Dicle University

Faculty of Theology

Daytime Education

Self-Assessment Report

(Update 2021)

(To the Theology Accreditation Agency)

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INFORMATION ABOUT THE INSTITUTION

1. Contact Information

Dean

Prof. Dr. H. Musa BAĞCI

Tel +90 (412) 2488023

E-Mail: hmbagci@hotmail.com

Vice-dean

Dr. Instructor Member Orhan CANPOLAT

Tel: 90 552 602 91 32

E-Mail: polatcan21@hotmail.com

2. Historical Development

Our History

Our faculty was established as the Faculty of Theology affiliated to Dicle University in accordance with the amended subparagraph (a) of Article 32 of the Law No. 2809 by publishing 30-31 pages of the Official Gazette dated 11 July 1992 and numbered 21281, in Article 23.

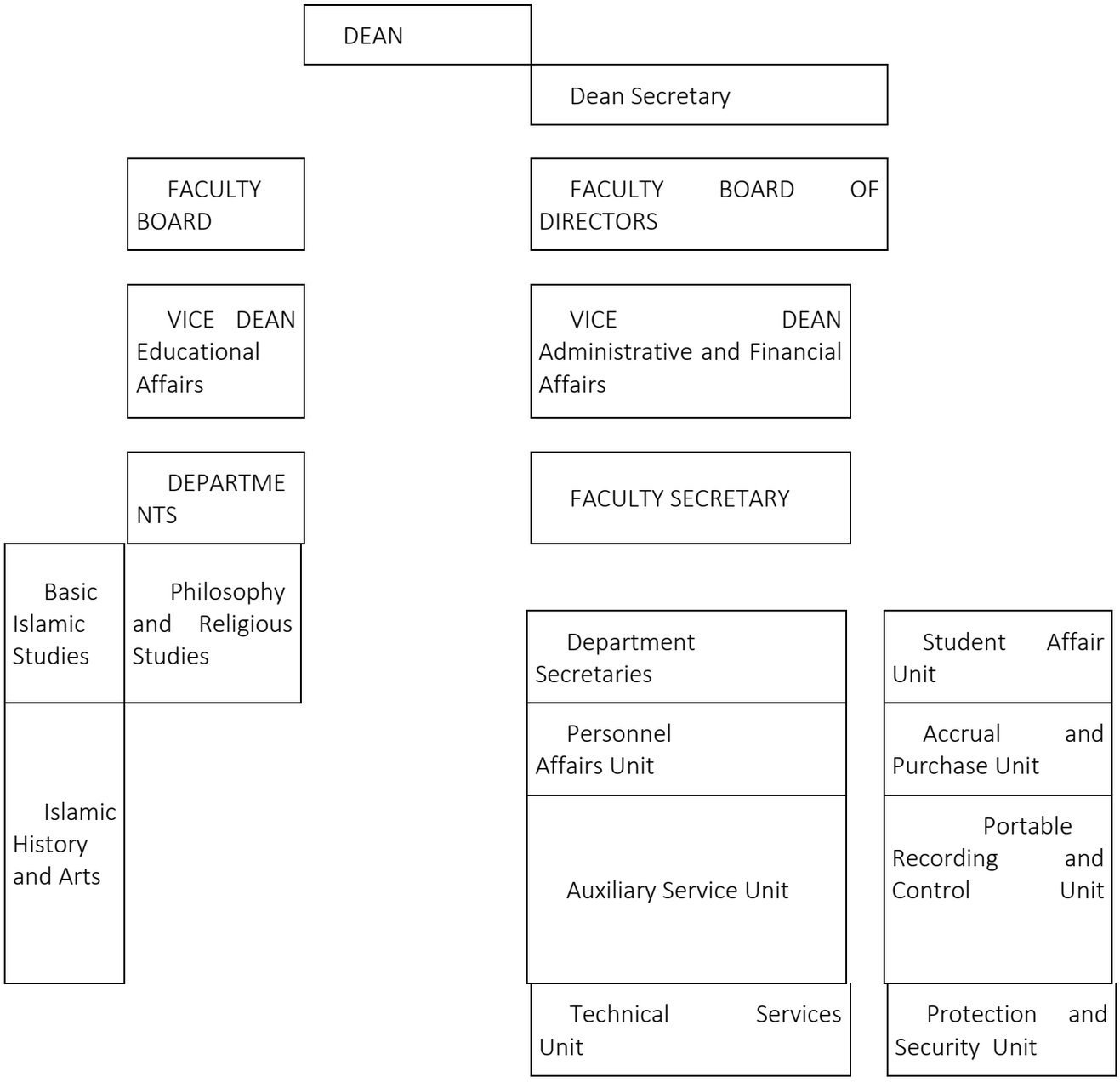
Our faculty started its educational activities with 28 students in the 1993-1994 academic year. In June 1998, it gave its first graduates. In addition to the Bachelor of Theology program of our faculty, the Primary Education Religious Culture and Moral Education Program has been opened since the 1999-2000 academic year. This department had its first graduates in June 2003. With the decision of Higher Education Board, this program was transferred to the Faculty of Education for a while, but in 2012 it was connected to the Faculty of Theology again. As of the 2014-2015 academic year, no students were admitted to this program.

With the letter of the Higher Education Council dated 03.07.2009 and numbered 019489, it was decided to open a secondary education program within the body of Theology. Based on this decision, our faculty took students to the curriculum. In addition, with the letter of the Council of Higher Education dated 01.06.2011 and numbered 3429-023090, the Theology Undergraduate Completion Program was opened under the name of Distance Education Program and started education with 300 students in the 2011-2012 academic year.

Within our faculty, 3 programs as Theology, Second Theology and ILITAM; It continues its teaching activities with 3 departments and 20 departments, namely Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic Arts and History.

As of the 2020-2021 academic year, 1629 in I. Education, II. There are 452 students in education and 1358 students in the ILITAM program.

The academic and administrative organizational structure of our faculty is as follows:



3. Mission, Vision, Values and Goals

Our Mission

Our mission is to educate and train well-equipped, useful, dynamic, free and virtuous religious officials, teachers, researchers and academics who learn from the basic sources of religion, loyal to national, spiritual, moral and universal values and cultural heritage and who are respectful to different beliefs and values, human rights and freedoms, environment and nature; capable of scientific and free thinking, who are able to benefit from historical acquis, analyze and examine information; who endeavor to ensure that the society understands and learns religion correctly by researching the phenomenon of religion from its basic sources with interdisciplinary cooperation, by adhering to universal ethical values, evaluating it in the light of new developments, following the needs and tendencies of the society and producing solutions to the problems encountered in religious matters in terms of professional knowledge and skills.

Our vision

It is our vision to be a distinguished Faculty of Theology, whose members are honored to share the knowledge and values it produces in the field of General Theology and Basic Islamic Sciences at national and international level, whose theologians, religious educators and competent clergy are exemplified by being equipped with classical and contemporary knowledge and ideas.

Our Values

The basic values of our faculty are to respect human rights and freedoms, to respect the environment and nature, to comply with universal ethical values, to protect the common cultural heritage of humanity, national and spiritual values, to sensitively serve ethical rules in scientific research, to guide the society with its knowledge and understanding of change adopts.

Our Goals

As a faculty, our goal **is** to carry out the necessary studies to be accredited by the IAA (Theology Accreditation Agency) as soon as possible, to carry out process planning and team organizations to ensure our quality, To update the course schedules and contents and course resources. to be evaluated and to make necessary arrangements in this regard, At the end of each academic term, to carry out surveys for students and faculty members in order to determine the quality of teaching and the rate of achievement of teaching outputs, to take measures and make improvements regarding the deficiencies in teaching activities, To make the potential of our faculty functional within the scope of social contribution activities, first of all, necessary within our faculty. To make agreements with various institutions and organizations after making organizational studies and financial allocations, and to actively realize the requirements of our mission in this context.

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Purposes

Our faculty's mission and vision; In accordance with the main objectives specified in the strategic plan of Dicle University, 6 objectives in the strategic plan of the institution are implemented in line with 32 strategic objectives. Our faculty controls education, research and development, social contribution processes together with the quality assurance system. The commissions and the heads of the commissions established on this subject meet regularly and work to improve the process.

A.1.1. Mission, Vision, Strategic Purpose and Goals

The mission, vision and strategic goals and objectives of the faculty are contained in the Faculty Quality Manual (see Evidence 1) and the Strategic Plan for 2020-2024 (see Evidence 2). Prior to 2020, our faculty was implementing its strategic plan in accordance with the 2015-2019 Strategic plan (see Evidence 3), which was prepared earlier. In 2020, the objectives and strategic targets listed here have been updated. Accordingly, the objectives and strategic objectives of the institution have been determined as follows:

Related section	Goals	Strategic Goals
Quality	Goal 1: Developing the Institutional Identity/Capacity of our Faculty.	H.1.1. To achieve full accreditation of the unit to IAA by the end of 2024.
	Goal 2: To Ensure Continual Improvement in Teaching Quality.	H.2.1. To improve the quality of the curriculum with appropriate activities. H.2.2. To increase international recognition. To ensure the participation of our students in the

Assurance System		information meetings organized jointly with the international student office of our university.
Research Development	Goal 1: Developing Research Activities; Increasing the Number and Quality of Publications.	H.1.1. To increase the number of publications in journals in international and national citation indexes. To increase the number of highly cited publications in journals with high impact factor. H.1.2. To produce at least 10% of the graduate theses completed each year. H.1.3. To carry the faculty journal to national-international indexes. H.1.4. To ensure the participation of academic staff in domestic and international activities that will increase their professional experience. H.1.5. To develop infrastructure studies that will contribute to the researcher identity of our faculty. H.1.6. To support the professional development of the administrative staff of our school. H.1.7. Contributing to the need for human resources for doctoral graduates of our faculty by supporting the students in the relevant doctoral programs determined by HEB. H.1.8. To consider local needs while developing research activities and to cooperate effectively with external stakeholders for this purpose. H.1.9. To develop academic activities that respond to social problems.
Social Contribution	Goal 1: Increasing the Efficiency of Community Service Activities, Developing Faculty-City Cooperation.	H.1.1. To increase social responsibility projects within the scope of protocols with the governorship and other public institutions. H.1.2. To identify the religious problems and needs of the society with a healthy perspective and to realize solutions for them. H.1.3. To actively use mass media in religious services for the community. H.1.4. To increase satisfaction levels in social services. H.1.5. To increase cooperation with public institutions in order to bring our students together with different layers of society.

Management System	Goal 1: Strengthening the Administrative Structure with Good Management Practices.	H.1.1. To ensure success and continuity in internal control system applications. H.1.2. To use the reward-incentive system fairly and effectively in administrative practices. H.1.3. Developing an accountable management structure.

Looking at these goals and strategic goals, the goals and strategic goals are; It is seen that it covers all areas such as quality assurance strategies, education and training strategies, scientific research strategies, social contribution and public relations strategies, human resources management strategies. In this regard, within the scope of the Strategic Plan, there are applications made in the institution in line with its strategic goals and objectives.

Example 1: On Objective 1 of Goal 1 related to quality assurance, the institution has established commissions (see Evidence 4) and these commissions hold various meetings to speed up the accreditation process (see Evidence 5).

Example 2: "H.1.7. Our faculty promotes on social media with its official accounts in order to bring qualified students to our faculty and to promote our faculty in various environments for this purpose (see Evidence 6,7,8,9).

Example 3: Again, regarding education and training, "H.1.2. Collaborations with external stakeholders have been made with the goal of "developing participatory and active learning-based processes in lessons and extracurricular activities" (see Evidence 10).

Example 4: "Aim 1: Improving Research Activities; Under "Increasing the Number and Quality of Publications", "H.1.8. "Imam Shafii and Shafi'i Studies Application and Research Center" was established at the university in order to take local needs into consideration while developing research activities and to cooperate effectively with external stakeholders for this purpose" (see Evidence 11).

Considering the evaluations of the development and accreditation commissions of our faculty, along with the examples above, it is seen that some applications are made in the institution in line with the strategic plan and targets. Along with these practices, it is seen that the strategic plan is taken into account in the decision-making processes. Some mechanisms have also been developed to monitor the strategic plan. Evaluation of the strategic plan of our faculty, as stated in the Strategic Plan; is realized by the analysis of the compliance of the implementation results with the strategic goals and targets, and the level of achievement of the targets. However, these studies are not yet at a level to cover all areas. In this respect, our faculty prepares activity reports (see Evidence 12). In addition, under the leadership of the faculty secretariat, the relevant administrative and academic units will prepare a performance report every year after collecting the data on the implementation of the strategic plan and making the necessary statistical evaluations. Based on the evaluations of our development commissions and the performance report of our faculty board of directors, the extent to which the strategic goals and objectives have been achieved, how well the strategic plan has been complied with, which subjects have been successful or unsuccessful, and how the necessary improvement works can be done, etc. will review the issues.

Maturity Level:

Within the scope of the strategic plan, practices covering all areas in line with strategic goals and objectives are monitored systematically and in accordance with the internal quality assurance system of the faculty, and measures are taken by evaluating them together with stakeholders.

Evidence:

Evidence 1: Quality Manual

Evidence 2: Strategic Plan for 2020-2024

Evidence 3: Strategic Plan for 2015-2019

Evidence 4: Quality Commissions

Evidence 5: Minutes of Quality and Accreditation Meetings

Evidence 6: Official Twitter account of the faculty

Evidence 7: Official Youtube channel of the faculty

Evidence 8: Official Instagram account of the faculty

Evidence 9: Official Facebook account of the faculty

Evidence 10: Faculty collaborations with external stakeholders

Evidence 11: Imam Shafii and Shafi'i Studies Application and Research Center

Evidence 12: Activity reports

A.1.2. Quality Assurance, Education, Research and Development, Social Contribution and Management System Policies

The institution has quality, education, research and development, social contribution and management system policies, and these policies are included in the Quality Manual (see A.1.1.Evidence 1) and in the Strategic Plan (see A.1.1.Evidence 2). While creating these policies, Dicle University Quality Policy (see Evidence 1), Dicle University Education Policy (Evidence 2), Dicle University Research and Development Policy (see Evidence 3), D. Ü. Institution-specific studies were carried out, taking into account the Community Service and Social Responsibility Policy (see Evidence 4). The policies of the institution are as follows:

Our quality policy:

1- To carry out and continuously improve educational and research activities by complying with the quality principles at the national and international level,

2- To carry out practices that create social value, based on cooperation with internal and external stakeholders, to measure and improve satisfaction,

3- To have a teaching staff who can train individuals who constantly renew themselves, research, question, have effective communication skills and social sensitivity,

4- Raising environmentally sensitive individuals who have the knowledge, skills, behavior and general culture of the profession,

5- To be a faculty that meets the expectations and needs of service recipients, and focuses on continuous improvement and stakeholder satisfaction,

6- To implement and continuously improve the quality assurance system in accordance with the vision and mission of the Faculty, by spreading the quality awareness and culture at the faculty level.

Our Education Policy:

1- Adopting an innovative and productive education model in accordance with national and international standards in professional knowledge and competence in religious sciences,

2- To equip students with skills such as analytical thinking, creativity, critical thinking and problem solving, social and intercultural productivity and responsibility,

3- To continuously improve the quality of education by strengthening international cooperation with the participation of internal and external stakeholders,

4- To gain skills such as information, media and technology skills, information and communication technologies literacy within the framework of education and training,

5- To make it competent by considering the harmony between 21st century skills and innovations in educational sciences and vocational education programs.

Our Research & Development Policy:

1- Carrying our Faculty further at the national and international level by improving the research capacity of our faculty,

2- To increase the number of national and international qualified and effective publications and projects in academic studies,

3- Ensuring the participation of research and development activities by strengthening cooperation with external stakeholders,

4- To develop cooperation with research and application centers within the university.

Our Social Contribution Policy:

1- To give priority to local, regional and social needs in accordance with the activities of our faculty,

2- To increase community service activities in terms of quality and quantity,

3- To encourage the internal stakeholders of our faculty to social responsibility activities, to give priority to the studies on the socio-economic, cultural needs and problems of the region,

4- Sharing the results of academic scientific studies with external stakeholders and presenting them to the society, taking into account the diversity of communication resources,

5- To monitor the activities for the society and make the necessary improvements.

Our Management System Policy:

1- To establish a management and organizational approach that enables the internal stakeholders of our faculty to work in a participatory, coordinated and high-performance manner.

2- Taking decisions with a transparent and participatory management approach and sharing these decisions with the public.

3- To inform about the activities of our faculty by using various communication channels and to increase the recognition of our faculty.

4- To follow the performance of our faculty's stakeholders and to provide the necessary support and improvements.

Our faculty has policies (Evidence 5) that are determined and included in the Quality Handbook and published on the faculty's web page. These policies cover all areas such as quality assurance, education-training, research-development, social contribution and management system. Policies in these areas are in a holistic relationship with each other. For example, the policy expressed in Policy 1 of the Quality Policy as "to carry out and continuously improve education and research activities by complying with national and international quality principles" is directly related to education. Policies numbered 1 and 2 in the Education and Training policies "1- Adopting an innovative and productive education model in accordance with national and international standards in professional knowledge and competence in religious sciences, 2- Faculty, analytical thinking, creativity, critical thinking and problem solving, social and intercultural It is expressed as “to equip students with skills such as productivity and responsibility”. These, in turn, are of a nature to directly support

research and development. Within the Research and Development Policies, the policies expressed as "3- Ensuring the participation of research and development activities by strengthening cooperation with external stakeholders, 5- Developing cooperation with research and application centers within the University" are in a way that feeds the social contribution policy.

In addition, it is seen in the evaluations of the relevant departments that various applications are made in the fields of education-training, research-development, social contribution and management system in accordance with these policies. In other words, these policies are suitable for use in any planning and decision-making process, and there are aspects that are open to development in this regard.

The above policies of the institution emerged as a result of the exchange of ideas at the meetings of the Quality Management System (see Evidence 6). Monitoring the implementation of these policies in the next process is one of the primary working areas of the commission. The late start of quality studies in this regard and the pandemic process created some problems. However, the quality awareness in the institution shows the potential to carry out further studies on this subject.

Maturity Level:

There are applications made in line with defined policies in all of the fields of quality assurance, education and training, research and development, social contribution and management system in our faculty, and some results have been obtained from these applications. However, the mechanisms necessary to monitor the results of these practices are not yet mature.

Evidence:

Evidence 1: Dicle University Quality Policy

Evidence 2: Dicle University Educational Policy

Evidence 3: Dicle University Research and Development Policy

Evidence 4: D. Ü. Community Service and Social Responsibility Policy

Evidence 5: Faculty Web Page

Evidence 6: Minutes of the Quality Assurance System Commission Meeting

A.1.3. Enterprise Performance Management

Institutional performance management is determined in a planned process in the Quality Manual (see A.1.1.Evidence 1) and the Strategic Plan (see A.1.1.Evidence 2). Planning in this regard; the unit commissions of the faculty (Academic Quality Monitoring and Strategic Planning Commission, Bologna Coordination Commission, International Relations Erasmus and Farabi Commission, Promotion Culture, Art, Organization, Activities and Alumni Relations Commission, Sporting Activities Commission, Curriculum Update and Compatibility Commission, Website Commission, The Annual Report Preparation Committee is carried out by the faculty management in cooperation with the Unit Academic Incentive Application and Review Commission (see Evidence 1). These commissions constitute the first step of planning and follow-up, and negotiations are held in coordination with the internal and external stakeholders of the institution on related issues. Performance management is monitored by the Accreditation Commission (Evidence 2). In addition, Institutional performance processes are recorded by Dicle University KYS Automation System (see Evidence 3). In this automation system, together with the University's Quality Improvement Coordinator, quality performance processes are constantly monitored, deficiencies, risks and targets are recorded in the system, and it is possible to monitor the measures to be taken through a system. In the QMS automation system, there are also sub-modules such as Objectives, Risks, Processes, Events, Performance Reports. (see Evidence 3)

A.1.1 of our faculty. Strategic indicators of the objectives presented under the heading Mission, Vision, Strategic Purpose and Objectives are available in the Strategic Plan (see A.1.1. Evidence 2). These indicators are as follows:

Section	Goals	Indicators
Quality Assurance System	H.2.1. To improve the quality of the curriculum with appropriate activities.	H.2.1 Indicator: Improvement meetings with the class representatives of our faculty.
	H.2.2. To increase international recognition. To ensure the participation of our students in the information meetings organized jointly with the international student office of our university.	H.2.2 Indicator: International promotional events attended by the students of our faculty
Education	H.1.5. To increase the number and quality of teaching staff in the required fields.	H.1.5. Indicator: Number of students per instructor in our faculty
	H.1.7. To bring qualified students to our faculty and to promote our faculty in various environments for this purpose.	H.1.7. Indicator: Our faculty promotional events
	H.1.8. To facilitate our students' access to course resources and to increase the documents in the library by 2% each year.	H.1.8 Indicator: Number of books and magazines in our library
	H.1.9. To develop the perspectives of our students in different directions. Organizing activities to ensure the personal and social development of students.	H.1.9 Indicator: Excursions etc. organized for students. activities.
Research and Development	H.1.1. To increase the number of publications in journals in international and national citation indexes. To increase the number of highly cited publications in journals with high impact factor.	H.1.1 Indicator: H-index rate of our faculty
	H.1.2. To produce at least 10% of the graduate theses completed each year.	H.1.2 Indicator: Number of postgraduate thesis publications
	H.1.3. To carry the faculty journal to national-international indexes.	H.1.3 Indicator: Indexes in which the faculty journal is scanned
	H.1.4. To ensure the participation of academic staff in domestic and international activities that will increase their professional experience.	H.1.4 Indicator: Our instructors participating in scientific activities.

	H.1.7. Contributing to the need for human resources for doctoral graduates of our faculty by supporting the students in the relevant doctoral programs determined by HEB.	H.1.7 Indicator: Number of students and fields in HEB 100/2000 doctoral scholarship program.
Social Contribution	H.1.1. To increase social responsibility projects within the scope of protocols with the governorship and other public institutions.	H.1.1 Indicator: Number of social responsibility projects
Management System	H.1.2. To use the reward-incentive system fairly and effectively in administrative practices.	H.1.2 Indicator: Number of awarded administrative and academic personnel.

When these indicators are examined, it is seen that there are performance indicators defined in accordance with the performance management application and strategic plan in the institution. Their number by years is shown in the Strategic Plan. These indicators are relevant to all areas, but there are no indicators in the strategic plan for all targets within each area. Necessary measures can be taken in this regard by updating the Strategic Plan every 6 months.

There are applications made to monitor these indicators in the strategic plan; The following applications can be given as examples in this regard:

Example 1: H.1.8 Indicator on Education: Number of books and magazines in our library.

This indicator is tracked annually and recorded in the Faculty's Annual Report (see Evidence 4).

Example 2: H.1.5 on Education and Training. Indicator: Number of students per instructor in our faculty.

The number of students and teaching staff of the faculty are monitored every year and recorded in the Annual Report of the faculty.

Example 3: H.1.1 on social contribution. Indicator: Number of social responsibility projects.

Social responsibility projects carried out by student clubs in the faculty are written in the Faculty's Annual Report.

Example 4: H.1.7 on education and training. Indicator: Our faculty promotional activities.

Promotions of the institution and the events held are made up to date on the official website and social media accounts of the institution (see A.1.1. Evidence 6,7,8,9).

Example 5: H.1.3 Indicator on Research and Development: The indexes in which the faculty journal is scanned.

Information on the indexes in which the faculty journal is scanned is available on the official website of the faculty. (see Evidence 5)

Example 6: H.1.2 Indicator related to the management system: Number of awarded administrative and academic personnel.

The number of award-winning staff is tracked every year and written in the Faculty's Annual Report.

All these show that there are indicators of the strategic goals of our faculty included in the Strategic Plan. In addition, as stated above, there are indicators of all targets and some examples of how these indicators are

monitored in the institution, they cover all areas (quality assurance system, education and training, research and development, social contribution, management system), but the applications are not mature at the desired level yet. As a precaution in this regard, the strategic plan of the faculty is updated in the context of eliminating the deficiencies. In addition, annual performance reports are entered into the QMS automation (see Evidence 3). As a result of these reports, our faculty will take the necessary measures together with the management as quality commissions.

Maturity Level:

Performance indicators and key performance indicators have been determined in relation to all areas. However, monitoring of these indicators is done in an unsystematic way and does not cover all areas.

Evidence:

Evidence 1: Unit Commissions

Evidence 2: Accreditation Commission

Evidence 3: Dicle University KYS Automation System

Evidence 4: Annual Activity Report

Evidence 6: Dicle Faculty of Theology Journal page

A.2. Internal Quality Assurance

The institution has a planning that is suitable for quality management, focused on stakeholder participation and their satisfaction. This planning has been determined within a process defined in the Quality Manual. In the institution, decision-making processes are carried out in cooperation with the faculty management by preparing and applying surveys, ensuring the participation of internal and external stakeholders. In the light of monitoring these issues, some improvements are also made by the Quality and Development Commissions and Accreditation Commissions regarding the deficiencies in the internal quality assurance of the institution.

A.2.1. Quality Commission

The Quality and Development Commissions and Accreditation Commissions, which have assumed the role of the Quality Commission in our faculty, are defined in the Quality Handbook by referring to the opinions of internal stakeholders in accordance with the Dicle University Quality Commission Directive (see Evidence 1). Since the pre-existing quality board of our faculty has followed the quality data and entered the system every year, our faculty has always had quality studies and a quality culture related to it. With the accreditation application process, the Quality board, Quality and Development commission and Accreditation Commissions were established.

Our faculty has its own quality plan in line with university quality policies and a Quality and Development Commissions and Accreditation Commissions that have internalized university quality assurance (TS EN ISO 9001: 2015 KYS). This board carries out its planned process based on the Faculty's Quality Manual. With the help of these tools, our faculty has created a built-in quality consciousness. Quality and Development Commission and Accreditation Commission, with other unit commissions within the faculty (Academic Quality Monitoring and Strategic Planning Commission, Bologna Coordination Commission, International Relations Erasmus and Farabi Commission, Promotion Culture, Art, Organization, Activities and Alumni Relations Commission, Sports Activities Commission, The Curriculum Update and Compliance Commission, Website Commission, Annual Report Preparation Commission, Unit Academic Incentive Application and Review Commission (see Evidence 2) shares the feedback it receives with the faculty management and monitors the measures to be taken in coordination.

By involving the Quality and Development Commission and the Accreditation Commission and quality-focused internal and external stakeholders to support these committees (see Evidence 3); (for example,

Academic Quality Monitoring and Strategic Planning Commission, Bologna Coordination Commission, International Relations Erasmus and Farabi Commission, Promotion, Culture, Art, Organization, Activities and Alumni Relations Commission, Sports Activities Commission) systematic and holistic quality management in the faculty in line with its authorities, duties and responsibilities. carries out its work within the scope of; The findings obtained from the practices carried out are monitored and improvements are made by evaluating the results of the follow-up. For example, the commission, which monitors the quality policies of the faculty, prepared itself for accreditation by renewing itself as required by the process, together with the IAA application, and adapted itself to this new process by forming working commissions under the supervision of the faculty management (see Evidence 4). The quality culture of our faculty was ensured by the Dicle University Quality Management System before the establishment of the Quality and Development Commission and the Accreditation Commission (see Evidence 5, Evidence 6, Evidence 7). In order for the Quality and Development Commission and the Accreditation Commission to develop and maintain cooperation with other groups, it is ensured that members from the Quality and Development Commission and the Accreditation Commission participate in the meetings held with the working groups (see Evidence 8).

The existing Quality Board in our faculty has transformed into Quality Improvement commissions and Accreditation Commissions, and this transformation has made it more effective and dynamic by working with a new organizational structure (see Evidence 9).

Maturity Level:

The quality commission carries out its activities within the scope of systematic and holistic quality management in the institution in line with its authorities, duties and responsibilities; The findings obtained from the practices carried out are monitored and improvements are made by evaluating the results of the follow-up.

Evidence:

Evidence 1: Quality Manual

Evidence 2: Unit Commissions

Evidence 3: Religious Education Workshop

Evidence 4: Accreditation Commission

Evidence 5: Dicle University Quality Policy

Evidence 6: Dicle University Educational Policy

Evidence 7: Dicle University Research and Development Policy

Evidence 8: D. Ü. Community Service and Social Responsibility Policy

Evidence 9: Minutes of the Quality Assurance System Commission Meeting

A.2.2. Internal Quality Assurance Mechanisms (PUKÖ Cycles, Calendar, Structure of Academic and Administrative Units)

The goals planned by our faculty are followed at the field level (Basic Islamic Sciences, Philosophy and Religious Studies, Islamic History and Arts) in line with performance indicators. The strategic plan (see Evidence 1, Evidence 2) determined with the participation of all areas is created and monitored with the support of TS EN ISO 9001: 2015 KYS QMS system. Periodic follow-up of quality-oriented targets and outputs is reviewed by the members responsible for monitoring the areas within the Quality and Development and Accreditation Commission, and consultations are held with the faculty management on whether the PDCA cycles have been closed and if they have been closed, whether this cycle can be restarted.

The academic quality assurance mechanism within our faculty is operated in this way, and the monitoring in the administrative units is carried out by the administrative staff led by the faculty secretary, who is also a

permanent member of the quality commission. Within the scope of monitoring the quality assurance, the opinions of our internal and external stakeholders are taken and risk analyzes are made and evaluated. However, these studies are not yet mature at the desired level.

The Quality Manual and the Strategic Plan provide a foundation and a planned assurance to the organization. Implementation is carried out by the aforementioned commission, and measures are systematically taken in consultation with the faculty management (see Evidence 3).

Maturity Level:

Internal quality assurance mechanisms, defined processes that cover all areas and processes in the institution, are carried out systematically within the scope of a holistic quality management approach; The findings obtained from the practices carried out are monitored and the results of the monitoring are evaluated together with the stakeholders and improvements are made.

Evidence:

Evidence 1: Quality Manual

Evidence 2: Strategic Plan for 2020-2024

Evidence 3: Kalite Güvence Sistemini Geliştirme Komisyonu Yıl Sonu Değerlendirme Toplantı Tutanağı (2021)

A.2.3. Leadership and Quality Assurance Culture

Our faculty has established an established quality assurance system; plans the current management and administrative system in such a way that it will allow to measure and monitor the leadership characteristics and productivity of department heads. At this point, the relevant department board decisions, Leader Behavior Evaluation Surveys and Department Heads Satisfaction Surveys are monitored regularly. Demands and/or improvements planned as a result of the decisions taken are shared with internal and external stakeholders and necessary information is given to internal stakeholders by the faculty management. This type of information is shared on the web page and social media accounts. (see Evidence 1, Evidence 2, Evidence 3)

The leadership approach of our faculty is carried out in the context of a transparent and internalized quality assurance culture, which is also based on the Mission and Visions of the institution. At this point, surveys based on stakeholder participation and request-demand notifications of internal stakeholders are regularly monitored and measures are taken. Satisfaction surveys, which can be accessed through the KYS module, are one of the main mechanisms by which this monitoring is done. The Dicle University Quality Commission (see Evidence 4) can be cited as the external stakeholder contributing to the monitoring of the process. Our faculty prepared the Quality Manual (see Evidence 5) in 2020 in order to improve the quality culture and ensure its continuity, as a result of the monitoring it made, and applied for accreditation to the Theology Accreditation Agency (IAA), and updated its web page and social media accounts accordingly.

Maturity Level:

A sustainable and mature corporate quality culture and leadership approach, covering all units and processes, in line with corporate purposes, has been adopted throughout the institution; The institution has innovative practices within the scope of strengthening the quality culture and leadership approach.

Evidence:

Evidence 1: The official Youtube channel of the faculty

Evidence 2: Official Instagram account of the faculty

Evidence 3: Official Facebook account of the faculty

Evidence 4: Quality Improvement Coordinator

Evidence 5: Quality Manual

A.3. Stakeholder Engagement

Our faculty attaches importance to stakeholder views and contributions in the execution of quality assurance, education and training, research and development, social contribution, management system and internationalization processes, and in controlling and monitoring. Our faculty makes various improvements in order to increase the participation of stakeholders in the processes in line with the monitoring and feedback.

A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes

How our faculty manages stakeholder engagement processes and how it includes stakeholders in decision-making processes is described in the Quality Handbook. (see Evidence 1)

In Objective 3, one of the strategic goals of our faculty, the development of faculty-society cooperation is emphasized. Similarly, our policies in the fields of quality assurance, education and training, research and development, social contribution, management and internationalization emphasize the realization of activities with stakeholder participation. Our faculty has prepared stakeholder lists for the stakeholder groups expressed in the Quality Manual. (see Evidence 2, Evidence 3, Evidence 4)

There are various application examples in our institution regarding the participation of internal and external stakeholders in quality assurance, education and training, research and development, social contribution, management and internationalization processes. In this context, our university organized external stakeholder, graduate qualification and student satisfaction surveys in 2021. (See Evidence 5) In addition, our University has an alumni information system for graduate students who are an important stakeholder (see Evidence 6)

Our faculty carried out the preparation of the 2020-2024 Strategic Plan by taking the opinions of the internal stakeholders consisting of academic and administrative staff and student representatives. (see Evidence 7)

Social contribution activities carried out in our faculty were carried out in cooperation with Administrative, Academic, Student Clubs and External Stakeholders. (See Evidence 8) In this sense, our Faculty organized many activities and developed projects in cooperation with student clubs in 2021. All aforementioned events can be accessed through our faculty's social media pages. (see Evidence 9, Evidence 10, Evidence 11, Evidence 12).

An example of the participation of our faculty's stakeholders in internationalization is the international and domestic relations commission and its studies. (see Evidence 13)

Feedback from stakeholders plays an important role in identifying deficiencies and determining improvement efforts. Therefore, our University has a I Have a Suggestion information system, which is used by our faculty to receive and respond to suggestions, requests, complaints, satisfaction and information requests related to all of the five fields mentioned above. (See Evidence 14) In addition, our internal and external stakeholders can also report their requests, complaints and satisfactions at the e-mail address of our faculty: divinity@dicle.edu.tr.

Maturity Level:

Participation of the stakeholders determined in relation to all processes carried out in the institution to the processes and decision-making mechanisms has been ensured, and some implementation results have been obtained from this interaction. However, all these practices are not carried out within the scope of holistic quality management in the institution and the results of these practices are not monitored.

Evidence:

Evidence 1: Internal and External Stakeholder List

Evidence 2: Unit Commissions

Evidence 3: Accreditation Commissions

Evidence 4: Quality Improvement Commissions

Evidence 5: Surveys

Evidence 6: Alumni Information System

Evidence 7: Accreditation and Quality Studies

Evidence 8: Collaborations

Evidence 9: Facebook account

Evidence 10: Twitter account

Evidence 11: Instagram account

Evidence 12: Youtube channel

Evidence 13: Domestic and Foreign Relations Commission

Evidence 14: I Have a Proposition Panel

A.4. Internationalization

A.4.1. Internationalization Policy

Our Dicle University Foreign Relations Office, which successfully carries out Erasmus and Mevlana exchange programs, has undergone some radical changes in its internationalization policies since 2016. As can be seen in the 2020 Strategy Document, Dicle University has made many collaborations not only with the European Union Program countries, but also with the Partner Countries outside the EU, and it aims to carry these collaborations further. In this context, long and short-term student exchange with the industrialized Far East Countries, North Africa and Arab Countries with which we have strong historical ties, and Central Asian Countries constitute one of the most important parts of our university's new policy vision. (See Evidence 1) On the other hand, Erasmus constitutes an important part of our university's quality policy.

Our faculty has also declared its policies regarding internationalization studies in the axis of our university's policies on this issue, in its Quality Manual and Strategic Plan (see Evidence 2 and Evidence 3), and reorganized its organizational structure in relation to these activities by establishing working groups on this axis. (See Evidence 4) In this context, our faculty continues to cooperate with the relevant units within the scope of our university's internationalization strategy goals.

Our faculty, together with the Foreign Relations Office of Dicle University, which successfully carries out Erasmus+ and Mevlana exchange programs, works within the framework of the university's international agreements.

Our faculty prioritizes studies on nearby geographies in line with the targets highlighted in the Dicle University 2020 Strategy Document, and aims to host more foreign students within the scope of exchange programs for students of these countries, especially by establishing academic relations with the universities of Iraq, Iran, Qatar and Jordan. Our faculty continues to support foreign graduate student programs and activities within the framework of relevant agreements. It shares the developments regarding the agreements and the opportunities offered by the exchange programs with its internal stakeholders. Within the scope of studies aimed at increasing the international value and recognition of our faculty, academicians and guest students from abroad are invited. On the other hand, our faculty constantly develops its internationalization policy in the academic field with the international symposiums and conferences it organizes.

Our Faculty; carries out this process in coordination with the quality board and other faculty working groups. Within the scope of the strategic plan, this board provides internationalization data through the KYS and

evaluates these and determines new strategies and targets. During the said process, the faculty requests evaluations from the faculty stakeholders with whom these committees and working groups exchanged views, and as a result of these evaluations, it makes various improvements in some internationalization focuses such as foreign support and new opportunities.

Our faculty carries out activities within the framework of Erasmus and Mevlana exchange programs in the context of internationalization studies. On the other hand, our faculty carries out important activities in the way of internationalization through activities such as international student trips and acceptance of students from abroad. In this context, our faculty organized trips abroad to inform our academic staff and students about higher religious education and to ensure international academic interaction, and invited and hosted students and academics from abroad. In this context, Dr. from the University of Malaya, Malaysia. Asyraf Isyraqi Bin Jamil was provided with a lecture entitled “Religious Education in Malaysian Schools” (see Evidence 5).

Within the scope of the protocol signed with the Islamic University of Malaysia within the scope of internationalization policies, our faculty carried out mutual short-term student exchanges in 2019. (See Evidence 6) Likewise, in 2019, a group of students from our faculty participated in short-term education activities at the Salahaddin University of Iraq within the scope of the Mevlana exchange program agreement (see Evidence 7). (See Evidence 8) Our faculty plans to continue such studies when the restrictions caused by the pandemic conditions are overcome.

Dicle University realized an online Short-Term Student Exchange Program with the theme of "Cultural Exchange Between Turkey and Indonesia" with Universitas Islam Indonesia, one of Indonesia's deep-rooted higher education institutions, between February 15-26, 2021, under the organization of our Foreign Relations Office. During the two-week exchange program, faculty members from Dicle University gave seminars on economics, recent history, archeology and belief systems in English, while faculty members from Universitas Islam Indonesia gave seminars on Indonesian culture, history of belief and language. (see Evidence 9)

One of our faculty members went to Germany in 2021 within the scope of Erasmus. (See Evidence 10) The fact that abroad experience has started in our faculty has been an encouragement for our other faculty members, and two more of our faculty members have been accepted to go to Yarmuk University in Jordan in 2022, within the scope of 2021 - 2022 KA107 Staff Mobility. (see Evidence 11)

Maturity Level:

The institution has some practices in line with its internationalization policy, which takes into account all functions of education and training, research and development, and social contribution, and some results have been obtained from these practices. However, the results of these applications are not monitored.

Evidence:

Evidence 1: Our Internationalization Policy

Evidence 2: Quality Manual

Evidence 3: Strategic Plan

Evidence 4: Quality and Development Commissions

Evidence 5: Religious Education in Malaysian Schools

Evidence 6: Our Students Going to Study at the Islamic University of Malaysia as part of a Short-Term Student Exchange with the Islamic University of Malaysia

Evidence 7: Mevlana Agreement List

Evidence 8: Visit of Faculty of Theology Students to Salahaddin University in Iraq

Evidence 9: Online Short-Term Student Exchange Program with Universitas Islam Indonesia "Cultural Exchange Between Turkey and Indonesia"

Evidence 10: Erasmus Acceptance Letter

Evidence 11: Yermuk University Acceptance Letter

A.4.2. Management and Organizational Structure of Internationalization Processes

Our faculty operates in cooperation with our university's Foreign Relations Office (See Evidence 1) and Quality Improvement Coordinator in internationalization studies. In order to plan and carry out studies in this field in a more qualified way, it has established working commissions within its own structure. (See Evidence 2) These commissions carry out their work in line with our Quality Manual and Strategic Plan.

Currently, our faculty's International Relations Erasmus and Farabi Commission provide consultancy services to our students on international student mobility in cooperation with our university's Foreign Relations Office. (See Evidence 3,4)

Maturity Level:

Some results have been obtained by implementing the management and organizational structure of internationalization processes in the institution in line with institutional preferences. However, these results are not monitored.

Evidence:

Evidence 1: Office of Foreign Affairs

Evidence 2: Quality Improvement Commissions

Evidence 3: Erasmus and Farabi Commission on International Relations

Evidence 4: Dicle University Foreign Relations Office

A.4.3. Internationalization Resources

Our faculty has human resources, physical infrastructure and technical equipment that can be considered sufficient for internationalization. Our financial expenses are covered by the budget of our university. Therefore, our faculty does not have a budget allocated to internationalization activities yet. However, a commission has been formed to meet the accreditation criteria in this regard and studies have been started for the allocation of resources to be managed by this commission.

Maturity Level: Physical, technical and financial resources are provided in appropriate quality and quantity in order to continue the internationalization activities of the institution. However, the results for the use of these resources are not monitored.

A.4.4. Monitoring and Improving Internationalization Performance

Our faculty has established a working commission in order to realize internationalization policies and organize its activities in this field according to the formal measures of quality standards, and this commission continues its work in the axis of our Quality Manual and Strategic Plan. Although it has carried out many successful studies in the field of internationalization, the studies of documenting these studies to the extent required by the accreditation criteria are still new.

Maturity Level:

There are plans and defined processes for the monitoring and evaluation of internationalization performance in the institution. However, there are no applications made in line with these plans and processes.

B. EDUCATION AND TRAINING

B.1. Design and Approval of Programs

B.1.1. Design and Approval of Programs

While determining the educational objectives and curricula of the programs in the institution, the needs of internal stakeholders are taken into account and the demands of external stakeholders are also taken into account. The programs are reviewed periodically every year and necessary updates are made to increase efficiency. Cooperation with relevant institutions is ensured in accordance with the objectives of the programs, which are determined and announced in the Bologna information system. Strategic targets were specified in detail in the Strategy Document for the year 2020-2024, which was prepared in coordination by the Quality and Development Commissions established within the institution, and a road map was revealed in the Quality Manual 2021, which was also prepared by the same commissions.

Since the program qualifications are formed by taking into account the expectations of external stakeholders, necessary cooperation is made with the relevant stakeholders through a cooperation protocol in order for the programs to reach their educational goals and to meet the needs of students and the society.

Maturity Level:

With the participation of the stakeholders, the practices regarding the design and approval of the programs are systematically monitored and measures are taken by evaluating them together with the stakeholders.

Evidence:

- Theology Program Information
- Bachelor of Theology Completion (ILITAM) Program Information
- Primary Education Religious Culture and Moral Knowledge Lecturer. Program Information
- Cooperation Protocol
- (Unit Commissions)
- Quality Manual
- Cooperation with External Stakeholders
- Cooperation with External Stakeholders2
- Cooperation with External Stakeholders3
- Cooperation with External Stakeholders4

B.1.2. Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes) and Compliance with IAA Criteria

The program outputs/qualifications in the institution are tried to be determined by taking into consideration the Turkish Higher Education Qualifications Framework (TYYÇ) and the situations and problems that graduates of the relevant department/program may encounter in their professional life. In this context, formation courses, which are an important complement to theology education, have been added to the program.

The institution tries to implement the program objectives and outputs that it has determined within the framework of TYYÇ and PUKÖ-Based Education-Training Process Directive and makes the necessary updates. The processes related to the program objectives and outputs of the institution are managed as planned in line with the Dicle University Faculty of Theology Quality Manual. Efforts are being made to harmonize the faculty's program and program outputs and program-specific criteria with the IAA outputs and criteria within the framework of the TYYÇ and PUKÖ-based education-training process directive.

Maturity Level:

The aims, outputs of all programs and practices covering all areas of their TQYF compliance are systematically monitored and measures are taken by evaluating them together with stakeholders.

Evidence:

- Quality Manual 2021
- Information Package
- Courses Taught
- IAA Criteria
- Faculty Program Information
- Education and Training Development Commission Year-end Evaluation Report – 2021

B.1.3. Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes

Information on program details such as the aims and outputs of the courses in the institution has been determined under the responsibility of the academic units of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts, and the course information packages created on this occasion are shared in the Bologna Information System. In order to reach the learning processes in detail, the regulations and directives of the institution are open to access. In addition, course achievements and instructions for measuring achievements are defined in the name of course information packages, based on exams, assignments, applications and projects.

Maturity Level:

In all programs, course outcomes that clearly indicate the cognitive level of the course (Bloom level) and program outputs were matched, and this matching was announced and reflected in educational practices (such as course profiles and syllabuses). However, it is planned to monitor the results of these practices in 2022.

Evidence:

- Information Package
- Regulations and Guidelines
- Education and Training Development Commission Year-end Evaluation Report – 2021

B.1.4. Structure of the Program and Balance of Course Distribution (Compulsory-Elective Course Distribution Balance; Field and Vocational Knowledge and General Culture Courses Balance, Gaining Cultural Depth, Opportunities to Recognize Different Disciplines)

Heads of departments and departments in the institution monitor the balance of course distribution (elective-compulsory) and whether the courses within this scope are carried out in accordance with the program contents. In our faculty, pedagogical formation courses are taught as elective courses. It is tried to determine learning proficiency levels with process evaluation and alternative assessment and evaluation systems. These are carried out in accordance with the Dicle University Undergraduate Education and Examination Regulations. The commitments of the programs regarding the educational objectives and learning outcomes are evaluated by the academic board decisions of the relevant units and are secured with diplomas. The developmental processes of the students are supported by realizing the gains gained during the education process through activities such as internships, community service practices, field and institution experiences. These experience-based processes are carried out in accordance with the Implementation Procedures and Principles of Vocational Education and Internship Education (Annex).

Maturity Level:

The practices regarding the program structure and balance are systematically monitored by the Quality and Development Commissions in all programs, and the monitoring results are evaluated together with the stakeholders, and measures are taken and constantly updated.

Evidence:

- Lesson and Information Packages
- Student Counseling Directive
- Implementation Procedures and Principles of Vocational Education and Internship Education
- Quality and Development Commissions
- Diploma Example
- Education and Training Development Commission Year-end Evaluation Report – 2021

B.1.5. Student Workload Based Design

Theoretical and practical courses that must be completed for graduation from the Theology undergraduate program of our faculty and the internship application are based on student workload-based credits (ECTS). According to the Dicle University Diploma Directive, our students who graduate from our faculty are given an ECTS-based diploma supplement with international validity, as well as diploma and grade status documents. Education and examination practices in our institution are carried out in accordance with the Dicle University Associate and Undergraduate Education Process specified in the Quality Handbook. The success criteria and evaluation principles of the courses given are specified in the course information packages in the Bologna Information System. These course information packages are updated as needed. The ECTS calculation table of a sample course is as follows.

ECTS- Workload efficiency	Number	Hour	Total Workload (hours)	Contribution to Level of Success (%)
Lesson Duration	15	2	30	
Out of Class Study Time (Pre-study, reinforcement)	15	2	30	
Midterm	1	4	4	40
Homework	1	4	4	
Verbal	1	4	4	
Semester final exam	1	4	4	60
		Total Workload	76	
		Total Workload/25.5	2.98	

		Hours		
		ECTS Credits of the Course	3	

Workloads of courses are calculated by dividing the total duration of in-class and extra-class activities by 25.5. A maximum difference of (+ -) 0.5 between the workload of a course and AKST credits is an acceptable level. ECTS credits of the courses are determined according to the ECTS system.

While ECTS calculations are being made, the previous learning of our students is taken into account, and the adjustments of the courses that the student has taken from institutions recognized by HEB or accepted as equivalent are made according to the applicable principles and regulations. The ECTS amounts and grades of the courses in which the students who participate in domestic and international exchange programs or go to another higher education institution as a special student return, are academically recognized. In our institution, while measuring the success levels of the students in the courses they have taken during the term, a variety is created in the form of exams, homework and internship applications, and the effect of these on student success is indicated as a percentage.

Based on the decision of the Council of Higher Education (HEB) numbered 75850160-104.01.07.01-43446 on 23.06.2017, teaching field knowledge courses are given to third and fourth-grade students instead of elective courses. The ECTS of these courses are determined based on student workload, taking into account the participation of students in courses and exams, homework and internship periods.

In our institution, lecturers are informed to make necessary updates by eliminating the deficiencies in the ECTS credits, course contents and success criteria of the courses.

Maturity Level:

The student workload practice applied in all programs is systematically monitored and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

- Education Curriculum Design
- Diploma Supplement
- Quality Manual
- ECTS improvement Curriculum Update
- Associate Degree and Undergraduate Units Course Exemption and Adjustment Procedures Directive
- Dicle University Associate and Undergraduate Education Process
- Calculation of the ECTS of the courses according to the ECTS system

B.1.6. Guantification and Consideration

The measurement and evaluation of the courses given in our faculty are carried out in accordance with the Education-Training and Examination Regulations of our university. The effect of midterm exams on the evaluation is 40%, the effect of final exams is 60%. Absolute evaluation is made in determining the success grade of the institution. The success of the student is determined by evaluating the semester grades together with the end-of-semester or summer program end exams. Term grades; consists of grades given to quizzes, assignments, projects, term papers, laboratory studies, reports and the like, at least one of which is a midterm grade. The effect of the student's final exam or summer program final exam results on the course success grade

is 60% on the condition of getting at least 60 points from these exams; The effect of the student's success in midterm exams, quizzes, homework, projects, term papers, laboratories, reports and the like during the term is 40%. In order for the student to be considered successful in a course; 60% of the final exam or summer program final exam, on the condition of getting at least 60 points from these exams, and 40% of the total of the success in midterm exam, quiz, homework, project, term paper, laboratory, report etc. must be at least 60.

It was decided to implement distance education during the pandemic process, the exams of some courses were made online as a result of the meeting with the stakeholders, and in some courses, a graduation paper was preferred instead of an exam. Online education and exam applications were carried out through the ALMS system of Dicle University Distance Education Application and Research Center. Educational videos have been prepared for the use of the ALMS system by the instructors in course and exam activities. Educational instructions and videos have been prepared to facilitate students' access to the system.

Students are given the right to 3 sittings for each exam against situations such as disconnection or disconnection that may occur in online exams. For students who are kicked out of the system for any reason during the exam, they are given the opportunity to reconnect during the exam time and continue the exam from where they left off. Students are given the opportunity to solve the problems they encounter by sending a message to the lecturer about the courses and exams via the system. In addition, an ALMS help desk is established to provide support to students for the problems they encounter.

Maturity Level:

The findings obtained from the practices related to the measurement and evaluation system designed in the program are systematically monitored and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

- The Faculty of Theology Preparatory Class Education-Training and Examination Directive
- Associate and Undergraduate Education and Examination Regulations
- İlahiyat Fakültesi Kalite El Kitabı 2021
- Eğitim-Öğretimi Geliştirme Komisyonu Yılsonu Değerlendirme Raporu-2021
- Videos about uploading EXAM and HOMEWORK to ALMS
- Instructions For Access To The Alms System
- Distance Education System Usage Directive
- Online Exam And Homework Upload Directive For Students

B.2. Student Admission and Development

B.2.1. Student Admission and Recognition and Crediting of Prior Learning (Knowledge and Skills Acquired through Formal Education, Non-Formal Education and Free Learning)

According to the results of HEE and ETE exams conducted by SSPC, students gain the right to enroll in our faculty with central placement. Student admission to our faculty is made according to the principles specified in the regulations and directives. The quota, program features and other details for the theology undergraduate program are available on the HEB Atlas page. The exam success scores and rankings of the students who have been placed in our faculty with the central exam in the last three years are given in the table below.

Academic	Quota	Number of	Exam Score	Order of Success

Year		students enrolled	Average Score*	Lowest*	Core Proficiency Test Highest	Core Proficiency Test Lowest
2019	410	391	377,373	286,900	714.594	1.662.712
2020	359	352	378,282	266,750	741.496	1.415.789
2021	318	306	380,563	280,000	771.018	1.474.172
* Secondary school achievement score with a coefficient of 0.12						

Announcement of the quota of foreign students and the receipt and evaluation of their applications are made in accordance with the Directive for Admission of Foreign Students or Foreign Students at Associate-Bachelor's Level. Our institution accepts students based on the results obtained by international students in the Dicle University International Student Examination (Dicle YÖS). Dicle YÖS is carried out simultaneously by the University in many centers in the country and abroad. All kinds of up-to-date announcements about the exam, exam center, subjects, exam guide and exam schedule, exam application conditions, fees and procedures are presented on the University website.

Inter-institutional transfer applications, foreign student admission and related dates are announced on the HEBSİS website and on the website of the Registrar's Office, and the processes are carried out within the framework of the relevant regulations.

Student admission to our institution with lateral transfer is carried out within the framework of the relevant regulation. The exemptions and adjustments of the accepted students are made and those who meet the Arabic language proficiency start their education from the 3rd grade, and those who cannot, are taken to the preparatory class.

The previous formal learning of our students enrolled in our faculty is recognized within the framework of the relevant regulations, and exemption and adjustment procedures are carried out after registration. Within the scope of recognizing prior learning, each student who has the right to study at our faculty is given an exam to determine their Arabic proficiency, and students who score 60 or more are exempted from the Preparatory Class. In the Preparatory Classes of our institution, there is a three-stage exam: a quiz in the middle of the first semester, a midterm exam at the end of the semester, and a final exam at the end of the second semester. The preparatory class grade is determined based on 20% of each of the quiz and midterm exam grades and 60% of the final exam grades. Students with an average grade of 60 and above move on to the upper class. A student with a grade below 60 repeats the Prep Class for one more year. In the Preparatory Class, students are given assignments each term in order to improve their Arabic language education and skills, and the grades given for these assignments are reflected in the student's overall grade point average at a rate of 20%.

All kinds of adjustments in our institution are carried out by the institution's Adaptation Commission. The transfer of successful grades is carried out one-on-one, taking into account the course content and credit eligibility for the students who come with lateral transfer. During this transfer, grades are transferred by combining the grades of the courses that are the same course and are taught in divided ways. Compulsory courses are counted in the same way, and elective courses are counted taking into account the same or equivalent. If the student has taken more compulsory courses than the ones accepted in the institution before, he/she is exempted from the elective courses suitable for these courses.

Dicle University Career Planning Center monitors the academic and career development of our students, and maintains communication with our graduates via the Alumni Information System. In addition, career and employment fairs are organized to assist our students in their post-graduation employment.

The academic development of our students is supported and their skills are increased with the training programs and various courses opened by the education, application and research centers of Dicle University. Recitation and proofreading courses are given to the students of our faculty within the body of the Quran and Recitation Application and Research Center.

Successful students selected for the Theology Academy Program, run jointly with the Turkish Diyanet Foundation, are systematically provided with free courses and seminars in various fields, their language learning skills are increased, free accommodation and cash support are provided during their education.

Maturity Level:

Findings obtained from practices related to student admission, recognition and crediting of prior learning are systematically monitored and evaluated together with stakeholders, and measures are taken according to the results of the monitoring.

Evidence:

- Faculty of Theology Quality Manual 2021
- Special Student Directive
- Directive for Admission of Foreign or Foreign Students at Associate-Bachelor
- Associate Degree and Undergraduate Units Course Exemption and Adjustment Procedures Directive
- Regulation on the Principles of Transfer between Associate Degree and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer
- Minor Program Directive
- Double Major Program Directive
- Dicle University Career Planning Application and Research Center Regulation
- Theology Academy Program Protocol
- Continuing Education Application and Research Center Regulation
- Continuing Education Application and Research Center Training Programs Directive
- Regulation of the Quran and Recitation Application and Research Center
- Distance Education Application and Research Center Regulation

B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications

According to the diploma directive, students must succeed by taking 240 ECTS courses and have an average of at least 2.00 out of 4.00 in order to graduate. Graduations of students are checked according to the table in the EBS system, their transcripts are examined one by one to check whether there are any missing courses. The transcripts of the students who are entitled to graduate are checked and a Bachelor's Diploma is issued on their behalf. In addition, an internationally valid Diploma Supplement is given to students who request it. On the front of the diploma, there is the student's date of birth, place of birth, name and surname, name of the institution, graduation date, diploma number, name, surname, title and signature of those who approve the diploma. On the reverse of the diploma, T.C. ID number or passport number for foreign nationals, school number, mother and father's name, and the signature of the head of the student affairs office. The information

in the diploma and temporary graduation certificate is written on the basis of the graduation date. Photographs are not attached to the diplomas, and the graduation average is not specified.

The diploma supplement is a document that is given with the diploma to students who successfully complete the programs they are registered with, and its format is based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES. The diploma supplement contains the logo of Dicle University, the graduation date, the diploma number, the level of the degree received, the transcript information and the national education system. Among the gains that the diploma supplement offers to students and institutions, it provides transparency in higher education, quickly considers educational documents such as diplomas, facilitates mobility; There are issues such as making lifelong education accessible. At the same time, fair, reliable and competent information is given about the diplomas and skills possessed. The diploma supplement facilitates the academic and professional recognition of the diploma, but does not replace the diploma and does not guarantee international academic recognition. The diploma supplement is signed by the Head of the Registrar's Office.

Academic Recognition Certificate

Full academic recognition is provided for successful credits in the program followed by students participating in the learning mobility. In this context, the Academic Recognition Certificate issued following the return of the students from the exchange program includes which courses the student has passed, the ECTS credit amounts and grades related to these courses, which courses are exempted from the university, and the ECTS credit amounts and grades of these courses. The Academic Recognition Certificate is a supplementary supplement to the Learning Agreement and guarantees that the courses taken by the student during the exchange program are recognized by the institution.

Certificate of Interest

The students of our institution are entitled to receive a Certificate of Interest if they take at least 4 elective courses and a graduation study from interdisciplinary areas of interest and other areas of interest, provided that they are not less than 20 ECTS.

Maturity Level:

The findings obtained from the practices related to the recognition and certification of diplomas, degrees and other qualifications are systematically monitored and evaluated together with the stakeholders, and measures are taken according to the monitoring results.

Evidence:

- Diploma Directive
- Diploma Example
- Diploma Supplement
- Faculty of Theology Quality Manual 2021

B.3. Student-Centered Learning, Teaching and Assessment

B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary Study, Interactive, Research/Learning Oriented)

As an education policy, our faculty adopts student-centered education approaches and education principles that are student-centered. In our institution, in-departmental meetings are held to inform student-centered learning and the competencies of the instructors are developed in this regard.

In addition, our faculty encourages the interdisciplinary studies of its students. For this purpose, Mevlana and Erasmus+ programs enable them to participate in student mobility. Related announcements are made by

the Dicle University Foreign Relations Office and all kinds of coordination regarding the exchange programs of the students are provided.

In our institution, which has adopted the student-centered education model, Active Learning has been implemented as an institutional project, especially Arabic and Education courses, since 2021. In 2022, it is planned to increase active learning, especially in Arabic and Education courses. In addition, it is aimed to develop this situation further in 2022 and put it into practice in all courses. Programs are carried out with Educational Information Packages and Educational Support systems where course materials are shared.

It is ensured that the students of our faculty provide service to the society through activities such as social responsibility and community service. Villages and schools are visited especially within the framework of Club activities.

In addition, field-specific internship applications are carried out and the students are guided in this direction by the instructors.

Before the pandemic, both domestic and international trips were made with students. With the trips made in our country, it was aimed to raise the awareness of the students about history and architecture. With the trips abroad, it was aimed for the students to see the developments related to education and training on site. It is aimed to continue these activities, which were interrupted due to the pandemic, in 2022 with both domestic and international trips.

In 2021, it is ensured that students provide service to the society through activities such as social responsibility and community service for the students of our faculty. In 2022, in order to integrate with the society more and to socialize students more, it is aimed to provide services through our clubs at the faculty, especially for orphans and hospital patients within the scope of Guidance course, for students who have problems in reading, writing, understanding and comprehension in secondary education. In addition, field-specific internship practices (teaching practice, etc.) are carried out regularly every year and students are guided in this direction by the instructors. In order to make this more beneficial, necessary suggestions are made to the faculty administration, since it would be more appropriate to go to the schools and teach the lesson after a sample of the lesson to be held at the schools to be visited is presented to the relevant advisor at the school.

Maturity Level:

In all programs, research/learning and student-oriented teaching methods and techniques are applied, providing active and interactive student participation in learning-teaching processes, encouraging interdisciplinary work, and some results are obtained from these applications. However, the results of these practices are not monitored. The Education Development Commission established in the faculty aims to monitor the results of these practices in 2022.

Evidence:

- Dicle University Faculty of Theology Quality Policy
- Dicle University-Malaya University Student Exchange
- Dicle University-Salahaddin University Student Exchange
- Fuat Sezgin Student Symposium
- Protocol between the Diyanet Foundation of Turkey and the Faculty of Theology of Dicle University
- Dicle University Faculty of Theology Quality Manual
- Signed Bilateral Protocols
- Continuing education Center

- Implementation Procedures and Principles of Vocational Education and Internship Education
- Student Clubs Theology Activity Report (p. 17-18)
- Course Information Packages
- Visit to Happy Home Association
- Dicle Theology Annual Report
- Erasmus programme
- Mevlana Program
- Quality and Development Commissions
- Department and Department Meeting Minutes

B.3.2. quantification and consideration

Education and training activities in our faculty are carried out according to the Undergraduate Education Process (Appendix), Graduate Education Process (Appendix) and Distance Education Process (Appendix) in the relevant units. In the evaluation processes, it is tried to determine the targeted course learning outcomes and competencies with different methods and techniques such as classical, multiple choice, true-false, process evaluation (project, presentation, homework, quiz, etc.). At the beginning of the semester, the instructors talk about the information packages for each course and in this context, share the syllabus with the students and give preliminary information to the students about the methods, techniques and processes related to assessment and evaluation of competencies.

In our institution, the measurement and evaluation process is carried out within the framework of a student-centered policy. For this reason, the process has been created in a format that will support students' self-development and achieve course gains. The measurement and evaluation system in practice in our institution has been arranged in such a way as to check whether the course gains of the students are realized or not. At the beginning of the process, course information packages and achievements are determined by the instructors, and the measurement and evaluation method that will measure these gains over SIS and ALMS systems is determined. Accordingly, some course outcomes are measured with a written exam, while others are measured with an oral exam, homework or presentation/design. In 2022, it is aimed to present the student achievements with course information packages in a healthy way by comparing them with the course outcomes.

Maturity Level:

Findings obtained from mature practices related to student-centered assessment and evaluation in all programs are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Evidence:

- Dicle University Associate Degree - Undergraduate Education Process
- Dicle University Postgraduate Education Process
- Dicle University Distance Education Process
- Dicle University Faculty of Theology Quality Manual
- Course Information Packages
- ALMS System
- Dicle Theology Annual Report

- Dicle University Student Information System
- Quality and Development Commissions

B.3.3. Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)

Our Faculty and the Registrar's Office conduct surveys in a coordinated way for our students to evaluate their instructors. These surveys are evaluated by the relevant units and improvement studies are carried out. There are also wish, complaint, suggestion boxes and forms on the student floors. The feedback obtained from them is evaluated. Thus, active participation of students in the decision-making process is ensured.

Another mechanism created for monitoring and updating the program of our faculty is the Alumni Questionnaire. The professional development of our graduates is measured and the quality of our program is determined by the questionnaire we apply to our graduates, who are our external stakeholders.

Maturity Level:

The findings obtained from the practices (consisting of different tools, whose validity and reliability have been ensured) in all programs regarding receiving feedback from all student groups are systematically monitored and measures are taken by evaluating the follow-up results together with the stakeholders.

Evidence:

- Instructor Evaluation Questionnaire
- Wish and Suggestion Boxes
- Dicle University Faculty of Theology Quality Manual
- Alumni Questionnaire Form
- Graduate Satisfaction Survey
- Student Satisfaction Questionnaire Form
- Dicle Theology Annual Report
- Wish Suggestion Form
- Quality and Development Commissions

B.3.4. Academic Counseling

Upon the student's enrollment in the institution, faculty members are assigned as consultants to deal with the student's education, training and other problems. These consultants conduct their consultancy through some modules opened to them. Consulting Management System, all online registration etc. Requires the approval of the academic advisor for the validity of transactions. The advisor evaluates the compliance of the course selection process with the relevant legislation and gives the "Course Selection Approval". Approves the requests to withdraw from the course and enroll in the course during the "Excused Course Enrollment" and "Add-Delete Week". All this is done online through the SIS system. The work and transactions related to student counseling are carried out on the basis of Dicle University Advisor Directive and Dicle University Quality Manual.

In order to ensure that the counseling service can be carried out effectively regarding the students' access to counselors, the extracurricular counseling hours of the lecturers are announced to the students. Counseling days and hours are written into the curriculum separately for each instructor; It is also recorded using the DU-FRM-048 Academic Advisor Student Interview Registration Form created in the quality documents. In addition, it is used to monitor the counseling system by adding questions about counseling to the Student Satisfaction survey about the counseling system.

Maturity Level:

The findings obtained from the practices related to academic counseling in our faculty are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Evidence:

- Dicle University Student Counseling Directive
- Dicle University Academic Advisor and Student Interview Registration Form
- Dicle University Faculty of Theology Quality Manual
- Dicle Theology Annual Report
- Quality and Development Commissions

B.4. Instructors

B.4.1. Appointment, Promotion and Assignment Criteria

Our institution has defined processes in terms of appointment, promotion and assignment. The minimum conditions to be sought for promotion and appointment to teaching staff are determined by our institution. These criteria aim to ensure that the competency of the candidates who will apply for teaching staff positions is at a sufficient level and to ensure objectivity in the applications to the announced positions.

Again, to set a criterion for the candidates to prepare themselves and evaluate their situation; It aims to encourage scientific studies and to make the instructors feel ready to take part in the scientific competition environment.

These criteria are in addition to the necessary conditions in the processes of promotion and appointment to the teaching staff specified in the relevant articles of the Regulation on Promotion and Appointment to Faculty Members, which was prepared on the basis of the fourth subparagraph of paragraph (a) of the same Law, pursuant to Articles 23, 24 and 26 of the Higher Education Law No. 2547. , Dicle University also includes the minimum requirements to be sought. (Directive for Promotion and Appointment to Dicle University Faculty Membership)

In accordance with the provisions of the "Regulation on Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions", the department head of the relevant unit takes the decision of the department board and conveys the required staff request to the dean's office. Appropriate positions are announced by the Rectorate. Candidates who will apply for academic staff positions after the vacancy announcement, together with the information and documents stipulated in the Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Members, submit the information and documents requested within the scope of the Criteria for Promotion and Appointment to the Faculty Member of Dicle University. The score required in the appointment criteria is calculated by research-based publications, scientific activities, research and project studies, and education and training studies. In the scoring, research-based publications in the indexes, congress papers, citations defined in the indexes, research projects, journal editorships and refereeing, and congress activities are taken into consideration. Doctorate and master's thesis management are accepted as the main activities within the education-teaching studies. In addition, the undergraduate and graduate courses given are also taken into account in the evaluation.

The rules defined in the selection and invitation procedures of the lecturers assigned to give lectures to our university from outside, pursuant to the provisions of the 31st and 40th Articles of the Law No. 2547, in line with the request from the units, the request related to the requested field is made by the officials working in another university or public institutions and organizations, who are experts in their fields. carried out with the permission of the institutions. In higher education institutions, foreign lecturers to be assigned by contract are appointed by the rector according to Article 34 of the Law No.

In our institution, the harmony between the fields of expertise of the academic staff and the courses they carry out is achieved to a great extent. However, since there are not enough lecturers in some departments, this deficiency is eliminated from other close departments. Our goal is to eliminate this deficiency as soon as possible and to ensure compatibility between the fields of expertise of the academic staff and the courses they teach.

Maturity Level:

The results of the criteria applied for appointment, promotion and assignment are systematically monitored and measures are taken by evaluating the follow-up results together with the stakeholders.

Evidence:

- Quality Manual
- CoHE Law No. 2547
- Personnel Law No. 2914
- Promotion and Title Change Regulation
- Directive on Promotion and Appointment to Faculty Membership
- Academic staff
- Education and Training Development Commission Year-end Evaluation Report – 2021

B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competence Gaining and Quality Assurance System)

It is essential to actively benefit from the personnel working in the Educational Staff. Assignments to be made for all kinds of scientific studies (artistic events, seminars, congresses, workshops, panels, symposiums, conferences, field studies, R&D, etc.) are encouraged in order to improve the knowledge and skills of the instructors. is also supported. In addition, within the scope of academy-society communication and interaction, all kinds of cultural activities of the instructors in the visual and printed media were allowed, and their activities within the scope of course and club activities were encouraged. However, due to the pandemic, such activities did not take place at the desired level. Our goal is to increase projects for university-society cooperation and to use media tools more effectively in 2022. It also provides support such as Erasmus+ faculty mobility, improvement of library services, benefiting from the Continuing Education Center, and necessary announcements are made so that all academicians can benefit from these supports equally.

Our university attaches importance to projects in the field of social sciences and accepts the incoming project proposals to a large extent and provides them with the necessary financial support by DUSRP. In addition, in order to enable them to act more professionally, academic staff and doctoral students are given project writing training from external sources (STRCT, SEAP, Development Agency, etc.).

In addition, our institution provides distance education opportunities to our students within the scope of the ILITAM program. It carries out this activity together with Dicle University Distance Education Research and Application Center (DERAC).

Our institution has been trying to strengthen the academic staff in parallel with an increase in the number of students within the framework of the quotas determined by HEB.

In addition to all these activities, satisfaction surveys are applied to the students in order to increase the course proficiency of the lecturers and the results obtained from these surveys are conveyed to the relevant lecturer. In addition to this, the development of these issues is followed by using the data of the next survey.

The methods used in the implementation of the teaching plan in our faculty are determined by the instructor giving the course and may differ from each other. The main methods used can be listed as follows:

Lecture: The lecturer who teaches the course explains the topics to the student with the help of slides orally or by means of a smart board. Although the lecture is mostly done by the lecturer, it can also be handled by discussing the subject with the student and brainstorming from time to time. If there are subjects that are not understood, they are repeated by the instructors.

Problem Solving: After the topics covered in the course are prepared by the instructors, it is based on the determination of the way to be followed in the lecture, the methods to be used and the interpretation of the results.

Practice and Practice: It is done after the lecture or during the lesson at a different time in order to reinforce the subject given in the lesson with homework. Practice questions are made using textbooks or other resources given to students.

Question-answer: It is applied in the form of answering the questions of the students during or after the lecture, during or after the application. Question-answer practice is also made in the assignments given.

Project – homework: Projects or assignments are used in order for the students to better understand the subjects covered in the lessons. With the projects and assignments, it is aimed that the student firstly recognizes and comprehends the problem, scans the necessary literature, develops the skills of solving the subject, and prepares and presents a presentation/report.

Maturity Level:

The findings obtained from the practices carried out to improve the teaching competence of the faculty members of the institution are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Evidence:

- 2020-2024 Strategic Plan
- Quality Manual
- Academic Research Centers/Continuing Education Center
- Erasmus/Personnel Mobility
- Quality Development Coordinator
- Organized Events
- Dicle University Distance Education Application and Research Center
- Evaluation of Instructors
- Other evidence: Evidence 1, Evidence 2, Evidence 3, Evidence 4, Evidence 5, Evidence 6, Evidence 7, Evidence 8; Evidence 9; Evidence 10, Evidence 11; Evidence 12
- Academic staff
- Academic Staff Satisfaction Survey
- ISAM Ayp Protocol Example
- Accepted Project Proposals from the Faculty of Theology (DUSCP)
- Theology Satisfaction Survey
- Online education
- R&D. Evaluation Report 2021
- Education and Training Development Commission Year-end Evaluation Report - 2021

B.4.3 Incentive and Reward for Educational Activities

1. The lecturer, who has achieved success in fields such as education, research and social contribution, is congratulated with a congratulatory e-mail sent to all personnel by the dean's office and congratulatory messages shared on their social media accounts.

2. At the end of each year, the average number of publications of the department is calculated according to the Web of Science database. A congratulatory message is sent via EDMS to those who publish above the departmental research average. Researchers who have publications below the average number of publications in the department are given a letter stating that they expect contributions to increase the success of the university.

3. The academic staff who are in the first place in the Academic Incentive score ranking applied by HEB are rewarded by the faculty management. Academic Encouragement Award is given at the Academic General Assembly held at the end of the academic year. The award is given to the first-ranking personnel in two categories: (a) Lecturer (Research Assistant, Lecturer and Lecturer) and (b) Lecturer (Dr. Lecturer, Associate Professor and Professor). The Quality and Accreditation Board controls the incentive and rewarding mechanisms together with the stakeholders, taking into account the employee surveys, requests and suggestions coming through the system, and the general practices of the university, and its suggestions regarding the improvements and measures to be taken are presented to the dean in June.

The regulations, procedures and principles regarding incentives and rewards for educational activities in our faculty are as follows. Applications are examined and evaluated by a commission in accordance with the legislation.

Maturity Level:

The findings obtained from the incentive and rewarding practices of the teaching staff of the institution are systematically monitored and the monitoring results are evaluated together with the stakeholders and measures are taken.

Evidence:

- Quality Manual
- Evaluation Decisions of Academic Incentive Application and Review Commission
- Academic Incentive Application and Review Commission (Board of Directors Decisions)
- Academic Incentive Regulation
- Academic Incentive Procedures and Principles
- DÜIF Academic Staff Publication Statistics 2018-2019-2020
- R&D Evaluation Report - 2021
- Education and Training Development Commission Year-end Evaluation Report - 2021

B.5. Learning Resources

B.5.1. Learning Resources

Our faculty has a closed area of 27000 m2 and in this area there is a mosque, 31 classrooms, 2 conference rooms, 1 meeting room, 1 library, 1 computer laboratory, 63 academic staff rooms, 9 administrative staff. room, 2 warehouses, 1 archive room, 1 dining hall and 1 canteen. Our student classrooms and computer lab are equipped with modern equipment. In addition to these, the facilities of the central library are also offered to the students. Our faculty encourages the use of new technologies in education. For this purpose, trainings are organized within the Career Planning and Application Center of our University for the professional

development and career planning of the students, and seminars and courses are held at the Continuing Education Center. It is observed that the awareness of these two centers by students is low as of 2021 and they are not actively visited. This situation shows that students cannot benefit from university activities and learning resources, except for the faculty of theology. In order to solve this problem, in 2022, officials from the relevant centers will be invited to our faculty and will be requested to carry out promotional activities. In addition, organizations will be organized to provide necessary information and advice so that students can benefit from other units of our university to the maximum extent.

The use of classrooms in our institution takes place depending on a defined process. The weekly course schedules of the classes are prepared under the supervision of the relevant Deputy Dean before the semester starts and are communicated to all academic staff for control purposes. In line with the feedback received, the final version is given and implementation is started. The defined process for the use of classes is thus completed. The same defined process is also applied in the preparation of the exam calendar. There are periodicals, reference resources, theses, lending and advisory units in the library area. Academic and administrative staff and outside researchers can benefit from the faculty library. Books and other materials not found in our library but available in other university libraries are provided by interlibrary loan method and are loaned to our users. Faculty members, doctorate and graduate students can benefit from interlibrary loan services. Users can benefit from 2 computers in the reading hall connected to our library. In addition to the reading hall connected to our library, which is available to students, there are also two reading rooms where students can read.

Considering the current situation of the library, it is seen that the number and variety of books are sufficient, but it is necessary to design the library in a wider area to encourage students. In 2022, it is aimed to carry out studies in this direction and to search for the necessary financial support for renovation activities.

Our students have the opportunity to improve their ability to make effective presentations with 14 projectors in the classrooms of our institution. There is a reading room in our faculty. The Tashih-i Hurûf course, which aims to read the Qur'an without making mistakes, to learn the origins and adjectives of tecvid and the letters of the Qur'an, to use the voice beautifully in the education of the Qur'an, and to read it in accordance with the rules of the Science of Tajvid, is held in this hall.

On the other hand, various in-service courses are also organized for the development of the staff working in the library.

In addition to all these, satisfaction surveys are applied to our students and staff in order to further improve our services, and improvement studies are carried out within the framework of the results obtained from these surveys.

Maturity Level:

Learning resources are managed in order to provide accessible learning resources in appropriate quantity and quality in all units of the institution. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and measures are taken and resources are diversified in line with the needs/demands.

Evidence:

- Quality Manual
- 2020-2024 Strategic Plan
- Learning Resources
- Library and Internet
- Our Central Library

- Quality Development Coordinator
- Continuing education Center
- Dicle University Student Satisfaction Survey
- Career Planning Application and Research Center
- Student Satisfaction Survey
- In-Service Training Tracking Plan 2021
- Theology Satisfaction Survey
- Education and Training Development Commission Year-end Evaluation Report - 2021

B.5.2. Social, Cultural, Sporting Activities

The students and staff of our Faculty, located on the central campus, can benefit from all the social, cultural and sportive opportunities of the university. In addition, there are various opportunities within the faculty (See ÖDR B.5.3. “Facilities and Infrastructures”).

In order to support student clubs operating within the faculty, a common “club room” that can be used by all clubs has been allocated by the Dean's Office. There is also a WhatsApp group consisting of student club representatives for the purpose of getting their opinion and contacting them. A news text giving information about the content of the activity on the faculty web page is prepared and shared with the photographs on the faculty web page and social media accounts, thus informing the public about the content of the activity. Social, cultural and sportive activities for student development are supported in our faculty. The social and cultural activities of the students are carried out according to the Dicle University Student Societies and Clubs Directive. In 2021, activities in accordance with the purpose of the community were carried out by the student societies for the development of our students in different fields apart from the department activities. In this respect, clubs under the name of ATEC (Academic, Thought, Education, Civilization) Club, Mavera Youth Club, Human Rights and Freedoms Club and Dicle Youth Club carried out activities in our faculty. Also in this period, a Drop Club, Heart to Heart Aid Club and Civilization Club were established by our students. Sports activities in our faculty are followed by the "Sports Activities Commission" and cultural activities are followed by the "Promotion, Culture, Art, Organization, Activities and Alumni Relations Commission".

In 2021, a total of 25 social and cultural activities, including 2 Symposiums, 6 conferences, 2 panels, 10 Seminars, 1 Workshop, 1 Opening Program, 2 Commemoration Programs, 1 Special commemoration program, were organized by the student clubs/societies for the students of our University. In addition, various activities are held through the Clubs in our Faculty. Within the framework of club activities, students visit village schools, provide various assistance to students, and thus strengthen the bond between the university and the public. 15 bicycles given to our Faculty by the Ministry of Health within the scope of the "Project to Encourage Physical Activity" were made available to students during the academic year. In addition, the students of our faculty participate in the football competition organized by Dicle University. In addition, our Faculty aims to be sensitive to social problems; It aims to contribute to raising the religious knowledge and awareness level of the society together with all its stakeholders. In line with this goal, our unit organized various activities with Diyarbakır Provincial Directorate of National Education and Diyarbakır Provincial Mufti. In addition, it started its activities to establish the Imam Shafii Studies Center within its body in order to coordinate scientific research on the Shafii sect, which constitutes the widespread fiqh sect of the region, and to reach large masses of people. In addition to these, various social activities such as Qur'an reading competitions are carried out through the Center for Reading the Qur'an and Recitation Application and Research, which operates within the body of our university. Again, some agreements have been signed with our Faculty, Diyanet and Diged in order to meet the various needs of some students selected from our Faculty, such as accommodation and dormitory education. However, although the faculty of theology is one of the crowded faculties of our university, the

social and sports activities carried out are insufficient. Although it is pleasing that the activities in the social field are about families in need of help and village schools, it is necessary to carry out activities on subjects such as economic, business life and science that will support the post-university life of the students. Although some activities were carried out in the sports field in 2021 due to the pandemic, it was not at the desired level. In these two areas, planning is being made by the administration for 2022. By encouraging the establishment of student clubs, it is aimed that students carry out activities that they can organize personally. In addition, it is necessary to establish clubs in the field of sports.

Maturity Level:

Social, cultural and sports activities in appropriate quantity and quality are managed institutionally in all units of the institution (supports are provided to carry out, there is an administrative organization, etc.). The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with the stakeholders, and measures are taken and resources are diversified in line with the needs/demands.

Evidence:

- Student Clubs Theology Activity Report p. 17-18
- Databases Used Theology Activity Report p. 19
- Library Services Theology Annual Report p. 19
- Social and Cultural Activity Information Theology Activity Report p. 22
- Activity Information Related to Publications Theology Activity Report p. 23
- Imam Shafii Studies Center (İŞAMER)
- Protocol between DU Theology Faculty and Melik Ahmet IHL
- Turkey Diyanet Foundation Cooperation Protocol
- Protocol Between DU Faculty of Theology and DIGED
- Student feedback tools on services offered to students
- Quality manual

B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology Equipped Workspaces, Medico etc.)

Our institution is located within the campus of Dicle University. Therefore, our students and staff can benefit from all areas in the campus. Within the Dicle University campus, there are three mosques, a central library, a student cafeteria, a staff cafeteria, a carpet pitch, a tennis court, a basketball court, and a grass field of international standards (with a jogging track around it). , convention center where various events, conferences and concerts are held, public transportation center with bus stops, One bank branch (Foundations bank) and ATMs of other banks, 1 PTT branch, many cafes and restaurants, Dormitory buildings for female students right next to the campus. are available. There are also boys' and girls' dormitories in the city. Students registered in our institution can benefit from all these opportunities. In addition to these, our institution has a closed area of 27000 m2 and has a mosque, a small mosque, 31 classrooms, 2 conference halls, 1 meeting hall, 1 library, reading rooms, 1 computer. laboratory, photocopy room, 63 academic staff rooms, 9 administrative staff rooms, 2 warehouses, 1 archive room, 1 dining hall and 1 canteen. Student classrooms and computer lab are equipped with modern equipment. The students of our institution have access to all social areas within the campus area. The use of social areas is also carried out depending on a certain defined process. An important renovation work was started in our faculty in 2021. Accordingly, the building was repainted, and classroom and corridor renovation works were carried out on the floors. In addition, in line with the demands of students and

academicians, the facility and infrastructure deficiencies of the faculty were tried to be eliminated immediately. However, in order to increase the student capacity in 2021, 4 lecture halls were built in the faculty. It is planned that the renovation and renovation activities, including the library, photocopy unit and canteen, will continue as an administrative policy in 2022, and that the needs will be met and modernization will be continuous. In this context, it is aimed to make the modern and technological appearance provided in the reading rooms also for the library, photocopy unit and canteen next year. Dicle University ILITAM services are carried out by DUDERC. The courses are given over the Alms system. Quality studies at the center are carried out within the framework of legal regulations and action plans regarding strategic planning and internal control standards. Dicle University supports these values with its quality policy in order to achieve its mission, vision and goals. It systematically tries to create an effective quality management system in order to improve itself in the light of these core values, goals and strategies.

Maturity Level:

Physical resources and spaces are managed holistically in order to provide facilities and infrastructure of appropriate quality and quantity in all units of the institution. The results regarding the use of all facilities and infrastructures are systematically monitored and the monitoring results are evaluated together with the stakeholders, and measures are taken and resources are diversified in line with the needs/demands.

Evidence:

- Student Clubs Theology Activity Report p. p. 17-18
- Education Areas Classrooms
- T Meeting–Conference Halls
- Administrative Staff Service Areas
- Academic Staff Service Areas
- Warehouse, Archive and Workshop Areas
- Dining hall
- Sports Facilities
- Canteens, Cafeterias and Stationery
- Dicle University Alms entrance
- Annual Report p. 6
- Education and Training Development Commission Year-End Val. Report-2021
- In addition to standard practices and legislation; Evidence of unique approaches and practices developed by the institution in line with needs/demands
- Student feedback tools on services offered to students
- Infrastructure, facilities, competent human resources, hardware and software conditions for distance education programs and applications in the institution

B.5.4. Faculty without Barriers

Our institution started to serve in its new building in 2017. Necessary changes were made in the building, taking into account the disabled. In this direction, our entrance and exit points of the institution have been built in accordance with the use of the disabled. There is a walking path for the visually impaired in the faculty and in its garden. In addition, there are guides with embossed letters at the entrance doors and elevator entrances for the visually impaired. There are parking areas reserved for the disabled in the open parking lot of our faculty. In

our faculty, accessible architectural arrangements such as the application of yellow tape on the pavements in busy areas, the arrangement of ramps, existing toilets, and the appropriate use of elevators are constantly being made.

Maturity Level:

The findings obtained from the barrier-free university practice provided in all units of the institution are systematically monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Evidence:

- F Faculty Space Access Form
- Space Accessibility Photos
- Quality Manual

B.5.5. Guidance, Psychological Counseling and Career Services

Guidance, psychological counseling and career services in the institution are primarily provided by the counselors assigned to each student according to the Counseling Management System, and the academic counselor defined with the registration of the student to the institution provides support to the student in terms of guidance and career services; It encourages students to acquire the habit of lifelong learning and research. This consultancy is carried out through the advisors assigned to each student in accordance with the Dicle University Student Counseling Directive. In case of failure, the student is directed to the relevant units (Psychological and Social Counseling Application and Research Center) in order to receive social and psychological guidance services regarding the causes and solutions of failure. The advisors inform the students about the administrative and academic units of the university and the changes in the legislation and the program. It informs and guides students regarding career planning as well as domestic/international exchange programs, lateral transfer opportunities and conditions. Academic counseling for students is provided by our instructors, and their progress is monitored through the student information system:

Execution of counseling and career services to students through appointed counselors brings with it some problems. Each of the advisors, consisting of faculty members and lecturers, provides counseling to approximately 70 to 100 students, which causes very little time they can allocate per student. As a matter of fact, in 2021, it is seen that our faculty could not be sufficiently beneficial to its students in this regard. In order to solve this problem, it is planned to implement the peer counseling system in 2022. In addition, the possibility of obtaining a professional career and consultancy services within the possibilities of the university is being investigated.

Maturity Level:

The appropriate quality and quantity of guidance, psychological counseling and career services provided in all units of the institution are managed holistically (there is a center that manages these services and there is an administrative organization that manages this center, etc.). The results of these services are systematically monitored and the monitoring results are evaluated together with the stakeholders, and measures are taken and resources are diversified in line with the needs/demands.

Evidence:

- Dicle University Student Counseling Directive
- Dicle University SIS Login | ODDB (oidb.net)
- Psychological and Social Counseling Application and Research Center

B.6. Monitoring and Updating the Program

B.6.1. Monitoring and Updating Program Outputs

Our faculty adopts as a quality policy to raise individuals with the necessary professional knowledge, skills, behavior and general culture by increasing the quality of undergraduate and graduate education (our quality policy). For this purpose, the quality commission established within our faculty in 2018 monitors the program outputs with the internal quality assurance system and ensures that necessary improvements are made (Unit Quality Commission List).

Our faculty program is periodically reviewed every year in line with the objectives and achievements defined within the scope of the Turkish Higher Education Qualifications Framework (THEQF) (http://tyyc.yok.gov.tr/) and the Bologna process. As a matter of fact, this issue is among the strategic goals of our faculty and is supported by the necessary patterns in our Quality handbook. In this context, feedback obtained from "internal" (student-academic) and "external" stakeholders (graduate-employer-professional organization representative) is reviewed by our faculty's education commission, and necessary improvements are made. In line with the suggestions and expectations from the stakeholders, it is measured that the program is up-to-date and efficient, and that it has a social response. For this purpose, an Instructor and Course Evaluation Questionnaire is applied to our students, who are among our internal stakeholders, every academic year (Instructor Evaluation Questionnaire). The results obtained from the survey are reported and necessary changes and improvement studies are carried out in educational attainments. In addition, at the end of each academic term, the Student Satisfaction Survey is administered to students online by the Registrar's Office and thus it is checked whether the program has achieved its educational goals (Student Satisfaction Survey Form).

Another mechanism created for monitoring and updating the program of our faculty is the Alumni Questionnaire (Alumni Questionnaire Form). The professional development of our graduates is measured and the quality of our program is determined by the questionnaire we apply to our graduates, who are our external stakeholders. In order to ensure the active participation and contribution of external stakeholders in the continuous monitoring and improvement activity, which is a dynamic process, cooperation protocols have been signed with institutions affiliated to the Ministry of National Education, the Turkish Religious Foundation and mufti offices. Within the framework of "faculty-school cooperation", in cooperation with Diyarbakır Provincial Directorate of National Education, our students are doing internships in public schools affiliated to the Ministry of Education as of 2018. In addition, as of October 2018, with the protocol signed with the Turkish Religious Foundation, our students are given courses that support their education under the name of Theology Academy Program (Theology Academy Program Protocol). On the other hand, Accreditation and Quality Improvement Commissions (Unit Accreditation Commissions) carry out their activities within our faculty in order to ensure the national and international accreditation of our program. Our institution, which has applied to the Theology Accreditation Agency (Units Applying for Accreditation), is trying to successfully conclude the national accreditation process within the framework of the Plan-Apply-Check-Act (PACA) cycle by updating its Strategic Plan and preparing the Quality Handbook.

Periodic assessment and evaluation studies are carried out in our faculty regarding course gains and learning outcomes. In this context, the learning outcomes for each course and the assessment components (homework, exam, project, etc.) to be used in measuring these outcomes are defined. Measurement and evaluation works and procedures; information packages and related regulations are announced in the Bologna Information System (https://SIS.dicle.edu.tr/oibs/bologna/). The measurement and evaluation processes of the compulsory Arabic Preparatory Class program carried out by the dean of our faculty are carried out in accordance with the Preparatory Class Directive of the Faculty of Theology. In this context, a midterm exam and quizzes are administered to students in each semester, in written or oral format, to ensure accurate measurement and evaluation of course outcomes for each level of the program.

Maturity Level:

The outputs of all programs in the institution are monitored systematically (annual and periodically at the end of the program period) and in line with institutional objectives (education-training policy and objectives). These monitoring results are evaluated together with the stakeholders and updates are made.

Evidence:

- Units Applying for Accreditation
- Unit Accreditation Commissions
- Unit Quality Commission List
- Dicle University Faculty of Theology Quality Manual
- Dicle Universty Faculty of Theology 2020-2024 Strategic Plan
- Alumni Questionnaire Form
- Student Satisfaction Questionnaire Form
- Instructor Evaluation Questionnaire Form
- Evaluation of Instructors.PDF
- Directive for the Faculty of Theology Preparatory Class
- Theology Satisfaction Survey.xlsx
- Theology Academy Program Protocol
- Education and Training Development Commission Year-end Evulation Report-2021
- Protocol DU Theology Faculty and Melik Ahmet IHL
- Turkey Diyanet Foundation Cooperation Protocol

B.6.2. Alumni Tracking System

Graduation ceremony activities are coordinated every year by our faculty for our 4th grade students who will graduate. Our Graduation Commission, created for this purpose, coordinates the graduation ceremony activities through student committees since the beginning of the spring semester. Data on our graduates are tracked through the alumni portal on our university's website. In addition, contributing to the professional development and employment of our graduates is among the strategic goals of our faculty (our 2020-2024 Strategic Plan). In this context, the Education-Training Development and Alumni Relations Commission, established within our faculty, is working in order to better coordinate the relations with the graduates and to create an up-to-date monitoring mechanism.

Maturity Level:

There are applications regarding the graduate tracking system and some results have been obtained from them. However, the evaluation of these results and their use in decision-making are among the targets for 2022.

Evidence:

- Dicle University Faculty of Theology Quality Manual
- Education and Training Development Commission Year-end Evulation Report-2021
- Dicle Universiy Alumni Information System

- Dicle University Faculty of Theology Graduation Commission Job Description
- Dicle University Faculty of Theology Alumni Relations Commission List
- Dicle Universty Faculty of Theology 2020-2024 Strategic Plan
- Alumni Questionnaire Form

C. RESEARCH AND DEVELOPMENT

Dicle University Faculty of Theology, as the leading deep-rooted faculty of the Southeastern Anatolia region, learns Islam from its basic sources, is committed to national, moral, moral and universal values and cultural heritage, respects different beliefs and values, human rights and freedoms, environment and nature, is scientific and scientific. have the ability to think freely, benefit from the historical acquis, analyze, investigate and interpret the information, research the phenomenon of religion from its basic sources with interdisciplinary cooperation, adhering to the universal ethical values in order to ensure that the society understands and learns religion correctly, evaluates the needs and requirements of the society in the light of new developments. It has determined it as a mission to train useful, dynamic, free and virtuous religious officials, teachers, researchers and academicians who can produce solutions to the problems encountered in religious matters by following the trends in religious matters. In this context, our faculty continues its scientific studies with 65 academic staff (p. 12) and 367 graduate students who are advisors as of 2021 fall semester.

Our faculty has established the Research and Development Commission in order to increase the quality of research activities and achieve its goals. This commission carries out its studies to carry out research activities more systematically and in accordance with quality standards. In the Report of Evaluation of the Activities of 2021, it is stated that with the work, support and suggestions of the commission, great efforts have been made to use the research and development opportunities at our faculty in the most beneficial and appropriate way in 2021. In this context, the activities carried out in our faculty have been tried to be carried out within the framework of the strategic principles determined in the 2020-2024 Strategy Plan of the institution and the objectives determined in the Quality Manual. While carrying out these activities, the main starting point has been accepted as improving our faculty in terms of quality, ensuring that it reaches the determined target levels and supporting our faculty to have an institutional identity. For this purpose, in the context of research and development activities, the activities carried out as an institution throughout the year were audited, controlled and followed up in line with the principles and targets determined by the aforementioned commission. The result of this was prepared in a report, it was determined how much of the determined activities were carried out and which were not implemented, and presented to the dean's office with the reasons for all these and their suggestions on this subject.

C.1. Research Strategy

Dicle University has a research strategy to carry out its research and development activities. Our faculty, which continues its activities within this framework, aimed to respond to both national and international expectations with the research activities carried out within the framework of the quality policy adopted and the strategic plan prepared accordingly. In addition, a Quality Manual has been prepared in order to carry out the said process in a healthier, planned and efficient manner. In this context, strategic targets to be realized as both educational and research activities have been determined. Our institution has determined the basic policy regarding scientific research within the framework of the related objectives of Higher Education and the "research and development strategy" of our university. Accordingly, "contributing to the academy through national and international publishing activities" is among the strategic objectives of our unit. In this direction, our faculty supports individual academic activities and R&D studies and ensures that research proposals are discussed on scientific platforms. It is tried to keep the reliability of academic studies at the highest level through the current ethics committees of the university and plagiarism software programs. On the other hand,

in-house information meetings regarding research opportunities are held and necessary announcements and notifications are made through ERMS (Quality Handbook, p. 37, announcements, briefings).

In the Quality Manual (p. 30), “As our institution carries out an important mission on a local and regional basis within the framework of Strategic Goal 1, it carries out research activities in cooperation with national and international institutions, taking into account local/regional/national priorities and in the light of academic principles. In this context, it increases the number and quality of publications day by day.” information is included. According to the report of the R&D Commission, the number of publications of our faculty, which was 73 last year within the framework of S.H.1, has been updated to 112 (Performance indicator 1.1 and Performance indicator 1.2) this year. The number of publications of our faculty has increased significantly compared to the previous year. In this context, our faculty has increased its targets for 2022. Therefore, it is believed that better publications will be produced in the next year, both in terms of quantity and quality. Again, within the framework of S.H.1, contributions were made to the preparation of the journal titled "Culture and Civilization Journal Diyarbakır", which was prepared by the Diyarbakır Governor's Office, through the academic articles of our faculty academics.

In the Quality Manual (p. 30), “Within the framework of Strategic Goal 4, academic staff in our institution are informed about domestic and international research opportunities and their participation in these activities is supported.” information is included. According to the report of the R&D Commission, for the first time, one of our faculty members was sent abroad within the scope of Erasmus within the framework of S.H.4. The fact that abroad experience has started in our faculty has also been an encouragement for our other faculty members, and two more of our faculty members have been accepted to go to Yermuk University in Jordan in 2022. Again within the framework of S.H.4, our faculty member Dr. Instructor Member H. Rumeysa Küçüköner gave a seminar titled “The Comparison of Islamic Traditions of Turkey and Indonesia”.

In the academic activities carried out within our institution, regional needs are taken into account as well as national expectations. In this respect, important works have been carried out with the support of our regional development agency Karacadağ Development Agency and our University Research Projects Coordinatorship (URPC). The projects "Diyarbakır Court Records" and "Diyarbakır Court Records" are the main ones. In addition, in our Quality Manual (p. 31) “Within the framework of Strategic Goal 7, our institution supports the individual studies of academics and their studies within the scope of R&D. In the context of these studies, academic meetings are held at various local/regional levels in cooperation with national and international institutions.” information is included. In this context, according to the report prepared by the R&D Commission, Karacadağ Development Agency Project Information Meeting was held on 23.12.2021 within the framework of S.H.7.

In the Quality Manual (p. 31) “Strategic Target 2.1. Our institution cooperates with the madrasahs, which is a social reality of our region, by cooperating with the External Stakeholder institutions. The faculty members of our institution cooperate with the madrasahs and ensure that the knowledge of the academy is transferred to the madrasas, and the traditional knowledge of the madrasas to the academy. In addition, the relevant field of the Mufti staff, who is our external stakeholder, is provided by our faculty members. Various reinforcement courses are organized in order to complete their deficiencies.” information is included. According to the report of the R&D Commission, which was created as a result of the audit, follow-up and control carried out within the framework of this information, the following issues were determined:

1. S.H.2.1. 72 hours of "Tashih-i Hurûf Education Certificate Program (Beautiful and Correct Qur'an Reading Training)" was organized especially for our external stakeholder Mufti staff and other participants who wish.

2. S.H.2.1. Scientific reinforcement courses, seminars, language courses, social and cultural programs continue to be organized for our successful students within the framework of the "Protocol on the Theology Academy Execution" signed between the Turkish Religious Foundation and our Faculty in 2018, with the support provided by the Turkish Religious Foundation.

3. S.H.2.1. Within the framework of the "Collaboration Protocol in Education" organized between our Faculty and Melik Ahmet Imam Hatip Anatolian High School on 17.02.2021, high school students participate in activities such as "Movie Readings" held in our faculty.

4. S.H.2.1. Within the framework of the "Collaboration in Scientific, Academic, Social, Cultural and Artistic Activities" organized between our Faculty and Dicle Science İrfan Youth and Solidarity Association on 17.11.2021, the people of the city participate in activities such as "Movie Readings" held in our faculty, and bazaars are organized for students in need. .

5. S.H.2.1. With the support of the Presidency of Religious Affairs through our external stakeholder, the Mufti, within the framework of the 2021 Mevlid-i Nebi Week programs, Vice President of Religious Affairs Dr. Burhan İşliyen was provided to give a lecture at our faculty.

In the Quality Manual (p. 31), "Infrastructure studies that will contribute to the researcher identity of our faculty are supported within the framework of Strategic Goal 5. In this context, D.U. Project Coordination Application and Research Center, DUDEARC (Dicle University Distance Education Application and Research Center) and D.Ü. Cooperation is made with the Research and Application Centers in our university, such as the Continuing Education Center." information is included. According to the report of the R & D Commission, the training given by our institution due to the Pandemic was carried out online throughout the spring semester of the 2020-2021 academic year and the first three weeks of the 2021-22 fall semester. Some courses are still held online. For this reason, a lot of support has been received especially from DUDEARC. As a result of the cooperation made within the framework of S.H.5, DUDEARC staff supported the academic staff of our faculty to use the system with videos and training meetings held over Zoom. All visual materials prepared within this framework have been recorded in electronic environment.

The necessary resources are allocated in the budget of our institution for the papers, presentations and trainings that the academic staff working in our institution demand to participate. In this respect, the demands of our instructors are evaluated and resolved by the Faculty Administrative Board and the necessary support is provided as a result of the decision taken (2020-2024 Strategic Plan, p. 21).

C.1.1. Institution's Research Policy, Objectives and Strategy

The research policy, objectives and strategy of our institution are carried out in line with the process defined in the Quality Manual (p. 4) prepared for this purpose. For this purpose, the main strategic objectives of the institution have been determined in accordance with the strategic objectives of the university. According to this;

Purpose 1: Developing/strengthening the status of a university of education

Purpose 2: To encourage entrepreneurship in our faculty, to develop research activities, to increase the number and quality of publications.

Goal 3: To develop faculty-society cooperation

Goal 4: Strengthening administrative and academic structuring with good management practices

Goal 5: A number of goals have been determined to improve the capacity of our faculty's administrative student and academic potential.

Likewise, in the Quality Manual (p. 5) prepared by the institution, as the research and development policy of the institution;

1- Developing the research capacity of our faculty and moving it forward at the national and international level

2- To increase the number of national and international qualified and effective publications and projects in academic studies

3- Ensuring their participation in research and development activities by strengthening cooperation with external stakeholders

4- Some new policies have been determined in the form of developing cooperation with the research and application centers within the university.

However, within the framework of our University's Research and Development (R&D) Strategy, which is prepared in accordance with the relevant objectives of higher education (p. 25-29), our Faculty has stated in its Quality Manual (p. 30-31), in the 2020-2024 Strategic Plan (pp. 33-35) and in the 2021 Annual Report (p. 20);

a. supporting scientific research

b. To eliminate the shortage of academic and administrative personnel

c. Applying universal standards in education

d. Adopting the participatory management approach

e. To encourage successful students, administrative and academic staff

f. National and international level conferences, symposiums, seminars, etc. organize social and cultural activities

g. Strategic Target 1. To increase the number of publications in journals in international and national citation indexes. Increasing the number of highly cited publications in journals with high impact factor

h. Strategic Target 2. To produce at least 10% of the graduate theses completed each year

i. Strategic Target 3. To carry the faculty journal to national-international indexes

j. Strategic Objective 4. To ensure the participation of academic staff in domestic and international activities that will increase their professional experience

k. Strategic Goal 5. Developing infrastructure studies that will contribute to the researcher identity of our faculty

l. Strategic Target 6. To support the professional development of the administrative staff of our institution

m. Strategic Objective 7. To contribute to the need for human resources for doctoral graduates by supporting students in related doctoral programs determined by CoHE (Council of Higher Education)

n. Strategic Goal 8. To consider local needs while developing research activities and to cooperate effectively with external stakeholders for this purpose.

o. Strategic Objective 9. To ensure that research activities can be transformed into outputs for the solution of social problems and public interest.

In addition, it has determined some basic policies and priority strategic targets. As a matter of fact, similar policies and targets were set in the previous year's report.

It has adopted the basic principle of "contributing to the academy with national and international publishing activities" as its quality policy.

Accordingly, within the framework of our university in the context of R&D, the following strategic goals have been determined in the next four years in our Faculty's 2020 Self-Evaluation Report (p. 2):

1- Ensuring that a certain percentage of our faculty members participate in national and international scientific activities within the framework of our university's 2020-2024 Strategic Plan, ensuring that at least 10% of the faculty members participate in national or international meetings every year with full text or oral presentations.

2- Organizing a national or international symposium every year

3- To ensure that the Journal of the Faculty of Theology of Dicle University is scanned in ULAKBIM

Our faculty has also set some strategic goals in this framework in its 2020 Annual Report. According to this

a. Revising and updating the programs and contents of all courses in the departments of the 2019-2020 academic year

b. Establishing, maintaining and developing positive relationships with stakeholders in the field of education and service

c. Increasing the number of faculty members through various practices in order to provide more qualified education and training services and thus reducing the number of students per faculty member

d. Strategic goals were set, such as trying to eliminate the shortage of faculty members in areas where there is no or lack of teaching staff.

In the Quality Manual (p. 32), "To ensure that academic staff carry out their academic activities in a way that meets certain needs and within a certain plan, and to encourage undergraduate students to continue their postgraduate education, as the objectives determined in accordance with Strategic Goal 8." information is provided. According to the report prepared by the R&D Commission, within the framework of S.H.8, with the support of our external stakeholder, the Mufti, on 08.12.2021, Deputy Mufti Fatime Kartı made a presentation titled "Career Lessons under My Career Control 5" and support activities were carried out for our students' careers. In this presentation, it was emphasized that especially successful students should continue their postgraduate education. Again, within the framework of S.H.8, together with our external stakeholder, the Mufti, a workshop called "Religious Education in Diyarbakır with All Its Aspects" was held on 12.12.2021, and both the general religious education in the region and the current religious education in our faculty were discussed. In this context, necessary updates in our curricula were also discussed.

In the Quality Manual (p. 32), "As one of the objectives determined in accordance with Strategic Target 2.2, the Research and Development Commission and the Research and Development Commission at the University in cooperation with external stakeholders in order to develop cooperation with national and international external stakeholders and studies within this framework. -To contribute to increasing the effectiveness of Application Centers." information is included. According to the R&D Commission report, within the scope of cooperation with Dicle University Anti-Addiction Application and Research Center in our university within the framework of S.H.2.2, one of our faculty members Assoc. Dr. İhsan Akay and Prof. Dr. Abdullah Atlı made a presentation called "Substance Addiction and Religious Values".

In the Quality Manual (p. 32), "One of the objectives set in accordance with Strategic Goal 8 is to constantly update the training programs of the Institution in a way that supports research and development." and "One of the objectives determined in accordance with Strategic Target 2.2 is to contribute to increasing the efficiency of the Research and Development Commission and Research-Application Centers at the University in cooperation with external stakeholders in order to develop cooperation with national and international external stakeholders and studies within this framework". According to the report prepared by the R&D Commission, S.H.2.2. and S.H.8, as a Faculty of Theology, to be aware of religious education activities in the world and to revise our programs, Dr. Asyraf Isyraqi Bin Jamil was provided with a conference titled "Religious Education in Malaysian Schools". At the end of this program, which took place with the intense participation of academic staff, the religious education given by our faculty was compared with the general religious education in Malaysia.

In the Quality Manual (p. 32), "Constantly updating the Institution's training programs to support research and development within the framework of Strategic Goal 8." information is included. According to the report

prepared by the R&D Commission, updates were made in our course information packages within the framework of S.H.8, and our course contents were updated in the context of today's needs.

Again, some other steps have been taken in the context of these determined targets. For example, in our faculty, which is close to the average of Turkey in terms of number of faculty members, primarily in fields such as Philosophy of Religion and Sociology of Religion, which has no faculty members Dr. Instructor Member had been taken (see 2020 Annual Report of the Institution, p.17; Strategic Plan of the Institution for 2015-2019, pp. 19-22).

Maturity Level:

Practices related to the research policy, strategy and objectives adopted by all fields in the institution are systematically monitored and measures covering all fields and programs are taken according to the results of the monitoring.

Because the research performance of our faculty is measured based on the data in the annual reports. Every year, academic staff are asked for information about their research activities. These activities are published on the website of our institution in the form of a year-end activity report.

Evidence:

- DU 2020-2024 Strategic Plan
- DU Faculty of Theology 2020-2024 Strategic Plan
- DU Faculty of Theology 2015-2019 Strategic Plan
- DU Faculty of Theology Quality Manual 2021
- DU Research and Development Strategy Document 2020
- DU Internal Evaluation Report 2019
- DU Faculty of Theology 2020 Self-Evaluation Report
- Mission of DU Faculty of Theology
- DUF Quality Target and Target Action Plan 2020
- DUF Quality Policy
- DU Faculty of Theology 2019 Activity Report
- DU Faculty of Theology 2020 Annual Report
- DU Faculty of Theology 2021 Activity Report
- R&D Commission Evaluation Report for the Year 2021 Activities
- CoHE Strategic Plan (2019-2023)
- Performance, Reward and Incentive Evaluation Directive
- Academic Incentive Application and Review Commission (Decision of the Board of Directors)
- Number of Graduate Students affiliated to the Social Sciences Institute and Studying in our Faculty (As of 2021-2022)
- Cultural Exchange Program Seminar
- Instructor Sent Abroad within the Scope of Erasmus
- Instructors who will go abroad to give lectures within the scope of Erasmus

• Academic Staff Who Will Go To Study Abroad Within The Scope Of Erasmus

• Karacadağ Development Agency Project Information Meeting

• Online Education Information

• Curriculum Update Announcement

• Tashih-i Hurûf Education Certificate Program

• The Theology Academy Execution Protocol

• Cooperation in Education Protocol between DU Faculty of Theology and Melik Ahmet Imam Hatip Anatolian High School

• Cooperation Protocol in Scientific, Academic, Social, Cultural and Artistic Activities between DU Faculty of Theology and Dicle Science Irfan Youth and Solidarity Association (DIGED)

• Mevlid-i Nebi Conference

• I Control My Career Career Lessons 5

• Religious Education Workshop in Diyarbakır with All Its Aspects

• Substance Abuse and Religious Values Presentation

• Conference on Religious Education in Malaysian Schools

• Movie Readings

• DU Faculty of Theology Research and Development Commission

• Academic Staff Academic Publication Table 2021

• Publication Statistics of Faculty Members (2021 Annual Report) (p. 23)

• Publication Statistics of Faculty Members (2020 Annual Report) (p. 20)

• Publication Statistics of Faculty Members (2019 Annual Report) (p. 21-22)

• Academic Staff Publication Statistics (2018-2019-2020 Years)

• Video Materials Recorded in the Framework of Distance Education

• Diyarbakir Culture and Civilization Magazine

• Diyarbakir Culture and Civilization Journal Academic Articles

C.1.2 Management and Organizational Structure of Research and Development Processes

There is a Research and Development Commission responsible for the management and organization of research and development processes in our faculty. Research and development activities of our faculty are carried out by this commission. The commission consists of four people and each member follows one of the four sub-headings under the main criterion of "Research and Development" in the "Theology Accreditation Agency Self-Assessment Report Preparation Guide (Version 2.0 - 23.06.2020)".

The Commission organizes the research and development activities of our Faculty and records the activities. The archive of the scientific activities of the faculty for research and development is located in this unit. The relevant documents are provided by this commission upon the request of the relevant parties.

The commission convenes in case of need and discusses the works done and takes decisions on what to do and presents them to the dean's information and approval. The Faculty Journal, which aims to be one of the leading research publications in the field of theology in our country, has been managed by the Editorial Board.

Within the framework of our faculty's application to the TAA (Theology Accreditation Agency) in 2020, new regulations were made in many areas in the institution. First Accreditation Commissions, then Quality and Development Commissions were established and Unit Commissions were updated. Thus, serious improvements were made in terms of institutionalization. One of the examples of improvement realized for this purpose was undoubtedly the establishment of the Research and Development Commission on the management and organizational structure of research and development processes. The main purpose of creating such a structure; It is to control and monitor the activities to be carried out in the institutional sense, to ensure that they are carried out more systematically and regularly, and to record the activities. These and other related commissions have been established for many purposes such as monitoring the processes, organizing them better, recording the activities, determining the next year's fields of activity in the light of the reports to be prepared at the end of the year, and preparing new events in line with local and national needs. With the establishment of the aforementioned boards and commissions, the management and organizational structure of the activities and works carried out in a healthier way, more regularly monitored, more efficient results are obtained, local and national activities can be determined more accurately, failing aspects can be determined more easily, future plans can be made healthier. and it has been SIServed that it can be made realistically.

On the other hand, the process determined regarding the management and organizational structure of the research and development processes of the institution is defined in the Quality Handbook. The Research and Development Commission, which manages the research and development processes in the institution, consults with the Academic Quality Monitoring and Strategic Planning Commission, Quality and Development Commissions and Accreditation Commissions when necessary while carrying out its activities. In addition, the participation of a member from the external stakeholders consisting of the Mufti and Ministry of National Education units in the activities of the commission is also supported. Decisions to be taken by the Commission will also be submitted to the general comments of the External Stakeholders, if needed. The decisions taken by the Research and Development Commission in these meetings, which are aimed to be held with large-scale participation in order to benefit from different ideas, will be submitted to the approval of the dean.

There are other higher boards in our university where research and development activities can be followed. For example, SRPC (Scientific Research Projects Coordinatorship) affiliated to our University is an institutional example of this. Some academic studies in our faculty have been carried out in this context and continue to be carried out. Likewise, the Quality Coordinatorship Research and Development Working Group (p. 54) was formed within the rectorate, which oversees all these, carries out monitoring, takes measures to increase quality, and undertakes the management and organization.

Maturity Level:

The results and stakeholder views related to the management of research and development processes in the institution are systematically monitored and measures are taken by evaluating them together with the stakeholders.

Evidence:

- DU Faculty of Theology Quality Manual-2021
- Research and Development Commission
- Quality and Development Commissions
- Accreditation Commissions
- Unit Commissions
- DU Internal Evaluation Report 2019
- DUSRP (Scientific Research Projects Coordinatorship)

• DUSRP Directive

• DUSRP Regulation

• Quality Development Coordinator

• Quality Coordination Research and Development Working Group

• Faculty Journal

C.1.3. Relationship of Research to Local/Regional/National Needs and Demands

The process determined by the local/regional/national needs and demands of the researches is included in the Quality Manual prepared by our institution. In this context, the process in question was defined in the aforementioned handbook and it was aimed that the institution should consider local, regional and national needs and priorities in its research and development activities. Within the framework of this objective, it is aimed that the activities carried out under the responsibility of our institution, in the activities carried out by the Research and Development Commission and in the general meetings held in our institution for research studies, primarily respond to local, regional and national needs, respectively. In addition, since our institution is located in a geography neighboring countries such as Iraq and Syria, it is important that it responds to international needs and demands. It works in coordination with the Research and Development Commission, Academic Quality Monitoring and Strategic Planning Commission, Quality and Development Commissions, Accreditation Commissions in order for the research in our institution to respond to local, regional and national needs and demands, and submits the necessary regulations to the dean's information and approval.

Local, regional and national needs, demands and expectations are taken into account in the academic activities carried out within our faculty. However, these studies were not carried out in a coordinated and systematic manner within the framework of the research policy determined by our faculty, but rather with the personal preferences of the administrators or lecturers. Now, with the commissions established and the Quality Handbook prepared, the process in question can be carried out in a more disciplined, regular, healthy and efficient manner. In this respect, some local and national activities were carried out both before and after this process. For example, the Digitalization Values and Religion Symposium (4-5 April 2019) was held and the papers presented here were published and presented to the researchers. In addition, sociological studies are carried out on problems such as the structure of the madrasahs, which are among the important local educational institutions of the region, the education curriculum, and the formation of their students. In the same way, the women's problematic of the region and the city was discussed sociologically, the religious thoughts of women living in the slums and their reflections on social life were examined, a study was carried out on the sect structure of the region and the province, in the example of Diyarbakır, the religious education of the child and the contribution of the family to the religious education were tried to be revealed. Studies have been made and studies have been carried out on the Shafi'i sect, which is predominantly adopted. For example, the conflicts between Shafi'i jurists Ibn Hajar al-Heytami and Shamseddin er-Remli and their reasons have been studied as a doctoral thesis. Likewise, the fiqh preferences of Imam Nawawi, one of the leading jurists of the Shafi'i sect, have also been the subject of a doctoral study. In addition, Imam Shafii and Shafi'i Studies Application and Research Center (ISRC) was established under the leadership of our Faculty and within the body of Dicle University in order to gather researches within this framework at one point and to conduct them in a more coordinated manner. Likewise, many local and national activities were carried out and recorded within the body of the Quran Reading and Recitation Application and Research Center, which was established under the leadership of our institution. For example, in this context, various events were organized both in conference style and in the form of a beautiful Quran reading competition. Finally, the correction-i hurûf course was opened. In addition to these, there is an Alevism and Ehlibeyt Culture Application and Research Center that will contribute both regionally and nationally. The importance of this center's contribution to the relevant field cannot be denied.

In addition, with the support of Karacadağ Development Agency and DUSRP, which is an important agency of the region, the "Diyarbakır Court Records" and "Diyarbakır Ahkam Notebooks" project have been realized to a large extent, and many volumes have emerged and continue to be published. These studies have been made available to researchers in digital media as well as in print. In addition, a protocol was signed with the Theology Academy in cooperation with external stakeholders. Again, a cooperation protocol in education was signed with Diyarbakır Melik Ahmet Anatolian Imam Hatip High School, one of the local stakeholders. Likewise, a cooperation protocol was signed with Dicle Science, Irfan Youth and Solidarity Association (DIGED) in scientific, academic, social, cultural and artistic activities.

In the Quality Manual (p. 33), "Our institution has aimed to take local, regional and national needs and priorities into consideration in research and development activities." information is included. In this context, various programs mentioned here have been carried out with different stakeholders such as Mufti, National Education and Malaysia Malaya University.

Again in this context, some symposiums, conferences, panels and TV programs were held in response to local and regional needs. Thus, in a sense, it has been tried to ensure that the knowledge produced in the academy is transmitted to the public and shared. Therefore, the needs and demands of the region and the region are tried to be fulfilled. These activities can be listed as follows:

1. Quran Recitation Contest
2. Haci Bektas-i Veli and Bektashism Interview
3. Conference named "Orientalist Understanding of Hadith and Its Criticism"
4. Conference called "Secularization in the Qur'an"
5. Conference on "Theology, Art and Literature"
6. Conference of the Disputes in the Period of the Four Caliphs
7. Conference on the Background of the Fetö Coup Attempt
8. The activity of the Faculty of Theology students for the children staying in the "Happy Home Association"
9. The Mevlidi Nebi Conference
10. Conference on Religious Education in Malaysian Schools
11. Conference entitled "Advice from Sufi Legends to Young People"
12. Religious Education Workshop in Diyarbakir with All Its Aspects
13. Irfan Panel in Mevlana
14. Substance Abuse and Religious Values Interview
15. Contemporary Problems of Faith and Science of Theology Panel
16. Views of Sheikh Abdurrahman Aktepe Life Works
17. English and Persian language courses and Hadith reading lessons for faculty students

Maturity Level:

Research outputs in the institution; are monitored systematically and in accordance with the internal quality assurance system of the institution in relation to local, regional and national needs and demands, and measures are taken by evaluating the results of the monitoring together with the stakeholders.

The institution has a research policy, strategy and objectives that express its perspective on research, the principles it will follow in research activities, its priorities in research and its preferences in managing research resources.

Evidence:

• DU Faculty of Theology Quality Manual-2021

• Diyarbakir Court Registers

• Diyarbakir Ahkam Notebooks

• Diyarbekir Court Records & Divan-ı Hümâyûn Registries

• Karacadag Development Agency

• DU Scientific Research Projects (DUSRP)

• DU Faculty of Theology Activity Report-2019

• DU R&D Strategy Document-2020

• Sociological Studies (Example of Madrasa-Theology)

• CoHE National Thesis Center (Honor Murders)

• CoHE National Thesis Center (Religious Thoughts of Women)

• CoHE National Thesis Center (Child's Religious Education and Family's Contribution to Religious Education)

• CoHE National Thesis Center (Ibn Hacer al-Heytami and Shamseddin er-Remli and the Reasons for Conflicts)

• CoHE National Thesis Center (Imam Nevevi's Fiqh Preferences)

• Cooperation Protocol in Education between DU Faculty of Theology and Melik Ahmet Imam Hatip Anatolian High School

• Cooperation Protocol in Scientific, Academic, Social, Cultural and Artistic Activities between DU Faculty of Theology and Dicle Science İrfan Youth and Solidarity Association (DIGED)

• Cooperation Protocol with the Theology Academy

• Quran Reading and Recitation Application and Research Center

• Imam Shafii and Shafi'i Studies Application and Research Center (ISRC)

• Alevism and Ehlibeyt Culture Application and Research Center

• Digitalization Values and Religion Symposium (4-5 April 2019)

• Good Quran Reading Contest

• Interview with Hacı Bektaş-ı Veli and Bektashism

• Conference named "Orientalist Understanding of Hadith and Its Criticism"

• Conference called "Secularization in the Qur'an"

• Conference named "Theology, Art and Literature"

• Conflicts of the Four Caliphs conference

• Background of Feto Coup Attempt conference

• The activity of the Faculty of Theology students for the children staying in the “Happy Home Association”

• Mevlidi Nebi Conference

• Religious Education in Malaysian Schools conference

• Conference titled “Advice from Sufi Legends to Young People”

• Religious Education Workshop in Diyarbakır with All Its Aspects

• Irfan Panel at Mevlana

• Substance Abuse and Religious Values interview

• English and Persian language courses and Hadith reading lessons for faculty students

C.2 Research Resources

C.2.1. Research Resources: Physical, Technical, Financial

Our institution provides service with 24 technically equipped classrooms, 4 lecture halls, 2 reading rooms, 2 conference rooms, 1 meeting room, 66 academic staff rooms, 16 administrative staff rooms (p. 6). The principles regarding the use and distribution of offices are determined by the Dean's Office. The institution has 1 library (p. 12) with 18350 collections, where researchers can carry out their studies, and 1 computer laboratory with 40 computers. In addition, the Central Library, which is under the Rectorate of Dicle University, contains a total of 17543 publications in the field of Theology, providing physical and resource opportunities to researchers in the relevant field. Our institution makes a serious effort to have sufficient physical and technical resources. However, it continues its improvement activities based on developing and changing needs. During 2021, some renovation works were carried out in the building of our faculty, and within this scope, physical improvements were made in areas such as reading halls, lecture halls, sitting areas for students in the corridors, and table tennis. (p. 5).

Our institution organizes information meetings about research opportunities and publishes necessary announcements about the subject on the web page of our faculty. In addition, the necessary resources are allocated from the budget of our faculty for the papers, presentations and trainings that the academic staff working in our institution demands to participate. In this context, the demands of our instructors are evaluated by the faculty administrative board and decisions are taken accordingly. The research performance of our faculty is measured based on the data of the annual activity reports.

Our institution ensures the effective implementation of training and financial support for staff and students within the scope of Erasmus, Farabi and Mevlana programs of the university. Our institution's research and development studies and activities are carried out within the university. Research and development activities and needs of researchers are carried out according to the general academic incentive system and scientific research project supports of our university.

In addition, in the Quality Manual and 2020-2024 strategic planning of our institution, the follow-up of the completed or ongoing projects by the academic staff is carried out by the Research and Development Commission and this commission provides support in organizing informative seminars and conferences in order to increase its contribution to project development in line with the demands and suggestions from academicians.

Maturity Level:

Research resources in the institution are managed in a way that supports priority research areas and covers all units/fields. The findings obtained from all these practices are systematically monitored and the results are evaluated together with the stakeholders, and measures are taken and resources are diversified in line with the needs/demands.

Evidence:

• DU Faculty of Theology 2020-2024 Strategical Plan

• DU Faculty of Theology Quality Manual-2021

• Faculty of Theology Library Resources

• Dicle University Central Library

• Research and Development Commission

• R&D Commission Evaluation Report Activities for 2021

• DU Faculty of Theology Activity Reports (2019, 2020, 2021)

• Dicle University Erasmus program

• Dicle University Farabi Program

• Dicle University Mevlana Program

• Academic Incentive System

• Scientific Research Projects Support

C.2.2. In-University Resources (SRP)

Faculty members and students of our institution can contribute to their scientific studies within the scope of Scientific Research Projects (SRP), which is dependent on the University's budget. In order to continue its research and development activities, the institution follows the defined SRP Procedures and Principles for the creation of resources within the University, and supports projects, conferences, travel, expert invitations, and personal funds in order to carry out academic activities and develop research potential. Dicle University Scientific Research Projects Coordinatorship works in accordance with the relevant legislation. Faculty members and students of the institution follow the applications and results of their studies through the SRP Automation program used. The SRP workflow is carried out according to the determined schemes. In this respect, researchers apply to the Scientific Research Projects (SRP) unit to support their studies and try to meet their needs by making use of the budget allocated by SRP in general.

Our institution shares all related announcements, especially project calls related to SRP, with academic staff via EBYS (Electronic Information System) and encourages them to in-university resources (for example, see external project writing training announcement). In this sense, significant contributions have been made with the support of the regional development agency Karacadağ Development Agency and Dicle University Research Projects Coordinatorship (DUSRP). The projects "Diyarbakır Sharia Court Registers" and "Diyarbakır Verdict Registers" are the main ones. For instance, support was provided to a total of 4 projects in 2020 and 2021, within the institution.

The follow-up of the completed or ongoing projects by the researchers of our institution is carried out by the Research and Development Commission. The relevant commission organizes informative seminars and conferences in order to increase its contribution to project development in line with the demands and suggestions from the academicians. In addition, the research performance of our Faculty is measured based on the data in the annual activity reports. Every year, academic staff are asked for information about their research activities. These activities are published on our website in the form of year-end activity report:

Maturity Level:

The findings obtained regarding the use of university resources in the institution are systematically monitored and the results of the monitoring are evaluated together with the stakeholders, and measures are taken and resource diversity is requested from the University in line with the needs.

Evidence:

• DU Faculty of Theology 2020-2024 Strategical Plan

• DU Faculty of Theology Quality Manual-2021

• D.U. Faculty of Theology Activity reports

• SRP Procedures and Principles

• DUSRP Directive 2018

• SRP Workflow Charts

• Central Government Expenditure Documents Regulation

• SRP Projects

• Project writing training announcements from external sources (TUBITAK, GAP, Development Agency, etc.) (via EDMS)

• Diyarbakir Sharia Court Registries

• Diyarbakır Verdict Registries

• Karacadag Development Agency

• Research and Development Commission

• Projects Supported by DUBAB in the Periods of 2020-2021

C.2.3. Orientation to Non-University Resources (Methods and Supports)

Our institution supports the use of non-university resources in order to continue its research and development activities in line with institutional aims. To reach this the institution negotiates with internal and external stakeholders and signs protocols so that researchers and students can carry out their studies. In this context, the project "Diyarbakır Sharia Court Registries" and "Diyarbakır Verdict Registries"is carried out in cooperation with Karacadağ Development Agency which is located in Diyarbakır. The Ministry of Industry and Technology of Republic of Turkey, Diyarbakır Governorship, Dicle University Rectorate, Karacadağ Development Agency, DUSRP Presidency, Kayapınar Municipality supports the project.

In order to provide academic, social, cultural and financial support to the students, who continue their education at the Faculty of Theology of Dicle University, the Theology Academy Program Execution Protocol has been signed between Turkey Diyanet Foundation and Faculty of Theology, Dicle University in 2018. Within this framework, similar related protocols have been signed with external stakeholders in order to provide academic, social, cultural and financial support to students.

Maturity Level:

In order to continue research and development activities in line with institutional purposes, the findings obtained from practices that support the use of non-university resources are systematically monitored and measures are taken by evaluating the follow-up results together with the stakeholders.

Evidence:

• DU Faculty of Theology Strategical Plan (2020-2024)

• DU Faculty of Theology Quality Manual-2021

• Diyarbakır Sharia Registries (Webcast)

• Diyarbakır Verdict Registries (Webcast)

• Theology Academy Program Execution Protocol

• Protocols between Faculty of Theology, Yenişehir Mufti and DIGED

• Ministry of Industry and Technology of Republic of Turkey

• Diyarbakir Governorate

• Dicle University Rectorate

• Karacadag Development Agency

• DUB

• Kayapınar Municipality

C.2.4. Graduate Programs Compatible with the Research Policy, Goals and Strategy of the Institution

Our institution aims to make various innovations depending on the vision of meeting the requirements of new developments and new quality standards especially on teaching and learning processes. In this context, by making changes in the course curriculum, it aims to provide students with the skills required for the services they will perform after graduation, to raise students' awareness about postgraduate studies, and to coordinate more effectively providing counseling and orientation services to students (p. 2).

In order to implement and develop the research policy, objectives and strategy of the institution, the Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts and Institute of Social Sciences work in coordination with the Faculty of Theology. If the necessary conditions are met, postgraduate students are admitted to the relevant departments, and development and improvement studies for the departments that are deemed insufficient are meticulously carried out by the Research and Development Commission.

Most of the departments under the three departments (Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts) affiliated within the institute of Social Sciences, have postgraduate education programs and improvement-development studies are followed by the relevant commissions under necessary conditions (p. 35). In this context, as of the fall semester of 2020, our Institution continued its scientific studies with 64 academic staff (p. 10) in the field of theology and 335 postgraduate students under the supervision of the Social Sciences Institute. As of the fall semester of 2021, it continues its scientific studies with 65 academic staff (p. 12) and 367 graduate students who are supervised by them.

Maturity Level:

The outputs of graduate programs that are compatible with and support the research policy, objectives and strategies of the institution are regularly monitored, and the results of the follow-up are evaluated together with the stakeholders and measures are taken accordingly.

Evidence:

• DU Faculty of Theology 2020-2024 Strategical Plan

• DU Faculty of Theology Quality Manual-2021

• D.U. Faculty of Theology Activity Reports

• 2020 Self-Evaluation Report of DU Faculty of Theology (p. 2)

• Number of Academic Staff (Year 2020, p. 10; Year 2021, p. 12)

• Number of Graduate Students affiliated to the Social Sciences Institute and Studying in our Faculty (As of 2020-2021)

• Number of Graduate Students affiliated to the Social Sciences Institute and Studying in our Faculty (As of 2021-2022)

C.3. Research Competence

The institution provides opportunities to maintain and improve the research competencies of the academic staff through strategic planning, the Quality Manual and the Research and Development Commission. It is expected that the work of the commission will positively affect the researcher performance of the institution.

C.3.1. Developing Research Competence and Research Competence of Academic Staff

There are 48 lecturers/researchers with doctorate titles in our institution. Various practices have been implemented in order to improve the research competence of our faculty members:

• With the decision taken in 2020, in order to encourage the increase of the research competency of the academic staff, the Assignment and Promotion criteria have been adjusted to be implemented as of January 1, 2021. This change encourages the consideration of various research activities in the appointment and promotion of teaching staff and the creation of more qualified studies. Another decision taken in this regard is Dr. Instructor It is the addition of an article to increase the minimum conditions determined as the condition of appointment of its members.

• Dicle University has decided to review the appointment and promotion criteria in 2021 and has started its studies in this direction.

• As stated in the Quality Manual, various targets and plans have been determined to increase the number of qualified publications. Accreditation Research and Development Commission was established in 2020 and Research and Development Commission in 2021 within our faculty. As a matter of fact, it should be noted that the number of publications, which was 73 in 2020, increased to 112 in 2021 (p. 2). The targets and plans regarding the number of qualified publications are also emphasized in the annual evaluation report of the Research and Development Commission (p. 1-2).

• Our institution organized many seminars, courses and symposiums throughout the year with the support and participation of internal and external stakeholders in order to improve the research competencies of the academic staff. These activities have been realized with the support of external stakeholders such as Malaysia Malaya University, Mardin Artuklu University, Bingöl University, Diyarbakır Mufti, Diyarbakır Governorship, Diyarbakır Municipality, Diyarbakır Kayapınar Municipality, Science Dissemination Society, Ancient Academy, International Muslim Scholars Solidarity Association.

• Training seminars were held at various times in order to provide our academic staff with project development skills. SRP Coordinatorship assists our researchers at the project proposal stage and provides technical support regarding the application process and after the project. In this context, in 2020-2021, a total of 64,765 TL financial support has been provided by DUSRP to the academic staff and graduate students of our faculty, 4 people for their academic studies. There are also projects that have started from previous years and have just been completed.

• In 2021, one of our faculty members went abroad within the scope of Erasmus. The fact that abroad experience has started in our faculty has also been an encouragement for our other faculty members, and two more of our faculty members have been accepted to go to Yermuk University in Jordan in 2022.

• Independent of the Central Library of Dicle University, our rich book archive (18350 collection, p. 12) within our institution provides publication support for our academic staff and students in their research.

• Our institution also supports the research activities of our academic staff outside of our university. In this respect, three academic staff who were accepted to the Researcher Training Project (RTP) of the Islamic Studies Center (ISC) in 2015 and 2018 have been granted permission etc. to participate in this project.

Maturity Level:

In the institution, practices for the evaluation and development of the research competency of the academic staff are regularly monitored and measures are taken by evaluating the results of the follow-up together with the stakeholders.

As included in the 2020-2024 Strategic Plan of the institution, it has plans to establish methods and support units for the use of non-university resources. There are applications for the realization of these plans. The Research and Development Commission made significant emphasis on the creation of these resources, both in the periodical meetings and in the year-end evaluation report. It is foreseen that the positive reflection of this will be seen more clearly as of 2022.

Evidence

• DU Faculty of Theology 2020-2024 Strategic Plan

• DU Faculty of Theology Quality Manual-2021

• DU Faculty of Theology 2021 Activity Report

• R&D Commission Annual Evaluation Report 2021

• R&D Commission Midterm Meetings 2021

• Staff Mobility Lecture Results

• Erasmus Mobility Certificate

• Current Academic Appointment Directive

• Appointment Directive Preparation Process Calendar

• Accreditation Commissions (Official letter)

• Research and Development Commission (Official letter)

• Scientific Research Projects (SRP)

SRP Procedures and Principles:

Principles and Procedures Regarding the Use, Accounting and Operation of the Private Account by Transferring the Appropriations Allocated for Scientific Research Projects in the Budgets of Higher Education Institutions

Decision Regarding the Tenders to be Made by Higher Education Institutions within the Scope of Subparagraph (f) of Article 3 of the Public Procurement Law No. 4734

• Budgets Allocated for Faculty of Theology Projects in SRP in 2020-2021

• ISAM AYP protocol example

• Faculty of Theology Library Resources

Symposium, seminar and conference links:

-"Religious Education in Malaysian Schools" (Assoc. Dr. Asyraf Iysraqi Bin Jamil)

-Seminar titled "The Comparison of Islamic Traditions of Turkey and Indonesia" (Dr. Lecturer H. Rumeysa Küçüköner)

-"Different Readings of History in the Context of the Disputes of the Periods of the Four Caliphs" (Prof. Dr. Adnan Demircan)

-"Orientalist Understanding and Criticism of Hadith" (Prof. Dr. Ahmet Yücel)

-“Our Legacy of Fiqh and Us” (Prof. Dr. Soner Duman)

-“Understanding Fuat Sezgin” (Assoc. Prof. Ali Karakaş)

-“My Career Is in My Control-5” (Diyarbakır Provincial Deputy Mufti Fatime Card)

-“Theology, Art and Literature” (Prof. Dr. Bilal Boneli):

-“Hacı Bektaş-ı Veli and Bektashism” (Prof. Dr. Haşim Şahin)

-Mevlid-i Nebi Conference (Vice President of Religious Affairs Dr. Burhan İşliyen)

-“Secularization in the Qur'an” (Vice President of Religious Affairs Dr. Burhan İşliyen)

-“The Opportunity of Living Islam by Being Confident with the Qur'an” (Prof. Dr. Enbiya Yıldırım)

-“The 100th Anniversary of the Acceptance of the National Anthem and the Commemoration of Mehmet Akif Ersoy” (Assoc. Prof. Mehmet Sait Mermutlu)

-“Youth in the Qur'an and Youth Values” (Prof. Dr. Mehmet Emin Ay)

C.3.2. National and International Joint Programs and Joint Research Units

The institution has signed protocols with various institutions and units and contributed to various research programs in order to implement research and development policies such as taking into account regional, national and international needs and priorities in research and development studies, strengthening cooperation with external stakeholders and ensuring their participation in research and development studies.

• The Quran Reading and Recitation Application and Research Center is in operation and the faculty member resource is provided by the institution. Various activities such as conferences and proofreading courses are carried out within the institution.

• Imam Shafii and Shafi'i Studies Application and Research Center (ISRC) was established in 2021 with the cooperation and initiative of the faculty members of the Faculty of Theology, and the institution contributes to the faculty resource.

• The institution contributed to the Contemporary Hadith Issues and Babanzâde Ahmed Naim International Symposium, which was held in cooperation with Mardin Artuklu University, Bingöl University, Diyarbakır Mufti, Diyarbakır Governorship, Diyarbakır Municipality, Diyarbakır Kayapınar Municipality, Science Dissemination Society, Ancient Academy, International Muslim Scholars Solidarity Association.

• Contribution to the preparation of the journal titled “Culture and Civilization Journal Diyarbakır”, prepared by the Diyarbakır Governor's Office, was contributed by the academic writings of our faculty academics (For examples, see 1, 2, 3).

• The Theology Academy Program Execution Protocol was signed in 2018 between the Turkish Religious Foundation and Dicle University Faculty of Theology in order to provide academic, social, cultural and financial support to the students who continue their education in our faculty, and its implementation is still ongoing. In this program, research and teaching members of our institution play a significant role as instructors.

• Our Faculty's T.C. The publication process of the "Diyarbakır Court Records and Ahkam Registers", which was carried out in cooperation with the Ministry of Industry and Technology, Diyarbakır Governor's Office, Dicle University Rectorate, Karacadağ Development Agency, DUSRP Presidency, Kayapınar Municipality, continues, and the existing printed material is a searchable platform on the web. and made available to researchers.

Maturity Level:

Multiple research activities and practices such as national and international joint programs, participation in research networks and collaborations with joint research units and joint research units are regularly monitored

in the institution, and the results of the follow-up are evaluated together with the stakeholders and measures are taken.

The institution has multiple research activities at national and international level, such as in-house and inter-institutional joint programs and joint research units, participation in research networks and establishing collaborations included in the report. The Research and Development Commission also emphasized the cooperation with the stakeholders both in the meetings during the term and in the year-end evaluation report, and contributed to the realization of some programs.

Evidence:

• DU Faculty of Theology 2020-2024 Strategic Plan

• DU Faculty of Theology Quality Manual-2021

• R&D Commission Annual Evaluation Report 2021

• R&D Commission Midterm Meetings 2021

• Imam Shafii and Shafi'i Studies Application and Research Center Regulation

• Imam Shafii and Shafi'i Studies Application and Research Center Staff

• The Management Staff of the Quran Reading and Recitation Application and Research Center

• Quran Reading and Recitation Application and Research Center Tashih-i Huruf Course

• Conference on "The Science of Recitation and the Mushafs of Hazrat Osman (ra) from Past to Present" (Dr. Lokman Şan)

• Theology Academy Program Execution Protocol

• Current Hadith Issues and Babanzâde Ahmed Naim International Symposium:

• Religious Education Workshop in Diyarbakır with All Its Aspects

• Substance Abuse and Religious Values Conference

• Culture and Civilization Magazine Diyarbakir

• Diyarbakir Sharia Registries and Ahkam Books website

C.4. Research Performance

The institution monitors the results of its research activities with the incoming performance outputs and the evaluation of these performance outputs is included in the year-end administrative activity reports.

The institution periodically measures and evaluates its research and development activities based on data and publishes the results. The findings are used for the periodic review and continuous improvement of the research and development performance of the institution, and the current situation has started to evolve into a more professional process with the updated Strategic Plan, Quality Manual and Research and Development Commission.

C.4.1. Instructor Performance Evaluation

Our institution monitors the performance of instructors in accordance with the defined process (p. 37) in the Quality Manual and implements various mechanisms that will encourage performance improvement. In this respect, the annual activities of academic staff on the basis of academic units (number of national/international publications in indexed journals, number of national/international papers, book/book chapters, number of projects they carry out or research, number of graduate students, scientific activities, artistic activities) in order

to monitor the research and development performance of academic staff. etc.) are collected, prepared by the unit chiefs, and an Administrative Activity Report is prepared and sent to the Strategy Department.

In order to improve the performance values of the instructors, a general academic incentive system is applied and the process is followed by the Academic Incentive Application and Review Commission. A Research and Development Commission was established in order to facilitate the monitoring of the performance values of the instructors, as well as to improve their performance.

Dicle University has announced that as of 2021, thesis awards will be given on the basis of institutes. We believe that this initiative will also have a positive effect in terms of performance evaluation.

Maturity Level:

Practices covering all fields are regularly monitored in order to monitor and evaluate the research and development performance of the academic staff, and the results of the follow-up are evaluated together with the stakeholders and measures are taken.

In the institution, there are plans for monitoring the research performance of the academic staff -as included in the 2020-2024 Strategic Plan. The Research and Development Commission made assignments and plans regarding the planning and process monitoring steps both in the meetings during the term and in the year-end evaluation report. We expect the positive results of these to be seen more clearly as of 2022.

Evidence:

- The Faculty of Theology 2020-2024 Strategic Plan
- DU Faculty of Theology Quality Manual-2021
- R&D Commission Meeting Minutes 2021
- R&D Commission 2021 Activities Evaluation Report 2021
- Faculty of Theology 2021 Annual Report
- Dicle University Academic Incentive Procedures and Principles 2020
- Dicle University Academic Incentive Portal
- Dicle University Faculty of Theology Academic Incentive Application and Review Commission
- Dicle University Thesis Awards Announcement

C.4.2. Evaluation of Research Performance and Improvement Based on Results

Our faculty has started to indicate the performance of academic staff regarding research activities in the annual report prepared at the end of each year since 2019 and publish it on the faculty page.

In 2021, the Research and Development Commission was established. With the decisions to be taken in the commission, it is aimed to evaluate the research performance of the academic staff and to improve them based on the results.

Maturity Level:

Research performance of all fields in the institution is monitored and evaluated and used in decision-making (performance-based incentive-appreciation mechanisms, etc.). Practices related to this are regularly monitored and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Research performance is monitored in the institution, and there are objectives, plans and defined processes for the evaluation of this performance as stated in the updated Strategic Plan and Quality Manual. In addition, there is a Research and Development Commission responsible for following up and taking measures. The

Commission aims to make planning and defined processes more active, with the findings and suggestions put forward both in the mid-term meetings and in the year-end evaluation report.

Evidence:

• DU Faculty of Theology 2020-2024 Strategic Plan

• DU Faculty of Theology Quality Manual-2021

• DU Faculty of Theology 2019-2020-2021 Activity Reports

• Research and Development Commission (Official letter)

• R&D Commission Meeting Minutes 2021

• R&D Commission 2021 Activities Evaluation Report 2021

C.4.3. Research Budget Performance

Our faculty does not have an independent research budget offered to researchers. Researchers apply to the Scientific Research Projects (SRP) unit for such needs and try to meet their needs by making use of the budget allocated by SRP for project proposals from the Faculty of Theology.

Necessary expenditures of our institution, such as service and material purchases, are met from the central budget. In addition, the necessary road and etc. for the work of the teaching staff. expenses are covered within the framework of the Allowance Law No. 6245.

Maturity Level:

The research budget performance of the institution is monitored and evaluated, and it is used in decision-making (budget allocation, etc.). Practices related to this are regularly monitored and measures are taken by evaluating the results of the monitoring together with the stakeholders.

There is a Research and Development Commission to monitor the research budget performance of the unit. There are decisions taken by the Commission both in the periodical meetings and in the year-end evaluation report to monitor these practices. In 2022, it is aimed to make the practices related to the planning and process monitoring steps more effective.

Evidence:

• Scientific Research Projects (SRP) Application

• Budgets Allocated for Faculty of Theology Projects in SRP in 2020-2021

• Scientific Research Projects Implementation Directive 2018

• DU Faculty of Theology 2020-2024 Strategic Plan

• Research and Development Commission (Official letter)

• R&D Commission Meeting Minutes 2021

• R&D Commission 2021 Activities Evaluation Report 2021

• Allowance Law No. 6245

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

To be sensitive to social problems in line with the social contribution policy of our faculty and the basic policy of our university on this issue, as in our quality handbook; To contribute to the improvement of the health, employment and welfare of the society, to increase the knowledge, skills and quality of life together

with its employees, students and external stakeholders, to increase the quality and quantity of community service activities, to spread a long-term social responsibility awareness among all the staff and stakeholders of our faculty, to support our students. It has adopted the principle of encouraging social responsibility activities and giving priority to the studies that address the religious, socio-economic and cultural needs and problems of the region. In this context, our faculty has endeavored to carry out its social contribution activities for 2021 within the framework of the strategic goals determined in the 2020-2024 Strategy Plan and the principles determined in the Quality Manual. (see Evidence 1, Evidence 2)

D.1.1. Social Contribution Policy, Objectives and Strategy

The contribution policy, objectives and strategy of our faculty are included in the 2020-2024 Strategy Plan and Quality Manual. Our faculty continues its activities in line with the principles and targets set in the Quality Manual and Strategy Plan, while implementing its social contribution policy, targets and strategies through the Social Contribution Development Commission it has established. In this context, many activities carried out by our Faculty are realized with the contribution of both internal and external stakeholders. Our faculty is sensitive to social demands and carries out various activities within the scope of social service by considering the needs and demands of the society.

In the Education and Scientific Research Policies of our faculty, there are articles for direct and indirect social contribution. In addition, there are some courses in the curriculum of our faculty, such as Oratory Vocational Practice, Guidance in Religious Services and Communication, which are directly related to social contribution. (see Evidence 3)

Within the framework of social contribution activities, our faculty met the accommodation needs of the students selected by interview within the framework of the Protocol on the Execution of the Theology Academy Program with the Turkish Religious Foundation on 05.10.2018, and our faculty members provided support for language education and professional development to our students (see Evidence 4). In addition, our Faculty signed a protocol with Diyarbakır Provincial Mufti and Yenişehir District Mufti on 26.10.2021 for the education and accommodation needs of theology students. With this protocol, it was decided to organize courses, seminars and cultural activities to support the faculty courses in order to contribute to the academic and professional development of our students, under the coordination of one of our instructors, and we continue to work in this direction. Within the framework of the Theology Academy Program being carried out in this context, the accommodation needs of our students included in the program are met by the provincial mufti, and lectures in the fields of Arabic Language, Basic Islamic Sciences and Social Sciences are given by the faculty members of our faculty to support the vocational qualifications of the students. (see Evidence 5)

In line with the strategic goal of our faculty, which is to identify the religious problems and needs of the society with a healthy perspective and to realize solutions for them, which is included in the 2020-2024 Strategic Plan of our faculty, it has been tried to determine the priority needs and problems of the society in the field of religious service. In this context, imams and Qur'an course instructors under the Presidency of Religious Affairs, who play an active role in the teaching of the Qur'an, Religious Culture and Moral Knowledge and I.H.L. Correction-i huruf training was given by the Center for Recitation Studies for vocational course teachers and certificates were awarded to those who successfully completed this training (see Evidence 6). Again in this context, the administrative and educational services of the Imam Shafii Research Center, which was established by Dicle University to meet the needs of the society in terms of fiqh knowledge, considering the fact that the citizens living in and around Diyarbakir province mostly belong to the Shafi'i sect, are carried out by the academic staff of our faculty. (see Evidence 7)

In addition, our faculty has provided the transcription of the notebooks from the 17th and 18th centuries to the public, within the scope of its project, which includes the transcription of the Diyarbakir Court Records, which constitutes an important resource for researchers. (see Evidence 8)

Our faculty has carried out many other activities besides the social contribution activities mentioned above. Some of these are those;

- In cooperation with the Provincial Mufti, within the scope of the 2021 Mevlid-i Nebi Week programs, Vice President of Religious Affairs Dr. Burhan İşliyen gave a lecture at our faculty on October 21, 2021 (see Evidence 9).

- Within the framework of the "Collaboration in Education" protocol signed with Melik Ahmet Anatolian Imam Hatip High School, TOOB Ferdi Yiğit Anatolian Imam Hatip High School, Martyr Halit Gülser Girls Anatolian Imam Hatip High School and Ensar Foundation in order to provide solutions to the religious questions and problems of secondary and high school students, Assoc. Dr. İhsan Akay made presentations on "Let's not lose the prayer". (see Evidence 10)

- In line with our strategic goal of actively using mass media in religious services for the community, social media accounts of our faculty have been created in order to carry out social contribution activities through social media channels. Announcement of the activities carried out by the staff of our faculty and information about these activities were included on Youtube, Twitter and Facebook from these accounts. In addition, the video recordings of the said activities for the society are published on the Youtube channel of our university (see Evidence 11).

Our faculty takes video recordings of many events such as conferences and symposiums. Various activities held online within the scope of Covid-19 measures are published on the Youtube channel of Dicle University and presented to the public.

- Live online broadcasts in which our faculty staff play an active role: (see Evidence 12)

The Possibility of Living With the Qur'an, (27 Mar 2021, live broadcast)

Our Legacy of Fiqh and Us, (April 3, 2021, live stream)

Understanding Fuat Sezgin, (9 Apr 2021, live stream)

Youth and Youth Values in the Qur'an, (April 17, 2021, live broadcast)

Hacı Bektaş-ı Velî and Bektashism, (20 Apr 2021, live broadcast)

Beautiful Quran Recitation Competition, (April 24, 2021, live broadcast)

Orientalist Understanding and Criticism of Hadith, (1 May 2021, live broadcast)

Secularization in the Qur'an, (10 May 2021, live broadcast)

Theology and the Arts, (22 May 2021, live)

International Ashab-i Kahf and Lice Symposium, (27 May 2021, live broadcast)

Different History Readings in the Context of the Conflicts of the Four Caliphs, (29 May 2021, live stream)

Current Hadith Issues and Babanzâde Ahmed Naîm International Symposium (5 November 2021, live broadcast)

Our faculty carried out awareness studies within the scope of combating addiction in society. In this context, our faculty members gave seminars at schools and some other institutions. As one of these activities, our faculty member Assoc. Dr. İhsan Akay, Director of Dicle University Anti-Addiction Research Center Prof. Dr. He gave a conference on the addiction problem with Abdullah Atlı. (see Evidence 13)

Our faculty was among the stakeholders of the organizing committee of the Ahmed Naim Symposium organized by Diyarbakır Kayapınar Municipality between 5-7 November 2021. (see Evidence 14)

Our faculty held a Religious Education workshop in Diyarbakir with the Provincial Mufti on December 17, 2021. (see Evidence 15)

In line with our strategic goal of increasing cooperation with public institutions in order to bring our students together with different layers of the society, and in order to spread the awareness of social responsibility, our students visited the children in need of protection within the body of Diyarbakır Happy Home Association, presented gifts to the children and held various activities with the children. (see Evidence 16) In addition, our students visited various village schools and provided clothing, stationery and toys to the students studying in these schools. (see Evidence 17)

Maturity Level:

There are studies carried out in line with the defined social contribution policy, objectives and strategy of the institution. However, the results of these applications are not evaluated.

Evidence:

Evidence 1: Quality Manual

Evidence 2: Strategic Plan for 2020-2024

Evidence 3: Vocational Oratory Practice, Guidance in Religious Services and Communication Course

Evidence 4: Theology Academy Program Execution Protocol

Evidence 5: The Theology Students' Protocol on Education and Housing

Evidence 6: Center for Qur'an Reading and Recitation Application and Research

Evidence 7: Imam Shafii and Shafi'i Practice and Research Center

Evidence 8: Project for Transcribing the Diyarbakir Sharia Registries

Evidence 9: 2021 Mawlid Nebi Conference

Evidence 10: Let's Not Lose Prayer Conference

Evidence 11: YouTube, facebook, twitter and instagram accounts of the faculty

Evidence 12: Online Presentations

Evidence 13: Substance Abuse and Religious Values

Evidence 14: Ahmet Naim Symposium

Evidence 15: Religious Education Workshop in Diyarbakir with All Its Aspects

Evidence 16: Students Visit Happy Kindergarten Children

Evidence 17: Our Students Visit Village Schools

D.1.2. Management and Organizational Structure of Social Contribution Processes

Explanations on the management and organizational structure of our faculty's social contribution processes are included in the 2020-2024 Strategy Plan and Quality Handbook. A Social Contribution Commission has been established on the axis of the mentioned pivot documents, and this commission continues to work devotedly in its field of duty. (see Evidence 1)

Our Community Contribution Development Commission shapes its social contribution activities by considering local and regional needs, within the framework of the contributions and suggestions of our external stakeholders, with the supervision and support of our Dean's Office. (see Evidence 2) On this subject, views are exchanged with Education-Training, Research and Development and Management System development groups, and meetings are held in this regard, in which the aforementioned commissions also attend. Our faculty

has had many activities within the scope of social contribution activities for a long time. However, it has been understood that these activities do not meet the formal requirements of quality management at the desired level. It is clear that important steps have been taken to achieve these standards with the attempts of our faculty to raise the quality standards. Our faculty cares about the proposals and suggestions of its external stakeholders in order to expand the service range of social contribution activities and increase the quality of the services it provides, and carries out satisfaction surveys in order to increase the quality of service by taking the attitudes and opinions of the social segments it serves, towards the service offered to them.

Maturity Level:

Some results were obtained by implementing the management and organizational structure of social contribution processes in the institution in the direction of institutional preferences and in a way that covers all areas. However, these results are not controlled.

Evidence:

Evidence 1: Community Quality Improvement Commission

Evidence 2: Our Collaborations

D.2. Social Contribution Resources

D.2.1. Resources

Our faculty has the resources to carry out social contribution activities with its physical, technical equipment and infrastructure such as two conference halls, a practice mosque, and a library. The financial resources needed for our social contribution activities such as symposiums, conferences and workshops are provided by our university. Official institutions such as the Provincial Directorate of National Education, the Provincial Mufti, the Diyanet Foundation and other non-governmental organizations from our external stakeholders provide resources to meet the financial expenses of the social contribution activities we carry out within the scope of the protocols and joint studies. (see Evidence 1) The expenses of our students' social contribution activities are covered by the student clubs and the financial resources these clubs provide themselves.

Maturity Level:

Physical, technical and financial resources are provided in appropriate quality and quantity in order to continue the social contribution activities of the institution. However, studies on monitoring the results of the use of these resources are limited.

Evidence:

Evidence 1: Our Collaborations and Protocols

D.3. Social Contribution Performance

D.3.1. Monitoring and Improving Social Contribution Performance

In line with the social contribution strategy, plan and objectives of our social contribution commission, which was established within our faculty; Performance indicators have been determined in the strategic plan for the determined targets. In this context, in our faculty, plans and processes for monitoring and improving social contribution performance are tied to a periodic calendar in the strategic plan. Accordingly, it is planned to perform performance indicators monitoring activities related to our social contribution activities every 6 months. (See Evidence 1) Satisfaction surveys (see Evidence 2) are used for these monitoring processes and formal focus group meetings with stakeholders are planned.

Maturity level:

There are plans and defined processes for monitoring and improving social contribution performance in our faculty. However, the applications made in line with these plans and processes are not mature yet or there are no applications that do not cover all areas.

Evidence:

Evidence 1: Strategic Plan for 2020-2024

Evidence 2: Satisfaction surveys

E. MANAGEMENT SYSTEM

The institution is trying to increase the quality of the management system and achieve its goals with its strategic planning and Quality Manual. There is a Management System Development Commission in the institution responsible for monitoring this and taking measures. The commission determines and evaluates the situation both in the meetings during the term and in the year-end evaluation report, and submits its suggestions to the dean's information and approval.

E.1. Structure of Management and Administrative Units

E.1.1. Management Model and Administrative Structure

Dicle University Faculty of Theology was established in accordance with the amended subparagraph (a) of Article 32 of the Law No. 2809 published in Article 23, 30-31 pages of the Official Gazette dated 11 July 1992 and numbered 21281.

Mission of our institution; Students who learn Islam from its basic sources, adhere to national, moral, moral and universal values and cultural heritage, respect different beliefs and values, respect human rights and freedoms, environment and nature, have scientific and free thinking ability, benefit from historical acquis, analyze and investigate information. Researching the phenomenon of religion from its basic sources with interdisciplinary cooperation by adhering to universal ethical values in order to ensure that the society understands and learns religion correctly, evaluates it in the light of new developments, can find solutions to the problems encountered in religious matters by following the needs and tendencies of the society, can produce professional knowledge and To train useful, dynamic, free and virtuous religious officials, teachers, researchers and academicians who are equipped in terms of skills. The vision of our institution; To be a respected, qualified and internationally accepted faculty that works to find solutions to social problems, especially religious education and training, provides faculty-society cooperation.

The management and administrative structure of our faculty has been organized in accordance with the Higher Education Law No. 2547, the Decree Law No. 124 on the Administrative Organization of Higher Education Upper Institutions and Higher Education Institutions, and the Academic Organization Regulation of the Higher Education Council in Universities in order to realize the aforementioned mission and vision. The organizational chart has been published on the Faculty website.

The Faculty Board, which operates under the presidency of the dean of our faculty; takes an active part in the process of making decisions about education, scientific research and publication activities. The Faculty Administrative Board assists the dean in creating education plans and programs and ensuring that this planning is implemented in accordance with the academic calendar. The faculty's investment, program and budget draft are also prepared by the Faculty Administrative Board. Again, the Faculty Administrative Board bears the decision-making authority on all matters brought by the dean regarding the Faculty. The members of the Faculty Board and the Faculty Administrative Board have been published on our faculty website.

In our faculty, a dual organization, academic and administrative, has been established in order to assist the staff in the dean's department to carry out the task of monitoring and supervising (Organization regulation art.

8, clause 4). In this context, academic and administrative units have been established and the duties and responsibilities of each unit have been determined. The diagram of the academic and administrative structure of our faculty is available on our website.

In the organization chart of our faculty, two vice deans are considered to assist the dean in academic and administrative affairs. One of the vice deans assists the dean in matters related to education and training, and the other in administrative and financial matters.

Administrative duties in our faculty are carried out by the Faculty secretariat, which works under the dean. Administrative units serving under the faculty secretariat; departments consist of secretariat, personnel affairs, auxiliary services, technical services, student affairs, accrual and purchasing, movable registration and control unit, protection and security.

Our faculty is academically divided into three departments as Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts, and each department includes various departments.

Department of Basic Islamic Sciences; It is divided into eight departments: Tafsir, Hadith, Islamic Law, Kalam, Sufism, Arabic Language and Rhetoric, History of Islamic Sects, Reading the Qur'an and the Science of Recitation.

Department of Philosophy and Religious Studies; It consists of eight departments: History of Philosophy, Islamic Philosophy, Philosophy of Religion, Logic, Sociology of Religion, Psychology of Religion, Religious Education and History of Religions.

The Department of Islamic History and Arts; It consists of four departments: Islamic History, Turkish-Islamic Arts History, Turkish-Islamic Literature and Turkish Religious Music.

Each of the aforementioned departments is headed by a department head, who works under the dean. Heads of departments provide coordination between the departments affiliated to them regarding the courses to be given and the programs to be followed in undergraduate and graduate education. In addition, the task of following all the works of the department related to the Faculty and the Institute is carried out by the department heads. On the website of our faculty, there is a diagram of the department heads and the names of the department heads (TIB, FDB, ITS).

The departments, which are structured as a sub-unit of the department head, are administered by the head of the department. Heads of departments ensure coordination among academic staff working in their own branches and fulfill the duties and responsibilities assigned to them by the department and the dean's office. The names of the heads of departments are available on the web page of our faculty (TIB, FDB, ITS).

In addition to the academic and administrative units mentioned above, Boards, Coordinatorships and commissions (Accreditation Commissions, Quality and Development commissions, Unit Commissions) have been established in our faculty. Within the framework of our faculty's application to the IAA (Theology Accreditation Agency) in 2020, new regulations were made in many areas in the institution. First Accreditation Commissions, then Quality and Development Commissions were established and Unit Commissions were updated. They gather when needed (for example, see Accreditation and Quality Studies) and make the necessary evaluations (for example, see the Report of Evaluation of the Operations of the Management System Development Commission for 2021).

Our Faculty, which attaches importance to cooperation with stakeholders; TDV has signed cooperation protocols with Provincial and District Mufti, schools affiliated to the National Education and Non-Governmental Organizations. He appointed a coordinator for the healthy execution of the protocols he signed with the stakeholders. In this context, within the framework of the protocol signed with the Turkish Religious Foundation, there is the Theology Academy coordinator, which he carries out jointly with the Diyarbakır Provincial Mufti.

In accordance with the management model of our faculty, job descriptions of all academic and administrative personnel working within the body have been made and communicated to all personnel.

Administrative personnel are appointed by the Rectorate in accordance with the Public Personnel Selection Examination (PPSE), the Anti-Terror Law, the Social Services Law, the Regulation on Exams for First-Time Appointees and other relevant legislation.

In order to ensure that the administrative procedures in our unit are carried out in coordination, meetings (1st Meeting Minute, 2nd Meeting Minute) are held at regular intervals. In order to ensure that they can perform their duties properly, the administrative personnel are provided with the in-service training they need.

Maturity Level:

The findings obtained from the practices related to the management model and administrative structure covering all units and areas in the institution are systematically monitored, the opinions of the stakeholders are taken and the monitoring results are evaluated together with the stakeholders, and measures are taken and updates are made in line with the needs/requests.

The management organization chart in the institution and the committees formed accordingly, vice deans, secretariats, department heads, department heads, commissions and coordinators are defined and announced on the institution's web page. Each organ tries to fulfill its authority and responsibilities duly.

Evidence:

- DU Faculty of Theology 2020-2024 Strategic Plan
- DU Faculty of Theology Quality Manual-2021
- Higher Education Law
- Anti-Terror Law
- Social Services Law
- Decree on the Administrative Organization of Higher Education Institutions and Higher Education Institutions
- Regulation on Academic Organization in Universities
- Establishment of Academic Boards and Scientific Supervision Regulation in Higher Education Institutions
- General Regulation on Exams for Those Who Will Be Appointed to Public Offices for the First Time
- Mission of the Institution
- Vision of the Institution
- Strategic Plan
- Academic Organization chart of the institution
- Administrative organization chart of the institution
- Boards and Coordinatorships
- Accreditation Commissions
- Quality and Development Commissions
- Unit Commissions
- Management System Development Commission (Official letter)
- Evaluation Report of the Management System Development Commission 2021 Activities

- Minutes of the Management System Development Committee Meeting During the Term
- Accreditation and Quality Studies
- Collaborations
- In-Service Trainings Given to Administrative Staff
- Minutes of the 1st Meeting with Administrative Personnel
- Minutes of the 2nd Meeting with Administrative Staff
- Theology Academy Coordinator
- Personnel Job Descriptions

E.1.2. Process management

Our institution is subject to various process managements in terms of education-training, research-development, social contribution and management system processes in the management model it has determined to achieve its mission and goals. In this context, all processes in our faculty are carried out in accordance with the processes defined in our faculty's Quality Handbook in order to achieve the objectives determined in the strategic plan. The risk management of the processes has been established by the commissions (Quality and Development Commissions, Unit Commissions) formed by the management, and the work and transactions have been followed up in a healthy way.

Our faculty, as one of the educational services of Dicle University, is dependent on the processes, procedures, instructions and work flows of the Quality Improvement Coordinatorship, which was established on 08.08.2017. In this context, our faculty, which has been involved in the processes of education-training, research-development, purchasing and fields of activity with the Quality Management System TS EN ISO 9001:2015 standard, has defined these processes and determined those responsible (Quality and Development Commissions, Unit Commissions). Internal audits were carried out on 14.12.2018 and 09.05.2019 within the scope of TS EN ISO 9001 Quality Management System in order to evaluate whether the internal control system provides the expected contribution in reaching the goals and objectives of our institution. In addition, on 12.11.2018, 26.06.2020 and 28.07.2020, Quality Board meetings related to our Faculty were held, and the results and problems reached at these meetings were reported to the unit. In these audits and meetings, the results of internal audits and external audit findings were also evaluated, and opinions and requests were received.

Our faculty wrote an annual Self-Evaluation Report on ÜYBS in 2020. By the help of the Rector's Office, a satisfaction survey is conducted -usually at the end of the semester- to the students, academic and administrative staff of our Faculty. In addition, educational processes are determined at the beginning of each academic year. Again, at the beginning and end of the academic year, academic committees are convened and the findings obtained from the conducted transactions are consulted.

Another process that our institution is subject to in terms of the management model it has determined and whether it achieves its goals in accordance with this management model is to submit an accreditation application to DAA (Divinity Accreditation Agency) in January 2020 in order to be accredited, and to prepare a self-evaluation report upon the acceptance of the application. Thus, our institution was opened to the examination and evaluation of DAA. In this process, our faculty has started multidimensional detection and improvement studies in order to meet the criteria determined by DAA in order to be accredited first and then remain accredited. In this context, first Accreditation Commissions were established and a self-evaluation report was started to be written. Later on, Quality and Development Commissions were established and Unit Commissions were updated besides the Quality High Commission responsible for the implementation of the criteria requested from the faculty. These commissions convene in case of need and make determinations and evaluations regarding the issues falling under their responsibilities, and submit the suggestions to eliminate the

deficiencies and faults they have determined for the information and approval of the dean (for example, see the Management System Development Commission In-term Meeting Minutes, Management System Development Commission 2021 Activities Evaluation Minute, R&D Commission Interim Meeting Minutes 2021, R&D Commission 2021 Activity Evaluation Report 2021).

The Quality Commission Management Review Board Meeting is held at regular intervals, and a significant contribution is made to the process management with the decisions taken.

There is a Suggestion button for suggestions, requests and complaints on the university's web page. This button also includes our faculty and appears on our official website. All stakeholders can instantly convey their complaints, suggestions and wishes to the management via this link.

There is a "Wish and Suggestion Box" for suggestions, requests and complaints at the entrance of the ground and first floor where classrooms and lecture halls are located in our faculty. Although the use of these boxes is open to everyone, especially students are expected to use these boxes, and the dean's office encourages students to use the boxes (Twitter Message, Instagram Message). The Management System Development Commission evaluates the messages placed in the boxes and presents them to the dean's office (Mid-term Meeting Minutes of the Management System Development Commission, the meeting held on 24.12.2021 at 16.00).

The compliance of the works and transactions carried out in all academic and administrative units in the institution with the legislation is carried out by the Turkish Court of Accounts and the Internal Audit Unit. Our faculty makes improvements by taking into account the audit reports.

Satisfaction surveys are applied to the students and academic staff of our Faculty -usually at the end of the semester- by the Rector's Office.

Maturity Level:

The results of the processes managed in a way to cover all units and areas in the institution are systematically monitored with performance indicators, the opinions of the stakeholders are taken and the monitoring results are evaluated together with the stakeholders, precautions are taken and updates are made in line with the needs/demands.

Evidence:

- DU Faculty of Theology 2020-2024 Strategic Plan
- DU Faculty of Theology Quality Manual-2021
- Accreditation Commissions (Official letter)
- Quality and Development Commissions
- Unit Commissions
- DU Faculty of Theology Strategic Plan
- Quality Management System TS EN ISO 9001:2015
- Dicle University Quality Improvement Coordinator
- DU Faculty of Theology Self-Evaluation Report 2020
- Internal Audit Question List, Risk Analysis Procedure, Records Control Procedure, Internal Audit Report
- Minutes of the Management System Development Committee Meeting During the Term
- Evaluation Report of the Management System Development Commission 2021 Activities
- R&D Commission Meeting Minutes 2021

- R&D Commission 2021 Activities Evaluation Report 2021
- Quality Commission Management Review Board Meeting Decisions
- I Have a Suggestion Button (DU Main Page, Faculty Page)
- Dean's recommendation letter on the unit-based rearrangement of the I Have a Suggestion button as I have a suggestion and a question.
- Wish and Suggestion Box
- Twitter Message from the Dean of the Faculty on Using the Wish and Suggestion Box
- Instagram Message from the Dean of the Faculty on Using the Wish and Suggestion Box
- Academic Staff Satisfaction Survey May 2020
- Administrative Staff Satisfaction Survey May 2020
- Student Satisfaction Survey 2020 (For 2019 Fall Semester Final Students)

E.2. Management of Resources

E.2.1. Human Resources Management

Our faculty is subject to the process specified in the DU-KEK document Code of the University, which is defined in detail on human resources management. Accordingly, the need for and management of human resources at Dicle University, to which our faculty is affiliated, is provided with the relevant reference documents. Reference documents are Civil Servants Law No. 657, Higher Education Law No. 2547, Higher Education Personnel Law No. 2914 and other administrative documents determined by our University. In this defined process, the human resources policy and targets were also set. KGK-PRD-007 document code DU Human Resources Procedure with revision date and number of 01.12.2021/02 includes regulations related to job analysis, human resources planning, procurement and selection, assignments, personnel development, training needs of personnel, career development, etc. . It includes administrative, contracted personnel and permanent workers working in administrative units of our faculty.

In our faculty, it is our human resources management goal to employ well-equipped and competent personnel who meet the necessary educational requirements. Another goal in this context -as stated in the Quality Manual- is to increase the productivity, job satisfaction and motivation of the personnel by creating a consistent and fair structure, and to ensure that they become individuals with high organizational commitment and self-development.

Planned and unplanned and orientation trainings such as the competencies that the staff working in our faculty should have, their educational background, the training they should have received, and the experience are defined in the Human Resources Procedure of our University (KGK-PRD-007) and multi-directional communication is applied within the understanding of competence and governance.

Acting in line with legal regulations regarding issues such as personnel employment, appointment to higher positions and personal rights. Academic appointments and promotions are made in accordance with the framework criteria determined by HEB and the Directive on Criteria for Promotion and Appointment to Faculty Members determined by the Senate.

The title of the academic staff to be employed in our faculty and their distribution on the basis of departments are determined by the Rector's Office and the relevant committees, as much as the number of vacant appointment permits given for our University's Norm Staff Planning and teaching staff. Academic personnel transactions are carried out within the framework of the relevant legal legislation.

Administrative personnel are appointed to positions determined as much as the number of appointment permits given by the Presidency, based on the Public Personnel Selection Examination (PPSE), the Regulation on

Persons to be Employed in Public Institutions and Organizations under the Anti-Terror Law, the Social Services Law and the 74th article of the Civil Servants Law no 657. The process of the distribution of the existing personnel and their evaluation according to their education and professional experience is provided by the joint opinion of the Personnel Department and the units. In case of relocation and promotion, the training conditions defined in the duties, authorities and responsibilities and the performance of the person are taken into account.

In our faculty, there are a total of 10 administrative personnel, including 1 faculty secretary, 1 dean secretary, 1 department secretary, 1 financial officer, 1 clerk, 1 document registration officer, 1 librarian, 2 civil servants and 1 technician.

The number of academic staff in our faculty is 65, including 11 professors, 12 associate professors, 16 doctoral lecturers, 8 lecturers and 18 research assistants. The Dean's Office continues to work to further strengthen our academic staff.

Our faculty is expanding its academic and administrative staff. As a matter of fact, as of 2020, a total of 72 personnel, 56 academic, 9 administrative and 6 permanent workers, are working in our faculty, while in 2021, a total of 82 personnel, 65 academic, 10 administrative and 6 permanent workers, are working. Our expectation is that the academic and administrative staff will continue to increase in quality and quantity as a result of the demands and measures to be taken by our Dean's Office in 2022.

Deanery; It meets once at the beginning of each academic year with the administrative staff in order to receive their requests and suggestions, strengthen their corporate belongings and provide incentives for corporate success. Additional meetings can be held if needed. In this regard, a meeting was held with the administrative staff on 04.10.2021 and requests for opinions, suggestions and other issues were received. In addition, a management review board meeting was held on 10.10.2021 and some decisions were taken to be implemented for the 2021-2022 academic year.

Issues such as determining personnel needs, starting work, and training are specified under the Human Resources Procedure title with the document code of KGK-PRD-007.

Dicle University, Faculty of Theology, adopts a management policy focused on efficiency and productivity, integrated, transparent and cares about stakeholder satisfaction. In this framework, human resources are tried to be evaluated effectively and productivity-oriented through practices such as promotion and title change, in-service training within the framework of the In-Service Training Directive.

Maturity Level:

The results of human resources management practices covering all units in the institution are monitored, stakeholder opinions are taken and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

- DU Faculty of Theology 2020-2024 Strategic Plan
- DU Faculty of Theology Quality Manual-2021
- DU Faculty of Theology 2021 Activity Report
- Evaluation Report of the Management System Development Commission 2021 Activities
- Academic Staff List (2021)
- Title Distribution of Academic Staff (2021)
- Academic Staff (2019)
- Academic Staff (Distribution by Staff and Employment Type 2019)

- Academic Staff (Assigned in Other Universities 2019)
- Academic Staff (Foreign National 2019)
- Academic Staff (Assigned to Our Faculty According to Article 35 of the Law No. 2547 2019)
- Administrative Staff List (2021)
- Occupancy Rate of Administrative Staff Staff (2019)
- 2020-2021 Academic Year Beginning of the Term Administrative Staff Meeting Minutes
- 1-Year Situation Evaluation Meeting with Administrative Staff
- Management Review Board Meeting Decisions by the Faculty of Theology 2021-2022 Academic Year Quality Commission
- Employee Satisfaction Survey Form
- External Stakeholders Diyanet Academy Protocol
- External Stakeholders Imam Hatip High School Protocol
- External Stakeholders Mufti Protocol
- Permanent Workers List (2021)
- Information on Staff Appointment / Leaving
- Human Resources Directive
- Human Resources Procedure
- In-Service Training Directive
- In-Service Training Tracking Plan 2021
- Higher Education Institutions and Higher Education Institutions Personnel Promotion and Title Change Regulation
- Directive on Promotion and Appointment to Faculty Membership
- National and International Scientific and Artistic Activities Participation Support Directive
- Quality Commission Directive
- Performance Award, Incentive and Evaluation Directive
- Procedures and Principles Regarding the Termination of Relationships of Research Assistants within the scope of 50/D of the Higher Education Law in case they complete their graduate education
- Procedures and Principles Regarding Assignments within the Scope of Article 37 of the Higher Education Law
- Visiting Researcher Admission and Application Directive
- Contracted Foreign Instructor Working Directive
- Honorary Academic Title and Service Award Directive
- National and International Scientific and Artistic Activities Participation Support Directive
- Regulation on Persons to be Employed in Public Institutions and Organizations under the Anti-Terror Law
- Social Services Law
- Civil Servants Law

- Personnel Department

E.2.2. Management of Financial Resources

The internal audit of the financial resources of our faculty is carried out by the Internal Control and Pre-Financial Control Directorate, which is a sub-unit of the Strategy Development Department, in line with the provisions of the Public Financial Management and Control Law No. 5018 and the Preliminary Financial Control Directive issued based on this law. It is made by subjecting it to preliminary financial control processes and evaluating it within the scope of the principles of compliance with the legislation, effectiveness and efficiency. Laws and regulations regarding the management of Financial Resources are available in the Regulations section on the website of the Strategy Development Department and in the Laws section on the website of the Administrative and Financial Affairs Department.

Management of movable and immovable resources; It is carried out within the framework of Law No. 5018, by using the Movable Recording and Management System (MRMS) module in the Public Expenditure and Accounting Information System (AIS) of the Ministry of Treasury and Finance, within the framework of the relevant legislation, by the expenditure authorities, realization officers and movable officials. Movable inventories are checked with the accounting system accounting records, and a year-end administration movable property management detailed account statement and administration movable property management account summary statement are created and sent to the Rectorate.

In line with the defined process in our faculty, financial resources are managed according to items and the budget is controlled at the end of each year. Evidence includes the distribution of the expense table for the last three years. Budget increases in wages, travel expenses, service purchases, consumer goods and material purchases, maintenance and repair expenses are examples of improvements. In 2018, the expenditure of the faculty for all of the above-mentioned items was 6,038,991.76 TL. The budgeted amount for 2019 is 7,166,474.45 TL and the budgeted amount for 2020 is 8,949,766.83 TL. As can be understood from the examples given, there is an increase in financial resources over the years. The faculty's budget for 2021 is 10,199,930,00.

Expenditures made in the institution are covered from the added budget. The chapters coming from the annexed budget are arranged by the Ministry of Finance taking into account the suggestions received from the Universities one year in advance and allocated to the Universities at the beginning of the year. The distribution of this resource is under the authority of the Rectorate and is made available to the Faculties through distribution.

Heating, electricity, water, maintenance-repair, telephone, etc. General expenses are covered directly from the Faculty budget. The financial affairs officer in our faculty makes the estimated distribution of the budget according to the items, taking into account factors such as the data of previous years and inflation expectations. At the end of the relevant year, our institution makes the next year's budget planning and reports this to the university. At the end of each year, the evaluation of that year is made and accordingly, the budget request is realized by considering the necessary improvements.

Maturity Level:

The results of the financial resources management practices, which are carried out in a way to cover all areas in the institution, are systematically monitored, stakeholder opinions are taken and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

- DU Faculty of Theology Quality Manual-2021
- DU Faculty of Theology 2020-2024 Strategic Plan
- DU Faculty of Theology 2021 Activity Report

- Evaluation Report of the Management System Development Commission 2021 Activities
- Faculty of Theology Budget Expenditures 2018-2019-2020
- Preliminary Financial Control Directive
- Supplier Evaluation Instruction
- Purchasing Process
- Movable Goods Regulation
- Public Financial Management and Control Law
- Strategy Development Department Internal Control and Preliminary Financial Control Unit
- Strategy Development Department Regulations
- Ministry of Treasury and Finance Public Expenditure and Accounting Information System (AIS)
- Ministry of Treasury and Finance Movable Registration and Management System (MRMS)

E.3. Information Management System

E.3.1. Integrated Information Management System

Data entries in our faculty through Personnel Information System, SIS (Student Information System), Academic Information System, Student Affairs Information System / Administrative, Alumni Information System, Management Information System, EDMS (Electronic Document Management System) and LMS (Learning Management System) automation software institutional memory is created. The said data is backed up automatically. In order to ensure the sustainability of the software; Necessary updates are made in accordance with the changing legislation, the server, backup unit etc. on which the automations work. The equipment is renewed and capacity increased according to technological innovations and needs. Among the systems mentioned above, the interrelated ones are integrated into each other. For example, LMS and SIS work integrated with each other. The management of distance education is provided by DUDERC (Dicle University Distance Education Application and Research Center). The problems and requests submitted by the internal stakeholders to the dean's office are forwarded to DUDERC by the dean's office and they are resolved.

The processes and practices defined in the acquisition, recording, updating and sharing of institutional information (performance indicators, regulations, directives, evaluation reports, etc.) can be accessed on the Quality Development Coordinator's web page. The systems used to manage and monitor the processes related to the administrative and academic activities of the Faculty of Theology can be accessed from the links given in the evidence.

Maturity Level:

The institution has an integrated information management system that covers all areas and supports all processes (education-training, research-development, social contribution, quality assurance), and there are some practices for using this system. However, the information system is not used in decision-making and the results of the use of the system are not monitored.

Evidence:

- DU Faculty of Theology Quality Manual-2021
- DU Faculty of Theology 2020-2024 Strategic Plan
- Evaluation Report of the Management System Development Commission 2021 Activities
- Information Processing Department Request Application

- Management Information System
- Quality Development Coordinator
- EDMS (Electronic Document Management System)
- Personnel Information System
- SIS (Student Information System)
- Academic Information System
- Alumni Information System
- LMS (Learning Management System)
- DUDERC (Dicle University Distance Education Application and Research Center)
- Example of Integrating Information
- Campus Automation System (Not accessible for security reasons)
- Security Camera System (Not accessible for security reasons)
- Server Backup System (Not accessible for security reasons)

E 3.2. Information Security and Reliability

Information security in our faculty is provided by the Information Technologies Department. Defined processes and policies regarding information security have been established by the Department of Information Technologies and our faculty is subject to these processes and policies. Requests from stakeholders regarding information security are forwarded to the Department of Information Processing by the dean's office, and these are resolved.

The defined processes and policies regarding information security are as follows: E-mail addresses opened by the Information Technologies Department cannot be given to any person, unit or institution other than the Communication Coordinator. The only authority and responsibility for sending mass e-mails to all users belongs to the IT Department. In our servers that provide service within the IT Department, the backup process is carried out regularly according to the determined backup policy. Backup operations; Which data will be backed up according to the service provided by the server, the size of the data to be backed up from the server, the number of media to be backed up according to the total data size, determining the backup times in a way that will not disrupt the services, the determination of the backup times in the fastest way when necessary, is carried out within a certain program, taking into account the

Data that are collected within the scope of all the activities of our faculty and require confidentiality are not shared or published with third parties other than authorized personnel. The data that our faculty needs to share with people, institutions and organizations outside the institution are evaluated and shared within the scope of the Law on the Protection of Personal Data No. 6698.

Necessary security measures are implemented by protecting the corporate network infrastructure against external accesses with a network firewall and manageable switches. The mail server is protected by the mail firewall software and necessary security measures are implemented. All servers and devices on the network are protected against virus attacks by installing an antivirus program. Access log records of all users are recorded in accordance with the Law No. 5651 on Regulating Broadcasts on the Internet and Combating Crimes Committed Through These Broadcasts. In addition, information security and reliability are ensured within the framework of Electronic Signature Law No. 5070. The security of the corporate web applications is provided by SSL Certificate.

Procurement of software, hardware and service procurement is carried out within the framework of the Public Procurement Law No. 4734 and the Public Procurement Contract Law No. 4735, the Public Financial Management and Control Law No. 5018 and other relevant legislation. In the technical specifications prepared for the procurement of software, hardware and service, there are articles related to ensuring the security and confidentiality of data. In addition, these issues are also stated in the contracts signed with both software developer companies and maintenance-support companies. The reliability of the data collected within the scope of all the activities of the institution is ensured by the provision of the data by the authorized person.

Announcement and storage of exam results is carried out via SIS (Student Information System). Between certain dates, instructors enter their exam grades into SIS. It is not possible to enter grades other than the instructor giving the course. The instructor cannot change the grade that is entered and announced in the SIS. Only sometimes the right to cancel the announcement of the grade is given until a certain date. In order to correct the incorrectly entered grade, the instructor must fill in the grade correction form. The completed form is discussed at the Faculty Administrative Board and, if deemed appropriate, is sent to the Registrar's Office for grade correction.

Students can see the grades they received during the semester through SIS. Only students who are authenticated in the system with their username and password can see these grades. Except for the student who takes the course, only the coordinator and instructor who teaches the course can see the grades of all students.

Maturity Level:

The practices aimed at ensuring information security and reliability in the institution are systematically monitored, and the monitoring results are evaluated together with the stakeholders and measures are taken.

Evidence:

- DU Faculty of Theology Quality Manual-2021
- DU Faculty of Theology 2020-2024 Strategic Plan
- Evaluation Report of the Management System Development Commission 2021 Activities
- Distance Education Process
- Distance Education Management System Software Service Procurement Technical Specification
- Distance Education Agreement
- Personal Data Protection Law
- The Law on the Regulation of Broadcasts on the Internet and Combating Crimes Committed Through These Broadcasts
- Electronic Signature Law
- Public procurement law
- Public Procurement Contract Law
- Public Financial Management and Control Law
- DU Electronic Document Management System (EDMS) and Signature Authorization Directive

E.4. Support Services

E 4.1. Suitability, Quality and Continuity of Services and Goods

The services received in our faculty are carried out in accordance with the principles and procedures of the Public Procurement Law No. 4734. The technical specifications, quality and other required standards of the

work (goods and services) subject to the tender are set forth in the technical specification (article 10), and the suitability and continuity of these services received from outside the institution are tried to be guaranteed.

The suitability and quality of goods or services are determined by acceptance commissions within the framework of tender legislation.

The units to which funds are allocated at Dicle University apply the DÜ-SAT-PRS-001 Purchasing Process and the DU-FRM-017 Purchasing Request Form in order to determine the compliance of their purchases made through direct procurement with predetermined conditions. In addition, they evaluate the performance of the suppliers by completing the DU-FRM-019 Supplier Information Form at each purchase. The Management System Development Commission checks whether the procedures related to material and service procurement are followed in the institution and submits the measures to be taken regarding the deficiencies and malfunctions it sees to the dean's information and approval.

Maturity Level:

In the institution, practices are carried out to plan, evaluate and improve the quality levels expected from all outsourced goods and support services within the scope of the internal quality assurance system. However, the results of these practices are not monitored or used in decision-making.

Evidence:

• Regulation on DU Immovables Administration (article 10)

• DU Department of Administrative and Financial Affairs - Procurement

• DU Department of Administrative and Financial Affairs - Laws

• Tender Legislation (Relevant laws)

•Public procurement law

• Public Procurement Contracts Law

• State Procurement Law

• Public Financial Management and Control Law Budget Law

• Court of Accounts Law

• Purchasing Process (Quality Documents > Processes)

• DU Purchasing Request Form (Quality Documents > Forms)

• DU Inspection and Acceptance Commission Report (Quality Documents > Forms)

• DU Supplier Information Form (Filled forms can be reviewed at the Administrative Financial Affairs Department)

• Management System Development Commission

• Evaluation Report of the Management System Development Commission 2021 Activities

E.5. Public Disclosure and Accountability

E.5.1. Public Disclosure

To provide regular information on the faculty's academic, administrative and financial activities in the Faculty Strategic Plan on the website; It has been mentioned as an activity belonging to the strategic goal of "developing a transparent and accountable management structure" (p. 37). In the Quality Manual, “Our faculty uses the web page and social media effectively, takes into account the feedback of its followers and takes the necessary regulation-prevention activities. In this context, the institution has the opportunity to announce its

activities to a wider audience by sharing all its academic and social activities on DU social media accounts. In addition, our faculty also uses the corporate mail address (ilahiyat@dicle.edu.tr) in order to expand the network of informing the public." (p. 44).

In order to inform the public, especially the internal and external stakeholders, about the activities of our institution, various social media channels consisting of Facebook, Twitter, Instagram and YouTube accounts of our Faculty are used, as well as the official website of the Faculty. It also benefits from other mass media.

There is a Social Media Accounts Commission responsible for social media accounts in the institution. The administration of the mentioned accounts is carried out by this commission.

The Management System Development Commission controls the public information practices and includes it in the year-end evaluation report.

Maturity Level:

Findings regarding the public information activities of the institution are monitored, stakeholder opinions are taken, and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

• DU Faculty of Theology 2020-2024 Strategic Plan (p. 37)

• DU Faculty of Theology Quality Manual-2021 (p.44)

• Management System Development Commission

• Evaluation Report of the Management System Development Commission 2021 Activities

• DU Faculty of Theology Web site

• DU Faculty of Theology Facebook page

• DU Faculty of Theology Twitter account

• DU Faculty of Theology Instagram Account

• DU Faculty of Theology YouTube account

• Social Media Accounts Commission

E.5.2. Accounting Methods

"Developing a transparent and accountable management structure" is mentioned as a strategic goal in the Faculty Strategic Plan (p. 37).

Internal and external accountability methods of the faculty have been designed and implemented. It is systematic, it is carried out within the framework of the announced calendar, the responsibilities are clear. Its effectiveness is evaluated with the feedback received. Except for the official account methods of the institution, the questions written in the communication section of the official website and reached directly to the official e-mail address (ilahiyat@dicle.edu.tr) or sent directly to the official e-mail address, are sent to the official e-mail address of student affairs through the Faculty Secretary. The problems are answered by the student advanced officers. Applications made to the student affairs official e-mail address are also checked from time to time by the Faculty Secretary. The institution shares all its activities with the public through its website, social media accounts (Facebook, Twitter, Instagram, YouTube) and annual bulletins, and uses this as an effective method. Questions received through social media channels are also answered by the relevant officials. It also benefits from other mass media (the Quality Manual, pp. 44-45; 2021 Faculty Bulletin is being prepared).

The Institution has a Social Media Accounts Commission, which is responsible for the administration of social media accounts. This commission monitors and responds to messages sent to the institution through these accounts.

There is a Suggestion button for suggestions, requests and complaints on the university's web page. This button also includes our faculty and appears on our official website. All stakeholders can instantly convey their complaints, suggestions and wishes to the management via this link. Messages about our faculty are answered by the dean's office. However, it has been stated that there is no message sent to the dean's office until now. As a result of the meeting held on 09.12.2021 by the Quality Senior Management and Accreditation Commissions of our faculty, it was suggested to the dean's office to make a request to the relevant unit to rearrange the Suggestion button on the web page of our university as I have a suggestion and a question on a unit basis. Our Dean's Office immediately notified the Quality Improvement Coordinator of this proposal with an official letter.

There is a "Wish and Suggestion Box" for suggestions, requests and complaints at the entrance of the ground and first floor where classrooms and lecture halls are located in our faculty. Although the use of these boxes is open to everyone, especially students are expected to use these boxes, and the dean's office encourages students to use the boxes (Twitter Message, Instagram, Message). The Management System Development Commission evaluates the messages under the boxes and presents them to the dean's information (Midterm Meeting Minutes of the Management System Development Commission, the meeting held on 24.12.2021 at 16.00).

The Management System Development Commission controls the public information practices and submits the measures to be taken regarding the deficiencies and malfunctions it sees to the dean's information and approval. As a matter of fact, in the year-end evaluation report; It was stated that despite the encouraging message of the dean of the faculty regarding the use of the "Wish and Suggestion Box", it was not in demand and additional measures should be taken to encourage students to use the wish and suggestion boxes more actively in 2022. To provide information and incentives to ensure that these boxes are used more actively, and that these boxes should be used more actively. It was stated that the staff responsible for the regular control of the boxes should be appointed, the boxes should be checked at least once a week, and the requests and suggestions should be made, if any, the owner of the wishes and suggestions should be informed.

Maturity Level:

The findings obtained as a result of the accountability activities of the institution are monitored, stakeholder opinions are taken, and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

• DU Faculty of Theology 2020-2024 Strategic Plan (p. 37)

• DU Faculty of Theology Quality Manual-2021 (p. 44-45)

• DU Faculty of Theology Web site

• Website Commission

• DU Faculty of Theology Facebook page

• DU Faculty of Theology Twitter account

• DU Faculty of Theology Instagram Account

• DU Faculty of Theology YouTube account

• Faculty Bulletin Commission

• I Have a Suggestion Button (DU Main Page, Faculty Page)

• Dean's recommendation letter on the unit-based rearrangement of the I Have a Suggestion button as I have a suggestion and a question.

• Wish and Suggestion Box

• Twitter Message from the Dean of the Faculty on Using the Wish and Suggestion Box

• Instagram Message from the Dean of the Faculty on Using the Wish and Suggestion Box

• Management System Development Commission

• Minutes of the Management System Development Committee Meeting (meeting held on 24.12.2021 at 16.00)

• Evaluation Report of the Management System Development Commission 2021 Activities

CONCLUSION AND EVALUATION

Quality Assurance System

Our faculty has taken important steps in securing quality processes by preparing the Quality Manual and Strategic Plan within the framework of the vision and objectives of our university. It has also demonstrated its determination to reach quality targets by establishing Quality Improvement Commissions and Accreditation Commission and ensuring that these commissions work with devotion. On the other hand, the fact that it has applied to the Theology Accreditation Agency for accreditation and in this context, its attitudes and efforts to align its activities with the current standards of quality management reveal the new vision of our faculty.

Our faculty has prepared the Quality Handbook for the purpose of being a source document for Quality Assurance and published it on its website. It has prepared its Strategic Plan covering the years 2020-2024, within the framework of the basic principles and targets determined in our Quality Manual, has determined its strategic goals and objectives covering this period, has determined performance indicators for these goals and targets, and periodically, with objective evaluation mechanisms, has determined the realization rates of these indicators in line with the determined targets. By recording and guaranteeing control and reporting, the institution has taken an important step in raising its quality standards.

Our faculty, with the devoted encouragements of our dean, continued to work in coordination with the Quality Improvement Commissions and the Accreditation Commission, and ensured an institutional synergy in terms of raising our quality standards. In this context, almost all of the academic staff of our faculty have been involved in these studies and have been an active part of the activities that cover all fields and aim to raise the quality standards of the institution in total. The will of all our units to be and remain accredited at the national and international level shows that our faculty is determined and determined to continuously improve its quality standards.

Our Quality Assurance System Development Commission controls the work of our other development commissions on the axis of quality standards, and provides mentorship services to our development commissions in this regard so that they can carry out their work in a way that meets certain standards. On the other hand, long-term periodic meetings under the chairmanship of our dean, attended by the Quality Improvement Commission presidents and the members of the Accreditation Commission, ensure that our quality improvement works are carried out with a common mind in coordination and coordination.

The international agreements made by our university are an important source in the internationalization activities of our faculty. In this context, our university carried out short-term student and lecturer exchange programs.

Education and Training

The design and approval of training programs in our faculty are prepared by taking into account the needs and expectations of internal and external stakeholders. The programs are reviewed periodically every year and necessary updates are made to increase efficiency. Cooperation with relevant institutions is ensured in accordance with the objectives of the programs, which are determined and announced in the Bologna information system. The objectives, outputs and qualifications of the programs in the institution are carried out in accordance with the criteria determined by the THEQF. In our faculty, information about the programs, program objectives and outputs are prepared under the responsibility of the relevant academic units and the created course information packages are shared in the Bologna Information System. The developmental processes of the students are supported by realizing the gains gained during the education process through activities such as internships, community service practices, field and institution experiences. All these processes in our faculty are monitored by the Education and Training Development Commission, formed from our academic staff, within the framework of the Institution's Strategic Plan and Quality Manual, the results are evaluated and future targets are set.

In our faculty, the program outputs/qualifications are determined by considering the situations and problems that the graduates of the relevant department/program may encounter in their professional life within the framework of the Turkish Higher Education Qualifications Framework (THEQF) and the PUKO-based education process directive. Efforts are being made to harmonize the faculty's program and program outputs with program-specific criteria, with IAA outputs and criteria.

In our faculty, information packages and course achievements are processed into the system in line with institutional purposes and monitored institutionally. In 2022, it is aimed to match the course achievements with the program outputs systematically and in line with institutional objectives. In our faculty, program and course information packages are prepared by considering the balance of structure and course distribution (the balance of field and professional knowledge and general culture courses, gaining cultural depth, opportunities to get to know different disciplines, etc.).

Theoretical courses, practical courses and internship applications that must be completed for graduation from the Theology undergraduate program of our faculty are based on student workload based credits (ECTS). Education and examination practices in our faculty are carried out in accordance with the Dicle University Associate and Undergraduate Education Process specified in the Quality Handbook. The success criteria and evaluation principles of the courses given are determined in the course information packages in the Bologna Information System. These course information packages are updated as needed.

Based on the decision of the Council of Higher Education (HEB) numbered 75850160-104.01.07.01-43446 on 23.06.2017, teaching field knowledge courses are given to third and fourth grade students instead of elective courses. The ECTS of these courses are determined based on student workload, taking into account the participation of students in courses and exams, homework and internship periods. Student workload application applied in the Faculty Program, findings obtained from the applications related to the measurement and evaluation system designed in the faculty program, student acceptance in the institution, findings obtained from the applications related to the recognition and crediting of previous learning, and the applications related to the recognition and certification of diplomas, degrees and other qualifications in the institution. The findings are systematically monitored by the Education and Training Development Commission, evaluations are made and future targets are set in line with the needs and demands.

In our faculty, student-oriented teaching methods and techniques that provide active and interactive student participation in learning-teaching processes and encourage up-to-date, interdisciplinary work are applied in all programs, and some results are obtained from these applications. Findings obtained from mature practices regarding student-centered assessment and evaluation, practices related to receiving feedback from student groups, and practices related to academic counseling in all programs in the institution are systematically monitored and evaluated, and forward-looking measures are taken based on the needs.

The results of the criteria applied in our faculty regarding appointment, promotion and assignment, the findings obtained from the practices carried out to improve the teaching competence of the teaching staff, and the findings obtained from the practices regarding the incentive and rewarding of the teaching staff are systematically monitored, evaluated and precautions are taken when necessary.

Accessible learning resources in appropriate quantity and quality in all units of our faculty are systematically monitored. For the quality, effectiveness and adequacy of the services/supports provided, activities are carried out to make the services more efficient, more effective and more participatory and to ensure continuity, taking into account the results of the services. In this context, forward-looking targets are set by the commissions established within our faculty, and all activities in question are tried to gain an institutional identity.

In all units of our faculty, physical resources and spaces are managed holistically in order to provide infrastructure in appropriate quality and quantity. The results of the use of all facilities and infrastructures are systematically monitored. Unhindered university practices provided in all units of the institution are tried to be implemented and these practices are followed.

Mature practices related to institutional purposes and student-centered academic counseling are adopted throughout our faculty. Program outcomes are monitored systematically and in line with institutional purposes in our faculty. In 2022, it is aimed to evaluate the program outputs and monitoring results together with the stakeholders and make various updates on this subject.

There are applications related to the graduate tracking system in our faculty. It is aimed to evaluate the results obtained by the relevant commission carrying out graduate follow-up studies in 2022 and to use them in decision-making processes.

Research and Development

Our faculty has well-designed research policies, strategies and objectives; Participation in research and development activities is encouraged by senior management.

In our faculty, there is a Research and Development Commission, which is responsible for the management and organization of research and development processes, monitors the research and development processes and monitors these activities. This commission organizes the research and development activities of our faculty and records the activities. The archive of the scientific activities of the faculty for research and development is located in this unit. The Commission convenes in case of need and discusses the works done, and presents its suggestions and the measures it deems necessary to the Dean's information and approval.

The religious and cultural aspects of the city and the region are discussed in academic studies at the level of master's, doctoral, books, articles and papers, and suggestions are developed for the solution of the identified problems. In addition, studies on national and international problems are carried out. These activities are carried out within a certain plan and program.

Our faculty has significant physical, technical and financial research resources.

Our faculty has in-house resources to continue its research and development activities. Like every faculty, the researchers of the Faculty of Theology also benefit from the resources within the University. Our faculty provides the necessary guidance and support for the use of these resources through the Research and Development Commission.

In our faculty, there is support for the use of non-university resources in order to continue research and development activities in line with institutional purposes. In this sense, planning is made and implementations are carried out.

Graduate programs that are compatible with and support the research policy, objectives and strategies of our faculty are available within the Social Sciences Institute of the University. The outputs of the said programs are monitored and the monitoring results are evaluated together with the stakeholders and measures are taken.

The individual research performance of faculty members is monitored on an annual basis. According to the results of the follow-up, various plans and activities are carried out with the support and participation of internal and external stakeholders in order to improve the research competence of the academic staff, and the lecturers benefit from the general academic incentive system and the scientific research project support of the University and external stakeholders.

Research and Development Commission will ensure the participation of our faculty in national and international joint programs and joint research units, monitor the activities in this direction and take measures for their dissemination. In accordance with the objectives of the Commission, it is tried to make communication with the Faculties of Theology/Islamic Sciences effective on a local, national and international basis. For this purpose, research centers with local, national and international participation have started to be activated. Developing strategies for the effective use of external research funds, which are not yet effective and can be expressed as areas open to development; Among the priority objectives of the commission are to have

measures and mechanisms that will ensure the continuity of stakeholder participation in research and development activities and to make institutional communication with international stakeholders effective.

Our faculty does not have a research budget, foundations or associations to support research, but our researchers can receive support from DUBAP for their scientific activities and projects. The Research and Development Commission is planning to ensure and encourage our faculty members to benefit from the DUBAP budget more effectively.

Social Contribution

Our faculty is aware that the rich historical heritage of the cultural geography it is in should be interpreted with a new vision and social responsibility awareness according to the spirit of the time and the needs of the society. Within the framework of this understanding, our faculty has determined its policy on social contribution, strategic goals and targets in the Quality Manual and 2020-2024 Strategic Plan in the axis of our university's social contribution policy and shared it on the website. Our faculty has established the Social Contribution Development Commission in order to realize its goals in social contribution activities. This commission carries out its work to carry out social contribution activities in a more systematic and quality manner.

The service area of our faculty's social contribution activities has spread to a wide range. Together with official institutions and non-governmental organizations in Diyarbakır, meeting the accommodation needs of our students, supporting their academic and professional development, giving seminars in various fields for teachers and students in schools within the scope of national education, providing consultancy services, encouraging our student clubs to social responsibility activities, Some of the social contribution activities are to support the work of the society, to organize conferences, seminars and workshops in the areas needed by the society, to carry out the work of the application and research centers that provide services within our university for social contribution activities. Our faculty cares about the participation and contribution of its stakeholders in the planning and execution of these activities.

Our faculty has the necessary physical infrastructure and technical equipment to carry out social contribution activities. In addition, it signs protocols with official and civil institutions in order to increase and diversify its social contribution resources, and prepares projects that can receive financial support.

Until recently, our faculty had not yet developed formal monitoring mechanisms to objectively measure the quality of our community contribution activities. However, as of 2021, a Social Contribution Development Commission was established to carry out planning, implementation, monitoring and improvement activities on social contribution, this commission started to implement satisfaction surveys and planned focus group meetings with stakeholders in order to determine the quality of the studies in question and to carry out improvement studies for areas open to improvement.

Management System

The academic and administrative units of our faculty have been designed in accordance with its mission. Administrative personnel are supported with in-service trainings to provide effective service. In accordance with the principle of transparency in management, information about the management model and organization of the institution is announced on the Faculty website. Efforts are being made to eliminate the deficiencies and disruptions in the effective execution of academic and administrative affairs in our faculty. The Quality and Development Commissions established in this context, especially the Management System Development Commission, provide support to the management.

Our faculty constantly makes its own internal evaluations through the commissions it has formed in order to achieve the targets determined in the strategic plan. It makes the process management healthy with the complaints, suggestions and wishes from the staff, students and stakeholders. On the other hand, since it is under the roof of Dicle University, its Quality Management System is subject to TS EN ISO 90012015 standards,

and it has performed and continues to perform its duties and transactions in this regard. Our institution has undergone internal examinations and received positive results in these examinations. Satisfaction surveys are applied to the students and academic staff of our Faculty -usually at the end of the semester- by the Rector's Office.

Our faculty members and administrative staff are generally competent in their fields. The institution has processes defined in accordance with the human resources management policy. There is a need to increase the number of academic and administrative staff in the institution, taking into account the increasing number of students.

There are defined processes related to the management of financial resources in our faculty. Internal audit of our faculty's financial resources; It is carried out by subjecting the relevant preliminary financial controls of the university and evaluating it within the scope of the principles of compliance with the legislation, effectiveness and efficiency.

The collection, analysis and reporting of data on the activities of our faculty are provided in digital/printed environment on the basis of units.

There are defined processes and plans to ensure information security and reliability in our institution. In our faculty, data requiring confidentiality are not shared or published with third parties other than authorized personnel, and no false information is presented.

Expected quality levels from outsourced goods and support services in our faculty; Although it is planned within the scope of the internal quality assurance system, and practices are carried out to evaluate and improve it; The lack of monitoring of the results of the services received at certain periods, the ineffectiveness of the staff and students in the decision-making processes on issues directly related to the students, the absence of survey-type mechanisms to measure the satisfaction of the suppliers are seen as areas open to improvement.

In addition to having certain principles to inform the public, our faculty also has various mechanisms to inform the public. The activities of the institution are shared with the public and systematic monitoring is ensured, especially by the stakeholders. Monitoring results are evaluated together with stakeholders and measures are taken.

There are also methods and mechanisms determined by our faculty in order to be accountable to the public. Our institution strives to increase and diversify its methods of accountability and channels. As a matter of fact, the social media accounts of our Dean's Office are steps taken in this direction. The positive approach of our Deanery to this issue and the steps it has taken in this regard show that further improvement will be achieved in 2022.

ADDITIONAL: PERFORMANCE INDICATORS

Institutional Information

	Indicator									
	Institutional Information	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Status (Successful or Open to Improvement)
1.	Number of Programs		3	-	3	-	3		3		Open to improvement
2.	Number of Department		3	-	3	-	3		3		Successful
3.	Number of Departments (Fields)		20	-	20	-	20		20		Successful
4.	Number of Language Labs		0	-	0	-	-		-		Open to improvement
5.	Number of Collaborative Research and Application Centers		2	-	2	-	2		2		Open to improvement
6.	Number of Master's Programs		3	-	3	-	2		3		Open to improvement
7.	Number of Doctorate Programs		3	-	3	-	3		3		Open to improvement
8.	The amount of education areas (Classrooms etc.) (m2)		1400	-	1400		1400		1400		Open to improvement

9.	Amount of research areas (Lab., library etc.) (m2)		1824	-	1824	-	1824		1824		Open to improvement
10.	Amount of administrative areas (m2)		375	-	375	-	375		375		
11.	Amount of social areas (Canteen, Cafeteria, Dining Hall, Sports area etc.) (m2)		-	-	708	-	708		708		Open to improvement
12.	other areas		-	-	-	-	-		-		
13.	Amount of total areas (m2)		-	-	27000	-	27000		27000		Successful
14.	Number of students in Undergraduate Programs		1451	-	1734	-	1576		1600		Successful
15.	Number of Foreign Students		11	-	11	-	11		11		Open to improvement
16.	Total Number of Undergraduate Students		1462		1745	-	1587		1611		Successful
17.	Number of Graduate Students with Thesis		100	-	114	-	62		76		Successful
18.	Number of Students with Non-Thesis Masters		0	-	0	-	-		-		Open to improvement
19.	Total Number of Graduate		100	-	114	-	62		76		Successful

	Students									
20.	Number of PhD Students		80	-	102	-	31		27		Successful
21.	Number of Undergraduate Graduates		209	-	212	-	174		204		Successful
22.	Number of Graduate Graduates		165	-	150	-	6		21		Successful
23.	Number of PhD Graduates		40	-	53	-	17		12		Successful
24.	Total Number of Graduates		414	-	415	-	197		237		Successful
25.	Number of undergraduate students leaving the institution		31		37		34		25		Open to improvement
26.	Number of graduate students leaving the institution		100	-	120	-	8		17		Open to improvement
27.	Number of doctoral students leaving the institution		25	-	30	-	10		7		Open to improvement
28.	Total annual number of students leaving the institution (Excluding Graduates)		156	-	187	-	18		24		Open to improvement
29.	Number of Faculty Members in Undergraduate Programs		31	56	44	-	31	56	44		Open to improvement
30.	Number of Lecturers other than Faculty		24	38	22	-	24	38	22		Open to improve

	Members in Undergraduate Programs									ment
31.	Number of Foreign Lecturers		1	-	1	-	1		1		Open to improvement
32.	Total Number of Faculty Members		31	56	44	-	31	56	44		Open to improvement
33.	Total Number of Instructors		55	94	63	-	55	94	63		Open to improvement
34.	Total Number of Administrative Staff		9	-	16	-	9		19		Open to improvement
35.	(Amount of Research Area-(m2)) / (Total Number of Teaching Staff) ratio		1824/63=28,9523	-	1824/63=28,9523	-	1824/63=28,9523	-	1824/63=28,9523		Open to improvement
36.	(Amount of Education Area-(m2)) / (Total Number of Students) ratio		1400/1642=0,85261	-	1400/1691=0,82791	-	1400/1630-=0,85889	-	1400/1741=0,81680		Successful
37.	(Amount of Administrative Area- (m2)) / (Total Number of Students) ratio		375/1642=0,22838	-	375/1691=0,22176	-	375/1630=0,23006	-	375/1741=0,21539		Successful
38.	(Social Area Amount- (m2)ı) / (Total Number of Students) ratio		708/1642=0,43118	-	708/1691=0,41868	-	708/1630=0,43435		708/1741=0,40666	-	Open to improvement
3	(Total Area-		27000	-	27000	-	2700		2700	-	Succe

9.	(m2)) / (Total Number of Students) ratio		/1642=16,4433		/1691=15,9668		0/1630=16,564		0/1741=15,508		ssful
40.	Number of Administrative Staff		9	-	16	-	9	-	16	-	Open to improvement

A. Quality Assurance System

Indicator										
A. Quality Assurance System	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Status (Successful or Open to Improvement)
1. Percentage of realizing the objectives regarding the education and training activities included in the strategic plan of the institution (in %)		-	-	-	-	-	-	-	-	Open to improvement
2. Percentage of realization of research activities in the strategic plan of the institution (in %)		-	-	-	-	-	-	-	-	Open to improvement

3. Percentage of realization of the objectives regarding the administrative activities included in the strategic plan of the institution (in %)	Enter the level of achievement of strategic goals as a percentage.	-	-	-	-	-	-	-	-	Open to improvement
4. Percentage of realizing the objectives regarding social service activities in the strategic plan of the institution (in %)		-	-	-	-	-	-	-	-	Open to improvement
1. SCOPUS (SCIMAGO)		-	-	-	-	-	-	-	-	Open to improvement
2. Web Of Sciences (RUR)		-	-	-	-	-	-	-	-	Open to improvement
3. Number of activities (meetings, workshops, etc.) organized by your institution in the relevant year for the purpose of disseminating the quality culture	Enter the number of activities The meeting, workshop, etc. held/organized by your institution within the scope of the relevant indicator between January 1st and December 31st.	-	-	-	-	-	-	-	-	Open to improvement

	These activities must be of an institutional nature.	-	-	-	-	-	-	-	-	Open to improvement
	The meetings that can be called "institutional quality commissions" held by the institution itself are not meant.	-	-	-	-	-	-	-	-	Open to improvement
4. Number of annual feedback and evaluation meetings held by the institution with its internal stakeholders within the scope of quality processes	Enter the number of feedback and evaluation meetings your institution conducts for its internal stakeholders (Student, Administrative Staff, Academic Staff, etc.).	-	-	-	-	-	-	-	-	Open to improvement
5. Number of annual feedback and evaluation meetings held by the institution with its external stakeholders within the scope of quality processes	Enter the number of feedback and evaluation meetings your institution holds for external stakeholders (such as NEM, RAD).	-	-	-	-	-	-	-	-	Open to improvement

6. Academic staff satisfaction (%)	Enter the academic staff satisfaction results regarding the activities carried out by the institution as a percentage (%).	-	-	65	-	-	-	-	Open to improvement
7. Administrative staff satisfaction rate (%)	Enter the administrative personnel satisfaction results regarding the activities carried out by the institution as a percentage (%).	-	-	72	-	-	-	-	Open to improvement
8. Student's overall satisfaction (in %)	Enter the general satisfaction results of the student regarding the activities carried out by the institution as a percentage (%).	-	-	-	-	-	-	68	-	Open to improvement
9. Erasmus Number of incoming students		-	-	-	-	-	-	-	-	Open to improvement

10. Erasmus Number of outgoing students)		-	-	-	-	-	-	-	-	Open to improvement
11. Farabi Number of Incoming Students		1	-	7	-	0	-	0	-	Open to improvement
12. Farabi Number of Outgoing Students		-	-	-	-	-	-	-	-	Open to improvement
13. Number of students coming to Mevlana		-	-	-	-	-	-	-	-	Open to improvement
14. Number of Students Going to Mevlana		-	-	-	-	-	-	-	-	Open to improvement
15. Total Number of Incoming Students from Student Exchange Programs		1	-	7	-	0	-	0	-	Open to improvement
16. Total Number of Outgoing Students from Student Exchange Programs	.	-	-	-	-	-	-	-	-	Open to improvement

17. Erasmus Number of incoming lecturers	Enter the number of lecturers coming to and leaving your institution within the scope of the relevant indicator within the scope of the relevant indicator.	-	-	-	-	-	-	-	-	Open to improvement
18. Erasmus Number of outgoing lecturers		-	-	-	-	-	-	-	-	Open to improvement
19. Mevlana Incoming lecturer		-	-	-	-	-	-	-	-	Open to improvement
20. Mevlana Outgoing lecturer		-	-	-	-	-	-	-	-	Open to improvement
21. Total Number of Incoming Academic Staff from Academic Staff Exchange Programs		-	-	-	-	-	-	-	-	Open to improvement
22. Total Number of Leaving Faculty Members from Faculty Exchange Programs		-	-	-	-	-	-	-	-	Open to improvement

B. Education and Training

Indicator										
B. Education and Training	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Status (Successful or Open to Improvement)
1. Number of Bachelor programs / Number of Master's programs / Number of PhD programs that can be viewed on the website of the Institution that has completed the program information package)		2	-	2	-	2	-	2	2	Open to improvement
2. The rate of satisfaction of the students with the program they are enrolled in (%) (From the learning-teaching method-The acquisition of general competencies-)		-	-	-	-	%63	-	%71	%85	Open to improvement

3. Is double major allowed in the program?	Yes	-	-	-	-	-	-	-	-	Open to improvement
4. Is a minor in the program allowed?	Yes	-	-	-	-		-	-	-	Open to improvement
5. Number of undergraduate students doing double major	-	-	-	-	-	-	-	-	10	Open to improvement
6. Number of undergraduate students doing minor	-	-	-	-	-		-	-	-	5	Open to improvement
7. Ratio of the number of double major students to the total number of undergraduate students	-	-	-	-	-		-	-	-	-	Open to improvement
8. The ratio of the number of minor students to the total number of undergraduate students	-	-	-	-	-		-	-	-	5	Open to improvement
9. (Number of students admitted to graduate programs) / (Number of students applying to graduate programs) ratio	-	44/-	-/-	58/-	70	134/62=2.161	-	147/76=1.93	160	Successful
10. (Number of students	-	21/-	-/-	26/-	31	70/31=1.4	-	84/27=3.1	95	Succes

admitted to doctoral programs) / (Number of students applying to doctoral programs) ratio						7		1		sful
11. Number of interdisciplinary master's programs with thesis	-	-	-	-	-	-	-	-	-	Open to improvement
12. Number of interdisciplinary non-thesis master's programs	-	-	-	-	-	-	-	-	-	Open to improvement
13. Number of interdisciplinary doctoral programs	-	-	-	-	-	-	-	-	-	Open to improvement
14. (Number of students placed in the undergraduate program) / (Total number of students choosing the undergraduate program) ratio	-	308/ 3446	410	410 / 2778	35 9	579	-	452	47 0	Succes sful
15. Number of programs organized in the institution for the training of trainers	-	26	96	35	-	0	-	25	30	Open to improvement
16. Faculty member who received training within the scope of the training of trainers program	-	-	295	-	-	-	-	8	10	Open to improvement

in the institution										
17. Satisfaction rate (in %) from the training program of trainers conducted in the institution	-	-	%85	-	-	-	-	-	-	Open to improvement
18. Faculty Member evaluation survey average (student evaluations) (%)	-	-	%70	37.16	%80	%69		%73	%80	Open to improvement
19. Academic advisor evaluation survey average (student evaluations)	-	-	%70	-	%80	-	-	%48	%80	Open to improvement
20. Thesis management (ongoing master's and doctoral thesis management)	-	144	170	173	248	260	-	275	290	Successful
21. The two-semester average of the weekly course hours of the lecturers	-	15.32	12.06	12.87	11.34	15,5	-	15	12.5	Successful
22. (Total classroom space) / (Total number of students in formal education) ratio	-	31/1644	40/1904	31/1746=56	32/1800	31/1746=56.32	-	28/2081=74.32	38/2100	Successful
23. (Number of resources associated with the program in the institution library)/ (Number	-	/2908	/3900	15965/3900	2000/39000	15965/1746=9.143	-	18350/2081=8.817	19000/2100	Successful
	-	/2908	12650/3900	15965/3	2000/	15965/40	-	18350/37	19000	

of students, all students) ratio			=3,243	900=4,093	39000=5.128	23=3.96		00=	/3800	Successful
24. (E-resource associated with the program in the institution library) / (Number of Students) ratio	-	-	-	-	-	-	-	-	-	Open to improvement
25. Number of student societies that program students are members of		-	18	7	10	5	-	9	15	Successful
26. Number of program students participating in student community activities	-	-	-	180	300	220	-	267	270	Open to improvement
27. Number of student projects	-	-	-	-	-	1		1	2	
28. Number of undergraduate programs specified in the HEE Higher Education Programs and Quotas Guide of the university of the program applying for accreditation	-	-	-	-	-	-	-	-	-	Open to improvement
29. Satisfaction level of employer stakeholders (NEM, RAD, etc.)	-	-	-	-	-	-	-	-	-	Open to

regarding the qualifications of graduates (in %)										improvement
30. (Number of graduates who took the PPSE exam)/(Number of graduates who took the PPSE exam) ratio	-	-	-	-	-	-	-	-	-	Open to improvement
31. MBSTS	-	-	-	-	-	-	-	-	-	Open to improvement
32. Number of memories during registration to the program	-	8	-	10	-	-	-	-	15	Successful
33. Number of Hafiz among students who have reached the graduation phase of the program		10		10	12	-	-	-		Successful
34. Number of students taking FLE-HEB Language exams		-		-	-	-	-	-	-	Open to improvement
35. Number of students who took HEB Language exams		-		-	-	-	-	-	-	Open to improvement
36. Number of employed graduates		-		-	-	-	-	-	-	Open to improvement
37. Ratio of graduates continuing their graduate education		123		203		263		367	380	Successful

38. Number of members of the alumni association		-		-	-	-	-	-	-	Open to improvement
39. Number of graduates from the Religious Higher Specialization Education Center		-		-	-	-	-	-	-	Open to improvement
40. (Number of students graduating within the normal education period) / (Number of students who should graduate within the regular education period) ratio		265/573=0,462		228/460=0,495	170/380=0,447					Open to improvement
41. Number of Students / Number of Instructors in Undergraduate and Graduate Programs		3992/51		4057/51	4141/56	2053/64	-	2343/68	2350	Open to improvement
42. Number of Students / Faculty Members in Undergraduate and Graduate Programs		3992/32		4057/33	4141/36	2053/37	-	22343/41	223/45	Open to improvement
43. Number of Students in Graduate Programs/Number of Students in Undergraduate		123/3869		203/3854	293/388	307/1746	-	261/2081	270/2090	Successful

Programs										
44. Number of Undergraduate Students/Number of Instructors		3869/55		3854/55	3848/60	1746/64	-	2081/68	2081/75	Open to improvement
45. Number of PhD graduates/number of faculty members		15/31=0,483		7/37=0,189	10/43=0,232	17/64	-	12/68	16/75	Successful
46. Number of students/number of faculty members in the doctoral program		80/31=2,58		102/37=2,756	133/43=3,09	102/37	-	117/41	120/45	Successful
47. Number of Foreign Students/Total Number of Students		11/3992=0,0027		11/4072=0,0027	11/4141=0,0026	15/1746	-	27/2081	30/2081	Open to improvement
48. Number of PhD students / Total (Bachelor-Graduate-PhD) students		80/3992=0,020		102/4072=0,025	133/4141=0,032	102/2053	-	117/2342	120/2350	Successful
49. Number of PhD graduates		15		7	10					Successful
50. Annual number of students leaving the institution		856		808	1027	65	-	-	-	Successful
51. Number of Foreign Lecturers/Total Number of Instructors				1/63	1/67	1/64	-	1/68	2/75	Open to improvement
52. Number of administrative staff/ Total number of		9/2908	-	/ 3280	10/3900	16/3900	9/2053	-	9/2343	11/2350	Successful

students										
53. Number of administrative staff/ Number of teaching staff		9/55	- / 94	10/ 63	16 /67	9/64	-	9/68	10/ 75	Succes sful

C. Research and Development

Indicator										
3. Research and Development	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Status (Successful or Open to Improvement)
1. Average annual number of externally funded projects completed per faculty member	The ratio of the number of projects supported and completed by national or international organizations outside the institution to the number of permanent faculty members is asked.	-	-	-	-	-	-	-	-	Open to improvement

2. Number of ongoing externally supported projects per faculty member	The ratio of the number of ongoing projects supported by national or international organizations outside the institution to the number of faculty members is asked. (no split)	-	-	-	-	-	-	-	-	Open to improvement
3. Average annual total budget of completed externally supported projects		-	-	-	-	-	-	-	-	Open to improvement
4. Total budget of ongoing externally supported projects		-	-	-	-	-	-	-	-	Open to improvement
5. The ratio of the total ongoing externally supported project budget to the ongoing externally supported projects		-	-	-	-	-	-	-	-	Open to improvement

6. Average annual number of international collaborative projects completed per faculty member	The ratio of the number of projects carried out and completed with international individuals or organizations outside the institution to the number of faculty members is asked.	-	-	-	-	-	-	-	-	Open to improvement
7. Number of ongoing international collaborative projects per faculty member	The ratio of the number of ongoing projects carried out with international individuals or organizations from outside the institution to the number of faculty members is asked.	-	-	-	-	-	-	-	-	Open to improvement

8. Number of Fields in HEB 100/2000 PhD Scholarship Program		-	-	1	2	-	2	-	3	Open to improvement
9. Number of Students in HEB 100/2000 PhD Scholarship Program	Number of Students in HEB100/2000 PhD Scholarship Program	3	-	-	-	-	-	0	3	Open to improvement

10. Average annual number of publications per faculty member in non-internationally collaborative SCI, SSCI, A&HCI and ESCI indexed journals	Published/published in SCI, SSCI, A&HCI and ESCI indexed journals, etc., which were not made with international cooperation between January 1st and December 31st. The ratio of the number of articles and compilations shared with the public to the number of permanent faculty members (Professor, Associate Professor and Doctor Lecturer) is asked. Articles that have been sent to the journal for publication between the relevant period, but still have not passed the referee approval/control, or have not been published because the publication time of the relevant journal has not come, will not be taken into account. Regardless of the date of application, the articles in the journals published/published between the relevant dates will be considered.	-	1	-	1	-	1	-	1	Open to improvement

11. Average annual number of publications in SCI, SSCI, A&HCI and ESCI indexed journals per faculty member	Published/published in SCI, SSCI, A&HCI and ESCI indexed journals, etc., made with international cooperation between January 1st and December 31st. The ratio of the number of articles and compilations shared with the public to the number of permanent faculty members (Professor, Associate Professor and Doctor Lecturer) is asked. Articles that have been sent to the journal for publication between the relevant period, but still have not passed the referee approval/control, or have not been published because the publication time of the relevant journal has not come, will not be taken into account. Regardless of the date of application, the articles in the journals published/published between the relevant dates will be considered.	-	0.2	-	0.2	-	0.2	-	0.2	Open to improvement

12. Scientific publication score (for each publication, it expresses the ratio of the total impact score obtained by writing the current impact factor of the relevant journal and summing it up one after the other to the total number of publications.)	For each publication, the current impact factor of the relevant journal is written and the ratio of the total impact score to the total number of publications is expressed.	0,11	0,13	0,34	0,40	0,10	0,15	0,14	0,25	Open to improvement
13. Citation score	The average number of citations per year in SCI, SSCI, A&HCI and ESCI indexed journals divided by the total number of faculty members is asked.	-	0,3	-	0,3	-	0,3	-	0,3	Open to improvement
14. Total budget of international collaborative projects	The total budget of the projects opened between January 1st and December 31st will be written.	-	-	-	-	-	-	-	-	Open to improvement
15. Total budget of ongoing international collaborative projects	As of the application date, the total budget of the ongoing international collaborative projects will be written.	-	-	-	-	-	-	-	-	Open to improvement
16. Number of master's students with thesis per faculty member		0.36	-	0,32	-	0,59	-	0,53	-	Open to improvement

17. Number of doctoral students per faculty member		0.46	-	0,36	-	1,19	-	1,51	-	Open to improvement
18. Average annual number of doctoral graduates per faculty member	Average annual number of doctoral graduates per faculty member	0,925	-	0,69	-	2,1	-	3,4	-	Open to improvement
19. Number of TAS and STRCT award-winning faculty members (excluding TAS translation award)		-	1	-	1	-	1	-	1	Open to improvement
20. Number of international awards		-	1	-	1	-	1	-	1	Open to improvement
21. Number of national awards		-	1	-	1	-	1	-	1	Open to improvement
22. Number of academic researches (articles, theses, etc.) conducted in cooperation with the Ministry of National Education		-	2	-	2	-	2	-	2	Open to improvement
23. Number of academic research (articles, theses, etc.) conducted in cooperation with RAD		-	2	-	2	-	2	-	2	Open to improvement

D. Social Contribution

Indicator										
4. Social Contribution	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Status (Successful or Open to Improvement)
1. Number of social responsibility projects with a budget and carried out by the institution itself		-	-	-	-	-	-	-	-	Open to improvement
2. Number of social responsibility projects with a budget and carried out in cooperation with external stakeholders (excluding NEM and RAD)		-	-	-	-	-	-	-	-	Open to improvement
3. Number of social responsibility projects with a budget and carried out in cooperation with the Ministry of National Education		-	-	-	-	-	-	-	-	Open to improvement

4. Number of social responsibility projects with a budget and carried out in cooperation with RAD		-	-	-	-	-	-	-	-	Open to improvement
5. Number of social responsibility projects that do not have a budget and are carried out in cooperation with external stakeholders (excluding NEM and RAD)		-	-	-	-	-	-	-	-	Open to improvement
6. The number of social responsibility projects that do not have a budget and are carried out in cooperation with the Ministry of National Education		-	-	-	-	-	-	-	-	Open to improvement
7. Number of social responsibility projects that do not have a budget and are carried out in cooperation with RAD		-	-	-	-	-	-	-	-	Open to improvement
8. Number of activities carried out by program instructors in		-	-	-	-	-	-	-	-	Open to improv

NEM institutions										ement
9. Number of participants in activities carried out by program instructors in NEM institutions		-	-	-	-	-	-	-	-	Open to improvement
10. Total number of hours of activities carried out by program instructors in NEM institutions		-	-	-	-	-	-	-	-	Open to improvement
11. The satisfaction rate of the participants who participated in the activities carried out by the program instructors at NEM institutions (in %)		-	-	-	-	-	-	-	-	Open to improvement
12. Number of activities carried out by program instructors in RAD institutions		-	-	-	-	-	-	-	-	Open to improvement
13. Number of participants in activities carried out by program instructors in RAD institutions		-	-	-	-	-	-	-	-	Open to improvement
14. Total number of hours of activities carried out by program instructors in		-	-	-	-	-	-	-	-	Open to improvement

RAD institutions										
15. The satisfaction rate of the participants who participated in the activities carried out by the program instructors in RAD institutions (in %)		-	-	-	-	-	-	-	-	Open to improvement
16. Number of social responsibility projects with a budget and carried out with public institutions		-	-	-	1		2		2	Open to improvement
17. Annual training hours conducted by program instructors in external stakeholder organizations (except NEM and RAD)		-	-	-	-	-	-	-	-	Open to improvement
18. The number of people who receive annual training for the trainings conducted by the program instructors in external stakeholder organizations		-	-	-	-	-	-	-	-	Open to improvement
19. Number of people and		-	-	-	-	-	-	-	-	Open to

hours of annual training for training conducted by program instructors in external stakeholder organizations										improvement
20. The satisfaction rate of the participants who received the trainings conducted by the program instructors in the external stakeholder organizations (in %)		-	-	-	-	-	-	-	-	Open to improvement
21. Annual training hour conducted by program instructors at SEM or other centers of the university		-	-	-	-	-	-	-	-	Open to improvement
22. The number of people who receive annual training for the trainings conducted by the program instructors at SEM or other centers of the university		-	-	-	-	-	-	-	-	Open to improvement
23.Person and hour of annual training		-	-	-	-	-	-	-	-	Open to improv

for the trainings conducted by program instructors at SEM or other centers of the university										ement
24.Satisfaction rate of participants who took social contribution activities (%)	DUTF 2018 Annual Report DUTF 2019 Annual Report DUTF Quality Target and Target Action Plan 2020	-	-	-	-	-	-	-	-	Open to improvement
25. Seminars, conferences, panels, symposiums, etc. given by the program instructors.		34	34	34	64	-	-	25	-	Successful
26. Seminars, conferences, panels, symposiums, etc. given by the program instructors. the ratio of the number of activities to the program instructors		0.56	0.56	0.53	-	-	-	-	-	Open to improvement

E. Management System

Indicator										
3. Research and Development	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Status (Successful or Open to Improvement)
1. Central Budget	Revenues from the central budget that do not belong to activities in the research and development category	-	-	-	-	56.000,00	105.000,00	96.019,36	110.000,00	Open to improvement
2. Research Revenues	General research revenues will be written off.	-	-	-	-	-	-	-	-	Open to improvement
3. Community Service Revenues	Service revenues to the general community will be written off.	-	-	-	-	-	-	-	-	Open to improvement

4. Donations	Non-state, conditional or unconditional donations transferred to the institution	-	-	-	-	-	-	-	-	Open to improvement
5. Personnel Expenses	Personnel expenses (including SSI expenses)	-	-	-	178.000,00	177.723,57	132.000,00	132.000,00	180.000,00	Open to improvement
6. Education Expenses	General education expenses will be written off.	-	-	-	-	15.000,00	30.000,00	25,000,00	35.000,00	Open to improvement
7. Research Expenses	Expenses for all actions and activities in the research category	-	-	-	-	-	-	-	-	Open to improvement
8. Community Service Expenses	Expenses for all activities in the community service category	-	-	-	-	-	-	-	-	Open to improvement

9. Management Expenses	Consumption goods and material purchases, travellers, service purchases, minor repairs (real estate and real estate) etc.	-	-	-	62.000,00	61.508,14	110.000,00	102.738,00	120.000,00	Open to improvement
10. Investment Expenses	Real estate, machinery, equipment, etc. expenses	-	-	-	24.140,00	23.963,41	54.150,00	54.050,00	65.000,00	Open to improvement