOT Analysis • Process Handbook
Process Outputs	Risk management plan
Service Recipients	Internal and external stakeholders
Process Performance Indicators	1. Number of updates in the risk management plan 2. Number of high-priority risks 3. Number of opportunities 4. Number of activities carried out to prevent risks
Frequency of Monitoring Performance Indicators	Every 6 months
Process Risks	Senior management not owning the process; ineffective organizational functioning, communication and coordination; employees not sufficiently owning the process; emergence of unforeseen risks; uncontrollable adverse external effects

6.5. Internal Audit Process

Name of the Parent Process	Managerial Processes
Process Name	6.5. Internal Audit Process
Process Definition	Independent and objective assurance activities carried out to add value to and improve University operations by evaluating and guiding whether resources are managed effectively, economically and efficiently.
Purpose of the Process	To ensure that institutional activities are planned and carried out in accordance with aims and policies, development plans, programs and legislation; that resources are used effectively, economically and efficiently; and that information is reliable, complete and obtainable on time.
Process Owner / Approver	Rectorate
Process Prerequisites	
Process Successors	
Process Activities	1. Internal audit planning 2. Conducting the audit 3. Reporting 4. Monitoring audit results
Process Inputs	• Unit activity reports • Unit financial documents • Other documents related to unit activities
Process Outputs	Audit report
Service Recipients	General Secretariat and Rectorate
Process Performance Indicators	1. Number of units audited 2. Number of areas identified as open to improvement 3. Number of areas open to improvement addressed 4. Satisfaction rate with internal audit activities
Frequency of Monitoring Performance Indicators	Annually
Process Risks	• Lack of ownership of the process • Insufficient information about institutional activities • Poor resource management • Weak stakeholder participation

6.6. Quality Management Process

Name of the Parent Process	Managerial Processes
Process Name	6.6. Quality Management Process
Process Definition	A process in which the quality of all services provided by the institution is planned, measured and continuously improved.
Purpose of the Process	To establish quality awareness in all processes in line with the quality policy, disseminate this awareness to all units, continuously improve and sustain the quality of services provided to internal and external stakeholders, and conduct and evaluate activities for exemplary practices.
Process Owner / Approver	Rector
Process Prerequisites	Quality policies
Process Successors	Evaluation, monitoring
Process Activities	1. Administering stakeholder satisfaction surveys. 2. Analyzing strategic and process performance results. 3. Monitoring units' Quality Management targets and performance. 4. Analyzing stakeholder surveys and feedback. 5. Conducting and monitoring improvement activities. 6. Revising and publishing basic documents. 7. Evaluating all analyses through self-evaluation in line with quality policies. 8. If the institution undergoes external evaluation: 8.1 deciding on the institution from which external evaluation service will be received and obtaining information about the process; 8.2 conducting reporting/evaluation steps according to the external evaluation process; 8.3 receiving and evaluating the Feedback Report at the end of external evaluation.
Process Inputs	Current quality policy documents; stakeholder list; Process Cards; Strategic Plans; Activity Reports; integrated information management data tracking information requests, complaints, suggestions, requests and satisfaction; satisfaction surveys; stakeholder feedback; internal and external evaluation reports; monitoring/evaluation reports; Situation Analysis Report
Process Outputs	Strategic Plans, Process Management Handbook, Activity Reports, Survey Evaluation Results, Annual Work Plans, Self-Evaluation Reports, Accreditation Reports, Institutional External Evaluation Reports, YÖK University Monitoring and Evaluation Report, YÖDAK University Monitoring and Evaluation Report, YÖKAK KİDR Report
Service Recipients	Internal and external stakeholders
Process Performance Indicators	1. Satisfaction rate with quality processes 2. Number of activities conducted within quality management 3. Number of unit self-evaluation reports 4. Number of management activities 5. Number of improved areas / number of areas open to improvement 6. Number of surveys 7. Number of evaluation reports 8. Number of evaluation and monitoring activities
Frequency of Monitoring Performance Indicators	Annually
Process Risks	Inability to use information obtained from practices sufficiently; inability to use created documents effectively and efficiently; incomplete or insufficient preparation/evaluation of forms, documents, opinions, analyses and measurements; inability to establish sustainable management staff

6.7. Administrative Unit Self-Evaluation Process

Name of the Parent Process	Managerial Processes
Process Name	6.7. Administrative Unit Self-Evaluation Process
Process Definition	Evaluation, through self-evaluation of the University's administrative units, of whether their services are provided at established standards and the level of service delivery at service-inventory level.
Purpose of the Process	To ensure that services of the University's administrative units are provided at high quality in accordance with established standards.
Process Owner / Approver	Rectorate
Process Prerequisites	
Process Successors	Improvement and updating activities in administrative unit operations
Process Activities	1. Determining the evaluation guide 2. Preparing the self-evaluation report according to the guide 3. Evaluating self-evaluation reports 4. Identifying strengths and areas open to improvement 5. Planning corrective activities
Process Inputs	• Unit evaluation guide • Unit evaluation reports
Process Outputs	Self-evaluation report
Service Recipients	All administrative units
Process Performance Indicators	1. Number of administrative units evaluated 2. Number of proposed areas open to improvement 3. Number of improvements implemented 4. Time elapsed between the start of evaluation and report writing
Frequency of Monitoring Performance Indicators	Annually
Process Risks	• Insufficient personnel • Insufficient awareness • Low institutional belonging • Non-objective evaluation and promotions not based on merit • Excessive bureaucratic workload; ineffective organizational functioning, communication and coordination • Employees not sufficiently owning the process