Dicle University

Faculty of Theology

Daytime Education

Self-Evaluation Report

(2023)

Contents

INFORMATION ABOUT THE INSTITUTION 5

1. Contact Information 5
2. Historical Development 5
3. Mission, Vision, Values and Goals 6

A. QUALITY ASSURANCE SYSTEM 7

A.1. Mission and Strategic Objectives 7
A.1.1. Mission, Vision, Strategic Goals and Objectives 7
A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies 14
A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies 16
A.1.3. Institutional Performance Management 18
A.1.3. Institutional Performance Management 19
A.2. Internal Quality Assurance 20
A.2.1. Quality Commission 21
A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units) 23
A.2.3. Leadership and Quality Assurance Culture 25
A.3. Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes 27
A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes 29
A.4. Internationalization ..... **Hata! Yer işareti tanımlanmamış.**
A.4.1. Internationalization Policy ..... ***Hata! Yer işareti tanımlanmamış.***
A.4.2. Management and Organizational Structure of Internationalization Processes ***Hata! Yer işareti tanımlanmamış.***
A.4.3. Internationalization Resources ..... ***Hata! Yer işareti tanımlanmamış.***
A.4.4. Monitoring and Improving Internationalization Performance ..... ***Hata! Yer işareti tanımlanmamış.***

B. EDUCATION AND TRAINING 32

B.1. Design and Approval of Programs 32
B.1.1. Design and Approval of Programs 32
B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and IAA Criteria 36
B.1.3. Matching Course Outcomes with Program Outcomes and Discipline Specific Outcomes 38
B.1.4. Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Vocational Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Know Different Disciplines) 41
B.1.5. Student Workload-Based Design 44
B.1.6. Measurement and Evaluation 46
B.2. Student Admission and Development 48
B.2.1. Student Admission and Recognition and Crediting of Prior Learning 48
B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications 50
B.3. Student-Centered Learning, Teaching and Assessment 52
B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning Oriented) 52
B.3.2. Assessment and Evaluation 55
B.3.3. Student Feedback (Course-Faculty-Program-General Satisfaction Surveys, Request and Suggestion Systems) 58
B.3.4. Academic Advising 59
B.4. Academic Staff 61
B.4.1. Criteria for Appointment, Promotion and Assignment 61
B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System) 64

B.4.3 Incentives and Rewards for Educational Activities *68*
B.5. LEARNİNG RESOURCES 70
B.5.1. Learning Resources *70*
B.5.2. Social, Cultural, Sportive Activities *61*
B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology Equipped Workspaces, Medical Center, etc.) *77*
B.5.4. Faculty without Barriers *79*
B.5.5. Guidance, Psychological Counseling and Career Services *80*
B.6. MONİTORİNG AND UPDATİNG THE PROGRAM 82
B.6.1. Monitoring and updating program outcomes *82*
B.6.2. Alumni monitoring system *85*

C. RESEARCH AND DEVELOPMENT **88**

C.1. RESEARCH STRATEGY 88
C.1.1. Research Policy, Objectives and Strategy of the Institution *88*
C.1.2 Management and Organizational Structure of Research and Development Processes *92*
C.1.3. Relation of Research to Local/Regional/National Needs and Demands *94*
C.2. RESEARCH RESOURCES 100
C.2.1. Research Resources: Physical, Technical, Financial *100*
2023 ..... *101*
C.2.2. Internal University Resources (BAP) *102*
2023 ..... *103*
C.2.3. Orientation to Non-University Resources (Methods and Supports) *104*
C.2.4. Graduate Programs Aligned with the Research Policy, Goals and Strategy of the Institution *106*
C.3. RESEARCH COMPETENCE 108
C.3.1. Research Competency of Faculty Members and Development of Research Competency *108*
C.3.2. National and International Joint Programs and Joint Research Units *110*
C.4. RESEARCH PERFORMANCE ..... **HATA! YER İŞARETİ TANIMLANMAMIŞ.**
C.4.1. Academic Staff Performance Evaluation ..... ***Hata! Yer işareti tanımlanmamış.***
C.4.2. Evaluation of Research Performance and Improvement Based on Results ..... ***Hata! Yer işareti tanımlanmamış.***
C.4.3. Research Budget Performance ..... ***Hata! Yer işareti tanımlanmamış.***

D. SOCIAL CONTRIBUTION **118**

D.1. SOCİAL CONTRİBUTİON STRATEGY 118
D.1.1. Social Contribution Policy, Goals and Strategy *118*
D.1.2. Management and Organizational Structure of Social Contribution Processes *121*
D.2. SOURCES OF SOCİAL CONTRİBUTİON ..... **HATA! YER İŞARETİ TANIMLANMAMIŞ.**
D.2.1. Sources *123*
D.3. SOCİAL CONTRİBUTİON PERFORMANCE 123
D.3.1. Monitoring and improving social contribution performance *125*

E. MANAGEMENT SYSTEM **127**

E.1.1. MANAGEMENT MODEL AND ADMİNİSTRATİVE STRUCTURE 127
E.1.2. PROCESS MANAGEMENT 129
E.2. MANAGEMENT OF RESOURCES 131
E.2.1. Human resources management *131*
E.2.2. Management of financial resources *133*
E.3. INFORMATİON MANAGEMENT SYSTEM 136
E.3.1. Integrated information management system *136*
E 3.2. Information security and reliability *138*
E.4. SUPPORT SERVİCES 141
E.4.1. Compliance, quality and continuity of services and goods *141*
E.4.1. Compliance, quality and continuity of services and goods *141*
E.5. PUBLİC DISCLOSURE AND ACCOUNTABİLİTY 142
E.5.1. Public Disclosure *142*
E.5.2. Accountability methods *144*

CONCLUSION AND EVALUATION **145**

A1. QUALITY ASSURANCE SYSTEM 145
A1. Strengths of the Institution *145*
A.2. Aspects of the Institution Open for Development *146*
B. EDUCATION AND TRAINING 146
B.1 Strengths of the Institution *146*
B.2. Aspects of the Institution Open for Development *147*
C. RESEARCH AND DEVELOPMENT 148
C.1 Strengths of the Institution *148*
C.2. Aspects of the Institution Open for Development *149*
D. SOCIAL CONTRIBUTION 149
D.1 Strengths of the Institution *149*
D.2. Aspects of the Institution Open for Development *150*
E. MANAGEMENT SYSTEM 150
E.1 Strengths of the Institution *150*
E.2. Aspects of the Institution Open for Development *151*

APPENDIX. PERFORMANCE INDICATORS **152**

INFORMATİON ABOUT THE İNSTİTUTİON 152
A. QUALITY ASSURANCE SYSTEM 156
B. EDUCATION AND TRAINING 163
C. RESEARCH AND DEVELOPMENT 169
D. SOCIAL CONTRIBUTION 174
E. MANAGEMENT SYSTEM 179

INFORMATION ABOUT THE INSTITUTION

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2. Historical Development

Our History

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

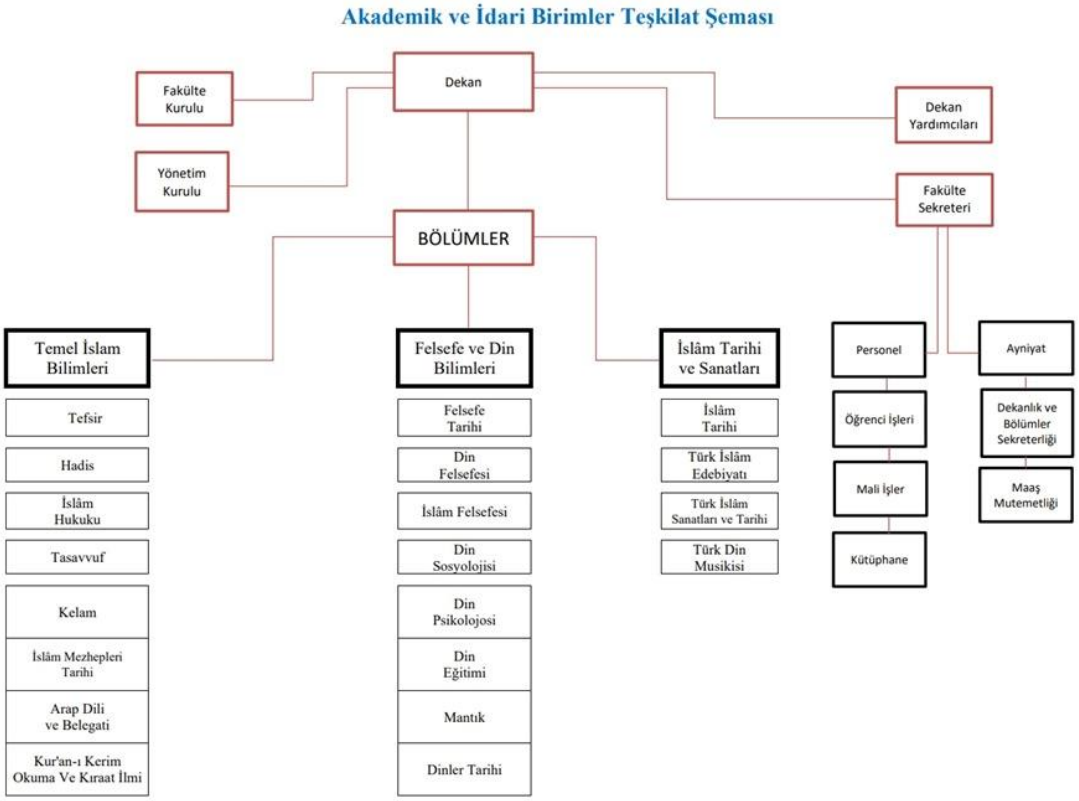
Our faculty began its educational activities in 1993-1994 academic year with 28 students. In June 1998, it produced its first graduates. In addition to the undergraduate program of the Faculty of Theology, the Primary Education Religious Culture and Moral Knowledge Teaching program has been launched since the 1999-2000 academic year. This department had its first graduates in June 2003. With the decision of the Council of Higher Education, this program was integrated into the Faculty of Education for a while, but in 2012 it was transferred back to the Faculty of Theology. No students were admitted to this program as of the 2014-2015 academic year.

With the decision of the Presidency of the Council of Higher Education dated 03.07.2009 and numbered 019489, it was decided to establish an evening education program in theology. Based on this decision, our faculty admitted students to the evening education program in the 2009-2010 academic year. In addition, with the decision of the Presidency of the Council of Higher Education dated 01.06.2011 and numbered 3429-023090, the Bachelor of Theology Completion (ILITAM) program was established under the name of Distance Education Program and started education with 300 students in the 2011-2012 academic year.

Our faculty continues its teaching activities with 3 programs as Theology, Theology Secondary Education and ILITAM; 3 departments as Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic Arts and History, and 20 departments.

As of the 2021-2022 academic year, there are 1714 students in the first education, 658 students in the evening education and 1381 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 dynamic, free and virtuous religious personnel, teachers, researchers and academicians who learn Islam from its basic sources, are loyal to national, spiritual, moral, ethical and universal values and cultural heritage, respect different beliefs and values, human rights and freedoms, environment and nature, have the ability to think scientifically and freely, can benefit from historical background, who can analyze, analyze and interpret information, research the phenomenon of religion from its basic sources with interdisciplinary cooperation, evaluate it in the light of new developments, follow the needs and trends of the society and produce solutions to the problems encountered in religious issues, equipped with professional knowledge and skills, adhering to universal ethical values in order to ensure that society understands and learns religion correctly.

Our Vision

Our vision is to be a distinguished Faculty of Theology that shares the knowledge and values it produces in the field of General Theology and Basic Islamic Sciences at national and international level, and that is honored to be a member of the Faculty of Theology, whose theologians, religious educators and competent religious officials, equipped with classical and contemporary knowledge and thoughts, are shown as an example.

Our Values

Our faculty adopts respect for human rights and freedoms, respect for the environment and nature, compliance with universal ethical values, protecting the common cultural heritage of humanity, national and spiritual values, sensitively observing ethical rules in scientific research, and guiding the society with its knowledge and understanding of the phenomenon of change as its core values.

Our Goals

To perform the necessary work to be accredited as soon as possible by the IAA (Theology Accreditation Agency), which we have applied for accreditation and accepted our application, and to carry out the process planning and team organizations to ensure our quality,

To update the curricula, contents and course resources by examining and evaluating the practices of other qualified universities in Turkey and universities in EU countries and to make necessary arrangements in this regard,

To conduct surveys for students and academic staff in order to determine the quality of teaching and the rate of achievement of teaching outcomes, and to take measures and make improvements regarding the failing aspects of teaching activities at the end of each academic year,

Within the scope of community contribution activities, in order to make the potential of our faculty functional, after making the necessary organizational work and financial allocations within our faculty, to realize agreements with various institutions and organizations, and in this context, to actively implement the requirements of our mission.

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

Our faculty determined its mission and vision, strategic goals and objectives in accordance with the mission and vision of Dicle University through the Quality Assurance System Commission meetings held in December 2021 (See Evidence 1) and the strategic plan prepared (See Evidence 2). The mission and vision were published on the official website of our faculty (See Evidence 3). All activities of our faculty are carried out consistent with this mission and vision. In addition, the mission, vision, strategic goals and objectives of our faculty are also included in the 2023 Quality Handbook (See Evidence 4). Before 2020, our faculty was acting in accordance with the previously prepared 2015-2019 Strategic Plan (See Evidence 5). In 2021 and 2022, the Strategic Plan and the Quality Manual were taken as a basis. In 2023, the Quality Manual was updated (See Evidence 6, 7). In line with this updated Quality Manual, mission, vision, strategic goals and objectives were determined. Accordingly, the vision and mission of our faculty are as follows:

OUR VISION

- Sharing the knowledge and values produced in the field of General Theology and Basic Islamic Sciences at national and international level,

- The theologians, religious educators and competent religious officials he has trained, equipped with classical and contemporary knowledge and thoughts, are shown as examples,

- To be a distinguished Faculty of Theology that is honored to be a member of.

OUR MISSION

- Learning religion from its basic sources,

- Committed to national, spiritual, moral, ethical and universal values and cultural heritage,

- Respectful of different beliefs and values, human rights and freedoms, the environment and nature,

- Scientific and free thinking skills,

- able to capitalize on its historical acquis,

- Analyze, analyze and interpret information,

- In order to ensure that the society understands and learns religion correctly, it researches the phenomenon of religion from its basic sources with interdisciplinary cooperation, adhering to universal ethical values, and evaluates it in the light of new developments,

- To be able to produce solutions to the problems encountered in religious issues by following the needs and trends of society,

- To train useful, dynamic, free and virtuous religious officials, teachers, researchers and academicians who are equipped with professional knowledge and skills.

The strategic goals and objectives of our faculty are determined in line with its vision and mission and are regulated by a five-year Strategic Plan prepared every five years. This planning process is based on the Strategic Plan of Dicle University (See Evidence 8). In 2023, our faculty determined the performance indicators and their realization status in accordance with the university's Strategic Plan and presented them to the senior management of the university (See Evidence 9). Accordingly, the realization values of some targets during the monitoring period are shown.

Our faculty was visited by IAA team members in 2023 (See Evidence 10). As noticed before and after this visit, there were deficiencies in the 2020-2024 Strategic Plan. Since Strategic Plans are organized every five years, there was no update in 2023. A Strategic Plan and Preparation Commission (See Evidence 11) was established in our faculty for the preparation, organization and follow-up of the Strategic Plan. The commission has started to work on the preparation of the new strategic plan. As a result of these studies, a strategic plan that covers all areas, performance indicators and quality targets are more specific and clear. This commission exchanges views with other commissions and stakeholders in the faculty regarding the strategic plan and goals. A draft strategic plan has also been prepared (See Evidence 12).

The Quality Management System (See Evidence 13) is used to monitor the goals and objectives and the unit also organizes face-to-face and online meetings on this subject. (See Evidence 14) At the Faculty, Quality targets are set and an Annual Target Action Plan is prepared in line with these targets. At the end of the year, the realization of the targets is evaluated. All these processes are carried out in coordination with the Quality Development Units of the university. In 2023, Quality Goals were also set (See Evidence 15). The realization of these quality targets was evaluated at the end of the year and added to the QMS automation system.

All activities at the faculty are carried out on the basis of the strategic plan and quality targets. The evaluations made at the end of the year and the performance reports prepared are taken as a basis for the improvements to be made in the following period. In this context, performance reports are prepared to cover two periods and uploaded to the QMS automation for 2023. (See Evidence 16)

In this context, the current goals and strategic objectives of the institution for 2023 are stated below in line with the 2020-2024 Strategic Plan and the 2023 Quality Manual:

Our Goals, Strategic Objectives and Performance Indicators

Quality Assurance Strategies

Objective 1: Developing the Institutional Identity/Capacity of the Faculty.

Goal 1: To ensure full accreditation of the unit to the IAA by the end of 2024..

Objective 2: To Ensure Continuous Improvement in Teaching Quality.

Goal 1: To improve the quality of teaching programs through appropriate activities.

Goal 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.

Education and Training Strategies

Objective 1: To Improve / Strengthen Education and Training Activities.

G.1.1. To review and improve our faculty program every year within the framework of Turkish Higher Education Qualifications (TQF).

G.1.2. To develop processes based on participatory and active learning in courses and extracurricular activities.

G.1.3. To improve students' foreign language proficiency by 10%.

G.1.4. To increase the number of undergraduate students and academic staff benefiting from exchange programs by 7%.

G.1.5. To increase the number and improve the quality of academic staff in the required fields.

G.1.6. To benefit from effective education and training practices.

G.1.7. To attract qualified students to our faculty and to promote our faculty in various environments for this purpose.

G.1.8. To facilitate our students' access to course resources and to increase the documents in the library by 2% each year.

G.1.9. To develop our students' perspectives in various directions. To organize activities to ensure the personal and social development of students.

G.1.10. To contribute to the professional development and employment of our graduates.

G.1.11. To create a barrier-free education and training environment.

Research and Development Strategies

Objective 1: Improving Research Activities; Increasing the Number and Quality of Publications.

G.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.

G.1.2. To produce publications from at least 10% of the graduate theses completed each year.

G.1.3. To submit the faculty journal to national-international indexes.

G.1.4. To ensure the participation of academic staff in domestic and international activities that will increase their professional experience.

G.1.5. To develop infrastructure studies that will contribute to the researcher identity of our faculty.

G.1.6. To support the professional development of the administrative staff of our school.

G.1.7. To contribute to the human resource needs of our faculty's doctoral graduates by supporting students in the relevant doctoral programs determined by the Council of Higher Education.

G.1.8. To consider local needs while developing research activities and to cooperate effectively with external stakeholders for this purpose.

G.1.9. To develop academic activities that respond to social problems.

Social Contribution and Public Relation Strategies

Objective 1: Increasing the Effectiveness of Community Service Activities and Improving Faculty-Urban Cooperation.

G.1.1. To increase social responsibility projects within the scope of protocols signed with the governorship and other public institutions.

G.1.2. To identify the religious problems and needs of the society with a healthy perspective and to realize solutions for them.

G.1.3. To actively use mass media in religious services for the community.

G.1.4. To increase satisfaction levels in social services.

G.1.5. To increase cooperation with public institutions to bring our students together with different layers of society.

Human Resources Management Strategies

Objective 1: Strengthening Administrative Structure through Good Governance Practices.

G.1.1. To ensure success and continuity in internal control system practices.

G.1.2. To use the reward-incentive system fairly and effectively in administrative practices.

G.1.3. To develop an accountable management structure.

When these goals and strategic objectives are reviewed, it is observed that the goals and strategic objectives cover all areas such as quality assurance strategies, education and training strategies, scientific research strategies, social contribution and public relations strategies, and human resources management strategies. In this regard, as in the previous year, there are various practices carried out in the institution in line with the strategic goals and objectives within the scope of the Strategic Plan in 2023.

In accordance with the aims and objectives given above, studies were carried out in our faculty in 2023 and continue to be actively carried out. For example, in accordance with the objectives related to the Quality Assurance System, our faculty held accreditation meetings (See Evidence 17, 18) and new commissions were established in addition to the previously established commissions (See Evidence 19). In addition, our faculty has also carried out activities in line with this goal (See Evidence 20). In addition, our faculty has carried out activities in line with the goals and objectives of quality assurance strategies by participating in national and international collaborations (See Evidence 21).

In accordance with the purpose given in the education and training strategies, a number of studies were carried out for target 10 (See Evidence 22) and as a result, an alumni association was established (See Evidence 23). In addition, in accordance with the education and training strategies,

students and academic staff were sent abroad (See Evidence 24). Again, in accordance with the education and training strategies, activities have been organized to improve the research competencies of faculty members (See Evidence 25, 26) Project applications have been made by the faculty members of our faculty as an appropriate example of research and development strategies (See Evidence 27).

Our faculty has carried out some activities in accordance with Objective 1 of the social contribution and public relations strategies of the Strategic Plan. Especially after the earthquake that occurred in 2023, students and faculty members of our faculty participated in social responsibility projects. The activities carried out in this regard were recorded in the KYS automation and also stated in the 2023 Unit Activity Report (See Evidence 28). Again, in line with Goal 3 for the same purpose, the academic staff of our faculty participated in various programs on TRT (See Evidence 29). More detailed information on these issues is also included in the relevant section of this report. These activities in our faculty show that studies are carried out by considering the goals and objectives in the Strategic Plan.

These activities will be evaluated at the end of the year, deficiencies will be identified and the measures to be taken will be stated, and it is aimed to close the PDCA cycle for 2023. In this context, the Quality Assurance System Commission held a meeting to evaluate the activities carried out in 2023 (See Evidence 30), followed by another meeting to discuss the aspects of these activities Room for Improvement and improvement measures (See Evidence 31), and finally a meeting to discuss the suggestions and measures to be submitted to the Dean's Office within the framework of the aspects and measures Room for Improvement determined for the 2023 Activities (See Evidence 32). In the same way, evaluation meetings were organized by other committees and necessary measures were determined. (See Evidence 33, 34, 35, 36, 37) As a result, the recommendations and measures decided in these meetings were submitted to the Dean's Office for approval.

Table 1. Mission, vision, strategic goals and objectives

Sub-Criteria Subject:	A.1.1. Mission, vision, strategic goals and objectives
First Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Quality Commissions Face-to-Face and Online Meetings (Quality Assurance System Development Commission Meetings (22.08.2023, 26.08.2023, 30.08.2023, 16.06.2023.) Quality Development Commissions Meetings (24.08.2023, 12.07.2023, 02.08.2023, 17.08.2023) Strategic Plans - Quality Manual Strategic Plans Quality Manual Performance Reports Performance Report on the Implementation of Strategic

	Objectives 2023 Activity Examples Activities to be Accredited in the IAA in 2024, which is a Strategic Goal Example of Strategic objective 10.activity-1 in the Strategic Plan (Alumni Association)
Performance Indicators:	Number of Meetings to Become Accredited at IAA in 2024: 15 meetings in total in the Summer Semester of 2023 22.08.2023, 26.08.2023, 30.08.2023, 16.06.2023= Quality Assurance System Development Commission Meetings= 4 23.06.2023 , 12.07.2023, 02.08.2023, 10.08.2023, 24.08.2023, 17.08.2023, General Meetings on Quality =6 08.08.2023, 16.08.2023, 28.08.2023 30.08.2023 Education and Training Commission Minutes 16.08.2023 Internationalization Commission meeting Strategic Goals and Performance Indicators (P.27-37) Quality Target Numbers 2023 Quality Target Number: 5
Evaluation and Improvement:	End of the period Meeting to evaluate and improve the mission and vision (12.07.2023) 16.06.2023 Quality Assurance System Meeting Review Meetings (2023) End of Year Evaluation Reports (sample 1, 2, 3, 4, 5, 6)

Level of Readiness

In our faculty, mission and vision have been determined within the scope of the strategic plan. In line with the strategic goals and objectives, there are practices carried out throughout the institution and some results have been obtained from these practices. Some mechanisms have been established for monitoring the strategic plan and eliminating deficiencies, and these have been taken as a basis in the preparation of the new strategic plan.

Evidences

Evidence 1: Quality Assurance System Commission Meeting

Evidence 2: Strategic Plan

Evidence 3: Our Vision and Mission

Evidence 4: 2023 Quality Handbook

Evidence 5: 2015-2019 Strategic Plan

Evidence 6: Meeting on Updating the Strategic Plan and Quality Manual

Evidence 7: Meeting on Updating the Strategic Plan and Quality Manual

Evidence 8: Dicle University Strategic Plan

Evidence 9: 2023 Second Semiannual Strategic Plan and Performance Indicators

Evidence 10: Dicle University Faculty of Theology International Accreditation Evaluation Site Visit

Evidence 11: Strategic Plan Preparation Commission

Evidence 12: Draft Strategic Plan

Evidence 13: Quality Management System

Evidence 14: Meeting Minutes

Evidence 15: 2023 Quality Goals

Evidence 16: Performance Reports

Evidence 17: Accreditation Meeting Minutes Form

Evidence 18: Quality Development and Accreditation Commissions Meeting

Evidence 19: Decision to Establish an International Commission

Evidence 20: Activities carried out to achieve the strategic goal of being accredited in the IAA in 2024

Evidence 21: National and International Collaborations

Evidence 22: Faculty of Theology Graduate Student Survey 2023 Spring

Evidence 23: Alumni Association

Evidence 24: Erasmus Program Mobility

Evidence 25: Exchange Programs Participated by Academic Staff (2022-2023)

Evidence 26: Project Writing Seminars (2023)

Evidence 27: Number of Projects of Academic Staff (p. 29 in the Annual Report)

Evidence 28: Social Responsibility Projects (Annual Report pp. 21-22)

Evidence 29: TRT Programs

Evidence 30: Quality Assurance System 2023 Activity Evaluation Meeting Minutes

Evidence 31: Minutes of the Quality Assurance System 2023 Activities Room for Improvement and Improvement Measures Meeting

Evidence 32: Minutes of Submission of the Commission's Opinions on Quality Assurance System Suggestions and Measures to the Dean's Office for Information and Approval

Evidence 33: Internationalization Commission 2023 Activity Evaluation Minutes

Evidence 34: Management System Commission 2023 Activity Evaluation Minutes

Evidence 35: Education and Training Development Commission 2023 Activity Evaluation Minutes

Evidence 36: R&D Commission 2023 Activity Evaluation Minutes

Evidence 37: Social Contribution Commission 2023 Activity Evaluation Minutes

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

Our faculty has quality, education, research and development, social contribution and management system policies and these policies are included in the Quality Handbook (See Evidence 1) and Strategic Plan (See Evidence 2). While creating these policies, Dicle University Quality Policy (See Evidence 3), Dicle University Education and Training Policy (See Evidence 4), Dicle University Research and Development Policy (See Evidence 5), Community Service and Social Responsibility Policy (See Evidence 6) were taken into consideration.

Our faculty has quality policies determined within the framework of the relevant legislation. These policies are shared with all stakeholders through the official website of our faculty (See Evidence 7). In addition to quality policies, there are Education and Training Policy, Research and Development Policy, Quality Assurance Policy, Management System Policy and Internationalization Policy. The activities in our faculty are determined, organized and carried out within the framework of these policies. The quality policies of our faculty are as follows:

Our Quality Policy (See Evidence 8):

1- To develop and disseminate knowledge.

- To provide researchers with fast, easy and versatile access to information.
- To publish the information obtained in journals scanned by national and international indexes to make it more make it accessible to more people.

2- To improve the quality of undergraduate and graduate education.

- To make changes in the course curriculum and elective courses in line with new developments
- To prepare students for academia with courses on academic research methods and techniques.
- To ensure students' participation in domestic and international exchange programs such as Erasmus, Farabi and Mevlana.
- To cooperate with student clubs and class representatives to exchange information and inform students about new developments.

3- To contribute to academia through national and international publishing activities.

- To publish in national and international journals that are competent in their field.

Our Education and Training Policy (See Evidence 9):

- To carry out education and training activities with an experienced academic staff.
- To graduate our students with sufficient academic knowledge and competence.
- To observe the expectations of students and the needs of the field in education and training processes.
- To enable our students to read and design the future by utilizing the experiences of the past.

- To carry out education and training activities with an understanding that prioritizes cooperation with different disciplines.
- To raise researcher and entrepreneurial students who are sensitive to the issues in the field and take an active role in producing solutions for them.
- To integrate the academic-oriented program with social, cultural and artistic activities that will ensure the development of our students in different aspects.

Research and Development Policy (See Evidence 10):

- To increase the quality and quantity of scientific knowledge produced in our faculty.
- To support the infrastructure works necessary for our faculty to increase its academic performance.
- To create external funding opportunities through collaborations for research and development activities.
- To update graduate education activities in a way to support the research-development aspects of students.

Our Quality Assurance Policy (See Evidence 11):

- To carry out and continuously improve education and research activities in accordance with national and international quality principles.
- To carry out practices that create social value based on cooperation with internal and external stakeholders, to measure satisfaction and to carry out practices that will ensure further development.
- To raise environmentally sensitive individuals who have the knowledge, skills, behavior and general culture of the profession.
- To be a Faculty that meets the expectations and needs of service recipients and focuses on continuous improvement and stakeholder satisfaction.

Our Management System Policy (See Evidence 12):

- To ensure that the organs of the Faculty work in accordance with the legislation, fairly, complementary and in coordination.
- To take equal opportunity, freedom of expression, critical thinking, participatory and transparent management approach as a basis.
- To make the institution and its institutional activities and recognition visible by using communication tools.
- To use financial resources effectively, transparently and efficiently.
- To provide the necessary support and improvements by monitoring the performance of the stakeholders serving our faculty.

Our Social Contribution Policy (See Evidence 13):

- To carry out education and research activities in the field of theology, taking into account local, regional and international needs.

- To identify the religious problems and needs of the society in coordination with internal and external stakeholders and to produce appropriate solutions.
- To present the results of the scientific studies to the society and to carry out academic and social activities that the public can benefit from.
- To ensure the orientation of academic staff for the social needs identified as a result of the participation of common stakeholders and to provide the necessary support to these staff.
- To inform the society on religious issues by using mass media effectively and to create appropriate environments for the society to access accurate information on religious issues.
- Our Internationalization Policy (See Evidence 14):
- To establish and develop international collaborations in line with the internationalization goals of our university and the mission and vision of our faculty.
- To contribute to international theological research with scientific studies and original opinions.
- To develop a perspective that will make our faculty stand out in the international arena.
- To increase the number of qualified researchers in order to raise scientific knowledge to world standards.
- To support the academic researches of our faculty members and students at the international level
- To support Erasmus and Mevlana exchange programs that provide international connections for our faculty and students.

Our faculty has set some goals for 2023 that take into account these quality policies. These goals cover all areas. There are a total of 15 quality targets for 2023. (See Evidence 15) These targets have been set in line with the institution's policies. The achievement of these goals is evaluated at the faculty's Review meetings (See Evidence 16). In addition, the deficiencies that emerged in the evaluation of the activities carried out in the context of the objectives were identified and some measures were proposed to the dean's office (See Evidence 17).

Table 2: Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies

Sub-Criteria Subject:	A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies
First Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Quality Assurance System Development Commission Face-to-face and Online Meetings

	Quality Assurance Development Commission Meetings Quality Accreditation Meetings Quality Policies Quality Policy, Education and Training Policy, Research and Development Policy, Quality Assurance Policy, Management System Policy, Social Contribution Policy, Internationalization Policy
Performance Indicators:	Quality Policies Published on the Faculty's Official Website Targets Determined in Accordance with Quality Policies 1- Targets in line with the policy on education and training (the numbers of directly related ones are given.) (5 of the 2023 targets) 2- Targets in line with Research and Development Policies (7 of the 2023 targets) 3- Objectives related to Quality Assurance Policy (1 of the 2023 targets) 4- Targets in line with the Management System Policy (3 of the 2023 targets) 5- Targets in line with the Social Contribution Policy (3 of the 2023 targets)
Evaluation and Improvement:	End of Period Evaluation and Update of Internationalization Policy (17.08.2023) Quality Assurance System Development Commission Evaluation Meeting on Policies (19.01.2023) Review Meeting (2023) Activity Evaluation Meetings (example 1, 2, 3, 4, 5, 6)

Level of Readiness

Institutional policies in the areas of quality assurance, education and training, research and development, social contribution and management system are interrelated and this holistic structure in policies guides the internal quality assurance system; results are monitored. In this regard, there are some deficiencies in taking the views of all stakeholders. Some work is being done to take precautions.

Evidences:

Evidence 1: 2023 Quality Manual

Evidence 2: 2020-2024 Strategic Plan
Evidence 3: Dicle University Quality Policy
Evidence 4: Dicle University Education and Training Policy
Evidence 5: Research and Development Policy
Evidence 6: D. U. Community Service and Social Responsibility Policy
Evidence 7: Quality Policies of our Faculty
Evidence 8: Our Quality Policy
Evidence 9: Education and Training Policy
Evidence 10: Our Research and Development Policy
Evidence 11: Our Quality Assurance Policy
Evidence 12: Our Management System Policy
Evidence 13: Our Social Contribution Policy
Evidence 14: Our Internationalization Policy
Evidence 15: 2023 Quality Goals
Evidence 16: Review Meeting (2023)
Evidence 17: 2023 Development Aspects and Measures Meeting Minutes

A.1.3. Institutional Performance Management

Institutional performance management in our faculty has been determined within a planned process in the Quality Handbook (See Evidence 1) and Strategic Plan (See Evidence 2). In 2023, the Quality Manual was updated. With this update, how institutional performance management works has been addressed more clearly. Institutional performance management is carried out through the Dean's Office, Quality and Accreditation Commissions and some sub-unit commissions. In 2023, the job descriptions of these commissions were published on the official website of the faculty (See Evidence 3, Evidence 4). The performance of the institution was monitored and evaluated in several ways in 2023.

First of all, the Annual Activity Report (See Evidence 5), which is prepared regularly every year, was also prepared for 2023 and published on the official website of the faculty and shared with the higher units of the university. In the annual activity report, the number of activities such as the physical conditions of the Faculty, library services, social and cultural activities are included as performance indicators. In addition, this report includes performance indicators such as the number of annual academic publications, participation in national and international meetings, and the number of projects carried out, which show the academic performance of academic staff. In this report, there are performance indicators related to education and training (information such as the number of graduated students, the number of incoming students, success percentages), research and development (academic performance information, number of projects, faculty journal publication indexes), social contribution (information on the number of social and cultural activities) and management system (financial and administrative tables).

Quality Management System (QMS) automation (See Evidence 6) is important in the performance management of the institution. Performance targets and their achievement, processes, activities, management review documents, unit system performance reports are recorded through regular information entry into the QMS automation. Accordingly, the Strategic Plan and Performance indicators for 2023 were determined and shared with senior management (See Evidence 7). In addition, the Unit System Performance Report was organized as the first and

second six months for 2023 (See Evidence 8 and Evidence 9). In addition, Management Review meetings were held at the end of 6-month periods in 2023 to monitor the performance of the organization (See Evidence 10, Evidence 11). In addition, Process Activity Monitoring Reports were prepared for 2023 (See Evidence 12). In addition, surveys were conducted to determine the level of satisfaction with the performance of the institution (See Evidence 13).

Significant steps have been taken in our faculty in 2023 in terms of performance management and performance indicators, but it can be said that there are still some aspects Room for Improvement. The faculty has tried to create performance indicators to cover all areas and to monitor performance targets and activity reports. However, it has been observed that there are some deficiencies in the evaluation of these performances. In this regard, what needs to be done in 2024 has been planned and an Activity Plan for 2024 has been created, taking into account the views of internal and external stakeholders (See Evidence 14). In addition, the quality commissions, which play a major role in the performance management of the faculty, prepared reports evaluating their activities in 2023 (See Evidence 15, 16, 17, 18, 19, 20). As a result of these reports, aspects Room for Improvement were identified and the measures to be taken in this regard were presented to the dean's office. (See for example Evidence 21)

Table 3: Institutional Performance Management

Sub-Criteria Subject:	A.1.3. Institutional Performance Management
First Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Quality and Accreditation Commissions Strategic Plans Quality Manual Annual Reports (2023 Annual Report) Performance Reports Process Activity Monitoring Reports 2023 Performance Report 2023 Performance Report (2023 second 6 months)
Performance Indicators:	Performance Indicators in the Strategic Plan (p.27-37) 2023 performance indicators values in line with the University Strategic Plan Performance Indicators in Annual Reports Annual numbers of performances and activities related to education and training, research and development, social contribution, management system, internationalization are included in annual reports. (2023)
Evaluation and Improvement:	End of the period

	Performance Report 2023 Review Meetings (2023) 2023 Activity Evaluation Reports (examples 1, 2, 3, 4, 5, 6)

Level of Readiness:

The institution has defined some indicators and mechanisms to monitor performance. There are practices in place to monitor these indicators. Existing practices are intended to cover all areas/processes. There are examples in this regard. However, although there are some deficiencies in the evaluation of performances, it is seen that measures are taken in this regard.

Evidences:

Evidence 1: Quality Manual

Evidence 2: Strategic Plan

Evidence 3: Quality and Accreditation Commissions

Evidence 4: Unit Commissions

Evidence 5: 2023 Annual Activity Report

Evidence 6: QMS Automation System

Evidence 7: Strategic Plan and Performance Indicators

Evidence 8: Unit System Performance report (2023 first 6 months)

Evidence 9: Unit System Performance report (2023 second 6 months)

Evidence 10: Management Review Meeting (2023 first 6 months)

Evidence 11: Management Review Meeting (2023 second 6 months)

Evidence 12: Process Activity Monitoring Reports

Evidence 13: Satisfaction surveys

Evidence 14: 2024 Activity Plan

Evidence 15: Quality Assurance System Commission 2023 Activity Evaluation Minutes

Evidence 16: Social Contribution Commission 2023 Activity Evaluation Minutes

Evidence 17: Internationalization Commission 2023 Activity Evaluation Minutes

Evidence 18: Management System Commission 2023 Activity Evaluation Minutes

Evidence 19: Education and Training Development Commission 2023 Activity Evaluation Minutes

Evidence 20: R&D Commission 2023 Activity Evaluation Minutes

Evidence 21: Recommendations Submitted to the Dean's Office (Meeting Minutes)

A.2. Internal Quality Assurance

Our faculty cooperates with the coordinatorship responsible for quality of the university in internal quality management. Quality processes are monitored within the framework of the institution's Quality Handbook and Strategic Plan determined in accordance with the Strategic Plan of Dicle University. In addition, the institution's quality-related education and training, research and

development, social contribution, management system and internationalization processes are carried out by the activities of quality commissions established in these areas. These activities are planned together with the stakeholders of the faculty and the opinions of the stakeholders are taken on these issues. The planning and decisions taken are monitored and evaluated by the Faculty's Quality and Accreditation Commissions and Unit Commissions.

A.2.1. Quality Commission

In our faculty, the Quality Commission was established with the decision of the Faculty Administrative Board dated 13/12/2021-192043 and numbered. (See Evidence 1: The date and number of the commissions are written on the commissions.) In addition to the Quality Commission, there are various Quality and Accreditation commissions (See Evidence 2) in our faculty to improve the quality of the institution. The commissions in the faculty in this regard are as follows:

1-Super Commission for Quality and Accreditation

2-Quality Commission

3- Quality Assurance System Development Commission

4-Education and Teaching Development Commission

5- Social Contribution Development Commission

6-Research and Development Commission

7-Management System Development Commission

8-Internationalization Commission

9-Strategic Plan Preparation Commission

10 - Immovable Properties Commission

Apart from these, our faculty has Unit Commissions (See Evidence 3). These are as follows:

1-Bologna Coordination (BEK) Commission

2-Sportive Activities Commission

3-Curriculum Update and Compliance Commission

4-Web Site Commission

5- Annual Activity Report Preparation Committee

6-Unit Academic Incentive Application and Review Commission

7-Education and Training Commission

8-Social Media Accounts Commission

9-Faculty Bulletin Committee

10-Promotion, Culture, Art, Organization, Events and Alumni Relations Commission

11-Survey Preparation and Evaluation Commission

12-Award and Incentive Unit Commission

13-DIFAV Publishing Commission

14-Social Mediation Commission

15-International Relations Erasmus Farabi Mevlana Commission

During this period, the job descriptions of the above-mentioned commissions were also determined and announced on the official website of the faculty. The website includes both the job descriptions and the date of establishment of the commissions and the number of official letters. This whole process was carried out on the basis of Dicle University Quality Commission Directive (See Evidence 4). The schema and member distribution of the commissions are also available on the official website of the faculty.

In the summer of 2023, the quality commissions organized various meetings and updated the Quality Handbook. As a result of their evaluations, the commissions planned their activities for 2024 in detail in order to eliminate the deficiencies regarding some of the activities in 2023 (See Evidence 5, Evidence 6). In addition, the quality commissions also ensured the participation of some internal and external stakeholders while carrying out their work in 2023. For example, the quality commission responsible for education and training organized meetings with external stakeholders (See Evidence 7). In addition, other meetings were held with external stakeholders. (See Evidence 8) Quality commissions prepared evaluation minutes according to the activities carried out within their jurisdiction in 2023 (See Evidence 9, 10, 11, 12, 13, 14), deficiencies and aspects Room for Improvement were identified and various measures were presented to the dean's office in the form of minutes (See Evidence 15).

Table 4: Quality Commission

Sub-Criteria Subject:	A.2.1. Quality Commission
First Planning Meeting:	December 2021
Application Areas:	Academic Staff Administrative staff Students
Observation Mechanisms:	Quality Commissions Meeting Minutes 22.08.2023, 26.08.2023, 30.08.2023, 16.06.2023 Reports Report-1, Report-2 Example of a Quality Improvement Commission meeting Example-1
Performance Indicators:	Number of Meetings Number of Reports
Evaluation and Improvement:	End of the period 16.06.2023 (Quality Assurance System Meeting)

	Evaluation and Improvement Meetings ((example 1, 2, 3, 4, 5, 6)

Level of Readiness:
The quality commission carries out its work systematically and within the scope of holistic quality management in the institution in line with its powers, duties and responsibilities; the findings obtained from the practices carried out are tried to be monitored.

Evidences:

Evidence 1: Quality Commission
Evidence 2: Quality and Accreditation Commissions
Evidence 3: Unit Commissions
Evidence 4: Dicle University Quality Commission Directive
Evidence 5: Quality Assurance System Development Commission 2024 plan
Evidence 6: Development Commissions 2024 Activity Plan
Evidence 7: External Stakeholder Meetings-1
Evidence 8: External Stakeholder Meetings-2
Evidence 9: Quality Assurance System Commission 2023 Activity Evaluation Minutes
Evidence 10: Social Contribution Commission 2023 Activity Evaluation Minutes
Evidence 11: Internationalization Commission 2023 Activity Evaluation Minutes
Evidence 12: Management System Commission 2023 Activity Evaluation Minutes
Evidence 13: Education and Training Development Commission 2023 Activity Evaluation Minutes
Evidence 14: R&D Commission 2023 Activity Evaluation Minutes
Evidence 15: Recommendations Submitted to the Dean's Office (Meeting Minutes)

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

The Quality Handbook (See Evidence 1) and the Strategic Plan (See Evidence 2) provide a basis and assurance to our faculty for quality processes. Our faculty operates internal quality assurance mechanisms in harmony with all sub-units. The goals planned by the Faculty are monitored by the departments (Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts) in accordance with the performance indicators (See Evidence 3). Our faculty holds periodic meetings with the members of the quality commission in order to develop and internalize the quality assurance system (See Evidence 4, Evidence 5, Evidence 6). As a result of the studies carried out together with the Quality Accreditation process, our Faculty has entered the Institutionalization process. In this framework, even if the Dean and the Faculty Secretary, who are in the top management position in the Faculty, change, there will be no disruption in the work and transactions in the Faculty. Our faculty has established 5 main commissions in the Quality and Accreditation process in order to ensure the full and uninterrupted continuation of the organizational structuring processes. In these commissions, the Quality Assurance System Commission is responsible for supervising the work and transactions of other commissions, as well as carrying out studies to comply with and establish the Quality standards established in the Faculty (See Evidence 7). The Quality Assurance Development Commission, which was established to develop the quality assurance system in our faculty, carries out its work to ensure a quality assurance system covering all areas, conducts evaluation and development meetings within the framework of monitoring and improving the work within this scope, and presents suggestions to the faculty management to eliminate the deficiencies it has identified (See Evidence 8). In this context, the Quality Commission of our Faculty held a meeting within the scope of discussing the suggestions and measures to be submitted to the Dean's Office within the framework of the aspects

and measures Room for Improvement determined by the Quality Assurance System Development Commission regarding the 2023 Activities (See Evidence 9).

In addition, other commissions in our faculty also have a very important place in internal quality assurance. The follow-up of quality-oriented goals and outputs at the end of the year was examined by the members responsible for monitoring the areas within the Quality Commissions, and PDCA cycles were tried to be closed by determining what was done by each commission, the aspects Room for Improvement and the measures to be taken (See Evidence 10, 11, 12, 13 14 15). While the quality development activities in our faculty are carried out on the axis of the Strategic Plan, the quality-oriented goals and outputs specified in the Quality Manual are periodically monitored and review meetings are held by the members of the Quality Commission.(See Evidence 16).

Table 5: Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)

Sub-Criteria Subject:	A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)
First Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Quality Assurance System Development Commission Quality Manual Strategic Plan Academic Board Meeting Minutes (example-1, example-2, Performance Reports (Management Review Meetings) Satisfaction surveys (Administrative Staff Satisfaction Survey, Academic Staff Satisfaction Survey, Student Satisfaction Surveys) Wish and Request Box Stakeholder Engagement Meetings (example-1) Department and Division Meeting Minutes (sample 1, sample 2, sample 3)
Performance Indicators:	Satisfaction survey results Meeting Indicators
Evaluation and Improvement:	End of the period End of 2023 Activity Evaluation Meetings of Commissions Example 1, 2, 3, 4, 5, 6

Level of Readiness

Internal quality assurance mechanisms and defined processes are carried out systematically within the scope of quality management approach; the findings obtained from the practices carried out are monitored and improvements are made by evaluating the monitoring results together with stakeholders. Sustainable internal quality assurance practices covering all areas and processes, in line with institutional objectives, have been adopted throughout the institution.

Evidences

Evidence 1: Quality Manual
Evidence 2: Strategic Plan
Evidence 3: Department of Philosophy and Religious Studies Department Meeting Minutes
Evidence 4: Quality Assurance System Development Commission Meeting Minutes
Evidence 5: Quality Assurance System Development Commission Meeting Minutes
Evidence 6: Quality Assurance System Development Commission Meeting Minutes
Evidence 7: Quality Assurance System Development Commission Meeting Minutes
Evidence 8: Quality Assurance System Recommendations Minutes
Evidence 9: Minutes of the Quality Assurance System Open Areas for Improvement Meeting
Evidence 10: Quality Assurance System Commission 2023 Activity Evaluation Minutes
Evidence 11: Social Contribution Commission 2023 Activity Evaluation Minutes
Evidence 12: Internationalization Commission 2023 Activity Evaluation Minutes
Evidence 13: Management System Commission 2023 Activity Evaluation Minutes
Evidence 14: Education and Training Development Commission 2023 Activity Evaluation Minutes
Evidence 15: R&D Commission 2023 Activity Evaluation Minutes
Evidence 16: Review Meetings

A.2.3. Leadership and Quality Assurance Culture

The leadership approach of the faculty is carried out in the context of a transparent, internalized quality assurance culture, again based on the mission and vision of the faculty. This issue was first identified in the meetings of the Quality Assurance Commission during the development of the Quality Manual (See Evidence 1). At this point, surveys based on stakeholder participation and requests and demands of internal stakeholders are regularly monitored and measures are taken (See Evidence 2). Satisfaction surveys, which can be accessed through the QMS module and survey results on the faculty homepage, are one of the main mechanisms through which this monitoring is carried out (See Evidence 3, Evidence 4). One of the external stakeholders contributing to the monitoring of the process is the Dicle University Quality Commission (See Evidence 5).

The Faculty is in communication with its external stakeholders and is aware of their requests and demands. It carries out a number of studies to meet these demands and develops collaborations and protocols (See Evidence 6).

The Dicle University Quality Commission, which carries out this process for Dicle University, which is in the process of accreditation, also plays a guiding role in the accreditation of the faculty, and the Quality Commission led by the Dean of the Faculty of Theology, who is a member of this commission, manages the establishment and sustainability of the quality culture on a faculty basis. In order to guarantee this process, the faculty updated the Quality Handbook in 2023 and completed the accreditation application to the Theology Accreditation Agency (IAA) with a visit by team members. The website and social media accounts have been updated accordingly (See Evidence 7, Evidence 8, Evidence 9,).

Within the scope of developing and improving the Institutional Identity/Capacity of our faculty, it is recommended to organize a seminar on Leadership Approach. In addition, a monthly meeting of the Quality Commission in order to follow the activities of other commissions more effectively and to create regular evidence will contribute to the work of the Quality Commission in terms of efficiency (See Evidence 10).

Table 6: Leadership and Quality Assurance Culture

Sub-Criteria Subject:	A.2.3. Leadership and Quality Assurance Culture
First Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Quality Commissions, Surveys (Administrative Staff Satisfaction Survey-Academic Staff Satisfaction Survey) Face-to-face and Online Meetings Quality Assurance System Development Commission Meetings
Performance Indicators:	Survey Results
Evaluation and Improvement:	End of the period Quality System Development Commission Quality Development Commission Measures to be taken Meeting Minutes

Level of Readiness:

The institution has an organizational culture that permanently ensures high quality and a leadership approach that ensures the coordination of quality efforts in line with the values and expectations of the institution and embraces quality processes. Leadership and quality assurance culture are monitored within the scope of holistic quality management in the institution, evaluated together with stakeholders and measures are taken according to the monitoring results.

Evidences:

Evidence 1: Meeting Minutes
Evidence 2: Annual Activity Reports
Evidence 3: Dicle University QMS Automation System
Evidence 4: Dicle University Faculty of Theology Student Survey Results
Evidence 5: Dicle University Quality Commission
Evidence 6: Faculty's Collaborations with External Stakeholders
Evidence 7: Dicle University Faculty of Theology Official Website
Evidence 8: Official Youtube Channel of the Faculty
Evidence 9: Faculty Instagram Account

Evidence 10: Quality Assurance System Development Commission

A.3. Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes

Our faculty attaches importance to stakeholder opinions and contributions in the execution of quality assurance, education and training, research and development, social contribution, management system and internationalization processes, and in making controls and monitoring. In line with the monitoring and feedback carried out within this framework, the improvements that can be made in order to increase stakeholder participation in the institutional structuring and internal functioning processes of our faculty are stated in the 2023 annual report (See Evidence 1); measures that can be taken to increase stakeholder participation and related suggestions are expressed (See Evidence 2).

How our faculty manages the processes related to stakeholder engagement and how it involves stakeholders in decision-making processes is defined in the Quality Handbook (See Evidence 3). In this way, various meetings are organized in our faculty to support the active participation of internal and external stakeholders in the process (See Evidence 4). In this way, our faculty identifies the opinions and expectations of stakeholders through methods such as meetings and surveys (See Evidence 5). As a result of the opinions and expectations, reports are prepared on the strengths and weaknesses of the institution.

Internal stakeholders; The Faculty has adopted its academic and administrative staff and students as internal stakeholders. These are the people who are directly affected by all kinds of services and activities produced in the institution. In the Strategic Plan, it was emphasized that these definitions should be changed accordingly in the draft work on the strategic plan of the next period (See Evidence 6). The faculty encouraged its internal stakeholders, including students, academic staff and administrative staff, to take part in all processes. The faculty has also endeavored to ensure a dynamic relationship among internal stakeholders. For example, at the beginning of the academic year, the faculty reminded academic staff to make efforts to improve their communication and interaction with students (See Evidence 7).

Academic and Administrative Staff; In the execution of the Faculty Quality Assurance, Education and Training, Research and Development, Social Contribution, Management System and Internationalization processes, it is based on the participation of internal stakeholders in the control and monitoring processes and their opinions and contributions (See Evidence 8). In line with the monitoring and feedback, various improvements have been made periodically in order to increase the participation of stakeholders in the processes and to carry out this process on a dynamic and effective basis (See Evidence 9). For example, an online meeting was held on 14.11.2023 with the faculty members working in the quality and accreditation commissions to increase and improve the participation of the external stakeholders of the faculty in the processes related to the functioning of the faculty (See Evidence 10).

In order to ensure the participation of internal stakeholders in the process and to ensure their contribution to institutional success, the Dean's Office held academic general assembly meetings with academic staff at the beginning and end of the academic year, and meetings with administrative staff at the beginning of the fall and spring semesters. In this way, administrative and academic staff were informed about the mission and vision of our Faculty regarding the Quality and Accreditation process. In this context, opinions were exchanged with administrative and academic staff (See Evidence 11). Thus, the Dean's Office directly involved internal stakeholders in decision-

making, implementation and improvement of the decisions taken. These meetings strengthened the institutional belonging of the staff and ensured their contribution to institutional success (See Evidence 12).

The Faculty has recorded feedback from internal stakeholders in the form of surveys, focus group discussions and criticisms, requests and suggestions received via e-mail, and has taken into account the requests, demands and complaints of internal stakeholders and started to take steps to maintain quality (See Evidence 13). Thus, the participation of internal stakeholders in processes and decision-making mechanisms was ensured and the findings from this interaction were evaluated together with stakeholders and measures were taken according to the results (See Evidence 14).

Students; The Dean's Office held periodic meetings with the Faculty Club Presidents to evaluate the vision, mission and quality policies of the faculty, and in these meetings, the proposals and recommendations of the representatives and presidents were received on behalf of all students who constitute internal stakeholders (See Evidence: 15). In addition, the Dean's Office created a WhatsApp group for quick communication with student club representatives. In addition, meetings were held with class representatives in 2023 to exchange views (See Evidence 16).

Our faculty conducts Course Evaluation Surveys and student satisfaction surveys twice a year, in Spring and Fall semesters (See Evidence 17). Through these surveys, it is aimed to take into account the criticisms and proposals of the students, who constitute the internal stakeholders of the faculty, and it is planned to include them in every stage of the faculty's business and functioning process. In this context, surveys were conducted twice a year between 2020 and 2023 and student satisfaction was monitored (See Evidence 18).

In order to strengthen students' contact and communication with academic staff, professors were requested to post the interview registration forms indicating the days and times of student interviews on their doors, and this practice was put into practice (See Evidence 19)

In addition, the Dean's Office has received students' opinions and suggestions on issues such as the balanced distribution of the curriculum and the distribution of courses according to credit weight during the education process through social media communication groups. In addition, the Dean's Office took into account the demands of the students in the creation of the exam schedules at the beginning of the semester and in determining the elective courses (See Evidence: 20).

External Stakeholders; It consists of formal and non-formal education and training institutions that directly or indirectly benefit from the services of our Faculty and non-faculty individuals and organizations that support the Faculty in various ways. As one of its external stakeholders, the Faculty uses a graduate tracking system for sustainable relations with its former students. In this context, it uses various data collection tools such as surveys and focus group meetings (See Evidence 21). Similarly, the temporary board of directors consisting of alumni came together in an online meeting held on 26.08.2023 to establish the Dicle Theology Alumni and Members Association (DİFAM DER), and the president and vice presidents were elected at the meeting (See Evidence 22).

The faculty's strategic plan emphasizes the development of faculty-community cooperation. Similarly, our policies on 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 related to the stakeholder groups mentioned in the Quality Manual (See Evidence 23).

On the other hand, some visits were made by the faculty to some institutions and organizations of external stakeholders and bilateral protocols and collaborations were made. For example, discussions were held with the Turkish Religious Foundation on possible cooperation issues, and ideas were exchanged on the contributions of supporting cooperation opportunities with mutual protocols and programs (See Evidence 24). Our projects with DÜBAP, which is one of our quality external stakeholders, were evaluated and especially the stage of the Diyarbakır Shar'iyye Registers was discussed and it was predicted that the project will be completed with the printing of the transcript of the Shar'iyye Registers in a total of 100 volumes (See Evidence 25).

The protocol between the Faculty and ISAM within the scope of the Researcher Training Project (AYP), which provides support for the development of the academic qualifications of graduate candidates, remained valid in 2023 (See Evidence 26). Dicle University Faculty of Theology Development Foundation, another external stakeholder of the faculty, provides scholarship assistance to faculty students (See Evidence 27).

Our institution has various examples of practices 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 course evaluation surveys for graduates, who are among our external stakeholders, for the fall and spring semesters in 2023. (See Evidence 28, Evidence 29) In addition, our university has an alumni information system for graduates, who are an important stakeholder (See Evidence 30).

The social contribution activities carried out in our faculty were carried out in cooperation with our internal and external stakeholders. In this context, our faculty organized many events and developed projects in cooperation with student clubs in 2023. All these activities can be accessed on the social media pages of our faculty. (See Evidence 31)

Feedback from stakeholders plays an important role in identifying deficiencies and determining the improvements to be made. For this purpose, activities aimed at both developing the network of stakeholder organizations and increasing their influence on the functioning of the faculty are also detailed in the Faculty of Theology Bulletin of 2023 (See Evidence 32). Therefore, our faculty uses the "I Have a Suggestion" information system on the website of our university in order to receive and respond to the suggestions, requests, complaints, satisfaction and information requests of our internal and external stakeholders regarding all of the five areas mentioned above (See Evidence 33). In addition, our internal and external stakeholders can also report their requests, complaints and satisfaction via the e-mail address of our faculty ilahiyat@dicle.edu.tr. While all these processes and practices related to internal and external stakeholders are monitored by the quality and accreditation commissions of the faculty, evaluation meetings were organized at the end of 2023, measures to be taken were specified and the completion of the PDCA cycle was emphasized. (See Evidence 34, 35, 36, 37, 38, 39, 40, 41)

Table 7: Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes

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

First Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Quality Commissions Satisfaction Surveys: 2022-2023 Fall Semester Academic Staff Satisfaction Survey 2022-2023 Spring Semester Academic Staff Satisfaction Survey Wish and Suggestion Forms Wish and Suggestion Box
Performance Indicators:	Stakeholder Meetings and Reports: Quality Assurance System Development Commission Meeting (22.08.2023) Quality Assurance System Development Commission Meeting (26.08.2023) Quality Assurance System Development Commission Meeting (30.08.2023) Quality Assurance System Development Commission Meeting (16.06.2023) 2023 Unit Activity Report Survey Results Evaluation of Wish and Suggestion Forms
Evaluation and Improvement:	End of the period Review Meetings: 2023 End of 2023 Activity Evaluation Meetings of Commissions Example 1, 2, 3, 4, 5, 6

Level of Readiness:

Stakeholders identified in relation to all processes carried out in our faculty are involved in the processes and decision-making mechanisms, and the results and stakeholder opinions related to the management of research and development processes in the institution are systematically monitored. And in this regard, measures are taken by evaluating together with stakeholders.

Evidences:

Evidence 1: Minutes of the Quality Assurance System 2023 Activities Room for Improvement and Improvement Measures Meeting

Evidence 2: Minutes of Submission of Quality Assurance System Recommendations and Measures Commission Opinions to the Dean's Office for Information and Approval

Evidence 3: Quality Manual

Evidence 4: Quality Assurance System Development Commission Meeting Minutes

Evidence 5: Academic Staff Satisfaction Survey

Evidence 6: Faculty of Theology Quality Assurance System Development Commission Meeting Minutes dated 04.12.2023

Evidence 7: Academic Board Meeting Minutes dated 09.02.2024

Evidence 8: Quality Assurance System Development Commission Meeting Minutes of 16.06.2023

Evidence 9: Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement

Evidence 10: Faculty of Theology Meeting Minutes dated 14.11.2023

Evidence 11: Faculty of Theology Meeting Minutes dated 15.11.2023

Evidence 12: Faculty of Theology Meeting Minutes dated 24.10.2023

Evidence 13: Wish and Suggestion Boxes

Evidence 14: Wish and Suggestion List

Evidence 15: Faculty of Theology Clubs Meeting dated 11.19.2023

Evidence 16: Class Representatives Meeting dated 18.10.2023

Evidence 17: Course Evaluation Questionnaire

Evidence 18: Student Satisfaction Survey

Evidence 19: Academic Advisor and Student Interview Registration Form

Evidence 20: Faculty of Theology Representatives Meeting dated 28.02.2024

Evidence 21: Graduate Student Survey

Evidence 22: Alumni Meeting dated 26.08.2023

Evidence 23: Quality Manual

Evidence 24: Protocol with Turkish Religious Foundation

Evidence 25: Faculty of Theology Meeting Minutes dated 14.11.2023

Evidence 26: Correspondence with ISAM within the scope of AYP

Evidence 27: DU Faculty of Theology Foundation

Evidence 28: Graduation Expectations Survey

Evidence 29: Graduate Satisfaction Level Survey

Evidence 30: Alumni Portal

Evidence 31: Official Twitter Account

Evidence 32: DU Faculty of Theology Bulletin for 2023

Evidence 33: I Have a Suggestion Form

Evidence 34: Quality Assurance System 2023 Activity Evaluation Meeting Minutes

Evidence 35: Minutes of the Quality Assurance System 2023 Activities Room for Improvement and Improvement Measures Meeting

Evidence 36: Minutes of Submission of the Commission's Opinions on Quality Assurance System Suggestions and Measures to the Dean's Office for Information and Approval

Evidence 37: Internationalization Commission 2023 Activity Evaluation Minutes

Evidence 38: Management System Commission 2023 Activity Evaluation Minutes

Evidence 39: Education and Training Development Commission 2023 Activity Evaluation Minutes

Evidence 40: R&D Commission 2023 Activity Evaluation Minutes

Evidence 41: Social Contribution Commission 2023 Activity Evaluation Minutes

B. EDUCATION AND TRAINING

B.1. Design and Approval of Programs

B.1.1. Design and Approval of Programs

The defined process for the design and approval of the programs carried out in our institution is included in the Dicle University Faculty of Theology Quality Manual (See Evidence 1). In the program design, Turkey Higher Education Qualifications Framework (TYYÇ), Dicle University Quality Manual, the goals in the 2020-2024 Dicle University Faculty of Theology Strategic Plan, the Education and Training Policies, Goals and Objectives of our institution, the directives and directives of external stakeholders and the needs of internal stakeholders were taken into consideration (See Evidence 2, Evidence 3, Evidence 4, Evidence 5). With the course plans prepared, student workloads have been determined for each course in accordance with ECTS and in a balanced manner, and the content, plan and details of the courses have been entered into the Bologna Information System of our institution in an accessible manner (See Evidence 6).

The program objectives and outcomes, program-specific criteria and course outcomes of the faculty are carried out on PDCA basis. In this direction, it was decided to review the programs implemented in our institution in 2022 in order to "Strategic Goal 1. To improve our faculty program by reviewing it every year in the Higher Education Qualifications Framework of Turkey" under the title of improving / strengthening education and training activities in the 2020-2024 Faculty of Theology Strategic Plan and the process was initiated. In 2023, program objectives, program outcomes and discipline-specific criteria were finalized and finalized. Program outputs and measurable learning outcomes of the program were determined as program qualifications, and the curriculum program was structured in accordance with these qualifications by evaluating the relationship between TQF and Course Program Qualifications. (See Evidence 7, Evidence 8, Evidence 9, Evidence 10)

Our institution organizes course evaluation and satisfaction surveys every year to determine the satisfaction level of academic and administrative staff, students and other internal stakeholders, and measures the demands of internal stakeholders and their satisfaction levels with current practices (See Evidence 11). In the student satisfaction survey for the Fall 2022-2023 semester, it was determined that the overall satisfaction rate was 59% (See Evidence 12). As a result of the controls carried out, it was determined that the items related to the program objectives and

outcomes of the satisfaction surveys were Room for Improvement and that the results should be reviewed and measures should be taken, the aspects Room for Improvement were reported and the measures for improvement were presented to the dean's office (See Evidence 13, Evidence 14). The faculty takes measures to improve the quality of education and training practices. For this purpose, meetings are held with students, one of the internal stakeholders of the faculty, and their demands and opinions are taken into consideration by the dean's office (See Evidence 15). In this direction, the demands of the students, who are the internal stakeholders of our institution, for the Double Major Program were taken into consideration, and in 2023, the Faculty Board decided to establish a Double Major Program between the Faculty of Theology and the Faculty of Literature, the Department of Turkish Language and Literature and the Department of Oriental Languages and Literatures (Arabic Language and Literature). As a result of the decision, the first DMP students of the institution were accepted in the 2023-2024 semester (See Evidence 16, Evidence 17).

Arabic Preparatory Class was added to the faculty's curriculum in the 2017 academic year with the Regulation on the Principles Regarding Foreign Language Teaching and Teaching in Foreign Languages in Higher Education Institutions dated March 23, 2016. The procedures and principles regarding this class were recorded in the Preparatory Class Education, Training and Examination Directive and made available to all stakeholders on the main page of theology (See Evidence 18, Evidence 19).

In line with the "Strategic Goal 2. To develop processes based on participatory and active learning in courses and extracurricular activities" under the title of developing/strengthening educational activities in the Strategic Plan of the Faculty, it is aimed to organize extracurricular activities that will ensure the active participation of students. In line with this goal, with the Teaching Practice course, it is possible for the final year students of the Faculty of Theology to practice as a Religious Education and Religious Education teacher in the schools affiliated to the Ministry of National Education in the central districts of Diyarbakır in line with the Ministry of National Education Teaching Practice Directive. The Teaching Practicum Directive and the list of students and their academic advisors for the spring semester of 2023 are announced on the main page of the faculty (See Evidence 20, Evidence 21,). In the Special Teaching Methods courses in the senior year, students are given the opportunity to take an active role in the classroom environment. Within the scope of the Guidance and Religious Communication course, programs are organized to improve the personal and professional competencies and communication skills of senior students as guests on TRT Diyarbakır GAP Radio Live Broadcast every Wednesday (See Evidence 22). In addition, our students are encouraged and supported by the Council of Deans of the Faculties of Theology and Islamic Sciences of Turkey and the Presidency of Religious Affairs to participate in the Hafizah and Qur'an Recitation Competition organized by the Council of Deans of the Faculties of Theology and Islamic Sciences of Turkey among the students studying in the faculties of Theology and Islamic Sciences of universities. (See Evidence 23, Evidence 24).

Table 1: Design and Approval of Programs

Year:	2023
Sub-Criteria Subject:	B.1.1. Design and Approval of Programs
First Planning Meeting:	November 2018
	Programs Implemented at the Faculty of Theology

Application Areas:	Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Observation Mechanisms:	Education and Training Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Criteria Specific to the Faculty of Theology Discipline
Evaluation and Improvement:	Decision on the Design of Programs and Arrangement of Elective Course Pool 11.08.2023 Decisions of the Education and Training Development Commission's Meeting with the District Mufti from External Stakeholders 16.08.2023 Dicle University Faculty of Theology and Alumni Meeting 26.08.2023 (Alumni Association Foundation Meeting) Education and Teaching Development Commission Meeting Decisions 28.08.2023 Education and Teaching Development Commission Meeting Decisions 30.08.2023 Decisions of the Education and Teaching Development Commission's Meeting with the National Education Branch Manager from External Stakeholders 13.09.2023 Education and Teaching Development Commission Meeting Decisions 16.09.2023 Faculty of Theology /Education and Teaching Development Commission Meeting Minutes for the Evaluation of Activities in 2023 Education and Teaching Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures Faculty of Theology/Education and Teaching Development Commission Meeting Minutes of the 2023 Activities of the Commission on the Suggestions and Measures to be

	Submitted to the Dean's Office

Level of Readiness:

Implementation is carried out in line with defined and systematic processes for program design and approval. Deficiencies seen in implementation are checked, evaluated and necessary measures are taken.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Manual

Evidence 2. Turkish Higher Education Qualifications Framework

Evidence 3. Dicle University Quality Manual

Evidence 4. 2020-2024 Dicle University Faculty of Theology Strategic Plan

Evidence 5. Our Quality Policy

Evidence 6. Bologna Information System

Evidence 7. Updating Program Objectives, Program Outcomes and Discipline Specific Criteria

Evidence 8. Program Objectives

Evidence 9. Program Outcomes

Evidence 10. Discipline Specific Criteria

Evidence 11. Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys Results

Evidence 12. 2022-2023 Fall Semester Student Satisfaction Survey Result

Evidence 13. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement

Evidence 14. Meeting Minutes of the Faculty of Theology / Education and Training Development Commission Meeting Minutes of the 2023 Activities of the Commission on Suggestions and Measures to be Submitted to the Dean's Office

Evidence 15. Faculty of Theology Bulletin Issue 3 (2023), p.15/24.
Evidence 16. Faculty Administration's Decision on Double Major Program
Evidence 17. Information about DMP
Evidence 18. Regulation on the Principles Regarding Foreign Language Teaching and Teaching in Foreign Languages in Higher Education Institutions
Evidence 19. Dicle University Faculty of Theology Arabic Preparatory Class Education and Examination Directive

Evidence 20. MoNE Directive on Teaching Practice
Evidence 21. List of Students and Academic Advisors for Teaching Practicum/Internship in the Fall Semester of 2023
Evidence 22. 2023-2024 Fall Semester Guidance and Religious Communication Course Student Activities
Evidence 23. Qur'an Recitation Contest
Evidence 24. Hafiz Competition

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

The process related to the program objectives and outcomes carried out in our institution is included in the Dicle University Faculty of Theology Quality Manual (See Evidence 1). The defined process regarding the program objectives, learning outcomes and program qualifications of our institution The program outcomes/qualifications of the institution were determined by taking into consideration the Turkish Higher Education Qualifications Framework (TQFQ) and the situations and problems that the graduates of the relevant department/program may encounter in their professional life (See Evidence 2).

Our institution implements, controls and updates the program objectives and outcomes determined within the framework of the TQF and PDCA Based Education and Training Process Directive. The processes related to the program objectives and outcomes of the institution are managed as planned in line with the Dicle University Faculty of Theology Quality Manual and the matrices showing the compliance of the institution's program outcomes with the TQF are shared on the Faculty Web page (See Evidence 3). The Faculty's program and program outcomes and program-specific criteria have been determined and organized in accordance with the IAA outcomes and criteria within the framework of the TQF-based education and training process directive. The outcomes of the programs implemented at the faculty consist of the knowledge, skills and competencies that students are expected to acquire until graduation and are shared openly on the faculty's homepage (See Evidence 4, Evidence 5, Evidence 6).

During the IAA Accreditation application process, some deficiencies were identified as a result of the controls related to the program objectives, outcomes and discipline-specific criteria of the institution. It was decided to update the program objectives, outcomes and discipline-specific criteria of the institution and the Dean's Office assigned the Education and Training Development Commission to update, review and finalize the program objectives and outcomes, discipline-specific criteria and course outcomes in the context of compliance with IAA outcomes (See Evidence 7). Accordingly, program objectives, program outcomes, discipline-specific outcomes were updated and matrices were prepared to ensure their alignment with each other and with IAA criteria, and these matrices were published on the faculty website (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12, Evidence 13, Evidence 14).

Table 2: Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and IAA Criteria

Year:	2023
Sub-Criteria Subject:	B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and IAA Criteria

First Planning Meeting:	November 2018
Application Areas:	Programs Implemented at the Faculty of Theology Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Observation Mechanisms:	Education and Training Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Criteria Specific to the Faculty of Theology Discipline Faculty of Theology Program Outcomes and NQF Matrix Discipline Specific Criteria and IAA Discipline Specific Criteria Matrix Program Objectives and Discipline Specific Criteria Matrix Matrix of Program Outcomes and Discipline Specific Criteria Matrix of Program Outcomes and IAA Outcomes Program Objectives and Program Outcomes Matrix
Evaluation and Improvement:	November-December Updating Program Objectives, Program Outcomes and Discipline Specific Criteria Faculty of Theology /Education and Teaching Development Commission Meeting Minutes for the Evaluation of Activities in 2023 Education and Teaching Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures Faculty of Theology/Education and Teaching Development Commission Meeting Minutes of the 2023 Activities of the Commission on the Suggestions and Measures to be Submitted to the Dean's Office

Level of Readiness:

The objectives and outcomes of the programs and their alignment with the IAA criteria are defined. Practices covering all fields regarding the compliance with IAA criteria are monitored, evaluated and necessary measures are taken.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Manual

Evidence 2. Turkish Higher Education Qualifications Framework (TYYÇ) Level 6 (Undergraduate Education) Qualifications

Evidence 3. Faculty of Theology Program Outcomes and NQF Matrix

Evidence 4. IAA-License Programs Evaluation Criteria (Turkish)

Evidence 5. Theology Program Outcomes

Evidence 6. Courses and Information Packages in the Theology Program

Evidence 7. Updating Program Objectives, Program Outcomes and Discipline Specific Criteria

Evidence 8. Theology Program Objectives

Evidence 9. Discipline Specific Criteria

Evidence 10. Discipline Specific Criteria and IAA Discipline Specific Criteria Matrix

Evidence 11. Matrix of Program Objectives and Discipline Specific Criteria

Evidence 12. Matrix of Program Outcomes and Discipline Specific Criteria

Evidence 13. Matrix of Program Outcomes and IAA Outcomes

Evidence 14. Matrix of Program Objectives and Program Outcomes

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

In our institution, the processes for determining and updating program objectives, program outcomes, program-specific criteria and course outcomes are defined in the PDCA-based education and training directive. The matching of course outcomes with program outcomes and discipline-specific outcomes is included in the Dicle University Quality Handbook (See Evidence 1).

During the IAA Accreditation process, our institution identified deficiencies in the process of matching course outcomes with program outcomes and discipline-specific outcomes and decided to eliminate the deficiencies. As a result of these determinations and in line with the goal of "Strategic Goal 1. To review and improve our faculty program in the Higher Education Qualifications Framework of Turkey (TYYÇ) every year" in the Faculty's strategic plan, it was decided to update the programs implemented in the faculty in the fall and spring semesters of 2021-2022 and to match the courses with the program outcomes (See Evidence 2). Updating and matching was completed in the fall semester of 2022-2023. In the spring semester of 2022-2023 and the fall semester of 2023-2024, the programs being implemented at the faculty and the matching of the courses with the program outcomes were reviewed again and published on the official web page of the Faculty (See Evidence 3).

Information on the objectives, program outcomes and program details of the courses offered in the Spring semester of the Faculty were updated by the academics teaching the courses in the 2021-2022 academic year and the course information packages are shared with the public in the Bologna Information System (See Evidence 4, Evidence 5, Evidence 6, Evidence 7). The program

outcomes, which were renewed by taking into account the IAA program outcomes and discipline-specific outcomes, became valid as of the Spring semester of the 2021-2022 academic year. In 2023, as a result of the control and evaluation of the activities carried out in 2023, some deficiencies were identified in the course information packages, and the necessary measures and updates were submitted to the dean's office as a report (See Evidence 8, Evidence 9, Evidence 10). The course outcomes/outcomes that make up the content of the course information packages and the guidelines for measuring the outcomes are defined in detail according to the courses through exams, assignments, applications and projects. The contributions of compulsory and elective course outcomes to the Program Outcomes are open for instructors to update.

Table 3: Matching Course Outcomes with Program Outcomes and Discipline Specific Outcomes

Year:	2023
Sub-Criteria Subject:	B.1.3. Matching Course Outcomes with Program Outcomes and Discipline Specific Outcomes
First Planning Meeting:	November 2018
Application Areas:	Programs Implemented at the Faculty of Theology Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Observation Mechanisms:	Education and Training Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys Results Course Evaluation Files Theology Program Courses and Course Information Packages Table of Courses and Program Outcomes Met by Courses Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Criteria Specific to the Faculty of Theology Discipline Faculty of Theology Program Outcomes and NQF Matrix Discipline Specific Criteria and IAA Discipline Specific Criteria Matrix Program Objectives and Discipline Specific Criteria Matrix Matrix of Program Outcomes and Discipline Specific Criteria

	Matrix of Program Outcomes and IAA Outcomes Program Objectives and Program Outcomes Matrix
Evaluation and Improvement:	November-December 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Philosophy and Religious Sciences 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Basic Islamic Sciences 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Turkish Islamic Arts and History Matching Faculty Courses with Program Outcomes Updating Program Objectives, Program Outcomes and Discipline Specific Criteria Faculty of Theology /Education and Teaching Development Commission Meeting Minutes for the Evaluation of Activities in 2023 Education and Teaching Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures Faculty of Theology/Education and Teaching Development Commission Meeting Minutes of the 2023 Activities of the Commission on the Suggestions and Measures to be Submitted to the Dean's Office

Level of Readiness:

Practices covering all areas regarding the matching of program outcomes with course outcomes are systematically monitored. Monitoring results are evaluated and necessary measures are taken.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Manual

Evidence 2. 2020-2024 Dicle University Faculty of Theology Strategic Plan

Evidence 3. End of Semester Course Evaluation Reports

Evidence 4. Courses and Information Packages in the Theology Program

Evidence 5. The Official Document Regarding the Updating of Course Information Packages by the Department of Philosophy and Religious Sciences in 2021

Evidence 6. Official Document Regarding the Updating of Course Information Packages by the Department of Basic Islamic Sciences in 2021

Evidence 7. Official Document Regarding the Updating of Course Information Packages by the Department of Turkish Islamic Arts and History in 2021

Evidence 8. Faculty of Theology / Education and Training Development Commission Meeting Minutes on the Evaluation of Activities in 2023

Evidence 9. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement

Evidence 10. Meeting Minutes of the Faculty of Theology / Education and Training Development Commission Meeting Minutes of 2023 Activities of the Faculty of Theology / Education and Training Development Commission Meeting Minutes of Presenting Opinions on Suggestions and Measures to the Dean's Office

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

Our institution is based on and applies Dicle University Undergraduate Education and Examination Regulations. A balanced curriculum has been created by taking into account the teaching objectives of the institution and the content and plan of the courses to ensure the implementation of this curriculum has been included in Dicle University Associate and Undergraduate Education and Examination Regulations. Here, the purpose, content, category, learning outcomes, teaching methods, subjects, resources, contribution levels to the program outcomes of the institution, evaluation system, ECTS-Workload activity of the course are defined in separate tabs and made accessible to all stakeholders. (See Evidence 1) Course contents were created with the aim of providing students with the program outcomes of the institution in a fourteen-week period and student workloads were determined for each course in accordance with ECTS, balanced and compatible (See Evidence 2).

In line with the "Strategic Goal 2. To develop processes based on participatory and active learning in courses and extracurricular activities" under the heading of improving/strengthening education and training activities (S.H.2.), in addition to the compulsory courses, elective courses are opened for the interests and needs of students, taking into account student participation and opinions, and personal and professional competencies are tried to be developed. In addition, at the end of each academic year, students are asked for their evaluations and opinions about the courses they have taken, and a student satisfaction survey is conducted to obtain students' evaluations about the courses (See Evidence 3, Evidence 4).

Different strategies such as homework assignments and presentations are used to facilitate the learning process, ensuring students' active and versatile participation in the learning process. Students can choose courses from the elective course pool offered by the university in different disciplines and fields of interest in line with the opportunities of the university (See Evidence 5, Evidence 6). In addition, there is a common elective course pool to help students gain cultural depth and familiarize them with different disciplines (See Evidence 7, Evidence 8, Evidence 9).

Through academic advisors, students are guided on elective courses in accordance with Dicle University Student Advising Directive (See Evidence 4). Advisors assist students in monitoring the priority order of the courses to be taken, organizing the course schedules and implementing the decisions taken by the authorized boards of the institution and provide communication between the institution administration and students. This address also includes university common elective courses of various faculties of the university. Thus, the students of our faculty have the opportunity

to take courses from different fields and have an interdisciplinary approach. This supports our teaching objectives of raising participatory, sharing and reconciliatory individuals who are cultured and integrated with society (See Evidence 10).

Table 4: Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Vocational Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Know Different Disciplines)

Year:	2023
Sub-Criteria Subject:	B.1.4. Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Vocational Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Know Different Disciplines)
First Planning Meeting:	November 2018
Application Areas:	Programs Applied in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages,
Observation Mechanisms:	Education and Training Development Commission, Student Satisfaction Survey 2019-2020 Spring, 2020-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Fall 2022-2023, Spring 2022-2023 Academic Staff Satisfaction Survey Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey 2020, 2021, 2022, 2023 Spring Course Evaluation Survey 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty of Theology Graduate Student Survey 2023 Spring
Performance Indicators:	Student Satisfaction Survey Results 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Fall 2022-2023, Spring 2022-2023 Academic Staff Satisfaction Survey Results Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey Results 2020, 2021, 2022, 2023 Bahar Course Evaluation Survey Results 2020-2021 Güz, 2020-2021

	Bahar, 2021-2022 Güz, 2021-2022 Bahar, 2022-2023 Güz, 2022-2023 Bahar Faculty of Theology Graduate Student Survey Results 2023 Spring Course Evaluation Files 2022-2023 Fall Courses and Information Packages in Theology Program
Evaluation and Improvement:	November-December 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Philosophy and Religious Sciences 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Basic Islamic Sciences 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Turkish Islamic History and Arts Course Evaluation Files 2022-2023 Fall Semester Course and Program Outcome Tablosu 2022 Decision on the Design of Programs and Arrangement of Elective Course Pool 11.08.2023 Dicle University Faculty of Theology and Alumni Meeting 26.08.2023 (Alumni Association Foundation Meeting) Education and Teaching Development Commission Meeting Decisions 28.08.2023 Education and Teaching Development Commission Meeting Decisions 30.08.2023 Education and Teaching Development Commission Meeting Decisions 13.09.2023 (Diyarbakır Provincial National Education Branch Manager Participated in the Meeting) Education and Teaching Development Commission Meeting Decisions 16.09.2023

Level of Readiness:

Practices regarding program structure and balance are systematically monitored in all areas, and the results of this monitoring are evaluated with stakeholders, measures are taken and continuously updated.

Evidences:

Evidence 1. Student ECTS system.
Evidence 2. Bologna system.

Evidence 3. Surveys.
Evidence 4. Associate and undergraduate education and examination regulations.
Evidence 5. Faculty of Theology preparatory class education, training and examination directive.
Evidence 6. Elective course.
Evidence 7. Faculty of Theology professional practice activities.
Evidence 8. Faculty of Theology teaching practice activities.
Evidence 9. Faculty of Theology special education practice activities.
Evidence 10. Results of satisfaction surveys.

B.1.5. Student Workload-Based Design

In the process of preparing ECTS workloads, our institution pays attention to the accuracy and practical applicability of these loads. Again, our institution prepares workloads by taking into account all internal and external achievements of the course and considering the whole course. The theoretical/practical courses and internships that need to be completed for graduation from the Theology undergraduate program of our institution are based on the European Credit Transfer System (ECTS), which is a credit system based on student workload (See Evidence 1). In addition to the diploma and grade status certificates according to the Diploma Directive of Dicle University (See Evidence 2), our students who graduate from our faculty are also given an internationally valid ECTS-based Diploma Supplement (See Evidence 3). The success criteria and evaluation principles of the courses are specified in the course information packages in the Bologna Information System (See Evidence 4). These course information packages are updated as needed.

In addition, in accordance with the decision of YÖK dated 23.06.2017 and numbered 75850160-104.01.07.01-43446, teaching field knowledge courses are given to third and fourth year students instead of elective courses. ECTS of these courses are determined based on student workload, taking into account students' participation in courses and exams, homework and internship periods.

Table 5: Student Workload-Based Design

Year:	**2023**
Sub-Criteria Subject:	**B.1.5. Student Workload-Based Design**
First Planning Meeting:	November 2018
Application Areas:	Programs Applied in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages,
Observation Mechanisms:	Education and Training Development Commission, Student Satisfaction Survey 2019-2020 Spring , 2020-2021 Spring , 2021-2022 Spring , 2022-2023 Spring , 2022-2023 Spring 2022-2023 Spring , 2022-2023 Spring Academic Staff Satisfaction Survey Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey 2020, 2021, 2022, 2023 Spring

	Course Evaluation Survey 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty of Theology Graduate Student Survey 2023 Spring
Performance Indicators:	Student Satisfaction Survey Results 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Fall 2022-2023, Spring 2022-2023 Academic Staff Satisfaction Survey Results Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey Results 2020, 2021, 2022, 2023 Spring Course Evaluation Survey Results 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty of Theology Graduate Student Survey Results 2023 Spring Course Evaluation Files 2022-2023 Fall Courses and Information Packages in Theology Program Course and Program Outcome Tablosu 2022 Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Criteria Specific to the Faculty of Theology Discipline
Evaluation and Improvement:	November-December 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Philosophy and Religious Sciences 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Basic Islamic Sciences 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Turkish Islamic History and Arts Course Evaluation Files 2022-2023 Fall Semester Course and Program Outcome Tablosu 2022 Decision on the Design of Programs and Arrangement of Elective Course Pool 11.08.2023 Education and Training Development Commission Meeting

	Decisions 16.08.2023 (Meeting attended by Bağlar District Mufti of Diyarbakır Provincial Mufti's Office) Dicle University Faculty of Theology and Alumni Meeting 26.08.2023 (Alumni Association Foundation Meeting) Education and Teaching Development Commission Meeting Decisions 28.08.2023 Education and Teaching Development Commission Meeting Decisions 30.08.2023 Education and Teaching Development Commission Meeting Decisions 13.09.2023 (Diyarbakır Provincial National Education Branch Manager's Meeting)

Level of Readiness:

The student workload practice implemented in the program is systematically monitored and the results of the monitoring are evaluated together with stakeholders and measures are taken.

Evidences:

Evidence 1. European credit system.
Evidence 2. Dicle University diploma directive.
Evidence 3. Dicle University diploma sample.
Evidence 4. Bologna system.

B.1.6. Measurement and Evaluation

The assessment and evaluation of the courses given in our faculty are carried out according to the course information packages on the Bologna page and in accordance with the Dicle University Associate and Undergraduate Education and Examination Regulations (See Evidence 1). Accordingly, the effect of the exams determined in the semester / year evaluation on the success grade is 40%, and the effect of the semester / year-end exam on the success grade is 60%. Our institution, which applies the relative evaluation method in determining the success grade, is evaluated by taking into account the statistical distribution of grades and the class average. Absolute evaluation is made in determining the success grade of the institution. The success of the student is determined by evaluating the semester grades and the end of the semester or summer program exams together. Mid-term grades consist of grades given for quizzes, assignments, projects, term papers, reports, etc., at least one of which is a mid-term exam grade. The effect of the results of the student's final exam or summer program final exam on the course success grade is 60%, provided that the student gets at least 60 points from these exams; the midterm exam is 40%. In order for a student to be considered successful in a course; the sum of 60% of the final exam or the final exam of the summer program, provided that the student gets at least 60 points from these exams, and 40% of the success in midterm exams, quizzes, reports and the like during the semester, that is, the overall grade must be at least 60.

Table 6: Measurement and Evaluation

Year:	2023
Sub-Criteria Subject:	B.1.6. Measurement and Evaluation

First Planning Meeting:	Dicle University Faculty of Theology Decision dated 22.11.2018 and numbered 2018/22-03 on the duties of the Education and Training Commission
Application Areas:	Programs Applied in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages,
Observation Mechanisms:	Education and Training Development Commission, Student Satisfaction Survey 2019-2020 Spring , 2020-2021 Spring , 2021-2022 Spring , 2022-2023 Spring , 2022-2023 Spring 2022-2023 Spring , 2022-2023 Spring Academic Staff Satisfaction Survey Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey 2020, 2021, 2022, 2023 Spring Course Evaluation Survey 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty of Theology Graduate Student Survey 2023 Spring
Performance Indicators:	Student Satisfaction Survey Results 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Fall 2022-2023, Spring 2022-2023 Academic Staff Satisfaction Survey Results Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey Results 2020, 2021, 2022, 2023 Spring Course Evaluation Survey Results 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty of Theology Graduate Student Survey Results 2023 Spring Course Evaluation Files 2022-2023 Fall Courses and Information Packages in Theology Program Course and Program Outcome Tablosu 2022 Faculty of Theology Program Objectives Faculty of Theology Program Outcomes

	Criteria Specific to the Faculty of Theology Discipline
Evaluation and Improvement:	November-December Course Evaluation Files 2022-2023 Fall Semester Course and Program Outcome Tablosu 2022 Decision on the Design of Programs and Arrangement of Elective Course Pool 11.08.2023 Education and Teaching Development Commission Meeting Decisions 28.08.2023 Education and Teaching Development Commission Meeting Decisions 30.08.2023 Education and Teaching Development Commission Meeting Decisions 16.09.2023

Level of Readiness:

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

Evidences:

Evidence 1. Dicle University Associate and Undergraduate Education and Examination Regulations.

B.2. Student Admission and Development

B.2.1. Student Admission and Recognition and Crediting of Prior Learning

The process of student admission to undergraduate programs is carried out according to the exams conducted by the Measurement, Selection and Placement Center (ÖSYM). Our faculty has proposed the student quotas to YÖK and YÖK has made the final decision about the quotas. The students who are entitled to receive undergraduate education according to their verbal scores and order of preference in the exam conducted by ÖSYM have registered on the announced dates with the required documents in accordance with the principles determined by the Council of Higher Education (YÖK), ÖSYM and the Rectorate (Higher Education Law No. 2547, Education and Training and Related Higher Education Entrance Articles) (See Evidence 1).

In the fall semester of the 2023-2024 academic year, a total of 520 students, 310 in first education, 160 in second education, 30 in first education and 20 in second education from the quota of Vocational and Technical Secondary Education Institutions (MTOK), were placed in formal education (See Evidence 2). In the fall semester of the 2023-2024 academic year, 270 students were placed in the Bachelor of Theology Completion (ILITAM) program with DGS score and 290 students, 10 in first and 10 in second education, were placed in formal education with DGS score (See Evidence 3).

Arabic Proficiency

An exemption exam was administered on 20.09.2023 to students who were eligible to study at our faculty to determine their Arabic proficiency, and students who scored 60 and above in this

exam were exempted from the preparatory class (See Evidence 6). The Arabic proficiency process is carried out according to the D.U. Faculty of Theology Compulsory Foreign Language Preparatory Class Education and Examination Directive (See Evidence 7). In order to determine the grades of the students studying preparatory education at our institution, three-stage exams are applied in the preparatory classes: quiz in the middle of the first semester, midterm at the end of the semester and final at the end of the second semester. Students' preparatory class grades are determined on the basis of 20% of each of the quiz and midterm exam grades and 60% of the final exam grades (See Evidence 7). After these evaluations, students with an average grade of 60 and above are promoted to the next grade, while students with a grade below 60 are dropped to repeat the preparatory class for one more year (See Evidence 8).

Adaptation

In our faculty, the processes related to adjustment and recognition of prior learning are carried out according to the Directive on Course Exemption and Adjustment Procedures of D.Ü. Associate and Undergraduate Units (See Evidence 4). In our institution, all adjustment procedures are carried out by the Adjustment Commission. In the adjustment of the courses previously taken by the students who come to our faculty by transfer, the course contents and credit compliance are taken into consideration and the grades that are considered successful are transferred in the same way. This transfer is made by combining the grades of the courses that are taught as divided. Compulsory courses are counted as they are, and elective courses are counted by considering the same or equivalent. If the student has previously taken more compulsory courses than the compulsory courses in our faculty, he/she is also exempted from elective courses that are appropriate for these courses.

The transfer and adjustment procedures of students who have completed the Open Education Theology Associate Degree Program, who are successful in the Vertical Transfer Examination and are entitled to study at the institution, are carried out by the Adjustment Commission according to the D.U. Associate and Undergraduate Units Course Exemption and Adjustment Procedures Directive.

It is ensured that the contents of the courses taken by the students who start their education in our faculty in different departments are compatible with the curriculum contents of our faculty. In addition, necessary exemption procedures are carried out in Atatürk's Principles and History of Turkish Revolution, Turkish Language, Foreign Language and Basic Information Technologies courses that are required to be taught by YÖK (See Evidence 4).

Admission of Transfer Students

In our institution, student admission processes are carried out on the basis of D.U. Transfer Regulations (See Evidence 9). The documents required for transfer applications and the application form are announced on the web page of the Registrar's Office (Registrar's Office). The Registrar's Office checks whether the students who apply for transfer meet the requirements. The evaluation and scoring of the applications are made by the Adaptation Commission of the institution. In the adjustment of transfer students, course contents and credit conformity are taken into consideration and the grades accepted as successful are entered into the automation system. After the evaluation scores obtained are ranked from highest to lowest, students who will transfer within the quota are ranked starting from the highest score. In case of equal evaluation scores in inter-institutional or international transfers, the student with the higher central placement score is given priority. The list determined by the Adaptation Commission is forwarded to the Faculty Administrative Board. The decision of the Faculty Administrative Board, including the full and substitute list, is announced on

the web page of our faculty (See Evidence 10 and Evidence 11).

ISS (YÖS)

Our institution has a defined process for the admission of foreign students who wish to study. Our faculty accepts international students at D.U. Associate and Undergraduate level according to the results of YÖS (Foreign or International Student Admission Directive). YÖS is conducted simultaneously by ÖSYM in many centers in Turkey and abroad. All kinds of current announcements about the exam, exam center, subjects, exam guide and exam calendar, exam application requirements, fees and details about the procedures are announced at http://www.dicle.edu.tr/ (See Evidence 12).

Table 7: Student Admission and Recognition and Crediting of Prior Learning

Year:	2023
Sub-Criteria Subject:	B.2.1. Student Admission and Recognition and Crediting of Prior Learning
First Planning Meeting:	November 2018
Application Areas:	All Academic Departments and Units, All students receiving formal and distance education
Observation Mechanisms:	Education and Training Development Commission Dean's Office, Student Affairs
Performance Indicators:	Preparatory Exemption Exam Results: 2022-2023, 2023-2024 Academic Advisor Satisfaction Survey: 2022-2023 (Fall), 2022-2023 (Spring) Academic Advisor Satisfaction Survey: Spring 2022-2023 Vertical Transfer Exam Results Diploma/Transcripts Information on Examination Grades of Students Placed in Higher Education Institutions
Evaluation and Improvement:	Beginning of the semester Education and Training Development Commission with External Stakeholders Meeting Held 16.08.2023, 13.09.2023, Education and Training Development Commission Meeting: 30.08.2023, 02.01.2024, 04.01.2024

Level of Readiness:

Defined criteria and processes for student admission, recognition and crediting of prior learning are implemented in the program. However, monitoring the results of these practices is Room for Improvement.

Evidences:

Evidence 1. HEC exam guide
Evidence 2. Higher Education quotas
Evidence 3. DGS preference guide
Evidence 4. Dicle University adjustment directive
Evidence 5. Dicle University adjustment calendar
Evidence 6. Preparatory exemption exam for the Faculty of Theology
Evidence 7. Faculty of Theology preparatory class education, training and examination directive
Evidence 8. Faculty of Theology preparatory exemption exam results
Evidence 9. Transfer regulations
Evidence 10. Transfer evaluation results
Evidence 12. Foreign student admission directive

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

In our institution, diploma and other documents are prepared according to D.U. Diploma Directive. In order for a student to graduate, he/she must have 240 ECTS + a grade point average of at least 2.00 out of 4.00. Students' graduation is monitored according to the Table in the EBS system (See Evidence 1).

In our institution, "Undergraduate Diploma" is issued to the students who fulfill all the requirements for graduation. The diploma consists of one side and there is no information on the back. The front side of the diploma contains the student's Turkish ID number, name and surname/institution name, date of graduation, diploma number, date and number of the document/name, surname, title and signature of those who approve the diploma. The information on the diploma and temporary graduation certificate is written based on the date of graduation. No photographs are affixed to the diplomas and the graduation average is not indicated (See Evidence 1).

The Diploma Supplement is a document that is given together with the diploma to students who have successfully completed the programs they are enrolled in and whose format is based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES. The Diploma Supplement includes the logo of Dicle University, graduation date, diploma number, level of degree obtained, transcript information and information about the national education system. Among the gains that the diploma supplement offers to students and institutions, there are issues such as ensuring transparency in Higher Education, rapid consideration of educational documents such as diplomas, facilitating mobility, and making lifelong education accessible. It also provides fair, reliable and competent information about the diploma and skills possessed. The diploma supplement facilitates academic and professional recognition of the diploma, but it cannot replace the diploma and does not guarantee international academic recognition. The diploma supplement is signed by the Head of the Registrar's Office (See Evidence 2).

Table 8: Recognition and Certification of Diplomas, Degrees and Other Qualifications

Year:	2023

Sub-Criteria Subject:	B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications
İlk Planlama Toplantısı:	November 2018
Application Areas:	All Academic Departments and Units, All students receiving formal and distance education
Observation Mechanisms:	Education and Training Development Commission Student Advisors Faculty of Theology Graduate Student Survey 2023 Spring Student Satisfaction Surveys
Performance Indicators:	Student Satisfaction Survey Results: Fall 2022-2023, Spring 2022-2023, Academic Advisor Satisfaction Survey: 2022-2023 Fall, Spring Faculty of Theology Graduate Student Survey Results: Spring 2023
Evaluation and Improvement:	End of the semester Education and Teaching Development Commission Meetings: 30.08.2023, 28.08.2023, 02.01.2024, 04.01.2024 Education and Training Development Commission with External Stakeholders Meetings Held: 16.08.2023, 13.09.2023

Level of Readiness:

Clear, understandable, comprehensive and consistently defined criteria and processes for the recognition and certification of diplomas, degrees and other qualifications are in place at the institution. However, the results of these practices are not monitored.

Evidences:

Evidence 1. Dicle University Diploma Directive
Evidence 2. Dicle University Diploma Supplement Sample

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

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

Our institution has a defined process for teaching methods and techniques. This process is included in the D.U. Faculty of Theology Strategic Plan 2020-2024 and the D.U. Faculty of Theology Quality Manual (See Evidence 1, Evidence 2, Evidence 3 and Evidence 4). In this regard, cooperation

has been made with some institutions to realize our educational goals (See Evidence 5, Evidence 6, Evidence 7 and Evidence 8).

Our faculty has adopted a student-centered education and training model. Active learning methods and techniques, which are tried to be applied in all other courses, especially Arabic and formation courses, are among the issues that our institution has been emphasizing since 2021. In fact, the D.U. Education and Training Strategy Document also includes the need to include educational practices in which students take an active role in the learning process (See Evidence 12).

In order to improve the teaching competencies of the faculty members working in our faculty, a training of trainers program is provided by the Rectorate for all academic staff. The announcement of this program was made by the Rectorate to all units (See Evidence 9).

Within the framework of the Strategic Plan, the Research Methods courses aim to encourage students to conduct scientific studies. Teaching-learning methods and techniques are selected to increase students' skills such as self-study, observation, presenting project activities, critical thinking, teamwork, and effective use of informatics. In our faculty, various activities have been carried out to raise students' awareness of active learning methods and techniques and to develop their skills (See Evidence 10).

Our faculty also encourages interdisciplinary studies of the students. For this purpose, students are provided to participate in student mobility through Mevlana and Erasmus+ programs (See Evidence 13 and Evidence 14). Dicle University External Relations Office makes relevant announcements and provides all kinds of coordination of students regarding exchange programs (See Evidence 15 and Evidence 16).

In the execution of the programs, course materials are shared with students through Education Information Packages and Education Support Systems. In this direction, Active Learning Platforms have been created separately on the Education Support System. In our institution, this educational support system and learning management system (ALMS) infrastructure are used in the education process (See Evidence 17).

Students who are guided by faculty members carry out internship practices such as teaching practice, etc. specific to their fields on a regular basis. These processes are carried out according to the Implementation Procedures and Principles for Vocational Education and Internship Training to be carried out by Secondary, Associate and Undergraduate Students at the University (See Evidence 18). Various activities are carried out to improve the knowledge and skills of our students in pedagogical formation for teaching practice (See Evidence 19 and Evidence 20).

In 2023, the students of our faculty carried out many activities related to education, cultural, social and social responsibility such as trips, readings, bazaars, charity, panels, conferences, workshops, exhibitions, etc. through clubs (See Evidence 21). These activities make significant contributions to students' active, interactive and experiential learning (See Evidence 22, Evidence 23, Evidence 24, Evidence 25 and Evidence 26). In February 2023, our students carried out relief activities for citizens, especially children, affected by the Kahramanmaraş earthquake (See Evidence 21, Evidence 27, Evidence 28 and Evidence 29). In order to integrate more with the society and for students to socialize more, orphan homes, village schools, earthquake victims were visited and bazaars were organized by our students to contribute to them (See Evidence 11, Evidence 30, Evidence 31 and Evidence 32).

Table 9: Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning Oriented)

Year:	2023
Sub-Criteria Subject:	B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning Oriented)
First Planning Meeting:	2020-2024 DUIF Strategic Plan (p.17-18)
Application Areas:	Faculty of Theology Syllabus
Observation Mechanisms:	Education and Training Development Commission, Dean's Office, Quality Accreditation Commissions, Student Satisfaction Surveys: 2019, 2020, 2021, 2022-2023 Graduate Student Satisfaction Survey: 2023 Graduate Student Survey on the Level of Achievement of Teaching Objectives: 2023 Academic Staff Satisfaction Surveys: 2022-2023, 2023
Performance Indicators:	Student Satisfaction Rates: 2019, 2020, 2021, 2022-2023 Graduate Student Satisfaction Rates: 2023 Academic Advisor Satisfaction Survey: 2022-2023 Fall, Spring Academic Staff Satisfaction Rates: 2022-2023, 2023 Education and Training Strategy Document (p.11) (2020)
Evaluation and Improvement:	End of the semester Education and Training Development Commission Meeting: 30.08.2023, 12.09.2023, 02.01.2024, 04.01.2024

Level of Readiness:

In all areas, up-to-date, interdisciplinary, research/learning and student-oriented teaching methods and techniques that encourage active and interactive student participation in learning-teaching processes are applied and some results are obtained from these practices. However, the results of these practices are not monitored.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Manual

Evidence 2. Course Information Packages

Evidence 3. Our Quality Policy

Evidence 4. Quality and Accreditation Commissions

Evidence 5. National and International Collaborations of our Faculty

Evidence 6. Bilateral Protocols Signed

Evidence 7. Continuing Education Center

Evidence 8. Cooperation Protocol with Diyarbakır Religious Specialization Center

Evidence 9. Training of Trainers Certificate

Evidence 10. 2023 Spring Semester Activities

Evidence 11. Dicle University Faculty of Theology Bulletin 3rd Issue 2023

Evidence 12. Dicle University Education and Training Strategy Document

Evidence 13. Erasmus Program

Evidence 14. Mevlana Program

Evidence 15. Erasmus Internship Mobility

Evidence 16. Erasmus Student Mobility Seminar

Evidence 17. Dicle ALMS System

Evidence 18. Implementation Procedures and Principles for Vocational Education and Internship Training

Evidence 19. Teaching Practicum Activities

Evidence 20. Pedagogical Formation Meeting

Evidence 21. Dicle University Faculty of Theology 2023 Activity Report (p.20-22.)

Evidence 22. Maverâ Youth Club "Short Film Readings" Event

Evidence 23. Jerusalem Panel Organized by Student Clubs

Evidence 24. Hadith Readings Group Book Reading Activity

Evidence 25. One Step to Good Club's Village School Charity Bazaar

Evidence 26. Online Book Criticism

Evidence 27. Read and Comment Club's Event for Earthquake Victim Children

Evidence 28. Maverâ Youth Club's Event for Earthquake Victim Children in Adıyaman

Evidence 29. Activities organized for children of earthquake victims in tent cities

Evidence 30. Village School Visit by Students from Dicle Youth Club

Evidence 31. Visit to Arabük Village Primary School

Evidence 32. One Step for Good Club Bazaar Event

B.3.2. Assessment and Evaluation

Education and training activities in our faculty are carried out according to the Undergraduate Education Process (See Evidence 1), Graduate Education Process (See Evidence 2) and Distance Education Process (See Evidence 3) in the relevant units. In the evaluation processes, different methods and techniques such as classical, multiple choice, true-false, process evaluation (project, presentation, homework, quiz, etc.) are used to determine the learning outcomes and competencies targeted in the program and course outcomes. At the beginning of the semester, the lecturers provide preliminary information to the students about the methods, techniques and processes related to the measurement and evaluation of competencies by mentioning the information packages for each course and sharing the course syllabus with the students (See Evidence 4).

Our university attaches special importance to measurement and evaluation. For this purpose, the "Department of Measurement and Evaluation" was established (See Evidence 5). There are many practices of student-centered assessment and evaluation in all areas of our university and some results have been obtained from these practices. This is clearly reflected in student satisfaction surveys (See Evidence 6). In our Faculty of Theology, these practices are also carried out in an effective manner.

For example, in Arabic preparatory classes, a placement test is administered first, and students who score 60 points out of 100 are exempted from studying in the preparatory class. The exams are conducted within the framework of the relevant regulations (See Evidence 7). The assessment and evaluation criteria in undergraduate education were prepared based on Article 14 and Article 44, paragraph 3 of the Higher Education Law No. 2547. This regulation is still in force (See Evidence 8).

One of the undergraduate courses, Oratory and professional practice course, offers active learning to students by providing both theoretical knowledge and practice in the practice mosque of our faculty. In addition, within the framework of the protocol we have made with the Diyarbakır provincial mufti's office, students perform sermons and sermons at least once in the mosques and Qur'an courses allocated to them in the central districts of Diyarbakır (See Evidence 9). The findings from these mature practices are systematically monitored and the results of the monitoring are evaluated together with stakeholders and measures are taken within the framework of the PDCA cycle (See Evidence 10). Within the framework of this course, the score sheet on how the assessment and evaluation will be carried out was communicated to the students via whatsApp application.

In our faculty, the assessment and evaluation process is constantly reviewed through student satisfaction surveys. Efforts are made to recreate the process in a format that will support students' self-development and achieve course outcomes. In addition, plans are made with faculty members and department heads under the coordination of the dean's office to improve measurement and evaluation methods and techniques.

The assessment and evaluation processes of instructors can be monitored by students through the Student Information System (OBS) (See Evidence 11) and ALMS (See Evidence 12). In this respect, whether the program and course learning outcomes are achieved or not is checked by using more than one of the criteria such as midterm exam, homework, oral exam, presentation/design. In our faculty, the measurement and evaluation activities applied to achieve the course outcomes are measured by the instructors in five stages. At the end of the semester, a Pass/Fail evaluation is made regarding the student's course success status. In this process, where student-centered measurement and evaluation is aimed, the measurement system is diversified

and it is aimed to evaluate student achievements with different characteristics and levels in the healthiest way. In our faculty, the measurement and evaluation process is carried out within the framework of a student-centered policy. Therefore, the process has been created in a format that will support students' self-development and achieve course outcomes. In this framework, program outcomes and course outcomes are systematically monitored and improvements are made when necessary. Thus, as a reflection of a student-centered measurement and evaluation process, it is seen at what level each course outcome is given to students with which teaching method or technique. This enables a holistic view of the assessment and evaluation process (See Evidence 13). Course exemptions are also completed through the application documents given to students (See Evidence 14).

Table 10: Assessment and Evaluation

Sub-Criteria Subject:	B.3.2. Assessment and Evaluation
First Planning Date:	November 2018
Application Areas:	All Courses at the Faculty Ensuring Active Participation of Students in the Teaching Process
Observation Mechanisms:	Deanery Quality Commission, Quality development and control commission, Education and Training Development Commission, Student Satisfaction Surveys 2019 Student Satisfaction Surveys 2020 Student Satisfaction Surveys 2021 Student Satisfaction Surveys 2022-2023 Graduate Student Satisfaction Survey 2023 Academic Staff Satisfaction Surveys 2022-2023 Academic Staff Satisfaction Survey 2023 Administrative Staff Satisfaction Surveys 2020,2021,2022,2023.
Performance Indicators:	Student Satisfaction rates 2019/ 53 Student Satisfaction Rates 2020 / 63 Student Satisfaction Rates 2021 / 62 Student Satisfaction surveys 2022-2023 / 59 Graduate Student Satisfaction Rates 2023 / 68% Academic Staff Satisfaction Survey 2022-2023 / 67

	Academic Staff Satisfaction Survey 2023 / 71 Administrative Staff Satisfaction Surveys 2020 / %84 ; 2021 %86; 2022 % 81; 2023 % 80
Evaluation and Improvement:	End of the semester Meeting date for determining success rates 2023

Level of Readiness:

In all programs, the findings obtained from the practices (including different tools with established validity and reliability) for receiving feedback from all student groups are monitored. In 2024, it is aimed to take measures by evaluating the results of systematic monitoring together with stakeholders.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Manual
Evidence 2. Student Satisfaction Survey
Evidence 3. Student Satisfaction Survey Form
Evidence 4. Wish and Suggestion Boxes
Evidence 5. Wish Suggestion Form
Evidence 6. Alumni Survey Form
Evidence 7. Graduate Satisfaction Survey
Evidence 8. Education and Training Development Committee 2023 Activity Evaluation Meeting Minutes
Evidence 9. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement
Evidence 10. Minutes of the Meeting of the Education and Training Development Commission on Presenting Suggestions and Measures for 2023 to the Dean's Office

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

Our students can convey their requests, suggestions, complaints and opinions to the institutional authorities in various ways. Although there are many ways for students to submit these requests, these requests are archived in a single pool in a computerized environment by the institutional official. The requests included in the system are forwarded to the relevant authority or responsible person within the faculty or university as a result of the review of the authorized officer. These are 1- through the Quality Management Information System (See Evidence 15), 2- through the complaints, suggestions, requests and satisfaction (ŞÖİM) box (See Evidence 16), 3- through the e-mail address of the institution (See Evidence 17), 4- satisfaction surveys 5- through the I have a suggestion button on the web page of our faculty (See Evidence 18), and when necessary, Corrective Preventive Action (CPA) is taken (See Evidence 19).

Our faculty and the Registrar's Office conduct surveys (See Evidence 20) in coordination with our students to evaluate the lecturers who teach their courses. These surveys are systematically monitored by the relevant units and the results of the monitoring are evaluated together with stakeholders and measures are taken (See Evidence 21). There are also wish, complaint and suggestion boxes (See Evidence 22) and forms on the floors where classrooms are located. Feedback received from students is evaluated, thus ensuring their active participation in the

decision-making process.

Another mechanism for monitoring and updating the program of our faculty is the graduate survey (See Evidence 23). The survey (See Evidence 24), which we apply to our graduates as our external stakeholders, measures the professional development of our graduates and determines the quality of our program.

Table 11: Student Feedback (Course-Faculty-Program-General Satisfaction Surveys, Request and Suggestion Systems)

Sub-Criteria Subject:	B.3.3. Student Feedback (Course-Faculty-Program-General Satisfaction Surveys, Request and Suggestion Systems)
First Planning Date:	December 2021
Application Areas:	Wish Complaint Box,
Observation Mechanisms:	Deanery Quality Commission, Quality development and control commission, Education and Training Development Commission,
Performance Indicators:	2022 Requests in the Wish and Suggestion Box and Results Wish and Suggestion Box Tracking
Evaluation and Improvement:	End of the period Evaluation and Improvement date 2021

Level of Readiness:

In all programs, the findings obtained from the practices (including different tools with established validity and reliability) for receiving feedback from all student groups are monitored. The results of this monitoring are evaluated and measures are taken.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Manual
Evidence 2. Student Satisfaction Survey
Evidence 3. Student Satisfaction Survey Form
Evidence 4. Wish and Suggestion Boxes
Evidence 5. Wish Suggestion Form
Evidence 6. Alumni Survey Form
Evidence 7. Graduate Satisfaction Survey
Evidence 8. Education and Training Development Committee 2023 Activity Evaluation Meeting Minutes
Evidence 9. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement
Evidence 10. Minutes of the Meeting of the Education and Training Development Commission for Presenting Opinions on Recommendations and Measures for 2023 to the Dean's Office

B.3.4. Academic Advising

In our faculty, orientation training is given to students upon their enrollment (See Evidence 25). Faculty members are assigned as advisors to deal with students' educational and other problems. These advisors carry out their advising through some modules opened to them. The Advising Management System starts with the course registration process of the advisor and the student (See Evidence 26). The approval of the academic advisor is required for the validity of all online registration etc. transactions. The advisor evaluates the course selection process for compliance with the relevant legislation and gives the "Course Selection Approval". The advisor approves withdrawal and enrollment requests during "Excused Enrollment" and "Add-Delete Week". All these are done online through the OBS system. Work and procedures related to student advising are carried out on the basis of Dicle University Academic Advisor Directive (See Evidence 27) and Dicle University Quality Handbook (See Evidence 28).

Regarding students' access to advisors, in order to ensure that the advising service can be carried out effectively, the hours when the academic staff will provide consultancy outside the course are announced to the students. Advising days and hours are written separately for each instructor in the course schedules; they are also recorded using the Academic Advisor Student Interview Record Form DÜFRM-048 (See Evidence 29) created in quality documents. Thesis advisor assignment procedures for graduate students are carried out according to the LÜE-İA-002 Advisor Change Workflow using the Advisor Change Form together with LÜE-İA-006 (See Evidence 30), Graduate Thesis Advisor Assignment Workflow and Advisor Change DÜ-FRM-333 (See Evidence 31). In addition, questions related to advising are added to the Student Satisfaction Survey in order to monitor the advising service more accurately (See Evidence 32 Evidence 33). The results obtained are monitored through surveys and some measures are taken by evaluating these evaluation results together with stakeholders (See Evidence 34). Dicle University Quality Manual is taken as basis in the works and procedures to be carried out in this regard (See Evidence 35).

Table 12: Academic Advising

Sub-Criteria Subject:	B.3.4. Academic Advising
First Planning Date:	2015
Application Areas:	Academic Staff Administrative Staff Lessons
Observation Mechanisms:	Education and Training Commissions, Quality Development Commissions Education and Training Development Commission, Quality and Accreditation Commissions. Student Satisfaction Surveys 2019 Student Satisfaction Surveys 2020 Student Satisfaction Surveys 2021

	Student Satisfaction Surveys 2022-2023 Graduate Student Satisfaction Survey 2023 Academic Staff Satisfaction Surveys 2022-2023 Academic Staff Satisfaction Survey 2023 Administrative Staff Satisfaction Surveys 2020,2021,2022,2023.
Performance Indicators:	Student Satisfaction rates 2019/ 53 Student Satisfaction Rates 2020 / 63 Student Satisfaction Rates 2021 / 62 Student Satisfaction surveys 2022-2023 / 59 Graduate Student Satisfaction Rates 2023 / 68% Academic Staff Satisfaction Survey 2022-2023 / 67 Academic Staff Satisfaction Survey 2023 / 71 Administrative Staff Satisfaction Surveys 2020 / %84 ; 2021 %86; 2022 % 81; 2023 % 80
Evaluation and Improvement:	End of Semester Faculty of Theology academic advisor evaluation 2021 Education and Training Development Meeting: 30.08.2023

Level of Readiness:

The findings obtained from the practices carried out in our faculty regarding academic counseling are monitored. The results of this monitoring are evaluated and measures are taken.

Evidences:

Evidence 1. Orientation Training
Evidence 2. Dicle University Student Counseling Directive
Evidence 3. Dicle University Faculty of Theology Quality Manual
Evidence 4. Dicle University Academic Advisor and Student Interview Registration Form

B.4. Academic Staff

B.4.1. Criteria for Appointment, Promotion and Assignment

The defined processes of our faculty regarding appointment, promotion and assignments are included in the Quality Handbook (See Evidence 1).

Our institution has planned the update processes by determining the process calendar for the update work on the Dicle University Directive on Promotion and Appointment of Faculty Members (See Evidence 11), which was accepted by the senate decision dated 11.09.2020 and numbered 2020/13-6 and was in force on the relevant date (See Evidence 12). In this context, opinions were received from internal stakeholders, commission members and faculty members. By following the

other processes in the calendar, Dicle University Directive on Promotion and Appointment to Faculty Membership was updated and entered into force in July 2023 (See Evidence 5).

In our institution, defined processes for appointment, promotion and assignment are carried out in accordance with the stages specified in the work flow charts (See Evidence 2). The relevant articles of the Regulation on Promotion and Appointment to Faculty Membership, which was prepared in accordance with Articles 23, 24 and 26 of the Higher Education Law No. 2547 and based on the fourth subparagraph of paragraph (a) of Article 65 of the same Law, are taken into consideration in the appointment and promotion procedures for faculty members (See Evidence 3, Evidence 4). In addition, the criteria for promotion and appointment to faculty membership at Dicle University are also taken into consideration in appointment and promotion procedures (See Evidence 5). All appointment and promotion procedures are carried out in a way to serve the objectives set out in the strategic plan (See Evidence 15).

In accordance with the provisions of the "Regulation on the Determination and Utilization of Academic Staff Norm Rosters in State Higher Education Institutions" (See Evidence 6), each unit meets under the leadership of the department head and determines the staff they need for the next academic year. The determined staff requests are forwarded to the dean's office with the decision of the department board. The staff approved by the administrative boards of the dean's office and the university are notified to the Council of Higher Education (YÖK) together with their reasoned decisions. The positions approved by YÖK are announced by the rectorate. After the vacancy announcement, candidates who will apply for faculty positions submit the information and documents required by Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Membership (See Evidence 3, Evidence 7), as well as the information and documents required within the scope of the Dicle University Criteria for Promotion and Appointment to Faculty Membership (See Evidence 5) to the relevant unit.

Assignments to be made to our university to give lectures from outside and invitation procedures are carried out in accordance with the provisions of Articles 31 and 40 of Law No. 2547. In line with the requests received from the units of our faculty, the assignment is made by obtaining the approval of the public institution where the expert to be invited is located (See Evidence 3).

The recruitment of foreign lecturers to be assigned with a contract in our institution is carried out within the framework of the "Decree of the Council of Ministers on the Principles of Employing Foreign National Lecturers in Higher Education Institutions" (See Evidence 13) and the "Dicle University Contracted Foreign National Lecturers Directive" (See Evidence 14) prepared by the university upon the recommendation of the faculty board of directors and the approval of the university board of directors.

In our faculty, the harmony between the fields of specialization of the teaching staff and the courses they teach has been achieved to a great extent. The requests of the departments with a shortage of teaching staff have been tried to be met in accordance with the legislation. For example, in the academic year 2023, in many departments, especially in the Psychology of Religion and Logic departments, which do not have faculty members, Dr. Lecturer. In addition, since Arabic is in an important position within the scope of the program of our faculty, the staff was strengthened by recruiting a lecturer in the Department of Arabic Language and Rhetoric. In the following processes, we aim to eliminate the need for academic staff in all departments and to maximize the compatibility between the fields of expertise of the academic staff and the courses they conduct (See Evidence 8).

After all these processes, our institution monitors the issue through satisfaction surveys administered to academic staff and students (See Evidence 9). On the other hand, the process of appointment and promotion of academic staff within the institution is evaluated by the Dean's Office, Quality Commission and Education and Training Development Commission (See Evidence 16). As a result of the meeting organized with its stakeholders, the Education and Training Development Commission evaluated its activities in 2023 (See Evidence 17), and as a result of its evaluations, it identified the aspects Room for Improvement (See Evidence 18) and conveyed its opinions on the relevant suggestions and measures to the Dean's Office (See Evidence 19). In this context, the Education and Training Development Commission determined that there was no commission or lecturer from the Faculty of Theology among the commissions and lecturers whose opinions were taken in the recent updates to the appointment and promotion criteria of our university and made the necessary notifications to the dean's office (See Evidence 18 Item 15, Evidence 19 Item 14). Again, although the faculty has a strong academic staff, there is no academic staff in the Department of History of Philosophy, and it was suggested that the relevant department be given priority in the appointments to be made to the dean's office (See Evidence 18 Article 16, Evidence 19 Article 15).

Table 13: Criteria for Appointment, Promotion and Assignment

Year:	2023
Sub-Criteria Subject:	B.4.1. Criteria for Appointment, Promotion and Assignment
First Planning Meeting:	2021
Application Areas:	Academic Staff, Department Academic Boards
Observation Mechanisms:	Education and Training Development Commission Instructor satisfaction surveys Fall 2022-2023, Spring 2022-2023 Student satisfaction surveys, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring
Performance Indicators:	Academic Staff satisfaction survey rates Fall 2023, Spring 2023 Student satisfaction survey rates 2020-2021 Spring , 2021-2022 Spring , 2022-2023 Fall , 2022-2023 Spring
Evaluation and Improvement:	End of Semester September 2021 , July 2023, Education and Training Development Commission Meeting 04.01.2024 Education and Training Development Commission Meeting 05.01.2024

Level of Readiness:

In our institution, the results of the criteria applied for appointment, promotion and assignment are monitored and the results obtained are evaluated together with stakeholders and measures are taken.

Evidences

Evidence 1. Quality Manual

Evidence 2. Work Flow Charts

Evidence 3. Higher Education Law No. 2547

Evidence 4. Personnel Law No. 2914

Evidence 5. Dicle University Directive on Promotion and Appointment Criteria for Faculty Membership (2023)

Evidence 6. Regulation on the Determination and Utilization of Academic Staff Norm Rosters in State Higher Education Institutions

Evidence 7. Regulation on Promotion and Title Change

Evidence 8. Academic Staff

Evidence 9. Faculty satisfaction surveys Fall 2022-2023, Spring 2022-2023

Evidence 10. Student satisfaction surveys, Fall 2022-2023, Spring 2022-2023

Evidence 11. Directive on Promotion and Appointment of Faculty Members (2021)

Evidence 12. Process Calendar Regarding the Update Studies on Dicle University Directive on Promotion and Appointment of Faculty Members

Evidence 13. Council of Ministers Decision on the Principles of Employing Foreign Academic Staff in Higher Education Institutions

Evidence 14. Dicle University Directive on Employing Contracted Foreign National Lecturers

Evidence 15. 2020-2024 Strategic Plan (p.20)

Evidence 16. Quality and Accreditation Commissions

Evidence 17. Education and Training Development Committee 2023 Activity Evaluation Meeting Minutes

Evidence 18. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures

Evidence 19. Minutes of the Meeting of the Education and Training Development Commission for Presenting Opinions on Recommendations and Measures for 2023 to the Dean's Office

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

The active role of the teaching staff in both educational activities and scientific activities and studies is an important issue for the competence of the staff. In this regard, our faculty carries out some practices to improve the teaching competence of the teaching staff. These practices are carried out in accordance with the defined process in the Quality Manual (See Evidence 1).

In 2020, Dicle University Quality Commission Education and Training working group planned a process to improve the teaching competence of lecturers as "Training of trainers programs will be organized in order to enable lecturers to use contemporary teaching methods and education and training technologies effectively, as well as to structure measurement and evaluation processes in a more reliable and valid manner. It is thought that the dissemination of these programs in all units will contribute significantly to the education and training processes." (See Evidence 2). Within the framework of this plan, our university has added having a training of trainers certificate (See Evidence 3) as a new criterion to the appointment and promotion criteria in order to increase the teaching competence of the teaching staff (See Evidence 4). Again, our institution has planned to hold meetings with internal stakeholder department boards to develop mechanisms to ensure that assessment and evaluation are applied objectively and consistently, and to evaluate and update faculty program outcomes. In order to increase teaching competence, it has also made plans to organize focus group discussions for students and academics, who are internal stakeholders, and to conduct interviews and surveys with students on issues related to measurement and evaluation. See (Evidence 25).

In order to increase the mobility of teaching staff and students by utilizing Erasmus+ funds through International Credit Mobility, our institution has planned various activities to inform and encourage them (See Evidence 2 p. 14, Evidence 25). In this context, Dicle University Project Coordination Application and Research Center, which is our external stakeholder, held informative meetings about various projects for both faculty members and students (See Evidence 5). These meetings were announced to the faculty members by the dean's office through the faculty's WhatsApp groups. After the relevant information and encouragement activities, an increase in the participation of our faculty in foreign exchange programs has been observed. For example, Dr. Lecturer. Prof. Dr. Usame Bozkurt (See Evidence 6) and Assist. Assist. Prof. Dr. Faruk Evrenk (See Evidence 7) received a letter of acceptance for study abroad mobility. Assoc. Prof. Dr. Orhan Canpolat visited the University of Cádiz within the scope of Erasmus KA131 staff mobility (See Evidence 8). Again, the research project of Assoc. Prof. Dr. H. Rümeysa Küçüköner, one of the faculty members of our faculty, to be carried out at George Mason University, USA, was awarded a TÜBİTAK 2219 Research Abroad Scholarship (See Evidence 27).

Faculty members are encouraged to participate in scientific studies to improve their knowledge and skills and are provided with the necessary opportunities for assignments in the relevant subject. In addition, they are encouraged and provided with the necessary opportunities for their activities in audiovisual, social or printed media channels within the scope of academia-society communication and interaction. We have tried to meet the needs and demands for the activities they want to realize within the framework of course and club activities (See Evidence 9). In addition, necessary announcements and encouragement for participation have been made so that they can benefit from the Continuing Education Center (See Evidence 28) within our institution.

Quality improvement commissions have been established in our faculty for the planning and improvement of processes (See Evidence 21). Since the members of these commissions are composed of faculty members of our faculty, the faculty directly contributes to the planning and improvement of the processes. For example, the education and training development commission held an online meeting on 13.09.2023 with the participation of the stakeholder institution representative Provincial National Education Branch Directorate M. Hanifi Öğe to evaluate the competence levels of graduates appointed as teachers. The meeting focused on the shortcomings of the graduates and some decisions were taken as a precautionary measure (See Evidence 26).

Although there is a shortage of teaching staff in some fields in our faculty, our number in the teaching staff does not constitute any obstacle for the conduct of education and academic activities. The courses in the fields where there is a shortage of lecturers are carried out with the support of fields close to each other. In order for students to receive a better language education in the preparatory class, foreign lecturers whose mother tongue is Arabic are also assigned (See Evidence 10). The recruitment of the relevant lecturers was carried out within the framework of the "Decision of the Council of Ministers on the Principles of Employing Foreign National Lecturers in Higher Education Institutions" (See Evidence 11) determined by YÖK and the "Dicle University Contracted Foreign National Lecturers Directive" (See Evidence 12) prepared by the rectorate, which is our external stakeholder.

Our faculty offers distance education opportunities to our students within the scope of ILITAM program together with Dicle University Distance Education Research and Application Center (UZEM), one of our external stakeholders (See Evidence 14). In addition, this system was also used for formal education during the global pandemic period that started in March 2020 and continued its effect and the Kahramanmaraş Pazarcık-based earthquake disaster in February 2023.

By establishing the DİFAV publishing house in 2023, our faculty aims to publish books in various fields of social sciences together with symposiums, seminars and panels organized nationally and internationally and present them to the benefit of the scientific world (See Evidence 20).

In addition to all these activities, the performance of academic staff is measured through course evaluation surveys administered to students and the results obtained from these surveys are communicated to the relevant academic staff (See Evidence 15). On the other hand, satisfaction surveys are administered to academic staff and improvement activities are carried out as a result of the monitoring results (See Evidence 16).

All these processes related to the teaching competence of faculty members are monitored and evaluated by the Dean's Office, the Quality Commission and the Education and Training Development Commission, and measures are taken within the framework of the results obtained (See Evidence 21). In this context, the Education and Training Development Commission evaluated the activities of 2023 as a result of the meeting held with stakeholders (See Evidence 22), and as a result of its evaluations, it identified the aspects Room for Improvement (See Evidence 23) and conveyed its opinions on the relevant suggestions and measures to the Dean's Office (See Evidence 24). In this regard, it has determined that the planning of the practices that our faculty has put into action in order to increase the teaching competence of the teaching staff of our faculty has remained superficial and at the same time, not all internal stakeholders in the faculty have been included in the planning and has submitted the relevant improvement measures to the dean's office. Again, it has determined that the items measuring teaching competence in the content of the questionnaires used in the monitoring of these practices are Room for Improvement in terms of quantity and has submitted its opinions on the relevant suggestions and measures to the dean's office (See Evidence 23 Items 17, 18 and 19), (See Evidence 24 Items 16, 17 and 18).

Table 14: Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)

Year:	2023
Sub-Criteria Subject:	B.4.2. Teaching Competence (Active Learning, Distance

	Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)
First Planning Meeting:	2020
Application Areas:	Faculty of Theology Curriculum, Academic Staff
Observation Mechanisms:	Education and Training Development Commission Student satisfaction surveys 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Academic Staff Satisfaction Surveys Fall 2022-2023, Spring 2022-2023 Student course evaluation surveys Education and Training Development Commission Meetings 28.08.2023, 30.08.2023
Performance Indicators:	Academic Staff Satisfaction Survey Rates Fall 2022-2023, Spring 2022-2023 Obtaining training of trainers certificate Student Satisfaction Survey Rates, 2020-2021 Spring , 2021-2022 Spring, 2022-2023 Fall , 2022-2023 Spring
Evaluation and Improvement:	End of the period 30.08.2023 Education and Training Development Commission Meeting 13.09.2023Education and Training Development Commission Meeting 04.01.2024Education and Training Development Commission Meeting 05.01.2024 Education and Training Development Commission Meeting

Level of Readiness:

Our institution monitors the practices carried out to improve the teaching competence of its teaching staff and takes measures by evaluating the results together with its stakeholders.

Evidences:

Evidence 1. Quality Manual
Evidence 2. Dicle University Education Strategy Document 2020 (p.15)
Evidence 3. Training of Trainers
Evidence 4. Dicle University Directive on Promotion and Appointment Criteria for Faculty Membership (2023)
Evidence 5. Dicle University Project Coordination Application and Research Center

Evidence 6. Üsame Bozkurt Study Abroad Mobility Acceptance Letter
Evidence 7. Faruk Evrenk Study Abroad Mobility Acceptance Letter
Evidence 8. Orhan Canpolat Erasmus Invitation Letter
Evidence 9. Theology Webpage (News)
Evidence 10. Academic Staff
Evidence 11. Council of Ministers Decision on the Principles of Employing Foreign Academic Staff in Higher Education Institutions
Evidence 12. Dicle University Directive on Employing Contracted Foreign National Lecturers
Evidence 13. Project Proposals Received and Accepted from the Faculty of Theology (DÜBAP)
Evidence 14. Dicle University Distance Education Application and Research Center
Evidence 15. Student course evaluation surveys
Evidence 16. Academic Staff Satisfaction Survey Fall 2022-2023, Spring 2022-2023
Evidence 17. Academic Research Centers/Continuing Education Center
Evidence 18. Erasmus/Staff Mobility
Evidence 19. Quality Development Coordinatorship
Evidence 20. DIFAV Publishing House
Evidence 21. Quality and Accreditation Commissions
Evidence 22. Education and Training Development Committee 2023 Activity Evaluation Meeting Minutes
Evidence 23. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures
Evidence 24. Minutes of the Meeting of the Education and Training Development Commission for Presenting Opinions on Recommendations and Measures for 2023 to the Dean's Office
Evidence 25. 30.08.2023 Education and Training Development Commission Meeting
Evidence 26. 13.09.2023 Education and Training Development Commission Meeting
Evidence 27. TUBITAK 2219 Overseas Research Scholarship
Evidence 28. Continuing Education Application and Research Center

B.4.3 Incentives and Rewards for Educational Activities

Defined processes regarding incentive and reward practices for the educational activities of our faculty are included in the Quality Manual (See Evidence 1). In our institution, issues related to academic incentives are planned at the beginning of each year (See Evidence 2). As stated in the Strategic Plan of our faculty (p. 33), the scientific research incentive mechanism is used effectively in our institution (See Evidence 3). The processes related to academic incentives are examined and evaluated by the Unit Academic Incentive Application and Review Commission established within our institution in accordance with the legislation (See Evidence 4). The Commission reviews and evaluates the applications and reports the final result to the rectorate through the academic incentive automation. Although our institution aimed to activate a unique system for 2023 by evaluating faculty members according to their publication-activity and education-teaching performance (See Evidence 17, Evidence 18), it failed to achieve this goal. Necessary preparations will be made to realize the same goal in 2024.

Faculty members who show success in any field such as education, research and social contribution are congratulated on the social media accounts of the Dean of the Faculty (See Evidence 5, Evidence 6). In this context, faculty bulletins (See Evidence 19) and promotional booklets (See Evidence 20) are published and actively used for this purpose. Faculty members are congratulated by the dean's office especially in cases such as title changes, appointment to a higher administrative position and successful completion of graduate theses. For example, our Faculty's

Research Assistant. Assist. Prof. Dr. Faruk EVRENK's thesis titled "The Relationship between Religion and Power in the Conflict Theory Tradition: Antonio Gramsci's Example" in the PhD Category of Molla Fenârî Islamic Research Incentive Awards, he was congratulated by the dean's office and wished him continued success (See Evidence 7). In addition, faculty members whose projects are accepted or who exhibit success in any academic platform are also congratulated and wished to continue their success (See Evidence 8). Again, the research project of Assoc. Prof. Dr. H. Rümeysa Küçüköner, one of the faculty members of our faculty, to be carried out at George Mason University in the USA, was entitled to TÜBİTAK 2219 Foreign Research Scholarship and she was congratulated by the dean's office (See Evidence 9).

The process of incentivizing and rewarding faculty members for their educational activities is monitored and evaluated by the Dean's Office, the Quality Commission and the Education and Training Development Commission, and measures are taken within the framework of the results obtained (See Evidence 13). In this context, the Education and Training Development Commission evaluated the activities of 2023 as a result of the meeting held with its stakeholders (See Evidence 14), and as a result of its evaluations, it identified the aspects Room for Improvement (See Evidence 15) and conveyed its opinions on the relevant suggestions and measures to the Dean's Office (See Evidence 16). The Commission found that the planning of the activities implemented to recognize and reward the academic performance of our faculty is Room for Improvement. In addition, our institution has not been able to develop a unique approach to academic incentives and rewards other than the academic incentives given by the Council of Higher Education (YÖK) and verbal practices. Therefore, the commission suggested that the dean's office should develop original approaches within the framework of a specific plan and consult the opinions of internal stakeholders in the creation of these approaches (See Evidence 15 Items 20 and 21), (Evidence 16 Items 19 and 20).

Table 15: Incentives and Rewards for Educational Activities

Year:	2023
Sub-Criteria Subject:	B4.3. Incentives and Rewards for Educational Activities
First Planning Meeting:	2019, 2022 SER Report (pp. 37-38)
Application Areas:	Academic Staff, Department Academic Boards
Observation Mechanisms:	Academic Incentive Commissions -Education Development Commission -Academic Staff Satisfaction Surveys Fall 2022-2023, Spring 2022-2023
Performance Indicators:	-Academic Staff Satisfaction Rates Fall 2022-2023, Spring 2022-2023
Evaluation and Improvement:	January-July 2022 2022 SER Report (pp. 37-38) 12.09.2023 Education and Training Development

	Commission Meeting 04.01.2024 Education and Training Development Commission Meeting 05.01.2024 Education and Training Development Commission Meeting

Level of Readiness:

Our institution has made some plans for the implementation of various practices to encourage and reward teaching staff. Although some practices have been put into operation in accordance with the determined plans, the issue of covering all fields is Room for Improvement.

Evidences:

Evidence 1. Quality Manual
Evidence 2. About 2023 Academic Incentive Allowance Period
Evidence 3. Faculty Strategic Plan
Evidence 4. Academic Incentive Regulation 1, Academic Incentive Regulation 2
Evidence 5. The Official Twitter Account of the Faculty of Theology
Evidence 6. Faculty of Theology Instagram Official Account
Evidence 7. Assist. Dr. Faruk EVRENK's PhD Thesis was deemed worthy of an award
Evidence 8. Doctoral Studies of Faculty Members of our Faculty were deemed worthy of awards within the scope of Dicle University Institute of Social Sciences 2022 Graduate Thesis Awards
Evidence 9. Assoc. Prof. Dr. H. Rümeysa KÜÇÜKÖNER's research project at George Mason University, USA
Evidence 10. About 2023 Academic Incentive Allowance Period
Evidence 11. Academic Incentive Application and Review Commission
Evidence 12. Academic Incentive Procedures and Principles (2019)
Evidence 13. Quality and Accreditation Commissions
Evidence 14. Education and Training Development Committee 2023 Activity Evaluation Meeting Minutes
Evidence 15. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement
Evidence 16. Minutes of the Meeting of the Education and Training Development Commission for Presenting Opinions on Recommendations and Measures for 2023 to the Dean's Office
Evidence 17. 2022 SDR Report (p. 37-38)
Evidence 18. 12.09.2023 Education and Training Development Commission Meeting
Evidence 19. Faculty Bulletins
Evidence 20. Introduction Booklets

B.5. Learning Resources

B.5.1. Learning Resources

Defined processes related to learning resources such as classrooms, reading rooms, libraries, meeting rooms, computer laboratories in our faculty are specified in the Quality Handbook (See

Evidence 1) and related planning has been made (See Evidence 18). With the decision taken at the Education and Training Development Commission meeting held on 12.09.2023, work has started in coordination with the faculty administration to plan the processes of monitoring learning resources, to make necessary improvements regarding the effective use of the university's learning resources by students in this direction, and to take measures to ensure that faculty students can benefit more effectively from DUZEM and DÜSEM activities (See Evidence 19).

Our faculty has a mosque, 24 classrooms, 4 lecture halls, 2 conference halls, 1 meeting room, 1 library, 1 computer laboratory, 66 academic staff rooms, 1 archive room (See Evidence 3). In addition to these, two new reading rooms were opened due to the increasing number of students. In this context, two new lecture halls were planned to be opened (See Evidence 21) and the relevant lecture halls were opened within the framework of the plan. Our faculty attaches importance to the use of new technological tools and equipment in education. In this context, student classrooms and computer laboratories are equipped with modern equipment. Our institution has determined to benefit from all kinds of technological opportunities in the education and training process as a basis and for this purpose, trainings are provided within the Career Planning Application and Research Center (See Evidence 9) for career planning of students, and activities such as seminars and courses are organized in the Continuing Education Research and Application Center (See Evidence 7). It has been observed that students do not benefit sufficiently from such learning resources of our university and it is aimed to inform and encourage them (See Evidence 20).

The use of classrooms, one of the most important learning resources in our faculty, has a defined process and teaching activities are carried out by following the relevant process. The course schedule is announced to students and faculty members 15 days before the start of the semester in accordance with the legislation (See Evidence 4). In this way, the defined process for the use of classrooms is completed. The same process is followed in the preparation of the exam schedule.

The central library and the faculty library are other important learning resources of our institution (See Evidence 5) and the facilities of both libraries are available to students. Our library has a total of 21412 materials in different languages, including 19824 books, 1392 theses in various categories (undergraduate graduation, master's and doctorate) and 196 periodicals of various types. Among the 19824 books, 14131 are in Turkish, 5151 in Arabic, 265 in Ottoman Turkish, 71 in Kurdish, 54 in English, 40 in Persian, 25 in German, 21 in French and 66 in other languages. The materials in our library are grouped and recorded according to the Dewey Decimal Classification System for easy access by researchers and students. Our library has two air-conditioned reading and study rooms, 12 study tables, 2 computers and 3 air conditioners. One of these computers belongs to the librarian and the other is allocated to researchers and students. The functioning of our library serves within the framework of "Dicle University Library and Documentation Directorate Directive" (See Evidence 13). Accordingly, the users of our library can benefit from the materials in various periods and numbers. Accordingly, in our library, which serves its users between 08.00-17.00 on weekdays, 10 materials can be lent to academic staff for a month, 6 materials to administrative staff and graduate students for 21 days, and 3 materials to undergraduate students for 15 days. In addition to its wide range of materials, our library has an agreement with other university libraries affiliated to the Ali Emîrî Central Library of our university and can provide borrowed books to its users. In this context, any material that is not available in our library can be borrowed from other libraries with which we have an agreement. However, only academic staff and graduate students can benefit from this opportunity (See Evidence 2).

Although the number of materials in our library meets the needs of researchers and students to a great extent, it is aimed to make improvements both physically and in terms of the materials it contains in 2024.

With 14 projectors in the classrooms of our faculty, lecturers are given the opportunity to present more effective lectures. On the other hand, there is a reading room in our faculty. The tashih-i hurûf course, which aims to read the Qur'an beautifully without making mistakes, to learn tajwid and Qur'anic letters and adjectives, to use the voice beautifully in Qur'anic education and to read the Qur'an in accordance with the rules of the science of tajwid, is carried out in this hall.

In order to improve the physical environment and services related to learning resources, satisfaction surveys are applied to our students and staff, and measures are taken and improvements are made within the framework of the results obtained from these surveys (See Evidence 10, Evidence 11).

The processes related to learning resources are monitored and evaluated by the Dean's Office, the Quality Commission and the Education and Training Development Commission, and measures are taken within the framework of the results obtained (See Evidence 14). In this context, the Education and Training Development Commission evaluated the activities of 2023 as a result of the meeting held with its stakeholders (See Evidence 15), and as a result of its evaluations, it identified the aspects Room for Improvement (See Evidence 16) and conveyed its opinions on the relevant suggestions and measures to the Dean's Office (See Evidence 17). Although the Commission considered the practices related to learning resources adequate, it emphasized that the planning of these practices should be further improved and presented its recommendations to the Dean's Office (See Evidence 16, item 22), (See Evidence 17, items 21 and 22).

Table 16: Monitoring Processes for Learning Resources

Year:	2023
Sub-Criteria Subject:	B.5.1. Monitoring Processes for Learning Resources
First Planning Meeting:	December 2022 (p. 16-18)
Application Areas:	All Physical Areas of the Faculty
Observation Mechanisms:	Instructor satisfaction surveys Fall 2022-2023, Spring 2022-2023 Student satisfaction surveys Spring 2021-2022, Fall 2022-2023, Spring 2022-2023 Process/Activity Monitoring Report 2022 p. 2
Performance Indicators:	Quantitative Data on Learning Resources Satisfaction survey results Faculty Newsletter 2023 Annual Report

	Process/Activity Monitoring Forms
Evaluation and Improvement:	Education and Training Development Commission Minutes of Evaluation of 2022 Activities Education Development Commission Meeting 12.09.2023 Education and Training Development Commission Meeting 04.01.2024 Education and Training Development Commission Meeting 05.01.2024

Level of Readiness:

In our institution, these resources are managed to provide sufficient and accessible learning resources in terms of quality and quantity in all areas. The results of the practices carried out in this direction are monitored and measures are taken by evaluating the monitoring results together with stakeholders. Resources are diversified in case of any need and demand.

Evidences:

Evidence 1. Quality Manual
Evidence 2. Faculty of Theology 2023 Annual Report (p.12-12)
Evidence 3. Faculty of Theology 2023 Annual Report (p. 8-9)
Evidence 4. Faculty of Theology WEB page
Evidence 5. Central Library /Faculty of Theology Library
Evidence 6. Quality Development Coordinatorship
Evidence 7. Continuing Education Application and Research Center
Evidence 8. Dicle University Student Satisfaction Survey
Evidence 9. Career Planning Application and Research Center
Evidence 10. Student Satisfaction Survey
Evidence 11. Theology Satisfaction Survey
Evidence 12. Library and Internet
Evidence 13. Dicle University Library and Documentation Directorate Directive
Evidence 14. Quality and Accreditation Commissions
Evidence 15. Education and Training Development Committee 2023 Activity Evaluation Meeting Minutes
Evidence 16. Education and Training Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Measures for Improvement
Evidence 17. Minutes of the Meeting of the Education and Training Development Commission for Presenting Opinions on Recommendations and Measures for 2023 to the Dean's Office
Evidence 18. Minutes of Evaluation of 2022 Activities of the Management System Development Commission
Evidence 19. Education and Training Development Commission Meeting 12.09.2023
Evidence 20. Education and Training Development Commission Minutes of Evaluation of 2022 Activities
Evidence 21. Process/Activity Monitoring Report 2022

B.5.2. Social, Cultural, Sportive Activities

The institution supports social, cultural and sportive activities for student development and according to Dicle University Student Communities/Clubs Directive, social and cultural activities are organized for the students in the faculty (See Evidence 1). The students and staff of the Faculty located in the central campus can benefit from all the social, cultural and sports facilities of the university. In addition, there are various opportunities within the faculty.

In order to support the 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 receiving their opinions and maintaining contact. A news text giving information about the content of the activity is prepared on the faculty web page and shared on the faculty web page and social media accounts with photographs, thus informing the public about the content of the activity (See Evidence 2, Evidence 3).

Social, cultural and sportive activities for student development are supported in our faculty. Social and cultural activities of students are carried out according to Dicle University Student Communities and Clubs Directive. In addition to academic courses and studies, our faculty offers opportunities for students to engage in social, cultural and sports activities that will train them.

In our faculty, sportive activities are monitored by the Sportive Activities Commission and cultural activities are monitored by the Promotion, Culture, Art, Organization, Events and Alumni Relations Commission (See Evidence 4, Evidence 5).

Within the framework of club activities, students visit village schools and provide various aids to students in these schools, thus strengthening the bond between the university and the public (See Evidence 6). In addition, students from our faculty also participate in the football competition organized by Dicle University.

Our faculty aims to be sensitive to social problems and to contribute to raising the level of religious knowledge and awareness of the society with all its stakeholders. In line with this goal, we have cooperated with Diyarbakır Provincial Directorate of National Education and Diyarbakır Provincial Mufti's Office on various issues. On 13.09.2023, the Deputy Provincial Mufti attended the Education and Training Development Commission meeting and answered questions about the protocol between the Faculty of Theology and the Provincial Mufti's Office, evaluated the activities and decided to increase the quality of the activities carried out and to expand the framework of cooperation between both stakeholder institutions (See Evidence 7, Evidence 8). In addition, the Center for Imam Shafi'i Studies was established in order to coordinate scientific research on the Shafi'i sect, which constitutes the widespread fiqh sect of the region, and to make it accessible to a wide public audience, and many activities were carried out for this purpose. In addition to these, various social activities such as Qur'anic recitation competitions are carried out through the Qur'anic Recitation and Praise Application and Research Center operating within our university. In order to meet the various needs of our students such as accommodation and education, our services continue within the scope of the protocols made with Diyarbakır Religious Higher Specialization Center and Dicle Association (See Evidence 9). In addition, an educational cooperation protocol was signed between Melik Ahmet Imam Hatip High School and Melik Ahmet Imam Hatip High School in order for high school students to benefit from the university campus and libraries within the framework of certain programs and to meet with our lecturers (See Evidence 10).

Our faculty has a rich library and facilities. Students can benefit from this library at any time (See Evidence 11). Our library is affiliated to the Ali Emîrî Central Library of our university and has an agreement with other university libraries and can provide borrowed books to its users. Academic and administrative staff as well as doctoral and graduate students can benefit from this service. In 2023, a special visit program was organized for our students to the central library and preparatory students were provided with detailed information about the library. Students are consulted about the services provided and the results of the survey are published on the university website (See Evidence 12).

The Faculty carried out the process of financial support to students in need through the organization of the Faculty Social Aid and Support Activities Unit. The Unit worked in cooperation with the Dicle University Theology Foundation (See Evidence 13). Students in need at the Faculty were identified and reported to the Foundation, and after the evaluation meeting, the Unit determined the students who would receive scholarships. Scholarship interviews for the 2022-23 academic year have been completed and in the next stage, students will be notified to our external stakeholder Dicle University Theology Foundation as in previous years. The scholarships were covered by the Dicle University Theology Foundation with the annual EFT instructions given by the volunteer lecturers at the faculty and were given to the students for 9 months. The number of students given scholarships is 53 in 2023. In addition to scholarships, during Ramadan, the aids provided by the faculty members of our faculty personally or through intermediaries were delivered to students in need directly or through the foundation channel. Our external stakeholder, Dicle University Theology Foundation, provided financial and moral support for the organizations where social and cultural activities were planned as well as academic activities for students (See Evidence 14).

In accordance with the mission and vision of the Faculty of Theology during Ramadan, it was decided to serve iftar to all students at the university under the sponsorship of External Stakeholder Mehmet Cansız Foundation. In 2022, the iftar meal was organized in the garden of the Faculty of Theology during the month of Ramadan, and in 2023, it was organized only once due to the transition to distance education (See Evidence 15). At the end of 2023, the necessary agreements were made with the Mehmet Cansız Foundation to organize iftar meals throughout the month in 2024 (See Evidence 16).

As can be seen in the process definitions in the relevant section of the Quality Manual, compliance with the social contribution policy, goals and strategy has been observed in the activities carried out at the faculty. For example, the live broadcasting of the activities carried out for students within the Faculty via the Faculty's Youtube account can be evaluated in the context of social contribution (See Evidence 17).

The Faculty Youtube channel and other social media channels were kept live and active by the assigned unit. Activities at the Faculty are broadcast live or recorded for later broadcast (See Evidence 18).

These activities were monitored through student satisfaction surveys. According to the results of the Student Satisfaction Survey for the 2021-22 academic year conducted by the Education Coordinatorship, 57 percent of the students considered student club activities to be sufficient (question 8), while the satisfaction rate decreased to 55 percent according to the Student Satisfaction Survey for the 2022-23 academic year. It is clear that the transition to distance education due to the earthquake and the considerably reduced number of face-to-face activities have had an impact on this decrease (See Evidence 19, Evidence 20).

On October 6, 2023, a focus group interview was held with the Faculty student club representatives and members on October 6, 2023, based on the decision taken at the Unit Quality Coordinatorship meeting on 05.10.2023, where issues such as the activities of the clubs, the problems they face, and solutions were evaluated (See Evidence 21).

Table 17: Social, Cultural, Sportive Activities

Year:	2023
Sub-Criteria Subject:	B.5.2. Social, Cultural, Sportive Activities
First Planning Meeting:	Dicle University Faculty of Theology Decision dated 22.11.2018 and numbered 2018/22-03 on the duties of the Education and Training Commission
Application Areas:	All Units of the Faculty
Observation Mechanisms:	Education and Training Development Commission Student satisfaction surveys 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall , 2022-2023 Spring Research and Development Commission Process/Activity Monitoring Report 2021 p. 8 Process/Activity Monitoring Report 2022 p. 7
Performance Indicators:	Quantitative Data on Learning Resources, Student Satisfaction Survey Results 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty Newsletter 2023 Annual Report 2023 list of activities realized in spring and their descriptions
Evaluation and Improvement:	Education and Training Development Commission 2022 Activities Evaluation Meeting 2022 Internal Audit Report 13.05.2022 p.4 Management Review Meeting 13.06.2022 Education Development Commission Meeting 16.08.2023 Education Development Commission Meeting 30.08.2023 Education Development Commission Meeting 13.09.2023 Education Development Commission Meeting 04.01.2024 Education Development Commission Meeting 05.01.2024

Level of Readiness:

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

Evidences:

Evidence 1- Dicle University Student Societies/Clubs Directive
Evidence 2- Faculty of Theology WEB page
Evidence 3- Dicle University Faculty of Theology Quality Manual
Evidence 4- Sporting Activities Commission
Evidence 5- Promotion, Culture, Arts, Organization, Events and Alumni Relations Commission
Evidence 6- Dicle University Faculty of Theology Quality Manual p.60.
Evidence 7- Education and Teaching Development Commission Meeting Decisions 30.08.2023
Evidence 8- Education and Teaching Development Commission Meeting Decisions 13.09.2023 (Diyarbakır Provincial National Education Branch Manager Participated in the Meeting)
Evidence 9- Protocols
Evidence 10- Protocol on Cooperation in Education
Evidence 11- 2020-2024 Dicle University Faculty of Theology Strategic Plan p.32
Evidence 12- Faculty of Theology Bulletin Issue 3 (2023), p.23.
Evidence 13- Dicle University Theology Foundation
Evidence 14- Faculty of Theology Bulletin Issue 3 (2023), p.11.
Evidence 15- Iftar Catering
Evidence 16- Faculty of Theology Bulletin Issue 3 (2023), p.11.
Evidence 17- Youtube
Evidence 18- Social Media Channels
Evidence 19- Student Satisfaction Survey results for the 2021-22 academic year
Evidence 20- Student Satisfaction Survey results for the academic year 2022-23
Evidence 21- Faculty of Theology Bulletin Issue 3 (2023), p.15.

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

Students of our faculty 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.

Due to the earthquake that took place on February 6 in 2023, our faculty switched to distance and online education in the Spring semester and completed the education period in this way. In the fall semester of 2023, it was determined that the Faculty building was damaged and retrofitting works were started and the Faculty of Theology carried out its education in the building of the Faculty of Economics. At the end of 2022, the renovation and renovation activities planned for the library, photocopying unit and canteen were not carried out due to the earthquake that occurred at the beginning of 2023 (See Evidence 1). However, it is planned to continue with the retrofitting activities in 2024 as an administrative policy and to meet the needs and modernization is planned to be continuous. In this context, the modern and technological appearance provided in the reading halls is also planned for the library, photocopying unit and canteen next year.

Within the scope of the monitoring activities related to the infrastructure facilities of the faculty, questions on the subject were included in the 2023 Graduate General Satisfaction Survey. In the survey of 800 students, 68% of the students who answered the question "I think that the courses I take are supported by technological equipment." are satisfied with this service. The results of the surveys of students and academics are not included in the report as they are not based on the facilities and infrastructure of the Faculty of Theology (See Evidence 2).

Dicle University ILITAM services are carried out by DÜZEM. Courses are given through the ALMS system. Quality studies at the center are carried out within the framework of legal regulations, strategic planning and action plans for internal control standards. At the Education and Training Development Commission Meeting held on 12.09.2023, it was decided to plan the processes of monitoring Learning Resources, to make necessary improvements regarding the effective use of the university's learning resources by students in this direction, and to make a request to the faculty administration to take measures to ensure that faculty students can benefit more effectively from DUZEM and DÜSEM activities (See Evidence 3). Dicle University supports these values with its quality policy to achieve its mission, vision and goals. In the light of these core values, goals and strategies, our faculty strives to establish an effective quality management system to improve itself. Students are consulted about the services provided and the results are published on the university website (See Evidence 4).

Table 18: Facilities and Infrastructures

Year:	2023
Sub-Criteria Subject:	B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology Equipped Workspaces, Medical Center, etc.)
First Planning Meeting:	Management System Development Commission Minutes of Evaluation of 2022 Activities p. 16-18 2022 Internal Audit Report 13.05.2022 p.4
Application Areas:	All Physical Areas of the Faculty
Observation Mechanisms:	Education and Training Development Commission Student satisfaction surveys 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring, 2023 Graduate Instructor satisfaction surveys Fall 2022-2023, Spring 2022-2023
Performance Indicators:	Quantitative Data on Learning Resources Student Satisfaction Survey Results 2019-2020 Spring 2020-2021 Spring , 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Academic Staff Satisfaction Survey Results Fall 2023, Spring 2023

	Faculty Newsletter 2023 Annual Report Education and Training Development Commission 2023 Activities Evaluation Meeting 02.01.2024
Evaluation and Improvement:	2022 Internal Audit Report 05.12.2022 Education Development Commission Meeting 16.08.2023 Education Development Commission Meeting 30.08.2023 Education Development Commission Meeting 13.09.2023 Education Development Commission Meeting 04.01.2024

Level of Readiness:

There are plans for the establishment of appropriate quality and quantity of facilities and infrastructure. However, there are no implementations in line with these plans.

Evidences:

Evidence 1- Faculty of Theology Bulletin Issue 3 (2023),
Evidence 2- 2023 Graduate Student Survey
Evidence 3- Education-Education Development Commission Meeting 12.09.2023
Evidence 4- Survey results

B.5.4. Faculty without Barriers

Necessary changes have been made in our faculty considering the disabled. In this direction, our institution entrances and exits were built suitable for the use of disabled people. There is a disabled walking path for the visually impaired inside the faculty and in the garden. In addition, there is 1 elevator so that the disabled can easily reach the upper floors and there are guides with relief letters at the entrance of this elevator, especially for the visually impaired. There are parking spaces 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 sidewalks in busy areas, the arrangement of ramps, existing toilets, and making elevators available for use are constantly being made. Dicle University has achieved a significant success by receiving 6 "Barrier-Free University Flag Awards" within the scope of the "2020 Barrier-Free University Awards" given by the Higher Education Council (YÖK) in June 2020 in order to determine the studies carried out to ensure the full, effective and equal participation of disabled individuals in spaces, educational opportunities and socio-cultural activities within the borders of the university campus and to reward those who are successful and to raise public awareness. In this context, our faculty received an orange flag award in the field of accessibility in space. On 12.09.2023, at the meeting of the Education and Training Development Commission, it was decided to make plans for the Barrier-Free Faculty, in this context, in line with the Strategic Plan, to evaluate the opportunities offered to disabled students in the faculty, to eliminate the deficiencies and to submit a request to the faculty administration to make the necessary improvements (See Evidence 1, Evidence 2).

Table 19: Faculty without Barriers

Year:	2023

Sub-Criteria Subject:	B.5.4. Faculty without Barriers
First Planning Meeting:	Education Development Commission Meeting 12.09.2023
Application Areas:	Related Physical Areas of the Faculty
Observation Mechanisms:	Education and Training Development Commission Student satisfaction surveys 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring
Performance Indicators:	2021 Faculty Publication Bulletin p.13 Education and Training Development Commission 2022 Activities Evaluation Meeting
Evaluation and Improvement:	2022 Internal Audit Report 05.12.2022 Education and Training Development Commission meeting 12.09.2023

Level of Readiness:

The findings obtained from the barrier-free faculty practice provided in all places in the institution are systematically monitored and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences:

Evidence 1- Education-Education Development Commission Meeting 12.09.2023
Evidence 2- Dicle University Faculty of Theology Quality Manual

B.5.5. Guidance, Psychological Counseling and Career Services

In the institution, guidance, psychological counseling and career services are primarily provided by the advisors assigned to each student according to the Advising Management System. The academic advisor, who is defined upon the student's enrollment in the institution, provides support to the student in terms of guidance and career services; encourages the student to gain lifelong learning and research habits. This service is carried out through advisors assigned to each student according to Dicle University Student Counseling Directive (See Evidence 1). In 2023, our university and faculty had new initiatives in career services. With the increase in the activities of Dicle University Career Center, the awareness of students about career planning has increased in our faculty. In addition, within the context of career days activities, various conferences were organized for the students of our faculty by successful people with professional careers in various fields (See Evidence 2).

Among the duties of the Psychological and Social Counseling Application and Research Center coordinatorship are to be in contact with faculty students in order to meet their requests and needs in terms of psycho-social-spiritual well-being while they carry out their education and research activities; to carry out studies on students' adaptation and belonging to the faculty, to fulfill awareness-raising duties in order to increase their well-being in this context; to direct students who have psychological difficulties due to various reasons and who want to get help and support to the psychological counseling unit consisting of expert psychologists of the university. Students are guided by our university for this purpose (See Evidence 3). Counselors inform our students about the

administrative and academic units of the university and changes in the legislation and program. They inform and guide students about domestic/foreign exchange programs, transfer opportunities and conditions as well as career planning (See Evidence 4). Academic counseling for students is carried out through our academic staff, and progress in this regard is monitored through the student information system (See Evidence 5).

In 2023, multi-faceted counseling activities were carried out in the form of academic, individual and peer counseling. The main duties and policies of individual and peer counseling include counseling planning and conducting the necessary studies for the healthy conduct of counseling, ensuring communication with foreign students in the institution, preparing and implementing surveys to measure student satisfaction and presenting the results obtained to the institution in a report. The results of the 2023 student satisfaction survey show that 57% of the students were satisfied with these activities (See Evidence 6). In order to improve counseling services, it is planned to implement a peer counseling system in 2023 (See Evidence 7).

In addition to the routine functioning of guidance and counseling services in our faculty, counseling requests from students in different fields are also evaluated. For example, counseling and guidance requests for programs (conferences, trips, etc.) organized by certain student groups or clubs during the semester are met with the support of the members of the Guidance and Counseling Coordinatorship. Within the scope of all these activities, students are consulted for their opinions on the services provided and the results of the surveys conducted for students are published on the university website. At the Education and Training Development Commission meeting held on 30.08.2023, it was decided to organize focus group interviews for students and academics. Through these interviews, it is aimed to follow a more active process for guidance, psychological counseling and career services for 2024 (See Evidence 8).

Table 20: Guidance, Psychological Counseling and Career Services

Year:	2023
Sub-Criteria Subject:	B.5.5. Guidance, Psychological Counseling and Career Services
First Planning Meeting:	Dicle University Faculty of Theology Decision dated 22.11.2018 and numbered 2018/22-03 on the duties of the Education and Training Commission
Application Areas:	Undergraduate and Graduate Students
Observation Mechanisms:	Education and Training Development Commission Student satisfaction surveys 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Student Advisors
	Student Satisfaction Survey Results 2019-2020 Spring 2020-2021 Spring , 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty Newsletter

Performance Indicators:	2023 Annual Report 2021 faculty of theology academic advisor evaluation survey Faculty of Theology Academic Advisor Evaluation Survey Results 2021
Evaluation and Improvement:	Education Development Commission Meeting 16.08.2023 Education Development Commission Meeting 30.08.2023 Education Development Commission Meeting 13.09.2023 Education Development Commission Meeting 04.01.2024

Level of Readiness:

Guidance, psychological counseling and career services of appropriate quality and quantity provided in all units of the institution are managed holistically. The results of these services are monitored and measures are taken by evaluating the monitoring results.

Evidences:

Evidence 1. Dicle University Student Counseling Directive
Evidence 2. 2023 Faculty Newsletter
Evidence 3. Psychological and Social Counseling Application and Research Center
Evidence 4. Erasmus Information Meetings
Evidence 5. Student Advisor List
Evidence 6. Student Satisfaction Survey 2023
Evidence 7. Education and Training Development Commission 2023 Activities Evaluation Meeting 02.01.2024
Evidence 8. Education and Training Development Commission meeting 30.08.2023

B.6. Monitoring and Updating the Program

B.6.1. Monitoring and updating program outcomes

The process regarding the program objectives and outcomes carried out in our institution is included in the Faculty of Theology Quality Manual (See Evidence 1). Defined processes for monitoring and updating the program are also included in the Education and Examination Regulation (See Evidence 2). The programs operating in our institution are periodically reviewed at the end of each semester in line with the objectives and outcomes defined within the scope of the Turkish Higher Education Qualifications Framework (TQF) and the Bologna process (See Evidence 3). In addition, in line with the vision and mission of our institution (See Evidence 4) and the quality policy (See Evidence 5), Theology program objectives (See Evidence 6), program outcomes (See Evidence 7), discipline-specific criteria (See Evidence 8) have been determined and are reviewed at the end of the academic year. The courses offered at the institution and the related program outcomes are matched and a table of the program outcomes met by the courses is prepared (See Evidence 9). Course evaluation files, which include all the processes of the courses given in each semester and the level of students' achievement of program outcomes, are systematically collected at the end of each semester and stored on the institution's website for online access (See Evidence 10).

Our institution has a closer relationship with our external stakeholders and is in contact with the

local representatives of the National Education and Religious Affairs Directorate, where our graduates are employed. Throughout the year, meetings are organized between the Education and Training Development Commission and our external stakeholders to receive their views and opinions (See Evidence 11; Evidence 12). Discussions are held on the aspects of the academic and professional field competencies of the students graduating from our institution that are Room for Improvement, and the measures that can be taken to increase the academic and professional qualifications of our current students are discussed. As a result of these discussions, "Dicle University Faculty of Theology Program's Level of Achievement of Teaching Objectives Questionnaire" and "2022-2023 Spring Term Dicle University Faculty of Theology Business World's Satisfaction Level Questionnaire on Graduate Competencies" were created and implemented for our graduated and appointed students and employer stakeholders in order to determine whether the program studied in our institution has achieved its teaching objectives (See Evidence 13; Evidence 14).

Table 21. Monitoring and updating program outcomes

Year:	2023
Sub-Criteria Subject:	B.6.1. Monitoring and updating program outcomes
First Planning Meeting:	November 2018
Application Areas:	Dicle University Faculty of Theology Curriculum-Programs Dicle University Faculty of Theology Course Information Packages
Observation Mechanisms:	Education and Training Development Commission Faculty of Theology Department Heads Dicle University Faculty of Theology Quality Handbook Faculty of Theology 2020-2024 Strategic Plan
	Dicle University Associate and Undergraduate Education and Examination Regulations Faculty of Theology quality policy The vision and mission of the Faculty of Theology Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Criteria Specific to the Faculty of Theology Discipline Discipline Specific Criteria and IAA Discipline Specific Criteria Matrix Program Objectives and Discipline Specific Criteria Matrix Matrix of Program Outcomes and Discipline Specific Criteria Program Outcomes and NQF Matrix

Performance Indicators:	Program Outcomes and IAA Outcomes Matrix Program Objectives and Program Outcomes Matrix Courses and Information Packages in Theology Program Course and Program Outcome Table Course Evaluation Files Faculty Newsletter 2023 Annual Report Education and Training Development Commission 2023 Activities Evaluation Meeting Student Satisfaction Survey 2019-2020 Spring, 2020-2021 Spring, 2021-2022 Spring, 2022-2023 Fall, 2023-2024 Fall, 2023-2024 Spring Academic Staff Satisfaction Survey Fall 2023, Spring 2023 Administrative and Auxiliary Staff Satisfaction Survey 2020, 2021, 2022, 2023 Course Evaluation Survey 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring Faculty of Theology Graduate Student Survey 2023 Spring Academic Advisor Evaluation Survey 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring, 2023-2024 Fall, 2023-2024 Spring Course Evaluation Survey Results 2020-2021 Fall, 2020-2021 Spring, 2021-2022 Fall, 2021-2022 Spring, 2022-2023 Fall, 2022-2023 Spring 2023 Spring Faculty of Theology Graduate Student Survey 2023 Dicle University Faculty of Theology Business World's Satisfaction Level Survey on Graduate Qualifications 2023 Dicle University Faculty of Theology Program's Level of Achievement of Teaching Objectives Questionnaire
	End of Period Education and Training Development Commission meeting decisions dated 16.08.2023 Education and Training Development Commission meeting decisions dated 28.08.2023 Education and Teaching Development Commission Meeting Decisions 30.08.2023 Education and Training Development Commission meeting

Evaluation and Improvement:	decisions dated 12.09.2023 Decisions of the Education and Teaching Development Commission's Meeting with the National Education Branch Manager from External Stakeholders 13.09.2023 Education and Teaching Development Commission Meeting Decisions 16.09.2023 Faculty of Theology /Education and Teaching Development Commission Meeting Minutes for the Evaluation of Activities in 2023 Education and Teaching Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures Faculty of Theology/Education and Teaching Development Commission Meeting Minutes of the 2023 Activities of the Commission on the Suggestions and Measures to be Submitted to the Dean's Office

Level of Readiness:

Program outcomes are monitored systematically (annually and periodically) and in line with institutional objectives (education and training policy and objectives). These monitoring results are evaluated together with stakeholders and improvements are made within the framework of the PDCA cycle.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Handbook
Evidence 2. Dicle University Associate and Undergraduate Education and Examination Regulations
Evidence 3. Course Evaluation Files
Evidence 4. Vision and mission of Dicle University Faculty of Theology
Evidence 5. Dicle University Faculty of Theology quality policy
Evidence 6. Dicle University Faculty of Theology Program Objectives
Evidence 7. Dicle University Faculty of Theology Program Outcomes
Evidence 8. Faculty of Theology Discipline Specific Criteria
Evidence 9. Table of Courses and Program Outcomes Met by Coursesu
Evidence 10. Course Evaluation Files
Evidence 11. Decisions of the Meeting with Bağlar District Mufti on 16.08.2023
Evidence 12. Decisions of the meeting held on 13.09.2023 with the Ministry of National Education Diyarbakır Province Religious Education Branch Manager
Evidence 13. Questionnaire on the Level of Achievement of the Teaching Objectives of the Dicle University Faculty of Theology Program
Evidence 14. 2022-2023 Spring Semester Dicle University Faculty of Theology Business World's Satisfaction Level Survey on Graduate Qualifications

B.6.2. Alumni monitoring system

Our faculty determines the processes related to the graduate and graduate monitoring system by considering PDCA principles and carries out them in accordance with Goal 1 and Strategic Goal

10 in the Quality Manual and 2020-2024 Strategic Plan (See Evidence 1; Evidence 2). As a result of the meeting held by the Education and Training Development Commission on 30.08.2023 in order to see the functionality of the Theology Program implemented in our institution and to follow up periodically, it was decided to update the data in the graduate monitoring system, to organize events with the participation of our external stakeholders, the representatives of the Provincial Mufti's Office, Diyarbakır Provincial Directorate of National Education and graduates, and to update the existing graduate survey (See Evidence 3). As a result of the meeting held on 16.08.2023 with the Education and Training Development Commission and Bağlar District Mufti and on 13.09.2023 with the Ministry of National Education Diyarbakır Province Religious Education Branch Manager, it was emphasized that some of the graduates of Dicle University Faculty of Theology are not at the desired level of competence and that more emphasis should be placed on the Qur'an and Arabic lessons among the courses given in our institution in order to be at the desired level of competence (See Evidence 4; Evidence 5).

At the end of each year, our institution conducts a graduate survey for graduated students, and also conducts studies to involve all stakeholders in the education and training process by conducting surveys to assess the level of achievement of the educational objectives of the program and the level of satisfaction of the business world with graduate competencies, and publishes the results of this study on the main page of the institution under the name of "survey results" (See Evidence 6). For example, just as it conducted a survey to obtain the opinions of the Ministry of National Education and the Presidency of Religious Affairs, which are the primary employment institutions of its graduates, on graduate qualifications (See Evidence 7), it has created a "Dicle University Faculty of Theology Business World's Satisfaction Level Questionnaire on Graduate Qualifications" to determine the satisfaction level of the business world outside of these institutions and consulted the opinions and thoughts of our external stakeholders on this issue (See Evidence 8). In addition, surveys are prepared for almost all activities held in our institution in order to get feedback from the participants and it is aimed to get the opinions of all participants about the activity.

Table 22. Alumni monitoring system

Year:	2023
Sub-Criteria Subject:	B.6.2. Alumni monitoring system
First Planning Meeting:	August 2023
Application Areas:	Dicle University Faculty of Theology All Students of Dicle University Faculty of Theology
Observation Mechanisms:	Education and Training Development Commission Dicle University Faculty of Theology Quality Handbook Faculty of Theology 2020-2024 Strategic Plan Faculty of Theology quality policy Faculty Newsletter 2023 Annual Report

Performance Indicators:	2023 Spring Faculty of Theology Graduate Student Survey 2023 Dicle University Faculty of Theology Business World's Satisfaction Level Survey on Graduate Qualifications 2023 Dicle University Faculty of Theology Program's Level of Achievement of Teaching Objectives Questionnaire
Evaluation and Improvement:	End of the semester Education and Training Development Commission meeting decisions dated 16.08.2023 Education and Training Development Commission meeting decisions dated 28.08.2023 Education and Teaching Development Commission Meeting Decisions 30.08.2023 Education and Training Development Commission meeting decisions dated 12.09.2023 Decisions of the Education and Teaching Development Commission's Meeting with the National Education Branch Manager from External Stakeholders 13.09.2023 Education and Teaching Development Commission Meeting Decisions 16.09.2023 Faculty of Theology /Education and Teaching Development Commission Meeting Minutes for the Evaluation of Activities in 2023 Education and Teaching Development Commission Meeting Minutes of 2023 Activities Room for Improvement and Improvement Measures Faculty of Theology/Education and Teaching Development Commission Meeting Minutes of the 2023 Activities of the Commission on the Suggestions and Measures to be Submitted to the Dean's Office

Level of Readiness:

The institution is monitored at the end of each year in line with the program objectives (education and training policy and objectives) through a graduate survey and meetings and interviews with graduates, and measures are taken to improve competencies and qualifications according to the results of the monitoring.

Evidences:

Evidence 1. Dicle University Faculty of Theology Quality Handbook

Evidence 2. Faculty of Theology 2020-2024 Strategic Plan

Evidence 3. Education and Teaching Development Commission Meeting Decisions 30.08.2023

Evidence 4. Education and Training Development Commission meeting decisions dated 16.08.2023

Evidence 5. Decisions of the meeting held on 13.09.2023 with the Ministry of National Education Diyarbakır Province Religious Education Branch Manager

Evidence 6. Surveys in which the institution receives the views and opinions of its stakeholders

Evidence 7. Questionnaire on the Level of Achievement of the Teaching Objectives of the Dicle University Faculty of Theology Program

Evidence 8. 2022-2023 Spring Semester Dicle University Faculty of Theology Business World's Satisfaction Level Survey on Graduate Qualifications

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

Dicle University has a research strategy to carry out research and development (See Evidence 4) activities (See Evidence 5). Our faculty has adopted a quality policy (See Evidence 6) and prepared a strategic plan within this framework (See Evidence 7). In accordance with these, it plans and carries out its activities aiming to meet both national and international expectations. It has established a Research and Development Commission to carry out and monitor its planned activities (See Evidence 1). In addition, a Quality Manual has been prepared to ensure that the processes related to the activities are carried out in a healthier, more planned and efficient manner, and in this context, strategic goals to be realized in terms of both education and research activities have been determined. Accordingly, the Research and Development Strategy of the institution is realized within the framework of the objectives set out in the 2020-2024 strategic plan as "Objective 1: To improve research activities; to increase the number and quality of publications and Objective 2: To carry out research and development activities in cooperation with external stakeholders" (See Evidence 8, Evidence 15).

In order to carry out the processes related to the planned activities in a healthier, planned and efficient manner, our faculty has set the following strategic goals in the Quality Handbook prepared in 2021, in which various activities are carried out in line with the above objectives (See Evidence 9):

Within the framework of Objective 1;

Strategic Goal 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.

Strategic Goal 2: To produce at least 10% publications from graduate theses completed each year.

Strategic Goal 3: To ensure the participation of academic staff in domestic and international activities that will increase their professional experience.

Strategic Goal 4: To develop infrastructure studies that will contribute to the researcher identity of our faculty.

Strategic Goal 5: To contribute to individual academic studies and R&D studies and to ensure that solution proposals are discussed on scientific platforms.

Strategic Goal 6: To develop the educational programs of the institution in a way to support research and development in the context of national needs and future expectations.

Within the framework of Objective 2

Strategic Goal 1: To offer solutions to local and regional problems and suggest improvements within the scope of research and development activities in cooperation with external stakeholders.

C.1.1. Research Policy, Objectives and Strategy of the Institution

According to the updated Quality Manual (2023), the research strategy of our institution has been developed in line with the research strategy of the university (See Evidence 8). Some of the research strategies are included in the research objectives. The research objectives of our institution are based on the institution's strategic plan. Research objectives and strategies are prepared as five-year programs by consulting the opinions of internal and external stakeholders. These programs are updated by comparing the information contained in previous strategic documents with the current situation. In this updating process, performance evaluation data and internal evaluation reports are taken into consideration. The programs updated for the research objectives and strategy of the institution are also reviewed by the Quality and Development Commissions. The final version of the updates deemed necessary regarding the research and development strategy of the institution is submitted to the dean's office as a report (See Evidence 16, Evidence 17). Accordingly, the research and development policy of our faculty, which has been updated and published on the website, is as follows:

1. To increase the quality and quantity of scientific knowledge produced in our faculty.

2. To support the infrastructure works necessary for our faculty to increase its academic performance.

3. To create external funding opportunities through collaborations for research and development activities.

4. To update graduate education activities to support the research and development aspects of students (See Evidence 10, Evidence 15).

According to the 2023 Unit Activity Report, these basic policies and priorities were determined as follows:

1. Support scientific research.

2. To overcome the shortage of academic and administrative staff.

3. To apply universal standards in education and training.

4. To adopt a participatory management approach.

5. To encourage successful students, administrative and academic staff.

6. To organize social and cultural activities such as conferences, symposiums, seminars, etc. at national and international level (See Evidence 13, Evidence 15).

The objectives set according to Strategic Goal 6, which is "To develop the educational programs of the institution in a way to support research and development in the context of the needs of the country and future expectations." within the framework of Objective 1 of our institution are as follows:

1. To continuously update the institution's education programs to support research and development.

2. To ensure that academic staff carry out their academic activities in a way that meets certain needs and within a certain plan.

3. To encourage undergraduate students to continue graduate education.

4. To develop graduate students' competencies in conducting projects within the scope of research and development activities (See Evidence 8).

The goals set by our institution in accordance with Strategic Goal 1, which is "To offer solutions to local and regional problems and suggest improvements within the scope of research and development activities in cooperation with external stakeholders" within the framework of Goal 2 are as follows:

1. To contribute to increasing the activities of the Research and Development Commission and the Research and Application Centers at the University in cooperation with external stakeholders in order to improve cooperation with national and international external stakeholders and studies within this framework.

2. To increase the quantity of high quality and productive research and development studies and to improve the possibilities of their adaptation for public benefit.

3. To improve the opportunities of academic staff and students at the institution to benefit from national and international funds and to increase the number of funds utilized (See Evidence 8).

The research strategy principles and objectives for 2020-2024 determined in the light of the framework of the "2020-2024 Dicle University Faculty of Theology Strategic Plan" are as follows:

However, within the framework of the Research and Development (R&D) Strategy (See Evidence 4) prepared in line with the relevant higher education goals of our university (See Evidence 11), our Faculty has prepared a Quality Handbook (2021), 2020-2024 Strategic Plan and 2021, 2022 and 2023 Annual Reports.

a. Strategic Goal 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.
b. Strategic Goal 2. To produce at least 10% publications from graduate theses completed each year.
c. Strategic Goal 3. To move the faculty journal to national-international indexes.
d. Strategic Goal 4. To ensure the participation of academic staff in domestic and international activities that will increase their professional experience
e. Strategic Goal 5. To develop infrastructure studies that will contribute to the researcher identity of our faculty.
f. Strategic Goal 6. To support the professional development of the administrative staff of our institution.
g. Strategic Goal 7. To contribute to the need for doctoral graduate human resources by supporting students in the relevant doctoral programs determined by YÖK.
h. Strategic Goal 8. To consider local needs while developing research activities and to cooperate effectively with external stakeholders for this purpose.
i. Strategic Goal 9. To ensure that research activities can be transformed into outputs for the solution of social problems and public benefit (See Evidence 7; Evidence 9; Evidence 12;

Evidence 13).

Table 1: Research Policy, Objectives and Strategy of the Institution

Year:	2023
Sub-Criteria Subject:	C.1.1. Research Policy, Objectives and Strategy of the Institution
First Planning Meeting:	November 2021
Application Areas:	Academic ve Administrative Staff, Students, Alumni
Observation Mechanisms:	Research and Development Commission Determination of Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey Management Review Meetings Monitoring the Process in the R&D Commission WhatsApp Group Information and Evaluation Meetings of Quality and Accreditation Commissions
Performance Indicators:	R&D Commission 2021 Activities Evaluation Minutes (p.1-4) R&D Commission Minutes of Evaluation of 2022 Activities (p.1-8) 2019-2022 Annual Reports: (2019 p. 18, 2020 p. 18, 2021 p. 19-20, 2022 p. 24-26), Targeted Number of Publications by Year (2020-2024) (p.1) Academic Staff Publication Table (2021) Academic Staff Publication Table (2022) Satisfaction rate of external stakeholders 2022-2023 Fall Semester, 2023 Spring Semester

Evaluation and Improvement:	Quality and Accreditation Commission Chairs Meetings: (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023) R&D Meeting Minutes: 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021 09.07.2023, 31.07.2023,10.09.2023,11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The research policy, strategy, objectives and related practices adopted by all areas of the institution are planned, systematically monitored and measures are taken according to the results of the monitoring, covering all areas and programs.

Evidences:

Evidence 1: Research and Development Commission of the Faculty of Theology
Evidence 2: R&D Commission Minutes of Evaluation of 2021 Activities
Evidence 3: R&D Commission Minutes of Evaluation of 2022 Activities
Evidence 4: DU Research and Development Strategy 2020
Evidence 5: DU Strategic Plan 2020-2024
Evidence 6: Faculty of Theology Quality Policy
Evidence 7: DU Faculty of Theology 2020-2024 Strategic Plan
Evidence 8: Faculty of Theology Quality Manual 2023
Evidence 9: Faculty of Theology Quality Manual 2021
Evidence 10: DU Faculty of Theology Policy
Evidence 11: HEC Strategic Plan (2019-2023)
Evidence 12: DU Faculty of Theology 2021 Annual Report
Evidence 13: DU 2023 Annual Report of the Faculty of Theology
Evidence 14: DU Annual Reports of the Faculty of Theology
Evidence 15: R&D Commission 2023 Activity Evaluation Meeting Minutes
Evidence 16: R&D Commission Meeting Minutes of 2023 Activities Open to Development and Measures for Improvement
Evidence 17: R&D Commission Meeting Minutes of 2023 Activities, Suggestions and Precautions to the Dean's Office

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

The process determined regarding the management and organizational structure of research and development processes in our faculty is defined in the Quality Manual (See Evidence 1; Evidence 2,). Accordingly, the management and organization of the research and development processes of the institution is carried out by the Research and Development Commission (See Evidence 3). The Commission supports the participation of one member from external stakeholders

in its activities. If the decisions taken in the Commission are relevant to external stakeholders, their views are also sought. The decisions taken at these meetings, which R&D aims to organize with broad participation in order to benefit from different ideas, are submitted to the approval of the dean's office. Necessary actions are taken to implement the improvement suggestions deemed appropriate by the Dean's Office. The Research and Development Commission collaborates with the Quality and Development Commissions when needed in the implementation of improvement recommendations (See Evidence 2, Evidence 9, Evidence 11).

The Commission organizes the research and development activities of our faculty and records the activities carried out. The archive of the scientific activities of the faculty for research and development is kept in this unit. The Commission meets when necessary to discuss the work done and make decisions on what to do next.The recommendations of the commission and the measures it deems necessary are submitted to the dean's office for information and approval (See Evidence 2, Evidence 9, Evidence 10, Evidence 11).

As defined in the Quality Manual (See Evidence 1, p. 33), 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 (See Evidence 5), Quality and Development Commissions and Accreditation Commissions as needed. In addition, the participation of a member of external stakeholders from the Mufti's Office and Ministry of National Education units is also encouraged in the activities of the commission.Decisions taken in the commission are also presented to the general views of external stakeholders when needed.The decisions taken by the Research and Development Commission in these meetings, which are intended to be held with a large-scale participation in order to benefit from different ideas, are submitted to the approval of the dean's office (See Evidence 1, Evidence 10, Evidence 11).

There are other higher bodies in our university where research and development activities can be monitored. For example, DÜBAP (Dicle University Scientific Research Projects Coordinatorship) (See Evidence 7) is an institutional example of this.Some academic studies in our faculty have been and continue to be carried out within this scope.Likewise, the Quality Coordinatorship Research and Development Working Group has been established within the rectorate, which oversees all these, monitors them, takes measures to improve quality, and undertakes management and organization (See Evidence 6, p. 54). The management of the Faculty Journal, which aims to be one of the leading research publications in the field of theology in our country, was carried out by the Editorial Board, and the process was completed by uploading the old issues of the journal to the Journal Park system (See Evidence 4).In addition, the applications made for the Faculty Journal to be indexed in national and international indexes have started to yield results.This year, our journal is indexed in indexes such as Index Copernicus, Sobiad and Turkish Education Index, Akademic Resource Index.DOI numbers have been obtained for the articles.

An application for TR index membership has been made and the process is ongoing (See Evidence 8).

Table 2: Management and Organizational Structure of Research and Development Processes

Year:	2023
Sub-Criteria Subject:	C.1.2. Management and Organizational Structure of Research and Development Processes
First Planning Meeting:	November 2021

Application Areas:	Academic ve Administrative Staff, Students, Alumni
Observation Mechanisms:	Research and Development Commission Information and Evaluation Meetings of Quality and Accreditation Commissions
Performance Indicators:	R&D Commission 2021 Activities Evaluation Minutes (p.1-4) R&D Commission Minutes of Evaluation of 2022 Activities (p.1-8) 2019-2022 Annual Reports: (2019 p. 18, 2020 p. 18, 2021 p. 19-20, 2022 p. 24-26),
Evaluation and Improvement:	R&D Meeting Minutes: 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023,10.09.2023,11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The results and stakeholder opinions related to the management of research and development processes at the institution are systematically monitored and evaluated together with stakeholders and measures are taken.

Evidences:

Evidence 1: DU Faculty of Theology Quality Manual-2021
Evidence 2: Faculty of Theology Quality Manual 2023
Evidence 3: DU Research and Development Commission of the Faculty of Theology
Evidence 4: Journal of the Faculty of Theology
Evidence 5: Unit Commissions of the Faculty of Theology
Evidence 6: DU Internal Evaluation Report 2019
Evidence 7: DÜBAP (DÜBAP (Scientific Research Projects Coordination Office)
Evidence 8: DU 2023 Annual Report of the Faculty of Theology
Evidence 9: R&D Commission 2023 Activity Evaluation Meeting Minutes
Evidence 10: R&D Commission Meeting Minutes of 2023 Activities Open to Development and Improvement Measures
Evidence 11: R&D Commission Meeting Minutes of 2023 Activities, Suggestions and Precautions to the Dean's Office

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

As stated in the Quality Manual prepared by the institution, the relationship between the research conducted and local/regional/national needs and demands is taken into consideration (See Evidence 1, Evidence 6). In order for the research carried out within the institution to respond to such issues, the Research and Development Commission (See Evidence 2) coordinates with other

commissions (See Evidence 3, Evidence 4, Evidence 5) and, if deemed necessary, submits the necessary work and arrangements to the dean's office for information and approval (See Evidence 1, Evidence 6, Evidence 61, Evidence 62, Evidence 63).

Academic activities carried out within our faculty are carried out in a more disciplined, organized, healthy and efficient manner with the commissions established and the Quality Manual prepared (See Evidence 1, Evidence 6). In this regard, our institution has organized various symposiums, conferences, panels, seminars and interviews, taking into account the demands, priorities and expectations mentioned in the research and development studies in accordance with the R&D policy and strategy it follows. Faculty members of our faculty also conducted academic studies within this framework (See Evidence 7). In addition, our academic staff have carried out various projects supported both within the university (BAP) and outside the university (TÜBİTAK) (See Evidence 7). In addition, Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER) was established, where sectarian studies are conducted and studies on the Shafi'i sect, which is predominantly adopted in the region, are carried out (See Evidence 8). There is also the Qur'anic Reading and Qiraat Application and Research Center established under the leadership of our institution (See Evidence 9). In addition to these, there is another Research and Application Center for Alevism and Ehlibeyt Culture that will contribute both regionally and nationally (See Evidence 10). In addition, our faculty carries out various activities locally through student clubs. According to the 2023 Unit Activity Report, many activities were carried out in our faculty in 2023 through student clubs (See Evidence 7, Evidence 61, Evidence 62).

A publishing house was established within the Dicle University Faculty of Theology Development Foundation established by our faculty in 2023. This organization, which is called DİFAV Publishing House, aims to publish books in various fields of social sciences together with symposiums, seminars and panels organized nationally and internationally and to present them to the benefit of the scientific world. So far, nearly 70 books have been published as "Faculty of Theology Publications" and almost all of them have been made available to researchers as open access on the website of our faculty. Our faculty journal, Dicle Journal of Theology, is also published under the aforementioned "Faculty of Theology Publications" (See Evidence 19). For the time being, our publishing house operates nationally. Becoming an international publishing house is also among the goals of our publishing house. Therefore, our publishing house aims to realize this goal by publishing books in Turkish, English, Arabic, Kurdish, Kurdish and Persian under both "Faculty of Theology Publications" and Dicle University Faculty of Theology Development Foundation Publications (DİFAV Publishing House). For this purpose, the DİFAV Publishing House Commission was established, and relevant information and contact details were shared on our website (See Evidence 7, Evidence 61).

With the support of the Karacadağ Development Agency (See Evidence 11) and DÜBAP (See Evidence 12), the "Diyarbakır Şeriyye Sicilleri" and "Diyarbakır Ahkam Defterleri" project, which has been carried out by our faculty for a long time and has been realized to a large extent and has led to the emergence of many volumes of works, continues (See Evidence 13; Evidence 14; Evidence 7).

A protocol has been signed between the rectorate and the Diyarbakır Metropolitan Municipality for the final volume of the project, which has been published both in printed and digital media (See Evidence 15) and is about to be finalized (See Evidence 17).

In addition, our institution has signed various protocols with various institutions in terms of cooperation with external stakeholders (See Evidence 16).In this context, a cooperation protocol

was signed between our institution and Imam Bukhari International Research Center (Uzbekistan) (See Evidence 55).

Aiming to take into account local, regional and national needs and priorities in research and development activities (See Evidence 1, Evidence 6, p. 74), our institution has organized conferences, panels and TV programs to respond to these needs through its faculty members (See Evidence 20). Thus, the aim was to disseminate and share the knowledge produced in the academy with the public.Considering the social contribution, these activities carried out in 2023 are as follows (See Evidence 61):

1. English language course for faculty students (See Evidence 18)
2. A conference titled "Madrasahs in the Modernization Process" was held (See Evidence 21).
3. One of the faculty members of our faculty, Dr. Imran Hüseyin Çelik was a guest on TRT Kurdî channel (See Evidence 22).
4. A conference on "Youth and Justice" was held (See Evidence 23).
5. Prof. Dr. H. Musa Bağcı made a presentation on "Prophet Muhammad and Youth" (See Evidence 24).
6. Melis AYAZ, one of the special needs students of our faculty, was a guest on the Space TV program (See Evidence 25).
7. Faculty members Dr. İmran Hüseyin Çelik and Assist. Assist. Mesut Yürür were guests of the Space TV sahur program (See Evidence 26).
8. Prof. Davud Işıkdoğan, one of the faculty members of our faculty, presented the iftar program on TRT Kürdi channel (See Evidence 27).
9. Faculty member Dr. Rıfat Ablay was a guest on TRT Türk television (See Evidence 28).
10. From Sirat to Sunnah Inter-Branch National Congress XII Symposium was held (See Evidence 29).
11. A program was held on the occasion of July 15th Democracy and Unity Day (See Evidence 30).
12. July 15 martyrs were commemorated with prayers (See Evidence 31).
13. The 1st International Sefine Student Symposium on "Religion and Tradition" was organized (See Evidence 32).
14. A recitation of the Holy Qur'an was held on the occasion of the Mawlid-i Nebi week (See Evidence 33).
15. A conference on "Prophet Prophet's Faith and Direction" was organized (See Evidence 34).
16. Faculty member Dr. Rıfat Ablay gave a hymn concert as part of the Sur Culture Road Festival (See Evidence 35).
17. Faculty member Prof. Dr. Davud Işıkdoğan participated in the 8th Education Council titled "Morality and Spirituality First" (See Evidence 36).

18. Kasım Uyan, a training officer at the Directorate of Religious High Specialization Center, one of our external stakeholders, gave a conference titled "Transactions in the Stock Exchange and its Fiqhi Dimension" (See Evidence 37).
19. A meeting was held between our faculty and our stakeholders at Diyanet Young Office (See Evidence 38).
20. A contest for reading the Holy Qur'an beautifully was organized (See Evidence 39).
21. Different talents of Dicle Theology are featured on TRT Gap Diyarbakır Radio every Wednesday (See Evidence 40).
22. Prof. Dr. Mehmet Bilen gave a lecture on "Current Hadith Issues" at Şanlıurfa Religious Specialization Center (See Evidence 41).
23. A talk titled "Being Human in Palestine" was organized in cooperation with Dicle University Faculty of Theology, Dicle Youth Club, Women's Issues Application and Research Center, Religious Youth, Department of Health, Culture and Sports, Anadolu Agency and Foto No 21 Photography Association (See Evidence 42).
24. Dr. İhsan Akay organized a conference titled "Islam's View of Students with Special Needs" (See Evidence 43).
25. Dr. Faruk Gökçe, Head of the External Relations Office, held an information meeting about Erasmus KA171 projects (See Evidence 44).
26. Prof. Dr. Davud Işıkdoğan gave a lecture on "Jerusalem and Palestine" (See Evidence 45).
27. The book "The Place of Sunnah in Islam" was analyzed (See Evidence 46).
28. Our Dicle Youth Club organized a panel on "Combating Addiction" (See Evidence 47).
29. The doctoral studies of the faculty members of our faculty were deemed worthy of awards within the scope of Dicle University Institute of Social Sciences 2022 Graduate Thesis Awards (See Evidence 48).
30. Jerusalem Panel was organized (See Evidence 49).
31. A conference on "Situations Encountered in the Execution of Religious Services and Efficient Execution of Religious Services" was held (See Evidence 50).
32. A conference on "Diyarbakır and Hüsn-i Hat" was held (See Evidence 51).
33. The first tashih-i huruf class was held at the university life center (See Evidence 52).
34. Faculty member Mevlüt Uzut participated in the TRT Kürdi program (See Evidence 53).
35. The project in which Dicle University Faculty of Theology Dr. Üsame Bozkurt participated as a researcher was entitled to be supported within the scope of TÜBİTAK 1001-Scientific and Technological Research Projects Support Program (See Evidence 54).
36. A cooperation protocol was signed with Imam Bukhari International Research Center (See . Evidence 55).
37. Erasmus teaching visit mobility from Dicle University Faculty of Theology to the University of Cádiz in Cádiz, Spain (See Evidence 56)

38. Faculty member Dr. H. Rümeysa Küçüköner's TUBITAK 2219 Overseas Postdoctoral Research Fellowship Program Project Writing Seminar (See Evidence 57)

39. One of the faculty members of our faculty, Dr. Lecturer. Prof. Dr. İsmail Kanbaz gave hadith lectures (See Evidence 58).

40. Lecturer Adem Demir, one of our faculty members, was the guest of TRT Diyarbakır Radio (See Evidence 59).

41. "Leaders in a Transforming World Workshop" was hosted by our university (See Evidence 60).

Table 3: Relation of Research to Local/Regional/National Needs and Demands

Year:	2023
Sub-Criteria Subject:	C.1.3. Relation of Research to Local/Regional/National Needs and Demands
First Planning Meeting:	November 2021
Application Areas:	Academic ve Administrative Staff, Students, Alumni
Observation Mechanisms:	Research and Development Commission Information and Evaluation Meetings of Quality and Accreditation Commissions
Performance Indicators:	R&D Commission 2021 Activities Evaluation Minutes (p.1-4) R&D Commission Minutes of Evaluation of 2022 Activities (p.1-8) 2019-2022 Annual Reports: (2019 p. 18, 2020 p. 18, 2021 p. 19-20, 2022 p. 24-26),
Evaluation and Improvement:	29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023,10.09.2023,11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

At the institution, the relationship between research outputs and local, regional and national needs and demands is determined, whether they are compatible with the institution's internal quality assurance system is monitored and the monitoring results are evaluated together with stakeholders.

Evidences:

Evidence 1: DU Faculty of Theology Quality Manual-2021
Evidence 2: Research and Development Commission
Evidence 3: Academic Quality Monitoring and Strategic Planning Commission

Evidence 4: Quality and Development Commissions
Evidence 5: Accreditation Commissions
Evidence 6: Faculty of Theology Quality Manual 2023
Evidence 7: 2023 Annual Report of the Faculty of Theology
Evidence 8: Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER)
Evidence 9: Qur'anic Reading and Recitation Application and Research Center
Evidence 10: Alevism and Ehlibeyt Culture Application and Research Center
Evidence 11: Karacadağ Development Agency
Evidence 12: DUBAP
Evidence 13: Diyarbakır Sharia Registers
Evidence 14: Diyarbakır Ahkam Books
Evidence 15: Diyarbekir Sharia Registers & Divan-ı Hümâyûn Registers
Evidence 16: Cooperation Protocols with External Stakeholders
Evidence 17: Protocol on the last volume of "Diyarbekir Shar'iyye Sicilleri"
Evidence 18: English language course for faculty students
Evidence 19: DIFAV Publishing House
Evidence 20: All activities carried out in our organization
Evidence 21: Conference organized under the title "Madrasahs in the Modernization Process"
Evidence 22: Dr. İmran H. Çelik, one of our lecturers, was a guest on TRT Kurdî channel
Evidence 23: Organizing the conference on "Youth and Justice"
Evidence 24: Prof. Dr. H. Musa Bağcı's presentation on "Prophet Muhammad and Youth"
Evidence 25: Melis Ayaz, one of our faculty's students with special needs, is a guest on the Space TV program
Evidence 26: Our faculty members Dr. Imran H. Çelik and Assist. Assist. Mesut Yürür were guests of the Uzay TV sahur program
Evidence 27: Prof. Davud Işıkdoğan, one of our lecturers, will present the iftar program on TRT Kürdi channel
Evidence 28: Faculty member Dr. Rıfat Ablay being a guest on TRT TÜRK television
Evidence 29: XII Symposium of the National Interdisciplinary Congress from Sirat to Sunnah
Evidence 30: Program held on the occasion of July 15 Democracy and Unity Day
Evidence 31: Commemoration of July 15 martyrs with prayers
Evidence 32: Organizing the 1st International Sefine Student Symposium on "Religion and Tradition"
Evidence 33: Recitation of the Holy Qur'an on the occasion of Mawlid-i Nebi week
Evidence 34: Organizing a conference on "Prophet Prophet's Faith and Direction"
Evidence 35: Hymn recital of our lecturer Dr. Rıfat Ablay within the scope of Sur Culture Road Festival
Evidence 36: Faculty member Prof. Dr. Davud Işıkdoğan participated in the 8th Education Council titled "Morality and Spirituality First"
Evidence 37: Conference titled "Transactions in the Stock Exchange and its Fiqhi Dimension" by Kasım Uyan, training officer of the Directorate of Religious High Specialization Center
Evidence 38: Meeting between our faculty and our stakeholders held at Diyanet Young Office
Evidence 39: Organizing a contest for reading the Holy Quran beautifully
Evidence 40: Dicle İlahiyat's diverse talents join TRT Gap Diyarbakır radio every Wednesday
Evidence 41: Prof. Dr. Mehmet Bilen, one of our faculty members, gave a conference on "Current Hadith Issues" at Şanlıurfa Religious Specialization Center
Evidence 42: Organizing a talk titled "Being Human in Palestine" in cooperation with Dicle

University Faculty of Theology, Dicle Youth Club, Women's Issues Application and Research Center, Religious Youth, Department of Health, Culture and Sports, Anadolu Agency and Foto No 21 Photography Association.
Evidence 43: The conference titled "Islam's View of Students with Special Needs" by Dr. İhsan Akay, one of our faculty members
Evidence 44. Information meeting on Erasmus KA171 projects by Dr. Faruk Gökçe, Head of the External Relations Office
Evidence 45: Lecture by our faculty member Prof. Dr. Davud Işıkdoğan on "Jerusalem and Palestine"
Evidence 46: Analysis of the book "The Place of Sunnah in Islam"
Evidence 47: Dicle Youth Club's "Fight Against Addiction" panel
Evidence 48: The doctoral studies of some faculty members of our faculty were deemed worthy of awards within the scope of Dicle University Institute of Social Sciences 2022 graduate thesis awards.
Evidence 50: Jerusalem panel organized by our student clubs
Evidence 51: Conference on "Situations Encountered in the Execution of Religious Services and Efficient Execution of Religious Services"
Evidence 52: Conference on "Diyarbakır and Calligraphy"
Evidence 53: The first tashih-i huruf class held at the university life center
Evidence 54: Faculty lecturer Mevlüt Uzut's participation in TRT Kürdi program
Evidence 55: Dicle University Faculty of Theology Dr. Assist. The project in which Dr. Üsame Bozkurt participated as a researcher was entitled to be supported within the scope of TÜBİTAK 1001-Scientific and Technological Research Projects Support Program.
Evidence 56: Cooperation protocol signed with Imam Bukhari International Research Center
Evidence 57: Erasmus teaching visit mobility from Dicle University Faculty of Theology to the University of Cádiz in Cádiz, Spain
Evidence 58: Faculty member Dr. H. Rümeysa Küçüköner's TUBITAK 2219 Overseas Postdoctoral Research Fellowship Program project writing seminar
Evidence 59: Hadith lectures given by Dr. İsmail Kanbaz, one of our faculty members
Evidence 60: One of our lecturers, Lect. Assist. Adem Demir was a guest on TRT Diyarbakır radio
Evidence 61: "Leaders in a Transforming World Workshop" hosted by our university
Evidence 62: R&D Commission 2023 Activity Evaluation Meeting Minutes
Evidence 63: R&D Commission Meeting Minutes of 2023 Activities Open to Development and Measures for Improvement
Evidence 64: R&D Commission Meeting Minutes of 2023 Activities, Suggestions and Precautions to the Dean's Office

C.2. Research Resources

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

Our faculty serves with 24 classrooms, 4 lecture halls, 2 reading halls, 2 conference halls, 1 meeting room, 66 academic staff rooms and 16 administrative staff rooms (See Evidence 1). The principles regarding the use and distribution of staff rooms and technological equipment (computers, printers, etc.) are determined by the dean's office.

Our faculty has 1 library with a total number of 22,794 materials (See Evidence 2), where researchers can carry out their studies, and student classrooms and computer laboratories equipped with sufficient modern equipment (See Evidence 3). Apart from this, Ali Emiri Central

Library, which is affiliated to the Rectorate of Dicle University and located in the campus campus, serves the researchers of our faculty. According to the 2023 census, the Central Library offers a rich resource opportunity for researchers with 138,010 books, 6,742 e-books, 22,191 periodical issues, 12,812 periodicals, 6,480 theses, 2,990 e-theses, 3 manuscripts (See Evidence 4).

In order to provide adequate academic and physical service to 4069 undergraduate and 497 graduate students by 2023, our faculty continues some renovation works in the faculty building, which was started in 2022. In this context, various physical improvements have been made in areas such as reading rooms for students, lecture halls, seating areas for students in corridors, table tennis, basketball and volleyball courts, etc. (See Evidence 5). Depending on the increase in the number of our students, there are attempts to expand the service areas for students in the faculty building and to improve the existing conditions. Necessary steps have been taken to make the necessary planning to ensure that our faculty has a structure that will meet the expectations in physical and technical terms (See Evidence 6).

In our faculty, in-house information meetings about research opportunities are organized and announcements are made on the web page of our faculty (See Evidence 7). In addition, the necessary resources are allocated from the budget of our faculty for the papers, presentations and trainings that the faculty members working in our faculty request to attend. In this context, the requests of our faculty members are evaluated and decided by the faculty board of directors and the necessary support is provided as a result of the decision taken (See Evidence 8).

The effective implementation of the Erasmus (See Evidence 9), Farabi (See Evidence 10) and Mevlana (See Evidence 11) programs within the university provides training and financial support for the Academic Staff and Students of our faculty. The research and development activities of our faculty are carried out within the scope of the university. The financial and technical equipment needed by researchers in research and development activities are supported by the general academic incentive system implemented by our university (See Evidence 12) and scientific research projects (See Evidence 13).

Table 4: Research Resources: Physical, Technical, Financial

Year:	2023
Sub-Criteria Subject:	C.2.1. Research Resources: Physical, Technical, Financial
First Planning Date:	November 2021
Application Areas:	Academic and Administrative Staff Students
Observation Mechanisms:	Research and Development Commission Academic Staff

Performance Indicators:	1) 2023 Academic Staff Survey 2) 2023 Administrative Staff Survey 3) Satisfaction rate of academic staff with physical, technical and financial resources (2022-2023) 4) Satisfaction rate of academic staff with physical, technical and financial resources (2023) 5) Relevant trends by year: 2019-22 (s. 8-10) 6) 2023 Spring Faculty of Theology Administrative Staff Satisfaction Survey 80%
Evaluation and Improvement:	End of year (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023) 1st Meeting Minutes: 09.07.2023 2. Minutes of the Meeting: 31.07.2023 3. Minutes of the Meeting: 10.09.2023 4. Minutes of the Meeting: 11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The Faculty has the appropriate quality and quantity of physical, technical and financial resources to enable researchers to carry out their research and development activities, and efforts are being made to provide equal opportunities to researchers in terms of access to resources.The research resources of the Faculty are managed in a way to support priority research areas and to cover all units/fields.Attempts have been made to systematically monitor the findings obtained from all these practices, to take measures by evaluating the monitoring results together with stakeholders if possible, and to diversify resources in line with the needs/demands when necessary.

Evidences:

Evidence 1: Building Structure (2023), Faculty Library, BAP, DIVAF,
Evidence 2: Classrooms and Activity Areas
Evidence 3: Library Promotion
Evidence 4: Librarian and Author Trainings
Evidence 5: Databases Usage Presentation
Evidence 6: Link to Access Databases
Evidence 7: Hyperbook Database Subscription
Evidence 8: Central Government Expenditure Documents Regulation
Evidence 9: Dicle Theology Academic Support Program
Evidence 10: TDV-Dicle Unv. Faculty of Theology Protocol on the Execution of the Theology Academy
Evidence 11: Protocol between Dicle Unv. Faculty of Theology and Diyarbakır Yenişehir Mufti's Office for the Accommodation of Students
Evidence 12: Protocol on Scientific and Academic Cooperation between Dicle Unv. Faculty of Theology and Diyarbakır Provincial Mufti's Office
Evidence 13: Protocol on Cooperation in IASKS Activities between Dicle Unv. Faculty of Theology and DIGED
Evidence 14: 2023-2025 Budget Preparation Studies

C.2.2. Internal University Resources (BAP)

The scientific studies of the faculty members and students of our faculty are supported by the Scientific Research Projects Coordination Office (See See Evidence 1), which is affiliated to the university budget. In order to sustain the research and development activities of the faculty, the defined BAP Procedures and Principles (See Evidence 2) for the creation of internal university resources are followed and projects, conferences, travel, expert invitations and personal funds are supported for the realization of academic activities (See Evidence 3).

Our faculty works according to the legislation related to Dicle University Scientific Research Projects Coordinatorship (See Evidence 4). Faculty members and students of our faculty follow the applications and results of their studies through the BAP Automation program. BAP workflow is carried out according to established schemes (See Evidence 5). In this framework, researchers apply to the Scientific Research Projects (BAP) unit for support for their studies (See Evidence 6) and try to meet their needs by utilizing the budget allocated by BAP (See Evidence 7).

Our faculty shares all relevant announcements, especially project calls related to BAP, with academic staff through EBYS (Electronic Information System) and encourages and directs them to in-university resources (See Evidence 8). In this sense, the faculty supported 2 projects in 2023 (See Evidence 11).

The Research and Development Commission carries out the monitoring process of the projects completed or being carried out by the researchers of our faculty (See Evidence 12). In addition, the research performance of our faculty is measured based on the data in annual activity reports. Each year, academic staff are asked to provide information about their research activities. These activities are published on the website of our unit in the form of a year-end activity report (See Evidence 13).

Table 5: Internal University Resources (BAP)

Year:	2023

Sub-Criteria Subject:	C.2.2. Processes about the Tracking of the Internal University Resources
First Planning Date:	November 2021
Application Areas:	All Academic Departments
Observation Mechanisms:	Academic Staff Surveys Academic Staff Focus Group Discussions Administrative Staff Focus Group Discussions
Performance Indicators:	Academic Staff Surveys: - Faculty of Theology 2022-2023 Fall Semester Academic Staff Satisfaction Survey Rate 1 - 2023 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey Rate 2 - End-of-Semester Satisfaction Survey Rate for Graduate Students-1 Number of Students in Graduate Programs by Year - Dicle University. Faculty of Theology SDR 2022
Evaluation and Improvement:	End of year (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023) 1st Meeting Minutes: 09.07.2023 2. Minutes of the Meeting: 31.07.2023 3. Minutes of the Meeting: 10.09.2023 4. Minutes of the Meeting: 11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The institution has sufficient internal university resources for research and development activities. However, studies on systematic monitoring of the activities of utilization of these resources are insufficient. A number of improvement measures have been taken to overcome these inadequacies. In this framework, a systematic monitoring mechanism is established, monitoring results are evaluated with stakeholders, measures are taken regarding the current situation, and if necessary, planning for requesting resources from the university in the areas needed has been proposed to the dean's office by the R&D Commission.

Evidences:

Evidence 1: Faculty Activity Reports: (2019, 2020, 2021, 2022, 2023)
Evidence 2: BAP Programs Introduction Seminars (Erasmus), (K107)
Evidence 3: Working Directive of DÜBAP Coordination Unit
Evidence 4: Central Government Expenditure Documents Regulation

Evidence 5: Ongoing Projects
Evidence 6: TUBITAK Project Announcement
Evidence 7: Movable Property Regulation
Evidence 8: Reward and Incentive Unit Evaluation Report
Evidence 9: R&D Commission Evaluation Report

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

Our faculty supports the orientation towards resources outside the university where research and development activities can be carried out in line with institutional goals.For this purpose, our faculty negotiates and signs protocols with internal and external stakeholders in order to realize research and student studies in a healthy framework (See Evidence 1).In this context, it has been decided to continue the projects titled "Diyarbakır Şer'iyye Sicilleri" (See Evidence 2) and "Diyarbekir Ahkam Defterleri" (See Evidence 3), which were initiated in previous years in cooperation with external stakeholders, until 150 volumes are completed (See Evidence 4). The project is supported by the Ministry of Industry and Technology (See Evidence 5), the Governorship of Diyarbakır (See Evidence 6), the Rectorate of Dicle University (See Evidence 7), the Karacadağ Development Agency (See Evidencet 8), and the Presidency of DÜBAP (See Evidence 9).

Within the framework of the Theology Academy Program Execution Protocol (See Evidence 10), which was initiated between the Turkish Religious Foundation and our faculty in previous years, 11 students were admitted to the program in the 2022-2023 academic year, and 12 students graduated from the academy in 2022. As of 2023-2024, there are 3 of these students who continue their graduate studies (See Evidence 11). In addition to the existing protocols with external stakeholders, new protocols were signed in 2022 and 2023 in order to provide academic and financial support to students (See Evidence 12).

The establishment phase of the Dicle Theology Foundation, which was planned to be established in 2022, was officially completed in 2023 (See Evidence 13). The foundation started to actively carry out its targeted activities in 2023 (See Evidence 14). With the support of donors, our foundation has so far provided scholarships to 45 students in line with its targeted activities (See Evidence 15).

Within the framework of Strategic Goal 4, "To ensure the participation of academic staff in domestic and international activities that will increase their professional experience", the research performance of our faculty is measured based on the data in the annual activity reports (See Evidence 16). Each year, information on the research activities of academic staff is requested. These activities are reported at the end of the year and published on the website of our faculty (See Evidence 17).

Table 6: Orientation to Non-University Resources (Methods and Supports)

Year:	2023
Sub-Criteria Subject:	C.2.3. Processes about the Tracking of the Orientation to Non-University Resources
First Planning Date:	November 2021
Application Areas:	All Academic Departments

Observation Mechanisms:	Academic Staff Surveys Academic Staff Focus Group Discussions
Performance Indicators:	Trends in in-university research resources by year Diversity of faculty members' utilization of non-university resources and data on their utilization Number of applications to external resources, numerical data of external resource supports
Evaluation and Improvement:	End of year (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023) 1st Meeting Minutes: 09.07.2023 2. Minutes of the Meeting: 31.07.2023 3. Minutes of the Meeting: 10.09.2023 4. Minutes of the Meeting: 11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The institution has resources outside the university to carry out research and development activities in line with institutional objectives. The findings obtained from the practices that support the use of resources are systematically monitored and the results of the monitoring are evaluated together with stakeholders and studies have been initiated to take measures.

Evidences:

Evidence 1: Unit Academic Incentive Application and Review Commission
Evidence 2: Diyarbakır Shar'iyye Registers (Webcast)
Evidence 3: Diyarbekir Ahkam Books (Webcast)
Evidence 4: Republic of Turkey Ministry of Industry and Technology
Evidence 5: Governorate of Diyarbakır
Evidence 6: Rectorate of Dicle University
Evidence 7: Karacadağ Development Agency
Evidence 8: DÜBAP Directorate
Evidence 9: D.U. Faculty of Theology National and International Collaborations
Evidence 10: Theology Academy Program Execution Protocol
Evidence 11: D.Ü. Faculty of Theology R&D Commission 2023 Activity Evaluation Meeting Minutes
Evidence 12: D.U. Faculty of Theology Development Foundation
Evidence 13: 2020-2024 D.U. Faculty of Theology Strategic Plan

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

In accordance with the aim of "contributing to academia with national and international publishing activities" stated in the Strategic Plan for 2020-2024, our faculty has determined its basic policy on scientific research as the strategic goal of the institution within the framework of the relevant objectives of Higher Education and the "research and development strategy" of our university (See Evidence 1). Accordingly, our faculty sets a series of goals to improve its institutional identity/capacity, to improve the quality of teaching, to strengthen education and training activities by improving research activities (See Evidence 2).

In our faculty, programs are reviewed based on up-to-date data and the results of the evaluation are used to increase the efficiency of the programs and at the same time to find a response in social life. Program qualifications are created by taking into account the expectations of external stakeholders. For this reason, the necessary cooperation with internal and external stakeholders is provided in order for the programs to achieve their goals determined by considering the educational objectives and to respond to the needs of students and society. The determination, control and updating of the program objectives, outcomes, criteria and course outcomes of our faculty are determined and monitored by the Education and Training Development Commission based on PDCA (See Evidence 3). In line with this, our faculty aims to provide students with the skills required by the services they can perform after graduation, to raise students' awareness about graduate studies, and to organize the activities of providing counseling and orientation services to students in a more professional manner by making changes in the course curriculum in order to integrate with the ever-changing needs and goals (See Evidence 4).

In line with the principle of "updating graduate education activities to support the research and development aspects of students" stated in the research policy of our faculty and in line with the aim of "regional needs are taken into account as well as national expectations" stated in the strategic plan, it is oriented towards graduate application and development programs.

In line with this goal, the Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts (See Evidence 5) and the Institute of Social Sciences (See Evidence 6) work in coordination.If the necessary conditions are met, graduate students are admitted to the relevant departments, and the Research and Development Commission (See Evidence 7) carries out development and improvement studies for departments that are deemed inadequate (See Evidence 8).The evaluations and recommendations of the commission regarding

the process are submitted to the dean's office as a report (See Evidence 9).

As of the Fall Semester of 2023, the number of students studying in graduate programs opened by Dicle University Faculty of Theology has reached 497 (See Evidence 10). See

Table 7: Graduate Programs Aligned with the Research Policy, Goals and Strategy of the Institution

Year:	2023
Sub-Criteria Subject:	C.2.4. Graduate Programs Aligned with the Research Policy, Goals and Strategy of the Institution
First Planning Date:	November 2021
Application Areas:	All Academic Departments
Observation Mechanisms:	Research and Development Commission Academic Staff Surveys Academic Staff Focus Group Interviews
Performance Indicators:	End of Semester Satisfaction Survey for Graduate Students Faculty of Theology 2022-2023 Fall Semester Academic Staff Satisfaction Survey Rate 1
Evaluation and Improvement:	End of Year (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023) 1st Meeting Minutes: 09.07.2023 2. Minutes of the Meeting: 31.07.2023 3. Minutes of the Meeting: 10.09.2023 4. Minutes of the Meeting: 11.09.2023 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The outputs of graduate programs are regularly monitored in line with and in support of the research policy, objectives and strategies of the institution. However, there are deficiencies in evaluating the monitoring results together with stakeholders and taking measures. New studies are being carried out to overcome these deficiencies.

Evidences:

Evidence 1: 2023 D.Ü. Faculty of Theology Annual Report
Evidence 2: Quality Manual
Evidence 3: 2020-2024 D.U. Faculty of Theology Strategic Plan
Evidence 4: D.Ü. Faculty of Theology Units
Evidence 5: D.Ü. Institute of Social Sciences Departments/Disciplines
Evidence 6: D.Ü Faculty of Theology 2023 R&D Activities Evaluation Minutes
Evidence 7: Research and Development Commission

C.3. Research Competence

C.3.1. Research Competency of Faculty Members and Development of Research Competency

In accordance with the guidelines set out in the Quality Manual, our faculty has appointed the Research and Development Commission to follow the process of developing the research competencies of faculty members (See Evidence 1). According to the activity evaluation results of the Research and Development Commission in 2023, there are 78 academic staff/researchers in our faculty (See Evidence 2).

As of July 2023, the Directive on Promotion and Appointment of Faculty Members has been updated and re-enacted with many articles that aim to increase the quality of faculty members (See Evidence 3).

As stated in the Quality Manual, various targets and plans have been set to increase the number of quality publications (See Evidence 4). Accordingly, the number of publications increased from 73 in 2020 to 112 in 2021 and 135 in 2022 (See Evidence 5). This number decreased to 120 in 2023 (See Evidence 6).

Our faculty continues to organize seminars, courses and symposiums with the support and participation of internal and external stakeholders in order to improve the research competencies of academic staff. In this context, in 2023, 1 international seminar, 1 national symposium, 9 conferences, 5 panels, 3 seminars, 2 interviews, 1 exhibition, 1 technical trip, 28 social responsibility activities, 4 social activities, 8 educational courses and workshops, 9 art and culture activities, 6 external stakeholder events, 1 orientation program were held (See Evidence 7). In addition, new bilateral agreements were signed with some universities abroad, and some faculty members traveled to educational institutions abroad for research purposes within the scope of ERASMUS (See Evidence 8 and Evidence 9).

TÜBİTAK and BAP Coordination Office assist our faculty researchers at the project stage and provide financial resources in case of need. In this context, there are 2 research projects being carried out by our faculty researchers in 2023, 1 graduate project funded by BAP and 1 project funded by TÜBİTAK (See Evidence 10). Of these, 1 graduate project funded by BAP was completed in 2023.

In order to increase the quality of competence of the researchers affiliated to the institution, our faculty provides services to researchers with a library independent from Dicle University Ali Emirî Central Library and located within the institution building. Our rich book archive in the fields of theology provides publication support to our academic staff and students in their research (See Evidence 11). Our researchers can also use databases that have an agreement with the central library of our university (See Evidence 12).

Table 8: Research Competence of Academic Staff and Development of Research Competence

Year:	2023
Sub-Criteria Subject:	C.3.1. Research Competence of Academic Staff and Development of Research Competence
First Planning Meeting:	November 2021
Application Areas:	Academic Faculty
Observation Mechanisms:	Research and Development Commission Determination of Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey Management Review Meetings Monitoring the Process in the R&D Commission WhatsApp Group Information and Evaluation Meetings of Quality and Accreditation Commissions
Performance Indicators:	Academic Staff Satisfaction Rate: 2022-2023 Fall Semester, 2023 Spring Semester Number of Scientific Research Activities of Academic Staff: Publication Statistics between 2018-2020, 2021 Publication Table, 2021 Annual Report (pp.22-23), 2022 Annual Report Publication Statistics (p.28-29) 2023 Annual Report Publication Statistics (p.28-29) R&D Commission 2021 Activities Evaluation Minutes (p.1-2) R&D Commission Minutes of Evaluation of 2022 Activities (p.1-2) 2021 Self Evaluation Report (pp.55-59, 81, 100-106) 2022 Self Evaluation Report (pp.69-71, 91-93, 117-124) Some of the Activities Organized, Organized and Participated for the Development of Research Competencies of Faculty Members: Exchange Programs Participated by Academic Staff (2022-2023) Academic Level Scientific Research Project Preparation Training (2022) (p.57) Research Project Abroad with TUBITAK 2219 Research Scholarship (2023) Summer Research Education and Support Program (YADEP)

	(2023) Project Writing Seminars (2023)
Evaluation and Improvement:	End of year R&D Commission 2021 Activities Evaluation Minutes (pp. 1-2, 6, 8, 9), R&D Commission Minutes of Evaluation of 2022 Activities (pp. 1-5, 11-18), Management Review Meetings: 2022/2, 2023. R&D Commission Meetings (2021-2023): 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023 Other Meetings: 19.01.2023, 26.01.2023, 02.02.2023, 30.05.2023 1.R&D Commission 2023 Activity Evaluation Minutes 2.R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3.R&D Commission 2023 Activities of the Commission's Opinions on Suggestions and Measures Submitted to the Dean's Office Meeting Minutes

Level of Readiness:

At the institution, practices for evaluating and improving the research competence of academic staff are monitored and measures are taken by evaluating the monitoring results.

Evidences:

Evidence 1: Quality Manual
Evidence 2: Research and Development Commission
Evidence 3: Annual Report
Evidence 4: Criteria for Appointment and Promotion - July 15, 2023 Decisions
Evidence 5: Library and Documentation Databases

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

Our faculty encourages its researchers to participate in research and development studies by strengthening cooperation with external stakeholders, taking into account national and international needs and priorities. For this purpose, it has developed cooperation by signing protocols with different institutions and units (See Evidence 1).

The Theology Academy Program Execution Protocol (See Evidence 2), which was signed between the Turkish Religious Foundation and Dicle University Faculty of Theology in 2018 to provide academic, social, cultural and financial support for students continuing their education in our faculty, continues to be implemented as of 2023.

Within the scope of the joint project carried out by the researchers of our faculty, the Diyarbakır Shar'iyye Registers and Ahkam Notebooks Project continues with the support of the Republic of Turkey Ministry of Industry and Technology, Diyarbakır Governorship, Dicle University Rectorate,

Karacadağ Development Agency, DÜBAP Presidency and Kayapınar Municipality. The project includes studies on court archive documents from the Ottoman period (16th century-early 20th century). These documents shed light on social, economic and legal history and provide an opportunity to understand and interpret the historical and cultural fabric of the region (See Evidence 3). The documents, the examination phase of which has been completed and work on which is ongoing, have been digitized so that researchers can easily access them (See Evidence 4).

Within the framework of the strategic goal of providing solutions to local and regional problems and proposing improvements within the scope of research and development activities by collaborating with external stakeholders within the scope of Strategic Goal 1, Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER) was established in 2021 with the cooperation and initiative of the faculty members of the Faculty of Theology (See Evidence 5).

İŞAMER started to give a series of seminars to undergraduate and graduate students under the title of Shafi'i Fiqh Workshop in 2022 and continued to give them in 2023 (See Evidence 6). In terms of the high Shafi'i population in the region, the workshops held at the faculty are important in terms of training researchers who have a good command of the field, while at the same time supporting the Islamic Law curricula in theology programs.

Table 9: National and International Joint Programs and Joint Research Units

Year:	2023
Sub-Criteria Subject:	C.3.2. National and International Joint Programs and Joint Research Units
First Planning Meeting:	November 2021
Application Areas:	All Academic Departments and Units
Observation Mechanisms:	Research and Development Commission Identification of Joint Programs and Joint Research Units with National and International Research Units Information and Evaluation Meetings of Quality and Accreditation Commissions Management Review Meetings Monitoring the Process in the R&D Commission WhatsApp Group
Performance Indicators:	Erasmus Introduction Meetings (2022) Exchange Programs Participated by Faculty Members (2022-2023) National and International Joint Units, Programs, Collaborations and Agreements (2018-2023) R&D Commission Minutes of Evaluation of 2021 Activities (p.6) R&D Commission Minutes of Evaluation of 2022 Activities (p.12-13)

	2021 Self Evaluation Report (pp.55-59, 81, 100-106) 2022 Self Evaluation Report (pp.69-71, 91-93, 117-124)
Evaluation and Improvement:	End of year R&D Commission 2021 Activities Evaluation Minutes (pp. 2-9), R&D Commission Minutes of Evaluation of 2022 Activities (pp. 2-4, 6, 13-14, 16-18), R&D Commission Meetings (2021-2023): 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023 Other Meetings: 19.01.2023, 26.01.2023, 02.02.2023, 30.05.2023 1.R&D Commission 2023 Activity Evaluation Minutes 2.R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3.R&D Commission 2023 Activities of the Commission's Opinions on Suggestions and Measures Submitted to the Dean's Office Meeting Minutes

Level of Readiness:

Multiple research activities and practices such as participation in research networks and establishing collaborations with intra-institutional and inter-institutional joint programs and joint research units at national and international level are monitored at the institution and measures are taken by evaluating the monitoring results.

Evidences:

Evidence 1: Faculty of Theology 2020-2024 Strategic Plan
Evidence 2: Quality Manual
Evidence 3: Research and Development Commission
Evidence 4: Annual Report
Evidence 5: Dicle University Scientific Research Projects Coordinatorship
Evidence 6: Diyarbakır Shar'iyye Registers and Ahkam Books Website
Evidence 7: Theology Academy Program Execution Protocol
Evidence 8: Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER)- Shafi'i Fiqh Workshop

C.4. Research Performance

Our faculty regularly measures its R&D activities based on data and shares these results with the public. The data collected is used for periodic review and continuous improvement of our institution's R&D capacity. In addition, under the guidance of the Strategic Plan (See Evidence 1), the Quality Manual (See Evidence 2) and the R&D Commission (See Evidence 3), our current processes are developed in accordance with the PDCA cycle standards.

C.4.1. Academic Staff Performance Evaluation

Our faculty continuously evaluates the performance of its teaching staff and develops methods to support their development by adhering to the procedures set out in our strategic plan (See

Evidence 1). In this direction, in order to monitor the research and development achievements of academic staff, data on the annual work of each academic unit (number of publications in indexed journals, national and international conference proceedings, books and book chapters, projects they contribute to or carry out, graduate student consultancy, scientific and artistic activities, etc.) are collected. This information is organized by the relevant unit managers and submitted to the Strategy Development Department as an Administrative Activity Report (See Evidence 4).

An academic incentive program has been introduced to improve the performance of academic staff. The implementation and progress of this program is monitored by the Academic Incentive Application and Review Commission (See Evidence 5).

Starting in 2021, Dicle University is rewarding thesis work at the institute level (See Evidence 6). We believe that this new practice will have a positive impact on academic performance evaluations.

Efforts to improve the performance of academic staff have started to bear fruit. In fact, the number of publications increased from 73 in 2020 to 112 in 2021, then to 135 (See Evidence 7), and remained stable at 116 in 2023.Evaluation meetings have been organized to ensure continuity, diversity and depth of research and development activities (See Evidence 8). In addition, meetings were held to discuss areas for improvement in the performance of lecturers and measures that could be taken (See Evidence 9). The results and recommendations from these meetings, which were conducted by the Research and Development Committee, were communicated to the Dean's Office as development strategies (See Evidence 10).

Table 10: Academic Staff Performance Evaluation

Year:	**2023**
Sub-Criteria Subject:	**C.4.1. Academic Staff Performance Evaluation**
First Planning Meeting:	November 2021: R&D Meeting Minutes, 2021 R&D evaluation Report (pp. 8-9)
Application Areas:	Akademik Staff
Observation Mechanisms:	Research and Development Commission Determination of Academic Publications of Academic Staff
Performance Indicators:	Faculty Academic Staff Publication Number and Quality: Targeted Number of Publications by Year (2020-2024) (p. 1) Academic Staff Publication Table (2021) Academic Staff Publication Table (2022) R&D Commission Minutes of Evaluation of 2021 Activities (p. 8-9) R&D Commission Minutes of Evaluation of 2022 Activities (pp. 16-18) 2019-2022 Annual Reports: (2019 p. 20-21, 2020 p. 20, 2021 p. 22-23, 2022 p. 28-29)

Evaluation and Improvement:	End of each Academic Year R&D Commission 2021 Activities Evaluation Minutes (p. 8, 9) R&D Commission Minutes of Evaluation of 2022 Activities (pp. 16-18) R&D Commission Meetings (2021-2023) : 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023 Quality Development Meetings: 02.08.2023 Meeting Minutes, 10.08.2023 Agenda Items Meeting Minutes 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

In order to monitor and evaluate the research and development performance of academic staff, practices covering all fields are monitored and measures are taken by evaluating the monitoring results.

Evidences:

Evidence 1: Faculty of Theology 2020-2024 Strategic Plan
Evidence 2: Quality Manual
Evidence 3: Research and Development Commission List
Evidence 4: Annual Report
Evidence 5: Academic Incentive Application and Review Commission
Evidence 6: Dicle University Thesis Awards
Evidence 7: Research and Development Commission 2022 Activities Evaluation Minutes
Evidence 8: Meeting to Evaluate Activities in 2023
Evidence 9: Meeting on Aspects of 2023 Activities Open to Improvement and Improvement Measures
Evidence 10: Meeting to Present Opinions on Suggestions and Measures for 2023 Activities to the Dean's Office

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

Since 2019, our faculty has been compiling an activity report (See Evidence 11) that includes the research performance of faculty members at the end of each year and announces this report on the faculty website. In addition to the annual reports, academic staff has been assigned to regularly publish the faculty newsletter (See Evidence 12). Under the responsibility of this staff member, a summary of the academic activities of faculty members over the past year is requested and this information constitutes the content of the newsletter (See Evidence 13).

In 2021, a Research and Development commission was introduced to monitor both the individual achievements of faculty members and the overall research activities of the institution

(See Evidence 14). This commission is authorized to evaluate the research outputs of lecturers and make improvements based on these results and continues to manage this process.

The management of our university, with the support of our faculty, wants the information on the research publications of academic staff throughout the year to be kept up-to-date. The YÖKSİS platform should be used primarily to record this information (See Evidence 15). In addition, meetings were organized in 2023 to analyze the research performance of faculty members and to identify improvement strategies based on these analyses (See Evidence 16; Evidence 17; Evidence 18).

Table 11: Evaluation of Research Performance and Improvement Based on Results

Year:	2023
Sub-Criteria Subject:	C.4.2. Evaluation of Research Performance and Improvement Based on Results
First Planning Meeting:	November 2021: 2021 R&D Meeting Minutes, R&D Commission 2021 Activities Evaluation Minutes (p. 8-9)
Application Areas:	Academic Staff
Observation Mechanisms:	Research and Development Commission Determination of Academic Publications of Academic Staff
Performance Indicators:	Faculty Academic Staff Publication Number and Quality: Number of Academic Activities by Year (2019-2022), 2019 p. 20-21, 2020 p. 20, 2021 p. 22-23, 2022 p. 28-29, Academic Staff Publication Statistics (2018-2020) Academic Staff Publication Table (2021) Academic Staff Publication Table (2022) R&D Commission 2021 Activities Evaluation Minutes (p.8-9) R&D Commission Minutes of Evaluation of 2022 Activities (p.16-18) 2019-2022 Annual Reports: (2019 p. 20-21, 2020 p. 20, 2021 p. 22-23, 2022 p. 28-29)

Evaluation and Improvement:	End of Year R&D Commission 2021 Activities Evaluation Minutes (p. 8, 9) R&D Commission Minutes of Evaluation of 2022 Activities (pp. 16-18) R&D Commission Meetings (2021-2023) : 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023 Quality Development Meetings: 02.08.2023 Meeting Minutes, 10.08.2023 Agenda Items Meeting Minutes 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The institution has mechanisms in place for the evaluation of research performance and improvement based on results, and the practices related to these mechanisms are monitored and measures are taken by evaluating the monitoring results.

Evidences:

Evidence 1: Faculty of Theology Annual Reports
Evidence 2: Faculty Newsletter Assignment Letter
Evidence 3: Faculty Newsletter
Evidence 4: Research and Development Commission Board
Evidence 5: Request Letter for Updating YÖKSİS Information
Evidence 6: Meeting to Evaluate Activities in 2023
Evidence 7: Meeting on Aspects of 2023 Activities Open to Improvement and Improvement Measures
Evidence 8: Meeting to Present Opinions on Suggestions and Measures for 2023 Activities to the Dean's Office

C.4.3. Research Budget Performance

Although our faculty does not have an independent research fund, researchers are encouraged to apply to the Scientific Research Projects (BAP) unit (See Evidence 19) to obtain the necessary funding. Researchers who utilize the BAP budget for the Faculty of Theology are able to find resources to support their projects. In 2022, DÜBAP provided a total of 95,729 TL financial support to four academic staff and graduate students of our faculty, (See Evidence 20) and in 2023, 37,000 TL was allocated to a graduate thesis project and 40,000 USD was allocated to a TUBİTAK project. (See Evidence 21) There are also projects that were initiated in previous years and have not yet been completed.

The operational and procurement expenses of our faculty are financed by central funds. In addition, travel and similar expenses required for the professional activities of faculty members are covered in accordance with the Allowance Law No. 6245 (See Evidence 22).

As emphasized in the Quality Manual, one of the main objectives of our institution is to establish an independent research fund (See Evidence 23). The establishment of the Dicle University Faculty of Theology Research Foundation and its mission to support the work of faculty members is vital for our research funding performance (See Evidence 24). In the activities of 2023, suggestions were developed on the steps to be taken for our faculty members and graduate doctoral students to benefit more effectively from Scientific Research Projects (BAP) (See Evidence 25; Evidence 26; Evidence 27).

Table 12: Research Budget Performance

Year:	2023
Sub-Criteria Subject:	C.4.3. Research Budget Performance
First Planning Meeting:	November 2021: 2021 R&D Meeting Minutes, R&D Commission 2021 Activities Evaluation Minutes
Application Areas:	Academic Staff, Graduate Students
Observation Mechanisms:	Research and Development Commission Determination of the Budget Allocated for Research Projects and Other Scientific Activities of Academic Staff and Graduate Students
Performance Indicators:	Amount of Budget Allocated for Research Projects and Other Scientific Activities of Academic Staff and Graduate Students: R&D Commission 2021 Activities Evaluation Minutes Graduate, ref6b52da5666e4f74ac7704829bd9eae6_E.2.2. Mali Tablo (2022 Bütçe Giderleri).pdf (dicle.edu.tr)search and workshop projects supported by DÜBAP in the 2020-2021 periods, originating from our Faculty Graduate, research and workshop projects supported by DÜBAP in the 2019-2023 period, originating from our Faculty 2019-2022 Activity Reports of academic staff: (2019 p. 20-21, 2020 p. 20, 2021 p. 22-23, 2022 p. 28-29), Central Budget Expenditures: 2018, 2019, 2020 s. 18-19, 2021, 2022 Satisfaction Surveys: Academic Staff Satisfaction Rate 2022-2023 Fall 67 Academic Staff Satisfaction Rate 2023 Spring 71 Graduate Student Satisfaction Rate 62

Evaluation and Improvement:	End of each Academic Year R&D Commission 2021 Activities Evaluation Minutes (p. 8, 9) R&D Commission Minutes of Evaluation of 2022 Activities (pp. 16-18) R&D Commission Meetings (2021-2023): 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021, 09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023 Quality Development Meetings: 02.08.2023 Meeting Minutes, 10.08.2023 Agenda Items Meeting Minutes 1. R&D Commission 2023 Activity Evaluation Meeting Minutes 2. R&D Commission 2023 Activities Open to Development and Improvement Measures Meeting Minutes 3. Meeting Minutes of the R&D Commission's 2023 Activities, Suggestions and Precautions to the Dean's Office

Level of Readiness:

The research budget performance of the institution is monitored and evaluated and used in decision-making (budget distribution, etc.). Related practices are monitored and measures are taken by evaluating the monitoring results.

Evidences:

Evidence 1: Dicle University - Scientific Research Projects Coordinatorship

Evidence 2: Faculty of Theology Annual Report for 2022

Evidence 3: Faculty of Theology 2023 Annual Report

Evidence 4: Per Diem Law No. 6245

Evidence 5: Quality Manual

Evidence 6: Dicle University Faculty of Theology Development Foundation Deed

Evidence 7: Meeting to Evaluate Activities in 2023

Evidence 8: Meeting on Aspects of 2023 Activities Open to Improvement and Measures for Improvement

Evidence 9: Meeting to Present Opinions on Suggestions and Measures for 2023 Activities to the Dean's Office

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

D.1.1. Social Contribution Policy, Goals and Strategy

Our faculty aims to act in line with its basic principles and values while determining its social contribution policy. Our primary goal is to be the pioneer of society with our education and research

activities. In line with this goal, as a faculty, we see collaborating with the society by using our academic and professional expertise and contributing to the development of the region among our primary goals. Our faculty develops joint projects in cooperation with the community and produces solutions for the socio-economic needs of the region. However, certain control and precautionary steps must also be taken to ensure the effectiveness and sustainability of this process. In this context, evaluation meetings are held at regular intervals to continuously monitor and evaluate our social contribution activities (See Evidence: 1). During these meetings, the successes and challenges of the activities are discussed, the realization of the set targets is assessed and corrective measures are identified when necessary. In addition, continuous improvement efforts are made to increase the effectiveness of activities. Activities are reviewed and areas for improvement are identified in line with the suggestions and feedback received at evaluation meetings. This approach enhances our interaction and engagement with the community, helping us to improve the quality and effectiveness of our community outreach activities. In this way, we reflect an approach that emphasizes not only academic achievements, but also our interaction and engagement with the community.

The social contribution policy, objectives and strategy of our faculty, prepared in consultation with internal and external stakeholders and specified in the Quality Handbook (See Evidence: 2), are given below.

1. To conduct research in the context of identifying the religious problems of the society and to draw a road map in line with the findings obtained.

2. To consider regional needs and conditions in religious sciences and guidance activities.

3. To present scientific studies to the society and to help citizens who are interested in these studies.

4. To respect human, animal and living creature rights, environmental rights, ethnic and religious differences, cultural and spiritual values by acting within the framework of legal and ethical principles in community service activities.

5. To convey religious information to society in a systematic way through mass media, which have an impact on society. In this context, especially using social media effectively.

6. Analyzing activities for the society and providing the necessary contribution.

7. To keep relations with external stakeholders (public institutions, research centers and NGOs) alive and prepare joint projects in the context of social contribution.

8. To instill in students the spirit of "social responsibility and sensitivity".

9. To contribute to the professional qualifications of students as well as directing their interests and skills to appropriate fields.

10. To contribute to the social-psychological development of students by assigning tasks in the context of social responsibility and contribution to society.

11. To determine the social reflections of national and international scientific activities to be organized and to determine effective activities within the framework of the data obtained.

12. To benefit from the contributions of science and technology in education and training and community service practices.

13. To make video recordings of activities such as symposiums, workshops and conferences for the purpose of social contribution and share them on the faculty's website and social media channels.

The social contribution goals in the 2020-2024 Strategic Plan (See Evidence: 3) are listed below.

1. To expand social responsibility projects within the framework of agreements with the governorship and other official institutions.

2. To identify the religious issues and needs of the society from an accurate perspective and to develop solutions for them.

3. To use mass media effectively in religious services provided to the community.

4. To increase satisfaction levels in social services.

5. To strengthen cooperation with public institutions in order to bring together the students of the Faculty of Theology with different segments of society.

The Faculty's Education, Training and Scientific Research Policies include elements directly and indirectly related to social contribution. In addition, the curriculum of the Faculty of Theology includes courses such as Oratory, Vocational Practice, and Guidance and Communication in Religious Services that are associated with social contribution (See Evidence: 4).

In addition, the protocol signed in February 2021 between the Faculty of Theology and Melik Ahmet Anatolian Imam Hatip High School will provide human resources and physical infrastructure support for the projects carried out at the high school (See Evidence: 5). This protocol will enable high school students to use university campuses and libraries, attend certain courses at the Faculty of Theology, receive academic counseling by contacting faculty members deemed appropriate, and benefit from the services of career centers. The Faculty of Theology will organize meetings and in-service trainings in areas of need and share academic theses and research prepared for schools. In addition, senior university students and graduate students will be employed voluntarily within the scope of the project and scientific studies will be supported. In addition, with the protocol signed between Dicle University and Dicle İlim İrfan Youth and Assistance Association, it is aimed to carry out scientific, academic, social, cultural and artistic activities for theology students in cooperation (See Evidence: 6).

Table 1. Social Contribution Policy, Goals and Strategy

Year:	2024
Sub-Criteria Subject:	D.1.1. Social Contribution Policy, Goals and Strategy
First Planning Meeting:	2015
Application Areas:	University Campus (Classrooms and Conference Halls) and Public Spaces (Cultural Centers, Schools and Mosques)
Observation Mechanisms:	Social Contribution Commission, Surveys, Focus Group

	Discussions, Meeting Reports
Performance Indicators:	Faculty of Theology 2021 Annual Report Faculty of Theology 2022 Annual Report Faculty of Theology 2023 Annual Report
Evaluation and Improvement:	July-December 2023 Social Contribution Activities Evaluation Meeting

Level of Readiness:

Various activities and practices accepted by the stakeholders of our faculty are carried out as part of the social contribution strategy of the Faculty of Theology. The Commission periodically checks these activities and takes measures together with stakeholders in areas open to improvement.

Evidences:

Evidence 1: 2023 Social Contribution Commission Activity Evaluation Meeting
Evidence 2: Quality Manual
Evidence 3: 2020-2024 Strategic Plan
Evidence 4: Course Information Package
Evidence 5: National and International Agreements
Evidence 6: Protocol with Dicle Science, Knowledge, Youth and Solidarity Association

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

Our faculty adopts the principle of carrying the society in which it lives forward by benefiting from the traditional and cultural knowledge and experience of the past and at the same time benefiting from contemporary knowledge, and thus aims to become a pivot science center in the geography in which it is located. Our faculty regularly manages and carries out social contribution processes with its stakeholders:

First of all, the dean's office takes the necessary initiatives to plan activities for social contribution by exchanging views with relevant NGOs, institutions or organizations. Then, our faculty organizes activities for the community by taking into account the demands from external stakeholders.In line with the strategic plan (See Evidence: 1), our faculty, which aims to improve Faculty-City cooperation by increasing the effectiveness of these activities and services, develops and improves the content of the service strategy with the feedback collected from internal and external stakeholders and updates it with planning and needs analysis in order to ensure the quality of the services it provides to the society. Our faculty respects cultural and spiritual values by acting within the framework of legal and ethical principles in its community service activities. In this context, our faculty organizes activities such as programs, panels, symposiums, conferences, conferences, and conversations in coordination with internal and external stakeholders. The planning, execution and controlling/monitoring of all these social activities are carried out by the Social Contribution Development Commission.

In this context, the iftar program during Ramadan within the framework of the Faculty-City meeting (See Evidence: 2), on the occasion of July 15 Democracy and Unity Day (See Evidence: 3), the 1st International Student Symposium on "Religion and Tradition" (See Evidence: 4), the Mevlid-i Şerif Program in memory of the July 15 Martyrs of Democracy and all our Martyrs (See Evidence: 5), the conference on "Prophet Prophet Iman and Istamet" (See Evidence: 6), the Qur'an Recitation program on the occasion of Mevid-i Nebi Week (See Evidence: 7), Panel on "Existence Discussions in Islamic Thought and the Search for Existence of Today's People" (See Evidence: 8), Breakfast Program for Palestinian Students Studying at our University (See Evidence: 9), Hasbihal with theology students in the Academy Theology Program (See Evidence: 10).

Şekil 1. Management and Organizational Structure of Social Contribution Processes

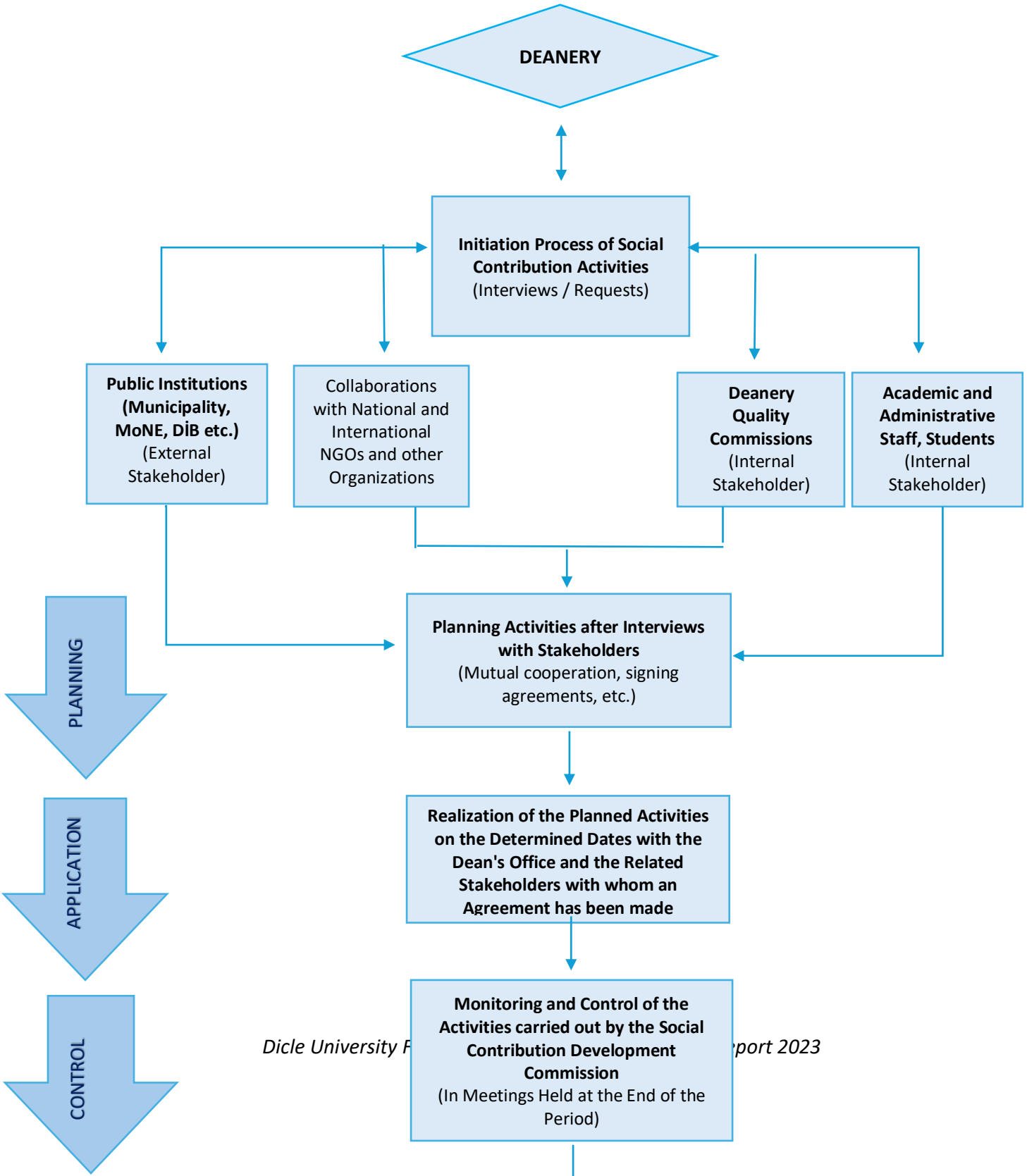


Table 2. Management and Organizational Structure of Social Contribution Processes

Year	2023
Sub-Criteria Subject:	D.1.2. Management and Organizational Structure of Social Contribution Processes
First Planning Meeting:	2015
Application Areas:	Faculty and External Stakeholders (Diyarbakır Provincial and District Mufti Offices, Diyarbakır Provincial Directorate of National Education) NGOs (DİGED), Research Centers (İŞAMER, DÜKAMER), Graduate Students
Observation Mechanisms:	Social Contribution Commission Focus Group Interviews
Performance Indicators:	Satisfaction Surveys End of semester Evaluation Meetings
Evaluation and Improvement:	July-December Accreditation and Quality Development/Improvement Meetings

Level of Readiness:

The institution has a plan for the management and organizational structure of community contribution processes. There are plans for the management and organizational structure (processes and job descriptions, etc.) of the institution's social contribution processes in relation to local, regional and national needs and demands and integrated with other processes (education, training, research and development). There are practices in line with these plans. Some results have been achieved by implementing the management and organizational structuring of social contribution processes in the institution in line with institutional preferences and covering all areas.

Evidences:

Evidence 1: 2020-2024 Dicle University Faculty of Theology Strategic Plan
Evidence 2: Iftar Program during Ramadan within the framework of Faculty-City meeting
Evidence 3: July 15 Democracy and Unity Day Program
Evidence 4: 1st International Sefine Student Symposium on "Religion and Tradition"
Evidence 5: Mevlid-i Şerif Program in memory of July 15th Democracy Martyrs and all our Martyrs
Evidence 6: Conference on "Prophet Prophet's Faith and Direction"
Evidence 7: Recitation of the Holy Qur'an on the occasion of Mawlid-i Nebi Week
Exhibit 8: Panel on "Discussions on Existence in Islamic Thought and the Search for Existence of Today's People"
Evidence 9: Breakfast Program for Palestinian Students Studying at the University
Evidence 10: Conversations with theology students in the Academy Theology Program

D.2. Sources of Social Contribution

D.2.1. Sources

Our faculty has the resources to carry out social contribution activities with its physical, technical equipment and infrastructure such as two conference halls with a capacity of 250 and 100 people, an application mosque, and a library with a large corpus. Our faculty is also capable of carrying out social contribution activities efficiently in terms of a large academic and administrative staff (See Evidence 1, Evidence 2).In line with the Strategic Plan, it aims to improve Faculty-City cooperation by increasing the effectiveness of these services (See Evidence: 3). Dicle University Theology Foundation (See Evidence 4), which can be a source of social contribution activities of our faculty, completed its establishment in 2023 and started to receive donations. The financial resources required for our social contribution activities such as symposiums, conferences and workshops organized within our faculty are provided by the budget of our university when needed.In addition, official institutions such as the Provincial Directorate of National Education, the Provincial Mufti's Office, the Religious Foundation and other non-governmental organizations from our external stakeholders provide resources to meet all kinds of financial needs and expenses of the social contribution activities we carry out within the scope of protocols and joint studies (See Evidence 5). The expenses of the social contribution activities carried out by the students studying at our faculty are covered by student clubs (See Evidence 6) and the financial resources provided by these clubs with their individual skills and means. Our faculty aims to organize scientific meetings, congresses, workshops and panels in coordination with its internal and external stakeholders in the new academic year as in previous years.The studies carried out are the most vivid example and evidence of this (See Evidence 7, Evidence 8).

Table 3. Sources of Social Contribution

Year:	2023
Sub-Criteria Subject:	D.2.1. Sources
First Planning Meeting:	2015
Application Areas:	University Rectorate, Public Institutions and Organizations (Diyarbakır Provincial and District Mufti Offices, Diyarbakır Provincial Directorate of National Education) NGOs (DİGED), Research Centers (İŞAMER, DÜKAMER) Graduate Students Association (DİFAV), Dicle University Faculty of Theology Development Foundation
Observation Mechanisms:	Social Contribution Development Commission Satisfaction Surveys Academic Staff Focus Group Discussions External Stakeholder Focus Group Interviews

Performance Indicators:	Satisfaction Surveys End of semester Evaluation Meetings
Evaluation and Improvement:	1. Minutes of 2023 Activities Evaluation Meeting 2. Minutes of the Meeting on the Development Aspects of the Activities Carried Out in 2023 and Measures for Improvement. 3. Minutes of the Meeting to Present Opinions on Suggestions and Measures for 2023 to the Dean's Office

Level of Readiness:

In order to continue the social contribution activities targeted by our faculty, it has the potential to provide the appropriate quality and quantity of physical, technical and financial resources in case of need, as well as a sufficient number of academic and administrative staff to ensure sustainability and to avoid any disruptions. However, studies on monitoring the results of the use of these resources are limited.

Evidences:

Evidence 1: Faculty Academic staff list
Evidence 2: Faculty Administrative staff list
Evidence 3: 2020-2024 Dicle University Faculty of Theology Strategic Plan
Evidence 4: Dicle University Theology Foundation
Evidence 5: Collaborations and Protocols
Evidence 6: Student Clubs
Evidence 7: Workshop on Religious Education in Diyarbakır in All Aspects
Evidence 8: Education and Training Activity in the Historical Grand Mosque within the Framework of University-City Meetings

D.3. Social Contribution Performance

D.3.1. Monitoring and improving social contribution performance

The social contribution activities envisaged to be carried out in our faculty are planned by taking into account regional and urban needs. While planning the activities, the situations and demands of the target audience inside and outside the university are taken into consideration. In this context, meetings are organized to seek the opinions of internal and external stakeholders, and cooperation and protocols are signed (See Evidence 1). In order to realize the planned activities in a systematic manner, the academic and administrative staff of the institution as well as student clubs are actively working. The university administration and guests from outside the university are invited to contribute to these social contribution activities (See Evidence 2).

Social contribution performance indicators are presented in the Strategic Plan for the strategic goals determined in line with the Social Contribution Strategy (See Evidence 3), Social Contribution Strategy (See Evidence 4), Plan and Goals of the Social Contribution Commission (See Evidence 3), which is included in the quality unit of the Faculty. In this context, a periodic calendar has been determined in the Strategic Plan for the monitoring of the activities and related processes

planned for monitoring and improving the social contribution performance of the Institution.According to the calendar, performance indicators are realized every 6 months (See Evidence 5). Satisfaction surveys (See Evidence 6) are used for the processes monitored through Dicle University Quality Information Management System (KBYS) and joint group meetings are held with stakeholders (See Evidence 7).

The activities organized by the Faculty units to contribute to society are recorded by the Faculty staff and published on the institution's website, social media accounts and YouTube Channel (See Evidence 8 and Evidence 9). In this way, it is aimed to convey the activities carried out to the society at local and national level (See Evidence 10). Statistics on the rate of social media subscriptions and videos being watched and followed are monitored and evaluated by the Social Contribution Commission (See Evidence 11). In addition, all activities organized by the institution are included in the monthly and annual bulletins of the faculty (See Evidence 12).

Table 4. Monitoring and improving social contribution performance

Sub-Criteria Subject:	D.3.1. Monitoring and improving social contribution performance
First Planning Meeting:	2015
Application Areas:	Social Contribution Development Commission External Stakeholders: -University Rectorate Public Institutions and Organizations: -Diyarbakır Provincial and District Mufti Offices -Diyarbakır Provincial Directorate of National Education NGOs -DIGED Research Centers -İŞAMER -DÜKAMER Graduate Students Association (DIFAV)
Observation Mechanisms:	Social Contribution Development Commission Satisfaction Surveys
Performance Indicators:	Satisfaction Surveys End of Semester Evaluation Meetings
Evaluation and Improvement:	July-December 1. Minutes of 2023 Activities Evaluation Meeting 2. Minutes of the Meeting on the Development Aspects of the

	Activities Carried Out in 2023 and Measures for Improvement. 3. Minutes of the Meeting to Present Opinions on Suggestions and Measures for 2023 to the Dean's Office

Level of Readiness:

Social contribution performances realized by the quality commissions at the institution are monitored and evaluated. There are deficiencies in addressing the evaluation results together with stakeholders and taking necessary measures. Efforts are underway to overcome such deficiencies.

Evidences:

Evidence 1: 2023 Quality Handbook
Evidence 2: 2023 Annual Report
Evidence 3: 2020-2024 Strategic Plan
Evidence 4: Satisfaction Surveys
Evidence 5: 2023 Activity Bulletin
Evidence 6: Statistics of Dicle Theology Youtube Channel
Evidence 7: Dicle Theology Facebook Account
Evidence 8: Dicle Theology Instagram Account
Evidence 9: Dicle Theology Twitter

E. MANAGEMENT SYSTEM

E.1. Structure of Management and Administrative Units

Dicle University Faculty of Theology maintains its current management and administrative structure model in line with the goals set in the Strategic Plan and Quality Manual (See Evidence 1, p.20 Evidence 2, p.96).

E.1.1. Management Model and Administrative Structure

Dicle University Faculty of Theology maintains its management model and administrative structure by adhering to the framework determined by Dicle University and Dicle University Faculty of Theology quality policies (See Evidence 3, Evidence 4). The institution's policy and strategic goals regarding management and administrative areas function in accordance with the vision and mission of the faculty (See Evidence 5, Evidence 6). In this context, it aims to ensure that the organs of the faculty work in accordance with the legislation, fairly, complementary and in coordination; to act on the basis of equality of opportunity, freedom of expression, critical thinking, participatory and transparent management approach, to make the institution and its institutional activities and recognition visible by using communication tools, to use financial resources effectively, transparently and efficiently, to monitor the performance of the stakeholders serving our faculty and to provide the necessary support and improvements (See Evidence 7).

Our faculty has established coordinatorships, commissions and units to follow the quality and accreditation processes with a participatory approach in order to achieve the goals it has set (See Evidence 8). The duties and responsibilities of each commission have been defined and information about them has been announced on the institution's website (See Evidence 9, Evidence 10). The members of this structure, which contributes to the management processes through coordinatorships, commissions and units, are selected among the academic and administrative staff of the institution (See Evidence 11). Since the academic advisors, chairpersons and members of

these boards and commissions constitute a significant proportion of the faculty staff, it has been ensured that the academic and administrative staff working in the institution are closely familiar with the processes carried out and have a say in the decision-making mechanism (See Evidence 12).

While our institution has included its academic and administrative staff in the management processes through the units and commissions it has established, it has also included its external stakeholders in the management processes through national and international advisory boards and has endeavored to make maximum use of the ideas of the stakeholders with whom it operates (See Evidence 13). In this context, consultations were held with internal and external stakeholders on pre-planned dates and stakeholders were allowed to play an active role in the decisions taken (See Evidence 14). Likewise, representatives of non-governmental organizations, which are external stakeholders of our faculty, took part in the social contribution advisory board and participated in the decision-making mechanism of the institution (See Evidence 15).

It was decided to hold a general evaluation meeting with the academic and administrative staff of the institution at least once a year to discuss the work and transactions of the management and administrative decision-making bodies of our faculty, and this meeting was held with the participation of academic and administrative staff, especially the dean, faculty secretary and members of the management system commission (See Evidence 16). In addition, surveys were conducted to determine the satisfaction of academic and administrative staff with the functioning of the institution (See Evidence 17).

Our Institution continued to interact with institutions that carry out religious education and training activities and expanded the network of relations established through protocols. Within this framework, on 25.09.2023, a cooperation protocol was signed with the Directorate of Diyarbakır Religious Higher Specialization Center (See Evidence 18). Within the scope of this protocol, both institutions have appointed lecturers in the fields they need. Likewise, academic activities were carried out to contribute to the scientific and intellectual development of students and trainees studying in these institutions (See Evidence 19).

Table 1: Management Model and Administrative Structure

Year:	2023
Sub-Criteria Subject:	E.1.1. Management Model and Administrative Structure
First Planning Date:	December 2021 (p.7-9)
Application Areas:	Academic and Administrative Staff, Students
Observation Mechanisms:	Management System Development Commission, Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators:	Management satisfaction rates of Academic and Administrative Staff and Students: Academic staff satisfaction survey Fall 2023 Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2023 Spring

	Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring
Evaluation and Improvement:	End of Year 2023 Activities Evaluation Meeting Minutes

Level of Readiness:

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

Evidences:

Evidence 1. Strategic Plan

Evidence 2. Quality Manual

Evidence 3. Dicle University Quality Policy

Evidence 4. Dicle University Faculty of Theology Quality Policy

Evidence 5. D.U. Faculty of Theology Vision

Evidence 6. D.U. Faculty of Theology Mission Statement

Evidence 7. Quality Policy

Evidence 8. Quality and Accreditation Commissions

Evidence 9. Quality and Accreditation Commissions

Evidence 10. Unit Commissions

Evidence 11. Quality and Accreditation Commissions

Evidence 12. Quality and Accreditation Commissions

Evidence 13. Advisory Boards

Evidence 14. Meeting with External Stakeholders

Evidence 15. Advisory Boards

Evidence 16. Quality Commissions General Evaluation Meeting

Evidence 17. Surveys

Evidence 18. Protocol with the Directorate of Diyarbakır Religious Higher Specialization Center

Evidence 19. Conference for trainees of Diyarbakır Religious Higher Specialization Center

E.1.2. Process Management

Our faculty continued to carry out process management according to the quality policy and the Quality Manual declared on its website (See Evidence 1, Evidence 2). In order to draw attention to this sensitivity, in the meetings held on 14.06.2023 and 16.06.2023 under the supervision of the dean, the focus on the Strategic Plan and the Quality Manual in the evaluation of institutional performance indicators was emphasized (See Evidence 3). Again, risk management of the

management process was established on a solid basis through the commissions established by the management, and a healthy follow-up of the work and transactions was ensured (See Evidence 4).

The stages of planning, implementing, controlling and taking measures in the process management of the works and transactions carried out in our institution, and which units and commissions are responsible for these stages are clearly stated in the Dicle Theology Quality Brochure booklet and announced on the institution's website (See Evidence 5). Within this framework, the activity framework plan of each commission for 2024 has been determined and published on the website (See Evidence 6).

In the satisfaction surveys organized for academic and administrative staff from internal stakeholders, it was determined that the opinions of the staff were taken into consideration in terms of work flow processes and that they were involved in decisions (See Evidence 7). Likewise, it has been observed that the opinions of the students and graduates studying at the faculty are taken and they are also allowed to follow the processes (See Evidence 8).

Table 2: Process Management

Year:	2023
Sub-Criteria Subject:	E.1.2. Process Management
First Planning Meeting:	December 2021 (p.7-9)
Application Areas:	Academic and Administrative Staff, Students
Observation Mechanisms:	Management System Development Commission Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators:	Management satisfaction rates of Academic and Administrative Staff and students: Academic staff satisfaction survey Fall 2023 Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring
Evaluation and Improvement:	End of Semester 2023 Activities Evaluation Meeting Minutes

Level of Readiness:

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

Evidences:

Evidence 1. Quality Policy
Evidence 2. Quality Manual
Evidence 3. Quality Meetings
Evidence 4. Quality and Accreditation Commissions
Evidence 5. Quality Brochure
Evidence 6. 2024 Activity Plan
Evidence 7. Surveys
Evidence 8. Student and Alumni Surveys

E.2. Management of Resources

E.2.1. Human resources management

The process related to the management of human resources in our faculty is transparently explained in the Quality Manual. In this context, we act within the defined process within the framework of the "Human Resources Directive" (See Evidence 1 and Evidence 2). The activities in our institution are carried out according to the principles and principles specified in the 2020-2024 Dicle University Faculty of Theology Strategic Plan (See Evidence 3). Our faculty has organized both academic staff and student satisfaction surveys to realize its strategic goals (See Evidence 4).

The academic and administrative staff of our faculty is developing. As a matter of fact. As of 2022, the number of administrative staff has increased to 11. Our academic staff has increased to 69, including 17 professors, 12 associate professors, 21 assistant professors, 9 lecturers and 10 research assistants (Evidence 5, Evidence 6, Evidence 7, Evidence 8, Evidence 9 and Evidence 10). In 2023, the number of administrative staff was maintained at 11. The number of academic staff has increased to 81, including 17 professors, 15 associate professors, 23 assistant professors, 12 lecturers and 14 research assistants (See Evidence 11, Evidence 12, Evidence 13, Evidence 14, Evidence 15 and Evidence 16). In addition, our faculty cooperates with external stakeholders when deemed necessary (See Evidence 17, Evidence 18 and Evidence 19).

Legal regulations on issues such as staff employment, appointment to senior positions and personal rights are followed. Academic appointments and promotions are carried out in line with the framework criteria determined by the Council of Higher Education (YÖK) and the Directive on the Criteria for Promotion and Appointment of Faculty Members determined by the Senate (See Evidence 20).

Dicle University Faculty of Theology adopts an integrated management approach that prioritizes effectiveness and efficiency. In this context, human resources management is evaluated by considering efficiency and productivity through practices such as promotion, title change and in-service training in line with the In-Service Training Directive. In addition, transparency and stakeholder satisfaction are also taken into account as important elements of these processes (See Evidence 21).

At the beginning of each academic year, the Dean's Office organizes a meeting with the administrative and academic staff to receive their requests and suggestions. In this way, the Dean's Office aims to strengthen institutional belonging and encourage institutional success. Additional meetings may also be held when deemed necessary. In addition, activities related to human resources are meticulously monitored and documented and activity reports are prepared. For example, annual reports for 2021, 2022 and 2023 are regularly prepared and published. The preparation and publication of the relevant annual reports not only ensures that the activities of

the institution are regularly recorded and monitored in a transparent environment, but also serves as a source for the development of the activities to be carried out in the following year (See Evidence 22, Evidence 23, Evidence 24, Evidence 25, Evidence 26 and Evidence 27).

Table 3: Human resources management

Year:	2023
Sub-Criteria Subject:	E.2.1. Human resources management
First Planning Meeting:	December 2021 (p.7-9)
Application Areas:	Academic, Administrative and Support Staff, Students
Observation Mechanisms:	Management System Development Commission Management Review Meetings: 2022/1, 2022/2, 2023 Satisfaction of Academic, Administrative and auxiliary staff and students surveys
Performance Indicators:	Satisfaction rates of Academic, Administrative and auxiliary staff and students Academic staff satisfaction survey 2023 Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2020 Administrative staff satisfaction survey 2021 Administrative staff satisfaction survey 2022 Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring
Evaluation and Improvement:	End of year 1. Minutes of the Meeting to Evaluate the Management System 2023 Activities 2. Minutes of the Management System Committee 2023 Aspects of Activities Room for Improvement and Measures for Improvement 3. Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures

	Submitting the Committee's Opinions to the Dean's Office for Information and Approval

Level of Readiness

The results of human resources management practices covering all units within the organization are systematically monitored, stakeholders' opinions are received and necessary measures are taken by evaluating the monitoring results together with stakeholders.

Evidences:

Evidence 1: Quality Handbook 2023
Evidence 2: Human Resources Directive
Evidence 3: 2020-2024 Dicle University Faculty of Theology Strategic Plan
Evidence 4: Surveys
Evidence 5: D.Ü. Academic Staff, Prof. Dr. 2022
Evidence 6: D.Ü. Academic Staff, Assoc. Prof. Dr. 2022
Evidence 7: D.Ü. Academic Staff, Doctoral Faculty Member 2022
Evidence 8: D.Ü. Academic Staff, Lecturer. 2022
Evidence 9: D.Ü. Academic Staff, Research Assistant. 2022
Evidence 10: D.Ü. Administrative Staff 2022
Evidence 11: D.Ü. Academic Staff, Prof. Dr. 2023
Evidence 12: D.Ü. Academic Staff, Assoc. Prof. Dr. 2023
Evidence 13: D.Ü. Academic Staff, Ph.D. Lecturer 2023
Evidence 14: D.Ü. Academic Staff, Lecturer. 2023
Evidence 15: D.Ü. Academic Staff, Research Assistant. 2023
Evidence 16: D.Ü. Administrative Staff 2023
Evidence 17: External Stakeholders Religious Academy Protocol
Evidence 18: External Stakeholders Imam Hatip High School Protocol
Evidence 19: External Stakeholders Mufti Protocol
Evidence 20: Directive on the Criteria for Promotion and Appointment as a Faculty Member
Evidence 21: In-Service Training Directive
Evidence 22: Management System Development Commission 2021 Activities Evaluation Minutes
Evidence 23: Management System Development Commission Minutes of Evaluation of 2022 Activities
Evidence 24: 2023 Annual Report of the Faculty of Theology
Evidence 25: Minutes of the Meeting to Evaluate Management System Activities in 2023
Evidence 26: Minutes of the Management System Committee 2023 Aspects of Activities Open to Improvement and Measures for Improvement
Evidence 27: Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

E.2.2. Management of financial resources

The internal audit of the financial resources of our faculty is carried out within the framework of the provisions specified in the Public Financial Management and Control Law No. 5018 and the Preliminary Financial Control Directive issued based on this law. In this context, the preliminary financial control carried out in the expenditure units and the transactions carried out through the

Internal Control and Preliminary Financial Control Directorate, which is a sub-unit of the Strategy Development Department, are subjected to preliminary financial control procedures and evaluated and executed in line with the principles of compliance with the legislation, effectiveness and efficiency (See Evidence 1 and Evidence 2). The laws and regulations regarding the management of financial resources are clearly stated 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.

The management of movable and immovable resources in our faculty is carried out within the framework of Law No. 5018 and by following the relevant legislation. In this context, the necessary procedure is followed by using the Movable Records and Management System (TKYS) module in the Public Expenditure and Accounting Information System (KBS) of the Ministry of Treasury and Finance. The Rectorate is informed about the process related to movable inventories. For this purpose, all applications related to the relevant inventory are checked with the accounting system and accounting records, and the year-end administrative movable property management detailed account sheet and the administrative movable property management account statement are created from KBS and sent to the Rectorate (See Evidence 3 and Evidence 4).

In our faculty, the management of financial resources is carried out in accordance with established processes and budget control is carried out at the end of each year. Evidence includes a detailed breakdown of the Expenditure Table for the last three years. This table shows examples of budget increases and improvements made in items such as wages, travel expenses, service purchases, purchases of consumer goods and materials, maintenance and repair.In 2018, the faculty spent 6,038,991.76TL for all of the above-mentioned items. The budgeted amount for 2019 is 7,166,474.45 TL and the budgeted amount for 2020 is 8,949,766.83 TL (See Evidence 5). As can be understood from the examples given, financial resources are increased according to the years. As a matter of fact, while the budget of the faculty for 2021 was 11,950,480.00, the budget for 2022 was determined as 20,826,435.00 (See Evidence 6 and Evidence 7). The 2023 budget was determined as 43,426,000.00 in total (See Evidence 8).

The expenditures realized in our faculty are covered by the added budget resources. These resources are created by the Ministry of Finance by taking into account the proposals received from the Universities in the previous year and are allocated to the Universities at the beginning of the year.The distribution of this resource is under the authority of the Rectorate and is distributed to the Faculties.In our faculty, the financial officer makes the estimated distribution of the budget by items, taking into account factors such as previous years' data and inflation expectations.At the end of the relevant year, our faculty organizes the budget planning for the following year and notifies the university of the relevant budget planning.For this purpose, an evaluation of that year is made at the end of each year and the budget request is realized by taking into account the improvements deemed necessary.In this process, legal processes such as procurement procedures, preliminary financial control directives and supplier evaluation instructions are meticulously followed (See Evidence 9 and Evidence 10). In addition, the process of managing financial resources is monitored and recorded (See Evidence 11, Evidence 12 and Evidence 13).

Table 4: Management of financial resources

Year:	2023
Sub-Criteria Subject:	E.2.2. Management of financial resources

First Planning Meeting:	December 2021 (s.7-9)
Application Areas:	Academic and Administrative Staff, Students
Observation Mechanisms:	Management System Development Commission Academic and administrative staff and student satisfaction surveys
Performance Indicators:	Academic, administrative staff and student satisfaction rates: Satisfaction rates survey results Academic staff satisfaction survey 2023 Fall Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2020 Administrative staff satisfaction survey 2021 Administrative staff satisfaction survey 2022 Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring Graduate Student Survey 2023 Spring
Evaluation and Improvement:	End of year 1. Minutes of the Meeting to Evaluate the Management System 2023 Activities 2. Minutes of the Management System Committee 2023 Aspects of Activities Room for Improvement and Measures for Improvement 3. Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

Level of Readiness

Within the organization, financial resource management practices are meticulously carried out to cover all areas. The results obtained in this process are regularly monitored, stakeholders' opinions are received, and necessary measures are taken by analyzing the monitoring results together with stakeholders.

Evidences:

Evidence 1: Public Financial Management and Control Law No. 5018

Evidence 2: Preliminary Financial Control Directive

Evidence 3: Ministry of Treasury and Finance's Public Expenditure and Accounting Information System (KBS)

Evidence 4: Movable Record and Management System (TKYS)

Evidence 5: Faculty of Theology Budget Expenditures 2018-2019-2020

Evidence 6: Faculty of Theology Budget Expenditures 2021

Evidence 7: Faculty of Theology Budget Expenses 2022

Evidence 8: Faculty of Theology Budget Expenses 2023

Evidence 9: Procurement Process

Evidence 10: Supplier Evaluation Instruction

Evidence 11: Minutes of the Meeting to Evaluate Management System Activities in 2023

Evidence 12: Minutes of the Management System Committee 2023 Aspects of Activities Open to Improvement and Measures for Improvement

Evidence 13: Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

E.3. Information Management System

E.3.1. Integrated information management system

Our faculty has various information management systems such as Personnel Information System (See Evidence 1), OBS (Student Information System) (See Evidence 2), Graduate Information System (See Evidence 3), Management Information System (See Evidence 4), EBYS (Electronic Document Management System) (See Evidence 5) and ALMS (Learning Management System) (See Evidence 6) automation software. Data is digitized through the aforementioned management systems. The information entered through the management systems is automatically backed up. The management of distance education is carried out by DÜZEM (Dicle University Distance Education Application and Research Center) (See Evidence 7). The web page of the Quality Development Coordinatorship includes the defined processes and practices followed in obtaining, recording, updating and sharing institutional information (performance indicators, regulations, directives, evaluation reports, etc.) (See Evidence 8 and Evidence 9).

In order to ensure the sustainability of the software in our institution, necessary updates are regularly made in accordance with the changing legislation, and the servers, backup units and similar hardware on which automation systems operate are renewed and capacity increases are made in accordance with technological innovations and requirements. Among the systems mentioned above, those that are related are integrated with each other. For example, ALMS and OBS are integrated with each other (See Evidence 10).

In our faculty, the process of how data entry is provided for administrative and academic activities is monitored and recorded to ensure that the activities are carried out in an integrated manner (See Evidence 11, Evidence 12, Evidence 13, Evidence 14, and Evidence 15).

Table 5: Integrated information management system

Year	2023
Sub-Criteria Subject:	E.3.1. Integrated information management system
First Planning Meeting:	December 2021 (s.7-9)
Application Areas:	All university
Observation Mechanisms:	Management System Development Commission, Academic and administrative staff and student satisfaction surveys
Performance Indicators:	Academic, administrative staff and student satisfaction rates: Satisfaction rates evaluation survey Academic staff satisfaction survey 2023 Fall Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2020 Administrative staff satisfaction survey 2021 Administrative staff satisfaction survey 2022 Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring Graduate Student Survey
Evaluation and Improvement:	End of year 1. Minutes of the Meeting to Evaluate the Management System 2023 Activities 2. Minutes of the Management System Committee 2023 Aspects of Activities Room for Improvement and Measures for Improvement 3. Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

Level of Readiness

The organization does not have an integrated information management system that covers all areas and supports all processes. However, there are some practices to use the systems in the organization in an integrated manner. In addition, the results of the use of information systems are monitored.

Evidences:

Evidence 1: Personnel Information System

Evidence 2: OBS (Student Information System)

Evidence 3: Alumni Information System

Evidence4: Management Information System

Evidence 5: EBYS (Electronic Document Management System)

Evidence 6: ALMS (Learning Management System)

Evidence 7: DÜZEM (Dicle University Distance Education Application and Research Center)

Evidence 8: Quality Development Coordinatorship

Evidence 9: Department of Information Technologies Request Application

Evidence 10: Example of Integration of Information

Evidence 11: Quality Manual 2023

Evidence 12: Dicle University Faculty of Theology 2020-2024 Strategic Plan

Evidence 13: Minutes of the Meeting to Evaluate Management System Activities in 2023

Evidence 14: Minutes of the Management System Committee 2023 Aspects of Activities Open to Improvement and Measures for Improvement

Evidence 15: Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

E 3.2. Information security and reliability

Information security in our faculty is provided by the Department of Information Technologies (See Evidence 1). Defined processes and policies related to information security have been established by the Department of Information Technologies. Our faculty follows the relevant processes and policies as specified in the Work Flow Charts of the Department of Information Technologies (See Evidence 2).

The e-mail addresses opened by the IT Department are not shared with any person, unit or institution other than the Communication Coordinatorship. The authority and responsibility to send mass e-mails to all users is given only to the Department of Information Technologies. In our servers that provide service within the Department of Information Technologies, backup operations are carried out regularly according to the determined backup policy. Backup operations and the process of ensuring the security of information are carried out by the IT Department (See Evidence 3).

Data that are collected within the scope of all activities of our faculty and require confidentiality are not shared with third parties except authorized personnel and are not published. The data that our faculty needs to share with persons, institutions and organizations outside the institution are

evaluated and shared within the scope of the Law No. 6698 on the Protection of Personal Data (See Evidence 4).

Information security and reliability is ensured within the framework of the Electronic Signature Law No. 5070 (See Evidence 5). Access log records of all users are recorded in accordance with the Law No. 5651 on the Regulation of Publications on the Internet and Combating Crimes Committed through These Publications (See Evidence 6). Procurement of software, hardware and services is carried out in accordance with the Public Procurement Law No. 4734 and Public Procurement Contract Law No. 4735, Public Financial Management and Control Law No. 5018 and other relevant legislation. The technical specifications prepared for software, hardware and service procurement include clauses on ensuring the security and confidentiality of data (See Evidence 7, Evidence 8 and Evidence 9).

The announcement and storage of exam results are carried out through OBS (Student Information System) (See Evidence 10). Instructors enter their exam grades into OBS within the predetermined dates. Grade entries are made only by the instructor or the persons authorized by him/her. The grades entered and announced in OBS cannot be changed by the instructor. However, in case of any mistake, instructors are given the right to cancel the grade announcement until certain dates in order to prevent any victimization. However, in order to correct the incorrectly entered grade, the instructor must fill out the grade correction form. In such a case, the completed forms are discussed at the Faculty Administrative Board and if deemed appropriate, they are sent to Student Affairs for grade correction.

Students can track their grades during the semester through OBS. Announced grades can only be seen by students who are authenticated in the system with their username and password. Course grades can only be accessed by the course coordinator and the instructor other than the student taking the course.

As a result, all necessary processes and distance education processes to ensure information security and reliability have been determined by our institution and their implementation is monitored (See Evidence 11, Evidence 12, Evidence 13, Evidence 14, Evidence 15, Evidence 16, Evidence 17, Evidence 18 and Evidence 19).

Table 6: Information security and reliability

Year:	2023
Sub-Criteria Subject:	E.3.2. Information security and reliability
First Planning Meeting:	December 2021 (s.7-9)
Application Areas:	All university
Observation Mechanisms:	Management System Development Commission Academic and administrative staff and student satisfaction surveys
	Academic, administrative staff and student satisfaction rates: Satisfaction rates evaluation survey Academic staff satisfaction survey 2023 Fall

Performance Indicators:	Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2020 Administrative staff satisfaction survey 2021 Administrative staff satisfaction survey 2022 Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring 2023 Unit Employee Satisfaction Survey 2023 Institutional Quality Culture Survey
Evaluation and Improvement:	End of year 1. Minutes of the Meeting to Evaluate the Management System 2023 Activities 2. Minutes of the Management System Committee 2023 Aspects of Activities Room for Improvement and Measures for Improvement 3. Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

Level of Readiness:

The security and reliability of institutional information is monitored throughout the organization and in all areas. The processes determined by the relevant department are implemented to ensure the security and reliability of information.

Evidences:

Evidence 1: Department of Information Processing

Evidence 2: Department of Information Technologies Work Flow Charts

Evidence 3: Department of Information Technologies Server Systems Unit

Evidence 4: Personal Data Protection Law

Evidence 5: Electronic Signature Law

Evidence 6: Law on Regulation of Publications on the Internet and Combating Crimes Committed Through Such Publications

Evidence 7: Public Procurement Law

Evidence 8: Public Procurement Contract Law

Evidence 9: Public Financial Management and Control Law

Evidence 10: OBS (Student Information System)

Evidence 11: Quality Manual 2023

Evidence 12: DU Faculty of Theology 2020-2024 Strategic Plan

Evidence 13: Distance Education Process

Evidence 14: Distance Education Management System Software Service Procurement Technical Specifications

Evidence 15: Distance Education Contract

Evidence 16: EMU Electronic Document Management System (EDMS) and Signature Authorization Directive

Evidence 17: Management System 2023 Activities Evaluation Meeting Minutes

Evidence 18: Minutes of the Management System Committee 2023 Aspects of Activities Open to Improvement and Measures for Improvement

Evidence 19: Minutes of the Meeting of the Management System Commission on 2023 Recommendations and Measures Submitting the Committee's Opinions to the Dean's Office for Information and Approval

E.4. Support Services

E.4.1. Compliance, quality and continuity of services and goods

The services procured by our organization are carried out in accordance with the principles and procedures of the Public Procurement Law No. 4734 (See Evidence 1). The technical specifications (See Evidence 2, Article 10) set out the technical characteristics, quality and other required standards of the work (goods and services) subject to the tender, thereby ensuring the suitability and continuity of these external services.

The suitability and quality of goods or services are determined through acceptance commissions (See Evidence 3) within the framework of tender regulations (See Evidence 4).

The units at Dicle University that are allocated appropriations apply the DÜ-SAT-PRS-001 Procurement Process (See Evidence 5) and the DÜ-FRM-017 Procurement Request Form (See Evidence 6) in order to determine the compliance of their direct procurement purchases with the predetermined conditions. They also evaluate the performance of suppliers by filling out the HU-FRM-019 Supplier Information Form (See Evidence 7) for each purchase. In addition, the suitability of services and goods is monitored through satisfaction surveys. (See Evidence 8)

Table 7: Compliance, quality and continuity of services and goods

Year:	2023
Sub-Criteria Subject:	E.4.1. Compliance, quality and continuity of services and goods
First Planning Date:	December 2021 (p.7-9)
Application Areas:	Goods and services outsourced

Observation Mechanisms:	Management System Development Commission Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators:	Management satisfaction rates of Academic and Administrative Staff and Students: Academic staff satisfaction survey Fall 2023 Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring
Evaluation and Improvement:	End of Year Academic staff satisfaction survey Fall 2023

Level of Readiness:

In our organization, in order to ensure the quality of all services and goods procured from external suppliers, close cooperation is maintained with suppliers, the performance and satisfaction of suppliers are systematically monitored and evaluated together with stakeholders, and necessary measures are taken. Forms regarding the functioning of the procurement process are included in the evidence section.

Evidences:

Evidence 1: Public Procurement Law No. 4734

Evidence 2: Technical specifications (article 10)

Evidence 3: Tender regulations

Evidence 4: Admission committees

Evidence 5: WU-SAT-PRS-001 Procurement Process

Evidence 6: DU-FRM-017 Purchase Request Form

Evidence 7: WU-FRM-019 Supplier Information Form

Evidence 8: Forms for the Procurement Process

E.5. Public Disclosure and Accountability

E.5.1. Public Disclosure

In addition to the official website of our Faculty (See Evidence 1), various social media channels such as Facebook, Twitter (See Evidence 2), Twitter (See Evidence 3), Instagram (See Evidence 4) and YouTube account (See Evidence 5) are used to inform the public about the activities of our institution. In addition, our faculty has published the Faculty of Theology Quality Manual-2021 (See Evidence 6) and the Faculty Bulletin (See Evidence 7) to inform the public about its monthly and annual activities. Our faculty also shares its annual activities with the public annually in a report in digital print. In this context, our faculty has published an annual activity report for the year 2022.

(See Evidence 8) Our institution has mechanisms that constantly update and monitor the information presented to the public, and in this context, there are special commissions within its body. In 2023, these commissions consisted of Promotion, Culture and Arts Organization, Events and Alumni Relations, Social Media Accounts, Website Commission, Faculty Bulletin and Annual Report Preparation Commissions (See Evidence 9).

Table 8: Public Disclosure and Accountability

Year:	2023
Sub-Criteria Subject:	E.5.1. Public Disclosure
First Planning Date:	December 2021 (s.7-9)
Application Areas:	Academic and Administrative Staff, Students, Alumni and Target Audience
Observation Mechanisms:	Management System Development Commission, Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators:	Management satisfaction rates of Academic and Administrative Staff and Students: Academic staff satisfaction survey Fall 2023 Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring
Evaluation and Improvement:	End of Year 2023 Activities Evaluation Meeting Minutes

Level of Readiness:

Findings regarding our organization's public disclosure activities are monitored, stakeholder opinions are received, and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences:

Evidence 1: DU Faculty of Theology Web site

Evidence 2: DU Faculty of Theology Facebook page

Evidence 3: DU Faculty of Theology Twitter account

Evidence 4: DU Faculty of Theology Instagram Account

Evidence 5: DU Faculty of Theology YouTube account

Evidence 6: Quality Manual-2021

Evidence 7: 2022 Annual Report

Evidence 8: Promotion, Culture, Arts, Organization, Events and Alumni Relations Commission

Evidence 9: Social Media Accounts Commission

Evidence 10: Website Commission

Evidence 11: Faculty Newsletter Committee

Evidence 12: Annual Activity Report Preparation Commission

Evidence 13: Faculty Newsletter

In addition to having certain principles to inform the public, our faculty has various mechanisms to inform the public. The activities of the institution are shared with the public and it has various communication channels in this regard. The continuity of the factors that our faculty has in informing the public and identifying and implementing information methods that will set an example for other institutions are seen as aspects open to improvement.

E.5.2. Accountability methods

On the web page of the University to which our institution is affiliated, there is a I Have a Suggestion button (See Evidence 1) for suggestions, requests and complaints. There is also a Wish and Suggestion Box (See Evidence 2) in our institution. Messages about our faculty are answered by the dean's office. Our faculty has diversified its accountability methods and, in this context, questionnaires answered by students about faculty members are organized. Faculty of Theology 2021-2022 Spring Semester Student Course Evaluation Survey Result, (See Evidence 3) Faculty of Theology 2022-2023 Fall Semester Student Course Evaluation Survey Result (See Evidence 4) In addition, our institution responds to complaints made through CIMER immediately through the rectorate.

Table 9: Accountability methods

Year:	2023
Sub-Criteria Subject:	E.5.2 Accountability methods
First Planning Date:	December 2021 (p.7-9)
Application Areas:	Academic and Administrative Staff, Students, Alumni and Target Audience
Observation Mechanisms:	Management System Development Commission, Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators:	Management satisfaction rates of Academic and Administrative Staff and Students: Satisfaction rates evaluation survey2023 Academic staff satisfaction survey 2023 Fall Academic staff satisfaction survey 2023 Spring Administrative staff satisfaction survey 2020

	Administrative staff satisfaction survey 2021 Administrative staff satisfaction survey 2022 Administrative staff satisfaction survey 2023 Spring Student satisfaction survey 2023 Fall Student satisfaction survey 2023 Spring Quality Development Coordinatorship internal audit report: Faculty Internal Audit Report (2022)
Evaluation and Improvement:	End of Year 2023 Activities Evaluation Meeting Minutes

Level of Readiness:

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

Evidences:

Evidence 1: I Have a Suggestion Button

Evidence 2: Wish and Suggestion Box

Evidence 3: Faculty of Theology 2021-2022 Spring Semester Student Course Evaluation Survey Results

Evidence 4: Faculty of Theology 2022-2023 Fall Semester Student Course Evaluation Survey Results

CONCLUSION AND EVALUATION

A1. QUALITY ASSURANCE SYSTEM

A1. Strengths of the Institution

- The strengths of our faculty in terms of quality assurance system can be listed as follows;
- The fact that the Quality Handbook was developed in 2023 in line with the suggestions of the quality development commissions,
- Quality policies should cover all areas and policies in these areas should be in an integrated relationship with each other,
- Establishment of the Quality and Accreditation High Commission, which ensures the quality assurance of the institution,
- Continuous monitoring of quality performance processes with internal stakeholders; recording deficiencies, risks and targets in the QMS automation, monitoring the measures to be taken through automation and sharing them regularly with the higher units of the university,
- Having a survey system that can receive and evaluate the opinions and suggestions of internal and external stakeholders and the cooperation of the Quality Development Coordinatorship in this regard,

- A student representative in each of the quality and accreditation commissions,
- Various courses and workshops related to the quality assurance system in the context of the aim of "ensuring continuous improvements in teaching quality" will be held this year and these activities will be gradually increased,
- The development and accreditation commissions have established the necessary mechanisms for monitoring the strategic plan, and the necessary evaluation and monitoring meetings have been held at the end of the year,
- Keeping relations with alumni alive through the alumni information system and the Faculty of Theology Alumni Association,
- Realization of institutional performance management planning in cooperation with faculty unit commissions and faculty management,
- A commission has been established to carry out internationalization activities in line with quality standards,
- Sufficient and qualified academic and administrative staff to carry out internationalization activities,
- The institution has qualified infrastructure to carry out internationalization activities,
- The Dean's Office has a supportive attitude towards the management of processes,
- The internationalization commission and the university's external relations office work in an organized manner.

A.2. Aspects of the Institution Open for Development

The aspects of our faculty that are open to improvement in terms of quality assurance system are as follows

- Internalization of quality culture by all individuals of the institution,
- Improving coordination between quality development commissions,
- Improving the coordination of the committees with the Heads of Departments and Divisions in the activities and evaluations to be carried out,
- Ensuring more active participation of external stakeholders in quality improvement processes,
- The Strategic Plan does not include internationalization policy, management of processes and organizational structure, monitoring and improvement of resources and performance,
- The institution does not have a planned budget for internationalization activities.

B. EDUCATION AND TRAINING

B.1 Strengths of the Institution

- Monitoring the results of student workload and related practices in our faculty and carrying out improvement studies,
- Securing the processes related to the determination and updating of program objectives, outcomes, program-specific criteria and course outcomes in our faculty with the PDCA Based Education and Training Process Directive,

- Updating the objectives, learning outcomes and qualifications of the programs according to the TQF and transferring the updates to the Bologna Information System to be shared with internal and external stakeholders,
- Having built-in internal quality assurance,
- Continuous monitoring of corporate performance management and satisfaction,
- The institution has a board responsible for quality that regularly collaborates with stakeholders,
- Having a policy that continuously improves internationalization,
- Attention to the quality of education and training activities and services,
- Adoption of different approaches to measurement and evaluation in the organization,
- In terms of quantity, many activities are being carried out,
- The activities carried out by students in learning and teaching processes are at the desired level,
- Institutionalization of academic advising,
- Education and training activities are open to continuous improvement,
- Adoption of teaching methods and techniques,
- Appointment, Promotion and Assignment Procedures are carried out in a transparent manner in accordance with the legislation,
- A good level of opportunities for academic staff to improve their teaching competence, especially financial support for projects and travel abroad for training or any project,
- The faculty's learning resources are diverse and accessible,
- In terms of Learning Resources, the Faculty provides equal and qualified education, appropriate infrastructure, social and cultural activities and counseling services to all students,
- Adequate technological facilities in the classrooms,
- Providing students with a wide range of social and cultural activities that can be considered advanced in local conditions,
- Facilitating access to career counseling through effective cooperation with stakeholders and bringing together qualified examples with students,
- The establishment of a quality culture in our institution and the expansion of the opportunities provided by this situation to the staff and students of the institution,

B.2. Aspects of the Institution Open for Development

- Insufficient stakeholder participation in program design and approval,
- The items related to program objectives and outcomes in satisfaction surveys are not at a sufficient level and the results are not evaluated and measures are not taken,
- Failure to improve strategic goals and policies at the desired level,
- Strategic plan targets and outputs are not at a level befitting the institution,
- Failure to ensure sufficient stakeholder participation in decisions and evaluation processes,
- Insufficient level of studies on student-centered learning,
- Some of the different approaches to assessment and evaluation remain theoretical: For example, the obs exam assessment is only midterm/final/completion, and the possibilities of oral, homework, etc. other than the Qur'an have not yet been defined for obs,
- Academic counseling is not at the desired level in terms of quality due to the high student population,
- The fact that some of the lecturers in the departments of teaching methods and techniques

have not yet internalized this issue,

- Although there is no problem in the implementation of teaching activities in general, there are deficiencies in the planning of these activities, incentive and rewarding practices for teaching activities are not very limited and the faculty does not have a unique approach in this regard, and the opinions of internal stakeholders are not sufficiently consulted in the planning process,
- In 2023, the earthquake-induced problems were not immediately resolved and the problems were solved slowly,
- Satisfaction surveys do not accurately reveal the teaching process,
- Social and cultural activities are often focused on specific areas, such as visits to village schools, charity and panel discussions,
- The fact that academics who work as counselors at the faculty are not subjected to in-service training in this field,
- Failure to make the necessary planning for the implementation of peer counseling at the beginning of the semester,
- The lack of a system that automatically calculates the level of achievement of the learning outcomes of the program and the course in the course files and submits them to the Student Information System (SIS),
- The inability of our institution to actively track its graduates with the existing Graduate Tracking System,
- Lack of a Theology Graduate Evaluation Survey other than the existing graduate surveys,
- The inadequacy of existing alumni surveys in providing feedback to the seminary administration,
- Lack of a separate Theology Graduate Evaluation Survey.

C. RESEARCH AND DEVELOPMENT

C.1 Strengths of the Institution

- The institution has its own well-designed research policy, strategy and objectives,
- The existence of defined processes in line with these policies, strategies and objectives,
- The existence of the R&D Commission, which is responsible for the management and organization of the institution's research and development processes, monitors research and development processes and monitors, audits, evaluates and provides necessary guidance on these activities,
- Maintaining the R&D activities of the institution by cooperating both nationally and internationally
- Transparent, open and auditable R&D activities of the organization,
- The institution has physical, technical and financial resources to support research within and outside the university,
- The institution has a foundation that can support researchers,
- Conducting academic studies at various levels that identify problems related to the religious and cultural aspects of the city and the region and develop suggestions for their solution,
- Annual monitoring of faculty members' individual research performance,
- According to the results of this monitoring, various planning and activities are carried out with the support and participation of internal and external stakeholders to improve the research competence of academic staff,

- The institution has research centers that can produce solutions to the local problems of the region in terms of religion and culture,
- The institution has 1 library with 22794 materials, student classrooms equipped with sufficient modern equipment and computer laboratories,
- The establishment of a commission (Research and Development Commission) for the development of research resources.
- The institution is able to contribute to the scientific studies of its faculty members and students within the scope of Scientific Research Projects (BAP), which are affiliated to the university budget,
- The institution supports the use of resources outside the university to ensure the sustainability of research and development activities in line with institutional objectives and has external stakeholders for this purpose,
- Measuring the research performance of the institution based on the data in annual activity reports,
- 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 have graduate education programs that work in coordination with the Institute of Social Sciences,
- The institution signs cooperation protocols with various institutions and units and provides support for various research programs in order to encourage their participation in research and development studies by strengthening cooperation with external stakeholders, taking into account regional, national and international needs and priorities in research and development studies,
- Establishing a database by requesting the number of academic publications of researchers from each academic unit of the institution every year.

C.2. Aspects of the Institution Open for Development

- Demonstrate practical ways for faculty and students to use R&D activities more effectively,
- Dissemination of content-rich training programs in order to benefit more from the project opportunities of organizations that fund R&D activities,
- To develop more cooperation opportunities with external stakeholders in order to diversify the experiences of both faculty and students,
- Ensuring that both faculty members and graduate students benefit more from the opportunities provided by BAP in their research,
- Increasing the support of faculty members who can produce solution-oriented projects to the Application and Research Centers established for various purposes,
- Organizing informative and encouraging seminars on the use of the institution's research resources and ensuring that researchers and students benefit from them effectively,
- The institution's graduate programs are supportive in terms of research and development,
- Encouraging graduate students to work on projects,
- Increasing the research capacity of academic staff by providing support such as access to research funds, mentoring programs and research training,
- Our institution aims to establish a separate research budget to support research activities and meet the needs of researchers.

D. SOCIAL CONTRIBUTION

D.1 Strengths of the Institution

The strengths of our faculty in terms of social contribution can be listed as follows:

- The fact that the social contribution policy is determined in the Strategic Plan and Quality Manual in line with the university's social contribution policy and strategic goals,
- Establishment of the Social Contribution Development Commission in order to carry out social contribution activities according to quality standards,
- Carrying out social contribution activities in cooperation with internal and external stakeholders in line with local, regional and national needs and demands,
- Academic staff provide qualified consultancy services to student clubs that carry out social contribution activities,
- The faculty has a foundation that will contribute financially to social contribution activities
- Announcing the institution's social contribution activities through various media tools, sharing activities with the community and evaluating the feedback received to raise quality standards.

D.2. Aspects of the Institution Open for Development

- Conducting social contribution activities by maximizing the requirements of PDCA cycle processes,
- Collaborate more with social actors in providing the necessary resources for social contribution activities.

E. Management System

E.1 Strengths of the Institution

- The strengths of our faculty in terms of management system can be listed as follows:
- The institution's policy and strategic goals related to management and administrative areas are designed and executed in accordance with the vision and mission of the faculty,
- Ensuring the implementation and follow-up of decisions related to the management of human resources within the framework of defined processes,
- Observing effectiveness and efficiency through practices such as promotion, title change and in-service training in the organization,
- Obtaining stakeholder views on human resources and collaborating with external stakeholders,
- Monitoring and documenting the activities related to human resources and preparing and publishing activity reports in this regard.
- Subjecting the internal audit of the university to the relevant preliminary financial control procedures in order to ensure the effective and efficient use of financial resources and taking compliance with the legislation as a basis in this regard,
- Management of financial resources in accordance with predetermined processes and budget control at the end of each year,
- Experienced personnel working in the financial resources management unit,
- Our faculty has various information management systems such as Personnel Information System, Student Information System, Graduate Information System, Management Information System, Electronic Document Management System, Learning Management System automation software and integrating the relevant ones with each other,
- Monitoring and recording the relevant processes for the integrated execution of activities related to how data entry is provided for administrative and academic activities.
- Finding integrated applications to ensure information security and reliability and obtaining

results from these applications,
- Monitoring and implementation of defined processes and policies related to information security in all organizations and areas,
- Up-to-date information methods,
- Continuity of information tools.

E.2. Aspects of the Institution Open for Development

The aspects of our faculty that are open to improvement in terms of management system can be listed as follows:

- The number of personnel needed to carry out administrative procedures and cleaning services in a healthy way,
- Periodic consultation meetings with external stakeholders,
- Periodic exchange of views with academic, administrative and service personnel working in the institution,
- Increasing the number of human resources,
- Funding for the qualitative development of academic and administrative staff to receive in-service training and certificates,
- Integrated information management system covering the entire organization and all areas,
- More effective use of the information system in decision-making and monitoring the results of the use of the system,
- Diversify accountability methods and share them transparently with stakeholders.

APPENDIX. PERFORMANCE INDICATORS

Information about the institution

Gösterge									
Information about the institution	Description	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Realized in 2023	Targeted in 2024	Status should be written "Successful" or " Room for
1. Number of Programs		-	3	-	3	-	3		Room for Improveme
2. Number of Sections		-	3	-	3	-	3		Successful
3. Number of Departments (Fields)		-	20	-	20	-	20		Successful
4. Number of Language Laboratories		-	0	-	0	-	0		Room for Improveme
5. Number of Collaborating Research and Application Centers		-	2	-	2	-	3		Room for Improvement
6. Number of Master's Programs		-	3	-	3	-	3		Room for Improveme
7. Number of Doctorate Programs		-	3	-	3	-	3		Room for Improveme

8. Amount of education areas (classrooms, etc.) (m2)		-	1400	-	1400	-	1400		Room for Improvement
9. Amount of research areas (Lab., library, etc.) (m2)		-	1824	-	1824	-	1824		Room for Improvement
10. Amount of administrative areas (m2)		-	375	-	375	-	375		Successful
11. Amount of social areas (canteen, cafeteria, dining hall, sports field, etc.) (m2)		-	708	-	708	-	708		Room for Improvement
12. Other areas		-	-	-	-	-	-		Room for Improveme
13. Amount of total areas (m2)		-	27000	-	27000	-	2700		Successful
14. Number of students in undergraduate programs		-	1600	-	1743	-	4069		Successful
15. Number of Foreign Students		-	11	-	1	-	35		Room for Improveme
16. Total Number of Undergraduate Students		-	1611	-	1744	-	4069		Successful
17. Number of Master's Students with Thesis		-	76	-	158	-	63		Successful

18. Number of Students with Master's Degree without Thesis		-	0	-	39	-	20		Room for Improvement
19. Total Number of Graduate Students		-	76	-	197	-	83		Successful
20. Number of Doctorate Students		-	27	-	148	-	22		Successful
21. Number of Undergraduate Graduates		-	204	-	247	-	499		Successful
22. Number of Master's Degree Graduates		-	21	-	25	-	48		Successful
23. Number of Doctorate Graduates		-	12	-	9	-	7		Successful
24. Total Number of Graduates		-	237	-	281	-	554		Successful
25. Number of undergraduate students leaving the institution		-	25	-	172	-	107		Room for Improvement
26. Number of graduate students leaving the institution		-	17	-	28	-	35		Room for Improvement
27. Number of PhD students leaving the institution		-	7	-	17	-	10		Room for Improveme

28. Total annual number of students leaving the institution (excluding graduates)		-	24	-	217	-	152		Room for Improvement
29. Number of Faculty Members in Undergraduate Programs		-	44	-	49	-	54		Room for Improvement
30. Number of Non-Teaching Staff in Undergraduate Programs		-	22	-	24	-	11		Room for Improvement
31. Number of Foreign Academic Staff		-	1	-	2	-	2		Room for Improveme
32. Total Number of Faculty Members		-	44	-	49	-	54		Room for Improveme
33. Total Number of Instructors		-	63	-	73	-	24		Room for Improveme
34. Total Number of Administrative Staff		-	19	-	17	-	17		Room for Improveme
35. (Amount of Research Space-(m2)) / (Total Number of Academic Staff) ratio		-	1824 /63= 28,9523	-	1824/73= 24,9863	-	1824/78=23,3846154		Room for Improvement
36. (Amount of Education Area-(m2)) / (Total Number of Students) ratio		-	1400/1741= 0,81680	-	1400/1712= 0,81775	-	1400/4069=0,3440648 8		Successful

37. (Amount of Administrative Space- (m2)) / (Total Number of Students) ratio		-	375/1741= 0,21539	-	400/1712= 0,23364	-	375/4069=0,09 216024		Successful
38. (Amount of Social Space (m2)) / (Total Number of Students) ratio		-	708/1741=0,406 66	-	1083/1712= 0,63259	-	708/4069=0,17 399853		Room for Improvement
39. (Total Area- (m2)) / (Total Number of Students) ratio		-	27000/1741= 15,508	-	27000/17 12=	-	27000/4069 =6,63553699		Successful
40. Number of Administrative Staff		-	16	-	17	-	17		Room for Improveme

A. QUALITY ASSURANCE SYSTEM

Indicator									
A. Quality Assurance System	Description	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Realized in 2023	Targeted in 2024	Status should be written "Successful" or " Room for Improvement"
1. Percentage of realizing the goals related to education and training activities in the institution's strategic plan (in %)		-	-	-	%100		%70		Room for Improvement
2. Percentage of realization of the targets related to research activities in the strategic plan of the institution (in %)		-	-	-	-		-		Room for Improvement

3. Percentage of realization of the targets related to administrative activities in the strategic plan of the institution (in %)	Enter the level of realization of strategic objectives as a percentage.	-	-	-	%30		%50		Room for Improvement
4. Percentage of realization of the targets related to social service activities in the strategic plan of the institution (in %)		-	-	-	-		%50		Room for Improvement
5. SCOPUS (SCIMAGO)		-	-	-					Room for Improveme
6. Web Of Sciences (RUR)		-	-	-					Room for Improveme

7. Number of activities (meetings, workshops, etc.) organized by your institution in the relevant year to disseminate quality culture	Enter the number of meetings, workshops, etc. organized/conducted by your institution within the scope of the relevant indicator between January 1 and December 31.	-	-	-			20(toplantı)		Room for Improvement
	These activities should be of an institutional nature.	-	-	-					Room for Improvement

	Meetings held within the institution itself, which can be called "institutional quality commissions", are not meant.	-	-	-					Room for Improvement
8. Number of annual feedback and evaluation meetings held with the institution's internal stakeholders within the scope of quality processes	Enter the number of feedback and evaluation meetings conducted by your institution for internal stakeholders (Students, Administrative Staff, Academic Staff, etc.).	-	-	-			18		Room for Improvement

9. Number of annual feedback and evaluation meetings held with external stakeholders within the scope of quality processes	Enter the number of feedback and evaluation meetings conducted by your institution for external stakeholders (MoNE, Religious Affairs Ministry, etc.).	-	-	-			1		Room for Improvement
10. Academic staff satisfaction (in %)	Enter the results of academic staff satisfaction with the activities carried out by the institution in percent (%).	-	-		67		71		Room for Improvement

11. Administrative staff satisfaction rate (in %)	Enter the results of administrative staff satisfaction with the activities carried out by the institution as a percentage (%).	-	86		81		80		Room for Improvement
12. Overall student satisfaction (in %)	Enter the general satisfaction results of the students regarding the activities carried out by the institution as a percentage (%).	-	62		59				Room for Improvement
13. Number of Erasmus incoming students		-	-	-	-	-	-	-	Room for Improveme
14. Number of Erasmus outgoing students)		-	-	-	1	-	-	1	Room for Improveme

15. Number of Farabi Incoming Students		-	-	-	-	-	-	-	Room for Improveme
16. Number of Farabi Outgoing Students		-	-	-	-	-	-	-	Room for Improveme
17. Number of Mevlana students		-	-	-	-	-	-	-	Room for Improveme
18. Number of Mevlana Outgoing Students		-	-	--	-	- -	-	--	Room for Improveme -
19. Total Number of Incoming Students from Student Exchange Programs		-	-	-	-	-	-	-	Room for Improveme
20. Total Number of Outgoing Students from Student Exchange Programs	.	-	-	-	-	-	-	1	Room for Improveme
21. Number of Erasmus incoming academic staff	Enter the number of academic staff coming to and leaving your institution within the scope of the relevant program within the scope of the relevant indicator.	-	-	-	-	-	-	-	Room for Improvement

22. Number of Erasmus Outgoing lecturers		-	-	-	1	4	3	5	Room for Improveme
23. Mevlana Incoming academic staff		-	-	-	-	-	-	-	Room for Improveme
24. Mevlana Outgoing academic staff		-	-	-	-	-	-	-	Room for Improveme
25. Total Number of Incoming Academic Staff from Academic Staff Exchange Programs		-	-	-	-	-	-	-	Room for Improveme
26. Total Number of Outgoing Academic Staff from Academic Staff Exchange Programs		-	-	-	1	5	3	4	Room for Improveme

B. EDUCATION AND TRAINING

Indicator									
B. Education and Training	Description	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Realized in 2023	Targeted in 2024	Status should be written "Successful" or " Room for Improvement"
1. Number of undergraduate programs / number of LL programs / number of PhD programs that can be followed on the web page of the institution that has completed the program information package)		-	2	2	3		3		Successful

2. Satisfaction rate of students with the program they are enrolled in (in %) (From learning-teaching method - Gaining general competencies-)		-	%71	%85			%59		Room for Improvement
3. Is double major allowed in the program?	Yes	-	-	-	-	-	-	-	Room for Improve
4. Is a minor allowed in the program?	Yes	-	-	-	-	-	-	-	Room for Improve
5. Number of undergraduate students double majoring	-	-	-	10	-	-	3	-	Room for Improve
6. Number of undergraduate students pursuing a minor	-	-	-	5	-	-	-	-	Room for Improve
7. Ratio of the number of double major students to the total number of undergraduate students	-	-	-	-	-	-	3/	-	Room for Improveme
8. Ratio of the number of minor students to the total number of undergraduate students	-	-	-	5	-	-	-		Room for Improveme
9. (Number of students accepted to graduate school) / (Number of students applying to graduate school) ratio	-	-	147/76=1.93	160	-	-	-		Successful
10. (Number of students accepted to doctoral programs) / (Number of students applying to doctoral programs) ratio	-	-	84/27=3.11	95	-	-	-	-	Successful
11. Number of interdisciplinary master's programs with thesis	-	-	-	-	-	-	-	-	Room for Improve

12. Number of interdisciplinary non-thesis master's programs	-	-	-	-	-	-	-	-	Room for Improve
13. Number of interdisciplinary doctoral programs	-	-	-	-	-	-	-	-	Room for Improve
14. (Number of students placed in undergraduate programs) / (Total number of students who prefer undergraduate programs) ratio	-	-	452	470	554	-	603	-	Successful
15. Number of programs organized for training of trainers at the institution	-	-	25	30	-	-	-	-	Room for Improve
16. Faculty member who received training within the scope of the training of trainers program at the institution	-	-	8	10	-	-	-	-	Room for Improveme
17. Satisfaction rate with the training of trainers program conducted at the institution (in %)	-	-	-	-	-	-	-	-	Room for Improveme
18. Average of faculty evaluation survey (student evaluations) (in %)	-		%73	%80	-	-	%76	-	Successf ul
19. Average of academic advisor evaluation questionnaire (student evaluations)	-	-	%48	%60	%48	%60	%53	%60	Successf ul
20. Thesis management (ongoing master's and doctoral thesis management)	-	-	275	290					Room for Improve
21. Two-semester average of the number of weekly lecture hours of the lecturers	-	-	15	12.5					Successf ul
22. (Total classroom space) / (Total number of students in formal education) ratio	-	-	28/2081=74.32	38/2100	40/2372	-	40/2684	-	Successf ul

23. (Number of program-related resources in the institution library)/ (Number of students all students) ratio	-	-	18350/2081=8.817	19000/2100	21269	-	21412	-	Successful
	-	-	18350/3700=	19000/3800	21269/3753	-	21412/4069	-	Successful
24. (E-resources related to the program in the institution library) / (Number of Students) ratio	-	-	-	-	-	-	-	-	Room for Improveme
25. Number of student societies of which program students are members		-	9	15	9	-	11	-	Successful
26. Number of program students participating in student community activities	-	-	267	270	-	-	280	-	Successful
27. Number of student projects	-		1	2	-	-	-	-	Room for Improve
28. The number of undergraduate programs stated to be accredited in the YKS Higher Education Programs and Quotas Guide of the university of the program applying for accreditation	-	-	-	-	-	-	-	-	Room for Improvement
29. Satisfaction level of employer stakeholders (MoNE, DİB, etc.) with the qualifications of graduates (in %)	-	-	-	-	-	-	%40	-	Room for Improveme
30. (Number of graduates placed with KPSS exam)/(Number of graduates taking KPSS exam) ratio	-	-	-	-	-	-	-		Successful

31. MBSTS	-	-	-	-					Room for Improve
32. Number of hafiz at the time of enrollment in the program	-	-	-	15	56	-	61	-	Room for Improve
33. Number of hafiz among students who have reached the graduation stage of the program		-	-	-	-	--	-	-	Room for Improve
34. Number of students taking YDS-Yökdil exams		-	-	-	-	-	-	-	Room for Improve
35. Number of students taking YDS-Yökdil exams		-	-	-	-	-	-	-	Room for Improve
36. Number of graduates with job placements		-	-	-	-	-	-	-	Room for Improve
37. Proportion of graduates continuing graduate studies			367	380	-	-	-	-	Room for Improve
38. Number of members of alumni association		-	-	-	-	-	54	-	Room for Improve
39. Number of graduates from the Higher Religious Specialization Training Center		-	-	-					Room for Improvemen
40. (Number of students who graduated within the normal education period) / (Number of students who should have graduated within the normal education period) ratio					190/		184/		Room for Improvement

41. Number of Students in Undergraduate and Graduate Programs / Number of Instructors		-	2343/68	2350	4250/73		4556/78		Successful
42. Number of Students in Undergraduate and Graduate Programs / Number of Faculty Members		-	22343/41	223/45	4250/49	-	4556/54	-	Successful
43. Number of Students in Graduate Programs/Number of Students in Undergraduate Programs		-	261/2081	270/2090	497/3753	-	497/4069	-	Successful
44. Number of Undergraduate Students/Number of Instructors		-	2081/68	2081/75	3753/73		4069/78		Successful
45. Number of PhD graduates/number of faculty members		-	12/68	16/75	12/49		13/54		Successful
46. Number of students in doctoral programs/number of faculty members		-	117/41	120/45	/49		189/54		Successful
47. Number of Foreign Students/Total Number of Students		-	27/2081	30/2081	35/30753		35/4069		Successful
48. Number of doctoral students / Total number of (Undergraduate-LL-Doctoral) students		-	117/2342	120/2350	/4350		189/54		Successful
49. Number of PhD graduates					12		13		Room for Improve
50. Annual number of students leaving the institution		-	-	-	172		107		Room for Improve
51. Number of Foreign Academic Staff/Total Number of Academic Staff		-	1/68	2/75	2/73		2/78		Room for Improve

52. Number of administrative staff / Total number of students		-	9/2343	11/2350	17/3753		17/4069		Room for Improve
53. Number of administrative staff/ Number of teaching staff		-	9/68	10/75	17/73		17/78		Room for Improve

C. RESEARCH AND DEVELOPMENT

Indicator									
C. Research and Development	Description	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Realized in 2023	Targeted in 2024	Status should be written "Successful" or " Room for
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.	-	-	-			1/54		Room for Improvement
2. Number of ongoing externally funded projects per faculty member	The ratio of the number of ongoing projects supported by national or international organizations from outside the institution to the number of faculty members is asked. (No split)	-	-	-			3		Room for Improvement

3. Average annual total budget of completed externally funded projects		-	-	-			37.000		Room for Improveme
4. Total budget of ongoing externally funded projects		-	-	-			40.000		Room for Improveme
5. Ratio of total ongoing externally funded project budget to the number of ongoing externally funded projects		-	-	-			1		Room for Improvement
6. Average annual number of international collaborative projects completed per faculty member	The ratio of the number of completed projects carried out with international individuals or organizations from outside the institution to the number of faculty members is asked.	-	-	-			1/54		Room for 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.	-	-	-			2/54		Room for Improvement
8. Number of Fields in the Council of Higher Education 100/2000 Doctoral Scholarship Program		2	-	3			1		Room for Improvemen

9. Number of Students in the Council of Higher Education 100/2000 Doctoral Scholarship Program		-	0	3			2		Room for Improvement

10. Average annual number of publications per faculty member in SCI, SSCI, A&HCI and ESCI indexed journals not conducted through international collaboration	The ratio of the number of articles and reviews published/published in SCI, SSCI, A&HCI and ESCI indexed journals that are not made in international cooperation between January 1 and December 31 to the number of tenured faculty members (Professor, Associate Professor and Assistant Professor) is asked. Articles that have been sent to the journal for publication between the relevant period but have not yet passed the referee approval / control, or even if they have passed, they have not been published because the publication time of the relevant journal has not come. Regardless of the date of submission, articles in journals published / published between the relevant dates will be taken into consideration.	1	-	1			0-29		Room for Improvement

11. Average annual number of publications produced in SCI, SSCI, A&HCI and ESCI indexed journals with international collaboration per faculty member	The ratio of the number of articles and reviews published/published in SCI, SSCI, A&HCI and ESCI indexed journals, etc. between January 1 and December 31, which were made in international cooperation (those not made in international cooperation were asked in the previous item), to the number of tenured faculty members (Professor, Associate Professor and Assistant Professor) is asked. Articles that have been sent to the journal for publication between the relevant period but have not yet passed the referee approval / control or, even if they have passed, have not been published because the publication time of the relevant journal has not come. Regardless of the date of submission, articles in journals published / published	0.2	-	0.2			-		provement

12. Scientific publication score (the ratio of the total impact score to the total number of publications obtained by writing the current impact factor of the relevant journal for each publication and summing them up)	It refers to the ratio of the total impact score to the total number of publications obtained by writing the current impact factor of the relevant journal for each publication and summing them up.	0,15	0,14	0,25			-		Room for Improvement
13. Citation score	The average annual number of citations in SCI, SSCI, A&HCI and ESCI indexed journals divided by the total number of faculty members.	0,3	-	0,3			-		Room for Improvement
14. Total budget of international collaborative projects	The total budget of the projects opened between January 1 and December 31 will be written.	-	-	-			-		Room for Room
15. Total budget of ongoing international collaborative projects	The total budget of ongoing international collaborative projects as of the application date will be written.	-	-	-			-		Room for Room
16. Number of graduate students with thesis per faculty member		-	0,53	-			1,4		Room for Room
17. Number of doctoral students per faculty member		-	1,51	-			0,5		Room for Room

18. Average annual number of doctoral graduates per faculty member	Average annual number of doctoral graduates per faculty member	-	3,4	-			0,2		Room for
19. Number of faculty members with TUBA and TUBITAK awards (excluding TUBA translation awards)		1	-	1			-		Room for
20. Number of international awards		1	-	1			-		Room for
21. Number of national awards		1	-	1			-		Room for
22. Number of academic researches (articles, theses, etc.) conducted in cooperation with MoNE		2	-	2			-		Room for
23. Number of academic researches (articles, theses, etc.) conducted in cooperation with the Ministry of Religious Affairs		2	-	2			-		Room for

D. SOCIAL CONTRIBUTION

Gösterge								
D. Social Contribution	Description	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Realized in 2023	Targeted in 2024

1. Number of social responsibility projects that have a budget and are carried out by the organization itself		-	-	-	-	-		Room for Improvement
2. Number of social responsibility projects that have a budget and are carried out in cooperation with external stakeholders (excluding MoNE and Presidency of Religious Affairs)		-	-	-	-	-		Room for Improvement
3. Number of social responsibility projects with a budget and carried out in cooperation with MoNE		-	-	-	-	-		Room for Improvement
4. Number of social responsibility projects with budget and carried out in cooperation with PRA		-	-	-	-	-		Room for Improvement
5. Number of social responsibility projects carried out without a budget and in cooperation with external stakeholders (excluding MoNE and PRA)		-	-	-	-	-		for Room Improvement
6. Number of social responsibility projects carried out without a budget and in cooperation with MoNE		-	-	-	-	-		Room for Improvement

7. Number of social responsibility projects carried out in cooperation with PRA that do not have a budget		-	-	-	-	-		Room for Improvement
8. Number of activities carried out by program instructors in MoNE institutions		-	-	-	-	-		Room for Improvemen
9. Number of participants in activities carried out by program instructors in MoNE institutions		-	-	-	-	-		Room for Improvement
10. Total number of hours of activities carried out by program instructors in MoNE institutions		-	-	-	-	-		Room for Improvement
11. MEB kurumlarında program öğretim elemanları tarafından yürütülen faaliyetlere katılan katılımcıların memnuniyet oranı (% olarak)		-	-	-	-	-		for Room Improvement
12. Satisfaction rate of the participants participating in the activities carried out by program instructors in MoNE institutions (in %)		-	-	-	-	-		Room for Improvement
13. Number of activities carried out by program instructors at PRA institutions		-	-	-	-	-		Room for Improvemen

14. Number of participants in activities conducted by program instruc		-	-	-	-	-		Room for Improvemen
15. Total number of hours of activities conducted by program instructors at PRA institutions		-	-	-	-	-		Room for Improvement
16. Satisfaction rate (in %) of participants attending activities carried out by program instructors at PRA institutions		2		2	-	-		Room for Improvement
17. Number of social responsibility projects with budget and carried out with public institutions		-	-	-	-	-		Room for Improvement
18. Annual training hours conducted by program instructors in external stakeholder organizations (excluding MoNE and PRA)		-	-	-	-	-		Room for Improvement
19. Number of people trained annually for the trainings carried out by program instructors in external stakeholder organizations		-	-	-	-	-		Room for Improvement
20. Number of people and hours trained annually for trainings conducted by program instructors in external stakeholder organizations		-	-	-	-	-		Room for Improvement

21. Satisfaction rate of participants who received trainings conducted by program faculty members in external stakeholder organizations (in %)		-	-	-	-	-		Room for Improvement
22. Annual training hours conducted by program instructors at CEC or other centers of the university		-	-	-	-	-		Room for Improvement
23. Number of people trained annually for trainings conducted by program instructors at CEC or other centers of the university		-	-	-	-	-		Room for Improvement
24. Annual number of trainees and hours for trainings conducted by program instructors at CEC or other centers of the university	DUFT 2021 Annual Report DUFT 2022 Annual Report DUFT Quality Goal and Target Action Plan 2023	-	-	-	-	-		Room for Improvement

25. Satisfaction rate of participants who participated in social contribution activities (in %)		-	25	-	-	7		Successful
26. The number of seminars, conferences, panels, symposiums, etc. given by the program faculty and		-	-	-	-	-		Room for Improvement

E. MANAGEMENT SYSTEM

Indicator									
Management System	Description	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Realized in 2023	Targeted in 2024	Status should be written "Successful" or " Room for Improvement"
1. Central Budget	Revenues from the central budget that do not belong to activities in the research and development category	13.025.000,00	14.281.112,00	16.198.000,00	23.198.298,00	34.821.000,00	48.000.000,00	93.003.000,00	Room for Improvement
2. Research Income	General research revenues will be reported.	-	-	-					Room for Improvement

3. Community Service Revenues	General community service revenues will be reported.	-	-	-					Room for Improvement
4. Donations	Non-state, conditional or unconditional donations transferred to the organization	-	-	-					Room for Improvement
5. Personnel Expenses	Personnel expenses (including Social Security Board expenses)	11.676.980,00	10.245.475,90	20.284.755,00	17.932.619,02	43.004.000,00	43.001.766,91	89.599.000,00	Room for Improvement
6. Education Expenses	General education expenses will be reported.	1.503.000,00	2.330.632,00	1.447.000,00	2.371.863,00	2.216.000,00	3.682.000,00	3.404.000,00	Room for Improvement
7. Research Expenses	Expenses for all actions and activities in the research category	-	-	-					Room for Improvement
8. Community Service Expenses	Expenses for all activities in the community service category	-	-	-					Room for Improvement

9. Administrative Expenses	Purchases of consumer goods and materials, travel expenses, service purchases, minor repairs (movable and immovable), etc.	61.508,14	110.000,00	102.738,00	120.000,00	118.000,00	120,000,00	1,145,600,00	Room for Improvement
10. Investment Expenses	Expenses for real estate, machinery, equipment, etc.	54.150,00	54.050,00	65.000,00	97.024,00	100.000,00	-	-	Room for Improvement