Dicle University

Faculty of Teology

Daytime Education

Self-Evaluation Report

(2022)

CONTENTS

INFORMATION ABOUT THE INSTITUTION 6
A. QUALITY ASSURANCE SYSTEM 8
A.1. MISSION AND STRATEGIC OBJECTIVES 8
A.1.1. Mission, Vision, Strategic Goals and Objectives 8
A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies 13
A.1.3. Institutional Performance Management 15
A.2. INTERNAL QUALITY ASSURANCE 18
A.2.1. Quality Commission 18
A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units) 19
A.2.3. Leadership and Quality Assurance Culture 20
A.3. STAKEHOLDER ENGAGEMENT 21
A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes 21
A.4.INTERNATIONALIZATION 23
A.4.1. Internationalization Policy 23
A.4.2. Management and Organizational Structure of Internationalization Processes 23
A.4.3. Internationalization Resources 24
A.4.4. Monitoring and Improving Internationalization Performance 24
B. EDUCATION AND TRAINING 25
B.1. DESIGN AND APPROVAL OF PROGRAMS 25
B.1.1. Design and Approval of Programs 25
B.1.2. Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and Alignment with IAA Criteria 26
B.1.3. Course Outcomes with Program Outcomes and Matching to Discipline Specific Outcomes 27
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) 27
B.1.5. Student Workload-Based Design 29
B.1.6. Measurement and Evaluation 29
B.2. STUDENT ADMISSION AND DEVELOPMENT 30
B.2.1. Student Admission and Recognition and Crediting of Prior Learning 30
B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications 32

B.3.4. Academic Advising *38*

B.4. ACADEMIC STAFF 39

B.4.1. Criteria for Appointment, Promotion and Assignment *39*

B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System) *40*

B.4.3 Incentives and Rewards for Educational Activities *41*

B.5. LEARNING RESOURCES 42

B.5.1. Learning Resources *42*

B.5.2. Social, Cultural, Sportive Activities *43*

B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology Equipped Workspaces, Medical Center, etc.) *45*

B.5.4. Faculty without Barriers *46*

B.5.5. Guidance, Psychological Counseling and Career Services *47*

B.6. MONITORING AND UPDATING THE PROGRAM 48

B.6.1. Monitoring and updating program outcomes *48*

B.6.2. Alumni monitoring system *61*

C. RESEARCH AND DEVELOPMENT 62

C.1. RESEARCH STRATEGY 62

C.1.1. Research policy, objectives and strategy of the institution *64*

C.1.2 Management and organizational structure of research and development processes *67*

C.1.3. Relation of research to local/regional/national needs and demands *68*

C.2 RESEARCH RESOURCES 71

C.2.1. Research Resources: Physical, Technical, Financial *71*

C.2.2. Internal University Resources (BAP) *73*

C.2.3. Orientation to Non-University Resources (Methods and Supports) *74*

C.2.4. Graduate Programs Compatible with the Institution's Research Policy, Goals and Strategy *74*

C.3. RESEARCH COMPETENCE 76

C.3.1. Research competence of academic staff and development of research competence *76*

C.3.2. National and International Joint Programs and Joint Research Units *77*

C.4. RESEARCH PERFORMANCE 78

C.4.1. Academic staff performance evaluation *78*

C.4.2. Evaluation of research performance and improvement based on results *79*

C.4.3. Research budget performance *79*

D. SOCIAL CONTRIBUTION 80

D.1. SOCIAL CONTRIBUTION STRATEGY 80

D.1.1. Social Contribution Policy, Goals and Strategy *81*
D.1.2. Management and Organizational Structure of Social Contribution Processes *82*
D.2. Sources of Social Contribution 83
D.2.1. Resources *83*
D.3. Social Contribution Performance 84
D.3.1. Monitoring and improving social contribution performance *84*
E. MANAGEMENT SYSTEM 85
E.1. Structure of Management and Administrative Units 85
E.1.1. Management Model and Administrative Structure *85*
E.1.2. Process Management *87*
E.2. Management of Resources 89
E.2.1. Human resources management *89*
E.2.2. Management of financial resources *90*
E.3. Information Management System 91
E.3.1. Integrated information management system *91*
E.3.2. Information security and reliability *92*
E.4. Support Services 94
E.4.1. Compliance, quality and continuity of services and goods *94*
E.5. Public Disclosure and Accountability 95
E.5.1. Informing the public *95*
E.5.2. Accountability methods *95*
CONCLUSION AND EVALUATION 97
A. QUALITY ASSURANCE SYSTEM 97
A1. Strengths of the Institution *97*
A2. Aspects of the Institution Open to Development *97*
B. EDUCATION AND TRAINING 97
B1. Positive Aspects of the Institution *97*
B2. Aspects of the Institution Open to Improvement *98*
C. RESEARCH AND DEVELOPMENT 99
C1. Strengths of the Institution *99*
C2. Aspects of the Institution Open for Improvement *100*
D. SOCIAL CONTRIBUTION 102
D1. Strengths of the Institution *102*
D2. Aspects of the Institution Open for Improvement *102*
E. MANAGEMENT SYSTEM 102

E1. Strengths of the Organization *102*

E2. Aspects of the Institution Open to Improvement *103*

APPENDIX. PERFORMANCE INDICATORS 105

INFORMATION ABOUT THE INSTITUTION 105

A. QUALITY ASSURANCE SYSTEM 111

B. EDUCATION AND TRAINING 117

C. RESEARCH AND DEVELOPMENT 129

D. SOCIAL CONTRIBUTION 137

E. MANAGEMENT SYSTEM 144

INFORMATION ABOUT THE INSTITUTION

1. Contact Information

Dean

Prof. Dr. H. Musa BAĞCI

Tel: +90 (412) 2488023

E-Mail: hmbagci@hotmail.com

Vice Dean

Assist. Prof. Dr. İsmail KANBAZ

Tel: 0 538 358 02 59

E-Posta: ismailkanbaz@gmail.com

Vice Dean

Assist. Prof. Dr. Orhan CANPOLAT

Tel: 0 552 602 91 32

E-Posta: polatcan21@hotmail.com

2. Historical Development

Our History

Our faculty was established as the Faculty of Theology affiliated to Dicle University in accordance with the 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.

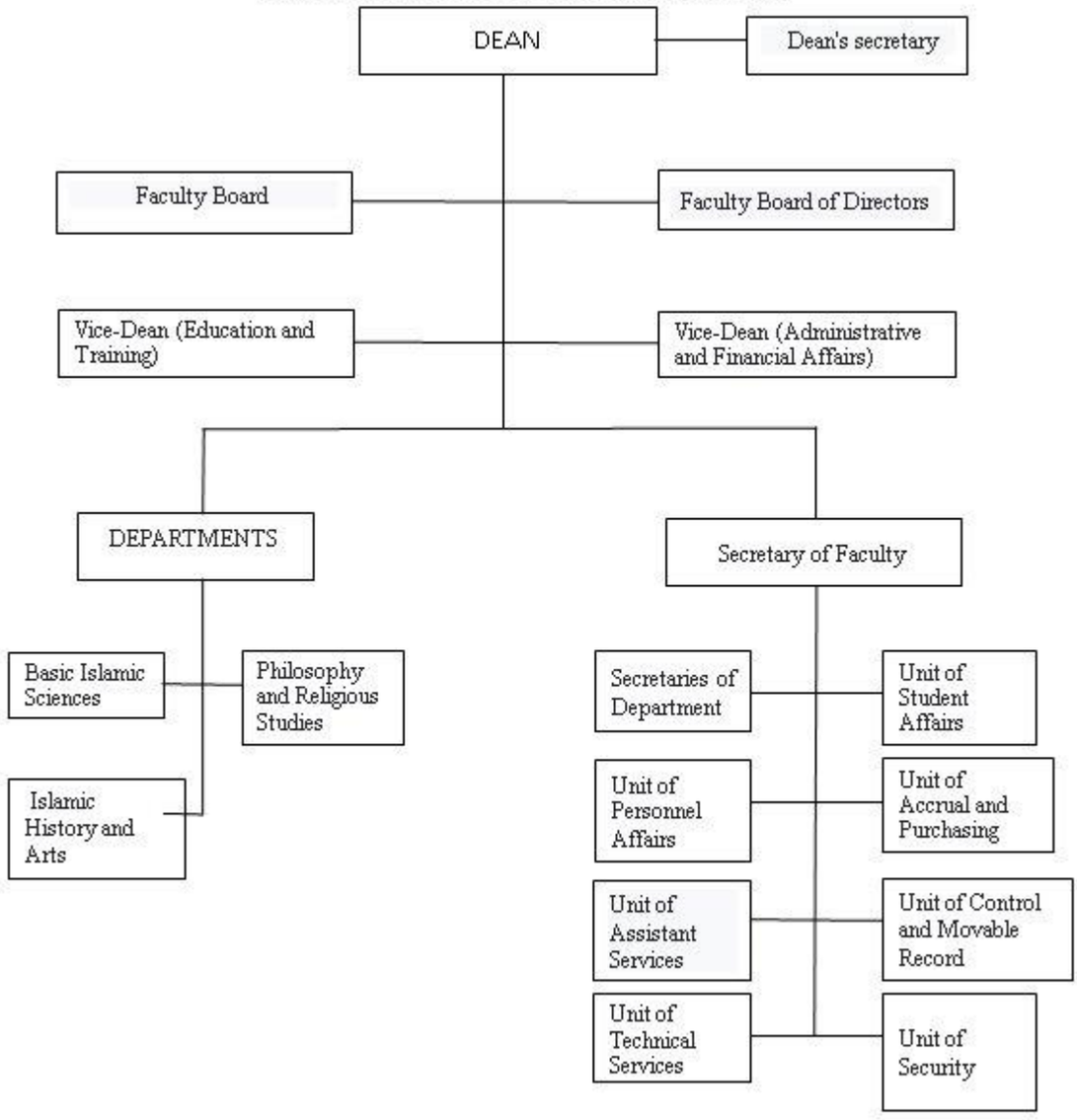
With the decision of the Presidency of the Council of Higher Education dated 03.07.2009 and numbered 019489, it was decided to establish an evening education program in theology. Based on this decision, our faculty admitted students to the evening education program in the 2009-2010 academic year. In 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;

Organization Chart of Academic and Administrative Units



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

In order to determine and implement its mission and vision, our faculty continues to work in line with the 6 objectives and 32 strategic goals in the strategic plan of the institution in accordance with the main objectives specified in the strategic plan of Dicle University in 2022 as it was last year. In this regard, the Quality Assurance Development Commission continues its activities in coordination with other development commissions and other stakeholders.

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

The mission, vision, strategic goals and objectives of the Faculty are included in the Faculty Quality Manual (See Evidence 1) and the 2020-2024 Strategic Plan (See Evidence 2). Before 2020, our faculty was implementing its strategic plan in accordance with the previously prepared 2015-2019 Strategic Plan (See Evidence 3). In 2020, the goals and strategic objectives implemented in line with the updated strategic plan continued to be taken as a basis in 2022 as they were last year. Accordingly, the current goals and strategic objectives of the institution for 2022 are determined as follows:

Related Section	Objectives	Strategic Goals
	Objective 1: Developing the Institutional Identity/Capacity of the Faculty.	G.1.1. To ensure full accreditation of the unit to the IAA by the end of 2024.

Quality Assurance System	Objective 2: To Ensure Continuous Improvement in Teaching Quality.	G.2.1. To improve the quality of teaching programs through appropriate activities. G.2.2. To increase international recognition. to ensure the participation of our students in the information meetings organized jointly with the international student office of our university.
Education and Training	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.
	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

Research and Development		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 Contibution	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.
Management System	Objective 1: Strengthening Administrative Structure through Good Management 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 2022.

Example 1: Our Faculty has established various commissions (See Evidence 4) on Goal 1 of Objective 1 related to quality assurance, and these commissions have held various meetings to develop the accreditation process (See Evidence 5). These commissions are still actively involved in their work.

Example 2: In the section on quality assurance, in the context of "Objective 2: Ensure Continuous Improvement in Teaching Quality", various courses and workshops were held in our faculty for the objective "G.2.1. Improve the quality of teaching programs through appropriate activities". In this context, "Tajweed course" (See Evidence 6), "English course" (See Evidence 7), "Islamic History workshops" (See Evidence 8), "Online hadith readings" (See Evidence 9) are conducted.

Example 3: In the section on quality assurance, in the context of "Objective 2: To Ensure Continuous Improvement in Teaching Quality", an Erasmus information meeting was held for students in our faculty for the target "G.2.2. To increase international recognition, to ensure the participation of our students in the information meetings organized jointly with the international student office of our university." (See Evidence 10)

Example 4: In the context of "Objective 1: To Improve / Strengthen Education and Training Activities" related to education and training, our faculty makes promotions through its official accounts on social media in order to realize the goal of "G.1.7. To attract qualified students to our faculty and to promote our faculty in various environments for this purpose." (See Evidence 11, 12, 13, 14) In addition, monthly bulletins are prepared in our faculty, and these bulletins include the activities of our faculty and developments related to our faculty. These bulletins are shared on the official page of the faculty (See Evidence 15).

Example 5: Within the scope of Goal 1 related to education and training "G.1.9. To develop the perspectives of our students in different directions. Organizing activities to ensure the personal and social development of students", various activities were organized in our faculty. (See Evidence 16, 17)

Example 6: Again, within the scope of Goal 1 related to education and training, in line with the objectives "G.1.6. To benefit from effective education and training practices" and "G.1.2. To develop processes based on participatory and active learning in courses and extracurricular activities", various activities are carried out in Special Teaching Methods and oratory courses in our faculty. (See Evidence 18, 19)

Considering the above examples and the evaluations of the Development and Accreditation Commissions of our faculty, it is seen that some practices have been implemented in the institution in line with the Strategic Plan and objectives. With these practices, it is observed that the Strategic Plan is taken into consideration in decision-making processes. Some mechanisms have also been developed to monitor the Strategic Plan. In this

regard, as stated in the Strategic Plan, the evaluation of the Strategic Plan of our faculty is realized by analyzing the conformity of the implementation results with the strategic goals and objectives and the level at which the goals are achieved. However, these studies are not yet at a level to cover all areas. In this regard, our faculty organizes activity reports (See Evidence 20).

In addition, Unit System Performance Reports (See Evidence 21) for 6-month processes in 2022 under the Presidency of the Quality Commission of our Faculty are uploaded to the QMS automation of our University (See Evidence 22). In addition, the extent to which our Faculty has achieved its goals in 7 subjects determined for 2022 is filled in the Process / Activity Monitoring Forms and uploaded to the QMS automation (See Evidence 23). As monitored in these forms, studies are carried out on how the processes are progressing and what kind of problems are experienced and their elimination.

Level of Readiness:

Implementations covering all areas in line with the strategic goals and objectives within the scope of the Strategic Plan are monitored systematically and in line with the internal quality assurance system of the faculty, and measures are taken by evaluating them together with stakeholders.

Evidences:

1. Faculty Handbook
2. 2020-2024 Strategic Plan
3. 2015-2019 Strategic Plan
4. Quality Commissions
5. Quality and Accreditation Meeting Minutes
6. Tajweed course
7. English course
8. Islamic History workshops
9. Online Hadith readings
10. Erasmus Meeting
11. Official Twitter account of the faculty
12. Official Youtube channel of the faculty
13. Official Instagram account of the faculty
14. Official Facebook account of the faculty
15. Faculty Bulletin
16. Conference on Values, Differences and Communication
17. "Be Yourself" Conference
18. 2022-2023 Special Teaching Methods Activities
19. 2022-2023 Professional Oratory and Practice Activities
20. Annual Reports
21. Unit System Performance Reports
22. QMS automation system
23. Process/Activity Monitoring Forms

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 A.1.1.Evidence 1) and the Strategic Plan (See A.1.1.Evidence 2). While creating these policies, Dicle University Quality Policy (See Evidence 2), Dicle University Education and Training Policy (See Evidence 3), Dicle University Research and Development Policy (See Evidence 4), D. U. Community Service and Social Responsibility Policy (See Evidence 5) were taken into consideration. The quality policies of our faculty are as follows:

Our Quality Policy

1- To realize and continuously improve education and research activities by complying with national and international quality principles,

2- 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 improvement,

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

4- To train individuals who have the knowledge, skills, behavior and general culture of the profession and who are sensitive to the environment,

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

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

Our Education Policy:

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

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

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

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

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

Our Research and Development Policy:

1- To improve the research capacity of our Faculty and to move our Faculty forward at national and international level,

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

3- To strengthen cooperation with external stakeholders and ensure their participation in research and development activities,

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

Our Social Contribution Policy:

1- To prioritize local, regional and social needs in accordance with our faculty's own activities,

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

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

4- To share the results of academic scientific studies with external stakeholders and present them to the society, taking into account the diversity of communication sources,

5- Monitoring activities for the community and making necessary improvements.

Our Management System Policy:

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

2- To make decisions with a transparent and participatory management approach and to share these decisions with the public.

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

4- To provide the necessary support and improvements by monitoring the performance of the stakeholders serving our faculty.

The Quality policies of our faculty were created as a result of the studies carried out in 2021 and written in the Quality Handbook (See Evidence 1). In 2021, we have quality policies detailed in the PDR report. While creating these policies, Dicle University Quality Policy (See Evidence 2), Dicle University Education and Training Policy (See Evidence 3), Dicle University Research and Development Policy (See Evidence 4), D. U. Community Service and Social Responsibility Policy (See Evidence 5) were taken into consideration.

The quality policies of our faculty cover all areas such as quality assurance, education-training, research-development, social contribution and management system. Policies in these areas are in an integrated relationship with each other. For example, the policy stated in Policy 1 of the Quality Policy as "To realize and continuously improve education and research activities by complying with national and international quality principles" is directly related to education and training. Policies 1 and 2 within the scope of Education and Training policies; "1- To adopt an innovative and productive education model in accordance with national and international criteria in professional knowledge and competence in religious sciences, 2- To provide students with skills such as faculty, analytical thinking, creativity, critical thinking and problem solving, social and intercultural productivity and responsibility". These policies directly support research and development. Within the Research and Development Policies, the policies stated as "3- Ensuring participation in research and development activities by strengthening cooperation with external stakeholders, 4- Improving cooperation with research and application centers within the university" are in a way to feed the social contribution policy.

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

The above policies of our faculty emerged as a result of the exchange of ideas at the meetings of the Quality Management System. Monitoring the implementation of these policies in the following process is one of the primary areas of work of the commission. In this regard, the late start of quality studies and the pandemic process have created some problems. However, the quality awareness in the institution shows the potential for further work on this issue.

Level of Readiness:

In our faculty, there are practices carried out in line with defined policies in all areas of quality assurance, education and training, research and development, social contribution and management system, and some results have been obtained from these practices. However, the mechanisms required to monitor the results of these practices are not yet mature.

Evidences:

1. Handbook of Quality
2. Dicle University Quality Policy
3. Dicle University Education and Training Policy
4. Dicle University Research and Development Policy
5. D. U. Community Service and Social Responsibility Policy
6. Faculty Web Page

A.1.3. Institutional Performance Management

Institutional performance management is defined as a planned process in the Quality Manual (See A.1.1.1.Evidence 1) and the Strategic Plan (See A.1.1.1.Evidence 2). Planning in this regard is carried out by the faculty administration in cooperation with the unit commissions of the faculty (Academic Quality Monitoring and Strategic Planning Commission, Bologna Coordination Commission, International Relations Erasmus and Farabi Commission, Promotion, Culture, Art, Organization, Activities and Alumni Relations Commission, Sportive Activities Commission, Curriculum Update and Compliance Commission, Website Commission, Annual Activity Report Preparation Commission, Unit Academic Incentive Application and Review Commission (See Evidence 1). These commissions constitute the first step of planning and follow-up, and negotiations are held in coordination with the institution's internal and external stakeholders on relevant issues. Performance management is monitored by the Accreditation Commission (See Evidence 2). In addition, institutional performance processes are recorded by Dicle University QMS Automation System (See Evidence 3). In this automation system, quality performance processes are continuously monitored together with the Quality Development Coordinatorship of the University, deficiencies, risks, targets are recorded in the system and it is possible to monitor the measures to be taken through a system. The QMS automation system also includes sub-modules such as Goals, Risks, Processes, Activities, Performance Reports (see Evidence 3). In 2022, the information of the institution was recorded in these modules in an up-to-date manner (see Evidence 3).

The strategic indicators of the goals of our faculty presented in A.1.1. Mission, Vision, Strategic Goals and Objectives are available in the Strategic Plan (See A.1.1. Evidence 2). These indicators are as follows:

Area	Objectives	Indicators
Quality Assurance System	O.2.1. To improve the quality of curricula through suitable activities.	H.2.1 Indicator: Enhancement meetings held with the class representatives of our faculty.
	O.2.2. To increase international recognition. To ensure the participation of our students in the information meetings organized jointly with the international student office of our university.	H.2.2 Indicator: International promotional events attended by the students of our faculty

Education and Training	O.1.5. To increase the number and improve the quality of academic staff in the required fields.	H.1.5. Indicator: Number of students per academic staff in our faculty
	O.1.7. To attract qualified students to our faculty and to promote our faculty in various environments for this purpose.	H.1.7. Indicator: Promotional activities of our faculty
	O.1.8. To facilitate our students' access to course resources and to increase the documents in the library by 2% each year.	H.1.8 Indicator: Number of books and magazines in our library
	O.1.9. To develop our students' perspectives in different aspects. To organize activities to ensure the personal and social development of students.	H.1.9 Indicator: Activities such as excursions organized for students.
Research and Development	O.1.1. To increase the number of publications in journals in international and national citation indexes. To increase the number of highly cited publications in journals with high impact factor.	H.1.1 Indicator: H-index ratio of our faculty
	O.1.2. To produce at least 10% of the papers to be published from the graduate theses completed each year.	H.1.2 Indicator: Number of graduate thesis publications
	O.1.3. To index the faculty journal in national-international indexes.	H.1.3 Indicator: Indexes in which the faculty journal is indexed
	O.1.4. To ensure the participation of academic staff in domestic and international activities that will increase their professional experience.	H.1.4 Indicator: Academic staff participating in scientific activities.
	H.1.7. To contribute to the human resource needs of our faculty for doctoral graduates by supporting students in the relevant doctoral programs determined by the Council of Higher Education.	H.1.7 Indicator: Number of fields and students in the CoHE 100/2000 doctoral scholarship program.
Social Contribution	O.1.1. To increase social responsibility projects within the scope of protocols with the governorship and other public institutions.	H.1.1 Indicator: Number of social responsibility projects

Management System	O.1.2. To use the reward-incentive system fairly and effectively in administrative practices.	H.1.2 Indicator: Number of awarded administrative and academic staff.

When these indicators are analyzed, it is seen that the organization has performance indicators defined in line with the performance management practice and the strategic plan. The number of these by year is shown in the Strategic Plan. These indicators are related to all areas, but there are no indicators in the strategic plan for all targets within each area. Necessary measures can be taken by updating the Strategic Plan every six months.

There are practices to monitor these indicators in the strategic plan; the following practices can be given as examples:

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

This indicator is monitored every year and recorded in the Annual Activity Report of the faculty (See Evidence 4).

Example 2: H.1.5. Indicator related to Education and Training: Number of students per academic staff in our faculty.

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

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

Social responsibility projects carried out by student clubs at the faculty are recorded in the Annual Report of the faculty.

Example 4: H.1.7. Indicator related to education and training: Promotional activities of our faculty.

Promotion of the institution and the activities carried out are updated on the official website and social media accounts of the institution (See A.1.1. Evidence 6,7,8,9).

Example 5: Indicator H.1.3 on research and development: Indexes in which the faculty journal is indexed.

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

Example 6: Indicator H.1.2 on management system: Number of awarded administrative and academic staff.

The number of staff receiving awards is tracked every year and written in the Annual Activity Report of the faculty.

All of these demonstrate that the indicators of the strategic objectives in the Strategic Plan of our faculty are available. In addition, as mentioned above, there are some examples of indicators of all objectives and how these indicators are monitored in the institution, covering all areas (quality assurance system, education and training, research and development, social contribution, management system), but the practices have not yet matured at the desired level. As a precautionary measure in this regard, the faculty's strategic plan is being updated in the context of eliminating the deficiencies. In addition, performance reports are entered into the QMS automation system every year (See Evidence 3). As a result of these reports, our faculty will take the necessary measures as quality commissions together with the management.

Level of Readiness:

Performance indicators and key performance indicators have been identified in relation to all areas.

However, monitoring of these indicators is not systematic and does not cover all areas.

Evidences:

1: Unit Commissions

2: Accreditation Commission

3: Dicle University QMS Automation System

4: Annual Report

5: Journal of Dicle Faculty of Theology page

A.2. Internal Quality Assurance

Our faculty has a planning focused on stakeholder participation and their satisfaction in accordance with quality management. It plans and executes education and training, research and development, social contribution, management system and internationalization processes within a process defined in the Quality Manual and the Faculty of Theology 2020-2024 Strategic Plan. In decision-making processes, it holds meetings and negotiations with internal and external stakeholders and takes the opinions of its stakeholders. In our faculty, decision-making processes are carried out in cooperation with the participation of internal and external stakeholders under the supervision of the faculty management. The decisions taken are followed up by the Quality and Accreditation Board and measures are taken for the deficiencies in the internal quality assurance of the faculty, and efforts are made to establish a quality culture and spread it throughout the institution.

A.2.1. Quality Commission

The pre-existing Quality Committee of our Faculty is responsible for establishing a quality culture in the institution. With the accreditation application process, the Quality Board prepared its own Quality Handbook (See Evidence 1) and defined future improvement strategies in the Faculty of Theology 2020-2024 Strategic Plan (See Evidence 2). Within this process, it has established Quality and Development Commissions and Accreditation Commissions, which are responsible for quality, and monitored their functioning (See Evidence 3, Evidence 4, Evidence 5).

Our Faculty has its own quality plan in accordance with Dicle University Quality Management System and university quality policies, and Quality and Development Commissions and Accreditation Commissions that have internalized university quality assurance (TS EN ISO 9001: 2015 QMS). This board carries out the quality process in a planned manner and based on the faculty's Quality Manual. With these commissions, our faculty is trying to internalize quality awareness within itself. In this sense, these commissions, which were established in order to improve the quality of the faculty and to follow the process, have divided their duties in accordance with the Dicle University Quality Commission Directive (See Evidence 6).

The Quality and Development Commission and Accreditation Commission, in cooperation with other unit commissions within the faculty (Academic Quality Monitoring and Strategic Planning Commission, Bologna Coordination Commission, International Relations Erasmus and Farabi Commission, Promotion, Culture, Art, Organization, Events and Alumni Relations Commission, Sportive Activities Commission, Curriculum Update and Compliance Commission, Website Commission, Annual Activity Report Preparation Commission, Unit Academic Incentive Application and Review Commission) share the feedback they receive with the faculty management and monitor the measures to be taken in coordination (See Evidence 7).

While creating the Quality Assurance System, our faculty held meetings and negotiations with internal and external stakeholders and received the opinions of its stakeholders. In this sense, the institution organized meetings with academics who are internal stakeholders (See Evidence 8), and prepared and implemented course evaluation and student satisfaction surveys for students in the fall and spring semesters of the 2021 and 2022 academic years (See Evidence 9). It also organized meetings with student clubs organized by our students

(See Evidence 10). Our faculty also maintains its ties with graduates, who are the external stakeholders of the institution, and keeps track of its graduates through the university's graduate information system (See Evidence 11).

In our faculty, decision-making processes are carried out in cooperation with the participation of internal and external stakeholders under the supervision of the faculty management. In light of the monitoring of these issues, the Quality and Development Commissions and Accreditation Commissions monitor the internal quality assurance system of the institution and improvements are made regarding the problems encountered in practice (See Evidence 12).

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 monitored and improvements are made by evaluating the monitoring results.

Evidences:

1. Quality Handbook
2. Faculty of Theology 2020-2024 Strategic Plan
3. Quality and Development Commissions
4. Accreditation Commissions
5. Quality Assurance System Development Commission Meetings
6. Quality Commission Directive
7. Unit Commissions
8. 2022-2023 Academic Year Academic Board Meeting
9. 2021-2022 Fall and Spring Semester Student Surveys
10. Meeting with Student Clubs Operating in our Faculty
11. Alumni Information System
12. Accreditation and Quality Studies

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

The Quality Handbook and the Strategic Plan constitute a basis and planned assurance for our faculty. The goals planned by the faculty are monitored by the departments in the institution (Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts) in line with performance indicators. The follow-up of quality-oriented objectives and outputs at the end of the year is examined by the members of the Quality Commission responsible for monitoring the areas and consultations are held with the faculty management on whether the PDCA cycles have been closed and if so, whether this cycle can be restarted. For example, as an example of PDCA, the 2019 course curriculum was reviewed and updated with the decision taken by the faculty management (See Evidence 1).

The Strategic Plan, which is determined with the participation of all areas, is created and monitored with the support of TS EN ISO 9001: 2015 QMS, QMS system. Quality-oriented goals and outputs specified in the Quality Manual are periodically monitored by the members of the Quality and Development and Accreditation Commission (See Evidence 2, Evidence 3).

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 makes suggestions to the faculty management to eliminate the deficiencies it has identified (See Evidence 4, Evidence 5).

Level of Readiness:

Internal quality assurance mechanisms covering all areas and processes in the institution, defined processes are carried out systematically within the scope of a holistic 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.

Evidences:

1. 2019 Course Curriculum Update Decision
2. Quality and Development Commissions
3. Accreditation Commissions
4. Research and Development Commission 2021 Activities Evaluation Minutes
5. Quality Assurance System Development Commission End of Year Evaluation Meeting Minutes (2021)

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 based on the mission and vision of the faculty. At this point, surveys based on stakeholder participation and internal stakeholders' requests and demands are regularly monitored and measures are taken (See Evidence 1). The satisfaction surveys, which can be accessed through the QMS module and the survey results on the faculty homepage, are one of the main mechanisms through which this monitoring is carried out (See Evidence 2, Evidence 3). One of the external stakeholders contributing to the monitoring of the process is the Dicle University Quality Commission (See Evidence 4).

The faculty is in contact with its external stakeholders and is aware of their requests and demands. It conducts some studies to meet these demands and develops collaborations and protocols (See Evidence 5).

The Dicle University Quality Commission, which leads Dicle University in the accreditation process, also plays a guiding role in the accreditation of the faculty and manages the establishment and sustainability of the quality culture on a faculty basis under the leadership of the Dean of the Faculty of Theology, who is a member of this commission. In order to guarantee this process, the faculty prepared the Quality Handbook in 2020, applied for accreditation to the Theology Accreditation Agency (IAA), and updated its website and social media accounts accordingly (See Evidence 6, Evidence 7, Evidence 8, Evidence 9).

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:

1. Annual Activity Reports
2. Dicle University QMS Automation System
3. Dicle University Faculty of Theology Student Survey Results
4. Dicle University Quality Commission

5. Faculty's Collaborations with External Stakeholders
6. Dicle University Faculty of Theology Official Website
7. Official Youtube channel of the faculty
8. Official Instagram account of the faculty
9. Official Facebook account of the faculty

A.3. Stakeholder Engagement

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 observations. In this respect, various improvements are made in our faculty in order to increase the participation of stakeholders in the processes in line with the impressions and feedback made.

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

How our faculty manages processes for stakeholder engagement and how it involves stakeholders in decision-making processes is defined in the Quality Manual (See Evidence 1). Thus, various meetings are organized in our faculty to support the active participation of internal and external stakeholders in the process. Our faculty thus identifies the opinions and expectations of stakeholders through methods such as meetings and surveys. As a result of the opinions and expectations, reports on the strengths and weaknesses of the institution are prepared.

In 2022, a faculty academic board meeting was held with the participation of academic staff in our faculty, and our academic staff was informed about our stakeholders (See Evidence 2).

Goal 3 in the strategic plan of our faculty 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 3, Evidence 4). In addition, the Theology Academy Protocol, the Protocol of Cooperation in Education with Melik Ahmet Anatolian High School, the Protocol of Education and Accommodation of Theology Students between Dicle University Faculty of Theology and Diyarbakır Yenişehir District Directorate of Theology, They were included in the process by signing a Protocol on Scientific, Academic, Social, Cultural and Artistic Activities between Dicle University Faculty of Theology and Dicle İlim İrfan Youth and Assistance Association and a Protocol on Scientific and Academic Cooperation between Dicle University Faculty of Theology and Diyarbakır Provincial Directorate of Religious Affairs. (See Evidence 5, Evidence 6, Evidence 7, Evidence 8, Evidence 9)

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 students, who are among our external stakeholders, for the fall and spring semesters in 2021-2022. (See Evidence 10) In addition, our university has a graduate information system for graduates, which is an important stakeholder (See Evidence 11).

Our faculty has carried out the preparation of the 2020-2024 Strategic Plan by taking the opinions of internal stakeholders consisting of academic and administrative staff and student representatives. For this purpose, meetings were held with the representatives of undergraduate classes, the opinions of the students on the functioning of the education and teaching processes in the faculty were received, and these were evaluated as important data by the relevant commissions to improve the quality of education. (see Evidence 12)

The social contribution activities carried out in our faculty were carried out in cooperation with our internal and external stakeholders. (See Evidence 13) In this sense, our faculty organized many events and developed projects in cooperation with student clubs in 2022. All these activities can be accessed on the social media pages of our faculty. (See Evidence 14, Evidence 15, Evidence 16, Evidence 17).

An example of the participation of the stakeholders of our faculty in internationalization is the international and domestic relations commission and its activities (See Evidence 18).

Feedback from stakeholders plays an important role in identifying deficiencies and determining the improvement efforts to be made. Therefore, our faculty uses the "I Have a Suggestion" information system on our university's website to receive and respond to the suggestions, requests, complaints, satisfaction and information requests of internal and external stakeholders regarding all of the five areas mentioned above. (See Evidence 19) In addition, our internal and external stakeholders can also report their requests, complaints and satisfaction via our faculty's ilahiyat@dicle.edu.tr e-mail address.

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:

1. Quality Handbook
2. Academic Board Meeting Minutes
3. Quality Manual
4. Faculty of Theology 2020-2024 Strategic Plan
5. Theology Academy Program
6. Melik Ahmet Anadolu IHL Cooperation in Education
7. Education of Faculty of Theology Students Accommodation
8. Dicle Science, Knowledge, Youth and Solidarity Association
9. Scientific and Academic Cooperation between Diyarbakır Provincial Directorate of Religious Affairs
10. 2021-2022 Fall and Spring Semester Student Satisfaction Surveys
11. Alumni Information System
12. 2022 Annual Report
13. 2022 Annual Report
14. Facebook Account
15. Twitter Account
16. Instagram Account
17. Youtube Channel
18. Domestic and International Relations Commission
19. I Have a Suggestion Panel

A.4.Internationalization

A.4.1. Internationalization Policy

Our faculty attaches great importance to internationalization in accordance with the relevant articles of quality assurance, education-training and research-development policies. In this context, it has set many goals in its strategic plan. As a matter of fact, within the scope of S.G.2 and S.G.4, it aims to ensure the active participation of our students in the information meetings organized jointly with the International Student Office of our university in order to increase our international recognition. In this context, Erasmus student promotion meetings were held in 2022, where International Office officials also made presentations. (See Evidence 1) These meetings were positively received and 30 students applied for Erasmus. (See Evidence 2) As a result of all these activities, one of our students participated in Erasmus Learning Mobility at Pitesti University in Romania. (See Evidence 3) In cooperation with the External Relations Office of Dicle University, which successfully conducts Erasmus+ and Mevlana exchange programs, our faculty benefits from the university's agreements abroad and signs new protocols within the scope of these agreements. As a matter of fact, within the scope of our goals of developing cooperation with Muslim countries, we have started cooperation negotiations with N10 Oum El Bouaghi University to sign a protocol.(See Evidence 4) In addition, cooperation negotiations have started between our Faculty and the Faculty of Theology of Indonesia Islamic University.(See Evidence 5) Within the same goal, speakers and guests are invited to increase the international value and recognition of our faculty. In this context, in 2022, officials from Spain Cadiz University and Kosovo Prizren Islamic Union were invited to our faculty, and following this invitation, cooperation protocols with the Department of Arabic and Islamic Studies of Spain Cadiz University and the Faculty of Theology of Pristina University were started to be worked on. (See Evidence 6, 7)

Level of Readiness:

Our faculty attaches great importance to internationalization in accordance with the relevant articles of quality assurance, education-training and research-development policies. In addition, the practices carried out in line with the internationalization policy of our faculty are monitored systematically and in line with the internal quality assurance system of the institution and evaluated together with stakeholders, measures are taken and forward-looking plans are also made.

Evidences:

1. Erasmus Information Meetings
2. Erasmus Examination List
3. Erasmus Student Mobility for Learning
4. Algeria University Agreement Negotiations
5. Agreement Negotiations with Indonesia Islamic University
6. Spain Cadiz Treaty Correspondence
7. Agreement Negotiations with the University of Pristina

A.4.2. Management and Organizational Structure of Internationalization Processes

The management of the internationalization process of our faculty is ensured by the Quality Manual. (See Evidence 1) The management of the internationalization processes of our faculty is carried out within the scope of S.G.2 in the Strategic Plan within the framework of cooperation with the dean's office, Foreign Relations Office and academic units. Monitoring of activities and necessary improvements are carried out by the relevant boards and commissions within the institution. In our External Relations and Adaptation working group, we have coordinators who carry out our activities within the scope of exchange programs such as Erasmus and Mevlana. (See Evidence 2)

Level of Readiness:

Internationalization activities are closely monitored by the deanship and related units. Necessary announcements to students and faculty members are shared on our faculty's website and social media accounts to ensure their more active participation in the process. In our faculty, the management and organizational structure of internationalization processes have been put into practice in line with institutional preferences and some results have been achieved.

Evidences:

1. Quality Handbook
2. Boards and Coordinatorships

A.4.3. Internationalization Resources

Our faculty has sufficient human resources, physical infrastructure and technical equipment for internationalization. Our faculty uses the resources provided by the university. The institution does not have a budget allocated directly for internationalization activities for both students and faculty members. Nevertheless, in order to meet the accreditation criteria for internationalization, relevant commissions have been established and the commissions have initiated the necessary work to provide resources, especially by involving external stakeholders in the process. (See Evidence 1) In this regard, steps have been taken to establish the Faculty of Theology Foundation to provide finance from internal and external stakeholders. As of 2023, our foundation was officially established and started its activities (See Evidence 2)

Level of Readiness:

Our faculty provides appropriate quality and quantity of physical, technical and financial resources in order to continue its internationalization activities and has made efforts to diversify them. However, the results of the utilization of these resources are not tracked.

Evidences:

1. Unit Commissions
2. Dicle University Faculty of Theology Development Foundation

A.4.4. Monitoring and Improving Internationalization Performance

Various commissions have been established within our faculty in order to realize internationalization policies and to carry out these activities in a more systematic manner. (See Evidence 1) The internationalization performance of the institution is generally monitored regularly by the relevant commissions in line with the explanations specified in the Quality Manual (See Evidence 2). In addition, international mobility of students and faculty members is encouraged by the faculty management. In this context, meetings are held by the relevant units. (See Evidence 3) As a result of these meetings, the progress in internationalization is evaluated in line with the strategic plans of our faculty. (See Evidence 4)

Level of Readiness:

In our faculty, practices for monitoring and evaluating internationalization performance are carried out in all areas. However, the results of these practices are not monitored or used in decision-making processes.

Evidences:

1. Unit Commissions
2. Quality Manual
3. Erasmus Information Meeting
4. 2020-2024 Strategic Plan

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 the institution is included in the Dicle University Faculty of Theology Quality Handbook. In the design of the programs, Turkish Higher Education Qualifications Framework (THEQF), Field Qualifications, Dicle University Quality Handbook of the university, directives and directives of external stakeholders and the needs of internal stakeholders were taken into consideration. Program outputs and measurable learning outcomes of the program were determined as program qualifications, the curriculum program was structured in accordance with these qualifications by evaluating the relationship between THEQF and Course Program Qualifications and was made available to all stakeholders on the main page of the faculty (See Evidence 1, Evidence 2, Evidence 3).

In the 2020-2024 Strategic Plan prepared by the education and training working group of the Dicle University Quality Commission, strategic goals are stated in detail. In line with these goals, the Faculty of Theology has established its own quality and research and development commissions to determine the current functioning of the Faculty of Theology and to eliminate the problems. As a result of the work of these commissions, the institution determined its own strategic plan and published it as Dicle University Faculty of Theology 2020-2024 Strategic Plan. In this strategic plan, it was decided to review the programs implemented in the institution for "Strategic Goal 1. To improve our faculty program in the Turkish Higher Education Qualifications Framework (THEQF) by reviewing it every year" under the title of improving / strengthening education and training activities. In line with this goal, in the fall semester academic year 2021-2022, the programs implemented at the faculty were updated, the courses were matched with the program outcomes, and studies were initiated to identify the missing and failing aspects (See Evidence 4, Evidence 5, Evidence 6, Evidence 7). In 2022, the process of updating the courses for the 2021-2022 spring semester, matching them with the program outcomes, and determining which courses support which program outcomes were largely completed (See Evidence 8).

The faculty organizes course evaluation and satisfaction surveys every year to determine the level of satisfaction of academic and administrative staff, students and other internal stakeholders, and measures are taken to improve the quality of the faculty's education and training practices by taking into account the demands of internal stakeholders and their satisfaction levels with current practices (See Evidence 9).

Arabic Preparatory Class was introduced 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 the 23rd of March 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 theology homepage (Evidence 10, Evidence 11).

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 improving/strengthening education and training activities in the Strategic Plan of the Faculty, it is aimed to organize extracurricular activities that will ensure active participation of students (See Evidence 4). In line with this goal, the Teaching Practicum course allows final year students of the Faculty of Theology to practice as a Religious Education and Religious Education teacher in schools affiliated to the Ministry of National Education in the central districts of Diyarbakır in line with the Ministry of National Education Teaching Practicum Directive. The Directive on Teaching Practice and the List of Students and Academic Advisors for the Fall Semester of 2022 were announced on the main page of the faculty (See Evidence 12, Evidence 13, Evidence 14). In the senior year, students are allowed to take an active role in the classroom environment in Special Teaching Methods courses, and with the Oratory and Professional Practice course, programs are organized to develop the personal and professional competencies of senior students through sermon and preaching activities held in the Theology Practice Mosque affiliated to the Presidency of

Religious Affairs (See Evidence 15, Evidence 16). In addition, the Directorate of Religious Affairs organizes informative meetings about career opportunities for theology students (See Evidence 17).

Level of Readiness:

The institution has defined and systematic processes for program design and approval. Deficiencies seen in practice are checked and necessary measures are taken and processes are monitored.

Evidences:

1. Dicle University Faculty of Theology Quality Handbook
2. Dicle University Quality Handbook
3. Course-Program Competencies Relationship
4. 2020-2024 Faculty of Theology Strategic Plan
5. 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Philosophy and Religious Sciences
6. 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Basic Islamic Sciences
7. 2021 Official Document Regarding the Updating of Course Information Packages by the Department of Turkish Islamic History and Arts
8. Matching Faculty Courses with Program Outcomes
9. Dicle University Faculty of Theology Student and Academic Staff Satisfaction and Student Course Evaluation Surveys Results
10. Regulation on the Principles Regarding Foreign Language Teaching in Higher Education Institutions and Teaching in Foreign Languages
11. Dicle University Faculty of Theology Arabic Preparatory Class Education and Examination Directive
12. MoNE Teaching Practice Directive
13. List of 2022 Fall Semester Teaching Practice I Internship Students and Academic Advisors
14. 2022-2023 Academic Year Fall Term Teaching Practice I Course Activities
15. 2022-2023 Academic Year Fall Term Special Teaching Methods Course Student Activities
16. 2022-2023 Academic Year Fall Term Oratory and Professional Practice Course Student Activities
17. 2022-2023 Academic Year Fall Semester Career Talks Events

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

The faculty has defined processes regarding program objectives, learning outcomes and program competencies and practices are carried out accordingly. The program outcomes/competencies of the faculty have been determined by taking into account the Turkish Higher Education Qualifications Framework (THEQF) and the situations and problems that graduates of the relevant department/program may encounter in their professional life (See Evidence 1). For example, in the 2021-2022 academic year, formation courses, which are an important complement to theology education, were added to the program (See Evidence 2).

Our faculty implements the program objectives and outcomes that it has determined within the framework of the THEQF and PDCA Based Education and Training Process Directive and makes the necessary updates. The processes related to the program objectives and outcomes of the institution are managed as planned in

accordance with the Dicle University Faculty of Theology Quality Handbook. The program and program outcomes and program-specific criteria of the faculty have been determined and organized in accordance with the IAA outcomes and criteria within the framework of the THEQF-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 on the faculty's homepage (See Evidence 3, Evidence 4).

Level of Readiness:

Practices covering all areas related to the objectives and outcomes of the programs and their alignment with the TQF are systematically monitored and evaluated together with stakeholders and measures are taken.

Evidences:

1. Turkish Higher Education Qualifications Framework (THEQF) Level 6 (Undergraduate Education) Qualifications
2. Eight-Semester Theology Program
3. IAA-License Programs Evaluation Criteria (Turkish)
4. Courses and Information Packages in the Theology Program

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

According to the strategic plan of the faculty, it was decided to review the programs implemented in the institution in order to "Strategic Goal 1. To improve our faculty program in the Higher Education Qualifications Framework of Turkey (THEQF) by reviewing it every year". In line with this goal, the programs implemented at the faculty in the fall and spring semesters of 2021-2022 were updated, the matching of the courses with the program outcomes was completed, and the end-of-semester course evaluation reports were uploaded to the system (See Evidence 1).

In the 2021-2022 spring semester academic year, information on the objectives, program outcomes and program details of the courses offered in the spring semester were updated by the academics teaching the course under the responsibility of the academic units of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts, and course information packages were shared in the Bologna Information System. 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, homework, applications and projects. In our faculty, information on program details such as the objectives and outcomes of the courses and learning processes are made available on the main page of the faculty for detailed access (See Evidence 2).

Level of Readiness:

Practices covering all areas related to the matching of program outcomes with course outcomes are monitored systematically and in line with the institution's internal quality assurance system, and measures are taken by evaluating the monitoring results with stakeholders.

Evidences:

1. End of Semester Course Evaluation Reports
2. Courses and Information Packages in Theology Program

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)

The 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 have been included in the Dicle University Associate and Undergraduate Education and Examination Regulations to ensure the implementation of this curriculum. 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. 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 1 and 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, in addition to 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 2 and Evidence 3).

Different strategies such as homework assignments and presentations are used to facilitate the learning process and students' active and versatile participation in the learning process is ensured. In addition, there is a pool of common elective courses in the curriculum to help students gain cultural depth and familiarize them with different disciplines. (See Evidence 8, Evidence 9, Evidence 10) 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 7 and Evidence 12).

Students are guided by academic advisors in accordance with the 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 directive also includes university common elective courses from 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 situation supports our teaching aim, which is expressed as raising participatory, sharing and reconciliatory individuals who are cultured and integrated with society (See Evidence 7, Evidence 11, Evidence 12).

Level of Readiness:

Practices related to 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:

1. Student ECTS system.
2. Bologna system.
3. Surveys.
4. Regulations on Associate and Undergraduate Education and Examination.
5. Faculty of Theology Strategic Plan.
6. Faculty of Theology preparatory class education, training and examination directive.
7. Elective courses.
8. Faculty of Theology professional practice activities.
9. Faculty of Theology teaching practice activities.

10. Faculty of Theology special education practice activities.
11. Satisfaction survey results.
12. Course Information Package

B.1.5. Student Workload-Based Design

In the process of preparing ECTS (European Credit Transfer System) workloads, our faculty pays attention to the accuracy and practical applicability of these loads. Again, the institution prepares workloads by taking into account all internal and external achievements of the course and considering the whole course. The institution takes the European Credit Transfer System (ECTS), which is a credit system based on student workload, as the basis for the theoretical/practical courses and internships that must be completed for graduation from the Theology undergraduate program (See Evidence 1). Students who graduate from our faculty are given an internationally recognized ECTS-based Diploma Supplement (See Evidence 3) in addition to diplomas and grade status certificates according to the Diploma Directive of Dicle University (See Evidence 2). 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 according to need.

In addition, in our faculty, in accordance with the decision of the Council of Higher Education ("CoHE") 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. The ECTS of these courses are determined based on the student workload, taking into account the students' participation in courses and exams, homework and internship periods.

Level of Readiness:

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

Evidences:

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

B.1.6. Measurement and Evaluation

The assessment and evaluation of the courses offered at the institution are carried out according to the course information packages on the Bologna page and in accordance with 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%. Relative evaluation method is applied in determining the success grade, and the evaluation is made by considering the statistical distribution of the grades and the class average. Absolute evaluation is used to determine the success grade. The success of the student is determined by evaluating the grades of the semester 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 student's final exam or summer program final exam results on the course success grade is 60%, provided that the student gets at least 60 points from these exams; The effect of the student's success in midterm exams, quizzes, homework, projects, term papers, term papers, laboratories, reports and the like during the semester 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 at least 60 points are obtained from these exams) and 40% of the success of the student in the midterm, quiz,

homework, project, term paper, laboratory, report, etc. during the semester must be at least 60. (See Evidence 1)

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.

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

Student admission to the undergraduate program is done through exams conducted by the Measurement, Selection and Placement Center (OSYM). Student quotas are proposed by our faculty and the final decision is made by the Council of Higher Education. Students who qualify for admission according to their verbal scores and order of preference in the exam conducted by ÖSYM, register on the announced dates with the documents requested in accordance with the principles determined by the Council of Higher Education (CoHE), OSYM 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 2022-2023 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 at D.U. Faculty of Theology. In addition, 300 students were placed in the Bachelor of Theology Completion (ILITAM) program with DGS (Vertical Transfer Exam) score and 332 students were placed in formal education with DGS score, 17 in first education and 15 in second education. (See Evidence 2 and Evidence 3)

Applications for the recognition of prior skills were received online via DU OBS. During the application process, students were evaluated by submitting relevant transcripts from authorized educational institutions or public institutions or documents showing their previous education. The names of those whose applications were accepted as a result of the evaluation, the announcement of the exam programs, exam dates and the announcement of the results were announced on the institution's website according to the determined calendar. (See Evidence 4 and Evidence 5)

Arabic Proficiency

An exemption exam was held on 16.09.2022 to determine the Arabic proficiency of the students who were entitled to study at our faculty within the scope of recognizing previous skills, and students who scored 60 and above were exempted from the preparatory class. In the preparatory classes of the institution, three-stage exams were applied: quiz in the middle of the first semester, midterm at the end of the semester and final at the end of the second semester. The preparatory class grade was determined on the basis of 20% each of the quiz and midterm exam grades and 60% of the final exam grades. According to these conditions, students with an average grade of 60 and above were promoted to the next grade, while students with a grade below 60 were left to repeat the preparatory class for one more year. Students were given homework assignments each semester in order to improve their Arabic language education and skills in the preparatory class and the grades given for these assignments were reflected in the student's GPA at a rate of 20%. (See Evidence 6 and Evidence 8)

Adaptation

The processes regarding the recognition of prior formal, non-formal and informal learning are carried out in

accordance with Dicle University Directive on Recognition of Previously Acquired Qualifications, Credit Transfer and Adjustment Procedures. In our faculty, all kinds of adjustment procedures are carried out by the Adjustment Commission of the institution. In the adjustment of transfer students, the course contents and credit conformity are taken into consideration and the grades that are considered successful are transferred one-to-one. During this transfer, the grades of the courses that are the same course but are taught as divided courses are combined and grades are transferred. 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 the elective courses appropriate to these courses.

Students who complete the Open Education Theology Associate Degree Program and are successful in the Vertical Transfer Examination are transferred to the institution within the framework of the principles determined in the relevant regulations of the institution. For this reason, the exemption process is applied in the courses determined by the Adaptation Commission

In the exemption procedures of students who study in different departments and enroll in our faculty, the compatibility of the course contents of the courses they take with the curriculum contents of our faculty is taken into consideration. Likewise, the necessary exemption procedures are applied in Turkish Language, Atatürk's Principles and History of Turkish Revolution, Foreign Language and Basic Information Technologies courses, which are required by the Council of Higher Education. (See Evidence 4)

Admission of Transfer Students

Our faculty carries out the procedures related to transfer according to the regulations of DU Transfer Regulations. Accordingly, 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 examines whether the requirements for transfer are met. The evaluation and scoring of the application in terms of content is carried out by the Adaptation Commission. In the adjustment of the students who come by transfer, the 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 9 and Evidence 10)

ISE (YÖS)

Our faculty accepts international students according to the results of Dicle University International Student Exam (Dicle YÖS). Dicle YÖS is held simultaneously by the University 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 posted on http://www.dicle.edu.tr/. (See Evidence 11)

Level of Readiness:

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

Evidences:

1. CoHE exam guide.
2. CoHE’s quotas.

3. DGS preference guide.
4. Dicle University adaptation directive.
5. Dicle University adaptation calendar.
6. Faculty of Theology preparatory class education and examination directive.
7. Faculty of Theology preparatory exemption exam.
8. Faculty of Theology preparatory exemption exam results.
9. Horizontal transfer regulation.
10. Horizontal transfer evaluation results.
11. Foreign student admission directive.

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

Our faculty prepares diplomas and other documents according to the relevant directive of Dicle University. 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 supervised according to the table in the EBS system.

In our faculty, "Undergraduate Diploma" is issued to students who fulfill all the conditions for graduation and who have the right to graduate. The diploma consists of one side and there is no information on the back. On the front side of the diploma, the student's T. R. identification number, name and surname\ name of the institution, graduation date, diploma number, date and number of the document\ name, surname, title and signature of the approvers of the diploma. The information in 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 issued together with the diploma to students who have successfully completed the programs they are enrolled in, and its 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 DU, the date of graduation, the diploma number, the level of the degree obtained, transcript information and information about the national education system. Among the benefits that the diploma supplement offers to students and institutions are transparency in higher education, rapid recognition 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 Student Affairs Department (See Evidence 2).

Level of Readiness:

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

Evidences:

1. Dicle University diploma sample.
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 faculty has a defined process that it has adopted in terms of teaching methods and techniques in order

to achieve its program objectives and learning outcomes. (See Evidence 1, Evidence 2, Evidence 3 and Evidence 4) In addition, we cooperate with some institutions to achieve our educational goals. (See Evidence 5, Evidence 6 and Evidence 7)

In our faculty, which has adopted the student-centered education and training model, active learning methods and techniques have started to be implemented as an institutional project since 2021, especially in Arabic and formation courses, and since 2022, it has been tried to be implemented in all courses.(See Evidence 8, Evidence 9 and Evidence 10)

In order to support the teaching staff in our faculty in terms of Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System), the rectorate provides a training of trainers program for all academic staff. (See Evidence 27)

Teaching-learning methods and strategies are selected to increase students' skills such as self-study, observation, project activities, critical thinking, teamwork, and effective use of information technology. Various activities are carried out in our faculty to increase the awareness of our students about active learning methods and techniques and to develop their skills. (See Evidence 11)

In our faculty, intra-departmental meetings are organized to provide information on student-centered learning and the competencies of the lecturers on this subject are improved. (See Evidence 12)

In addition, our faculty encourages interdisciplinary studies of our students. For this purpose, students are encouraged to participate in student mobility through Mevlana and Erasmus+ programs. Relevant announcements are made by Dicle University External Relations Office and all kinds of coordination regarding the exchange programs of the students are provided. (See Evidence 13, Evidence 14 and Evidence 15)

Programs are carried out through Education Information Packages and Education Support Systems where course materials are shared. In this respect, Active Learning Platforms have been created independently within the Education Support System. The institution uses the learning management system (ALMS) infrastructure to carry out the education and training process (See Evidence 16).

Field-specific internship practices (teaching practice, etc.) are carried out regularly every year and students are guided by faculty members in this direction. Various activities are carried out to improve the knowledge and skills of our students on pedagogical formation for teaching practice. (See Evidence 17 and Evidence 18) In addition, the students of our faculty carried out various activities in the fields of social responsibility and community service in 2021. In particular, village schools were visited within the framework of Club activities. (See Evidence 19 and Evidence 20) In 2022, in order to integrate more with the society and for students to socialize more, orphan homes were visited, especially within the scope of the Guidance course. Bazaars were organized to contribute to these homes. For the same purpose, patients in hospitals were visited. In addition, activities were organized for students with learning difficulties in secondary education (See Evidence 21 and Evidence 22).

Before the pandemic, both domestic and international trips were organized with students. The domestic trips aimed to raise students' awareness about history and architecture, while the trips abroad aimed to enable students to see the developments in education and training on site.(See Evidence 23 and Evidence 24) These activities, which were interrupted due to the pandemic, were continued in 2022 with both domestic and international trips.(See Evidence 22 and Evidence 25)

In 2022, Jordan Yarmouk University was visited with a group of academics from our faculty and some negotiations were held with this university on issues such as mutual student exchange. (See Evidence 26)

Level of Readiness:

In all programs, current, interdisciplinary, research/learning and student-oriented teaching methods and

techniques that encourage active and interactive student participation in learning-teaching processes are tried to be applied and some results are obtained from these practices. It is aimed to monitor the results of these practices in 2023 with the Development Commissions established.

Evidences:

1.Dicle University Faculty of Theology Quality Handbook

2. Course Information Packages

3. Our Quality Policy

4. Quality and Development Commissions

5. Protocol between the Turkish Religious Foundation and Dicle University Faculty of Theology

6. Bilateral Protocols Signed

7. Continuing Education Center

8. Values, Differences and Communication " Interview

9. Islamic History Workshop

10. Fuat Sezgin Student Symposium

11. Special Teaching Methods

12. Department and Division Meeting Minutes

13. Erasmus Program

14. Mevlana Program

15. Erasmus Internship Mobility

16. Dicle ALMS System

17. Teaching Practice Activities

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

19. Student Clubs' Theology Activity Report (pp. 17-18)

20. Visit to Mutlu Yuva Association

21. Bazaar Event for Orphan Students

22. Dicle University Faculty of Theology 2022 Activity Report (pp.19-22.)

23. Dicle University-Malaya University Student Exchange

24. Dicle University-Salahaddin University Student Exchange

25. Dicle Theology Bulletin (November-2022)

26. Visit to Yarmouk University

27. Training of Trainers

B.3.2. Assessment and Evaluation

Education and training activities in our faculty are carried out according to the Undergraduate Education Process (Appendix), Graduate Education Process (Appendix) and Distance Education Process (Appendix) in the relevant units. (See Evidence 1, Evidence 2 and Evidence 3) 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 talk about the information packages for each course and in this context, they share the course syllabus with the students and provide preliminary information to the students about the methods, techniques and processes related to the measurement and evaluation of competencies. (See Evidence 4)

In our faculty, the assessment and evaluation process is reviewed through student satisfaction surveys. The process is tried to be reconstructed in a format that will support students' self-development and achieve course outcomes. (See Evidence 5) In addition, plans are made with academic staff and department heads under the coordination of the dean's office to improve measurement and evaluation methods and techniques:

Subject	B.3.2. Assessment and Evaluation
Responsible Unit(s)	Planning: Deanery Practice Course Instructors/ Course Coordinators Evaluation: Departments' Improvement: Departments
First Planning Date	January 2021
Stakeholders	Internal stakeholders: Academic Board, Education and Training Unit Responsible, Education and Training Coordinator, External stakeholders: Student Representatives
Application Areas	All departments, all courses, all academic staff and students of the Faculty
Performance Indicators	● Student satisfaction rates ● Dean's Office Satisfaction Surveys ● Average of faculty evaluation survey (student evaluations) (in %) ● Proportion of courses in which active learning methods (project-based, event-based learning, etc.) are used (%)
Evaluation and Improvement History	End of each academic year

The assessment and evaluation processes of the instructors can be followed by the students through OBS and ALMS. 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. (See Evidence 6, Evidence 7 and Evidence 8) In 2023, it is aimed to reveal in a healthy way how student outcomes are achieved through course information packages by comparing them with course outcomes.

Level of Readiness:

Findings from developed practices related to student-centered assessment and evaluation in all programs are systematically monitored. In 2023, it is aimed to evaluate the monitoring results together with stakeholders and take measures.

Evidences:

1. Dicle University Associate and Undergraduate Education Process
2. Dicle University Graduate Education Process
3. Dicle University Distance Education Process
4. Course Information Packages
5. Student Satisfaction Survey
6. Dicle University Faculty of Theology Quality Handbook (p.18-19)
7. ALMS System
8. Dicle University Student Information System

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, 2- through the complaint, suggestion, request and satisfaction box, 3- through the e-mail address of the institution, 4- through the results of satisfaction surveys, and when necessary, Corrective Preventive Action (CPA) is taken for them. (See Evidence 1)

In order for our students to evaluate their lecturers, our faculty and the Student Affairs Department conduct surveys in coordination. These surveys are evaluated by the relevant units and improvement efforts are made. (See Evidence 2 and Evidence 3) In addition, there are wish, complaint and suggestion boxes and forms on the student floors. The feedback obtained from these are evaluated. In this way, active participation of students in the decision-making process is ensured. (See Evidence 4 and Evidence 5)

Another mechanism created for monitoring and updating the program of our faculty is the Alumni Survey. With the survey we apply to our graduates as our external stakeholders, the professional development of our graduates is measured and the quality of our program is determined. (See Evidence 6 and Evidence 7)

Our institution has a defined process for student feedback:

Subject	B.3.3. Student feedback (Course-faculty member-program-general satisfaction surveys, request and suggestion systems)
Responsible Unit(s)	Planning Student Affairs Representatives Application: Assistant Dean responsible for student affairs and Faculty Secretary Evaluation: Student Affairs Representatives Improvement: Heads of Departments / Dean's Office
First Planning Date	July 2021
Stakeholders	Internal Stakeholders: Student Affairs Representatives, Department Heads, Faculty Academic Board
Application Areas	All students
Performance Indicators	● Total number of requests received to the student affairs e-mail address and the number of answered e-mails ● Number of meetings held with student representatives ● Satisfaction rate for the question "The means of communicating wishes/complaints are adequate" in the student satisfaction survey ● Course surveys
Evaluation and Improvement History	every June

Level of Readiness:

In all programs, the findings obtained from the practices (including different tools with validity and reliability) related to receiving feedback from all student groups are monitored. In 2023, it is aimed to take measures by evaluating the results of systematic monitoring together with stakeholders.

Evidences:

1. Dicle University Faculty of Theology Quality Handbook
2. Student Satisfaction Survey
3. Student Satisfaction Survey Form
4. Wish and Suggestion Boxes
5. Wish Suggestion Form
6. Alumni Survey Form
7. Graduate Satisfaction Survey

B.3.4. Academic Advising

Orientation training is given to students upon their enrollment in the institution. (See Evidence 1) Faculty members are assigned as advisors to deal with their education, learning and other problems. These counselors carry out their counseling through some modules opened to them. The Advising Management System requires the approval of the academic advisor for the validity of all online registration etc. transactions. The advisor evaluates the compliance of the course selection process 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 Advisor Directive and Dicle University Quality Handbook.(See Evidence 2, Evidence 3 and Evidence 4).

Regarding students' access to advisors, in order to carry out the advising service effectively, the hours when the lecturers will provide consultancy outside the course are announced to the students. Advising days and hours are written separately for each instructor in the syllabi; In addition, it is recorded using the DÜFRM-048 Academic Advisor Student Interview Record Form created in the quality documents. Thesis advisor assignment procedures for graduate students are carried out according to LÜE-İA-006 Graduate Thesis Advisor Assignment Workflow and advisor changes are made according to LÜE-İA-002 Advisor Change Workflow using DÜ-FRM-333 Advisor Change Form. In addition, questions about the advising system are added to the Student Satisfaction Survey and used to monitor the advising system. (See Evidence 3)

Subject	B.3.4. Academic Advising
Responsible Unit(s)	Planning: Student Affairs Representatives Practice: Faculty Representative Responsible for Student Affairs Representatives Evaluation: Student Affairs Representatives
First Planning Date	September of Each Year
Stakeholders	Internal Stakeholders: Department Heads, Academic Board, Student Representatives
Application Areas	All students
Performance Indicators	Satisfaction rate for the question "Academic Advising Services" in the student satisfaction survey
Evaluation and Improvement Date	October and June of each year

Level of Readiness:

The findings obtained from the practices carried out in our faculty regarding academic counseling are systematically monitored. In 2023, it is aimed to evaluate the monitoring results together with stakeholders and take measures.

Evidences:

1. Orientation Training

2. Dicle University Student Counseling Directive
3. Dicle University Faculty of Theology Quality Handbook
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 in terms of appointment, promotion and assignment are carried out in accordance with the defined process in the Quality Handbook. (See Evidence 1) In this context, our institution has determined the minimum conditions to be sought for promotion and appointment to faculty positions. These criteria aim to ensure that the competence of the candidates who will apply for faculty positions is at a sufficient level and to ensure objectivity in applications for the announced positions. (See Evidence 6) In accordance with Articles 23, 24 and 26 of the Higher Education Law No. 2547, the fourth paragraph of paragraph (a) of Article 65 of the same Law. In addition to the conditions required for promotion and appointment to faculty positions specified in the relevant articles of the Regulation on Promotion and Appointment to Faculty Membership, which was prepared based on the fourth subparagraph of paragraph (a) of Article 65 of the same Law, it also covers the minimum conditions to be sought separately by Dicle University. (See Evidence 1, Evidence 2) Since the criteria for promotion and appointment to faculty membership at Dicle University will change as of July 15, 2023, the new regulation will be taken as the basis as of the said date. (See Evidence 6)

The process for staff appointments is as follows; In accordance with the provisions of the "Regulation on the Determination and Utilization of Teaching Staff Norm Staff in State Higher Education Institutions", the head of the department of the relevant unit submits the required staff request to the dean's office by taking the decision of the department board. The vacancies deemed appropriate are announced by the Rectorate. After the vacancy announcement, candidates who will apply for faculty positions submit the information and documents required by the Dicle University Criteria for Promotion and Appointment to Faculty Membership to the relevant unit, together with the information and documents stipulated by Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Membership (See Evidence 2, Evidence 6). The score required in the appointment criteria is calculated by research-based publications, scientific activities, research and project studies, and education and training activities. Research-based and indexed publications, congress proceedings, indexed citations, research projects, journal editorships and refereeing, and congress activities are taken into consideration in scoring. Within the scope of education and training activities, doctoral and master's thesis management are considered as the main activities. In addition, undergraduate and graduate courses given are also taken into consideration in the evaluation.

In our faculty, the harmony between the fields of specialization of the academic staff and the courses they carry out has been achieved to a great extent. The demands of the departments with a shortage of academic staff were evaluated within the framework of the relevant legislation. In this context, in the 2023 academic year, some departments, especially the Psychology of Religion and Logic departments, which do not have a faculty member, have been advertised as Dr. Lecturer. Our deficiency in the relevant units has been eliminated by making an advertisement in the staff of Dr. Lecturer. In addition, due to the importance of Arabic in theology education, our staff was strengthened by recruiting academic staff in the Arabic Language and Rhetoric Department. Our goal is to eliminate the need for academic staff in all departments as soon as possible and to ensure compatibility between the fields of specialization of the academic staff and the courses they carry out. (See Evidence. 7)

Level of Readiness:

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

Evidences:

1. Quality Handbook
2. Higher Education Law No. 2547
3. Personnel Law No. 2914
4. Regulation on Promotion and Title Change
5. Directive on Promotion and Appointment of Faculty Members (2021)
6. Dicle University Directive on Promotion and Appointment Criteria for Faculty Membership (2023)
7. Academic Staff

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

It is essential to make active use of the personnel working in the education and training staff. In this context, our faculty carries out its practices in accordance with the defined process in the Quality Handbook in order to increase the teaching competence of the teaching staff. (See Evidence 2) In our faculty, studies are carried out to increase the formation competencies of teaching staff and in this context, a training of trainers program is provided by the rectorate for all academic staff. (See Evidence 1)

Assignments for all kinds of scientific studies (artistic activities, seminars, congresses, workshops, panels, symposiums, conferences, field studies, R&D, etc.) to improve the knowledge and skills of academic staff are encouraged and supported with all kinds of facilities and facilities. In addition, within the scope of academia-society communication and interaction, all kinds of cultural activities of academic staff in visual and printed media are provided, and their activities within the scope of courses and club activities are encouraged. (See Evidence 9) Erasmus+ also provides support such as faculty mobility, development of library services, and access to the Continuing Education Center, and necessary announcements are made for all academics to benefit from these supports.

The number of academic staff in our faculty is sufficient for the conduct of education and academic activities. Although we have a shortage of lecturers in some fields, most of the courses in the program are carried out by lecturers who are experts in their fields. Our faculty has further strengthened its academic staff by recruiting lecturers to many departments in 2022. Lecturers whose mother tongue is Arabic have also been employed in the preparatory class in order for students to receive better quality language education. (See Evidence 10)

Our university attaches importance to projects in the field of social sciences and the projects prepared are financially supported by DÜBAP. (See Evidence 12)

Our faculty provides distance education opportunities to our students within the ILITAM program. This activity is carried out together with Dicle University Distance Education Research and Application Center (DUZEM). (See Evidence 7)

In addition to all these activities, in order to increase the course competence of the lecturers, satisfaction surveys are applied to the students and the results obtained from these surveys are communicated to the relevant lecturer. The problems observed are evaluated in the relevant departments and measures are taken for the aspects open to improvement. (See Evidence 6) In addition, the satisfaction of the lecturers is also measured through surveys and improvement studies are carried out as a result of the results obtained.

In addition, within the scope of academia-society communication and interaction, all kinds of cultural activities of academic staff in visual and printed media have been provided and their activities within the scope of courses and club activities have been encouraged. (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12) Our aim is to contribute more to the academic and cultural development of students by increasing

such activities and programs. In 2023, our goal is to increase projects and activities for university-community cooperation and to use media tools more effectively.

Level of Readiness:

The findings obtained from the practices carried out to improve the teaching competence of the institution's academic staff are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken.

Evidences:

1. Training of Educators
2. Quality Handbook
3. Academic Research Centers/Continuing Education Center
4. Erasmus/Staff Mobility
5. Quality Development Coordinatorship
6. Theology Satisfaction Survey
7. Dicle University Distance Education Application and Research Center
8. Evaluation of Teaching Staff
9. Other evidence: Evidence 1; Evidence 2, Evidence 3; Evidence 4; Evidence 5; Evidence 6; Evidence 7; Evidence 8; Evidence 9
10. Academic Staff
11. Academic Staff Satisfaction Survey
12. Project Proposals Received and Accepted from the Faculty of Theology (DÜBAP)

B.4.3 Incentives and Rewards for Educational Activities

The defined process regarding the functioning of incentives and rewards for the educational activities of our faculty is included in the Quality Handbook. (See Evidence 1, Evidence 3, Evidence 4) The processes related to academic incentives are examined and evaluated by a commission established within the institution in accordance with the legislation. (See Evidence 2, Evidence 3, Evidence 6)

Our faculty members who carry out successful activities in areas such as education, research and social contribution are congratulated by the Dean's Office through messages shared by the Dean of Faculty's social media accounts. Especially in cases such as title change, appointment to a higher administrative position and successful completion of graduate theses, faculty members are officially congratulated. (See Evidence 5) However, efforts to monitor and improve academic performance are not at the desired level. Our goal for 2023 is to activate a system that will contribute significantly to raising academic standards by evaluating and rewarding academic staff according to their publication-activity and education-teaching performance. Accordingly, at the end of the semester, surveys will be organized through the Student Information System in which students evaluate courses and lecturers, and the lecturers with the highest scores in the evaluations will be presented with education and training awards at the Academic Board.

Level of Readiness:

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

Evidences:

1. Quality Handbook
2. Academic Incentive Application and Review Commission
3. Academic Incentive Regulation 1, 2
4. Academic Incentive Procedures and Principles
5. Greeting Messages
6. About 2022 Academic Incentive Allowance Period

B.5. Learning Resources

B.5.1. Learning Resources

Our faculty has learning resources such as classrooms, reading rooms, libraries, meeting rooms, computer laboratories, and the issues related to resources are specified in the Quality Handbook (See Evidence 1).

Our faculty has a closed area of 27000 m2 and this area includes a mosque, 24 classrooms, 4 lecture halls, 16 administrative staff study rooms, 2 conference halls, 1 meeting room, 1 library, 1 computer laboratory, 66 academic staff rooms, 9 administrative staff rooms, 2 warehouses, 1 archive room, 1 dining hall and 1 canteen. (See Evidence 3) Student classrooms and computer laboratories are equipped with modern equipment). Our faculty encourages the use of new technologies in education. For this purpose, trainings are organized within the Career Planning and Application Center of our University for the professional development and career planning of students, and seminars and courses are organized at the Continuing Education Center.

The use of classrooms in our faculty is based on a defined process. The weekly course schedules of the classes are prepared before the start of the semester under the supervision of the relevant Assistant Dean and sent to all academic staff for control purposes. In line with the feedback received, the preparations are finalized and put into practice. The same defined process applies to the preparation of the exam schedule.

The facilities of the faculty and central library (See Evidence 5) are also available to students. The total number of materials in our library in different languages is 21412. Of these, 19824 are books, 1392 are theses in various categories (bachelor's, master's and doctorate) and 196 are periodicals of various types. Of 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 classified and recorded according to the Dewey Decimal Classification System in accordance with their subjects. Externally, our library has two air-conditioned reading and study rooms, and there are also 12 desks, 2 computers and 3 air conditioners inside the library. One of these computers is used by the library staff and the other is used by the library users. The users of our library can benefit from the materials for various periods and numbers. Accordingly, academic staff can borrow 10 materials for 30 days, administrative staff and graduate students can borrow 6 materials for 21 days, and undergraduate students can borrow 3 materials for 15 days. Our library provides service to its patrons between 08.00-17.00, which is the working hours on weekdays at all times. 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. Therefore, materials such as books, etc., which are not available in the libraries within the university but are available in other contracted university libraries, can be obtained through interlibrary loan method. Academic and administrative staff as well as doctoral and graduate students can benefit from this service. (See Evidence 2)

Considering the current state of the library, it is clear that the number and variety of books are sufficient, but the library needs to be designed in a larger area in a more encouraging way for students. In 2023, studies will be carried out in this direction and the necessary financial support for renovation activities will be sought.

Our students have the opportunity to develop effective presentation skills with 14 projectors in the

classrooms of our institution. There is a reading room in our faculty. The tashih-i hurûf course, which aims to read the Qur'an 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 addition to all these, in order to further improve our services, satisfaction surveys are applied to our students and staff and improvement efforts are carried out within the framework of the results obtained from these surveys. (See Evidence 10, Evidence 11)

Level of Readiness:

In our faculty, learning resources are managed to provide accessible learning resources of appropriate quantity and quality in all units. 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:

1. Quality Handbook
2. Faculty of Theology 2022 Activity Report
3. Faculty of Theology 2022 Activity Report (pp. 7-8)
4. Library and Internet
5. Our Central Library
6. Quality Development Coordinatorship
7. Continuing Education Center
8. Dicle University Student Satisfaction Survey
9. Career Planning Application and Research Center
10. Student Satisfaction Survey
11. Theology Satisfaction Survey

B.5.2. Social, Cultural, Sportive Activities

Social, cultural and sportive activities for student development are supported and are carried out according to the Dicle University Student Communities and Clubs Directive for students in our faculty to carry out social and cultural activities. (See Evidence 1. p. 26; Evidence 2) The students and staff of our faculty located on the central campus can benefit from all the social, cultural and sportive opportunities of the university. In addition, there are various facilities within the faculty. (See Evidence 1. p. 27)

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 in order to receive their opinions and maintain 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.

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 Guidelines. (See Evidence 2) Our faculty offers opportunities for students to engage in social, cultural and sports activities that will train them in addition to academic courses and studies.

In our faculty, 9 student clubs such as Dicle Youth Club, Dicle Bir Damla Club, Theology Aid Club, Mavera Youth Club, Hayra Bir Adım Club, Read and Comment Club, Medeniyet Club, Gönüllüden Gönüllere Club and Young Pens Club have been established. These clubs organize many activities such as conferences, panels,

seminars, various educational activities, short film readings, school visits, kindergarten visits, nursing home visits, aid activities, etc. In our faculty, sportive activities are monitored by the "Sportive Activities Commission" (See Evidence 3) and cultural activities by the "Promotion, Culture, Art, Organization, Events and Alumni Relations Commission". (See Evidence 4)

For our faculty, the year 2022 was very productive in terms of social, cultural and sports activities. The activities, which increased compared to previous years, were carried out in quite different fields. Some of these activities were carried out directly by the dean's office, while others were carried out by the clubs established in our faculty. In 2022, a total of 92 social and cultural activities were organized, including 23 conferences, 2 panels, 6 seminars, 2 exhibitions, 3 technical trips, 29 social responsibility activities, 9 education/training and workshops, 14 cultural and artistic activities, and 4 other activities. (See Evidence 5. p. 28) All activities in our faculty have now started to be published regularly in a bulletin every month. (See Evidence 6)

Within the framework of club activities, students visit village schools, provide various aids to students in these schools and thus strengthen the bond between the university and the public. In our faculty, 15 bicycles given to our faculty by the Ministry of Health within the scope of the "Physical Activity Encouragement Project" were made available to students during the academic year. In addition, students in 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 together with all its stakeholders. In line with this goal, we have cooperated with the Diyarbakır Provincial Directorate of National Education and the Diyarbakır Provincial Directorate of Religious Affairs on various issues. (See Evidence 7) In addition, in order to coordinate scientific research on the Shafi'i sect, which constitutes the widespread jurisprudential sect of the region, and to bring it to the masses, the Center for Imam Shafi'i Studies was established and many activities were carried out for this purpose. (See Evidence 8) In addition to these, various social activities such as Qur'an recitation competitions are carried out through the Qur'anic Reading and Recitation Application and Research Center operating within our university. (See Evidence 9. p. 16) In order to meet the various needs of our students such as accommodation and education, our services within the scope of protocols with Diyanet (See Evidence 10) and Diged continue. (See Evidence 11) 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 12) Our faculty has a rich library and facilities. Students can benefit from this library at any time. (See Evidence 13)

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. (See Evidence 14. P. 11-13) Students are consulted about the services provided and the results are published on the university website. (See Evidence 15)

In addition to standard practices and legislation, the following can be mentioned as an example of the unique approaches and practices developed by the faculty in line with its needs: Following all activities carried out within the Faculty, a news text is prepared and shared on the Faculty's website and social media accounts with photographs, thus informing the public about the content of the activity. These news texts are also shared on the Faculty page to ensure that the relevant activity reaches a wider audience. (See Evidence 16, see Evidence 17) With this practice, on the one hand, faculty-society interaction is encouraged by putting it on the agenda, and on the other hand, the students and academics of our faculty are motivated for further studies on such activities.

Level of Readiness:

Social, cultural and sports activities of appropriate quantity and quality are managed institutionally in all

units of the institution (support is provided to carry them out, administrative organization is in place, etc.). The findings obtained from all these practices are monitored and the monitoring results are evaluated, measures are taken and resources are diversified in line with the needs/demands.

Evidences:

1. Quality Handbook
2. Dicle University Student Communities/Clubs Directive
3. Sportive Activities Commission
4. Promotion, Culture, Arts, Organization, Events and Alumni Relations Commission
5. Information on Social and Cultural Activities Theology Annual Report
6. Faculty Newsletter
7. Protocol between Dicle University Faculty of Theology and Diyarbakır Provincial Mufti's Office
8. Faculty of Theology Bulletin Page
9. 2022 Faculty of Theology Bulletin
10. Turkey Religious Foundation Cooperation Protocol
11. Protocol between DU Theology Faculty and DIGED
12. Protocol between DU Faculty of Theology and Melik Ahmet IHL
13. Library Databases
14. 2022 Annual Report
15. Student feedback tools on services provided to students
16. Faculty Newsletter
17. Accreditation and Quality studies

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

Our faculty is located on the campus of Dicle University. Therefore, our students and staff can benefit from all areas within the campus. There are three mosques, one central library, one student cafeteria, one staff cafeteria, one artificial turf field, one tennis court, one basketball court, one turf field with international standards (with a running track around it), congress center where various events, conferences and concerts are held, public transportation center with bus stops, one bank branch and ATMs of other banks, one PTT branch, many cafes and restaurants, dormitory buildings for female students right next to the campus. There are also male and female dormitories in the city. In addition to these, our faculty has a closed area of 27000 m2 and serves with a Mosque, a Masjid, 31 classrooms, 4 lecture halls for 60 people, 2 conference halls for 150 people, 1 meeting room for 50 people, 2 reading halls, 1 library, 1 computer laboratory with a capacity of 40, 66 academic staff rooms, 16 administrative staff rooms, 2 warehouses, 1 archive room, 1 dining hall of 500 m2 and 1 canteen of 200 m2. Student classrooms and computer laboratories are equipped with modern equipment (See Evidence 1 and Evidence 2 p. 7-8)

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. In 2022, in line with the demands of students and academicians, the faculty's facility and infrastructure deficiencies were tried to be eliminated. In 2022, due to the increase in student capacity, 4 lecture halls were built to convert the classrooms in the faculty. It is planned that the renovation and renovation activities, including the library, photocopy unit and canteen, will continue in

2023 as an administrative policy and that the needs will be met and modernization will be continuous. In this context, the modern and technological appearance provided in the reading halls is aimed to be done for the library, photocopying unit and canteen next year.

Dicle University ILITAM services are carried out by DUZEM. Courses are given through the ALMS system. (See Evidence 3) Quality studies at the center are carried out within the framework of legal regulations, strategic planning and action plans related to internal control standards. Dicle University supports these values with its quality policy to achieve its mission, vision and goals. It systematically strives to establish an effective quality management system to improve itself in the light of these core values, goals and strategies. (See Evidence 4 and Evidence 5) Students are consulted about the services provided and the results are published on the university website. (See Evidence 6)

Level of Readiness:

Physical resources and spaces are managed holistically to ensure appropriate quality and quantity of facilities and infrastructure in all units of the institution. The results of the utilization of all facilities and infrastructures 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:

1. Quality Handbook
2. 2022 Annual Report
3. Dicle University ALMS login
4. Infrastructure, facilities, competent human resources, hardware and software for distance education programs and applications in the institution
5. Evidence of unique approaches and practices developed by the organization in line with needs/demands, in addition to standard practices and legislation
6. Student feedback tools on services provided to students

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 for the visually impaired and 1 elevator for the visually impaired in the elevators so that the disabled can easily go to the upper floors. There are also guides with relief letters for the visually impaired at the entrance doors and elevator entrances. 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. (See Evidence 1. 26; Evidence 2 and Evidence 3) 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 also to raise awareness in the public. In this context, our faculty also received an orange flag award in the field of accessibility in space. (See Evidence 4. p. 13)

Level of Readiness:

The findings obtained from the barrier-free university application provided in all units of the institution are systematically monitored and measures are taken by evaluating the monitoring results together with

stakeholders.

Evidences:

1. Quality Handbook
2. Faculty On-Site Access Form
3. Spatial Accessibility Photos
4. Spatial Accessibility Orange Flag Award Dicle University Faculty of Theology Bulletin

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 Counseling 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. p. 26; Evidence 2. p. 1-2) In 2022, our university and faculty had new initiatives on career services. As Dicle University Career Center increased its activities, the awareness of students about career planning 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 3. p.1, 7, 12, 21)

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 needs and requests in terms of psycho-social-spiritual well-being while they are carrying out their education and research activities; to carry out studies on students' adaptation and belonging to the faculty, to fulfill their awareness-raising duties in order to raise 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 directed to our University for this purpose. (See Evidence 4) Counselors inform students about the administrative and academic units of the university and changes in legislation and programs. They inform and guide students about domestic/foreign exchange programs, transfer opportunities and conditions as well as career planning. Academic counseling for students is carried out through our academic staff, and the progress in this regard is monitored through the student information system. (See Evidence 5)

In 2022, multifaceted 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 student satisfaction survey conducted in 2022 show that there is a 60% satisfaction level regarding the activities within this scope. (See Evidence 6) In order to improve counseling services, it is planned to implement a peer counseling system in 2023.

In addition to the guidance and counseling process that is routinely carried out in our faculty, counseling requests from students in different fields are also evaluated. For example, during the semester, the counseling and guidance requests of certain student groups or clubs for the programs they organized (conferences, trips, etc.) were met with the support of the members of the Guidance and Counseling Coordinatorship. (See Evidence 7. p. 28) Within the scope of all these studies, students' opinions about the services provided are sought and the results of the survey conducted for students are published on the university website. (See Evidence 8)

Level of Readiness:

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

Evidences:

1. Quality Handbook
2. Dicle University Student Counseling Directive
3. Faculty of Theology Bulletin Issue 2
4. Psychological and Social Counseling Application and Research Center
5. Dicle University ÖBS Login | ÖİDB (oidb.net)
6. Student Satisfaction Surveys
7. Information on Social and Cultural Activities Theology Annual Report
8. Student feedback tools on services provided to students

B.6. Monitoring and Updating the Program

B.6.1. Monitoring and updating program outcomes

Our faculty has adopted the quality policy of raising individuals with the necessary professional knowledge, skills, behaviors and general culture by increasing the quality of undergraduate and graduate education (See Evidence 3). For this purpose, a quality commission was established within our faculty in 2018, which ensures that program outcomes are monitored by the internal quality assurance system and necessary improvements are made. (See Evidence 14)

Our faculty program is periodically reviewed every year in line with the objectives and outcomes defined within the scope of the Turkish Higher Education Qualifications Framework (THEQF) and the Bologna process. As a matter of fact, this issue is among the strategic goals of our faculty and is supported by the necessary patterns in our quality handbook.(See Evidence 3, Evidence 4) In this context, the feedback obtained from internal and external stakeholders is reviewed by the education commission of our faculty and necessary improvements are provided. In line with the suggestions and expectations from the stakeholders, the program is measured to be up-to-date and efficient and to have an equivalent in social life. For this purpose, an Instructor and Course Evaluation Questionnaire is administered to our students, who are among our internal stakeholders, every academic year (See Evidence 7, Evidence 10). The results obtained from the survey are reported and the necessary changes and improvements in educational outcomes are carried out. In addition, at the end of each academic year, the Student Affairs Department administers an online Student Satisfaction Survey to students to check whether the program has achieved its educational objectives (See Evidence 6).

Another mechanism for monitoring and updating the program of our faculty is the Alumni Survey (See Evidence 5). With the survey we apply to our graduates, who are our external stakeholders, the professional development of our graduates is measured and the quality of our program is determined. In order to ensure the active participation and contribution of external stakeholders in the process of continuous monitoring and improvement, which is a dynamic process, cooperation protocols have been signed with various institutions, especially the Ministry of National Education and the Turkish Religious Foundation. Within the framework of "faculty-school cooperation", our students started to do internships in public schools affiliated to the Ministry of National Education as of 2018 in cooperation with Diyarbakır Provincial Directorate of National Education. In addition, as of October 2018, with the Theology Academy Program Protocol signed with the Turkish Religious

Foundation, our students have started to be given courses to support their education under the name of Theology Academy Program. On the other hand, Unit Accreditation Commissions were established within our faculty to ensure the accreditation of our program at the national level. As of January 2020, an application was made to the Theology Accreditation Agency and our application was accepted by the aforementioned organization. (See Evidence 15) In this context, the successful conclusion of the national accreditation process within the framework of the Plan-Do-Check-Act (PDCA) cycle is among the strategic goals of our program and for this purpose, our educational objectives will be updated. In order to achieve the Program Educational Objectives, our students are expected to have the following knowledge, skills and behaviors until they graduate from the program:

1. To be able to develop knowledge and skills related to general culture, field knowledge and professional formation necessary to provide effective religious service at individual and social level

2. To be able to utilize the methods of other positive sciences when dealing with religious sciences. To be able to work interdisciplinary in the fields of religious sciences.

3. To be able to compare religious concepts with their historical and contemporary approaches and to be able to research, analyze and synthesize at a scientific level.

4. Learning the language of religious texts at a level to comprehend these texts at the semantic level and having at least one of the Western languages at a level to use that language.

5. To assimilate religious, national and moral values and to gain attitudes and behaviors appropriate to the integrative role of these values in society, to integrate religious values with the customs and traditions of the society free from superstition and superstition.

6. To know Turkish and Islamic history and to recognize the oral, written and material works of Islamic history and civilization and to raise awareness about the protection of these values in society.

7. Reading the Qur'an properly, understanding and explaining the meanings of the verses correctly.

8. Learning the life of the Prophet, his words, deeds and actions, and understanding their role in understanding the Qur'an.

9. To learn Islamic law in detail and to gain the ability to compare it with other legal systems.

10. To gain knowledge about contemporary belief problems in general, to recognize different religions and movements and to have knowledge about their historical development.

Periodic assessment and evaluation studies are carried out in our faculty for course outcomes and learning outcomes. In this context, learning outcomes for each course and assessment components (homework, exam, project, etc.) to be used in measuring these outcomes have been defined. The program outcomes of the Faculty of Theology at the Faculty of Theology were prepared by the Quality Commission within the scope of improving quality in education, taking into account the aforementioned evaluation criteria, and presented to the Faculty Board.

After the Fall 2021-2022 academic year, the contribution of each course to the program outcomes and the evidence of the program outcomes (Midterm, Project, Homework, Final) were prepared for the majority of the courses with the help of the forms prepared by the relevant faculty members for all courses given during the semester. (See Evidence 12) The GE in Table 1: General Evaluation (Midterm Exam + Final Exam), M: Midterm Exam, F: Final Examination. The 'End of Semester Evaluation Report', which is prepared for all courses in the undergraduate program and measures the introduction of the course and its relationship with the program outcomes, has been prepared for most of the courses. The courses for which the end-of-semester evaluation report has been prepared can be accessed through this link: (See Evidence 13). End-of-Semester Course Evaluation Report 312021-2022 For the courses offered every semester after the fall academic year, an end-of-semester evaluation report was prepared by the instructor of the course after the exams at the end of the

semester. The end-of-semester evaluation report has a comprehensive content related to the course and has an important documentation function. The documents in the report are created as evidence for the program outcomes supported by the course. In this framework; Course Introduction and Evaluation (Form 1), Course Contact Information (Form 2), End of Semester Course Evaluation (Form 3), End of Semester Course Examination Notes (Form 4) and Questions, Assignments and Projects are prepared and filed within a plan for each exam held during and outside the semester (See Evidence 13).

Table 1. Evidence of Program Outcomes

Course Code	Course Title	PO01	PO02	PO03	PO04	PO05	PO06	PO07	PO08	PO09	PO10
1st Semester											
ATA171	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION-I										
İLH151	HISTORY AND PROCEDURE OF HADITH			GE		GE			GE		
İLH153	PRINCIPLES OF ISLAMIC FAITH	GE		GE		GE	GE		GE		GE
İLH157	OTTOMAN TURKISH			GE	GE		GE				
İLH159	LIFE OF PROPHET MOHAMMED (PBUH)	GE		GE		GE	GE		GE		GE
İLH161	HISTORY AND METHOD OF TAFSIR			GE		GE		GE	GE		
İLH165	RECITATION OF THE QUR'AN AND TAJWID	M			F			GE			
İLH181	ARABIC-I	GE		GE						GE	
İLH183	INTRODUCTION TO ISLAMIC LAW	GE		GE						GE	
TRD171	TURKISH LANGUAGE-I										
YDL171	FOREIGN LANGUAGE-I										

2nd Semester											
ATA172	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION-Iı										
İLH152	HADITH-I	GE			GE				GE		
İLH154	PRINCIPLES OF ISLAMIC WORSHIP	F	M			F	F		GE		GE
İLH156	ISLAMIC HISTORY-I	GE		GE			GE				
İLH158	RECITATION OF THE QUR'AN AND TAJWID-II	GE		GE				GE			
İLH160	TAFSIR-I			GE		GE		GE	GE		
İLH162	HISTORY OF TURKISH ISLAMIC ARTS			GE	GE		GE				
İLH178	ARABIC-II				GE			GE		GE	
TRD172	TURKISH LANGUAGE-II										
YDL172	FOREIGN LANGUAGE-II										
3rd Semester											
İLH251	ARABIC LANGUAGE AND LITERATURE-I	GE		GE						GE	
İLH257	HADITH-II	GE			GE				GE		
İLH261	ISLAMIC LAW PROCEDURE-I	F	F							F	
İLH263	ISLAMIC HISTORY-II	GE					GE				
İLH265	RECITATION OF THE QUR'AN	M			F			GE			

	AND TAJWID-III										
İLH267	LOGIC	GE		GE						GE	
İLH269	TAFSIR-II			GE		GE		GE	GE		
İLH271	TURKISH ISLAMIC LITERATURE	F	M	F		M	GE				
İLH273	TURKISH RELIGIOUS MUSIC (NAZARIAT)	GE				GE	GE				
İLH275	PSYCHOLOGY OF RELIGION-I	M	GE			GE					GE
4th Semester											
İLH204	TAFSIR-III			GE	GE			GE	GE		
İLH252	ARABIC LANGUAGE AND LITERATURE-II	GE			GE		M	F			
İLH256	HISTORY OF PHILOSOPHY-I	GE	F	GE		M					GE
İLH258	ISLAMIC LAW PROCEDURE-II			GE		GE				F	
İLH260	HISTORY OF ISLAMIC CIVILIZATION	F	M			F	F		GE		GE
İLH262	THE HISTORY OF KALAM	GE		GE			GE				GE
İLH264	QURAN RECITATION AND TAJWID-IV	GE		GE				GE			
İLH266	TASAWWUF -I	GE			GE		M	F			
İLH268	SOCIOLOGY OF RELIGION-I	M	F	F							GE
İLH272	HADITH-III								F		
İLH276	PSYCHOLOGY OF RELIGION-II		GE			GE					GE

5th Semester											
İLH351	ISLAMIC LAW-I	GE	GE				GE	GE	GE	GE	GE
İLH353	HISTORY OF ISLAMIC DENOMINATIONS-I	GE	GE		GE			GE			GE
İLH355	SYSTEMATIC THEOLOGY-I	GE	GE	GE		GE					GE
İLH357	TASAWWUF-II	GE		GE		GE					
İLH369	QURAN RECITATION AND TAJWID-V	GE		GE							
İLH371	HISTORY OF ISLAMIC PHILOSOPHY-I		GE			GE					GE
İLH381	SOCIOLOGY OF RELIGION-II		GE			GE					GE
İPF301	INTRODUCTION TO EDUCATIONAL SCIENCE										
İPF303	EDUCATIONAL PSYCHOLOGY										
İPF305	TEACHING PRINCIPLES AND METHODS										
6th Semester											
İLH352	ISLAMIC LAW - II	F	M			F	F		GE		GE
İLH354	SYSTEMATIC KALAM - II	GE		GE		GE			GE		GE
İLH356	HISTORY OF ISLAMIC PHILOSOPHY-II		GE			GE					GE
İLH358	HISTORY OF RELIGIONS-I	GE	F	GE	GE	M			M	F	GE

İLH360	HISTORY OF ISLAMIC DENOMINATIONS -II	GE	M	F							GE
İLH380	RECITATION OF THE QUR'AN AND TAJWID-VI	GE		GE				GE			
İPF302	CLASSROOM MANAGEMENT										
İLH304	TEACHING TECHNIQUES AND MATERIAL DESIGN										
İLH306	CHARACTERS AND VALUES EDUCATION										
7th Semester											
İLH453	ISLAMIC ETHICS AND PHILOSOPHY	GE		GE		GE					GE
İLH455	HISTORY OF RELIGIONS-II	GE	F	GE	GE	M			M	F	GE
İLH457	COUNSELING AND COMMUNICATION IN RELIGIOUS SERVICES	M								F	GE
İLH459	RELIGIOUS EDUCATION	F	M			F	F		GE		GE
İLH471	RECITATION OF THE QUR'AN AND TAJWID-VII	GE		GE						GE	
İLH473	HISTORY OF PHILOSOPHY-II	GE	F	GE		M					GE
İLH475	PHILOSOPHY OF RELIGION-I	F	M	F		GE					GE
İPF401	SPECIALIZED										

	TEACHING METHODS										
İPF403	ASSESSMENT AND EVALUATION										
İPF411	TEACHING PRACTICE-I										
8th Semester											
İLH400	RESEARCH METHODS IN ISLAMIC SCIENCES	M	GE	GE		GE					M
İLH452	PHILOSOPHY OF RELIGION-II	F	M	F		GE					GE
İLH454	RHETORIC AND PROFESSIONAL PRACTICE	F	M			F	F		GE		GE
İLH468	RECITATION OF THE QUR'AN AND TAJWID-VIII	GE		GE				GE			
İPF402	COUNSELING AND SPECIAL EDUCATION										
İPF406	TEACHING PRACTICE-II										

For the courses in the undergraduate program of the Faculty of Theology, the relevant faculty member (Course Relationship with Program Outcomes and Assessment) stated the existence and degree of the course-outcome relationship. The degree of relationship between the course and the program outcomes was measured as 1 (little relationship); 2,3,4 (medium relationship) and 5 (very good relationship). Accordingly, the level of support of the courses for the program outcomes was revealed (Table 2).

Table 2. Relationship between Program Outcomes and Courses

1st Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
ATA171	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION-I										

İLH151	HISTORY AND PROCEDURE OF HADITH	1	1	5	1	5	1	1	5	1	1
İLH153	PRINCIPLES OF ISLAMIC FAITH	5	1	5	1	5	5	1	5	1	5
İLH157	OTTOMAN TURKISH	1	1	5	5	1	5	1	1	1	1
İLH159	LIFE OF PROPHET MOHAMMED (PBUH)	5	1	5	1	5	5	1	5	1	5
İLH161	HISTORY AND METHOD OF TAFSIR	1	1	5	1	5	1	5	5	1	1
İLH165	RECITATION OF THE QUR'AN AND TAJWID	5	1	1	5	1	1	5	1	1	1
İLH181	ARABIC-I	5	1	5	1	1	1	1	1	5	1
İLH183	INTRODUCTION TO ISLAMIC LAW	5	1	5	1	1	1	1	1	5	1
TRD171	TURKISH LANGUAGE-I										
YDL171	FOREIGN LANGUAGE-I										
2nd Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
ATA172	ATATURK'S PRINCIPLES AND HISTORY OF REVOLUTION-Iı										
İLH152	HADITH-I	5	1	1	5	1	1	1	5	1	1
İLH154	PRINCIPLES OF ISLAMIC WORSHIP	5	5	1	1	5	5	1	5	1	5
İLH156	ISLAMIC HISTORY-I	5	1	5	1	1	5	1	1	1	1
İLH158	RECITATION OF THE QUR'AN AND TAJWID-II	5	1	5	1	1	1	5	1	1	1
İLH160	TAFSIR-I	1	1	5	1	5	1	5	5	1	1

İLH162	HISTORY OF TURKISH ISLAMIC ARTS	1	1	5	5	1	5	1	1	1	1
İLH178	ARABIC-II	1	1	1	5	1	1	5	1	5	1
TRD172	TURKISH LANGUAGE-II										
YDL172	FOREIGN LANGUAGE-II										
3rd Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
İLH251	ARABIC LANGUAGE AND LITERATURE-I	5	1	5	1	1	1	1	1	5	1
İLH257	HADITH-II	5	1	1	5	1	1	1	5	1	1
İLH261	ISLAMIC LAW PROCEDURE-I	5	5	1	1	1	1	1	1	5	1
İLH263	ISLAMIC HISTORY-II	5	1	1	1	1	5	1	1	1	1
İLH265	RECITATION OF THE QUR'AN AND TAJWID-III	5	1	1	5	1	1	5	1	1	1
İLH267	LOGIC	5	1	5	1	1	1	1	1	5	1
İLH269	TAFSIR-II	1	1	5	1	5	1	5	5	1	1
İLH271	TURKISH ISLAMIC LITERATURE	5	5	5	1	5	5	1	1	1	1
İLH273	TURKISH RELIGIOUS MUSIC (Theories)	5	1	1	1	5	5	1	1	1	1
İLH275	PSYCHOLOGY OF RELIGION-I	5	5	1	1	5	1	1	1	1	5
4th Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
İLH204	TAFSIR-III	1	1	5	5	1	1	5	5	1	1

İLH252	ARABIC LANGUAGE AND LITERATURE-II	5	1	1	5	1	5	5	1	1	1
İLH256	HISTORY OF PHILOSOPHY-I	5	5	5	1	5	1	1	1	1	5
İLH258	ISLAMIC LAW PROCEDURE-II	1	1	5	1	5	1	1	1	5	1
İLH260	HISTORY OF ISLAMIC CIVILIZATION	5	5	1	1	5	5	1	5	1	5
İLH262	THE HISTORY OF KALAM	5	1	5	1	1	5	1	1	1	5
İLH264	QURAN RECITATION AND TAJWID-IV	5	1	5	1	1	1	5	1	1	1
İLH266	TASAWWUF -I	5	1	1	5	1	5	5	1	1	1
İLH268	SOCIOLOGY OF RELIGION-I	5	5	5	1	1	1	1	1	1	5
İLH272	HADITH-III	1	1	1	1	1	1	1	5	1	1
İLH276	PSYCHOLOGY OF RELIGION-II	1	5	1	1	5	1	1	1	1	5
5th Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
İLH351	ISLAMIC LAW-I	5	5	1	1	1	5	5	5	5	5
İLH353	HISTORY OF ISLAMIC DENOMINATIONS-I	5	5	1	5	1	1	5	1	1	5
İLH355	SYSTEMATIC THEOLOGY-I	5	5	5	1	5	1	1	1	1	5
İLH357	TASAWWUF-II	5	1	5	1	5	1	1	1	1	1
İLH369	QURAN RECITATION AND TAJWID-V	5	1	5	1	1	1	1	1	1	1
İLH371	HISTORY OF ISLAMIC PHILOSOPHY-I	1	5	1	1	5	1	1	1	1	5
İLH381	SOCIOLOGY OF RELIGION-II	1	5	1	1	5	1	1	1	1	5

İPF301	INTRODUCTION TO EDUCATIONAL SCIENCE										
İPF303	EDUCATIONAL PSYCHOLOGY										
İPF305	TEACHING PRINCIPLES AND METHODS										
6th Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
İLH352	ISLAMIC LAW - II	5	5	1	1	5	5	1	5	1	5
İLH354	SYSTEMATIC KALAM - II	5	1	5	1	5	1	1	5	1	5
İLH356	HISTORY OF ISLAMIC PHILOSOPHY-II	1	5	1	1	5	1	1	1	1	5
İLH358	HISTORY OF RELIGIONS-I	5	5	5	5	5	1	1	5	5	5
İLH360	HISTORY OF ISLAMIC DENOMINATIONS -II	5	5	5	1	1	1	1	1	1	5
İLH380	RECITATION OF THE QUR'AN AND TAJWID-VI	5	1	5	1	1	1	5	1	1	1
İPF302	CLASSROOM MANAGEMENT										
İPF304	TEACHING TECHNIQUES AND MATERIAL DESIGN										
İPF306	CHARACTERS AND VALUES EDUCATION										
7th Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
İLH453	ISLAMIC ETHICS AND PHILOSOPHY	5	1	5	1	5	1	1	1	1	5
İLH455	HISTORY OF RELIGIONS-II	5	5	5	5	1	1	1	5	5	5

İLH457	COUNSELING AND COMMUNICATION IN RELIGIOUS SERVICES	5	1	1	1	1	1	1	1	5	5
İLH459	RELIGIOUS EDUCATION	5	5	1	1	5	5	1	5	1	5
İLH471	RECITATION OF THE QUR'AN AND TAJWID-VII	5	1	5	1	1	1	1	1	5	1
İLH473	HISTORY OF PHILOSOPHY-II	5	5	5	1	5	1	1	1	1	5
İLH475	PHILOSOPHY OF RELIGION-I	5	5	5	1	5	1	1	1	1	5
İPF401	SPECIALIZED TEACHING METHODS										
İPF403	ASSESSMENT AND EVALUATION										
İPF411	TEACHING PRACTICE-I										

8th Semester Course Plan											
Course Code	Course Title	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
İLH400	RESEARCH METHODS IN ISLAMIC SCIENCES	5	5	5	1	5	1	1	1	1	5
İLH452	PHILOSOPHY OF RELIGION-II	5	5	5	1	5	1	1	1	1	5
İLH454	RHETORIC AND PROFESSIONAL PRACTICE	5	5	1	1	5	5	1	5	1	5
İLH468	RECITATION OF THE QUR'AN AND TAJWID-VIII	5	1	5	1	1	1	5	1	1	1
İPF402	COUNSELING AND SPECIAL EDUCATION										
İPF406	TEACHING PRACTICE-II										

Assessment and evaluation procedures are announced in the Bologna Information System with information packages and related regulations. The measurement and evaluation procedures of the compulsory Arabic

Preparatory Class program carried out by the dean's office of our faculty are carried out according to the Faculty of Theology Preparatory Class Regulations. (See Evidence 9) In this context, a written or oral midterm exam and quizzes are administered to the students in each semester to ensure the correct measurement and evaluation of the course outcomes for each level of the program.

Level of Readiness:

Program outcomes are monitored systematically and in line with institutional objectives. These monitoring results are evaluated together with stakeholders and updates are made.

Evidences:

1. Unit Accreditation Commissions
2. Unit Quality Commission List
3. Dicle University Faculty of Theology Quality Handbook
4. Dicle University Faculty of Theology 2020-2024 Strategic Plan
5. Alumni Survey Form
6. Student Satisfaction Survey Form
7. Instructor Evaluation Survey Form
8. Evaluation of Teaching Staff.PDF
9. Faculty of Theology Preparatory Class Directive
10. Theology Satisfaction Survey.xlsx
11. Theology Academy Program Protocol
12. Matching Faculty Courses with Program Outcomes
13. End of Semester Course Evaluation Reports
14. Unit Quality Commission Formation Process
15. Accreditation Application Date

B.6.2. Alumni monitoring system

Graduation ceremony activities were carried out by the graduation commission of our faculty for our 4th grade students who will graduate in 2022. (See Evidence 3) For this purpose, graduation ceremony activities have been coordinated through student committees since the beginning of the spring semester. The follow-up of data on our graduated students is provided through the alumni portal on our university's website.(See Evidence 2) In addition, contributing to the professional development and employment of our graduates is among the strategic goals of our faculty (See Evidence 5) In this context, in order to better coordinate relations with graduates and to create an up-to-date monitoring mechanism, the Alumni Relations Commission was established within our faculty and the activities in this context are carried out through this commission (See Evidence 2, Evidence 3, Evidence 4, Evidence 6).

Level of Readiness:

There are practices regarding the alumni monitoring system and some results have been obtained. However, these results have not been evaluated and used in decision-making.

Evidences:

1. Dicle University Faculty of Theology Quality Handbook

2. Dicle University Alumni Information System

3. Dicle University Faculty of Theology Graduation Commission Job Description

4.Dicle University Faculty of Theology Alumni Relations Commission List

5. Dicle University Faculty of Theology 2020-2024 Strategic Plan

6. Alumni Survey For

C. RESEARCH AND DEVELOPMENT

Our faculty has established a Research and Development Commission to improve the quality of research activities and to achieve its goals (See Evidence 1). This commission, which carries out its work to implement research activities more systematically and in accordance with quality standards, stated in the 2021 Activities Evaluation Report that with the work, support and suggestions of the commission, a great effort was made to use the research and development opportunities in the faculty in the most useful and appropriate way in 2021 (See Evidence 2). In this context, our faculty has tried to carry out its activities within the framework of the strategic principles set out in the institution's 2020-2024 Strategic Plan and the goals set in the Quality Handbook. The Commission stated the same situation in the Official Report of the Evaluation of the 2022 Activities of the institution and stated the objectives and examples of the activities carried out by the institution throughout the year. Among these, it also mentioned the activities that could not be carried out and those that were submitted to the Presidency as suggestions (See Evidence 3, p. 1, 4). As a result, the activities carried out by the institution throughout the year in the context of research and development activities were audited, controlled and monitored in line with the principles and objectives set by the aforementioned commission.

C.1. Research Strategy

Dicle University has a research strategy to carry out research and development activities (See Evidence 4; Evidence 5). Our faculty has adopted a quality policy and prepared a strategic plan within this framework (See Evidence 6; Evidence 7). In accordance with these, it plans and carries out its activities aiming to meet both national and international expectations. It has established the Research and Development Commission to carry out and monitor its planned activities (See Evidence 1). In addition, a Quality Handbook has been prepared in order to carry out the processes related to the activities in a healthier, planned and efficient manner, and in this context, strategic goals to be realized in terms of both education and research activities have been determined (See Evidence 8, pp. 30-31). Our faculty has determined its basic policy regarding scientific research within the framework of the relevant objectives of higher education and the "research and development strategy" of our university. Accordingly, "contributing to academia through national and international publishing activities" is among the strategic objectives of our unit. In this direction, our faculty supports individual academic activities and R&D studies and ensures that research proposals are discussed on scientific platforms. Through the existing ethics committees of the university and plagiarism software programs, the reliability of academic studies is tried to be kept at the highest level. On the other hand, in-house information meetings on research opportunities are held and the necessary announcements and information are made through EBYS (See Evidence 8, p. 37; Evidence 9; Evidence 10).

In the Quality Handbook, it is stated as follows: "Within the framework of Strategic Goal 1, since our institution performs an important mission on a local and regional basis, it carries out research activities in cooperation with national and international institutions, taking into account local/regional/national priorities and in the light of academic principles. In this context, it increases the number and quality of its publications day by day" (See Evidence 8, p. 30). According to the 2021 R&D Commission minutes (See Evidence 2), within the framework of S.H.1, the number of publications of our faculty, which was 73 in 2020, was updated to 112 (Performance indicator 1.1 and Performance indicator 1.2) in 2021 (See Evidence 11). This number, which was updated to 135 for 2022, is a target that is more than realized according to the 2022 evaluation minutes of the R&D Commission (See Evidence 3, pp. 1-2). Accordingly, the number of publications of our Faculty has

increased significantly compared to last year. Since the target for 2023 has already been met, higher targets have been set for 2023, which include better publications in terms of both quantity and quality. Likewise, within the framework of S.H.1, our academics participated in the program titled "Scientific Article Preparation Training" organized by our university in 2022, and a presentation titled "Theology with the Concepts of Social Sciences" was made by Prof. Dr. Vejdi Bilgin (Evidence 3, p. 2). The efforts to include the Dicle Journal of Theology of our faculty in Dergipark were successfully concluded.

The Quality Handbook states that "Within the framework of Strategic Goal 4, academic staff at our institution are informed about domestic and international research opportunities and their participation in these activities is supported" (See Evidence 8, p. 30). According to the 2021 R&D Commission reports (See Evidence 2), within the framework of S.H.4, one of our academic staff was sent abroad for the first time within the scope of Erasmus (See Evidence 12). The start of overseas experience in our faculty has been an incentive for other faculty members and two more faculty members have been accepted to go to Yarmouk University in Jordan in 2022 (See Evidence 13; Evidence 14).

Within the framework of Strategic Goal 4, according to the reports of the R&D Commission for 2022, many of our academicians participated in the Training of Trainers Certificate Program organized by the Dicle University Rectorate Quality Development Coordinatorship. Within the scope of the TÜBİTAK-2237/B Project Training Activities Support Program, many of our academics applied to the program titled "Training on Preparing Scientific Research Projects at Academic Level" organized by Karadeniz Technical University. Many academicians applied to the program titled "Summer Research and Education Support Program (YADEP)" organized by the Islamic Research Center of the Religious Foundation of Turkey (ISAM). Assist. Kevser Kırmızıçiçek was accepted and participated in the program. Within the scope of ERASMUS, Prof. Dr. Metin Bozan and Assist. Prof. Dr. Orhan Canpolat at Yarmouk University in Jordan, and one of the academicians of our faculty, Res. Assist. Cennet Asana participated in the exchange program at London Central Mosque & The Islamic Cultural Center in England. One of the academicians of our faculty, Spec. Mevlüt Uzut, also participated in academic activities at Iran al-Mustafa University with the support of DÜBAP, the project support unit of our university. In addition, some cooperation steps have been taken within the framework of this strategic goal. For example, during the visit of the President of the Islamic Union of Prizren, Besim Berisha and the accompanying delegation of mufti and religious officials to our faculty, studies were initiated to conclude cooperation agreements with the Faculty of Theology of the University of Pristina and our faculty, and with N10 Oum El Bouaghi University within the scope of cooperation with different Muslim countries (See Evidence 3, pp. 2-4).

In the academic activities carried out within our faculty, regional needs as well as national expectations are taken into consideration. In this regard, important studies have been carried out with the support of Karacadağ Development Agency, one of the regional development agencies, and our University Research Projects Coordination (DÜBAP). The projects "Diyarbakır Şer'iyye Registers" (See Evidence 15) and "Diyarbakır Ahkâm Notebooks" (See Evidence 16) are the main ones. Within the framework of "Strategic Goal 7" in our Quality Handbook, our institution supports the individual studies of academicians and the studies carried out within the scope of R&D. In the context of these studies, it organizes academic meetings at various local/regional levels in cooperation with national and international institutions." (See Evidence 8, p. 31). In this context, the rectorate signed a protocol with the Diyarbakır Metropolitan Municipality for the publication of the last volume of the "Diyarbakır Şer'iyye Registers" (See Evidence 17).

In the Quality Handbook, "Within the framework of Strategic Goal 5, infrastructure studies that will contribute to the researcher identity of our faculty are supported. In this context, we cooperate with Research and Application Centers in our university such as D.Ü. Project Coordination Application and Research Center, DÜZEM (Dicle University Distance Education Application and Research Center) and D.Ü. Continuing Education Center." (See Evidence 8, p. 31). A series of activities were also organized in 2022 in the context of S.H.5 (See Evidence 3, pp. 5-6).

The necessary resources are allocated in the budget of our institution for the papers, presentations and

trainings that the faculty members working in our faculty request to attend. In this regard, the requests of our faculty members are evaluated and decided by the Faculty Executive Board and the necessary support is provided as a result of the decision taken (See Evidence 5, p. 21).

All this shows that our faculty plans its activities in advance, implements them when the time comes, and reports this situation by checking whether the planned activities have been carried out. In other words, it is seen that our faculty follows the PDCA cycle here.

C.1.1. Research policy, objectives and strategy of the institution

The research policy, goals and strategy of our institution are carried out in line with the process defined in the Quality Handbook prepared for this purpose. For this purpose, the main strategic objectives of the institution have been determined in accordance with the strategic objectives of the university. Accordingly

Objective 1: To develop/strengthen its status as a university of education and training

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

Objective 3: To improve faculty-community cooperation

Objective 4: To strengthen administrative and academic organization through good management practices

Objective 5: To improve the capacity of the administrative student and academic potential of our faculty

(See Evidence 8, p. 4).

Likewise, in the Quality Handbook prepared by the institution, the research and development policy of the institution is

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

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

3- Strengthening cooperation with external stakeholders and ensuring their participation in research and development activities

4- Developing cooperation with research and application centers within the university

(See Evidence 8, p. 5).

In addition, within the framework of the Research and Development (R&D) Strategy (See Evidence 4), which was prepared in line with the relevant higher education goals of our university (See Evidence 18, pp. 25-29), our Faculty has prepared a Quality Handbook, 2020-2024 Strategic Plan and 2021 and 2022 Annual Reports;

a. To support scientific research

b. To overcome the shortage of academic and administrative staff

c. To apply universal standards in education and training

d. Adopting a participatory management approach

e. To encourage successful students, administrative and academic staff

f. To organize social and cultural activities such as conferences, symposiums, seminars, etc. at national and international level

g. 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

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

i. Moving the faculty journal to national-international indexes

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

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

l. Strategic Goal 6. To support the professional development of our institution's administrative staff

m. Strategic Goal 7. To contribute to the need for human resources for doctoral graduates by supporting students in the relevant doctoral programs determined by HEC

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

o. Strategic Goal 9. To ensure that research activities can be transformed into outputs for solving social problems and for public benefit

and identified a number of key policies and prioritized strategic objectives (see Evidence 7, pp. 33-35; Evidence 8, pp. 30-31; Evidence 19, p. 20; Evidence 22, pp. 24-25). Similar policies and targets were set in the previous year's report (see Evidence 20).

As a quality policy, it has adopted the basic principle of "contributing to academia through national and international publishing activities" (See Evidence 7).

Accordingly, within the framework set by our university in the context of R&D, the following strategic goals were set in the Faculty's 2020 Self-Assessment Report for the next four years (See Evidence 21, p. 2):

1- To ensure the participation of a certain percentage of our faculty members in domestic and international scientific activities within the framework of our university's 2020-2024 Strategic Plan (See Evidence 4), to ensure that at least 10% of the faculty members participate in national or international meetings with full text or oral presentations every year

2- Organizing a national or international symposium every year

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

In the Quality Handbook, it is stated that "The objectives set in line with Strategic Goal 8 are to ensure that academic staff carry out their academic activities in a way that meets certain needs and within a certain plan, and to encourage undergraduate students to continue postgraduate education" (See Evidence 8, p. 32). According to the minutes prepared by the R&D Commission, a series of activities were carried out in 2022 within the framework of "Strategic Goal 8". Accordingly, Deputy Mufti Mehmet Demir made a presentation as part of the "Career Talks" program. Within the scope of the "Career Days Talks" program, a presentation titled "We will get richer by sharing" was made by Business Person Mehmet Cansız. A program titled "Characteristics of an Ideal Educator" was organized by Vehbi Vakkasoğlu. A presentation was made by Prof. Dr. Yekta Saraç, Former President of HEC (Higher Education Council), which will improve the academic perspectives of our students and ensure that they are engaged with literature and reading in every aspect of their lives. A total of four "ERASMUS Promotion Meetings" were organized with the support of the Erasmus Coordinator's Office. These meetings yielded positive results and for the first time, 32 students applied for the Erasmus Internship Mobility Exam and 26 students whose applications were deemed valid were entitled to take the exam. Within the scope of Erasmus Learning Mobility, for the first time, one of our students went to the University of Pitesti in Romania within the scope of Erasmus. In addition, it is planned to publish a national, academic, academic, thought, culture and art magazine that will contribute to the academic life of the faculty students and publish their articles (See Evidence 3, p. 6).

In the Quality Handbook (p. 32), "One of the goals set under Strategic Goal 8 is to continuously update the

educational programs of the institution in a way to support research and development." and "One of the goals set under Strategic Goal 2.2 is to contribute to increasing the activities of the Research and Development Commission and 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" (See Evidence 8, p. 32). According to the reports prepared by the R&D Commission, a number of activities were carried out in 2022 in the context of "Strategic Objective 2.2". For example, within the scope of the cooperation with Dicle University Women's Problems Application and Research Center (DÜKSAM), Assist. Prof. Dr. Orhan Canpolat and Assist. Prof. Dr. Abdussamet Kaya took part as panelists in the panel titled "Women's Right of Inheritance". The Dicle Theology Foundation was officially established to support the academic activities of the faculty members and to provide scholarships to students in need. (See Evidence 3, p. 7)

In the Quality Handbook, it is stated that "Within the framework of Strategic Goal 8, continuously update the educational programs of the institution to support research and development" (See Evidence 8, p. 32). According to the minutes prepared by the R&D Commission, within the framework of S.H.8, updates were made in our course information packages and our course contents were updated in the context of today's needs (See Evidence 2; Evidence 10; Evidence 3, p. 8).

Level of Readiness:

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

Evidences:

1. Research and Development Commission of the Faculty of Theology
2. R&D Commission Minutes of Evaluation of 2021 Activities
3. R&D Commission Minutes of Evaluation of 2022 Activities
4. DU Research and Development Strategy Document 2020
5. DU 2020-2024 Strategic Plan
6. DU Faculty of Theology Quality Policy
7. DU Faculty of Theology 2020-2024 Strategic Plan
8. DU Faculty of Theology Quality Handbook 2021
9. Curriculum Update Announcement
10. Online Training Information
11. Academic Staff Publication Table 2021
12. Academic Staff Sent Abroad within the Scope of Erasmus
13. Academic Staff who will go abroad to give lectures within the scope of Erasmus
14. Academic Staff to Study Abroad within the Scope of Erasmus
15. Diyarbakır Shar'iyye Registers
16. Diyarbakır Ahkam Notebooks
17. Protocol on the Final Volume of "Diyarbekir Shar'iyye Registers"

18. HEC Strategic Plan (2019-2023)
19. 2021 Annual Report of DU Faculty of Theology
20. 2020 Annual Report of DU Faculty of Theology
21. 2020 Self-Assessment Report of DU Faculty of Theology (ÜYBS)
22. 2022 Annual Report of DU Faculty of Theology

C.1.2 Management and organizational structure of research and development processes

The process for the management and organizational structure of research and development processes in our faculty is defined in the Quality Handbook (See Evidence 1, p. 33). Accordingly, the Research and Development Commission (See Evidence 3) has been established to be responsible for the management and organization of the research and development processes of the institution. Our faculty carries out its research and development activities through this commission. The commission consists of four people and is based on the "Guidelines for the Preparation of the Self-Assessment Report of the Theological Accreditation Agency (Version 2.0 - 23.06.2020)" It continues its work within the scope of the main criterion of "Research and Development". The Commission organizes the research and development activities of the 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 relevant documents are provided by this commission upon the request of the relevant parties.

The commission meets in case of need, discusses the work done and makes decisions on what will be done and submits them to the dean's office for information and approval.

The publication activities of the Faculty Journal (See Evidence 4), which aims to be one of the leading research publications in the field of theology in our country, are carried out by the Editorial Board.

Within the framework of our faculty's application to the Theology Accreditation Agency in 2020, new arrangements were made in many areas of the institution. First, Accreditation Commissions (See Evidence 5), then Quality and Development Commissions (See Evidence 6) were established and Unit Commissions (See Evidence 7) were updated within the scope of the regulations. Thus, significant improvements have been made towards institutionalization. One of the examples of improvements made for this purpose was undoubtedly the establishment of a Research and Development Commission (Evidence 3) for the management and organizational structure of research and development processes. This commission organizes the research and development activities of the institution and keeps a record of these activities. In addition, the archive of the faculty's scientific activities for research and development is located in this unit (See Evidence 8, p. 8). The main purpose of establishing such a structure is to control and monitor institutional activities, to ensure that they are carried out in a more systematic and organized manner, and to record the activities. These and other related commissions have been established for many purposes such as following up processes, organizing better, recording activities, determining the fields of activity for the following year in the light of the reports to be prepared at the end of the year, and preparing new activities in line with local and national needs. It has been observed that with the establishment of the aforementioned boards and commissions, the management and organizational structure of the activities and studies carried out is healthier, can be followed more regularly, more efficient results are obtained, activities for local and national needs can be determined more accurately, failing aspects can be identified more easily, and future planning can be made more healthy and realistic.

It was stated above that the process for the management and organizational structure of the research and development processes of our faculty was defined in the Quality Handbook (See Evidence 1, p. 33). Accordingly, 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 9), Quality and Development Committees and Accreditation Commissions when necessary. In addition, the participation of a member from external stakeholders consisting of the Mufti's Office and Ministry of National

Education units is also encouraged in the activities of the commission. The decisions to be taken in the commission will also be presented to the general views of external stakeholders if needed. The decisions taken by the Research and Development Commission at these meetings, which are intended to be held with broad participation in order to benefit from different ideas, will be submitted to the approval of the dean's office (See Evidence 1, pp. 33-34).

There are other supreme committees at our university where research and development activities can be monitored. For example, the Scientific Research Projects Coordinatorship (DÜBAP) (See Evidence 10) 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 activities, monitors them, takes measures to improve quality, and undertakes management and organization (See Evidence 2, p. 54).

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:

1. DU Faculty of Theology Quality Handbook-2021
2. DU Internal Evaluation Report 2019
3. Research and Development Commission
4. Faculty Journal
5. Accreditation Commissions
6. Quality and Development Commissions
7. Unit Commissions
8. Research and Development Commission Minutes of Evaluation of 2022 Activities
9. Academic Quality Monitoring and Strategic Planning Commission
10. DÜBAP (Scientific Research Projects Coordinatorship)

C.1.3. Relation of research to local/regional/national needs and demands

The process for determining the local/regional/national needs and demands of research is included in the Quality Handbook prepared by our institution. In this context, the institution aims to consider local, regional and national needs and priorities in its research and development activities (See Evidence 1). Within the framework of this goal, in the activities carried out by the Research and Development Commission (See Evidence 2) and in the general meetings held in our faculty for research studies, it is aimed that the activities carried out under the auspices of our faculty respond to local, regional and national needs respectively. In addition, since our faculty is located in a geography neighboring countries such as Iraq and Syria, it is also important to respond to international needs and demands. In order for the research in our faculty to respond to local, regional and national needs and demands, the Research and Development Commission (See Evidence 2), Academic Quality Monitoring and Strategic Planning Commission (See Evidence 3), Quality and Development Commissions (See Evidence 4), Accreditation Commissions (See Evidence 5) work in coordination and submit the necessary arrangements to the dean's office for information and approval.

Local, regional and national needs, demands and expectations are taken into consideration in the academic activities carried out within our faculty. However, these studies were previously carried out not in a coordinated and systematic manner within the framework of the research policy determined by our faculty, but rather by the personal preferences of the administrators or academic staff. Now, with the commissions

established and the Quality Handbook prepared, this process can be carried out in a more disciplined, organized, healthy and efficient manner (See Evidence 1). A number of local and national activities have been carried out in this regard. For example, in the panel organized by Düksam on the occasion of the "International Day for the Elimination of Violence against Women on November 25", one of the faculty members of our faculty, Assist. Prof. Dr. Abdussamet Kaya participated (See Evidence 6). In addition, a conference titled "Diyar-ı Mukaddes" was held to explain the importance and sacredness of the city (See Evidence 7). Likewise, in the panel titled "Women's Right to Inheritance" organized by the Faculty of Theology Dicle Youth Club and the Women's Problems Application and Research Center, Faculty Member Assist. Prof. Dr. Orhan Canpolat and Assist. Prof. Dr. Lecturer Abdussamet Kaya gave a presentation (See Evidence 8). In the program held under the name of "Hasbihal with Young People", the dean of our faculty Prof. Dr. H. Musa Bağcı and Assist. Prof. Dr. Osman Yağmur gave a speech (See Evidence 9). A conference titled "Sufism and the Ethics of Futuvvet" was held (See Evidence 10). Within the framework of university-city meetings, an education and training event was held in the historical Ulu Mosque (See Evidence 11). A conference entitled "Mevlana and Tolerance" was organized in Diyarbakır D Type Prison (See Evidence 12). Sectarian studies were also carried out and studies on the predominantly Shafi'i sect were carried out. For example, a doctoral study on the jurisprudential preferences of Imam Nawawī, one of the leading jurists of the Shafi'i sect, was published as a book (See Evidence 13). In addition, in order to gather the researches in this framework at one point and to carry out them in a more coordinated manner, Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER) was established under the leadership of our Faculty and within the body of Dicle University (See Evidence 14). Likewise, many local and national activities have been carried out within the Qur'anic Reading and Qiraat Application and Research Center established under the leadership of our institution (See Evidence 15) and these have been recorded. For example, in this context, various activities were organized in the form of conferences, courses and competitions (See Evidence 16). In addition, there is another Research and Application Center for Alevism and Ehlibeyt Culture that will contribute both regionally and nationally (See Evidence 17). The importance of this center's contribution to the relevant field cannot be overstated.

In addition, with the support of the Karacadağ Development Agency (Evidence 18), an important agency in the region, and DÜBAP (See Evidence 19), the "Diyarbakır Şer'iyye Registers" and "Diyarbakır Ahkam Books" projects have been realized to a great extent and many volumes of works have emerged and continue to emerge (See Evidence 20; Evidence 21). For the publication of the last volume, the rectorate signed a protocol with the Diyarbakır Metropolitan Municipality (See Evidence 27). In addition to being published in printed form, these studies have also been made available to researchers in digital media (See Evidence 22). In addition, a protocol was signed with the Theology Academy at the point of cooperation with external stakeholders (See Evidence 23; Evidence 24). A cooperation protocol was signed with Diyarbakır Melik Ahmet Anatolian Imam Hatip High School, another local stakeholder (See Evidence 25). Likewise, a cooperation protocol was signed with Dicle İlim İrfan Gençlik ve Yardımlaşma Derneği (DİGED) in scientific, academic, social, cultural and artistic activities (See Evidence 26).

The Quality Handbook states that "Our institution aims to take into account local, regional and national needs and priorities in its research and development activities" (See Evidence 1, p. 33). In this context, some conferences, panels and TV programs were held in response to local and regional needs (See Evidence 28). Thus, in a sense, it has been tried to ensure that the knowledge produced in the academy is delivered to the public and shared. Therefore, the needs and demands of the region and the region are tried to be fulfilled. In 2022, among these activities, the ones not mentioned above are as follows:

1. Visit to TRT Regional Directorate within the scope of "Guidance and Communication Course in Religious Services" (See Evidence 29)

2. Conference on "Characteristics of the Ideal Educator" (See Evidence 30)

3. Interview on "Values, Differences and Communication" (See Evidence 31)

4. "A Solution to Confusion: The Kat'î-Zannî System" (See Evidence 32)

5. Seminar on "The Issue of Understanding and Interpretation of Hadiths" (See Evidence 33)

6. Conference titled "Kalam Talks" (See Evidence 34)

7. Discussions of Said Nursi's Risalas (See Evidence 35)

8. Conference on "40 States in Islamic Inheritance Law" (See Evidence 36)

9. "Be Yourself" Conference (See Evidence 37)

10. Conference on "Resilience and Success" (See Evidence 38)

11. A conference entitled "Hadith Debates on Women in the Contemporary Period" (See Evidence 39)

12. Career Talks (See Evidence 40)

13. Conference titled "Seventh Son of the Tale; Sezai Karakoç" (See Evidence 41)

14. Conference titled "Challenging Processes in the Historical Development of Islamic Civilization" (See Evidence 42)

15. English language course for faculty students (See Evidence 43)

Level of Readiness:

Research outputs at the institution are systematically monitored in relation to local, regional and national needs and demands in line with the institution's internal quality assurance system, and measures are taken by evaluating the monitoring results together with stakeholders. The institution has a research policy, strategy and objectives that express its perspective on research, the principles it will follow in research activities, its priorities in research and its preferences in managing research resources.

Evidences:

1. DU Faculty of Theology Quality Handbook-2021
2. Research and Development Commission
3. Academic Quality Monitoring and Strategic Planning Commission
4. Quality and Development Commissions
5. Accreditation Commissions
6. "November 25th International Day for the Elimination of Violence against Women" Panel
7. Conference titled "The Holy Land"
8. Panel on "Women's Right to Inheritance"
9. "A Conversation with Young People"
10. Conference on Sufism and Futuwwa Ethics
11. University-City Meetings
12. Conference titled "Mevlana and Tolerance"
13. Imam Nawawī's Preferences in Fiqh
14. Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER)
15. Qur'anic Reading and Recitation Application and Research Center
16. Quran Recitation Competition

17. Alevism and Ehlibeyt Culture Research and Application Center
18. Karacadağ Development Agency
19. DÜBAP
20. Diyarbakır Şer'iyye Registers
21. Diyarbakır Ahkam Notebooks
22. Diyarbekir Şer'iyye Registers & Divan-ı Hümâyûn Registers
23. Cooperation Protocols with External Stakeholders
24. Cooperation Protocol with Theology Academy
25. Protocol on Cooperation in Education between DU Faculty of Theology and Melik Ahmet Imam Hatip Anatolian High School
26. Protocol of Cooperation in Scientific, Academic, Social, Cultural and Artistic Activities Organized between DU Faculty of Theology and Dicle İlim İrfan Gençlik ve Yardımlaşma Derneği (DİGED)
27. Protocol on the Final Volume of "Diyarbekir Şer'iyye Registers"
28. TRT Kurdi Sahur Program
29. Visit to TRT Regional Directorate within the scope of "Guidance and Communication Course in Religious Services"
30. Conference titled "Characteristics of an Ideal Educator"
31. "Values, Differences and Communication" talk
32. "A Solution to Confusion: The Kat'î-Zannî System" Conference
33. Seminar on "The Issue of Understanding and Interpretation of Hadiths"
34. Conference titled "Kalam Talks"
35. Discussions of Said Nursi Risalas
36. Conference titled "40 States in Islamic Inheritance Law"
37. "Be Yourself" Conference
38. Conference on "Psychological Resilience and Success"
39. A conference titled "Hadith Debates on Women in the Contemporary Period
40. Career Talks Event
41. Conference titled "Seventh Son of the Tale; Sezai Karakoç"
42. Conference titled "Challenging Processes in the Historical Development of Islamic Civilization"
43. English language course for faculty students

C.2 Research Resources

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

Our faculty provides services with 24 technically equipped classrooms, 4 lecture halls, 2 reading halls, 2 conference halls, 1 meeting hall, 66 academic staff rooms, 16 administrative staff rooms (See Evidence 1 p. 7). 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 (See Evidence 1 p. 12) with a total number of 21412 materials in different languages (See Evidence 1 p. 12), where researchers can carry out their

studies, and student classrooms and computer laboratories equipped with sufficient modern equipment (See Evidence 2 p. 14). In addition, the Central Library within the Rectorate of Dicle University offers physical and resource opportunities to researchers in the relevant field with a total of 131102 books (See Evidence 3). In order to provide adequate academic and physical service to 3753 undergraduate and 497 graduate students as of 2022, some renovation works were carried out in our faculty building during 2022, and in this context, various physical improvements were 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 Evidence4 p. 8-9). Despite all these improvement activities, there is a need to expand the service areas for students inside and outside the building due to the high number of students. It is aimed to make the necessary plans in order to further improve the physical aspects of our faculty (See Evidence4 p. 8-9). Our institution organizes in-house information meetings on research opportunities and publishes the necessary announcements on the faculty web page. In addition, the necessary resources are allocated in 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. The research performance of our institution is measured based on the data in the annual publications of the faculty members of DU Faculty of Theology (See Evidence 5) and activity reports (See Evidence 1).

Our faculty ensures the effective implementation of educational and financial support for staff and students within the scope of Erasmus (See Evidence 6), Farabi (See Evidence 7) and Mevlana (See Evidence 8) programs within the university. The research and development activities of our institution are carried out within the university. Research and development activities and needs of researchers continue with the general academic incentive system (See Evidence 9) and scientific research project support (See Evidence 10). In addition, in our institution's Quality Handbook (See Evidence 11) and 2020-2024 strategic planning (See Evidence 2), it is stated that the projects completed or being carried out by academic staff are followed up by the Research and Development Commission (See Evidence 12) and that this commission provides support in organizing informative seminars and conferences in order to increase its contribution to project development in line with the requests and suggestions from academics.

Level of Readiness:

Research resources at the institution are managed to support priority research areas and to cover all units/fields. 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:

1. DU Faculty of Theology 2022 Annual Report
2. DU Faculty of Theology 2020-2024 Strategic Plan
3. DU Library Resources
4. DU Faculty of Theology R&D 2022 Activities Evaluation Minutes
5. DU Faculty of Theology faculty publication report
6. Dicle University Erasmus Program
7. Dicle University Farabi Program
8. Dicle University Mevlana Program
9. Academic Incentive System
10. Scientific Research Project Support

11. Quality Handbook

12. Research and Development Commission

C.2.2. Internal University Resources (BAP)

Scientific Research Projects (BAP) (See Evidence 1 p. 34), which are affiliated to the University budget, can contribute to the scientific studies of the academic staff and students of our institution. The institution follows the defined BAP Procedures and Principles (See Evidence 2) for the creation of internal University resources in order to continue its research and development activities, and this unit supports projects, conferences, travel, expert invitations and personal funds to carry out academic activities and develop research potential (See Evidence 2). Dicle University Scientific Research Projects Coordinatorship (See Evidence 3) works according to the relevant legislation. 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 4). In this regard, researchers apply to the Scientific Research Projects (BAP) unit for support for their studies (See Evidence 4) and try to meet their needs by utilizing the budget allocated by BAP (Evidence 5).

Our faculty shares all relevant announcements, especially BAP-related project calls, with academic staff through the Electronic Information System (EIS) and encourages and guides them to internal resources (for example, see the announcement of external project writing training) (See Evidence 6). In this sense, a total of 4 projects were supported within the institution in 2020 and 2021 (See Evidence 7), while a total of 5 projects were supported in 2022 (See Evidence 8).

The projects completed or being carried out by the researchers of our faculty are monitored by the Research and Development Commission (See Evidence 9). The relevant commission organizes informative seminars and conferences in order to increase its contribution to project development in line with the requests and suggestions received from academicians. In addition, the research performance of our faculty is measured based on the data in the 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 10 p. 29).

Level of Readiness:

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

Evidences:

1. DU Faculty of Theology Quality Handbook
2. BAP Procedures and Principles
3. Dicle University Scientific Research Projects Coordinatorship
4. BAP Workflow Diagrams
5. Central Government Expenditure Documents Regulation
6. DU EBYS (Electronic Information System)
7. 2020-2021 BAP Projects
8. DU Faculty of Theology Research and Development Commission
9. Research and Development Commission
10. DU Faculty of Theology 2022 Annual Report

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

Our institution supports the use of non-university resources in order to continue its research and development activities in line with institutional objectives. To this end, the institution negotiates and signs protocols with internal and external stakeholders so that researchers and students can carry out their studies. In this context, the "Diyarbakır Şer'iyye Registers" (See Evidence 2) and "Diyarbekir Ahkam Notebooks" (See Evidence 3) projects are carried out in cooperation with the Karacadağ Development Agency (See Evidence 1 p. 21). The project is supported by the Republic of Turkey Ministry of Industry and Technology (See Exhibit 4), the Governorship of Diyarbakır (See Exhibit 5), the Rectorate of Dicle University (See Exhibit 6), Karacadağ Development Agency (See Exhibit 7), and DÜBAP Presidency (See Exhibit 8).

In order to provide academic, social, cultural and financial support to the students who continue their education at Dicle University Faculty of Theology, a Theology Academy Program Execution Protocol (See Evidence 9) was signed between the Turkish Religious Foundation and Dicle University Faculty of Theology in 2018. In this regard, 11 students were admitted to the program in the 2022-2023 academic year, and 12 students graduated from the academy in 2022. 3 of them continue their graduate studies (See Evidence 10 p. 9). In addition to the existing protocols with external stakeholders, new protocols were signed in 2022 in order to provide academic, social, cultural and financial support to students (See Evidence 11).

In addition, in 2022, the establishment phase of the Dicle Theology Foundation, which had been desired to be established for some time in order to provide various scholarship opportunities for students and researchers in need with the support of external stakeholders such as faculty members and industry-business people within the Dean's Office, was officially completed (See Evidence 12).

Level of Readiness:

The institution systematically monitors the findings obtained from practices that support the use of non-university resources in order to sustain research and development activities in line with institutional goals, and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences:

1. Strategic Plan of the Faculty of Theology (2020-2024)
2. Diyarbakır Shar'iyye Registers (Webcast)
3. Diyarbekir Ahkam Notebooks (Webcast)
4. Republic of Turkey Ministry of Industry and Technology
5. Governorate of Diyarbakır
6. Rectorate of Dicle University
7. Karacadağ Development Agency
8. DUBAP
9. Theology Academy Program Execution Protocol
10. DU Faculty of Theology R&D 2022 Activities Evaluation Minutes
11. DU Faculty of Theology Collaborations
12. DU Faculty of Theology Development Foundation

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

As stated in the strategic goals section of the 2022 annual report, our faculty aims to make various strategic plans, especially in teaching processes, depending on the vision of meeting the requirements of new developments and new quality standards. With this in mind, our faculty sets a series of goals such as developing

its institutional identity/capacity, ensuring continuous improvement in teaching quality, developing/strengthening education-training activities, and developing research activities (See Evidence 1). In our faculty, programs are reviewed in the light of current data. The results of the evaluation of the programs are used to increase the efficiency of the programs and to find a response in social life. Since the program qualifications are created by taking into account the expectations of external stakeholders, the necessary cooperation with the relevant stakeholders is ensured in order for the programs to achieve their educational objectives and 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 2).

In this context, by making changes in the course curriculum in order to integrate with the ever-changing needs and goals, it aims to provide students with the skills required by the services they will perform after graduation, to raise awareness of students about graduate studies, and to coordinate counseling and orientation services more effectively (See Evidence 1 p. 22-25).

In order to implement and develop the research policy, objectives and strategy of our faculty, the Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts (See Evidence 3) and the Institute of Social Sciences (See Evidence 4) in the Faculty of Theology work in coordination. If the necessary conditions are met, graduate students are admitted to the relevant departments, and development and improvement studies for the departments that are deemed insufficient are carried out meticulously by the Research and Development Commission (See Evidence 5).

There are many graduate programs under the three departments (Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts) affiliated to the Institute of Social Sciences to continue within our faculty, and improvement-development studies are carried out by the relevant commissions by following the process within the framework of the necessary conditions (See Evidence 2 p. 35). In this context, as of the fall semester of 2022, there are a total of 459 students, including 172 doctoral students and 287 master's students with thesis, studying in the graduate program at Dicle University Faculty of Theology. When these figures are distributed equally, there are "6.2" master's students with thesis and "3.7" doctoral students per faculty member. According to these data, it is understood that the targets set for 2022 have been achieved. In addition, 38 non-thesis master's degree students started to receive education in 2022. In the light of these statistical data, it is seen that the planned targets have been achieved and even exceeded (See Evidence 6 p. 10).

Level of Readiness:

The outputs of graduate programs that are compatible with and support the research policy, goals and strategies of the institution are regularly monitored and the results of the monitoring are evaluated together with stakeholders and measures are taken.

Evidences:

1. DU 2022 Faculty of Theology Annual Report
2. Quality Handbook
3. DU Faculty of Theology Units
4. DU Graduate School of Social Sciences Departments-Divisions of Arts and Sciences
5. Research and Development Commission
6. DU Faculty of Theology R&D 2022 Activities Evaluation Minutes

C.3. Research Competence

C.3.1. Research competence of academic staff and development of research competence

It manages the process of developing the research competencies of faculty members in accordance with the process described in the Quality Handbook of our faculty. There are 72 academic staff/researchers with doctoral degrees in our faculty. Various practices have been implemented to improve the research competence of our faculty members:

In order to encourage faculty members to increase their research competence, our university made an amendment to the Appointment and Promotion criteria to be implemented as of January 1, 2021 with the decision taken in 2020. (See Evidence 1) This change encourages the appointment and promotion of faculty members to take into account various research activities and to produce more qualified studies. As of July 2023, the new version of the Directive on Promotion and Appointment of Faculty Members (See Evidence 2), which includes many articles aimed at increasing the quality of faculty members, will enter into force.

As stated in the Quality Handbook (See Evidence 3), various targets and plans were set to increase the number of qualified publications, and the Accreditation Research and Development Commission was established in 2020 and the Research and Development Commission was established in 2021 within our faculty. (See Evidence 4) As a matter of fact, the number of publications increased from 73 in 2020 to 112 in 2021, and according to the evaluation of the activities of the Research and Development Commission in 2022, it increased to 135 in 2022 (See Evidence 5). In order to improve the research competencies of our faculty members, seminars, courses and symposiums were organized throughout the year with the support and participation of internal and external stakeholders. These activities were carried out with the support of external stakeholders such as Malaya University Malaysia, Mardin Artuklu University, Bingöl University, Diyarbakır Mufti's Office, Diyarbakır Governorship, Diyarbakır Municipality, Diyarbakır Kayapınar Municipality, Society for the Dissemination of Knowledge, Kadim Academy, International Association for Solidarity of Muslim Scholars. (See Evidence 6 p. 28) In addition, 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 5)

Training seminars were organized in various periods in order to provide project development skills to our academic staff. The BAP Coordinatorship assists our researchers at the project proposal stage and provides technical support for the project application process and afterwards. In this context, in 2022, DÜBAP provided a total of 95,729 TL financial support to 4 academic staff and graduate students of our faculty for their academic studies. There are also projects that started in previous years and have not yet been completed (See Evidence 6 p. 29).

Two researchers from our faculty have been accepted to go to Yarmouk University in Jordan in 2022 (See Evidence 7).

Independent from the Central Library of Dicle University, our rich book archive in the fields of theology within our institution provides publication support to our academic staff and students in their research. Attempts have been made to expand the book collection and the number of materials, which was 18350 in 2021 (See Evidence 8 p. 12), was recorded as 21412 in 2022 (See Evidence 6 p. 12).

Our researchers can also use the contracted databases of our university library (See Evidence 9).

Level of Readiness:

At the institution, practices for evaluating and improving the research competence of academic staff are regularly monitored and the results of the monitoring are evaluated together with stakeholders and measures are taken.

As stated in the 2020-2024 Strategic Plan, the institution has plans to establish methods and support units

for the use of non-university resources. As a matter of fact, it can be stated that significant improvements have become observable since 2022.

Evidences:

1. Criteria for Appointment and Promotion - January 1, 2021 Decisions
2. Criteria for Appointment and Promotion - July 15, 2023 Decisions
3. Quality Handbook
4. Accreditation and Research and Development Board Members
5. Research and Development Commission Minutes of Evaluation of 2022 Activities
6. 2022 Annual Report
7. Teaching Mobility 2022 List
8. 2021 Annual Report
9. Library and Documentation Databases

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

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

The Qur'anic Reading and Qiraat Application and Research Center (See Evidence 1) is active and faculty members are provided by the institution. Various activities such as ten qirâ'âtes course, Quran Reading Competition, conference and tashih-i huruf course are carried out within the institution. (See Evidence 1-Home Page Announcements)

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. In 2022, the institution organized a series of seminars for undergraduate and graduate students under the title of Shafi'i Fiqh Workshop. (See Evidence 3)

In order to provide academic, social, cultural and financial support to the students who continue their education in our faculty, the Theology Academy Program Execution Protocol (See Evidence 4) was signed between the Turkish Religious Foundation and Dicle University Faculty of Theology in 2018 and its implementation is still ongoing. Research and faculty members of our institution play a significant role as instructors in this program.

The publication process of "Diyarbakır Shar'iyye Registers and Ahkam Notebooks", which our faculty continues with the cooperation of the Republic of Turkey Ministry of Industry and Technology, Diyarbakır Governorship, Dicle University Rectorate, Karacadağ Development Agency, DÜBAP Presidency, Kayapınar Municipality, continues, and the existing printed material has been turned into a web-searchable platform and made available to researchers. (See Evidence 5)

Level of Readiness:

The institution regularly monitors multiple research activities and practices such as participation in research networks and establishing collaborations with intra- and inter-institutional joint programs and joint research units at national and international level, and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences:

1. Web Site of the Quranic Reading and Praise Application and Research Center

2. Official Gazette on the Establishment of Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER)

3. Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER) - Shafi'i Fiqh Workshop

4. Theology Academy Program Execution Protocol

5. Diyarbakır Shar'iyye Registers and Ahkam Notebooks Website

C.4. Research Performance

Our faculty periodically measures and evaluates research and development activities based on data and publishes the results. The findings are used to periodically review and continuously improve the research and development performance of the institution, and the current situation is further evolved to PDCA cycle standards through the Strategic Plan (See Evidence 1), Quality Handbook (See Evidence 2) and Research and Development Commission (See Evidence 3).

C.4.1. Academic staff performance evaluation

Our institution monitors the performance of academic staff in accordance with the process defined in the Quality Handbook (p. 37) and implements various mechanisms to encourage performance improvement. In this regard, in order to monitor the research and development performance of academic staff, information about their annual activities (such as the number of national/international publications in indexed journals, the number of national/international papers, books/book chapters, the number of projects they carry out or are researchers, the number of graduate students, scientific activities, artistic activities) are collected on the basis of academic units, and the Administrative Activity Report (See Evidence 4) is prepared by the unit supervisors and sent to the Strategy Department.

In order to improve the performance values of academic staff, a general academic incentive system is applied and the process is followed by the Academic Incentive Application and Review Commission (See Evidence 5).

Dicle University has announced that thesis awards will be given on the basis of institutes as of 2021 (See Evidence 6). We believe that this initiative will also have a positive impact on performance evaluation.

It should be stated that efforts towards the performance of academic staff have started to yield results. It should be noted that the number of publications increased from 73 in 2020 to 112 in 2021, and according to the evaluation report of the 2022 activities of the Research and Development Commission, the number of publications increased to 135 in 2022 (See Evidence 7).

Level of Readiness:

In order to monitor and evaluate the research and development performance of academic staff, practices covering all areas are regularly monitored and the results of the monitoring are evaluated together with stakeholders and measures are taken.

Evidences:

1. Faculty of Theology 2020-2024 Strategic Plan

2. Quality Handbook

3. List of Research and Development Commission

4. Annual Report

5. Academic Incentive Application and Review Commission

6. Dicle University Thesis Awards

7. Research and Development Commission Minutes of Evaluation of 2022 Activities

C.4.2. Evaluation of research performance and improvement based on results

Since 2019, the performance of faculty members regarding research activities has started to be stated in the activity report prepared at the end of each year (See Evidence 1) and published on the faculty page.

In addition to the annual report, academic staff has been assigned to create a faculty bulletin at regular intervals. (See Evidence 2) Before the bulletin is published, the staff responsible for preparing the bulletin requests the academic activities of the faculty academic staff within a year and includes this information in the bulletin. (See Evidence 3)

In 2021, a Research and Development Commission was established. (See Evidence 4) This commission monitors the research performance of the faculty not only in terms of academic staff but also in general and institutional plan. In the commission, decisions are made and followed up on the evaluation of the research performance of academic staff and improvement based on the results.

In addition to the university administration, the faculty requests that the research publications of its academic staff be updated throughout the year. The YÖKSİS page is one of the systems where the publication information is requested to be entered. (See Evidence 5)

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 regularly monitored and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences:

1. Faculty of Theology Annual Reports

2. Faculty Newsletter Assignment Letter

3. Faculty Bulletin

4. Research and Development Commission Board

5. Request Letter for Updating YÖKSIS Information

C.4.3. Research budget performance

Our faculty does not have an independent research budget for researchers. Researchers apply to the Scientific Research Projects (BAP) unit (See Evidence 1) for such needs and try to meet their needs by utilizing the budget allocated by BAP for project proposals from the Faculty of Theology. In this context, in 2022, DÜBAP provided a total of 95,729 TL financial support to 4 academic staff and graduate students of our faculty for their academic studies. There are also projects that started in previous years and have not yet been completed (See Evidence 2, p. 29).

Necessary expenses such as service and material purchases of our institution are met from the central budget. In addition, expenses such as travel, etc. required for the work of academic staff are covered within the framework of the Per Diem Law No. 6245 (See Evidence 3).

As stated in the Quality Handbook, one of the priority targets of the institution is to create an independent research budget. (See Evidence 4 p. 37) It should be noted that one of the aims of the newly established Dicle University Faculty of Theology Development Foundation is to support the research of academic staff (See Evidence 5, p. 1).

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 regularly monitored and monitoring results are evaluated together with stakeholders and measures are taken.

Evidences:

1. Dicle University - Scientific Research Projects Coordinatorship Web Site
2. Faculty of Theology 2022 Annual Report
3. Per Diem Law No. 6245
4. Quality Handbook
5. Dicle University Faculty of Theology Development Foundation Deed

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

The social contribution policy of our faculty, as stated in our quality handbook (See Evidence: 1), is based on the accreditation policy of the Quality Development Coordinatorship of our university (See Evidence: 2). Based on the accreditation policy of the Quality Development Coordinatorship of our university (See Evidence: 2), it adopts the principle of being sensitive to social problems; to contribute to the development of the health, employment and welfare of the society, to increase the knowledge, skills and quality of life, to increase the quality and quantity of community service activities, to spread a long-term social responsibility awareness among all staff and stakeholders of the university, to encourage all academic units and students to social responsibility activities, to give priority to studies on the socio-economic, cultural needs and problems of the region. Our faculty adopts to evaluate and monitor the projects and activities carried out in the field of community service within the scope of quality assurance system with the understanding of continuous improvement.

As stated in our faculty mission (See Evidence 3), our faculty, which "aims to train religious officials, teachers, researchers and academicians who research the phenomenon of religion from its basic sources with interdisciplinary cooperation by adhering to universal ethical values in order to ensure that society understands and learns religion correctly, and who can produce solutions to the problems encountered in religious issues by following the needs and trends of society", attaches great importance to the issue of social contribution.

While determining the social contribution strategy of our faculty, the opinions and suggestions of internal and external stakeholders were taken into consideration and necessary arrangements were included in the strategic plan (See Evidence 4).

Many activities carried out by our faculty are realized with the contribution of both internal and external stakeholders. Our faculty is sensitive to social demands and carries out various activities within the scope of social service by considering the needs and demands of the society. Our faculty tries to spread the atmosphere of culture and art in society through both academic activities and social responsibility projects and aims to develop solutions to religious-social problems at all levels. Our faculty has established the Center for Imam Shafi'i Studies in order to coordinate scholarly research on the Shafi'i sect, which constitutes the widespread fiqh sect of the region, and to make it accessible to the masses (See Evidence 5). In addition, within the scope of the project involving the transcription of Diyarbakır Shar'iyye Registers, which constitute an important source for researchers, our faculty has ensured that the 17th and 18th century registers are transcribed and made available to the public (See Evidence 6). In addition to these, various social activities such as Qur'an recitation competitions are carried out through the Qur'anic Reading and Recitation Application and Research Center operating within our university (See Evidence 7).

Our faculty takes video recordings of many events such as conferences and symposiums. Various events held

online within the scope of Covid-19 measures were broadcast on Dicle University Faculty of Theology Youtube channel and presented to the society (See Evidence 8).

Our faculty has signed protocols with different institutions and organizations in order to continue its social contribution activities effectively. In this context, a Protocol on Scientific and Academic Cooperation was signed between our faculty and the provincial mufti's office, a protocol on Theology Academy Program was signed with the Religious Foundation of Turkey, a protocol on cooperation in scientific, academic, social, cultural and artistic activities was signed with the Dicle Association of Science, Knowledge, Youth and Solidarity, a Protocol on Cooperation in Education was signed with Melik Ahmet Anatolian Imam Hatip High School, and a Protocol on the Education and Accommodation of Theology Students was signed with Diyarbakır Yenişehir Mufti's Office (See Evidence 9).

D.1.1. Social Contribution Policy, Goals and Strategy

Our faculty has adopted the principles and values that aim to lead the society in education and research studies. Our faculty aims to contribute to the development of the region and the protection of religious and cultural values by sharing its expertise in academic and professional fields with the society within the framework of social responsibility. For this purpose, it attaches importance to the development of relations with local administrations, the people of the region and the public by developing joint projects with stakeholders and providing consultancy services on issues of public interest.

The Faculty's contribution policy objectives and strategies, prepared in consultation with internal and external stakeholders and presented in the Quality Handbook (See Evidence: 1), are as follows.

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 transfer religious knowledge 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 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 direct students' interests and skills to appropriate fields.

10. To contribute to the social-psychological development of students by assigning them 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 adopt the approach that science and technology should be disseminated in education and training and community service practices.

13. To make video recordings of the activities carried out, especially symposiums, workshops, 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 are as follows (See Evidence: 4):

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

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

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

4. To increase satisfaction levels in social services.

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

Our faculty's Education-Training and Scientific Research Policies include direct and indirect articles on social contribution. In addition, there are some courses in the curriculum of our faculty that are directly related to social contribution, such as Professional Practice in Oratory, Guidance and Communication in Religious Services (See Evidence: 10).

In addition, thanks to the protocol signed between our Faculty and Melik Ahmet Anatolian Imam Hatip High School in February 2021, sufficient human resources and physical infrastructure support will be provided for the projects carried out in this high school (See Evidence: 9). It will enable high school students to benefit from the university campus and libraries, attend certain courses at our faculty, receive academic counseling by contacting faculty members to be deemed appropriate, and benefit from the services of career centers. Our faculty will organize meetings and in-service trainings in areas of need and share academic theses and research prepared for schools. University senior students and graduate students will be employed voluntarily within the scope of the project and scientific studies will be supported. In addition, with the proto-column signed between Dicle University and the 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: 9).

Level of Readiness:

In order to benefit from the social contribution activities created in line with the social contribution strategy of our faculty, there are various activities and practices adopted by the stakeholders of our faculty. However, the results of the practices cannot be evaluated yet.

Evidences:

1. Quality Handbook

2. KGK (Dicle University Quality Development Coordinatorship)

3. Faculty Mission

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

5. Center for Imam Shafi'i and Shafi'i Practices

6. Diyarbakır Shar'iyye Registers

7. Application and Research Center for Reading and Recitation of the Holy Qur'an

8. Dicle University Faculty of Theology Youtube Channel

9. Protocols made to other institutions and organizations

10. Faculty Courses (Oratory and Professional Practice, Guidance and Communication in Religious Services)

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

Our faculty aims to be a center of science that inherits the historical heritage of the region in which it is located and to carry this heritage forward by making use of contemporary knowledge and thus to be a center of

science in its surroundings.

Our faculty carries out social contribution processes in two ways: First, the dean's office takes the necessary steps to plan activities for social contribution by exchanging views with relevant NGOs, institutions or organizations.

Our faculty organizes activities for the community, taking into account the demands of external stakeholders. In line with the strategic plan, it aims to improve Faculty-City cooperation by increasing the effectiveness of these services (See Evidence: 1).

In order to ensure the quality of the services provided to the community, our faculty develops and improves the content of the service strategy with regular and systematic feedback from internal and external stakeholders, and updates it through planning and needs analysis. It respects cultural and spiritual values by acting within the framework of legal and ethical principles in community service activities.

Our faculty organizes scientific meetings / congresses / workshops / panels in coordination with internal and external stakeholders. In this context, the Workshop on Religious Education in Diyarbakır in All Aspects (See. Evidence: 2), Bazaar Event for Orphans and Orphaned Children (See. Evidence: 3), Panel on November 25, International Day of Struggle Against Violence Against Women (See. Evidence: 4), Education and Training Event in the Historical Ulu Mosque within the Framework of University-City Meetings (See. Evidence: 5) Activities of Dicle Youth Club for Earthquake Victim Children (See Evidence: 6), Visit to Happy Home Children (See Evidence: 7), Visit to Ali İhsan Arslan Visually Impaired Children (See Evidence: 8). Conference titled "Mevlana and Tolerance" in Diyarbakır D Type Prison (See Evidence: 9) are some of the activities carried out. In order to improve the quality of these activities, mechanisms are in place to receive continuous feedback.

In order to improve the social contribution processes in our faculty, Social Contribution Development and Promotion Culture, Art, Organization, Events and Alumni Relations Commissions were established (See Evidence: 10) and these commissions continue their activities related to their field of study.

Level of Readiness:

Although results have been obtained from practices related to the management and organizational structure of social contribution processes in our faculty, the results cannot be examined.

Evidences:

1. 2020-2024 Dicle University Faculty of Theology Strategic Plan
2. Workshop on Religious Education in Diyarbakır in All Aspects
3. Bazaar Event for Orphans and Orphaned Children
4. Panel on November 25, International Day for the Elimination of Violence against Women
5. Within the University-City Meetings, Education and Training Event was held in the Historical Grand Mosque
6. Activities of Dicle Youth Club for Earthquake Victim Children
7. Visit to Happy Home Children
8. Ali İhsan Arslan Visually Impaired School Visit
9. Conference titled "Mevlana and Tolerance" in Diyarbakır D Type Prison
10. Social Contribution Development and Promotion Culture, Art, Organization, Events and Alumni Relations Commission

D.2. Sources of Social Contribution

D.2.1. Resources

Our faculty has the resources to carry out social contribution activities with its physical, technical equipment and infrastructure such as two conference halls, application mosque, library. Our faculty is also capable of carrying out social contribution activities efficiently in terms of academic (See Evidence 1) and administrative staff (See Evidence 2). Dicle University Theology Foundation (See Evidence 3), 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 needed for our social contribution activities such as symposiums, conferences and workshops are provided by our university. Official institutions such as the Provincial Directorate of National Education, the Provincial Mufti's Office, the Religious Foundation and other non-governmental organizations from our external stakeholders provide resources to meet the financial expenses of the social contribution activities we carry out within the scope of protocols and joint studies (See Evidence 4). The expenses of the social contribution activities carried out by our students are covered by student clubs (See Evidence 5) and the financial resources provided by these clubs with their own means.

Level of Readiness:

The institution has the potential to provide the appropriate quality and quantity of physical, technical and financial resources as well as a sufficient number of academic and administrative staff to continue its social contribution activities. However, studies on monitoring the results of the use of these resources are limited.

Evidences:

1. Faculty academic staff list

2. Faculty administrative staff list

3. Dicle University Theology Foundation

4: Collaborations and Protocols

5. Student Clubs

D.3. Social Contribution Performance

D.3.1. Monitoring and improving social contribution performance

Urban and regional needs are taken into account in the activities carried out at the faculty in the context of social contribution. The status and demands of the target audience inside and outside the university are taken into consideration in the activities carried out. In this context, necessary cooperation and protocols are made with internal and external stakeholders and the services to be provided are carried out within a system. These activities are carried out together with the faculty management, academic staff, student clubs and guests invited from outside the faculty. (See Evidence 1)

In line with the social contribution strategy, plan and goals of the social contribution commission established within the faculty, performance indicators were determined in the strategic plan for the determined goals. In this context, the plans and processes for monitoring and improving the social contribution performance of the faculty are tied to a periodic schedule in the strategic plan. Accordingly, monitoring of performance indicators related to social contribution activities is carried out every 6 months. (See Evidence 2) Satisfaction surveys (See Evidence 3) are used for the processes monitored through Dicle University Quality Information Management System (KBYS) and joint group meetings are held with stakeholders.

The activities carried out in the context of social contribution are recorded and published by the faculty's social media units, especially the web page. Thus, it is ensured that the activities carried out are communicated to the society at local and national level.

In addition to the social media accounts of the faculty, monthly and annual bulletins of the faculty are prepared. The prepared bulletins are shared on the faculty's web page in pdf format. (See Evidence 4)

The Faculty Youtube page is actively used to share the activities carried out with the public. Previously,

mostly conference recordings were shared on the Youtube page, but in the post-pandemic period, the scope has been further expanded and the recordings of academic-cultural activities are shared publicly on the Youtube page. The number of subscriptions to the Youtube channel and the number of views of videos is increasing day by day and the statistics of this practice are monitored (See Evidence 5) for Youtube channel statistics).

Level of Readiness:

All social contribution performances realized by the quality commissions at the institution are monitored and evaluated. Evaluation results are discussed with stakeholders and necessary measures are taken to solve problems.

Evidences:

1. 2022 Activity Report
2. 2020-2024 Strategic Plan
3. Satisfaction Surveys
4. 2022 Activity Bulletin
5. Statistics of Dicle Theology Youtube Channel

E. MANAGEMENT SYSTEM

E.1. Structure of Management and Administrative Units

Dicle University Faculty of Theology has established the structure of management and administrative units in line with the objectives set in the Strategic Planning and Quality Manual (See Evidence 1, Evidence 2).

E.1.1. Management Model and Administrative Structure

Dicle University Faculty of Theology conducts its management model and administrative structure in accordance with the quality policies of Dicle University and Dicle University Faculty of Theology (See Evidence 3, Evidence 4). The institution's policy and strategic goals related to management and administrative areas operate in accordance with the mission and vision of the Faculty. The mission of the Faculty is students who learn Islam from its basic sources, who are loyal to national, spiritual, moral and universal values and cultural heritage, who are respectful to different beliefs and values, human rights and freedoms, environment and nature, who have the ability to think scientifically and freely, whocan benefit from their historical acquis, who can analyse and interpret information, to educate religious officials, teachers, researchers and academicians who 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 in terms of professional knowledge and skills, useful, dynamic, free and virtuous religious officials, teachers, researchers and academicians by adhering to universal ethical values in order to ensure that society understands and learns religion correctly (See Evidence 5). The visionof our faculty 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 to be honoured 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 (See Evidence 6).

The academic and administrative structure of our faculty has been structured in order to achieve the mentioned mission and vision, and the Organisation Chart covering the entire management and administrative structure is shared on the institution's website (See Evidence 7). In this framework, the institution has a dual structure, academic and administrative, in order to help the dean to carry out his duty of supervising and supervising the staff in his unit (See Evidence 8). Job descriptions of all academic and administrative staff working within this structure have been made and these descriptions have been notified to the staff (See Evidence 9).

Academic and administrative committees organise meetings at regular intervals in order to ensure that academic and administrative works and procedures carried out in our faculty are carried out in coordination, planned and evaluated. In this context, academic units hold two meetings at the beginning of each academic year to plan the academic year and two meetings at the end of the academic year to evaluate the academic year (See Evidence 10).

Likewise, meetings are organised with administrative staff at regular intervals in order to ensure that administrative procedures in the institution are carried out properly (See Evidence 11). In-service trainings are provided to ensure that administrative staff can perform their duties properly (See Evidence 12).

Coordinatorships and commissions have been established to take part in the management process with a participatory approach in accordance with the mission and vision of our faculty and to achieve the goals set in the Quality Manual and Strategy Plan, and information about their structure and functioning has been announced on the website (See Evidence 13, Evidence 14). The members of these commissions are selected among the academic and administrative staff of the unit and student representatives. These commissions make checks and observations on the management structure, and as a result of these checks, they can suggest necessary changes in the management structure by taking into account the opinions of stakeholders (See Evidence 15). In this context, commissions and boards hold periodic meetings and submit the issues decided at the meetings to the dean's office (See Evidence 16).

Our faculty, which attaches importance to cooperation with stakeholders, has signed cooperation protocols with TDV, Provincial and District Mufti Offices, schools affiliated to National Education and Non-Governmental Organisations and has established coordinatorships in order to achieve the goals set in the protocols (See Evidence 17).

Level of Readiness:

In our faculty, the findings obtained from the practices related to the management model and administrative structure covering all units and areas are systematically monitored, the opinions of the stakeholders 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:

1. Strategic Plan
2. Quality Manual
3. Dicle University Quality Policy
4. Dicle University Faculty of Theology Quality Policy
5. Mission
6. Vision
7. Organisation Chart
8. Organisation Chart of Academic and Administrative Units
9. Personnel Job Descriptions
10. Academic Board Meetings of Departments and Divisions
11. Meeting with Administrative Staff
12. In-Service Trainings Provided to Administrative Staff
13. Accreditation Commissions
14. Unit Commissions

15. Accreditation and Quality Studies
16. Minutes of Evaluation of 2022 Activities of the Management System DevelopmentCommission
17. Collaborations

E.1.2. Process Management

Our institution is subject to various process management in terms of education-training, research-development, social contribution and processes related to the management system in the management model determined to achieve its mission and goals. The risk management of the processes has been established on a solid basis through the commissions established by the management and a healthy follow-up of the work and transactions has been ensured (See Evidence 1, Evidence 2, Evidence 3).

Our faculty, as one of the units providing education and training services affiliated to Dicle University, depends on the processes, procedures, instructions and workflows of the Quality Development Coordination Office established on 08.08.2017 (See Evidence 4, Evidence 5). In this context, our faculty, which has been included in the processes of education-training, research-development, procurement and activity areas with the Quality Management System TS EN ISO 9001:2015 standard, has defined these processes and identified those responsible (See Evidence 6, Evidence 7). Internal audits were conducted on 14.12.2018, 09.05.2019, 26.06.2020, 03.12.2021 and 05.12.2022 within the scope of TS EN ISO 9001

Quality Management System in order to evaluate whether the internal control system provides the expected contribution to achieving the goals and objectives of our institution (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12). In addition, Quality Committee meetings were held on various dates, and the results and problems reached in these meetings were reported to the unit (See Evidence 13). In these audits and meetings, internal audit results and external audit findings were also evaluated and opinions and requests were received.

In 2020, our faculty wrote an annual Self-Assessment Report via ÜYBS (See Evidence 14). Our institution periodically writes annual Activity Reports and shares them with stakeholders (See Evidence 15). In order to ensure the effective participation of stakeholders in process management, the Rectorate conducts satisfaction surveys for students, academic and administrative staff, usually at the end of the semester (See Evidence 16). In addition, education and training processes are determined by the relevant units at the beginning of the semester. Again, at the end of each academic term, the relevant units organize meetings to evaluate the term and the findings obtained are consulted (See Evidence 17).

Another process that our faculty is subject to in terms of the management model it has determined and whether it has achieved its goals in accordance with this management model is that in January 2020, an accreditation application was made to the Theology Accreditation Agency (IAA) in order to be accredited and a self-evaluation report was prepared upon the acceptance of the application (See Evidence 18). Thus, our faculty was opened to the inspection and evaluation of IAA. In this process, our faculty has started to work on multi-dimensional identification and improvement in order to meet the criteria determined by the IAA in order to first become accredited and then to remain accredited. In this context, Accreditation Commissions were first established and a self-assessment report was written. Subsequently, Quality and Development Commissions were established and Unit Commissions were updated in addition to the Quality High Commission responsible for the implementation of the criteria required from the faculty (See Evidence 19). These commissions convene when necessary to identify and evaluate the issues that fall within their areas of responsibility and submit their recommendations to the dean's office for information and approval (See Evidence 20). The Quality Commission Management Review Board Meeting is organized at certain intervals and a significant contribution is made to the process management with the decisions taken.

There is a "I Have a Suggestion" button for suggestions, requests and complaints on the web page of our university and faculty, and through this link, all stakeholders can instantly convey their complaints, suggestions

and wishes to the management and actively contribute to process management (See Evidence 21). Likewise, deficiencies and defects can be communicated to the management through the "Wish and Suggestion Box" placed in various parts of the institution (See Evidence 22). Messages are examined and finalized by the dean's office (See Evidence 23 p. 12-14).

In our faculty, the Internal Audit Unit audits the compliance of all academic and administrative units with the legislation (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12). Our faculty makes improvements by taking into account the audit reports and the opinions of the quality improvement commissions (See Evidence 20).

Level of Readiness:

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

Evidences:

1. Quality and Development Commissions
2. Unit Commissions
3. Accreditation Commissions
4. Quality Development Coordination Unit
5. Process, Procedure, Instruction and Workflows (can be viewed by entering with staff username and password)
6. TS EN ISO 9001:2015 Standard
7. Quality and Development Commissions
8. 2018 Internal Audit Reports
9. 2019 Internal Audit Reports
10. 2020 Internal Audit Reports
11. 2021 Internal Audit Reports
12. 2022 Internal Audit Reports
13. Accreditation and Quality Studies
14. 2020 Self-Assessment Report (ÜYBS)
15. Annual Reports
16. Survey Results
17. Minutes of Academic Board Meetings of Departments and Divisions
18. Self Evaluation Reports
19. Accreditation and Quality Studies
20. Management System Development Commission Evaluated 2022 Activities
21. I Have a Suggestion Link
22. Wish and Suggestion Box
23. Faculty Wish and Suggestion Monitoring Table for 2022

E.2. Management of Resources

E.2.1. Human resources management

The process related to the management of human resources in our institution 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 organised both academic staff and student satisfactionsurveys to achieve its strategic goals. (See Evidence 4, Evidence 5 and Evidence 6)

The academic and administrative staff of our faculty is developing. As a matter of fact, while a total of 72 personnel, including 56 academic, 9 administrative and 6 permanent workers, were working in our faculty as of 2020, a total of 82 personnel, including 65 academic, 10 administrative and 6 permanent workers, worked in 2021. As of 2021, the number of academic staff in our faculty was 65, including 11 professor doctors, 12 associate professors, 16 doctoral lecturers, 8 lecturers and 18 research assistants. The number of administrative staff of our faculty was 10 in total, including 1 faculty secretary, 1 dean secretary, 1 department secretary, 1 officer responsible for financial affairs, 1 clerical officer, 1 document registration officer, 1 library officer, 2 clerks and 1 technician. As of 2022, the number of administrative staff has increased to 11. Our academic staff has increased to a total of 69, including 17 professor doctors, 12 associate professors, 21 doctoral lecturers, 9 lecturers

and 10 research assistants. (See Evidence 7, Evidence 8, Evidence 9, Evidence 10, Evidence 11 and Evidence 12) In addition, our faculty cooperates with external stakeholders when deemed necessary. (See Evidence 13, Evidence 14 and Evidence 15)In matters such as personnel employment, appointment to higher positions and personal rights, legal regulations are followed. Academic appointments and promotions are made according to the framework criteria determined by the Council of Higher Education (YÖK) and the Directive on the Criteria for Promotion and Appointment to Faculty Membership determined by the Senate. (See Evidence 16)

Dicle University, Faculty of Theology adopts a management policy that focuses on effectiveness and efficiency, integrated, transparent and cares about stakeholder satisfaction. Within this framework, human resources are tried to be evaluated effectively and efficiency-oriented with practices such as promotion and title change, in-service training within the framework of In-Service Training Directive. (See Evidence 17)

The Dean's Office holds a meeting with the administrative staff once at the beginning of each academic year in order to receive their requests and suggestions, to strengthen their institutional belonging and to encourage them for institutional success. Additional meetings can also be held if needed. In addition, the organisation of activities related to human resources is monitored and recorded in the minutes.

In addition, the organisation of human resources activities are monitored and recorded and activity reports are prepared. (See Evidence 18, Evidence 19 and Evidence 20) Maturity

Level of Readiness:

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

Evidences:

1. Quality Handbook
2. Human Resources Directive
3. 2020-2024 Dicle University Faculty of Theology Strategic Plan
4. Faculty of Theology 2021-2022 Autumn Term Student Course Evaluation SurveyResults
5. Faculty of Theology 2021-2022 Spring Term Student Course Evaluation SurveyResults

6. Faculty of Theology 2022-2023 Autumn Term Student Course Evaluation SurveyResults
7. Academic Staff, Prof.Dr. 2022
8. Academic Staff, Assoc. Dr. 2022
9. Academic Staff, Doctor Lecturer 2022
10. Academic Staff, Lecturer. 2022
11. Academic Staff, Research Assistant. 2022
12. Administrative Staff 2022
13. External Stakeholders Religious Academy Protocol
14. External Stakeholders Imam Hatip High School Protocol
15. External Stakeholders Mufti Protocol
16. Directive on Promotion and Appointment Criteria for Faculty Membership
17. In-Service Training Directive
18. Minutes of Evaluation of 2021 Activities of the Management System DevelopmentCommission
19. Management System Development Commission Minutes of Evaluation of 2022Activities
20. DU Faculty of Theology 2021 Annual Report

E.2.2. Management of financial resources

The internal audit of the financial resources of our faculty is carried out in accordance with the provisions of the Public Financial Management and Control Law No. 5018 and the Preliminary Financial Control Directive issued on the basis of this law, subject to the preliminary financial control carried out by the expenditure units and the preliminary financial control procedures carried out by the Internal Control and Preliminary Financial Control Directorate, which is a sub-unit of the Strategy Development Department, and evaluated within the scope of compliance with the legislation, effectiveness and efficiency principles. (See Evidence 1 and Evidence 2) The laws and regulations regarding the management of financial resources are available in the Regulations section on the website of the Strategy Development Department and in the Laws section on the website of the Administrative and Financial Affairs Department.

The management of movable and immovable resources is carried out by expenditure authorities, realisation officers and movable officers within the framework of the Law No. 5018 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 within the framework of the relevant legislation. Movable inventories are checked with the accounting records of the accounting system, and the year-end administrative movable property management detailed account sheet and the administrative movable property management account statement are created from the KBS and sent to the Rectorate. (See Evidence 3 and Evidence 4)

In line with the process defined in our faculty, financial resources are managed by items and the budget is controlled at the end of each year.

In line with the defined process in our faculty, financial resources are managed by items and the budget is controlled at the end of each year. The evidence includes the distribution of the expense table for the last three years. Budget increases in wages, travelling expenses, service purchases, purchases of consumer goods and materials, maintenance and repair expenses are examples of the improvements made. In 2018, the faculty's expenditure for all of the above-mentioned items was 6,038,991.76TL. The amount budgeted for 2019 is 7,166,474.45 TL and the amount budgeted for 2020 is 8,949,766.83 TL. (See Evidence 5) As can be understood from the examples given, financial resources are increased accordingto 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) Expenditures made at the Institution are met from the annexed budget. Chapters from the supplementary budget are organised by the Ministry of Finance one year in advance by taking into account the proposals received from the Universities 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 made available to the Faculties through distribution.

General expenses such as heating, electricity, water, maintenance-repair, telephone, etc. are covered directly from the Faculty budget. The financial officer at the Faculty 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 institution makes the budget planning for the following year and reports this to the university. At the end of each year, the evaluation of that year is made and the budget request is realised by considering the necessary improvements accordingly. In this context, the legal process is followed with the procurement process, preliminary financial control directive and supplier evaluation instruction etc. (See Evidence 8 and Evidence 9), as well as the process of managing financial resources is monitored and recorded (See Evidence 10, Evidence 11 and Evidence 12).

Level of Readiness:

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

Evidences:

1. Law No. 5018 on Public Financial Management and Control
2. Preliminary Financial Control Directive
3. Ministry of Treasury and Finance's Public Expenditure and Accounting InformationSystem (KBS)
4. Movable Recording and Management System (TKYS)
5. Faculty of Theology Budget Expenditures 2018-2019-2020
6. Faculty of Theology Budget Expenditures 2021
7. Faculty of Theology Budget Expenses 2022
8. Purchasing Process
9. Supplier Evaluation Instruction
10. Minutes of Evaluation of 2021 Activities of the Management System DevelopmentCommission
11. Management System Development Commission Minutes of Evaluation of 2022Activities
12. DU Faculty of Theology 2021 Annual Report

E.3. Information Management System

E.3.1. Integrated information management system

In our faculty, institutional memory is created by making data entries through Personnel Information System (See Evidence 1), OBS (Student Information System) (See Evidence 2), Academic Information System (See Evidence 3), Graduate Information System (See Evidence 4), Management Information System (See Evidence 5), EBYS (Electronic Document Management System) (See Evidence 6) and ALMS (Learning Management System) (See Evidence 7) automation software. These data are automatically backed up. In order to ensure the sustainability of the software, necessary updates are made in accordance with the changing legislation, and the server, backup unit, etc. on which the automations run are renewed and capacity increases are made according

to technological innovations and needs. Among the systems mentioned above, those that are related to each other are integrated with each other. For example, ALMS and OBS are integrated with each other. The management of distance education is provided by DÜZEM (Dicle University Distance Education Application and Research Centre) (See Evidence 8). The problems and demands that internal stakeholders convey to the dean's office are forwarded to DÜZEM by the dean's office to ensure that they are resolved.

Defined processes and practices for obtaining, recording, updating and sharing institutional information (performance indicators, regulations, directives, evaluation reports, etc.) can be found on the Quality Development Coordination Office web page (See Evidence 9). The process related to the integrated progress of the processes related to the administrative and academic activities of the Faculty of Theology is monitored and recorded (See Evidence 10, Evidence 11, Evidence 12, Evidence 13, Evidence 14 and Evidence 15).

Level of Readiness:

The institution has an integrated information management system that covers all areas and supports all processes (education-training, research-development, social contribution, quality assurance) and there are some practices to use this system. The results of the utilisation of information systems are monitored.

Evidences:

1. Personnel Information System
2. OBS (Student Information System)
3. Academic Information System
4. Graduate Information System
5. Management Information System
6. EBYS (Electronic Document Management System)
7. ALMS (Learning Management System)
8. DÜZEM (Dicle University Distance Education Application and Research Centre)
9. Quality Development Coordination Unit
10. Department of Information Technologies Request Application
11. Example of Integration of Information
12. Dicle University Faculty of Theology Quality Handbook-2021
13. Minutes of Evaluation of 2021 Activities of the Management System DevelopmentCommission
14. Management System Development Commission Minutes of Evaluation of 2022Activities
15. Dicle University Faculty of Theology 2020-2024 Strategic Plan

E.3.2. Information security and reliability

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

Defined processes and policies related to information security are as follows: The e-mail addresses opened by the Department of Information Technologies cannot be collectively given to any person, unit or institution other than the Communication Coordinatorship. The authority and responsibility to send bulk e-mails to all users belongs 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 backup policy determined. Backup operations are carried out within a certain programme by taking into consideration the data to be backed up according to the service provided by the server, the size of the data to be backed up from the server, the number of media to be backed up according to the total data size, the determination of the backup times in a way that will not disrupt the services, the environment in which the backed up media will be stored and for how long, and the determination of the opening times of the backups in the fastest way when necessary.

Data that are collected within the scope of all activities of our faculty and require confidentiality are not shared with third parties except for authorised personnel and are not published. The data that our faculty needs to share with persons, institutions and organisations outside the institution are evaluated and shared within the scope of the Law No. 6698 on the Protection of Personal Data. (See Evidence 1)

The institution's network infrastructure is protected against external access with network firewall and manageable switches and necessary security measures are implemented. Mail server is protected with mail firewall software and necessary security measures are implemented. All servers and devices on the network are protected against virus attacks by installing antivirus software. 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 2) In addition, information security and reliability are ensured within the framework of the Electronic Signature Law No. 5070. (See Evidence 3) The security of the Agency's web applications is ensured by SSL Certificate.

Procurement of software, hardware and service procurement is carried out within the framework of 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 the procurement of software, hardware and services include articles on ensuring the security and confidentiality of data (See Evidence 4, Evidence 5 and Evidence 6). In addition, these issues are also specified in the contracts signed with both software developer companies and maintenance-support companies. The reliability of the data collected within the scope of all activities of the institution is ensured by ensuring that the data is provided by the authorized person.

The announcement and storage of exam results are carried out through OBS (Student Information System). (See Evidence 7) Instructors enter their exam grades into OBS between certain dates. It is not possible to enter grades except for the instructor or the person authorized by him/her. The instructor cannot change the grade entered and announced in OBS. Only sometimes the right to cancel the grade announcement is given until a certain date. In order to correct the incorrectly entered grade, the instructor must fill out the grade correction form. The completed form is discussed at the Faculty Administrative Board and if it is found appropriate, it is sent to Student Affairs for grade correction.

Students can see the grades they have received during the semester through OBS. Only students who are authenticated in the system with their username and password can see these grades. Apart from the student taking the course, only the course coordinator and the instructor can see the grades of all students.

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 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12, Evidence 13, Evidence 14 and Evidence 15)

Level of Readiness:

The security and reliability of corporate information has been adopted and assured throughout the organization through sustainable and mature practices.

Evidences:

1. Personal Data Protection Law

2. Law on the Regulation of Publications on the Internet and Combating Crimes Committed Through These Publications
3. Electronic Signature Law
4. Public Procurement Law
5. Public Procurement Contract Law
6. Public Financial Management and Control Law
7. OBS (Student Information System)
8. Faculty of Theology Quality Manual-2021
9. Faculty of Theology 2020-2024 Strategic Plan
10. Minutes of Evaluation of 2021 Activities of the Management System Development Commission
11. Management System Development Commission Minutes of Evaluation of 2022 Activities
12. Distance Education Process
13. Technical Specifications for Distance Education Management System Software Service Procurement
14. Distance Education Agreement
15. DÜ Electronic Document Management System (EDMS) and Signature Authorisations Directive

E.4. Support Services

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

The services purchased in our faculty are carried out according to 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 specifications, quality andother required standards of the work (goods and services) subject to tender, and the suitability and continuity of these services purchased from outside the institution are tried to be ensured.

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

In order to determine the conformity of the purchases made through direct procurement with the predetermined conditions, the units at Dicle University that are allocated appropriations apply the DÜ-SAT-PRS-001 Purchasing Process (See Evidence 5) and the DÜ-FRM-017 Purchase Request Form (Evidence 6). They also evaluate the performance of suppliers by completing the HU-FRM-019 Supplier Information Form (See Exhibit 7) for each purchase.

Level of Readiness:

In order to ensure the quality of all outsourced services and goods, close co-operation is maintained with suppliers, their performance and satisfaction are systematically monitored and evaluated together with stakeholders, and necessary measures are taken.

Evidences:

1. Public Procurement Law No. 4734
2. Technical specification (article 10)
3. Tender legislation
4. Acceptance Commissions
5. DÜ-SAT-PRS-001 Purchasing Process

6. DÜ-FRM-017 Purchase Request Form
7. DÜ-FRM-019 Supplier Information Form

E.5. Public Disclosure and Accountability

E.5.1. Informing the public

In addition to the official website of the Faculty (See Evidence 1), the Faculty uses 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) to inform the public about its activities. 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 itsannual activity report for 2022 (See Evidence 8).

Level of Readiness:

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

Evidences:

1. DU Faculty of Theology Web site
2. DU Faculty of Theology Facebook page
3. DU Faculty of Theology Twitter account
4. DU Faculty of Theology Instagram account
5. DU Faculty of Theology YouTube account
6. Quality Handbook-2021
7. Faculty Bulletin
8. 2022 Annual Report

E.5.2. Accountability methods

There is a I Have a Suggestion button (See Evidence 1) for suggestions, requests and complaints on the university's web page. Our faculty also has a Wish and Suggestion Box(See Evidence 2). Messages about our faculty are answered by the dean's office. (See Evidence 3; Evidence 4, pp. 12-14) Our faculty has diversified its accountability methods and in this context, questionnaires answered by students about faculty members are organised. (See Evidence 5, Evidence 6)

Level of Readiness:

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

Evidences:

1. I Have a Suggestion Button
2. Wish and Suggestion Box
3. Faculty Wish and Suggestion Monitoring Table for 2022
4. Management System Development Commission Minutes of Evaluation of 2022 Activities
5. Faculty of Theology 2021-2022 Spring Term Student Course Evaluation Survey Results

6. Faculty of Theology 2022-2023 Autumn Term Student Course Evaluation Survey Results

CONCLUSION AND EVALUATION

A. QUALITY ASSURANCE SYSTEM

A1. Strengths of the Institution

- The strengths of our faculty in terms of quality assurance system can be listed as follows;
- Mission, vision, strategic goals and objectives are determined in the Quality Manual and Strategic Plan,
- The establishment of the Quality Assurance Development Commission responsible for quality, which ensures regular co-operation with stakeholders in all areas,
- Establishing the necessary mechanisms for monitoring the strategic plan by the development and accreditation commissions, making regular analyses and evaluations,
- Organising various courses and workshops related to the quality assurance systemin the context of the aim of "ensuring continuous improvements in teaching quality"and increasing these activities gradually,
- Quality policies should cover all areas and policies in these areas should be in an integrated relationship with each other,
- Realisation of institutional performance management planning with the cooperation of faculty unit commissions and faculty management,
- Continuous monitoring of quality performance processes with internal stakeholders; recording deficiencies, risks and targets in the QMS automation, and monitoring the measures to be taken through automation,
- Providing coordinated co-operation with internal and external stakeholders, carrying out activities in line with the requests and demands of stakeholders,
- Keeping interaction with alumni alive through the Alumni Information System,
- The internationalisation policy has reached an important stage thanks to bilateral cooperation and the active operation of exchange programmes,
- The institution has sufficient human resources, physical infrastructure and technical equipment for internationalisation.

A2. Aspects of the Institution Open to Development

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

- Internalisation of quality culture by all individuals of the institution,
- Developing the Quality Manual in line with the suggestions of the qualitydevelopment commissions,
- Improving the coordination between quality development commissions,
- Ensuring more active participation of external stakeholders in quality improvement processes,
- Developing an analysis and evaluation system to cover all areas,
- Diversification of the financial resources required for internationalisation activities.

B. EDUCATION AND TRAINING

B1. Positive Aspects of the Institution

The strengths of our faculty in terms of education and training can be listed as follows:

- Considering the provinces in the region, it is seen that our faculty has a long-established educational tradition. In this context, while determining itsprogrammes, it seriously implements its education and training

policy withimprovements based on feedback from internal and external stakeholders.

- The programmes of our faculty are designed by taking into account the educationand training policies, mission and objectives.
- In our faculty, the results of student workload and related practices are monitored and improvement efforts are ongoing.
- Our faculty has determined a clear and understandable attitude towards the criteria for student admission. The studies carried out in this context are student-centred. Our faculty programmes provide interactive student participation and encourage interdisciplinary studies.
- Our faculty carries out effective activities with external stakeholders on education and training activities and the results of these activities are monitored.
- In our faculty, the processes related to the determination and updating of programme objectives, outcomes, programme-specific criteria and course outcomes are secured by the PDCA Based Education and Training Process Directive.
- The accessibility capacity of our faculty is quite high in terms of students' access to the necessary documents after graduation. Our faculty ensures its communication with its graduates by making continuous improvements through various mechanisms.
- Our faculty acts in accordance with the legislation in appointment, promotion andassignment criteria. To enter into force in 2023, the directive on the criteria for promotion and appointment as a faculty member was renewed to improve the education and research process.
- The public is informed about all activities carried out within our faculty and shared on the faculty page.
- Our faculty has made significant improvements for disabled students and received an award in this regard.
- Our faculty attaches importance to making active use of faculty members and provides facilities for the academic development of faculty members in this context.
- In terms of academic services, protocols have been signed with external stakeholders in order for students to receive higher quality education and prepare for postgraduate programmes, and thus, academic education and accommodation support is provided to our students.
- In order to reflect new contents to education, course plans and programmes are updated every year. Through the Quality and Accreditation Board, current policiesare rapidly disseminated to the institution.

B2. Aspects of the Institution Open to Improvement

The aspects of our faculty that are open to improvement in terms of education and training are as follows:

- In our faculty, there is a need to revise the course outcomes according to the updated programme outcomes. In 2023, improvement studies are expected to be carried out.
- In order to increase the teaching competence of our faculty, the number of trainings for academic staff should be increased. In this context, it is aimed to increase the number of trainer trainings to be attended by the personnel of our institution in 2023.
- It would be beneficial to open a space for students in elective courses in our faculty.
- Graduate follow-up system can be improved.
- The fact that all clubs are not brought together and activities cannot be planned from a single source negatively affects the coordination of activities.
- Sportive activities in our faculty have not reached the desired level. Acting together with the Faculty of

Physical Education in this regard and directing students to sports will ensure that sports activities become more regular and healthy.

- The establishment of a special academic incentive mechanism that will increase thepublication-activity and education-training performance of academic staff will provide positive motivation in this regard.

C. RESEARCH AND DEVELOPMENT

C1. Strengths of the Institution

The strengths of our faculty in the field of research and development can be listed as follows;

- The fact that our faculty has its own research strategy, policy and defined processes and practices in accordance with these, and that it creates and maintains its activities within this framework,
- Our faculty has a well-designed research policy, strategy and objectives, and participation in research and development activities is encouraged by senior management,
- The existence of the R&D Commission, which is responsible for the management and organisation of research and development processes, monitors research and development processes and monitors, audits, evaluates and provides necessary guidance for these activities,
- To continue its R&D activities by collaborating both nationally and internationally and to provide new experience opportunities to both academic staff and students in this way,
- R&D activities are transparent, open and auditable
- To carry out academic studies at various levels that develop suggestions for the identification and solution of national and international problems as well as problems related to the religious and cultural aspects of the city and the region,
- The fact that our faculty has important physical, technical and financial research support resources within and outside the university,
- Monitoring the individual research performance of academic staff on an annual basis and making various plans and activities with the support and participation of internal and external stakeholders to improve the research competence of academic staff according to the results of this monitoring,
- Our faculty has research centres that can produce solutions to the local problems of the region in terms of religion and culture,
- On the one hand, our faculty has a foundation that can support researchers, and on the other hand, to ensure and encourage faculty members to benefit more effectively from the DÜBAP budget for their scientific activities and projects and to make plans in this regard,
- Carrying out the necessary studies and strategic planning to cover all units in order to increase the physical facilities required for research activities to an adequate level,
- Having the necessary technical infrastructure to carry out research activities through accessible resources, planning and carrying out continuous improvement studies in this direction,
- In addition to the central budget, the institution has significant financial resources through programmes such as secondary education and İlitam,
- Existence of generally defined processes, practices and follow-ups on Scientific Research Projects,
- Encouraging Scientific Research projects at a sufficient level in terms of supporting Scientific Research projects in the context of internal resources of the University, especially in 2022,
- Updating the budgets of scientific research projects in parallel with economicindicators,

- The existence of studies in accordance with the strategic planning in terms of access to resources outside the university in order to continue research and development activities,
- Making protocols with relevant stakeholders that support the use of non-university resources,
- Completion of the establishment phase of the Faculty of Theology DevelopmentFoundation, which has an important place in order to continue research and development activities in line with institutional objectives,
- Existence of graduate programmes in line with the research policy, objectives andstrategies and taking measures in line with the results and monitoring of these programmes,
- The relevant commission regularly monitors the outputs and takes measures by evaluating the monitoring results together with the stakeholders,
- Recruitment of new academic staff in order to bring the number of graduate students per academic staff in line with scientific standards,
- There are generally defined processes, practices and monitoring in the areas of research strategy, resources, competence and performance,
- Orientation towards non-university resources through strong national and international collaborations in research activities has been ensured and theseorientations have been improved and maintained,
- Regular monitoring of the research competences of researchers through committees and making necessary improvements,
- There are generally defined processes, practices and monitoring regarding national and international joint programmes and joint research units,
- Orientation towards non-university resources through collaborations in conducting joint programmes and researches has been ensured and these orientations have been improved and maintained,
- Regular monitoring of the work on joint programmes and research through thecommittees and making necessary improvements,
- Tracking the research and development performance of academic staff has beenmade transparent,
- Continuity of the practices aimed at increasing the research and development performance of academic staff and the fact that efficiency has started to be obtained in a short time,
- Practices regarding the performance of academic staff regarding research activities have gained a continuous structure,
- Adoption of a problem solving orientated approach with transparent sharing ofactivities,
- The activities of the committees and the practices are in the process of gaining a standardised appearance,
- The existence of a Research and Development Commission to monitor the research budget performance of the unit,
- Effective increase in budget utilisation as a result of collaborations with institutions within the university.

C2. Aspects of the Institution Open for Improvement

The aspects of our faculty that are open to improvement in terms of research anddevelopment activities are as follows;

- Developing more co-operation opportunities with external stakeholders in terms of diversifying the experiences of both faculty members and students,

- To request from the senior management to increase the support of faculty membersto the Application and Research Centres established to develop projects that can produce solutions to the problems of the city and the region in terms of religion and culture, and to increase cooperation by signing protocols with more external stakeholders in order to carry out various activities with these centres,
- In order for academic staff and students to use R&D activities more effectively and to benefit more from the project opportunities of funding institutions, dissemination of training programmes with rich content in this regard,
- Ensuring that both academic staff and graduate students benefit more from theopportunities provided by BAP in their research,
- Effective use of the newly established Faculty of Theology Foundation to supportR&D activities,
- Reducing the annual student quota in order to eliminate the problems that occur in the use of resources in the relevant field due to the excessive student quota compared to the physical capacity, despite the adequacy and improvements of physical, technical and financial resources in terms of the use of research resources,
- Providing adequate guidance for scientific research projects with the participation of all stakeholders,
- Ensuring diversity in Scientific Research projects, especially in the items that researchers will benefit from in their research,
- In order to continue research and development activities, strategic plans should be made at the point of accessing resources outside the university and to be more active and take necessary measures in line with these plans,
- Benefiting from all stakeholders in terms of access to resources outside theuniversity,
- Taking necessary additional measures to diversify graduate programmes in line with research policies and strategies, increasing the use of BAP facilities by faculty members and graduate students in their research,
- Increasing the number of projects completed by academic staff and students using non-university resources through various trainings to be carried out under the leadership of the R&D Working Group,
- Carrying out studies based on continuity by increasing the number of researchcentres,
- Carrying out scientific activities such as symposiums, conferences and workshops with external stakeholders within a certain planning and taking into account the principle of continuity,
- Prioritising projects and assignments abroad as well as at home,
- To carry out activities such as project training etc. more effectively in order toincrease the research and development performance of academic staff,
- Balancing the participation rate of all academic stakeholders in academic activities,
- Statistics on the research activities of academic staff to be supported by graphics on the faculty website,
- The work of the lecturers should not only appear in the YÖKSİS database but also in a system managed by the university itself,
- Making performance more effective not only on certain academic staff but also with the participation of all stakeholders,
- The faculty has an independent research budget,
- Increasing the number of collaborations with external stakeholders and making them available to researchers,

- Providing more training and seminars for researchers, especially in terms ofoverseas education.

D. SOCIAL CONTRIBUTION

D1. 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 in the Quality Manual has been established in line with the university's social contribution policy and strategic goals, and in this context, strategic goals and objectives have been determined in the Strategic Plan,
- Establishment of the Commission for the Development of Social Contribution,
- Carrying out a wide range of social contribution activities in cooperation with internal and external stakeholders in line with local, regional and national needs and demands,
- Student clubs carry out social contribution activities effectively, and lecturers provide qualified counselling services in this regard,
- The establishment of the Dicle University Faculty of Theology Development Foundation, which will financially support social contribution activities,
- Announcing the social contribution activities of the institution through various digital platforms, sharing the activities with the society and evaluating the feedback received to raise quality standards in all areas.

D2. Aspects of the Institution Open for Improvement

Aspects open for improvement in terms of social contribution are as follows:

- Conducting social contribution activities in a way to close the PDCA cycle,
- Ensuring more active participation of external stakeholders in the planning and execution of social contribution activities,
- More co-operation with social actors in providing the necessary resources for social contribution activities,
- More efficient co-operation with other units of the university in carrying out social contribution activities,
- Developing the necessary scales for more qualified evaluation of social contribution activities and increasing the quality of evaluation studies.

E. MANAGEMENT SYSTEM

E1. Strengths of the Organization

The strengths of our faculty in terms of management system can be listed as follows:

- The academic and administrative units of the institution are designed in accordance with the mission and vision of the institution,
- In accordance with the principle of transparency in management, information about the management model and organisation of the institution is made available to staff, students and supervisors,
- Effective compliance of academic units with termly planning and evaluation meetings,
- Sharing the activities carried out at the faculty with stakeholders at the end of the year in a more functional form,
- The fact that our faculty is subject to the Quality Management System TS EN ISO 9001:2015 standards

under the roof of Dicle University in the context of process management and has carried out the works and procedures that have been carriedout so far in this regard,

- The fact that our faculty has received positive results in internal examinations,
- Stakeholders' evaluation of the work and operations carried out by our faculty, even through the Rectorate,
- Having defined processes for the management of human resources and following thedefined processes for the management of human resources,
- Developing human resources in line with our strategic goals,
- Obtaining stakeholder opinions on human resources and co-operating with externalstakeholders,
- More efficient co-operation with other units of the university in carrying out social contribution activities,
- Developing the necessary scales for more qualified evaluation of social contribution activities and increasing the quality of evaluation studies.

E2. Aspects of the Institution Open to Improvement

The strengths of our faculty in terms of management system can be listed as follows:

- The lack of the number of personnel needed for the healthy execution of administrative procedures and cleaning services,

Failure to hold periodic consultation meetings with stakeholders in order to strengthen interaction and relations with non-governmental organisations, public institutions and other stakeholders, and to increase the effectiveness and quality of education-training, research-development and religious, social and cultural activities,

- The unit itself does not conduct surveys to academic, administrative and service personnel and stakeholders at certain periods to determine whether the determinedmanagement organisation is successful in the work and operations it carries out,
- Lack of a periodic exchange of views with the academic, administrative and service personnel working in our faculty,
- The fact that the satisfaction survey prepared directly by our faculty for academic, administrative and service personnel and students is not conducted at regular intervals,
- Lack of surveys conducted by the institution for non-governmental organisations,public institutions and stakeholders,
- Increasing the number of human resources,
- Increasing the sensitivity shown to provide the necessary support to improve thequality of our faculty,
- Supporting the personnel working in the relevant department with courses and trainings, especially on new developments in the field of information and technology,
- More effective use of the information system in decision-making and monitoring the results of the use of the system,
- Systematic monitoring of practices to ensure information security and reliability and taking measures by evaluating the monitoring results together with stakeholders,
- The results of the support services are shared with the public and the criteria for prioritising the supplier are not published on the official website of the faculty,
- Faculty staff and students are not active in decision-making processes on issues directly related to

students,

- The fact that the tools used in informing the public have not been made more qualified and set an example for other institutions to use,
- Failure to ensure systematic monitoring of activities by the public and especially stakeholders and to take measures by evaluating the monitoring results with stakeholders,
- Diversify accountability methods and share them transparently with stakeholders,
- Including issues related to accountability in the regulation.

APPENDIX. PERFORMANCE INDICATORS

Information about the institution

			Indicator										
	Information about the institution	Description	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Status (Successful or Room for improvement should be written)
1.	Number of Programs		3	-	3	-	3	-	3	-	3		Successful
2.	Number of Sections		3	-	3	-	3	-	3	-	3		Successful
3.	Number of Departments (Fields)		20	-	20	-	20	-	20	-	20		Successful
4.	Number of Language Laboratories		0	-	0	-	0	-	0	-	0		Room for Improvement
5.	Number of Collaborating Research and Application Centers		2	-	2	-	2	-	2	-	2		Room for Improvement

6.	Number of Master's Programs		3	-	3	-	2	-	3	-	3		Successful
7.	Number of Doctorate Programs		3	-	3	-	3	-	3	-	3		Successful
8.	Amount of education areas (classrooms, etc.) (m2)		1400	-	1400		1400	-	1400	-	1400		Room for Improvement
9.	Amount of research areas (Lab., library, etc.) (m2)		1824	-	1824	-	1824	-	1824	-	1824		Room for Improvement
10.	Amount of administrative areas (m2)		375		375	-	375		375		375		Successful
11.	Amount of social areas (canteen, cafeteria, dining hall, sports field, etc.) (m2)		-	-	708		708		708		708		Room for Improvement
12.	Other areas		-	-	-	-	-		-		-		

13.	Amount of total areas (m2)		-	-	27000	-	27000	-	27000	-	27000		Successful
14.	Number of students in undergraduate programs		1451	-	1734	-	1576		1600		1743		Successful
15.	Number of Foreign Students		11	-	11	-	11	-	11	-	1		Room for Improvement
16.	Total Number of Undergraduate Students		1462		1745	-	1587		1611	-	1744		Successful
17.	Number of Master's Students with Thesis		100	-	114	-	62	-	76	-	158		Successful
18.	Number of Students with Master's Degree without Thesis		0	-	0	-	0	-	0	-	39		Room for Improvement
19.	Total Number of Graduate Students		100	-	114	-	62	-	76	-	197		Successful

20.	Number of Doctorate Students		80	-	102	-	31	-	27	-	148		Successful
21.	Number of Undergraduate Graduates		209	-	212	-	174		204		247		Successful
22.	Number of Master's Degree Graduates		165	-	150	-	6		21		25		Successful
23.	Number of Doctorate Graduates		40	-	53	-	17		12		9		Successful
24.	Total Number of Graduates		414	-	415	-	197		237		281		Successful
25.	Number of undergraduate students leaving the institution		31		37		34		25		172		Room for Improvement
26.	Number of graduate students leaving the institution		100	-	120	-	8		17		28		Room for Improvement

27.	Number of PhD students leaving the institution		25	-	30	-	10		7		17		Room for Improvement
28.	Total annual number of students leaving the institution (excluding graduates)		156	-	187	-	18		24		217		Room for Improvement
29.	Number of Faculty Members in Undergraduate Programs		31	56	44	-	31	56	44		49		Room for Improvement
30.	Number of Non-Teaching Staff in Undergraduate Programs		24	38	22	-	24	38	22		24		Room for Improvement
31.	Number of Foreign Academic Staff		1	-	1	-	1		1		2		Room for Improvement
32.	Total Number of Faculty Members		31	56	44	-	31	56	44		49		Room for Improvement

33.	Total Number of Instructors		55	94	63	-	55	94	63		73		Room for Improvement
34.	Total Number of Administrative Staff		9	-	16	-	9		19		17		Room for Improvement
35.	(Amount of Research Space-(m2)) / (Total Number of Academic Staff) ratio		1824 /63= 28,9523	-	1824 /63= 28.9523	-	1824 /63= 28.9523	-	1824 /63= 28.9523		1824/73= 24.9863		Room for Improvement
36.	(Amount of Education Area-(m2)) / (Total Number of Students) ratio		1400/1642=0,85261	-	1400/1691= 0.82791	-	1400/1630=0,85889	-	1400/1741=		1400/1712= 0,81775		Successful
37.	(Amount of Administrative Space-(m2)) / (Total Number of Students) ratio		375/1642= 0,22838	-	375/1691=0,22176	-	375/1630=0,23006	-	375/1741=		400/1712= 0,23364		Successful

38.	(Amount of Social Space (m2)) / (Total Number of Students) ratio		708/1642=0,43118	-	708/1691=0,41868	-	708/1630=0,43435		708/1741=0,40666	-	1083/1712= 0,63259		Room for Improvement
39.	(Total Area-(m2)) / (Total Number of Students) ratio		27000 /1642= 16,4433	-	27000 /1691= 15,9668	-	27000/1630=16,564		27000/1741=15,508	-	27000/1712= 15,771		Successful
40.	Number of Administrative Staff		9	-	16	-	9	-	16	-	17		Room for Improvement

A. QUALITY ASSURANCE SYSTEM

Indicator												
A. Quality Assurance System	Description	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Status (Successful or Room for improvement should be

1. Percentage of realizing the goals related to education and training activities in the institution's strategic plan (in %)		-	-	-	-	-	-	-	-		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.	-	-	-	-	-	-	-	-		Room for Improvement
4. Percentage of realization of the targets related to social service activities in the strategic plan of the institution (in %)		-	-	-	-	-	-	-	-		Room for Improvement

5. SCOPUS (SCIMAGO)		-	-	-	-	-	-	-	-			Room for Improvement
6. Web Of Sciences (RUR)		-	-	-	-	-	-	-	-			Room for Improvement
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.	-	-	-	-	-	-	-	-	92		Successful
	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.).	-	-	-	-	-	-	-	-	92		Successful
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.).	-	-	-	-	-	-	-	-	-	-	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 (%).	-	-	65	-	-	-	-	-	67	-	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 (%).	-	-	72	-	-	-	-	-	100		Successful

12. Overall student satisfaction (in %)	Enter the general satisfaction results of the students regarding the activities carried out by the institution as a percentage (%).	-	-	-	-	-	-	68	-	59		Room for Improvement
13. Number of Erasmus incoming students		-	-	-	-	-	-	-	-	0		Room for Improvement
14. Number of Erasmus outgoing students)		-	-	-	-	-	-	-	-	1		Room for Improvement
15. Number of Farabi Incoming Students		1	-	7	-	0	-	0	-	0		Room for Improvement
16. Number of Farabi Outgoing Students		-	-	-	-	-	-	-	-	0		Room for Improvement
17. Number of Mevlana incoming students		-	-	-	-	-	-	-	-	0		Room for Improvement
18. Number of Mevlana Outgoing Students		-	-	-	-	-	-	-	-	0		Room for Improvement
19. Total Number of Incoming Students from Student Exchange Programs		1	-	7	-	0	-	0	-	-		Room for Improvement

20. Total Number of Outgoing Students from Student Exchange Programs	.	-	-	-	-	-	-	-	-	0		Room for Improvement açık
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.	-	-	-	-	-	-	-	-	2		Room for Improvement
22. Number of Erasmus Outgoing lecturers		-	-	-	-	-	-	-	-	-	-	Room for Improvement
23. Mevlana Incoming academic staff		-	-	-	-	-	-	-	-	-	-	Room for
24. Mevlana Outgoing academic staff		-	-	-	-	-	-	-	-	-	-	Room for
25. Total Number of Incoming Academic Staff from Academic Staff Exchange Programs		-	-	-	-	-	-	-	-	-	-	for Room Improvement

26. Total Number of Outgoing Academic Staff from Academic Staff Exchange Programs		-	-	-	-	-	-	-	-			for Room Improvement

B. EDUCATION AND TRAINING

			Indicator										
İlgili olduğu ölçüt	B. Education and Training	Description	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Status (Successful or Room for improvement should be written)
B1	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	-	2				2	2	Room for Improvement

	2. Satisfaction rate of students with the program they are enrolled in (in %) (From learning-teaching method - Gaining general competencies-)		-	-	-	-	%63						Room for Improvement
	3. Is double major allowed in the program?	Yes	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	4. Is a minor allowed in the program?	Yes	-	-	-	-		-	-	-	-	-	Room for Improvement
	5. Number of undergraduate students double majoring	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	6. Number of undergraduate students pursuing a minor	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement

	7. Ratio of the number of double major students to the total number of undergraduate students	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	8. Ratio of the number of minor students to the total number of undergraduate students	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	9. (Number of students accepted to graduate school) / (Number of students applying to graduate school) ratio	-	44/-	-/-	58/-	70	134/62= 2.161	-	147/76=1.93	160	385/2331		Successful
	10. (Number of students accepted to doctoral programs) / (Number of students applying to doctoral programs) ratio	-	21/-	-/-	26/-	31	70/31=1.47	-	84/27=3.11	95	74/134		Successful

	11. Number of interdisciplinary master's programs with thesis	-	-	-	-	-	-	-	-	-	-	1	Room for Improvement
	12. Number of interdisciplinary non-thesis master's programs	-	-	-	-	-	-	-	-	-	1	1	Room for Improvement
	13. Number of interdisciplinary doctoral programs	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	14. (Number of students placed in undergraduate programs) / (Total number of students who prefer undergraduate programs) ratio	-	308/ 3446	410	410/ 2778	359	579	-	452	470	520	510	Successful
	15. Number of programs organized for training of trainers at the institution	-	26	96	35	-	0	-	25	30	-	-	Room for Improvement

	16. Faculty member who received training within the scope of the training of trainers program at the institution	-	-	-	-	-	-	-	8	10	12	14	Room for Improvement
	17. Satisfaction rate with the training of trainers program conducted at the institution (in %)	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	18. Average of faculty evaluation survey (student evaluations) (in %)	-	-	%70	37.16	%80	%69		%73	%80	%75	%80	Room for Improvement
	19. Average of academic advisor evaluation questionnaire (student evaluations)	-	-	%70	-	%80	-	-	%48	%80	%71	%75	Room for Improvement

	20. Thesis management (ongoing master's and doctoral thesis management)	-	144	170	173	248	260	-	275	290	497	520	Successful
	21. Two-semester average of the number of weekly lecture hours of the lecturers	-	15.32	12.06	12.87	11.34	15,5	-		12.5	15	16	Successful
	22. (Total classroom space) / (Total number of students in formal education) ratio	-	31/1644	40/1904	31/1746=56	32/1800	31/1746=56.32	-	28/2081=74.32	38/2100	32/4250	32/4300	Successful
	23. (Number of program-related resources in the institution library)/ (Number of students all students) ratio	-	/2908	/3900	15965/3900	2000/39000	15965/1746=9.143	-	18350/2081=8.817	19000/2100	21000/4250	21000/4250	Successful

	24. (E-resources related to the program in the institution library) / (Number of Students) ratio	-	/2908	12650/3900=3,243	15965/3900=4,093	2000/39000=5.128	15965/4023=3.96	-	18350/3700=	19000/3800	21000/4250	21000/4250	Successful
	25. Number of student societies of which program students are members	-	-	-	-	-	-	-	-	-	-	-	Room for Improvement
	26. Number of program students participating in student community activities		-	18	7	10	5	-	9	10	9	9	Successful
	27. Number of student projects	-	-	-	180	300	220	-	267	270	450	350	Room for Improvement

	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	-	-	-	-	-	1		1	2	-	-	Room for Improvement
	29. Satisfaction level of employer stakeholders (MoNE, DİB, etc.) with the qualifications of graduates (in %)	-	-	-	-	-					-	1	Room for Improvement
	30. (Number of graduates placed with KPSS exam)/(Number of graduates taking KPSS exam) ratio	-	-	-	-	-					-	-	Room for Improvement
	31. MBSTS	-	-	-	-	-					-	-	Room for

	32. Number of hafiz at the time of enrollment in the program	-	-	-	-	-					-	-	Room for Improvement
	33. Number of hafiz among students who have reached the graduation stage of the program	-	8	-	10	-	-	-	-	15	32	24	Successful
	34. Number of students taking YDS-Yökdil exams		10		10	12	-	-	-		14	8	Successful
	35. Number of students taking YDS-Yökdil exams		-		-	-	-	-	-	-	-	-	Room for Improvement
	36. Number of graduates with job placements		-		-	-	-	-	-	-	-	-	Room for Improvement
	37. Proportion of graduates continuing graduate studies		-		-	-	-	-	-	-	-	-	Room for Improvement açık
	38. Number of members of alumni association		123		203		263		367	380	99		Successful

	39. Number of graduates from the Higher Religious Specialization Training Center		-		-	-	-	-	-	-	-	Room for Improvement
	40. (Number of students who graduated within the normal education period) / (Number of students who should have graduated within the normal education period) ratio		-		-	-	-	-	-	-	-	Room for Improvement
	41. Number of Students in Undergraduate and Graduate Programs / Number of Instructors		265/573=0,462		228/460=0,495	170/380=0,447	280/310	300/330			245/275	290/320	Room for Improvement

	42. Number of Students in Undergraduate and Graduate Programs / Number of Faculty Members		3992/51		4057/51	4141/56	2053/64	-	2343/68	2350	4250 /72	4250 /72	Room for Improvement
	43. Number of Students in Graduate Programs/Number of Students in Undergraduate Programs		3992/32		4057/33	4141/36	2053/37	-	22343/41	223/45	4250/52	4250/55	Room for Improvement
	44. Number of Undergraduate Students/Number of Instructors		123/3869		203/3854	293/388	307/1746	-	261/2081	270/2090	497/3753	497/3753	Successful
	45. Number of PhD graduates/number of faculty members		3869/55		3854/55	3848/60	1746/64	-	2081/68	2081/75	3753/72	3753/72	Room for Improvement
	46. Number of students in doctoral programs/number of faculty members		15/31=0,483		7/37=0,189	10/43=0,232	17/64	-	12/68	16/75	25/52		Successful

	47. Number of Foreign Students/Total Number of Students		80/31=2,58		102/37=2,756	133/43=3,09	102/37	-	117/41	120/45	159/52	159/55	Successful
	48. Number of doctoral students / Total number of (Undergraduate-LL-Doctoral) students		11/3992=0,0027		11/4072=0,0027	11/4141=0,0026	15/1746	-	27/2081	30/2081	35/4250	35/4250	Room for Improvement
	49. Number of PhD graduates		80/3992=0,020		102/4072=0,025	133/4141=0,032	102/2053	-	117/2342	120/2350	159/4250	159/4250	Successful
	50. Annual number of students leaving the institution		15		7	10					25		Successful
	51. Number of Foreign Academic Staff/Total Number of Academic Staff		856		808	1027	65	-	-	-	290	320	Successful
	52. Number of administrative staff / Total number of students				1/63	1/67	1/64	-	1/68	2/75	2/4250	2/4250	Room for Improvement

	53. Number of administrative staff/ Number of teaching staff		9/2908	- /3280	10/3900	16/3900	9/2053	-	9/2343	11/2350	15/4250	15/4250	Successful
	54. (Number of students who graduated within the normal education period) / (Number of students who should have graduated within the normal education period) ratio		9/55	- /94	10/63	16/67	9/64	-	9/68	10/75	15/72	15/77	Successful

C. RESEARCH AND DEVELOPMENT

		Indicator											
Relevant Criterion	3. Research And Development	Description	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Status (Successful or Room for improvement should be written)

C.3.	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.	-	0,1	-	0,1	-	0,1	-	0,1	-	0,1	Room for Improvement
C.3.	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)	-	0,1	-	0,1	-	0,1	-	0,1	-	0,1	Room for Improvement
C.3.	3.Average annual total budget of completed externally funded projects		-	-	-	-	-	-	-	-	-	-	Room for Improvement

C.3.	4.Total budget of ongoing externally funded projects		-	-	-	-	-	-	-	-	-	-	Room for Improvement
C.3.	5.Ratio of total ongoing externally funded project budget to the number of ongoing externally funded projects		-	0,1	-	0,1	-	0,1	-	0,1	-	0,1	Room for Improvement
C.3.	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.	-	-	-	-	-	-	-	-			Room for Improvement

C.3.	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.	-	-	-	-	-	-	-	-			Room for Improvement
C.3.	8. Number of Fields in the Council of Higher Education 100/2000 Doctoral Scholarship Program		-	-	1	2	-	2	-	3	-	2	Room for Improvement
C.3.	9. Number of Students in the Council of Higher Education 100/2000 Doctoral Scholarship Program	Number of Students in Council of Higher Education 100/2000 Doctoral Scholarship Program	3	-	-	-	-	-	0	3	3	2	Room for improvement

	1. 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	-	1	-	1	-	1	-	1	1	3	

	2. 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	-	0.2	-	0.2	-	0.2	-	0.2	0.02	0.2	

C.4.	3. 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.	0,11	0,13	0,34	0,40	0,10	0,15	0,14	0,25	0,06	0,15	Room for improvement
C.4.	4. 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	-	0,3	-	0,3	-	0,3	Room for improvement
C.4.	5. Total budget of international collaborative projects	The total budget of the projects opened between January 1 and December 31 will be written.	-	1	-	1	-	1	-	1	-	1	Room for improvement

C.4.	6. 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 improvement
C.4.	7. Number of graduate students with thesis per faculty member		0.36	-	0,32	-	0,59	-	0,53	-	5,9	Room for improvement
C.4.	8. Number of doctoral students per faculty member		0.46	-	0,36	-	1,19	-	1,51	-	3,5	Room for improvement
C.4.	9. Average annual number of doctoral graduates per faculty member	Average annual number of doctoral graduates per faculty member	0,925	1	0,69	1	2,1	3	3,4	4	1,7	2,5 Room for improvement
C.4.	10. Number of faculty members with TUBA and TUBITAK awards (excluding TUBA translation awards)		-	1	-	1	-	1	-	1	-	1 Room for improvement
C.4.	11. Number of international awards		-	1	-	1	-	1	-	1	-	1 Room for improvement
C.4.	12. Number of national awards		-	1	-	1	-	1	-	1	-	1 Room for improvement

C.4.	13. Number of academic researches (articles, theses, etc.) conducted in cooperation with MoNE		-	2	-	2	-	2	-	2	-	2	Room for improvement
C.4.	14. Number of academic researches (articles, theses, etc.) conducted in cooperation with the Ministry of Religious Affairs		-	2	-	2	-	2	-	2	-	2	Room for improvement

D. SOCIAL CONTRIBUTION

Indicator												
4. Social Contribution	Description	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Status (Successful or Room for improvement should be written)
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)		-	-	-	-	-	-	-	-			Room for 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 improvement
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. Satisfaction rate of the participants participating in the activities carried out by program instructors in MoNE institutions (in %)		-	-	-	-	-	-	-	-			Room for improvement
12. Number of activities carried out by program instructors at PRA institutions		-	-	-	-	-	-	-	-			Room for improvement
13.Number of participants in activities conducted by program instruc		-	-	-	-	-	-	-	-			Room for improvement
14.Total number of hours of activities conducted by program instructors at PRA institutions		-	-	-	-	-	-	-	-			Room for improvement
15.Satisfaction rate (in %) of participants attending activities carried out by program instructors at PRA institutions		-	-	-	-	-	-	-	-			Room for improvement

16.Number of social responsibility projects with budget and carried out with public institutions		-	-	-		1		2		2		Room for improvement
17.Annual training hours conducted by program instructors in external stakeholder organizations (excluding MoNE and PRA)		-	-	-	-	-	-	-	-			Room for improvement
18.Number of people trained annually for the trainings carried out by program instructors in external stakeholder organizations		-	-	-	-	-	-	-	-			Room for improvement
19.Number of people and hours trained annually for trainings conducted by program instructors in external stakeholder organizations		-	-	-	-	-	-	-	-			Room for improvement

20.Satisfaction rate of participants who received trainings conducted by program faculty members in external stakeholder organizations (in %)		-	-	-	-	-	-	-	-			Room for improvement
21.Annual training hours conducted by program instructors at CEC or other centers of the university		-	-	-	-	-	-	-	-			Room for improvement
22.Number of people trained annually for trainings conducted by program instructors at CEC or other centers of the university		-	-	-	-	-	-	-	-			Room for improvement
23.Annual number of trainees and hours for trainings conducted by program instructors at CEC or other centers of the university		-	-	-	-	-	-	-	-			Room for improvement

24.Satisfaction rate of participants who participated in social contribution activities (in %)	DUFT 2018 Annual Report DUFT 2019 Annual Report DUFT Quality Goal and Target Action Plan 2020	-	-	-	-	-	-	-	-			Room for improvement
25. The number of seminars, conferences, panels, symposiums, etc. given by the program faculty		34	34	34	64	-	-	25	-	26		Successful
26.The ratio of the number of seminars, conferences, panels, symposiums, etc. given by the program faculty to the program faculty		0.56	0.56	0.53	-	-	-	-	-	0.37		Room for improvement

E. MANAGEMENT SYSTEM

		Indicator											
Relevant criterion	3. Research and Development	Description	Realized in 2018	Targeted in 2019	Realized in 2019	Targeted in 2020	Realized in 2020	Targeted in 2021	Realized in 2021	Targeted in 2022	Realized in 2022	Targeted in 2023	Status (Successful or Room for improvement should be written)
E.2.	1. Central Budget	Revenues from the central budget that do not belong to activities in the research and development category	-	-	-	-	56.000,00	105.000,00	96.019,36	110.000,00	124.000,00	130.000,00	Room for improvement
E.2.	2. Research Income	General research revenues will be reported.	-	-	-	-	-	-	-	-	-	-	Room for improvement
E.2.	3. Community Service Revenues	General community service revenues will be reported.	-	-	-	-	-	-	-	-	-	-	Room for improvement
E.2.	4. Donations	Non-state, conditional or unconditional donations transferred to the organization	-	-	-	-	-	-	-	-	-	-	Room for improvement

E.2.	5. Personnel Expenses	Personnel expenses (including Social Security Board expenses)	-	-	-	178.000,00	177.723,57	132.000,00	132.000,00	180.000,00	338.500,00	350.000,00	Room for improvement
E.2.	6. Education Expenses	General education expenses will be reported.	-	-	-	-	15.000,00	30.000,00	25,000,00	35.000,00	35.000,00	40.000,00	Room for improvement
E.2.	7. Research Expenses	Expenses for all actions and activities in the research category	-	-	-	-	-	-	-	-	-	-	Room for improvement
E.2.	8. Community Service Expenses	Expenses for all activities in the community service category	-	-	-	-	-	-	-	-	-	-	Room for improvement
E.2.	9. Administrative Expenses	Purchases of consumer goods and materials, travel expenses, service purchases, minor repairs (movable and immovable), etc.	-	-	-	62.000,00	61.508,14	110.000,00	102.738,00	120.000,00	118.000,00	120,000,00	Room for improvement

E.2.	10. Investment Expenses	Real estate, machinery, equipment, etc. expenses	-	-	-	24.140,00	23.963,41	54.150,00	54.050,00	65.000,00	97.024,00	100.000,00	Room for improvement