



İLAHİYAT
FAKÜLTESİ

DICLE UNIVERSITY FACULTY OF THEOLOGY 1. Daytime Education Quality Handbook (Version 3)



2026

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A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

Our institution defines its mission, vision, strategic goals, and objectives in full alignment with the [institutional values](#) and long-term strategic planning of Dicle University, in accordance with the principles of quality assurance for higher education institutions. Within this framework, the mission and vision statements that shape the institutional orientation of our faculty are designed to meet the needs of society in the fields of religious services, religious education, and theology, and are periodically updated in line with national and international academic developments as well as societal expectations.

In accordance with the principle of institutional transparency, the mission and vision of our institution are announced to the public through the [official website of our faculty](#), and institutional consistency and a quality-oriented approach are taken as the basis in all activities carried out in this direction. Educational processes, scientific research activities, community engagement practices, and administrative services are all planned and implemented in line with this strategic orientation.

Accordingly, the current mission and vision of our Faculty are presented below:

OUR VISION

- To share the knowledge and values produced in the fields of General Theology and Basic Islamic Sciences at national and international levels,
- To become a Faculty of Theology recognized for educating theologians, religious educators, and competent religious professionals equipped with both classical and contemporary knowledge and thought,
- To become a distinguished Faculty of Theology whose members take pride in belonging to it.

OUR MISSION

- To educate individuals who learn religion from its primary sources,
- Who are committed to national, spiritual, moral, and universal values as well as cultural heritage,
- Who respect different beliefs and values, human rights and freedoms, the environment, and nature,
- Who possess scientific and free-thinking abilities,
- Who are able to benefit from historical accumulation and heritage,
- Who can analyze, verify, and interpret knowledge,
- Who investigate the phenomenon of religion through interdisciplinary cooperation based on primary sources and evaluate it in the light of new developments while adhering to universal ethical values in order to help society understand and learn religion correctly,
- Who can produce solutions to problems encountered in religious matters by following society's needs and tendencies,

- And who are equipped with professional knowledge and skills to become beneficial, dynamic, free-thinking, and virtuous religious professionals, teachers, researchers, and academics.

The strategic goals and objectives of our Faculty are determined in line with the fundamental principles of the higher education quality assurance system and in full harmony with the vision and mission of our Faculty. These goals are established on the basis of the [Strategic Plan of Dicle University](#) and are structured within the framework of the [Faculty Strategic Plan](#) prepared every five years. During the planning process, the academic and administrative capacity of our Faculty, its available resources, strengths, opportunities, and areas open to improvement are comprehensively analyzed, and realistic and applicable goals are established in accordance with these data.

A participatory and inclusive approach is adopted in determining strategic goals and objectives. In addition to academic and administrative staff, external stakeholders consisting of students, graduates, public institutions, non-governmental organizations, and private sector representatives are consulted and contribute to the planning process. The coordination of this process is carried out by the [Strategic Planning Preparation Commission](#) established within our Faculty. The Commission also works in coordination with other commissions within the Faculty to ensure that the strategic plan is prepared with a holistic approach. In this context, the institutional objectives and strategic goals are specified in the 2025–2029 Strategic Plan as follows:

Our Objectives, Strategic Goals, and Performance Indicators

Strategies for Improving the Quality Assurance System

Objective 1: To maintain and enhance the effectiveness of the quality culture within institutional units and processes

Target 1.1: To ensure the dissemination of the quality culture.

Target 1.2: To maintain compliance with national and international quality systems.

Target 1.3: To sustain national and international accreditation status.

Target 1.4: To increase and monitor the participation of internal and external stakeholders in institutional operations, educational activities, and decision-making processes.

Target 1.5: To regularly update, prepare, and monitor the Quality Handbook, Annual Activity Reports, Self-Evaluation Reports, and Performance Reports.

Target 1.6: To determine and monitor quality objectives related to education, research, and administrative activities each year.

Target 1.7: To activate the institution's internal quality assurance mechanisms in all fields and processes and to organize and monitor these processes in accordance with the PDCA (Plan–Do–Check–Act) cycle.

Strategies for Improving Education and Instruction

Objective 1: To improve and strengthen teaching activities.

Target 1.1: To adopt a policy of continuous improvement for faculty programs in order to enhance program quality and to manage continuous improvement cycles.

Target 1.2: To develop participatory and active learning-based processes in both curricular and extracurricular activities and to increase the number of elective courses based on needs.

Objective 2: To take the necessary steps regarding student admission and development.

Target 2.1: To attract qualified students to our faculty and promote the faculty through various platforms for this purpose.

Target 2.2: To ensure that the recognition and credit transfer of prior learning (adaptation procedures) are carried out in accordance with the desired standards and quality.

Target 2.3: To improve students' foreign language proficiency.

Objective 3: To conduct studies on student-centered learning, teaching, and assessment, and to educate researchers who prioritize contribution to society and humanity through student-centered teaching and learning approaches.

Target 3.1: To educate responsible students and provide student-centered education.

Target 3.2: To organize seminars, courses, and similar activities for academic staff on special teaching methods and techniques based on student-centered approaches, or to ensure their participation in existing certification programs in this field.

Target 3.3: To offer courses and organize training activities that encourage students toward interdisciplinary studies, active learning, interactive research, and scientific studies.

Target 3.4: To develop participatory and active learning-based processes in curricular and extracurricular activities.

Target 3.5: To benefit from effective teaching and learning practices.

Target 3.6: To organize student symposiums.

Target 3.7: To organize extracurricular activities that ensure students' active participation.

Target 3.8: To encourage students' cultural, artistic, and sports activities.

Objective 4: To make assessment and evaluation procedures as transparent as possible, to ensure that students' grades are free from external influences in order to establish trust, and thereby to enhance confidence in and respect for both academic staff and the institution.

Target 4.1: To improve academic staff's sense of responsibility regarding assessment and evaluation processes.

Target 4.2: To provide at least one seminar per semester for academic staff in order to strengthen this sense of responsibility.

Target 4.3: To cooperate with different universities so that academic staff can benefit from their experiences in conducting healthier assessment and evaluation processes.

Target 4.4: To ensure that academic staff examine how assessment and evaluation systems are implemented at the universities they visit within the scope of their international projects, and to transfer beneficial practices and observations to the relevant faculty boards.

Objective 5: To conduct studies aimed at ensuring sensitivity toward obtaining feedback on all activities intended to improve education and instruction

Target 5.1: To develop strategies for obtaining feedback on all educational activities carried out within the faculty.

Target 5.2: To collect feedback, particularly regarding activities organized by student clubs and online events, through valid and reliable assessment tools.

Target 5.3: To diversify activities in order to reveal students' different talents and abilities.

Target 5.4: To obtain feedback from participants after activities such as visits to village schools, orphanages, and similar institutions.

Target 5.5: To inform participants in advance that feedback will be collected at the end of activities in order to improve the quality of events and encourage conscious participation.

Objective 6: To carry out studies that will enable academic staff responsible for academic advising services to internalize the importance of this responsibility.

Target 6.1: To continue academic advising services even after students graduate.

Target 6.2: To contribute to students' career planning through qualified academic advising services.

Target 6.3: To provide complementary counseling and guidance services to students through conferences and the institution's social media platforms.

Target 6.4: To ensure that academic staff post their student advising office hours on their office doors in order to provide students with qualified advising services within predictable schedules.

Objective 7: To improve and strengthen academic staff both quantitatively and qualitatively.

Target 7.1: To ensure harmony between the areas of expertise of academic staff and the courses they teach.

Target 7.2: To reduce the student-to-academic staff ratio in order to improve the academic performance of teaching staff.

Target 7.3: To prepare academic staff's weekly course schedules appropriately and efficiently.

Target 7.4: To expand training-of-trainers practices for academic staff.

Target 7.5: To conduct surveys for academic staff and students at the end of each semester in order to monitor the educational performance of the teaching staff.

Target 7.6: To ensure the participation of academic staff in the planning and improvement of faculty processes.

Target 7.7: To encourage academic staff to participate in international educational activities, either by receiving or providing education abroad, in order to improve their competencies, and to implement informative and motivational practices in this regard.

Target 7.8: To implement incentive and reward practices that enhance the educational and instructional performance of academic staff.

Objective 8: To increase the quantity and improve the quality of learning resources.

Target 8.1: To improve the physical facilities of learning environments.

Target 8.2: To facilitate access to learning resources.

Target 8.3: To ensure a correlation between learning resources and institutional growth.

Target 8.4: To monitor the efficiency of learning environments and educational tools.

Target 8.5: To improve e-learning resources and promote existing ones.

Objective 9: To enrich our faculty library in terms of books, journals, publications, documents, and technological equipment.

Target 9.1: To facilitate students' access to course materials and to increase the number of documents available in the library by 2% annually.

Target 9.2: To cooperate with the university library in order to enrich library resources.

Target 9.3: To provide access to international information resources through databases and library resources.

Objective 10: To increase cultural and sports activities that will broaden students' perspectives in different dimensions.

Target 10.1: To improve the quality of student communities/clubs that organize activities aimed at supporting students' personal and social development.

Target 10.2: To request activity schedules from student clubs at the beginning of each semester and prepare evaluation surveys for participants after the activities.

Target 10.3: To encourage students to participate in cultural, artistic, and sports activities.

Objective 11: To improve active learning-based processes in students' extracurricular activities.

Target 11.1: To ensure student participation in internally and externally funded projects.

Target 11.2: To organize student symposiums.

Target 11.3: To organize certified activities and training programs for students.

Objective 12: To monitor the programs offered by the Faculty in order to determine to what extent the intended student competencies meet the program objectives and learning outcomes, and to ensure the achievement of program objectives at a higher level.

Target 12.1: To determine the academic and professional competencies acquired by students through the programs and courses offered by the Faculty.

Target 12.2: To improve the academic and professional competencies acquired by students through the programs and courses offered by the Faculty.

Target 12.3: To ensure the improvement of educational processes in line with the opinions, analyses, suggestions, and perspectives of internal and external stakeholders.

Research and Development Strategies

Objective 1: To strengthen the Faculty's research and development activities in accordance with national and international standards.

Target 1.1: To increase the number of publications produced by Faculty researchers in high-impact national and international indexed journals and the number of highly cited publications.

Target 1.2: To include the Faculty journal in national and international indexes.

Target 1.3: To encourage Faculty researchers to conduct regional and local studies.

Target 1.4: To produce publications from at least 15% of completed postgraduate theses each year.

Target 1.5: To encourage academic staff to participate in domestic and international activities that enhance their professional experience.

Target 1.6: To increase the number of scientific books and conference papers in addition to scientific articles.

Objective 2: To improve the Faculty's research resources in terms of both quality and quantity.

Target 2.1: To strengthen the Faculty's research infrastructure and ensure that researchers benefit from these resources.

Target 2.2: To increase the number of interdisciplinary studies conducted within the Faculty.

Target 2.3: To encourage collaborative studies with research centers within the university.

Target 2.4: To encourage projects and research activities conducted in cooperation with stakeholders such as the Ministry of National Education and the Presidency of Religious Affairs.

Target 2.5: To ensure the employment of a sufficient number of research assistants for each academic department within the Faculty.

Target 2.6: To ensure the effective utilization of regional resources and accumulated knowledge.

Target 2.7: To provide opportunities for students and academic staff to improve their proficiency in languages such as Arabic and English.

Objective 3: To enhance the quality of the research and development competencies of academic staff.

Target 3.1: To encourage Faculty researchers to produce high-quality national and international publications.

Target 3.2: To improve both the quality and quantity of national and international publications and research conducted by Faculty researchers.

Target 3.3: To increase the reliability of the academic studies conducted by Faculty researchers.

Objective 4: To increase quality and efficiency in academic research.

Target 4.1: To monitor the research performance of academic staff and regularly carry out improvement studies.

Target 4.2: To increase the number of value-added projects produced by Faculty researchers in their respective fields.

Target 4.3: To increase by 10% the proportion of academic studies conducted by Faculty academic staff that are published in qualified journals indexed in national and international databases.

Target 4.4: To encourage faculty members and researchers to conduct joint projects.

Target 4.5: To identify, support, and educate successful students starting from undergraduate education in order to ensure the continuity of research activities within the Faculty.

Strategies for Improving Community Engagement

Objective 1: To strengthen the ties between our Faculty and society within the framework of social responsibility.

Target 1.1: To organize activities and seminars on social peace, tolerance, and dialogue with different cultural groups.

Target 1.2: To organize activities aimed at raising awareness of the role of religion in social life.

Target 1.3: To increase the number of community engagement and social awareness projects.

Objective 2: To strengthen the spiritual awareness of society by transforming the academic knowledge of our Faculty from a theoretical level into social benefit, to increase the public's level of knowledge through religious education and guidance services, and to support disadvantaged groups such as the poor through social responsibility projects.

Target 2.1: To organize activities such as conferences, panels, sermons, courses, and seminars in cooperation with Provincial and District Mufti Offices, Provincial and District Directorates of National Education, the Provincial Directorate of Youth and Sports, the Provincial Directorate of Culture and Tourism, the Imam Shafi'i and Shafi'ism Research Center, and the Selahaddin Eyyubi Mosque and Complex at both the university and provincial levels in Diyarbakır.

Target 2.2: To take part in the activities of national academic platforms as well as local and national media organizations by monitoring the needs and expectations of the segments of society served by the Faculty.

Target 2.3: To ensure student participation in non-governmental organizations that support disadvantaged groups.

Objective 3: To effectively manage the community engagement processes of the Faculty of Theology, to serve society on the basis of religious and ethical values, to produce solutions sensitive to social problems, and to strengthen social solidarity.

Target 3.1: To conduct surveys and field studies in order to identify social needs and problems at local and national levels.

Target 3.2: To raise social awareness by organizing seminars and educational programs on religion, ethics, and social responsibility.

Target 3.3: To design and implement social responsibility projects in cooperation with faculty students and academic staff.

Target 3.4: To organize activities aimed at developing dialogue and understanding among individuals from different beliefs and cultures.

Target 3.5: To strengthen social solidarity by developing service projects for the elderly, children, and disadvantaged groups.

Target 3.6: To conduct academic research on community engagement processes and to publish and share the findings obtained.

Target 3.7: To establish collaborations with non-governmental organizations, local administrations, and other academic institutions in order to develop joint projects.

Target 3.8: To encourage community service through voluntary projects carried out with the participation of students and academic staff.

Target 3.9: To cooperate with the media in order to promote community engagement projects and create social impact.

Strategic Target 3.10: To establish regular evaluation and feedback processes in order to measure the impact of implemented projects.

Objective 4: To transfer the academic and cultural knowledge and accumulation of our Faculty to society in order to enlighten and inform the public.

Strategies for Enhancing Social Contribution

Target 4.1: Educate individuals who are sensitive to social issues, aware of social conditions and problems, responsible, service-oriented, and solution-focused.

Target 4.2: Increase the number of social contribution and social responsibility projects.

Target 4.3: Increase the number of religious and scholarly activities organized for the public, while also leading multidisciplinary programs to help people access accurate information.

Target 4.4: Integrate education, training, research, and development activities with social contribution and present the knowledge generated for the benefit of society.

Objective 5: Contribute to regional development and the preservation of religious and cultural values in social life by sharing the Faculty's academic and professional expertise with society within the framework of social responsibility.

Target 5.1: Organize activities and projects aimed at enhancing social contribution through cooperation between faculty researchers and urban, regional, national, and international institutions and organizations.

Target 5.2: Identify the problems and needs of society in the field of religion from a sound perspective and develop solutions to address them.

Target 5.3: Increase research activities that contribute to society, provide open access to research outputs, and monitor researchers' performance in this regard.

Strategies for Improving the Management System

Objective 1: Develop and strengthen the operational structure of academic and administrative management.

Target 1: Prepare an annual activity plan at the beginning of each calendar year and share it with all internal and external stakeholders to ensure predictability in management.

Target 2: Ensure participatory management by obtaining the opinions of internal and external stakeholders at the beginning of each year and making decisions jointly regarding administrative operations.

Target 3: Ensure accountability by monitoring all administrative operations carried out by academic and administrative management through various mechanisms.

Target 4: To ensure accountability and auditability in management, ensure that all administrative operations carried out during the year are evaluated by internal and external stakeholders during the final month of each calendar year.

Objective 2: To strengthen the competencies of academic and administrative staff; establish and implement a fair, transparent, and merit-based performance evaluation framework; enhance staff satisfaction and professional engagement; improve recruitment practices and human resource management policies; and develop systematic mechanisms that foster continuous professional development and lifelong learning.

Target 2.1: Ensure that all administrative staff participate in at least one professional development or training programme annually within their respective areas of expertise over the next five years.

Target 2.2: Establish and implement a comprehensive performance management and evaluation system within five years to enhance the effectiveness, efficiency, and productivity of administrative personnel.

Target 2.3: Achieve an 80% increase in overall staff satisfaction within five years.

Target 2.4: Streamline recruitment procedures and reduce the duration of the current hiring process by 30% within five years.

Target 2.5: Design, implement, and sustain regular professional development and continuing education programmes within five years.

Objective 3: To ensure the effective management of the Faculty of Theology's financial resources, facilitate the achievement of its academic and administrative objectives through the efficient allocation and utilization of resources, and promote long-term financial sustainability and transparency.

Target 3.1: Provide strategic recommendations to the Faculty administration to support the achievement of financial autonomy and long-term sustainability.

Target 3.2: Ensure that academic and administrative objectives are achieved through the efficient and responsible utilization of available resources.

Target 3.3: Submit recommendations and periodic reports to the Faculty administration aimed at strengthening long-term sustainability, accountability, and financial transparency.

Objective 4: To enhance information management within the Faculty of Theology through a centralized and integrated information system; facilitate timely access to information; improve the efficiency of academic and administrative processes; and provide comprehensive training and user-support services related to information management systems.

Target 4.1: Establish and integrate a centralized information management system across the Faculty.

Target 4.2: Accelerate information access processes and optimize the effective use of institutional information resources.

Target 4.3: Ensure the effective and efficient utilization of the information management system by all users through training and support mechanisms.

Objective 5: To ensure the protection of information assets and the safeguarding of data privacy across all institutional processes.

Target 5.1: Strengthen information security measures and ensure the protection of data privacy in accordance with institutional and legal requirements.

Objective 6: To provide recommendations to the Faculty administration regarding the enhancement of the suitability, quality, and continuity of goods and services delivered to the Faculty.

Target 6.1: Submit recommendations to ensure that the suitability and effectiveness of goods and services supplied by the Rectorate are systematically reviewed by the Faculty administration and that appropriate feedback is communicated to the relevant units on an annual basis.

Target 6.2: Conduct annual evaluation meetings to assess and improve the quality of procured goods and services and submit the outcomes in the form of reports to the relevant units of the Rectorate.

Target 6.3: Minimize service disruptions and operational deficiencies, including but not limited to internet services, corridor maintenance, sanitation of restrooms and washbasins, and the operational efficiency of air-conditioning systems.

Internationalization Strategies

Objective 1: As the Faculty of Theology at Dicle University, to effectively and efficiently utilize the institutional capacities, resources, and opportunities that enable the Faculty to be represented in the international academic community through its academic staff, students, and educational programmes. Targets established to achieve this objective:

Target 1.1: Clearly communicate to academic staff that the institution recognizes and values international engagement, collaboration, and scholarly activities.

Target 1.2: Prepare students for participation in international exchange programmes, such as Erasmus+, in order to foster a global perspective and international outlook.

Target 1.3: Explicitly promote internationalization as a core institutional value among academic staff.

Target 1.4: Inform and encourage academic staff to participate in Erasmus+ staff mobility programmes and other international initiatives in order to enhance their international experience and professional development.

Target 1.5: Strengthen measures to ensure the safety, security, and well-being of international students and visiting scholars.

Target 1.6: Encourage and facilitate student participation in international competitions, intellectual activities, and scholarly events in order to enhance the institution's visibility and representation within the global academic community.

Target 1.7: Establish new cooperation agreements and partnership protocols to expand the institution's network of international stakeholders and collaborators.

Target 1.8: Align academic programmes with the requirements and standards of Erasmus+ student mobility schemes in order to enhance the institution's international accessibility and attractiveness.

Target 1.9: Support and promote international engagement and collaboration by providing more accessible information on faculty development, existing academic programmes, and partnership opportunities, as well as offering guidance on identifying international funding opportunities, proposal development, project logistics, and networking activities.

Target 1.10: Increase the international research publication output of academic staff through incentive schemes, recognition mechanisms, and reward programmes.

Target 1.11: Expand and diversify access to study-abroad opportunities as a high-impact experiential learning practice.

Target 1.12: Enhance the attractiveness of the institution as a preferred destination for international students.

Target 1.13: Develop a comprehensive recruitment and enrollment strategy for international undergraduate and postgraduate students.

Target 1.14: Foster and encourage international collaboration among academic staff by facilitating interdepartmental mentoring, collaborative research initiatives, and the sharing of expertise and best practices.

Within our institution, the feasibility, implementation, and monitoring of the established strategic objectives and targets are addressed through a quality assurance perspective. Measurable performance indicators are defined for each target, and implementation processes are systematically monitored on the basis of these indicators. The data obtained are regularly analysed to assess the effectiveness of strategic planning. This evaluation process is guided by the principles of the quality assurance cycle, namely **Plan–Do–Check–Act (PDCA)**.

Our institution has a clearly defined and well-established framework for quality management processes. In this regard, the [Quality Management System \(QMS\)](#) and the [Electronic Document and Management System \(EDMS\)](#) are actively utilized in the implementation of quality assurance activities, and all relevant data are systematically documented and archived at the

institutional level. Regular evaluation meetings are conducted both face-to-face and online to review and improve these processes.

The institution also maintains a structured process for the determination and monitoring of quality objectives. At the beginning of each academic year, Faculty-specific Quality Objectives are established, and Annual Action Plans are prepared and implemented accordingly. At the end of the year, the implementation level of these plans is analysed, and the achievement rates of the objectives are assessed through Performance Reports and Annual Evaluation Reports. Where necessary, corrective and preventive actions are planned and implemented to support continuous improvement.

Furthermore, the institution has a well-defined mechanism to ensure the coordinated implementation of quality assurance processes. In this context, all quality-related activities are carried out in close alignment with the University's [Quality Development Units](#). The principles of sustainability, accountability, transparency, and continuous improvement constitute the foundation of institutional quality assurance practices. Accordingly, all educational, research, and community engagement activities of the Faculty are designed and implemented in line with these strategic priorities to support institutional development and excellence.

Sub-Criterion Topic	A.1.1. Mission, Vision, Strategic Objectives and Goals
Responsible Unit	<ul style="list-style-type: none"> • Dean’s Office (Main Responsible Unit) • Quality Assurance System Development Commission • Quality and Accreditation Commissions • Strategic Planning Commission
Initial Planning Date	<ul style="list-style-type: none"> • 2021 (Quality Handbook Version 1) • 2023 (Quality Handbook Version 2) • 2025 (Quality Handbook Version 3)
Internal Stakeholders	<ul style="list-style-type: none"> • Academic Staff • Administrative Staff • Students
External Stakeholders	National Advisory Board Quality Development Coordination Office
International Stakeholders	International Advisory Board
Scope of Implementation	All Units of the Faculty
Monitoring Mechanisms	<ul style="list-style-type: none"> • Minutes of the Quality Assurance System Development Commission Meetings • Minutes of the Quality and Accreditation Commission Meetings • Strategic Plan (Vision, Mission and Policies, pp. 10–15 of the 2025–2029 Strategic Plan) • Quality Handbook (2025 Version, pp. 3–15)

Sub-Criterion Topic	A.1.1. Mission, Vision, Strategic Objectives and Goals
	<ul style="list-style-type: none"> • Annual Target Action Plans • Unit System Performance Reports • Process/Activity Monitoring Reports • Quality and Accreditation Commission Reports Related to the PDCA Cycles (Examples 1, 2, 3, 4, 5, and 6)
Performance Indicators	<ul style="list-style-type: none"> • Number of Quality-Related Activities and Meetings Conducted within the Institution • Percentage of Achievement of Educational Activities Targets Included in the Strategic Plan • Percentage of Achievement of Research Activities Targets Included in the Strategic Plan • Percentage of Achievement of Administrative Activities Targets Included in the Strategic Plan • Percentage of Achievement of Community Engagement Activities Targets Included in the Strategic Plan • Number of Annual Feedback and Evaluation Meetings Conducted with Internal and External Stakeholders within the Scope of Quality Processes
Evaluation and Improvement Date	December
Location in the Information Management System	Evidence Repository QMS Automation System Faculty Website Electronic Document Management System (EDMS)

A.1.2. Policies on Quality Assurance, Education, Research, Community Engagement, and Governance

The Faculty's quality policies were first developed in December 2021 as part of the preparation of its inaugural Quality Handbook. The Dean's Office, together with the Quality and Accreditation Committees, was responsible for the development of these policies. They were designed in accordance with national higher education quality assurance principles and relevant regulatory requirements, while remaining fully aligned with Dicle University's institutional quality management framework.

The policies encompass the Faculty's key areas of activity, including education and teaching, research and innovation, governance and management, internationalization, and community engagement. As such, they serve not only as a framework for guiding current practices but also as a strategic instrument for fostering institutional development through a culture of continuous improvement.

The Faculty adopts an inclusive and participatory approach to policy development and review. Stakeholder feedback is systematically considered in the formulation and periodic revision of policies to ensure their relevance, effectiveness, and responsiveness to evolving institutional

needs. The implementation and monitoring of these policies are conducted through the Quality Management System, and outcomes are regularly evaluated to identify areas for enhancement and support evidence-based decision-making.

Guided by the principles of transparency, accountability, efficiency, and stakeholder satisfaction, the [Faculty's quality policies](#) underpin all academic and administrative activities. To ensure accessibility and stakeholder engagement, these policies are published on the Faculty's official website and communicated to all internal and external stakeholders.

Current Quality Policies of the Faculty

In line with the above-mentioned principles, the Faculty's current quality policies are as follows:

Quality Policy

1. Advancing and Disseminating Knowledge

- To facilitate researchers' timely, convenient, and comprehensive access to information and scholarly resources.
- To increase the visibility and accessibility of knowledge by publishing research outputs in nationally and internationally indexed academic journals.

2. Enhancing the Quality of Undergraduate and Graduate Education

- To continuously review and update curricula and elective course offerings in response to emerging developments and evolving academic needs.
- To prepare students for academic and research-oriented careers through courses focusing on research methodologies and scientific inquiry.
- To encourage and support student participation in national and international mobility programmes, including Erasmus+, Farabi, and Mevlana.
- To maintain effective communication with students through student clubs and class representatives, fostering the exchange of ideas and ensuring awareness of current developments and opportunities.

3. Contributing to the Academic Community through Scholarly Publications

- To produce high-quality research and publications in reputable national and international journals within relevant fields of expertise.

Core Values

The Faculty is guided by the following core values:

- Respect for diverse beliefs, perspectives, and intellectual traditions
- Commitment to national and moral values
- Collaboration and knowledge sharing
- Social responsibility and community engagement
- Openness to innovation and change
- Scientific productivity, creativity, and originality
- Analytical thinking and solution-oriented approaches

Education and Teaching Policy

- To deliver high-quality education through a qualified and experienced academic staff.
- To graduate students equipped with the knowledge, skills, and competencies required in their fields.
- To design and implement educational processes that respond to both student expectations and the evolving needs of the discipline.
- To enable students to benefit from the experiences of the past while developing the capacity to understand, interpret, and shape the future.
- To promote an interdisciplinary approach to teaching and learning through collaboration with different academic fields.
- To cultivate inquisitive, research-oriented, and entrepreneurial graduates who demonstrate sensitivity to contemporary issues and actively contribute to the development of innovative solutions.

- To complement the academically oriented curriculum with social, cultural, and artistic activities that contribute to the holistic development of students.

Research and Development Policy

- To enhance both the quality and quantity of the scientific knowledge and research outputs produced by the Faculty.
- To support the development of the institutional infrastructure necessary for strengthening the Faculty's research capacity and academic performance.
- To expand opportunities for externally funded research by fostering national and international collaborations and partnerships that facilitate access to competitive funding sources.
- To continuously improve graduate education programmes in ways that strengthen students' research competencies, innovation capacity, and engagement in research and development activities.

- To enrich the academically focused curriculum by integrating social, cultural, and artistic activities that foster the holistic development of students.

Quality Assurance Policy

- To conduct and continuously improve educational, research, and scholarly activities in accordance with nationally and internationally recognized quality assurance standards and principles.
- To create social value through collaborative initiatives with internal and external stakeholders, while implementing effective mechanisms for measuring stakeholder satisfaction and promoting continuous enhancement based on stakeholder feedback.
- To educate individuals who possess the knowledge, skills, professional competencies, ethical values, and cultural awareness required by their profession, while demonstrating sensitivity to social and environmental issues.
- To be a Faculty that meets the expectations and needs of its stakeholders, embraces a culture of continuous improvement, and places stakeholder satisfaction at the center of its academic and administrative practices.

Governance and Management System Policy

- To ensure that all Faculty governing bodies operate in compliance with applicable regulations and principles of fairness, while functioning in a complementary, coordinated, and collaborative manner.
- To uphold the principles of equal opportunity, freedom of expression, critical thinking, participatory decision-making, and transparent governance in all academic and administrative processes.
- To enhance the visibility, recognition, and institutional reputation of the Faculty by effectively utilizing communication channels to promote its activities, achievements, and strategic initiatives.
- To manage and utilize financial resources in an effective, transparent, accountable, and sustainable manner.
- To monitor the performance of the Faculty's service providers and institutional partners and to implement the necessary support mechanisms and improvement measures to ensure continuous service quality and stakeholder satisfaction.

Community Engagement Policy

- To conduct education, training, and research activities in the field of theology by taking into consideration local, regional, national, and international needs and expectations.
- To identify the religious needs and challenges of society in collaboration with internal and external stakeholders and to develop appropriate and sustainable solutions to address them.
- To disseminate the outcomes of scholarly and scientific research to society and to organize academic, educational, and social activities that contribute to public benefit and lifelong learning.
- To encourage and support the academic staff in addressing societal needs identified through stakeholder engagement and collaboration, and to provide the necessary institutional support for such initiatives.
- To make effective use of mass communication and digital media platforms to inform the public on religious issues and to facilitate access to accurate, reliable, and evidence-based religious knowledge.

Internationalization Policy

- To establish, strengthen, and sustain international partnerships and collaborations in alignment with the University's internationalization objectives and the Faculty's mission and vision.
- To contribute to international scholarship in the field of theology through high-quality research, innovative perspectives, and original academic contributions.
- To cultivate a global outlook that enhances the Faculty's visibility, reputation, and competitiveness within the international academic community.
- To increase the number of highly qualified researchers in order to advance the production of knowledge in accordance with international academic standards.
- To support and encourage the participation of academic staff and students in internationally oriented research, scholarly activities, and collaborative projects.
- To promote and support Erasmus+, Mevlana, and other academic mobility programmes that facilitate international engagement, intercultural exchange, and global networking opportunities for academic staff and students.

Sub-Criterion Topic	A.1.2. Quality Assurance, Education and Training, Research and Development, Community Contribution, and Management System Policies
Responsible Unit	Dean's Office (Main Responsible Unit) Quality and Accreditation Commissions Strategic Planning Commission
Initial Planning Date	2021 (Quality Handbook Version 1) 2023 (Quality Handbook Version 2) 2025 (Quality Handbook Version 3)
Internal Stakeholders	Academic Staff Administrative Staff Students
External Stakeholders	National Advisory Board Quality Development Coordination Office
International Stakeholders	International Advisory Board
Scope of Implementation	All Units of the Faculty
Monitoring Mechanisms	Strategic Plans (Our Policies in the 2025–2029 Strategic Plan, pp. 11–15) Minutes of the Quality and Accreditation Commission Meetings Minutes of Management Review Meetings Minutes of Academic Board Meetings Minutes of Student Representatives' Meetings Minutes of Administrative Staff Meetings Minutes of External Stakeholder Consultation Meetings
Performance Indicators	Number of Annual Feedback and Evaluation Meetings Conducted with Internal and External Stakeholders within the Scope of Quality Processes
Evaluation and Improvement Date	December
Location in the Information Management System	Evidence Repository QMS Automation System Faculty Website Electronic Document Management System (EDMS)

A.1.3. Institutional Performance Management

At our Faculty, institutional performance management is carried out through the Dean's Office, Administrative Units, Department Chairs, Heads of Divisions, [Quality and Accreditation Committees](#), and [relevant sub-committees](#) in order to monitor and evaluate the extent to which institutional practices align with the Faculty's strategic goals and objectives. The Dean's Office serves as the primary body responsible for overseeing and coordinating performance management processes.

[The Faculty's 2025–2029 Strategic Plan](#) serves as the principal framework guiding institutional performance management activities. In addition, the Faculty's [National and International](#)

[Advisory Board](#) and the Quality Development Coordination Office of Dicle University contribute to these processes as key external stakeholders.

[The Quality and Accreditation Committees](#), which are responsible for monitoring the implementation, evaluation, and continuous improvement stages of the **Plan–Do–Check–Act (PDCA)** cycle, work closely with both internal and external stakeholders within their respective areas of responsibility. Through this collaborative approach, the Faculty ensures the effective monitoring of institutional performance, supports evidence-based decision-making, and promotes a culture of continuous quality enhancement and accountability.

The Faculty conducts its institutional performance management processes in close collaboration with the [Quality Development Coordination Office of Dicle University](#). Through this collaboration, the University utilizes a [Quality Management System \(QMS Automation System\)](#), which serves as the primary platform for monitoring, evaluating, and reporting institutional activities and performance.

Each year, Faculty-specific Quality Objectives are established and uploaded to the QMS Automation System together with their corresponding Action Plans. This process ensures systematic monitoring and enables senior management to track progress towards the achievement of institutional goals. In addition, institutional activities, risk assessments, SWOT analyses, and process management records are regularly documented within the system and monitored in coordination with the Quality Development Coordination Office.

The Faculty prepares Unit Performance Reports every six months and submits them through the QMS Automation System. These reports provide a comprehensive overview of the Faculty's academic and administrative performance and are shared with the University administration. Annual Action Plans are also monitored through the system, and progress towards the achievement of established targets is systematically evaluated and reported.

Furthermore, an [Annual Activity Report](#) is prepared at the end of each year. The preparation and coordination of this report are overseen by the Annual [Activity Report Committee](#). The [Faculty's Quality and Accreditation Committees](#) play an active role in the preparation of the Annual [Self-Assessment Report](#). Prior to the preparation of this report, the committees systematically review and document the implementation of the Plan–Do–Check–Act (PDCA) cycle across all areas of Faculty operations. The overall coordination and monitoring of these processes are undertaken by the Quality and Accreditation Executive Committee.

In addition, Management Review Meetings are conducted every six months by the Quality Committee, while departmental and divisional boards regularly hold meetings to evaluate academic and administrative performance. Stakeholder satisfaction surveys also serve as an important source of evidence for monitoring institutional performance, evaluating outcomes, and identifying opportunities for continuous improvement.

Through these integrated mechanisms, the Faculty ensures the effective implementation, monitoring, evaluation, and continuous enhancement of its institutional performance management system.

Sub-criterion Topic:	A.1.3. Institutional Performance Management
Responsible Unit:	Dean's Office (Main Responsible Unit) Quality Assurance System Development Commission Quality and Accreditation Commissions Department and Department Chair Offices Unit Commissions
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders:	Academic Staff Administrative Staff Students
External Stakeholders:	National Advisory Board Quality Development Coordination Office
International Stakeholders:	International Advisory Board
Application Areas:	All units of the faculty
Monitoring Mechanisms:	Meeting minutes from the Quality Assurance System Development Commission; Meeting minutes from Quality and Accreditation Commissions; Strategic plans; Quality manuals; Annual activity reports; Unit system performance reports; Annual target action plans; Self-evaluation reports; Review meeting minutes; End-of-year evaluation meeting minutes
Performance Indicators:	Number of activities and meetings held within the quality framework; percentage of strategic-plan targets achieved for education and teaching; research; administrative activities; social service activities; number of annual feedback and evaluation meetings with internal and external stakeholders
Evaluation and Improvement Date:	December
Location of Sub-criteria in the Information Management System:	Evidence Repository Electronic Information System (EBYS) KYS Automation System Faculty website

A.2. Internal Quality Assurance

Our institution's internal quality assurance is aligned with the quality processes of Dicle University Rectorate. In 2024, our University was awarded Institutional Accreditation for a period of two years under the "Institutional Accreditation Programme" implemented by the Higher Education Quality Council (YÖKAK) to enhance the quality of higher education

institutions and contribute to [quality assurance](#). Furthermore, our faculty has also achieved accreditation from the IAA, demonstrating success in external evaluation. Both of these outcomes demonstrate that practices within our faculty are conducted in accordance with specific quality standards. Internal quality within our institution is ensured through the Quality Manuals and Strategic Plans prepared by our faculty and shared with the Rectorate's quality units; processes relating to quality, education and teaching, internationalisation, social contribution, research and development, and management systems are monitored in accordance with specific standards.

A.2.1. Quality Committee

To ensure we remain on track with our quality and accreditation objectives, we rely on a central [Quality Committee](#) alongside various specialist [Quality and Accreditation Committees](#). The Dean's Office and the Faculty Board are responsible for establishing or updating these teams. These teams are formally established by decisions of the Faculty Board and adapted as necessary; their precise roles and responsibilities are published transparently on our website.

These committees play an active role at every stage of the Plan-Do-Check-Act (PDCA) cycle. They assist us in planning, implementing, reviewing and improving everything we do in the areas of education, research, community engagement, administration and internationalisation. This involves holding regular meetings and preparing detailed reports; this process is carried out in close consultation and collaboration with the Dean's Office, department heads and sub-department heads. In addition to these central groups, we also utilise [Unit Committees](#). The structures and responsibilities of these committees are likewise determined by the Faculty Executive Board.

Accordingly, the committees within our faculty are as follows:

Quality and Accreditation Committees:

- 1-Supreme Committee for Quality and Accreditation
- 2-Quality Committee
- 3-Committee for the Development of the Quality Assurance System
- 4-Committee for the Development of Education and Teaching
- 5-Committee for the Development of Social Contribution
- 6-Research and Development Committee
- 7-Management System Development Committee
- 8-Internationalisation Committee
- 9-Strategic Planning Committee

10-Property Committee

Unit Committees:

1-Bologna Coordination (BEK) Committee

2-Sports Activities Committee

3-Curriculum Update and Compliance Committee

4-Website Committee

5-Annual Activity Report Preparation Committee

6-Unit Academic Incentive Application and Review Committee

7-Education and Teaching Committee

8-Social Media Accounts Committee

9-Faculty Newsletter Committee

10-Public Relations, Culture, Arts, Events and Alumni Relations Committee

11-Survey Preparation and Evaluation Committee

12-Awards and Incentives Unit Committee

13-DIFAV Publishing House Committee

14-Social Mediation Committee

15-International Relations, Erasmus, Farabi and Mevlâna Committee

Sub-criterion Topic:	A.2.1. Quality Commission
Responsible Unit:	Deanship (Main Responsible Unit) Board of Directors
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders:	Unit Commissions Quality and Accreditation Commissions Faculty Board
External Stakeholders:	National Advisory Board Quality Development Coordination Office

Sub-criterion Topic:	A.2.1. Quality Commission
International Stakeholders:	International Advisory Board
Application Areas:	Academic staff Administrative staff Students
Monitoring Mechanisms:	Meeting minutes; Reports
Performance Indicators:	Number of annual feedback and evaluation meetings held by the institution with internal and external stakeholders within the scope of quality processes
Evaluation and Improvement Date:	December
Location of Sub-criteria in the Information Management System:	Evidence Repository Electronic Information System (EBYS) KYS Automation System

A.2.2. Internal quality assurance mechanisms (PDCA cycles, timetable, structure of academic and administrative units)

Our Faculty's quality processes are governed by the five-year [Strategic Plan](#), which is drawn up every five years. This framework is based on Dicle University's [Strategic Plan](#). A Strategic Plan Preparation Committee exists within our faculty to [prepare and organise the Strategic Plan](#) and to carry out the necessary follow-up in this regard. Our institution implements internal quality assurance mechanisms in coordination with all sub-units. It evaluates the requests and suggestions of the Departments of Basic Islamic Sciences, Philosophy and Religious Studies, and Islamic History and Arts. At the same time, it ensures that the Faculty Secretary and relevant staff contribute to decision-making processes as an administrative focal point. It solicits views from these units during the formulation of the strategic plan. It establishes cooperation with the University Quality Coordination Office through the Quality Committee. Our Faculty keeps its educational and teaching activities up to date in line with its needs to achieve its defined mission and objectives. Deviations arising in the targets set to achieve strategic objectives are addressed through the Plan-Do-Check-Act (PDCA) cycle to facilitate improvement and correction. To this end, strategies are defined in line with the established targets, and the necessary correspondence is conducted to ensure the completion of planning. [Surveys](#) provide feedback on the effectiveness and feasibility of the process. Subsequently, necessary measures are taken based on any identified shortcomings. The Dean's Office and the Quality and Accreditation Committees are responsible for monitoring this PDCA process. A work schedule is drawn up regarding quality-related planning, and the implementation of measures aligned with the targets in our institution's strategic plan is monitored; control measures and, where necessary, corrective actions are implemented. These are also measured

by the number of annual feedback and evaluation meetings conducted with internal and external stakeholders within our institution.

Sub-Criterion Topic:	A.2.2. Internal quality assurance mechanisms (PDCA cycles, schedule, structure of academic and administrative units)
Responsible Unit:	Deanship (Main Responsible Unit) Quality and Accreditation Commissions
Initial Planning Date:	2021 (Quality Handbook version 1) 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic staff Administrative staff Students
External Stakeholders:	Dicle University Quality Coordination Office Unit Advisory Board
International Stakeholders:	International Advisory Board
Implementation Areas:	All units of the Faculty
Monitoring Mechanisms:	Quality Handbook Strategic Plan Academic Council meeting minutes Satisfaction surveys Suggestion and request box Stakeholder engagement meetings Unit system performance reports Annual target action plans Self-assessment reports Re-review meeting minutes Year-end evaluation meeting minutes of Quality Accreditation Commissions (Examples 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Satisfaction survey results Number of annual feedback and evaluation meetings held with the institution's internal and external stakeholders within the scope of quality processes Number and quality of faculty and club activities Academic staff satisfaction rate Administrative staff satisfaction rate Student overall satisfaction rate
Evaluation and Improvement Date:	December

Sub-Criterion Topic:	A.2.2. Internal quality assurance mechanisms (PDCA cycles, schedule, structure of academic and administrative units)
Location of Sub-Criterion Information in the Information Management System:	Evidence Repository Electronic Document System (EBYS) KYS Automation System

A.2.3. Culture of leadership and quality assurance

The Dean's Office is responsible for implementing practices relating to the culture of leadership and quality assurance within our institution. Such arrangements were planned in December 2021, when our institution's first quality manual was drafted. In this context, our institution's current management and administrative system, as well as the leadership qualities and effectiveness of department heads, are monitored through the leadership and [internal evaluation surveys](#) conducted at the end of the year. Where satisfaction rates in the surveys fall below 70%, the Dean's Office requests a written explanation from the leaders, and these explanations are forwarded to the Rector's Office. These surveys are conducted separately for the Dean, the Deputy Deans, the Faculty Secretary and the department heads. As a result of these monitoring activities, the Dean shares the points deemed necessary with the university management. The institution prioritises stakeholder satisfaction in the development of a leadership culture. At the same time, this culture is promoted under the guidance of the Dean's Office. [The Quality and Accreditation Board](#) addresses this criterion at its end-of-year meeting and makes recommendations for improvements where deemed necessary.

Sub-Criterion Topic:	A.2.3. Leadership and quality assurance culture
Responsible Unit:	Deanship (Main Responsible Unit) Quality and Accreditation Commissions
Initial Planning Date:	2021 (Quality Handbook version 1) 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic staff Administrative staff Students
External Stakeholders:	Dicle University Quality Coordination Office Unit Advisory Board
International Stakeholders:	International Advisory Board
Implementation Areas:	All units of the Faculty
Monitoring Mechanisms:	Surveys Face-to-face and online meeting minutes

Sub-Criterion Topic:	A.2.3. Leadership and quality assurance culture
Performance Indicators:	<p>Number of activities (meetings, workshops, etc.) organized by your institution in the relevant year to disseminate quality culture</p> <p>Number of annual feedback and evaluation meetings held with the institution's internal and external stakeholders within the scope of quality processes</p> <p>Academic staff satisfaction rate</p> <p>Administrative staff satisfaction rate</p> <p>Student overall satisfaction rate</p>
Evaluation and Improvement Date:	December
Location of Sub-Criterion Information in the Information Management System:	Evidence Repository Electronic Information System (EBYS) KYS Automation System

A.3. Stakeholder Engagement

A.3.1. The participation of internal and external stakeholders in quality assurance, education and teaching, research and development, social contribution, management systems and internationalisation processes

Our institution attaches great importance to stakeholder views and contributions in the implementation of quality assurance, education and teaching, research and development, social contribution, management system and internationalisation processes, as well as in the conduct of monitoring and evaluation. In line with the monitoring and feedback received, it implements various improvements at planned intervals to increase stakeholder participation in these processes. Dicle University Faculty of Theology prioritises collaboration with all stakeholders to achieve success in its education and teaching activities and to realise its strategic objectives. To support the active participation of internal and external stakeholders in the process, the Faculty organises various meetings and signs cooperation protocols with different public institutions. Within this framework, the Faculty has defined Academic Staff, Administrative Staff and Students as internal stakeholders. Institutions such as the Rectorate, Alumni, the Quality Development Coordination Unit and the National Advisory Board are recognised by our faculty as external stakeholders. Our faculty provides all stakeholder groups with the opportunity to be involved in processes and decision-making through a range of mechanisms and tools.

Internal Stakeholders

Our institution's internal stakeholders include Academic Council Meetings, Department Meetings, meetings organised by the Quality and Development Committees, [the Student Satisfaction Survey](#), [the Student Course Evaluation Survey](#), [the Academic Staff Satisfaction](#)

[Survey](#), [the Administrative Staff Satisfaction Survey](#), and [Suggestion and Feedback Forms](#). Academic Council Meetings are held twice a year, once at the beginning and once at the end of the academic year, chaired by the Dean of our Faculty. All academic staff attend the meeting. Academic staff are informed of the date, time and agenda of the meeting via both email and SMS. At these meetings, the Dean, Deputy Deans, Department Chairs and Faculty Secretary provide updates on all areas of our Faculty's quality management system, teaching and learning, social contribution, research and development, and management system. The views, suggestions, requests and wishes of academic staff regarding these areas are taken into account.

Twice a year, at the end of the Spring and Autumn terms, the Student Satisfaction Survey, the Student Course Evaluation Survey, the Academic Staff Satisfaction Survey and the Administrative Staff Satisfaction Survey are conducted, alongside the Suggestions and Recommendations Forms. Our Faculty's students, academic and administrative staff participate in these surveys. Our Faculty staff can convey their views and suggestions regarding various processes through these surveys. Once these surveys are completed, they are archived in the '[Surveys](#)' section of our Faculty's website. Where necessary, the Dean's Office facilitates the participation of academic and administrative staff in processes by requesting written feedback via email. There is no fixed schedule for soliciting views via the Written Opinion Request. The Dean's Office holds a meeting with administrative staff once at the start of each academic year to gather requests and suggestions, strengthen institutional loyalty, and encourage institutional success. Additional meetings may be held as required. Finally, all staff members may communicate their requests, complaints, suggestions and feedback, or make information requests at any time by meeting directly with the Dean or Deputy Deans, contacting them via their institutional email addresses, or submitting a written petition. Students, whom we recognise as internal stakeholders, are involved in institutional processes through mechanisms such as surveys and [the Advisory System](#) established for their participation. Students use these surveys to convey their views and suggestions regarding our Faculty.

External Stakeholders

External stakeholders are involved in decision-making processes through mechanisms such as [External Stakeholder Meetings](#), the Dicle University Faculty of Theology Programme's Level of Achievement of Teaching Objectives Form, and the Business Community's Level of Satisfaction with Graduate Competencies Form. Our Faculty utilises the Stakeholder Opinion Analysis mechanism when determining its mission, vision, strategic objectives and targets every five years. Our Faculty councils hold meetings with [external stakeholders](#) as required. The frequency of these meetings varies according to need. Decisions taken at the meetings are documented in reports, submitted to the Dean's Office and reviewed at the next meeting. In this way, the participation of external stakeholders in decision-making processes is ensured. Meetings are held at the end of each year (in December) with our nine external stakeholders, including the [Presidency of Religious Affairs](#), various [NGOs](#), the [Ministry of National Education](#) and [local government](#) bodies, who benefit from the services provided by our Faculty through protocols signed for joint projects or within the scope of its projects and activities.

International Partners

Our Faculty places great importance on student and staff mobility through agreements with certain universities abroad, known as the [International Advisory Board](#); the discussions held to establish agreements with these universities, as well as the benefits and challenges experienced by our students, faculty, and academic staff during academic mobility programmes, are evaluated as feedback in all meetings aimed at improving the functioning of our faculty.

Subcriterion Subject:	A.3.1. Participation of internal and external stakeholders in quality assurance, education and training, research and development, community contribution, management system, and internationalization processes
Responsible Unit:	Dean's Office (main responsible unit) Quality Assurance System Commission Education and Training Development Commission Research and Development Commission Community Contribution Development Commission Management System Development Commission Internationalization Commission
Initial Planning Date:	2021 (Quality Handbook version 1) 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic staff Administrative staff Students
External Stakeholders:	Rectorate Alumni Quality Development Coordination Office National Advisory Board
International Stakeholders:	International Advisory Board
Application Areas:	All units of the faculty

Monitoring Mechanisms:	Quality Assurance System Development Commission meeting minutes Quality and Accreditation Commissions meeting minutes 2025–2026 Fall Semester Faculty Institutional Quality Culture Survey 2025–2026 Fall Semester Faculty Student Satisfaction Survey 2025–2026 Fall Semester Faculty Student Course Evaluation Survey 2025–2026 Fall Semester Academic Advisor Evaluation Survey 2025–2026 Fall Semester Faculty Academic Staff Satisfaction Survey 2025–2026 Fall Semester Faculty Administrative Staff Satisfaction Survey Suggestion and Request Forms Suggestion and Request Box Unit System Performance Reports Annual Action Plans Self-Assessment Reports Review Meeting Minutes
Performance Indicators:	Number of activities and meetings organized within the quality framework Number of annual feedback and evaluation meetings conducted with internal and external stakeholders within quality processes Academic staff satisfaction rate Administrative staff satisfaction rate Overall student satisfaction rate
Evaluation and Improvement Date:	December
Location of Subcriteria in the Information Management System:	Evidence Repository Electronic Information System (EBYS) QMS Automation System Faculty Website

A.4. Internationalisation

Our Faculty places great importance on internationalisation in its teaching, learning and research and development processes. Accordingly, activities are carried out within the framework of the internationalisation policy established in accordance with quality assurance principles. These activities aim to enhance our Faculty’s academic collaborations at a global level and to offer broader opportunities for students and academics.

[The 2025–2029 Strategic Plan](#), prepared by the Quality and Accreditation Committees of Dicle University, sets out the institution’s strategic objectives in detail. In line with these objectives, the institution has established quality and research and development committees to evaluate current operations and address potential shortcomings. As a result of the work carried out by these commissions, the institution has formulated its own strategic plan and published it under the title [‘Dicle University Faculty of Theology 2025–2029 Strategic Plan’](#).

A.4.1. Internationalisation Policy

The policy implemented by the institution is designed in line with the institution's strategic objectives, the faculty's mission and the programme's aims. The development and approval of the programme are carried out in accordance with guidelines established to meet the institution's needs, and within the framework of regulations, guidelines and Senate principles covering all units of the university. During the programme design process, the institution's internationalisation policy is taken as a basis, with particular consideration given to [the Faculty of Theology's 2025–2029 Strategic Plan](#) and the objectives and activities outlined within that plan.

The institution's strategies directly linked to internationalisation, and the objectives defined in line with these strategies, are listed below:

Strategic Objective 1: As the Faculty of Theology at Dicle University, to utilise effectively and efficiently the tools that enable the institution to be represented within the international academic community in terms of both academic staff and students, as well as teaching programmes. The objectives set to achieve this aim are:

Strategic Objective 1.1: To clearly communicate to academic staff that internationalisation is an institutional value.

Strategic Objective 1.2: To provide information on international exchange programmes, particularly Erasmus+, and to encourage participation in these programmes in order to enhance the international experience of academic staff.

Strategic Objective 1.3: To clearly state that the institution values international work in its communication with academic staff.

Strategic Objective 1.4: To strengthen the institution's representation in the international community by ensuring students' participation in international competitions and intellectual and scientific activities.

Strategic Objective 1.5: To establish new cooperation protocols to increase the institution's international partners.

Strategic Objective 1.6: To adapt teaching programmes to be compatible with Erasmus study mobility in order to enhance the institution's international accessibility.

Strategic Objective 1.7: To make information regarding faculty development, existing programmes and collaboration opportunities more accessible; to support international activities and collaborations by providing assistance with identifying international grants, drafting project proposals, logistics, and networking.

Strategic Objective 1.8: To encourage international activities and collaborations among academic staff; to strengthen consultancy, joint work and the sharing of expertise between academic units; and to increase academics' international publication activities through award and incentive schemes.

Strategic Objective 1.9: To develop European Union Erasmus+ project partnerships; furthermore, to carry out initiatives aimed at effectively utilising scholarship support provided by TÜBİTAK and the Ministry of National Education, as well as overseas education programmes.

Strategic Objective 1.10: To increase and diversify access to study abroad opportunities in order to foster an international outlook among students, and to prepare students for Erasmus and other exchange programmes.

Strategic Objective 1.10: To attract international students to the institution, facilitate their integration, and provide comprehensive support for international students.

The internationalisation policy of the Faculty of Theology at Dicle University aims to bring educational and research activities into line with international standards and to develop global cooperation networks. In this context, the Dean's Office, the Unit Quality Coordination Office and the [Internationalisation Commission](#) have been designated as the units responsible for implementing the process. Initial planning for the policy began in June 2023, with academic staff and students forming the core focus of the implementation processes. Internal stakeholders include academic and administrative staff as well as students, whilst external stakeholders comprise [the Dicle University International Office](#) and the [International Advisory Board](#), which supports international cooperation. The monitoring and evaluation of the process is carried out through end-of-term meetings organised by the Internationalisation Commission every December and June; within this framework, performance indicators such as participation in Erasmus and other exchange programmes are taken into account, particularly in control and preventive processes. Furthermore, information regarding the internationalisation policy is shared via [the faculty website](#) and [the Dicle University International Office webpage](#). This policy has been designed as a comprehensive approach aimed at enhancing the faculty's international recognition, strengthening academic cooperation and promoting student mobility.

Subcriterion Subject:	A.4.1. Internationalization Policy
Responsible Unit:	Dean's Office (main responsible unit)
	Unit Quality Coordination Office
	Internationalization Commission
Initial Planning Date:	2021 (Quality Handbook version 1)
	2023 (Quality Handbook version 2)
	2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic and administrative staff , students
External Stakeholders:	Dicle University International Office
International Stakeholders:	Unit International Advisory Board

Application Areas:	Academic staff and students
Monitoring Mechanisms:	Internationalization Commission
	End-of-term meetings
Performance Indicators:	Minutes of the Internationalization Commission’s end-of-term evaluation meetings
	Strategic Plan (Vision, Mission, and Policies; 2025–2029 Strategic Plan, pp. 15, 17, 49, 50)
	Quality Handbook (2025 version, pp. 31–34)
	Number of outgoing and incoming Erasmus teaching staff Number of outgoing and incoming Erasmus students
Evaluation and Improvement Date:	July–December
Location of Subcriteria in the Information Management System:	Faculty Website University External Relations Office web page

A.4.2. Managing Our International Structure and Operations

The management and organisational structure of the internationalisation processes at Dicle University’s Faculty of Theology have been established within the framework of a [strategic plan](#) aimed at ensuring the faculty’s compliance with international standards and strengthening global collaborations. This process is managed by the responsible units: the Dean’s Office, the Unit Quality Coordination Office and the Internationalisation Commission. Launched in June 2023, this planning process has placed academic staff, administrative staff and students at the centre of its implementation. Internal stakeholders have been identified as academic and administrative staff, students and the Arabic Preparatory Coordination Unit, whilst external stakeholders include the [Dicle University International Office](#). Furthermore, the [International Advisory Board](#) has been actively involved in the process with the aim of strengthening international collaborations.

The effectiveness and sustainability of internationalisation processes are monitored and evaluated by [the Internationalisation Commission](#). In this evaluation process, the establishment of departmental committees, activities related to Erasmus programmes, and the work of the departmental [Quality and Development Committee](#) are taken into account as performance indicators. The end-of-term evaluation meetings held in June and December are of critical importance in analysing the effectiveness of these processes and proposing improvements. Information regarding the internationalisation process is shared transparently via [the faculty website](#) and [the Dicle University International Office webpage](#).

This structure reflects a comprehensive strategy aimed at enhancing the faculty’s academic recognition internationally, supporting the mobility of students, academics and administrative staff, and strengthening global partnerships.

Subcriterion Subject:	A.4.2. Management and Organizational Structure of Internationalization Processes
Responsible Unit:	Dean's Office
	Unit Quality Coordination Office
	Internationalization Commission
Initial Planning Date:	2021 (Quality Handbook version 1)
	2023 (Quality Handbook version 2)
	2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic and administrative staff , students, Arabic Preparatory Coordination Office
External Stakeholders:	Dicle University International Office
International Stakeholders:	Unit International Advisory Board
Application Areas:	Academic staff and students
Monitoring Mechanisms:	Internationalization Commission
	Dicle University International Office
Performance Indicators:	Establishment of unit commissions
	International Relations Erasmus, Mevlana, and Farabi Commission and its activities
	Unit Quality and Development Commission and its activities
Evaluation and Improvement Date:	July–December
	End-of-term evaluation meeting minutes
Location of Subcriteria in the Information Management System:	Faculty Website
	University External Relations Office web page

A.4.3. Internationalisation Resources

The internationalisation resources of the Faculty of Theology at Dicle University have been [strategically planned](#) to ensure the faculty's compliance with international standards and to strengthen global collaborations. This process is managed by the relevant units, such as the

Dean’s Office, the Unit Quality Coordination Office and the Internationalisation Commission. Initial planning activities were launched in June 2023, with the scope of implementation covering academic and administrative staff as well as students. Internal stakeholders include the faculty’s academic staff, whilst external stakeholders have been identified as [the Dicle Faculty of Theology Foundation \(DİVAF\)](#) and the [Dicle University International Office](#). Furthermore, [the International Advisory Board](#) has been involved in the process to support international collaborations. The effective use and management of these resources are monitored and evaluated by the [Internationalisation Commission](#).

Performance indicators include the annual budget allocated to education and training abroad under the Erasmus, TÜBİTAK and MEB scholarship support programmes, as well as the number of students and academics participating in these programmes. These indicators play a critical role in measuring the effectiveness of internationalisation processes and identifying areas for improvement. Evaluation and improvement activities are carried out through meetings held in June and December at the end of each term. Information regarding these processes is shared transparently via the faculty website and [the Dicle University International Office webpage](#).

This comprehensive approach aims to strengthen the faculty’s position within the global academic network and ensure compliance with international standards.

Subcriterion Subject:	A.4.3. Internationalization Resources
Responsible Unit:	Dean’s Office (main responsible unit)
	Unit Quality Coordination Office
	Internationalization Commission
Initial Planning Date:	2021 (Quality Handbook version 1)
	2023 (Quality Handbook version 2)
	2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic staff , administrative staff, students, Arabic Preparatory Coordination Office
External Stakeholders:	Dicle University International Office
International Stakeholders:	Unit International Advisory Board
Application Areas:	Academic staff and students
Monitoring Mechanisms:	Internationalization Commission
	Dicle University International Office

Subcriterion Subject:	A.4.3. Internationalization Resources
Performance Indicators:	Establishment of unit commissions
	International Relations Erasmus, Mevlana, and Farabi Commission and its activities
	Unit Quality and Development Commission and its activities
Evaluation and Improvement Date:	July–December
	End-of-term evaluation meeting minutes
Location of Subcriteria in the Information Management System:	Faculty Website
	University External Relations Office web page

A.4.4. Monitoring and Improving Internationalisation Performance

The monitoring and improvement of the internationalisation performance of Dicle University’s Faculty of Theology is addressed within a [strategic framework](#) aimed at ensuring the faculty’s compliance with international standards and strengthening global partnerships. This process is managed by responsible units such as the Dean’s Office, the Unit Quality Coordination Office and [the Internationalisation Commission](#). Initial planning activities were launched in June 2023, with academic staff and students at the heart of the implementation. Internal stakeholders include academic and administrative staff as well as students, whilst external stakeholders have been identified as [the Dicle University International Office](#). Furthermore, [the International Advisory Board](#) has been involved in the process to support international collaborations.

The monitoring and improvement of internationalisation performance are carried out by the Internationalisation Commission. Performance indicators include the minutes of evaluation meetings held between June and December, Erasmus information sessions, and national and international collaborations. These indicators play a critical role in measuring the effectiveness of internationalisation processes and identifying areas for improvement. Evaluation and improvement activities are carried out through evaluation meetings held in June and December. Information regarding these processes is shared transparently via the faculty website and [the Dicle University International Office web page](#).

This framework reflects a comprehensive strategy aimed at enhancing the faculty’s global recognition, supporting student, academic and administrative staff exchanges, and deepening international academic partnerships. The faculty’s efforts to continuously improve its internationalisation performance are regarded as a significant step towards achieving global academic integration.

Sub-Criterion Topic:	A.4.4. Monitoring and improving internationalization performance
Responsible Unit:	Deanship (Main Responsible Unit) Unit Quality Coordination Office Internationalization Commission
Initial Planning Date:	2021 (Quality Handbook version 1) 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic staff Administrative staff Students
External Stakeholders:	Dicle University International Office Dicle Theology Foundation (DİVAF)
International Stakeholders:	International Advisory Board
Implementation Areas:	Academic units and students
Monitoring Mechanisms:	Internationalization Commission University External Relations Office
Performance Indicators:	End-of-term evaluation meeting minutes of the Internationalization Commission Erasmus information meetings National and international collaborations
Evaluation and Improvement Date:	July–December
Location of Sub-Criterion Information in the Information Management System:	Faculty website University External Relations Office web page

B. EDUCATION AND TEACHING

Education and teaching are approached as a process in which the institution's objectives—along with the focus on continuous development and the identification of those responsible for achieving these objectives—are defined; educational and teaching activities are carried out; objectives are monitored and evaluated in terms of both quality and quantity; and the results achieved are reviewed to implement necessary improvements.

B.1. Programme Design and Approval

The defined process regarding the design and approval of programmes conducted within the institution is outlined in the [Dicle University Faculty of Theology Quality Manual](#), in line with the [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#). In the design of programmes, the [Turkish Higher Education Qualifications Framework](#), Field-Specific Qualifications, the University's [Dicle University Quality Manual](#), guidelines and directives from external stakeholders, and the needs of internal stakeholders are taken into account. The institution's undergraduate programme is designed in line with the faculty's mission and programme objectives. Programme outcomes are defined as measurable learning outcomes/programme competencies, and the curriculum is structured accordingly. When determining the programme's learning outcomes, the Turkish Higher Education Qualifications Framework and Field-Specific Qualifications are taken into account. Learning outcomes are defined for each course in line with the programme's learning outcomes, and teaching methods and assessment methods are employed to ensure students achieve these learning outcomes.

Assessment methods are determined. Course content is designed with the aim of ensuring that students achieve the programme learning outcomes for each course over a 14-week period. Using the prepared course plans, student workloads for each course are determined in a manner that is balanced, consistent and in line with the ECTS. Course content and plans are entered into Dicle University's [Student Information System](#), and this information is accessible to all stakeholders.

B.1.1. Programme design and approval

Within the institution, programmes are designed in line with the institution's [strategic objectives](#), [the faculty's mission](#) and [the programme's objectives](#). Programmes are planned and approved within the framework of regulations, guidelines and Senate principles that bind all units within the university, in accordance with the guidelines implemented by the institution to meet its own needs.

Strategic Goal 1. To develop and strengthen teaching and learning activities.

- **Strategic Objective 1.1.** To adopt the continuous improvement of faculty programs to enhance their quality and to manage continuous improvement cycles.
- **Strategic Objective 1.2.** To develop processes based on participatory and active learning in courses and extracurricular activities, and to ensure an increase in the number of elective courses geared toward student needs.

Strategic Goal 2. To take the necessary steps regarding student admission and development.

- **Strategic Objective 2.1.** To attract qualified students to our faculty and, for this purpose, to promote our faculty in various environments.

- **Strategic Objective 2.2.** To ensure that the recognition of prior learning (adaptation/transfer) and credit awarding processes meet the desired standards and quality.
- **Strategic Objective 2.3.** To improve students' foreign language proficiencies.

Strategic Goal 3. To conduct studies focused on student-centered learning, teaching, and assessment. To train researchers based on student-centered teaching and learning that prioritizes contributions to society and humanity.

- **Strategic Objective 3.1.** To raise responsible students and provide student-centered education.
- **Strategic Objective 3.2.** To organize activities such as seminars and courses for teaching staff regarding special teaching methods and techniques based on the student-centered approach, or to ensure their participation in existing certificate programs in this direction.
- **Strategic Objective 3.3.** To offer courses and organize workshops/courses that will encourage students toward interdisciplinary studies, active learning, interactive research, and scientific work.
- **Strategic Objective 3.4.** To develop processes based on participatory and active learning in courses and extracurricular activities.
- **Strategic Objective 3.5.** To benefit from effective education and teaching practices.
- **Strategic Objective 3.6.** To organize student symposia.
- **Strategic Objective 3.7.** To organize extracurricular activities that ensure the active participation of students.
- **Strategic Objective 3.8.** To encourage students' cultural, artistic, and athletic activities.

Strategic Goal 4. To make measurement and assessment processes as transparent as possible. To build trust by ensuring that the grades students receive are free from external influences. In this regard, to increase trust and prestige toward the teaching staff and the institution.

- **Strategic Objective 4.1.** To develop the sense of responsibility among teaching staff regarding measurement and evaluation (assessment).
- **Strategic Objective 4.2.** To deliver a seminar for teaching staff at least once a semester in order to enhance this responsibility.
- **Strategic Objective 4.3.** To enable teaching staff to benefit from the data and conclusions of different universities through collaboration, ensuring they conduct measurement and evaluation processes more effectively.

- **Strategic Objective 4.4.** To ensure that teaching staff, during their international projects, specifically examine how measurement and evaluation scales are implemented at the host universities, and transfer the points deemed beneficial to the relevant faculty boards.

Strategic Goal 5. To conduct efforts ensuring diligence in collecting feedback for all activities that enhance education and teaching.

- **Strategic Objective 5.1.** To conduct efforts ensuring diligence in collecting feedback for all activities that enhance education and teaching.
- **Strategic Objective 5.2.** To collect feedback specifically for activities organized by student clubs and online events using validated and reliable instruments.
- **Strategic Objective 5.3.** To diversify activities to reveal the different talents of students.
- **Strategic Objective 5.4.** In this regard, to ensure feedback is obtained from participants following visits to village schools, orphanages, and similar locations.
- **Strategic Objective 5.5.** To provide advance information to participants that feedback will be requested at the end of the events, aiming to increase the quality of the activities and foster conscious engagement.

Strategic Goal 6. To carry out initiatives that enable teaching staff who provide academic advising services to internalize this responsibility.

- **Strategic Objective 6.1.** To maintain academic advising for students even after their graduation.
- **Strategic Objective 6.2.** To contribute to the effective career planning of students through high-quality academic advising services.
- **Strategic Objective 6.3.** To offer complementary advisory services to students through conferences and the institution's social media channels.
- **Strategic Objective 6.4.** To ensure that teaching staff post their student advising hours on their office doors, so that high-quality advising services can be provided to students within predictable timeframes.

Strategic Goal 7. To develop/strengthen the teaching staff in terms of quantity and quality.

- **Strategic Objective 7.1.** To ensure alignment between the academic staff's fields of expertise and the courses they instruct.
- **Strategic Objective 7.2.** To reduce the student-to-faculty ratio in order to increase the academic performance of the teaching staff.

- **Strategic Objective 7.3.** To prepare the weekly course schedules of the teaching staff in an appropriate manner.
- **Strategic Objective 7.4.** To expand the implementation of training-of-trainers (ToT) programs for the teaching staff.
- **Strategic Objective 7.5.** To organize surveys directed at teaching staff and students at the end of each semester to monitor the education and teaching performance of the academic staff.
- **Strategic Objective 7.6.** To ensure the participation of teaching staff in the planning and improvement of processes within the faculty.
- **Strategic Objective 7.7.** To encourage teaching staff to participate in international training or teaching activities to develop their competencies, and to implement informative and promotional practices in this regard.
- **Strategic Objective 7.8.** To engage in incentive and reward practices that will enhance the education and teaching performance of the teaching staff.

Strategic Goal 8. To increase the quantity and improve the quality of learning resources.

- **Strategic Objective 8.1.** To improve the physical facilities of learning environments.
- **Strategic Objective 8.2.** To facilitate access to learning resources.
- **Strategic Objective 8.3.** To ensure a correlation between learning resources and institutional growth.
- **Strategic Objective 8.4.** To monitor the efficiency of learning environments and tools.
- **Strategic Objective 8.5.** To develop e-learning resources and promote existing ones.

Strategic Goal 9. To enrich our faculty library in terms of publications (such as books, journals, etc.), documents, and equipment.

- **Strategic Objective 9.1.** To facilitate our students' access to course resources and to increase the documents available in the library by 2% each year.
- **Strategic Objective 9.2.** To collaborate with the university library for the enrichment of library resources.
- **Strategic Objective 9.3.** To provide access to information resources at an international level through databases and library resources.

Strategic Goal 10. To increase cultural and athletic activities that will broaden our students' perspectives in different areas.

- **Strategic Objective 10.1.** To enhance the quality of student societies/clubs that organize activities to foster the personal and social development of students.

- **Strategic Objective 10.2.** To request an activity schedule from student clubs at the beginning of each semester and to prepare an evaluation survey for participants following each activity.
- **Strategic Objective 10.3.** To encourage students' participation in cultural, artistic, and athletic activities.

Strategic Goal 11. To develop student timelines/periods based on active learning in extracurricular activities.

- **Strategic Objective 11.1.** To ensure the involvement of students in internally and externally funded projects.
- **Strategic Objective 11.2.** To organize student symposia.
- **Strategic Objective 11.3.** To organize certified events for students.

Strategic Goal 12. To monitor the programs offered by the faculty in order to determine the extent to which the competencies aimed to be acquired by students meet program objectives and program outcomes, and to ensure the realization of program objectives at a higher level.

- **Strategic Objective 12.1.** To determine the academic and professional field competencies acquired by students through the programs and courses offered by the faculty.
- **Strategic Objective 12.2.** To develop the academic and professional field competencies acquired by students through the programs and courses offered by the faculty.
- **Strategic Objective 12.3.** To ensure the development of education and training processes in line with the opinions, analyses, suggestions, and insights of internal and external stakeholders. Improvement proposals regarding program design and approval are gathered during meetings held by academic boards, working groups, student stakeholders, and external stakeholders within the academic term. Demands, complaints, and suggestions concerning program design and approval received via meetings with internal and external stakeholders, satisfaction surveys, and other feedback mechanisms are submitted to the Dean's Office. Improvement proposals within the scope of the faculty's initiative are approved and implemented by the Faculty Board. However, improvement proposals regarding matters within the university's initiative may be submitted directly to the Senate by the Dean depending on the situation. Accepted proposals are finalized in draft form following the approval of the senate.

Administrative and Operational Metadata

Heading	Description
Sub-Criterion Topic:	B.1.1. Program Design and Approval
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission , Quality Development and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Faculty of Theology Departments (Anabilim Dalı Başkanlıkları), Faculty of Theology Department Chairs (Bölüm Başkanlıkları), Students
External Stakeholders:	Administrative Units of the University (D.U. Department of Student Affairs), Diyarbakır Provincial Muftiyat , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders:	
Application Areas:	Academic Staff and Students
Monitoring Mechanisms:	Dicle University Faculty of Theology Student Satisfaction Surveys Academic Staff Satisfaction Surveys Alumni Satisfaction Survey Student Course Evaluation Surveys

Heading	Description
	Education and Teaching Development Commission Meetings
Performance Indicators:	<ul style="list-style-type: none"> * Instructor evaluation survey average (student evaluations) (as %) (2026: 69% / 2027: 70%) * Academic advisor evaluation survey average (student evaluations) (2026: 60% / 2027: 60%) * Students' satisfaction rate with their registered program (as %) (2026: 75% / 2027: 80%) * Academic Staff Satisfaction Survey Average (2026: 67% / 2027: 68%) * Alumni Satisfaction Survey Average (2026: 65% / 2027: 66%) * Education and Teaching Development Commission Meeting Reports * Administrative and Support Staff Satisfaction Survey Average (2026: 75% / 2027: 76%) * Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement Date:	December–June
Location of Sub-Criteria in the Information Management System:	Dicle University Bologna Process Webpage Dicle University Student Information System (OBS) Dicle University Electronic Document Management System (EBYS)

B. EDUCATION AND TRAINING

B.1. Programların Tasarımı ve Onayı

B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes), and İAA (Theology Accreditation Agency) Criteria

The Institution implements and performs the necessary updates on the program objectives and outcomes it has established within the framework of the TYYÇ (Turkish Higher Education Qualifications Framework) and the education-training process regulations. Processes regarding the institution's program objectives and outcomes are managed as planned, in line with the institution's [strategic goals](#) and the *Dicle University Faculty of Theology Quality Manual*. The outcomes of the programs implemented in the faculty consist of the knowledge, skills, and competencies that students are expected to acquire by their graduation, and these are shared on the faculty's main website.

[The program objectives](#) of the institution are defined as general statements describing the career goals and professional expectations designed for program graduates. Program outcomes, on the other hand, consist of the knowledge, skills, and competencies that students are expected to acquire by the time of their graduation. The program objectives, program outcomes, and program-specific criteria of the institution are determined within the TYYÇ framework in alignment with İAA outcomes and criteria, taking into account the opinions of stakeholders.

Administrative and Operational Metadata

Heading	Description
Sub-Criterion Topic:	B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes), and İAA Criteria
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission, Quality Development and Control Commission, Education and Teaching Development Commission

Heading	Description
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Faculty of Theology Departments (Anabilim Dalı Başkanlıkları), Faculty of Theology Department Chairs (Bölüm Başkanlıkları), Students
External Stakeholders:	Administrative Units of the University (D.U. Department of Student Affairs), Diyarbakır Provincial Muftiyat , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders:	-
Application Areas:	Academic Staff and Students Programs Implemented in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Dicle University Faculty of Theology Student Satisfaction Surveys Academic Staff Satisfaction Surveys Alumni Satisfaction Survey Student Course Evaluation Surveys

Heading	Description
	Education and Teaching Development Commission Meetings
Performance Indicators:	<ul style="list-style-type: none"> * Instructor evaluation survey average (student evaluations) (as %) (2026: 69% / 2027: 70%) * Students' satisfaction rate with their registered program (as %) (2026: 75% / 2027: 80%) * Academic Staff Satisfaction Survey Average (2026: 67% / 2027: 68%) * Alumni Satisfaction Survey Average (2026: 65% / 2027: 66%) Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement Date:	December–June
Location of Sub-Criteria in the Information Management System:	<ul style="list-style-type: none"> Dicle University Bologna Process Webpage Dicle University Student Information System (OBS) Dicle University Electronic Document Management System (EBYS)

B.1.3. Mapping of Course Learning Outcomes to Program Outcomes and Discipline-Specific Outcomes

The processes regarding the determination and updating of program objectives, program outcomes, program-specific criteria, and course learning outcomes within the Institution are defined in the PDCA-based (Plan-Do-Check-Act) education and training process regulations.

Taking into account the Institution's [Faculty of Theology 2025–2029 Strategic Plan](#) along with the goals and activities under these strategies, internal stakeholders convene to discuss the course outcomes (structured as knowledge, skills, and competencies in accordance with the TYYÇ) that will ensure the realization of program outcomes, and propose them to the Department Board. The relevant department chair is responsible for determining, together with internal stakeholders, the outcomes of the department courses that will fulfill the program outcomes. Course outcomes accepted by the Department Board are referred to the Faculty Board for approval. The Dean is responsible for preparing the appropriate environment for student-centered education aimed at achieving course outcomes, implementing training-of-trainers programs, designing the curriculum/course schedules, and managing related operations. The measurement of course outcomes is conducted through examinations, assignments, practical applications, and projects. The gathered data are evaluated at the internal stakeholder meeting of the department during the week following the final examinations of each semester. Measures are taken regarding outcomes where attainment issues are identified. If deemed necessary, course outcomes are updated and submitted to the Faculty Board. The Dean is responsible for implementing the measures taken and the updated outcomes to ensure continuous improvement.

Administrative and Operational Metadata

Heading	Description
Sub-Criterion Topic:	B.1.3. Mapping of Course Learning Outcomes to Program Outcomes and Discipline-Specific Outcomes
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission , Quality Development and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)

Heading	Description
Internal Stakeholders:	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Faculty of Theology Departments (Anabilim Dalı Başkanlıkları), Faculty of Theology Department Chairs (Bölüm Başkanlıkları), Students
External Stakeholders:	Administrative Units of the University (D.U. Department of Student Affairs), Diyarbakır Provincial Muftiyat , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders:	-
Application Areas:	Academic Staff and Students Programs Implemented in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Dicle University Faculty of Theology Student Satisfaction Surveys Academic Staff Satisfaction Surveys Alumni Satisfaction Survey Student Course Evaluation Surveys Education and Teaching Development Commission Meetings
Performance Indicators:	* Instructor evaluation survey average (student evaluations) (as %) (2026: 69% / 2027: 70%) * Students' satisfaction rate with their registered program (as %) (2026: 75% / 2027: 80%)

Heading	Description
	<ul style="list-style-type: none"> * Academic Staff Satisfaction Survey Average (2026: 67% / 2027: 68%) * Alumni Satisfaction Survey Average (2026: 65% / 2027: 66%) * Education and Teaching Development Commission Meeting Reports * Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement Date:	December–June
Location of Sub-Criteria in the Information Management System:	Dicle University Bologna Process Webpage Dicle University Student Information System (OBS) Dicle University Electronic Document Management System (EBYS)

B.1.4. Program Structure and Course Distribution Balance (Balance between compulsory and elective courses; balance among field/professional knowledge and general education courses, opportunities for cultural depth, and exposure to different disciplines)

The Institution bases its operations on and implements the [Dicle University Rules and Regulations for Associate and Undergraduate Degree Education, Training, and Examinations](#). To attain the goals established in the Institution's [2025–2029 Strategic Plan](#), the curriculum is constructed by maintaining a balance that considers educational objectives, and the content and outlines of the courses within this curriculum are integrated into the [Dicle University Student Information System](#). All course-related data—including objectives, content, category, learning

outcomes, instructional techniques, weekly topics, resources, contribution levels to program outcomes, evaluation criteria, and ECTS-Workload calculations—are meticulously organized under distinct headings and published on a digital platform accessible to all stakeholders. Course contents are designed with the objective of effectively delivering the institution's program outcomes to students across a 14-week instructional period; within this scope, the curriculum of each course is planned in strict compliance with ECTS system requirements and fair learning principles. Furthermore, student workloads are balanced in accordance with ECTS criteria and synchronized with learning processes.

At the beginning of each academic term, the compulsory and elective courses in the current curriculum are comprehensively reviewed during coordination meetings organized by the chairs of the Departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Studies. In these meetings, the views and recommendations of the faculty members are gathered regarding critical parameters such as course outcomes, instructional methods and techniques, and student achievement analyses. In light of the collected data, revisions are made to course contents and practical applications, and courses that demonstrate insufficient performance regarding student engagement or academic outcomes are removed from the curriculum. Through this process, the sustainability of educational quality is secured, and the alignment of the programs with contemporary needs is targeted.

Toward the end of each academic term, the chairs of the Departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Studies invite faculty members to submit proposals for new courses. In addition to the existing elective course inventory, faculty members forward new courses they deem necessary or anticipate to their respective department chairs, along with their justifications. The incoming proposals are evaluated by the departments in terms of content, learning outcomes, and curricular alignment. Approved proposals are submitted to the Faculty Executive Board for review. Courses endorsed by the Faculty Executive Board are incorporated into the official process via the Rectorate for final approval by the Senate. Courses accepted by the Senate are officially included in the elective course pool and opened for student selection.

The Institution conducts the internship component within the scope of the *Teaching Practice* course—which aims to provide the essential knowledge, skills, and experience regarding the teaching profession and pedagogical formation—under the framework of the [Educational Cooperation Protocol](#) signed with the Diyarbakır Provincial Directorate of National Education.

Administrative and Operational Metadata

Heading	Description
Sub-Criterion Topic:	B.1.4. Program Structure and Course Distribution Balance (Balance between Compulsory-Elective Courses; Balance among Field and Professional Knowledge and General Education Courses, Opportunities for Cultural Depth, and Exposure to Different Disciplines)
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission , Quality Development and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Faculty of Theology Departments (Anabilim Dalı Başkanlıkları), Faculty of Theology Department Chairs (Bölüm Başkanlıkları), Students
External Stakeholders:	Administrative Units of the University (D.U. Department of Student Affairs), Diyarbakır Provincial Muftiyat , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders:	-
Application Areas:	Academic Staff and Students

Heading	Description
	Programs Implemented in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages
Monitoring Mechanisms:	<p>Dicle University Faculty of Theology Student Satisfaction Surveys</p> <p>Academic Staff Satisfaction Survey</p> <p>Alumni Satisfaction Survey</p> <p>Student Course Evaluation Surveys</p> <p>Education and Teaching Development Commission Meetings</p>
Performance Indicators:	<ul style="list-style-type: none"> * Instructor evaluation survey average (student evaluations) (as %) (2026: 69% / 2027: 70%) * Students' satisfaction rate with their registered program (as %) (2026: 75% / 2027: 80%) * Academic Staff Satisfaction Survey Average (2026: 67% / 2027: 68%) * Alumni Satisfaction Survey Average (2026: 65% / 2027: 66%) * Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement Date:	December–June

Heading	Description
Location of Sub-Criteria in the Information Management System:	Dicle University Bologna Process Webpage Dicle University Student Information System (OBS) Dicle University Electronic Document Management System (EBYS)

B.1.5. Student Workload-Based Design

The Institution possesses [a system in which the credit values](#) (ECTS) of the courses in its programs are calculated based on student workload. Within this process, it is aimed to equip students with the learning outcomes across a 14-week period, and course outlines are determined in accordance with ECTS, taking all in-class and out-of-class activities into consideration. The course coordinator establishes elements such as the evaluation criteria, ECTS workload distribution, course category, examination processes, and documentation of the course based on the consensus of the relevant teaching staff. Furthermore, the updating of course data is performed once a year prior to the commencement of the academic year, in compliance with the academic calendar announced by the Senate.

Measurement and evaluation activities are conducted within the framework of the [Dicle University Directive on Measurement and Evaluation](#). In this process, the Institution aims to measure student achievement comprehensively by employing multi-faceted and fair evaluation methods (projects, midterms, quizzes, assignments, etc.). The ECTS credits specified in the course information packages are determined as a result of consultations held with internal stakeholders. In the calculations, a total weekly workload of 25 hours is taken as a baseline, accounting for elements such as lecture hours, out-of-class study periods (pre-class preparation, revision), midterms, assignments, and the final examination. In order to graduate, students must successfully complete all courses in the curriculum and fulfill a total of 240 ECTS credits without deficit.

The Institution adopts an educational approach through which prior learning is recognized. Likewise, for students studying domestically or abroad via the Farabi, Erasmus, and Mevlana programs, it is ensured that the courses they pass are integrated into the current term-based ECTS workload.

Administrative and Operational Metadata

Heading	Description
Sub-Criterion Topic:	B.1.5. Student Workload-Based Design
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission, Quality Development and Control Commission, Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	D.U. Faculty of Theology Academic Staff, D.U. Faculty of Theology Administrative Staff, Faculty of Theology Departments (Anabilim Dalı Başkanlıkları), Faculty of Theology Department Chairs (Bölüm Başkanlıkları), Students
External Stakeholders:	Administrative Units of the University (D.U. Department of Student Affairs), Diyarbakır Provincial Muftiyat, Diyarbakır Provincial Directorate of National Education, Alumni
International Stakeholders:	-
Application Areas:	Academic Staff and Students Programs Implemented in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Dicle University Faculty of Theology Student Satisfaction Surveys

Heading	Description
	<p>Academic Staff Satisfaction Surveys</p> <p>Alumni Satisfaction Survey</p> <p>Student Course Evaluation Surveys</p> <p>Education and Teaching Development Commission Meetings</p>
Performance Indicators:	<ul style="list-style-type: none"> * Instructor evaluation survey average (student evaluations) (as %) (2026: 69% / 2027: 70%) * Students' satisfaction rate with their registered program (as %) (2026: 75% / 2027: 80%) * Academic Staff Satisfaction Survey Average (2026: 67% / 2027: 68%) * Alumni Satisfaction Survey Average (2026: 65% / 2027: 66%) * Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement Date:	December–June
Location of Sub-Criteria in the Information Management System:	<p>Dicle University Bologna Process Webpage</p> <p>Dicle University Student Information System (OBS)</p> <p>Dicle University Electronic Document Management System (EBYS)</p>

B.1.6. Measurement and Evaluation (Assessment and Grading)

The defined processes regarding measurement and evaluation for examinations to be conducted in the Faculty, the announcement of exam results, and the appeals process are specified in the [2025–2029 Dicle Theology Strategic Plan](#). The measurement and evaluation of the courses offered are conducted in compliance with the course information packages on the Bologna webpage and the university's *Rules and Regulations for Education, Training, and Examinations*. Passing grades within the Institution are determined through an absolute grading system. Accordingly, in-semester/in-year evaluations (midterm exams, quizzes, assignments, projects, laboratory studies, reports, etc.) account for 40% of the passing grade, while the end-of-semester/end-of-year or summer school final examination accounts for 60%. For a student to be considered successful in a course, they must attend at least 70% of theoretical classes, score a minimum of 60 points out of 100 on the final exam, and achieve a combined total of at least 60 points from the weighted final exam (60%) and in-semester activities (40%). Students scoring below 60 points on the final exam are deemed unsuccessful, regardless of their overall course grade. In-semester grading accounts for at least one midterm exam, alongside quizzes, assignments, projects, laboratory practices, and similar activities.

An Arabic Preparatory Class is also available in the Faculty, and its current implementation is detailed in the [Rules and Regulations for Preparatory Class Education, Training, and Examinations](#). According to this directive, courses in the faculty are delivered through a mixed medium of Turkish and Arabic, and it is mandatory that at least a 30% portion of the total credit hours in the undergraduate program be instructed in Arabic. Furthermore, the weekly course load of the two-semester Arabic preparatory program must be no less than 24 credit hours and no more than 30 credit hours. Each academic term of preparatory class instruction consists of 16 weeks, divided into fall and spring semesters, and the two terms are evaluated as a whole. Attendance of 85% is mandatory in preparatory education, and students who fail due to non-attendance are disqualified from taking the end-of-year final exam. The midterm evaluation grade consists of the sum of 60% of the midterm exam average, 20% of the quiz average, and 20% of the average of out-of-class assignments and similar work. The final term score is calculated from the sum of 50% of the in-year evaluation grade and 50% of the end-of-term final exam score. The passing grade at the end of the term is 60 points, provided that the student scores at least 60 (sixty) out of 100 (one hundred) on the end-of-term or makeup (bütünleme) examination.

Administrative and Operational Metadata

Heading	Description
Sub-Criterion Topic:	B.1.6. Measurement and Evaluation
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission , Quality Development and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Faculty of Theology Departments (Anabilim Dalı Başkanlıkları), Faculty of Theology Department Chairs (Bölüm Başkanlıkları), Students
External Stakeholders:	Administrative Units of the University (D.U. Department of Student Affairs), Diyarbakır Provincial Muftiyat , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders:	-
Application Areas:	Academic Staff and Students Programs Implemented in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Dicle University Faculty of Theology Student Satisfaction Surveys

Heading	Description
	<p>Academic Staff Satisfaction Surveys</p> <p>Alumni Satisfaction Survey</p> <p>Student Course Evaluation Surveys</p> <p>Education and Teaching Development Commission Meetings</p>
<p>Performance Indicators:</p>	<ul style="list-style-type: none"> * Instructor evaluation survey average (student evaluations) (as %) (2026: 69% / 2027: 70%) * Students' satisfaction rate with their registered program (as %) (2026: 75% / 2027: 80%) * Academic Staff Satisfaction Survey Average (2026: 67% / 2027: 68%) * Alumni Satisfaction Survey Average (2026: 65% / 2027: 66%) * Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria* Course Evaluation Files * Courses and Information Packages in the Theology Program * Course and Course-to-Program Outcome Matrix (Table) * Faculty of Theology Program Objectives * Faculty of Theology Program Outcomes * Faculty of Theology Discipline-Specific Criteria
<p>Evaluation and Improvement Date:</p>	<p>December–June</p>

Heading	Description
Location of Sub-Criteria in the Information Management System:	Dicle University Bologna Process Webpage Dicle University Student Information System (OBS) Dicle University Electronic Document Management System (EBYS)

B.2. Student Admission and Development

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

Our Institution possesses a meticulously defined process regarding student admission, as well as the recognition and crediting of prior learning. In this regard, operations are based on the processes outlined in the *Dicle University Faculty of Theology Quality Manual*, which is prepared and periodically updated in line with the [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#). Within this defined process, student admission and development activities are carried out by taking into account the principles of Strategic Goal 2 ("To take the necessary steps regarding student admission and development") and Strategic Objective 2.2 ("To ensure that the recognition of prior learning and credit awarding processes meet the desired standards and quality") of the Strategic Plan.

Our Institution also maintains a defined process for student admission into undergraduate programs. In this context, before each academic year, the respective departments analyze current needs to formulate quota proposals, which are then submitted to the [Council of Higher Education \(YÖK\)](#) for approval via the University Senate. The registration of students who earn the right to enroll under the "Verbal" (Sözel) score type based on the results of the Higher Education Institutions Exam (YKS) administered by the Assessment, Selection, and Placement Center (ÖSYM) is completed either digitally or through physical documentation within the announced calendar, in accordance with the relevant articles of the [Higher Education Law No. 2547](#) and the admission principles announced by the Rectorate.

The process for the recognition and crediting of prior learning is managed through a centralized automation system. Student applications for transferring credits of courses successfully completed at different institutions are received electronically via the [Dicle University Student Information System \(OBS\)](#). Documents such as certified transcripts and course syllabi submitted by students during application are evaluated by the Adaptation (Transfer) Commission in accordance with the criteria of the [Dicle University Directive on Course Exemption and Adaptation Procedures for Associate and Undergraduate Degree Units](#). In

accordance with the principle of transparency, the final exemption decisions, course adaptations, and—where necessary—examination schedules resulting from the evaluation are announced to stakeholders on the [Faculty Webpage](#). During the monitoring phase, the performance of the system is measured and improved using tools such as student satisfaction surveys and OBS data.

Arabic Language Proficiency

Our Institution has a clearly defined process regarding Arabic proficiency procedures and foreign language education. In this regard, operations are established in accordance with the provisions of the [Dicle University Faculty of Theology Preparatory Class Education, Training, and Examination Directive](#). Within the scope of the recognition of prior learning, an Arabic exemption exam is administered to all students who have gained enrollment rights at the faculty to determine their Arabic language proficiency. The exam in question is conducted two weeks prior to the commencement of the academic term; students scoring 60 and above are exempted from the preparatory class and pass directly to the undergraduate program.

Our Institution also has a defined process for measurement and evaluation activities in preparatory classes. In this context, a three-stage evaluation system is operated at the dates specified within the academic calendar: a short-term exam (quiz) in the middle of the first semester, a midterm exam (vize) at the end of the first semester, and a general exam (final) at the end of the second semester. In determining the preparatory class passing grade, 20% of the quiz score, 20% of the midterm exam score, and 60% of the general final exam score are taken as the baseline. Students whose year-end grade average is 60 and above are considered successful and pass to the next year; students whose grades fall below this threshold repeat the preparatory class for one more year in accordance with the relevant regulations.

To develop students' Arabic language skills and practical competencies in the preparatory class, various performance assignments are given in both semesters. The grades obtained from these assignments are reflected in the student's general grade average at a rate of 20%, in line with the institution's goals to enhance educational quality. Achievement statistics and exam result analyses obtained through the [Student Information System \(OBS\)](#) are utilized as tools to monitor the processes; in light of the data obtained, performance indicators are periodically reviewed and improvements are implemented.

Adaptation (Course Transfer and Placement)

Our Institution has a fully defined process concerning the recognition of prior learning and the determination of previously acquired competencies. In this regard, all processes are conducted in compliance with the provisions of the [Dicle University Directive on Course Exemption and](#)

[*Adaptation Procedures for Associate and Undergraduate Degree Units*](#). Every type of adaptation procedure within the institution is meticulously executed [by the Adaptation Commission](#) established within the academic unit.

Our Institution also maintains a defined process regarding the adaptation procedures of students transferring laterally (yatay geiř). In this context, the commission examines the contents and ECTS credit alignments of the courses that students successfully completed in their previously enrolled program. Grade transfers for approved courses are executed one-to-one based on the data in the student's transcript. During this transfer process, grades of courses that have identical content but were taught in a divided structure at different institutions are combined and recorded into the system as a single grade. Compulsory courses in the curriculum are mapped exactly, while elective courses are matched by taking their equivalents or congruences into account. Furthermore, courses that the student took as compulsory at their previous institution but are not compulsory in the current program are evaluated by exempting the student from appropriate elective course pools.

The transfer procedures of students placed in our institution through the Vertical Transfer Exam (DGS) are carried out within the framework of the relevant exemption regulation. Particularly, the diploma supplements and transcripts of students coming from the Open Education Faculty (AÖF) Theology Associate Degree Program are put through an equivalence screening by the Adaptation Commission, and an exemption procedure is applied to the courses deemed appropriate.

In the exemption requests of students registering from different departments or institutions, the alignment of course contents is established as the primary criterion. The exemptions of courses mandated by YÖK that are subject to a common curriculum—such as Turkish Language, Principles of Atatürk and History of the Turkish Revolution, Foreign Language, and Basic Information Technologies—are performed directly in accordance with YÖK legislation and Senate decisions. During the monitoring stage, all completed adaptation and exemption procedures are digitally recorded via the [Student Information System](#) (OBS), and the accuracy of the processes is verified through academic advisors.

Student Admission via Lateral Transfer

Our Institution possesses a comprehensively defined process regarding lateral transfer applications and evaluation procedures. In this regard, lateral transfer processes are carried out in line with the principles determined by the Dicle University Senate and the goals of our faculty's [2025–2029 Strategic Plan](#). The required documents for application and the procedural

calendar are announced every year on the webpage of the [Department of Student Affairs \(ÖİDB\)](#) in accordance with the academic calendar.

Our Institution also has a defined process for determining lateral transfer quotas and evaluating candidates. In this context, the Adaptation Commission inspects the content of the applications and carries out the scoring. Evaluation scores are ranked in descending order, and main and substitute candidates are determined within the quota, starting from the highest score. In inter-institutional or international lateral transfers, in the event of a score tie, priority is given to the student with the higher central placement exam score. The result lists prepared by the commission are submitted to the Faculty Executive Board for approval; approved lists are forwarded to the ÖİDB for final processing and are simultaneously shared with the public via [the Faculty Webpage](#).

Regarding international student admission, our institution has a defined process within the framework of the [Directive on the Admission of International or Foreign Students](#). In this context, candidates are admitted to the program based on the results of the [Examination for Foreign Students](#) (YÖS). The YÖS is conducted simultaneously at domestic and international centers by Dicle University or partner universities with which protocols have been signed. The operational tracking and coordination of the process are handled by the [University's ERASMUS and Foreign Relations Office](#). All current details, such as the exam guide, application requirements, exam centers, and the calendar, are announced via the office's official web portal. In monitoring the processes, lateral transfer and YÖS quota occupancy rates along with student profile analyses are tracked as performance indicators. These data are recorded through the annual Unit Activity Reports, providing data for improvement efforts within the quality cycle.

Sub-Criterion Subject:	B.2.1. Student Admission and Recognition and Accreditation of Prior Learning
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission Quality Development and Control Commission, Commission for the Development of Education and Training
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)

Internal Stakeholders:	Academic Staff of the D.U. Faculty of Theology Administrative Staff of the D.U. Faculty of Theology Heads of Departments Heads of Divisions Students
External Stakeholders:	D.U. Department of Student Affairs D.U. Distance Education Center (DÜZEM) Presidency of Religious Affairs (DİB) – Diyarbakır Provincial Muftiate Ministry of National Education (MEB) Council of Higher Education (YÖK) Student Selection and Placement Center (ÖSYM)
International Stakeholders:	Bilateral agreements facilitated by the International Relations Office International Students
Fields of Implementation:	All Academic Departments and Units All students enrolled in formal (on-campus) and distance education programs
Monitoring Mechanisms:	Commission for the Development of Education and Training Dean's Office Student Affairs Office Dicle University Faculty of Theology Student Satisfaction Surveys Academic Staff Satisfaction Surveys Alumni Satisfaction Surveys Student Course Evaluation Surveys Meetings of the Commission for the Development of Education and Training
Performance Indicators:	Preparatory Program Proficiency/Exemption Exam Results Vertical Transfer Exam (DGS) Results Diplomas and Academic Transcripts

	YÖK Data regarding the entrance exam rankings of placed students
Evaluation and Improvement Date:	December – June
Location of the Sub-Criteria within the Information Management System:	D.U. Student Information System (OBS) DÜZEM (Distance Learning Theology Completion Program - İLİTAM) Dicle University Electronic Document Management System (EBYS) Official Faculty Website Institutional Communication Groups (WhatsApp) Corporate Social Media Channels (YouTube , Facebook , X , Instagram)

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

Our institution maintains a meticulously defined process for the recognition and certification of diplomas, degrees, and other qualifications. In this context, all procedures are conducted in accordance with the provisions of the "[D.U. Directive on Course Exemption and Adaptation Procedures for Associate and Undergraduate Degree Units](#)." To be eligible for graduation, a student must successfully complete a minimum of **240 ECTS** credits and achieve a minimum cumulative grade point average (CGPA) of **2.00 out of 4.00**. Compliance with graduation requirements is monitored through control tables within the [Student Information System \(OBS\)](#) and digital audits of student transcripts; this mechanism ensures the rigorous tracking of any missing courses or credit deficiencies.

The institution also follows a defined procedure for the preparation and issuance of graduation documents. Accordingly, students who have fully satisfied their academic obligations are awarded a "**Bachelor's Degree**." In line with diploma standards, the front of the diploma features the student's T.R. identity number, personal identification details, the institution's name, the date of graduation, the diploma number, and the titles and signatures of the authorizing officials. Adhering to the principles of transparency and simplicity, diplomas do not

include photographs or graduation GPAs; all documents are issued based on the official date of graduation.

During the graduation process, every student is provided with a Diploma Supplement in addition to their diploma. Developed based on the model designed by the European Commission, the Council of Europe, and UNESCO/CEPES, this document includes the level of the degree obtained, transcript details, and explanatory data regarding the national education system. The Diploma Supplement is issued and signed by the Department of Student Affairs with the objectives of ensuring transparency in higher education, facilitating mobility, and increasing academic recognition.

Technical tools such as graduation statistics and diploma tracking modules integrated into the [Student Information System \(OBS\)](#) are utilized to monitor these processes. Performance indicators are periodically reviewed for alignment with the [2025-2029 Strategic Plan](#), and necessary updates are implemented through the Quality Commission.

Sub-Criterion Subject:	B.2.2. Recognition and Certification of Diplomas, Degrees, and Other Qualifications
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission Quality Development and Control Commission, Commission for the Development of Education and Training
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	Academic Staff of the D.U. Faculty of Theology Administrative Staff of the D.U. Faculty of Theology Heads of Departments (Anabilim Dalı) Heads of Divisions (Bölüm) Exemption and Adaptation Commission Students
	D.U. Department of Student Affairs D.U. Distance Education Center (DÜZEM)

External Stakeholders:	Council of Higher Education (YÖK) , OSYM , Diyarbakır Provincial Muftiate Diyarbakır Provincial Directorate of National Education Alumni
Fields of Implementation:	All Academic Departments and Units All students enrolled in formal (on-campus) and distance education programs
Monitoring Mechanisms:	Commission for the Development of Education and Training Student Academic Advisors Faculty of Theology Alumni Surveys Student Satisfaction Surveys
Performance Indicators:	Student satisfaction rate with the program in which they are enrolled. (Target: 75% in 2026 / 80% in 2027) Alumni Satisfaction Survey Average (Target: 65% in 2026 / 66% in 2027) Meetings of the Commission for the Development of Education and Training
Evaluation and Improvement Date:	December – June
Location of the Sub-Criteria within the Information Management System:	D.U. Student Information System (OBS) DÜZEM (Distance Learning Theology Completion Program - İLİTAM) Dicle University Electronic Document Management System (EBYS) Official Faculty Website Institutional Communication Groups (WhatsApp) Corporate Social Media Channels (YouTube , Facebook , X , Instagram)

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

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

Our institution maintains a rigorously defined process regarding teaching methods and techniques designed to achieve program objectives and learning outcomes. These processes are conducted within the framework of the [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#), specifically aligned with **Strategic Objective 3** ("Conducting studies for student-centered learning, teaching, and assessment") and its associated **Strategic Goals 3.1, 3.2, 3.3, 3.4, and 3.5**. The core of this defined process is the cultivation of students who possess a research-oriented mindset, a sense of responsibility, and a priority for contributing to society and humanity.

The institution also follows a structured process for the professional development of teaching staff. In this regard, academic personnel participate in "**Training of Trainers**" seminars coordinated by the Rectorate to enhance their competencies in areas such as active learning, distance education, measurement and evaluation, and material development. To integrate students into scientific research processes, the "**Scientific Research Methods and Ethics**" courses within the curriculum serve as primary tools. In their course designs, academic staff prioritize selecting instructional strategies, methods, and techniques that enhance students' critical thinking, collaborative working, and information technology skills.

The technological infrastructure of educational activities is managed through [Course Information Packages](#) (EBS) and the [Education Support System](#) (EDS). Our institution actively utilizes **ALMS** and **OBS** within its learning management system infrastructure. Within this framework, the "**Active Learning Platforms**" established under the EDS enable students to engage in an interactive and participatory learning process. Furthermore, field-specific internships are conducted annually in accordance with the **Internship Directive**; during these periods, students are monitored and evaluated by faculty advisors via internship tracking forms.

Monitoring of these processes involves technical tools such as student satisfaction surveys, EDS usage statistics, and graduation success rates. The data obtained is analyzed annually by the **Faculty Commission for the Development of Education and Training**, reflected in the

performance indicators table, and submitted to the Dean's Office for necessary quality improvements.

Sub-Criterion Subject:	B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, and Research/Learning-Oriented)
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission Quality Development and Control Commission, Commission for the Development of Education and Training
Initial Planning Date:	November 2018 ; 2020 (pp. 17–18) 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	Academic Staff of the D.U. Faculty of Theology Administrative Staff of the D.U. Faculty of Theology Heads of Departments Heads of Divisions Students
External Stakeholders:	University Administrative Units (D.U. Department of Student Affairs) Diyarbakır Provincial Muftiate Diyarbakır Provincial Directorate of National Education Alumni
Fields of Implementation:	Faculty of Theology Curricula Academic Personnel and Students

Monitoring Mechanisms:	Commission for the Development of Education and Training Dean's Office Quality and Accreditation Commissions Student Satisfaction Surveys Alumni Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators:	Student Satisfaction Rate with the enrolled program: (Target: 75% in 2026 / 80% in 2027) Academic Staff Satisfaction Survey Average: (Target: 67% in 2026 / 68% in 2027) Alumni Satisfaction Survey Average: (Target: 65% in 2026 / 66% in 2027) Administrative Staff Satisfaction Survey Average: (Target: 75% in 2026 / 76% in 2027)
Evaluation and Improvement Date:	December – June
Location of the Sub-Criteria within the Information Management System:	Website Dicle University Alumni Information System D.U. Student Information System (OBS) Dicle University Electronic Document Management System (EBYS) Dicle University Alumni Survey Form

B.3.2. Assessment and Evaluation

Processes regarding educational activities within the institution were defined in a detailed and systematic manner. In this context, operations were carried out in accordance with the "[Education-Training and Examination Regulations](#)," which were updated and improved annually by Dicle University. Within this framework, educational activities were conducted in

alignment with the undergraduate, graduate, and distance education processes of the relevant units.

In the evaluation processes, various assessment methods—such as traditional exams, multiple-choice tests, true-false questions, projects, presentations, assignments, and quizzes—were utilized. These methods were systematically designed to identify and measure the intended learning outcomes and competencies defined in the program and course outputs.

In line with the [2020–2024 Dicle Theology Strategic Plan](#), academic staff informed students about assessment and evaluation processes at the beginning of the semester, as defined in the respective course information packages.

Guided by the accreditation process, the Dean’s Office regularly collected, archived, and analyzed midterm exams, final exams, and other evaluation tools, including questions and answers, scoring criteria, exam statistics, and student grade point averages. Additionally, feedback regarding assessment methods was obtained through student satisfaction surveys, aiming for the continuous improvement of processes based on these data.

Planning and evaluation studies aimed at developing assessment methods were conducted with the participation of faculty members and department heads. Within this scope, the alignment of courses with the overall objectives of the program and the level of achievement of learning outcomes were regularly monitored and evaluated. Assessment and evaluation activities at the Faculty were carried out systematically according to specific stages, and student success was evaluated within the framework of a Pass/Fail system at the end of the semester.

The assessment and evaluation process was structured on a student-centered approach, thereby demonstrating in a transparent and traceable manner to what extent and through which teaching methods the objectives of each course were achieved.

Sub-Criterion Subject:	B.3.2. Assessment and Evaluation
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission Quality Development and Control Commission, Commission for the Development of Education and Training
Initial Planning Date:	November 2018 2021 (Quality Manual Version 1)

	2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	All Academic and Administrative Units
External Stakeholders:	Diyarbakır Provincial Muftiate, Provincial Directorate of National Education International Advisory Board
Fields of Implementation:	All Courses within the Faculty Ensuring the Active Participation of Students in the Instructional Process
Monitoring Mechanisms:	Commission for the Development of Education and Training Quality and Accreditation Commissions Student Satisfaction Surveys Alumni Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators:	Student Satisfaction Rates Alumni Satisfaction Rates Academic Staff Satisfaction Rates Administrative Staff Satisfaction Rates
Evaluation and Improvement Date:	December – June
Location of the Sub-Criteria within the Information Management System:	Official Faculty Website Dicle University Student Information System (OBS) Dicle University Alumni Survey Form

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

The institution established various mechanisms to enable students to convey their requests, suggestions, complaints, and satisfaction levels, prioritizing the effective operation and evaluation of these channels. Student feedback was systematically collected through suggestion and complaint boxes, online submissions via the institutional website, official email correspondence, and structured surveys. This feedback aimed to encourage active student participation in educational processes and was evaluated to enhance overall satisfaction levels in alignment with the strategic plan.

The primary mechanisms through which students communicate their requirements included the "Suggestion" field on the faculty website, the Complaint, Suggestion, Request, and Satisfaction (ŞÖİM) boxes, the official institutional email address, and the student satisfaction and course evaluation surveys administered at the end of each semester.

Furthermore, discrepancies identified through student satisfaction data were addressed by implementing **Corrective and Preventive Actions (CAPA)** where necessary. While faculty performance was monitored via course evaluation surveys, the quality of the Theology program was assessed through alumni surveys. These surveys captured the perspectives of graduates, thereby contributing to the continuous improvement cycle of the program.

One of the mechanism for monitoring and updating the institutional curriculum was the [Alumni Survey Form](#). Applied to graduates—who represented essential external stakeholders—this instrument measured satisfaction levels regarding the Theology Program, evaluative feedback on the curriculum, and perceptions of program adequacy. The resulting data allowed the institution to assess program quality through the lens of its graduates and contributed to sustained development.

Sub-Criterion Subject:	B.3.3. Student Feedback (Course, Faculty, Program, and General Satisfaction Surveys; Request and Suggestion Systems)
	Dean's Office (Primary responsible unit) Quality Commission

Responsible Unit:	Quality Development and Control Commission, Commission for the Development of Education and Training
Initial Planning Date:	December 2021 2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	Dean's Office, All Academic and Administrative Units
External Stakeholders:	Rectorate
Fields of Implementation:	Request and Complaint Boxes
Monitoring Mechanisms:	Dean's Office Commission for the Development of Education and Training Quality and Accreditation Commissions
Performance Indicators:	Requests from the Request and Suggestion Boxes and their associated outcomes
Evaluation and Improvement Date:	December – June
Location of the Sub-Criteria within the Information Management System:	Official Faculty Website Dicle University Student Information System (OBS) Dicle University Alumni Survey Form

B.3.4. Academic Advising

Upon completing their registration, students underwent an orientation program. To provide guidance to students throughout academic processes, an academic advisor was assigned to each student from among the faculty members, thereby supporting students in managing their educational processes more effectively and systematically. In accordance with the [2025–2029 Dicle Theology Strategic Plan](#), advisors fulfilled their duties through dedicated digital modules. **The Advising Management System** required academic advisor approval for the validity of all processes, including online registration procedures. Academic advisors approved students' course selections by evaluating them in accordance with the relevant regulations; they also played an active role in approval processes related to course registration, adding, and dropping during special periods such as the add-drop week. All such procedures were carried out online via the **Student Information System (OBS)**. Administrative and academic operations regarding student advising were executed within a systematic structure based on the **Dicle University Student Advising Directive** and the [Dicle University Quality Manual](#).

To ensure the regular and effective delivery of advisory services, specific office hours were allocated to faculty members and announced to students. These hours were also posted on the doors of individual academic offices to facilitate student access to academic support. To monitor and evaluate these interactions systematically, the **DÜ-FRM-048 Academic Advisor-Student Meeting Record Form** was utilized. For graduate students, thesis advisors were appointed according to the [LÜE-İA-006 Graduate Thesis Advisor Appointment Workflow](#), while changes in advisors were processed using the [DÜ-FRM-333 Advisor Change Form](#) in compliance with the [LÜE-İA-002](#) workflow. The effectiveness of the advising system and the level of student satisfaction were regularly assessed through targeted questions within student satisfaction surveys, and quality improvement efforts were conducted based on the resulting data.

Sub-Criterion Subject:	B.3.4. Academic Advising
Responsible Unit:	Dean's Office (Primary responsible unit) Quality Commission Quality Development and Control Commission, Commission for the Development of Education and Training
Initial Planning Date:	2015 2021 (Quality Manual Version 1)

	2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	Education and Training Commissions Quality and Accreditation Commissions
External Stakeholders:	Rectorate
International Stakeholders:	International Advisory Board
Fields of Implementation:	Academic Personnel Administrative Personnel Courses
Monitoring Mechanisms:	Education and Training Commissions Quality Improvement Commissions Commission for the Development of Education and Instruction Quality and Accreditation Commissions Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators:	Student Satisfaction Rates Alumni Satisfaction Rates Academic Staff Satisfaction Rates Administrative Staff Satisfaction Rates
Evaluation and Improvement Date:	December – June
Location of the Sub-Criteria within the	Official Faculty Website Dicle University Alumni Information System D.U. Student Information System (OBS)

Information Management System:	Dicle University Alumni Survey Form
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B.4. Academic Staff

B.4.1. Recruitment, Promotion, and Appointment Criteria

Our institution maintains a meticulously defined process regarding the recruitment, promotion, and appointment of academic staff. In this regard, the institution operates in full compliance with [Higher Education Law No. 2547](#), the [Regulation on Promotion and Appointment to Faculty Membership](#), and the [Dicle University Directive on Promotion and Appointment to Faculty Membership](#). Furthermore, norm staff planning is conducted by taking into account the [Regulation on the Determination of Norm Staff positioning of Academic Personnel in State Higher Education Institutions](#) and the objectives and goals set forth in the [2025–2029 Strategic Plan](#).

A defined process also exists for the employment of international academic staff to be appointed under contract. Within this framework, such appointments are carried out based on the recommendation of the Faculty Administrative Board and the affirmative opinion of the University Administrative Board, in accordance with the "[Cabinet Decree on the Principles Regarding the Employment of Foreign Academic Staff in Higher Education Institutions](#)" determined by the Council of Higher Education (YÖK) and the [Dicle University Directive on the Employment of Contracted Foreign Academic Staff](#). Within this process, requirements are identified by the relevant academic units, proposals are drafted following necessary evaluations, and decisions are finalized by the respective boards. This process is executed in alignment with the institution's internationalization policy and monitored by the relevant commissions.

The institution also possesses a defined workflow for the academic staff planning process. At the beginning of each academic year, needs analyses are conducted by the sub-departments (*Anabilim Dalı*), and these requests are forwarded to the Department Heads. Requests evaluated by the Department Heads are submitted to the Dean's Office along with the decision of the Academic Board. Requests deemed appropriate by the Dean's Office are discussed in the Faculty Administrative Board and forwarded to the Rectorate. Throughout the process, planning decisions made by the [Quality and Accreditation Steering Commission](#), the [Quality Commission](#), and the [Commission for the Development of Education and Training](#) are taken into consideration.

Appointments of academic staff within the institution are made in accordance with their areas of expertise. When necessary, intra-departmental appointments are made; in required cases, external appointments are requested within the scope of [Article 31 of Law No. 2547](#).

These processes are regularly monitored by the Dean’s Office, the Quality Commission, and other relevant commissions. Monitoring activities are carried out through end-of-term evaluation meetings, faculty academic staff and student satisfaction surveys, and data obtained via the [Academic Information System \(ABS\)](#) and the [Student Information System \(OBS\)](#). Based on the findings obtained, improvement decisions regarding the processes are made and implemented.

Sub-Criterion Subject:	B.4.1. Recruitment, Promotion, and Appointment Criteria
Responsible Unit:	Dean's Office (Primary Responsible Unit) Quality Commission Quality Improvement and Control Commission Commission for the Development of Education and Training
Initial Planning Date:	2021 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Departmental Academic Boards Academic Personnel
External Stakeholders:	Department of Personnel Affairs Council of Higher Education (YÖK)
International Stakeholders:	N/A
Fields of Implementation:	Academic Personnel Departmental Academic Boards

Monitoring Mechanisms:	<p>Quality Commission End-of-Term Evaluation Meetings</p> <p>Commission for the Development of Education and Training</p> <p>End-of-Term Evaluation Meetings</p> <p>Academic Staff Satisfaction Surveys</p> <p>Student Satisfaction Surveys</p> <p>Academic Information System (ABS)</p> <p>Student Information System (OBS)</p>
Performance Indicators:	<p>Number of Academic Staff (Annual growth rate: 2%)</p> <p>Total Number of Academic Staff (Target: 86 in 2026 / 88 in 2027)</p> <p>Total Number of Academic Faculty Members (Target: 61 in 2026 / 63 in 2027)</p> <p>Ratio of Undergraduate Students to Academic Staff (Target: 3500/86 in 2026 – 3400/88 in 2027)</p> <p>Academic Personnel Satisfaction Survey Average (Target: 67% in 2026 / 68% in 2027)</p>
Evaluation and Improvement Date:	December
Location of the Sub-Criteria within the Information Management System:	<p>Official Faculty Website</p> <p>Academic Information System (ABS)</p> <p>Student Information System (OBS)</p> <p>Department of Personnel Affairs System</p>

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

Our institution maintains a meticulously defined process aimed at enhancing the teaching competence of its academic staff. In this context, efforts to improve academic staff in active learning, distance education, assessment and evaluation, innovative pedagogical approaches,

and material development are conducted in alignment with the strategic [goals of Dicle University](#) and the Faculty's [2025–2029 Strategic Plan](#).

The planning of processes related to teaching competence is carried out under the coordination of the Dean's Office by the [Higher Commission for Quality and Accreditation and the Commission for the Development of Education and Training](#). Within this framework, planning meetings held at the beginning of each academic year incorporate internal and external stakeholder feedback to determine activities for professional competency development.

The institution also follows a defined implementation process for academic staff development. This includes organizing "Training of Trainers" programs, encouraging faculty academic staff participation in these programs, and monitoring the subsequent impact. Furthermore, faculty members are supported in attending national and international scientific events, and applications for gaining international experience are actively encouraged.

As a strategic approach to improving instructional quality and enhancing Arabic language proficiency—a core component of theology education—native Arabic-speaking instructors are employed in the preparatory classes.

Educational activities are conducted through both formal (on-campus) and distance education methods. While the Bachelor of Divinity program is carried out via face-to-face instruction, the Theology Degree Completion Program (İLİTAM) is managed in collaboration with the [Dicle University Distance Education Research and Application Center \(DUZEM\)](#). Distance education processes are planned and implemented in accordance with relevant directives and can also be utilized for formal education programs in compulsory situations. Additionally, the Dicle University Faculty of Theology Development Foundation (DİFAV) Publications serve as an institutional publishing house, with its activities managed by the [DİFAV Publishing House Commission](#).

Monitoring of teaching competence is conducted by the Dean's Office and relevant commissions. These monitoring activities include satisfaction surveys for faculty academic staff and students, as well as the analysis of data obtained from the [Academic Information System \(ABS\)](#), [Student Information System \(OBS\)](#), and distance education platforms. Furthermore, end-of-term evaluation meetings are held to review these processes.

Based on the data collected, improvement decisions are implemented to enhance academic staff competency levels. These efforts focus on expanding training-of-trainers activities, diversifying teaching methods, and refining assessment and evaluation processes.

Sub-Criterion Subject:	B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition, and Quality Assurance System)
Responsible Unit:	Dean's Office (Primary Responsible Unit) Quality Commission Quality Improvement and Control Commission Commission for the Development of Education and Training
Initial Planning Date:	2020 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Departmental Academic Boards , Students , Academic Personnel
External Stakeholders:	Rectorate , Provincial and District Muftiates , Directorate of National Education , DUZEM
International Stakeholders:	N/A
Fields of Implementation:	Faculty of Theology Curriculum, Academic Personnel
Monitoring Mechanisms:	Academic Staff Satisfaction Surveys Student Satisfaction Surveys Quality and Accreditation Steering Commission End-of-Term Meetings

	Commission for the Development of Education and Training End-of-Term Evaluation Meetings Academic Information System (ABS) Student Information System (OBS) DUZEM and ALMS (Learning Management System) Data
Performance Indicators:	Average of Academic Staff Evaluation Score (Student evaluations, %): (Target: 69% in 2026 / 70% in 2027) Number of Training-of-Trainers Programs organized: (Target: 1 in 2026 / 1 in 2027) Number of Academic Staff trained under the program: (Target: 50 in 2026 / 55 in 2027) Satisfaction Rate with the Training-of-Trainers programs (%): (Target: 67% in 2026 / 67% in 2027) Average Weekly Teaching Hours per academic staff (Two-semester average): (Target: 13 in 2026 / 12 in 2027)
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	Official Faculty Website , İLİTAM , DUZEM , OBS , ALMS

B.4.3. Incentives and Rewards for Educational Activities

Our institution maintains a meticulously defined process regarding incentive and reward mechanisms for education and training activities. In this context, various incentives and rewards are implemented to increase the participation of academic staff in educational activities, support academic productivity, and strengthen the sense of institutional belonging. These processes are conducted within the framework of the [Academic Incentive Regulation](#) and the [Procedures and Principles for Academic Incentives](#).

The institution follows a defined workflow for the planning of academic incentive processes. At the beginning of each year, a schedule regarding the academic incentive process is established, and the relevant criteria are announced to the academic staff. Applications for academic incentives are evaluated by the [Unit Academic Incentive Application and Review Commission](#) established within the faculty, and the results are forwarded to the Rectorate through the academic incentive system.

Incentive and reward processes in our institution are not limited to central legislation; they are also supported by faculty-specific practices. The [Unit and Academic Incentive Application and Review Commission](#) holds primary responsibility for the planning, implementation, and monitoring of these practices. However, the commission operates by taking into account the results obtained from planning meetings held with stakeholders by the [Quality and Accreditation Steering Commission](#) and the [Commission for the Development of Education and Training](#) at the beginning of the term, as well as evaluation meetings held at the end of the term. By ensuring that all responsible commissions act in coordination, the types of incentive and reward applications are planned and implemented, followed by the monitoring of results and the taking of necessary preventive measures. In this scope, the academic achievements, publication activities, thesis supervisions, and other scientific contributions of academic staff are made visible through various institutional platforms. Academic successes are shared via faculty social media accounts, newsletters, and promotional materials; plaques are presented, thereby increasing the motivation of academic staff.

Furthermore, communication groups are actively utilized within our institution to strengthen the motivation of academic and administrative staff. Through these groups, academic promotions, appointments, thesis completions, and similar achievements are shared and appreciated at the institutional level.

The planning, implementation, and monitoring of incentive and reward processes are carried out under the coordination of the Dean's Office by the [Quality and Accreditation Steering Commission](#), the [Commission for the Development of Education and Training](#), and the [Award and Incentive Commission](#). The processes are monitored through beginning-of-term planning meetings and end-of-term evaluation meetings.

As part of the monitoring activities, academic staff satisfaction surveys are administered, and the resulting data is analyzed. Additionally, the number of academic incentive applications, the number of rewarded personnel, and the rates of incentive utilization are regularly tracked.

Based on the collected data, improvement decisions regarding incentive and reward processes are made and implemented. Within this scope, efforts are carried out to develop incentive criteria, establish more inclusive reward mechanisms, and provide more effective support for academic performance.

Sub-Criterion Subject:	B.4.3. Incentives and Rewards for Educational Activities
Responsible Unit:	Dean's Office (Primary Responsible Unit) Quality Commission Quality Improvement and Control Commission Commission for the Development of Education and Training
Initial Planning Date:	2019 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Personnel Departmental Academic Boards
External Stakeholders:	Rectorate Council of Higher Education
International Stakeholders:	N/A
Fields of Implementation:	Academic Staff
Monitoring Mechanisms:	Academic Information System (ABS) Quality and Accreditation Higher Commission End-of-Term Evaluation Meetings Commission for the Development of Education and Training End-of-Term Evaluation Meetings

	Unit Academic Incentive Application and Review Commission
Performance Indicators:	<p>Average Academic Staff Satisfaction Survey Score: (2026: 67% / 2027: 68%)</p> <p>Number of Academic Incentive Applications: (2026: 25 / 2027: 26)</p> <p>Rate of Personnel Utilizing Incentives (%): (2026: 20% / 2027: 20%)</p> <p>Number of Awarded Academic Personnel: (2026: 15 / 2027: 16)</p> <p>Number of Academic Outputs (Publications, Projects, etc.): (2026: 25 / 2027: 26)</p>
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	<p>Official Faculty Website</p> <p>Academic Incentive Management System</p> <p>Internal Institutional Communication Groups</p>

B.5. Learning Resources

B.5.1. Learning Resources

Our institution maintains a meticulously defined process for the management and enhancement of learning resources. In this context, the planning, utilization, monitoring, and development of learning resources are conducted in alignment with the [2025–2029 Strategic Plan](#).

A defined workflow exists for the planning of learning resources. At the beginning of each academic year, existing physical and digital learning resources are evaluated, and requirements are identified during planning meetings coordinated by the Dean's Office. Throughout this process, the [Quality and Accreditation Steering Commission](#) and the [Commission for the Development of Education and Training](#) contribute to decision-making by considering internal and external stakeholder feedback. While the Dean's Office holds primary responsibility for resource management, the aforementioned commissions support the faculty administration

through decisions made during beginning-of-term planning and end-of-term evaluation meetings. Processes regarding learning resources are established and implemented in this way, with measures taken based on the evaluation of monitored results.

The processes related to the use of learning resources are also clearly defined at our institution. The faculty actively utilizes classrooms, reading rooms, the library, meeting rooms, and computer laboratories. Classroom utilization plans are drafted at the beginning of the term and updated based on feedback from academic personnel. A similar process is applied to the creation of examination schedules. Furthermore, the faculty supports the use of new technologies in education. Vocational development and career planning sessions are organized through the university's [Career Planning and Application Center](#), while the [Continuing Education Center](#) organizes various seminars and courses.

Library services in our institution are conducted in accordance with the [Dicle University Department of Library and Documentation](#) regulations. Access to library resources for academic staff, administrative staff, and students is provided within specific time and quantity limits. Additionally, inter-library cooperation allows for the acquisition of resources from other universities, a service available to academic staff and graduate students.

Digital learning resources are managed within defined frameworks. Distance education activities for the Theology Degree Completion Program (İLİTAM) are conducted via the [Dicle University Distance Education Research and Application Center \(DUZEM\)](#). Furthermore, when necessary, formal education processes can also be sustained through digital platforms

The monitoring of learning resources is carried out by the Dean's Office and relevant commissions. Monitoring activities include [satisfaction surveys for students and academic staff](#), as well as the analysis of classroom utilization rates, library usage data, and digital platform statistics. Findings are reviewed during end-of-term evaluation meetings.

Based on the collected data, improvement decisions are implemented to enhance learning resources. These efforts focus on increasing classroom capacity, strengthening digital infrastructure, and improving the overall quality of learning environments.

Sub-Criterion Subject:	B.5.1. Monitoring Processes for Learning Resources
Responsible Unit:	<ul style="list-style-type: none"> • Dean's Office (Primary Responsible Unit) • Quality Commission • Quality Improvement and Control Commission

	<ul style="list-style-type: none"> Commission for the Development of Education and Training
Initial Planning Date:	November 2018 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Personnel , Administrative Personnel , and Students
External Stakeholders:	<ul style="list-style-type: none"> Library Coordinatorship, Career Planning Application and Research Center, Continuing Education Center, Distance Education Center (DUZEM), Diyarbakır Provincial Muftiate
International Stakeholders:	<ul style="list-style-type: none"> N/A
Fields of Implementation:	All Units of the Faculty
Monitoring Mechanisms:	Quality and Accreditation Steering Commission End-of-Term Evaluation Meetings Commission for the Development of Education and Training End-of-Term Evaluation Meetings Student Satisfaction Surveys Academic Staff Satisfaction Surveys Library usage statistics Classroom utilization data DUZEM and ALMS (Learning Management System) data
Performance Indicators:	Academic Staff Satisfaction Survey Average: (Target: 67% in 2026 / 68% in 2027) Classroom Area / Student Number Ratio Library Resources / Student Number Ratio: (Target: 6.28 in 2026 / 6.96 in 2027)

	E-resource Number / Student Number Ratio: (Target: 1 in 2026 / 1.5 in 2027) Student Satisfaction Rate (%): (Target: 75% in 2026 / 80% in 2027)
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	ALMS, Official Faculty Website , Quality Improvement, e-mail, WhatsApp Grupları

B.5.2. Social, Cultural and Sporting Activities

Our Faculty seeks to support students not only in their academic development, but also in their social, cultural and sporting activities. In this regard, student clubs and societies organise various activities in accordance with the [Dicle University Student Societies/Clubs Guidelines](#). Through the broad range of opportunities provided by the Faculty and the University, students take an active part in social and cultural activities both on and off campus.

The process for enabling [student clubs](#) to carry out their activities more effectively is monitored by the Dean’s Office. The objective is to strengthen communication among club representatives and to support the use of the “club room” allocated for their common use. In addition, event announcements are published on the Faculty website and social media accounts. This ensures that students and the public are informed. All these processes are conducted with a view to enhancing coordination among clubs and encouraging student participation.

While sporting activities are supervised by the Faculty’s Sports Activities Committee, cultural activities are organised by the Promotion, Culture, Arts, Organisation, Events and Alumni Relations Committee. Faculty students contribute to the integration of the University with the local community by promoting social awareness through visits to village schools and by providing various forms of assistance to pupils. In addition, Faculty students actively take part in the football tournaments organised annually by Dicle University.

Acting with an [awareness of social responsibility](#), our Faculty undertakes various forms of cooperation with the Diyarbakır Provincial Directorate of National Education and the Diyarbakır Provincial Directorate of Religious Affairs in order to increase the level of religious

knowledge and awareness within the community. Within this framework, meetings are held and projects are developed to enable joint work with the relevant institutions. The Imam Shafi'i Research Centre, which operates within the Faculty, conducts academic research on the region's religious heritage and hosts various cultural events. Furthermore, the Centre for the Reading and Recitation of the Holy Quran, which operates within the University, aims to strengthen social interaction through events such as Quran recitation competitions.

In order to meet students' needs in respect of accommodation and academic support, various services are provided under protocols signed with the Diyarbakır Provincial Directorate of Religious Affairs, the Dicle Association and the Society for the Dissemination of Knowledge. Under the protocol with the Directorate of Religious Affairs, a large indoor area within the Selahaddin Eyyubi Mosque Complex has been allocated to our Faculty. Various academic and social service activities are carried out within the framework of [İŞAMER](#) at this important venue located in the city centre.

In order to improve access to academic resources, the Faculty library operates in cooperation with other university libraries under the University's Ali Emîrî Central Library, and students are provided with support in relation to borrowing books.

Sub-Criterion Subject:	B.5.2. Social, Cultural and Sporting Activities
Responsible Unit:	Dean's Office (Main responsible unit) Quality Commission, Quality Improvement and Control Commission, Education and Teaching Development Commission Sports Activities Committee Promotion, Culture, Arts, Organisation, Events and Alumni Relations Committee
Initial Planning Date:	November 2018 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Staff, Administrative Staff Students,

External Stakeholders:	<p>Dicle University Department of Health, Culture and Sport, Imam Shafi'i and Shafi'ism Research Application and Research Centre</p> <p>Application and Research Centre for Reading and Recitation of the Holy Quran, Diyarbakır Provincial Mufti's Office, Diyarbakır Provincial Directorate of National Education, Society for the Dissemination of Knowledge, Dicle Science, Wisdom, Youth and Solidarity Association</p>
International Stakeholders:	
Fields of Implementation:	<p>All Units of the Faculty</p>
Monitoring Mechanisms:	<p>Student satisfaction surveys</p> <p>Research and Development Commission</p> <p>Information and Evaluation Meetings of the Quality and Accreditation Commissions</p> <p>Process/Activity Monitoring Reports</p> <p>Process/Activity Monitoring Reports</p>
Performance Indicators:	<p>Number of library resources / number of students ratio (2026: 6.28 / 2027: 6.96)</p> <p>Number of e-resources / number of students ratio (2026: 1 / 2027: 1.5)</p> <p>Student satisfaction rate (%) (2026: 75% / 2027: 80%)</p> <p>Faculty Publication Bulletin</p> <p>Activity Reports</p>
Evaluation and Improvement Date:	<p>December-June</p>
Location of the Sub-Criteria within the Information Management System:	<p>Faculty Website, WhatsApp Groups</p>

B.5.3. Facilities and Infrastructure (Canteen, Halls of Residence, Technology-Equipped Study Areas, Medical Centre, etc.)

Faculty students may benefit from all social areas available on campus, and the use of such areas is subject to the established rules. The Faculty building sustained damage during the 2023 earthquake and has subsequently undergone strengthening works. During these works, improvements were also made to classrooms, lecture theatres and other communal areas. The Faculty continues, as a matter of administrative policy, to pursue modernisation works and to remedy existing deficiencies.

In addition to the facilities available on its own campus, our Faculty also benefits from the University's infrastructure, including the canteen, halls of residence, conference halls and sports centre. The canteen located within the Faculty building provides students with the opportunity to have healthy and balanced meals. The canteen will be fully refurbished and given a modern appearance in 2024. Academic and administrative staff also benefit from the same meals, and a shared catering service is provided for both students and staff.

In addition, the canteen located in the Faculty garden is open every weekday and offers students various food and beverage options.

Academic staff, administrative staff and students may also benefit from the University's various social facilities, such as the summer camp, guesthouse and restaurant, subject to the specified conditions. The University provides accommodation for its members at [Dicle University Guesthouse-1](#) and [Guesthouse-2](#), and further support is provided through various social services available at these facilities, such as the swimming pool.

Sub-Criterion Subject:	B.5.3. Facilities and Infrastructure (Dining Hall, Halls of Residence, Technology-Equipped Study Areas, Medical Centre, etc.)
Responsible Unit:	Dean's Office (Main responsible unit) Quality Commission , Quality Improvement and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	December 2022 (pp. 16-18) 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)

Internal Stakeholders:	Academic Staff , Administrative Staff
External Stakeholders:	Library Coordination Office , Diyarbakır Provincial Mufti's Office , Diyarbakır Metropolitan Municipality
International Stakeholders:	
Fields of Implementation:	All Physical Areas of the Faculty
Monitoring Mechanisms:	Student satisfaction surveys Academic staff satisfaction surveys
Performance Indicators:	Number of library resources / number of students ratio (2026: 6.28 / 2027: 6.96) Number of e-resources / number of students ratio (2026: 1 / 2027: 1.5) Student satisfaction rate (%) (2026: 75% / 2027: 80%) Faculty Publication Bulletin Activity Reports Process/Activity Monitoring Forms Evaluation Meetings on the Activities of the Education and Teaching Development Commission
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	Faculty Website , email address of the Quality Improvement Coordination Office , WhatsApp Groups

B.5.4. Accessible Faculty

Our Faculty implements various accessibility measures in order to ensure the full participation of people with disabilities in educational and social life. In this context, disabled access ramps are available at the entrances to and exits from the building, and tactile guidance paths for visually impaired persons are provided in both indoor and outdoor areas. Lifts are available to facilitate access to the upper floors, and these lifts include Braille guide markings prepared for visually impaired persons. In addition, the open car park includes dedicated parking spaces for

people with disabilities, and accessible architectural arrangements, including yellow-striped areas, ramps and accessible toilets, are provided in areas with high levels of use.

Our University continuously develops accessibility practices across the campus in order to promote the active participation of people with disabilities in academic and social life. In this context, within the scope of the “Accessible University Awards” presented by the Council of Higher Education (YÖK) in June 2020, Dicle University received six “[Accessible University Flag Awards](#)”, while our Faculty was considered worthy of the [Orange Flag Award](#) in the “Accessibility in Space” category, thereby demonstrating its commitment to accessible education.

Our Faculty works in cooperation with the [Education and Teaching Development Commission](#) in order to ensure the sustainability of the “Accessible Faculty” approach. In line with the [Strategic Plan](#), it acts in coordination with the Faculty administration to evaluate the opportunities available to students with disabilities, to address any deficiencies, and to implement the necessary improvements.

Sub-Criterion Subject:	B.5.4. Accessible Faculty
Responsible Unit:	Dean’s Office (Main responsible unit) Quality Commission , Quality Improvement and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	December 2022 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Staff , Administrative Staff and Students,
External Stakeholders:	Dicle University Application and Research Centre for Disabled Persons
International Stakeholders:	-
Fields of Implementation:	Relevant Physical Areas of the Faculty
Monitoring Mechanisms:	Student Satisfaction Surveys
Performance Indicators:	Orange Flag Award for Accessibility in Space Dicle University Faculty of Divinity Bulletin

	Evaluation Meetings on the Activities of the Education and Teaching Development Commission
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	Dicle University Electronic Information System (EBYS) , Faculty Website , WhatsApp Groups

B.5.5. Guidance, Psychological Counselling and Career Services

The guidance, psychological counselling and career services provided to students at our institution are delivered primarily by advisers appointed within the framework of the [Counselling Management System](#). Academic advisory services for students are provided by our academic staff, and students' progress is monitored through the student information system.

From the point at which a student enrolls at the institution, the academic advisers assigned to each student provide support on both academic and personal matters and offer guidance on career development. This process is intended to contribute to students' development of lifelong learning habits and research skills. In accordance with the [Dicle University Student Counselling Guidelines](#), advisers assigned to each student group provide students with guidance and career services.

Advisers inform students of regulatory changes within the University's academic and administrative units, as well as updates to the curriculum. They also deliver presentations and provide guidance on matters such as domestic and international exchange programmes, lateral transfer opportunities and career planning. In order to identify and address students' psychological, social and spiritual needs, advisers maintain regular communication with students and provide them with support throughout this process.

In order to strengthen students' adaptation to the Faculty and reinforce their sense of belonging, student advisers work in cooperation with the University's specialist psychologists and carry out activities within the [Psychological and Social Counselling Application and Research Centre](#). Guidance and counselling services tailored to students' needs are provided on a regular basis, and requests for guidance in relation to events organised by clubs or specific student groups, such as conferences and trips, are also met.

In order to raise students' awareness of career planning, various events are organised by the [Dicle University Career Planning and Application Centre](#). In addition, as part of career days, conferences are held for the students of our Faculty, at which successful professionals speak about their professional careers.

Sub-Criterion Subject:	B.5.5. Guidance, Psychological Counselling and Career Services
Responsible Unit:	Dean's Office (Main responsible unit) Quality Commission , Quality Improvement and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Staff , Administrative Staff and Students,
External Stakeholders:	Career Planning Application and Research Centre , Continuing Education Centre , Psychological and Social Counselling Application and Research Centre , Diyarbakır Provincial Mufti's Office , Diyarbakır Metropolitan Municipality
International Stakeholders:	-
Fields of Implementation:	Undergraduate and Postgraduate Students
Monitoring Mechanisms:	Student satisfaction surveys
Performance Indicators:	Average of the Academic Staff Member Evaluation Survey (student evaluations) (as a percentage) (2026: 69% / 2027: 70%) Students' satisfaction rate with the programme in which they are enrolled (as a percentage) (2026: 75% / 2027: 80%) Average of the Academic Adviser Evaluation Survey (student evaluations) (2026: 60% / 2027: 60%)

	<p>Average of the Academic Staff Satisfaction Survey (2026: 67% / 2027: 68%)</p> <p>Average of the Alumni Satisfaction Survey (2026: 65% / 2027: 66%)</p> <p>Average of the Administrative Staff Satisfaction Survey (2026: 75% / 2027: 76%)</p> <p>Faculty Publication Bulletin</p> <p>Activity Reports</p> <p>Faculty of Divinity academic adviser evaluations</p> <p>Evaluation Meetings on the Activities of the Education and Teaching Development Commission</p>
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	<p>ALMS, Faculty Website, email address of the Quality Improvement Coordination Office, Dicle University Student Information System (OBS), Dicle University Electronic Information System (EBYS), Counselling Management System, WhatsApp Groups</p>

B.6. Monitoring and Updating the Programme

B.6.1. Monitoring and Updating Programme Outcomes

All processes relating to the determination and updating of the programme objectives, programme outcomes, programme-specific criteria and course learning outcomes are established in accordance with PDCA principles and, in line with the [2025-2029 Strategic Plan](#), the [Dicle University Undergraduate and Postgraduate Education](#), Teaching and Examination Regulations, and the Strategic Objectives and Targets determined by the Education and Teaching Development Commission. The defined processes for monitoring and updating the programmes and courses conducted by the Faculty are set out in the [Dicle University Undergraduate and Postgraduate Education](#), Teaching and Examination Regulations.

Members of each department hold meetings to discuss the programme outcomes relating to their respective disciplines and the end-of-term course evaluations; at these meetings, they determine the programme outcomes of the relevant discipline and its contribution to the objectives of the divinity programme.

The extent to which programme outcomes have been achieved is determined through [student satisfaction surveys](#) and [course evaluation surveys](#), by obtaining the views of the students taking the relevant course. The data obtained are evaluated at the end of the academic year at internal stakeholder meetings and academic board meetings. As a result of these meetings, deficiencies are identified and measures are taken to eliminate them. Accordingly, the necessary steps for remedying the deficiencies identified through programme monitoring are determined, and updates are carried out accordingly. In updating the programmes, the views and suggestions of external stakeholders are also utilised, together with those of internal stakeholders.

The Education and Teaching Development Commission carries out work on programme outcomes, course learning outcomes, the relationship between them, and their compatibility with [IAA](#) outcomes. The Quality Commission and the Quality Assurance System Development Commission monitor the process from a quality perspective; they submit their findings and proposals to the Dean's Office for discussion by the Quality Commission during certain months of the year. The Quality Commission meets at specific times during the year to review the reports received by the Dean's Office and communicates its evaluations to the Dean's Office. The Dean's Office takes the necessary measures and implements improvements in line with the Commission's evaluations, while also taking into account the views of internal and external stakeholders.

Sub-Criterion Subject:	B.6.1. Monitoring and Updating Programme Outcomes
Responsible Unit:	Dean's Office (Main responsible unit) Quality Commission , Quality Improvement and Control Commission , Education and Teaching Development Commission
Initial Planning Date:	November 2018 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Staff of Dicle University Faculty of Divinity , Heads of Departments of the Faculty of Divinity , Heads of Divisions of the Faculty of Divinity , Students of the Faculty of Divinity ,
	Dicle University Department of Student Affairs ,

External Stakeholders:	Diyarbakır Provincial Mufti's Office, Diyarbakır Provincial Directorate of National Education, Alumni,
International Stakeholders:	-
Fields of Implementation:	Dicle University Faculty of Divinity Curriculum-Programmes Dicle University Faculty of Divinity Course Information Packages
Monitoring Mechanisms:	Education and Teaching Development Commission, Dicle University Associate Degree and Undergraduate Education, Teaching and Examination Regulations, Faculty of Divinity Programme Objectives, Faculty of Divinity Programme Outcomes, Table of the Course and the Programme Outcome Met by the Course, Course Evaluation Files, Faculty of Divinity Alumni Surveys, Dicle University Faculty of Divinity Surveys on the Level of Achievement of the Programme's Educational Objectives, Dicle University Faculty of Divinity Surveys on the Satisfaction Level of the Business World Regarding Alumni Competencies,
Performance Indicators:	Course Evaluation Survey Results, Course Evaluation Files, Courses and Information Packages in the Divinity Programme, Table of the Course and the Programme Outcome Met by the Course, Faculty of Divinity Programme Objectives, Faculty of Divinity Programme Outcomes, Discipline-Specific Criteria of the Faculty of Divinity,

	<p>Average of the Academic Staff Member Evaluation Survey (student evaluations) (as a percentage) (2026: 69% / 2027: 70%)</p> <p>Students' satisfaction rate with the programme in which they are enrolled (as a percentage) (2026: 75% / 2027: 80%)</p> <p>Average of the Academic Staff Satisfaction Survey (2026: 67% / 2027: 68%)</p> <p>Average of the Alumni Satisfaction Survey (2026: 65% / 2027: 66%)</p> <p>Average of the Administrative Staff Satisfaction Survey (2026: 75% / 2027: 76%)</p>
Evaluation and Improvement Date:	December - June
Location of the Sub-Criteria within the Information Management System:	<p>Dicle University Bologna Page</p> <p>Dicle University Student Information System (OBS)</p> <p>Dicle University Electronic Information System</p> <p>Dicle University Electronic Information System (EBYS)</p>

B.6.2. Graduate Tracking System

The Faculty determines the processes relating to graduates and the graduate tracking system in accordance with PDCA principles, and implements them in line with the strategic objectives and targets set out in the 2025-2029 Strategic Plan, taking into account the Dicle University Regulations on Associate and Bachelor's Degree Education, Teaching and Examinations. In line with the defined strategic objectives, WhatsApp groups are created for graduates in order to contribute to their professional development and employment, and communication with graduates is coordinated. In addition, annual reunion meetings are organised for graduates. Consultations are held with external stakeholders (DIB, MEB, etc.), and meetings are conducted to determine graduate competencies. Graduate competencies are identified through surveys carried out with graduates and other external stakeholders. Survey results are evaluated at meetings held with internal and external stakeholders. Measures are taken to remedy identified deficiencies, thereby enabling improvements to be made to the programme.

The Education and Teaching Development Commission oversees communication with graduates and the processes relating to graduates. The Dean's Office, the Quality Commission and the Quality Assurance System Development Commission monitor the processes from a quality perspective; they submit their findings and proposals to the Dean's Office for discussion by the Quality Commission at meetings held throughout the year. The Dean's Office implements the necessary improvements in line with the Commission's evaluations, taking into account the views of internal and external stakeholders.

Sub-Criterion Subject:	B.6.2. Graduate Tracking System
Responsible Unit:	Dean's Office (Main responsible unit) Quality Commission, Quality Improvement and Control Commission, Education and Teaching Development Commission
Initial Planning Date:	August 2023 2021 (Quality Manual, Version 1) 2023 (Quality Manual, Version 2) 2025 (Quality Manual, Version 3)
Internal Stakeholders:	Academic Staff of Dicle University Faculty of Divinity, Heads of Departments of the Faculty of Divinity, Heads of Divisions of the Faculty of Divinity, Students of the Faculty of Divinity,
External Stakeholders:	Dicle University Department of Student Affairs, Diyarbakır Provincial Mufti's Office, Diyarbakır Provincial Directorate of National Education, Alumni,
International Stakeholders:	-
Fields of Implementation:	Dicle University Faculty of Divinity Curriculum-Programmes Dicle University Faculty of Divinity Course Information Packages
	Education and Teaching Development Commission, Dicle University Associate Degree and Undergraduate Education, Teaching and Examination Regulations,

<p>Monitoring Mechanisms:</p>	<p>Faculty of Divinity Programme Objectives, Faculty of Divinity Programme Outcomes, Table of the Course and the Programme Outcome Addressed by the Course, Course Evaluation Files, Faculty of Divinity Alumni Surveys, Course Evaluation Surveys, Dicle University Faculty of Divinity Surveys on the Level of Achievement of the Programme’s Educational Objectives, Dicle University Faculty of Divinity Surveys on the Satisfaction Level of the Business World Regarding Alumni Competencies,</p>
<p>Performance Indicators:</p>	<p>Course Evaluation Survey Results, Course Evaluation Files, Courses and Information Packages in the Divinity Programme, Table of the Course and the Programme Outcome Addressed by the Course, Faculty of Divinity Programme Objectives, Faculty of Divinity Programme Outcomes, Discipline-Specific Criteria of the Faculty of Divinity, Average of the Academic Staff Member Evaluation Survey (student evaluations) (as a percentage) (2026: 69% / 2027: 70%) Students’ satisfaction rate with the programme in which they are enrolled (as a percentage) (2026: 75% / 2027: 80%) Average of the Academic Staff Satisfaction Survey (2026: 67% / 2027: 68%) Average of the Alumni Satisfaction Survey (2026: 65% / 2027: 66%)</p>

	Average of the Administrative Staff Satisfaction Survey (2026: 75% / 2027: 76%)
Evaluation and Improvement Date:	December-June
Location of the Sub-Criteria within the Information Management System:	Dicle University Bologna Page Dicle University Student Information System (OBS) Dicle University Electronic Information System Dicle University Electronic Information System (EBYS)

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategies

The Research and Development Strategy is implemented within the framework of the strategic principles set out in the [Dicle University Faculty of Divinity 2025-2029 Strategic Plan](#). The Institution's Research and Development Strategy, within the framework of the 2025-2029 Strategic Plan, has the following objectives:

Objective 1: To strengthen the Faculty's research and development activities in line with national and international standards

Objective 2: To improve the Faculty's research resources in terms of both quality and quantity

Objective 3: To enhance the quality of the research and development competence of academic staff

Objective 4: To carry out planned activities and monitor their progress with a view to increasing quality and efficiency in academic research

Our Institution has established a [Research and Development Commission](#) in order to achieve these stated objectives. Furthermore, in order to ensure that the processes relating to these activities are carried out in a more robust, planned and efficient manner, [a Quality Manual](#) was prepared in 2021, and within this framework, strategic objectives to be achieved in both teaching and research activities were defined. [The Quality Manual](#) was revised in 2023, taking into account new activities.

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

Our Institution's research strategy is developed in line with the University's research strategy. Certain elements of these research strategies are incorporated into the research objectives. The basis of our Institution's research objectives is the institutional strategic plan. Research objectives and strategies are prepared as five-year programmes, taking into account the views of internal and external stakeholders. These programmes are updated by comparing the current position with the information set out in previous strategic documents. During this updating process, performance evaluation data and internal evaluation reports are taken into consideration. The updated programmes relating to the Institution's research objectives and strategy are also reviewed by the [Quality and Development Committees](#). The final version of the necessary updates to the Institution's research and development strategy is submitted to the Dean's Office in the form of a report. The 2025-2029 research strategy principles and objectives established by our Institution in line with the framework set out in the "2025-2029 Dicle University Faculty of Divinity Strategic Plan" are as follows:

Our Institution's research strategy is developed in line with the University's research strategy. Certain research strategies are included among the research objectives. One of the Institution's research strategies is

Strategic Objective 1.3: To encourage Faculty researchers to conduct regional and local studies in collaboration with external stakeholders, and

The objectives determined in line with S.O. 1.3 are as follows:

- To contribute to the enhancement of the activities of the Research and Development Commission and the Research and Application Centres within the University, in cooperation with external stakeholders, with a view to developing partnerships and related work with national and international external stakeholders
- To increase the volume of high-quality and productive research and development work and to develop opportunities for adapting such work for the public good
- To improve the opportunities available to academic staff and students within the Institution to access national and international funding and to increase the number of grants obtained

Strategic Objective 3: To enhance the quality of the research and development capabilities of teaching staff

The objectives defined under Strategic Objective 3 are as follows:

- To encourage our Faculty’s researchers to produce high-quality national and international publications
- To improve the quality and quantity of national and international publications and research produced by Faculty researchers
- To enhance the reliability of the academic work carried out by Faculty researchers

Sub-Criterion Subject:	C.1.1. The Institution’s Research Policy, Objectives and Strategy
Responsible Unit:	Dean’s Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff Administrative Staff Students
External Stakeholders:	Dicle University Project Coordination Application and Research Centre Dicle University Distance Education Application and Research Centre BAP DİGED Melik Ahmet High School Diyarbakır Provincial Mufti’s Office Dicle University Faculty of Divinity Development Foundation
International Stakeholders:	Unit International Advisory Board
Fields of Implementation:	Academic and Administrative Staff Students Alumni
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group

	Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Analyses of collaborations with external stakeholders for encouraging Faculty researchers to conduct regional and local studies (p. 34) Evaluation data on the quality of the research and development competence of teaching staff (pp. 131-135) Satisfaction Survey Results (77%) Activity Reports (2025 pp. 27-45) Average annual number of publications per academic staff member in journals indexed in SCI, SSCI, A&HCI and ESCI, not produced through international collaboration (p. 196) (0.09) Teaching Staff Publications Table (2025) Scientific Publication Score (p. 197) (0.04) Citation Score (p. 198) (1.50)
Evaluation and Improvement Date:	December
Location of the Sub-Criteria within the Information Management System:	Faculty Website WhatsApp Groups Quality Management System email address Evidence Repository (2025)

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

The management of research and development processes within the Institution is undertaken by the a [Research and Development Commission](#). The activities of this Commission are carried out with the participation of the Chair and members of the R&D Commission. The participation of a member representing external stakeholders in the Commission's activities is also encouraged. Where necessary, decisions taken by the Commission are also submitted to external stakeholders for their general views. The decisions taken at these meetings, which are intended to ensure broad participation and to benefit from diverse views, are submitted to the Dean's Office for approval. The necessary procedures are carried out for the implementation of improvement proposals deemed appropriate by the Dean's Office. The Research and Development Commission cooperates with the [Quality and Development Commissions](#) where required for the implementation of these improvement proposals.

Our Commission organises the Faculty's research and development activities and keeps records of these activities. The archive of the Faculty's scientific research and development activities is maintained within this unit. Upon request, the relevant documents are provided by this Commission. Our Commission convenes as necessary in order to discuss ongoing work and to take decisions regarding future actions. The Commission's recommendations and the measures it considers necessary are submitted to the Dean's Office for information and approval. The Research and Development Commission consists of the Commission Chair, 1 Chair, 4 members, 1 adviser and 1 student representative:

Assistant Professor Dr Abdulmelik İbrahimoglu (Chair)

Lecturer Dr Mehmet Gülnihal (Member)

Research Assistant Dr Halis Çavuşoglu (Member)

Research Assistant Mustafa Alagözoğlu (Member)

Dr Vildan Özişçi (Member)

Professor Dr Canan Seyfeli (Adviser)

Özlem Varlı (Student Representative)

Sub-Criterion Subject:	C.1.2. Management of Research and Development Processes and Organisational Structure
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission

Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	Dicle University Project Coordination Application and Research Centre BAP Dicle University Faculty of Divinity Development Foundation
International Stakeholders:	-
Fields of Implementation:	Academic and Administrative Staff Students Alumni
Monitoring Mechanisms:	Monitoring of the Process through the R&D Commission Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) Academic Staff Satisfaction Survey (75%) Dicle University Faculty of Divinity Activity Reports (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Activity Reports (2025 pp. 27-45) Satisfaction Survey Results (77%)
Evaluation and Improvement Date:	December

Location of the Sub-Criteria within the Information Management System:	Faculty Website WhatsApp Groups Quality Management System email address Evidence Repository (2025)
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C.1.3. The Relationship Between Research and Local, Regional and National Needs and Demands

Our Institution aims to ensure that local, regional and national needs and priorities are taken into account in its research and development activities. Within this framework, the activities carried out by the [Research and Development Commission](#), together with the general meetings held within our Institution in relation to research activities, are intended to ensure that the activities undertaken by our Institution primarily address local, regional and national needs, in that order.

As our Institution is located in a region bordering countries such as Iraq and Syria, it is also considered important to address international needs and demands. In order to ensure that research conducted at our Institution responds to local, regional and national needs and demands, the Research and Development Commission works in coordination with the [Quality and Development Commissions](#) and submits any necessary arrangements to the Dean's Office.

A meeting was held in the Faculty of Divinity Meeting Hall regarding the updating of the 2025 Quality Manual. The Commission Chair, Dr Abdulmelik İbrahimoglu, stated that certain ambiguities in the tables contained in the Quality Manual needed to be clarified. Accordingly, the Commission members and the Chair decided to update this information. It was agreed that no updates were required in respect of the performance indicators.

Sub-Criterion Subject:	C.1.3. The Relationship Between Research and Local, Regional and National Needs and Demands
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	Dicle University Project Coordination Application and Research Centre

	Dicle University Distance Education Application and Research Centre BAP DİGED
International Stakeholders:	Institutions with which the University has agreements: Erasmus: (KA107, Sequence No. 42, 47) (KA131, Sequence No. 11, 142) Yarmouk University (Jordan) (1), (2), (3) University of Malaya (Malaysia) University of Cadiz (Spain) Imam Bukhari International Scientific Research Centre (Uzbekistan)
Fields of Application:	Academic and Administrative Staff Students Alumni
Monitoring Mechanisms:	Monitoring of the Process through the R&D Commission Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) Academic Staff Satisfaction Survey (75%) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1, 2, 3, 4, 5, 6)
Performance Indicators:	The quantity and quality of faculty members' publications addressing local/regional/national needs and demands (pp. 117-120) Satisfaction Survey Results (77%) Activity Reports (2025, pp. 26-45)

	Average annual number of completed internationally collaborative projects per faculty member (p. 195) (0.05) Number of ongoing internationally collaborative projects per faculty member (pp. 195, 198) (0.03) Number of ongoing externally funded projects per faculty member (p. 194) (0.08)
Evaluation and Improvement Date:	December
Location of Sub-criteria in the Information Management System:	Faculty Website WhatsApp Groups Quality Management System email address Evidence Repository (2025)

C.2. Research Sources:

C.2.1. Research Sources: Physical, Technical, and Financial

Our Faculty is institutionally responsible for providing physical, technical, and financial resources to ensure that academic staff and students can benefit equally from research opportunities. The principles governing the allocation and use of offices assigned to academic and administrative staff, which constitute part of the physical facilities, are determined by the Dean's Office. Our institution is responsible for supplying the technical equipment required by administrative personnel and by department chairs working in close coordination with administrative staff.

In addition to the central budget, the institution also engages with external stakeholders to provide support for academic staff research activities. External stakeholders are encouraged to support activities such as symposiums, panels, workshops, and seminars. Faculty members are encouraged to obtain support for their projects from BAP (Scientific Research Projects Coordination Unit), TÜBİTAK, public institutions and organizations, as well as non-governmental organizations (NGOs).

The Dean's Office is responsible for overseeing the processes related to research sources in terms of physical, technical, and financial aspects. Monitoring the quality of these processes falls under the responsibility of the [Research and Development Commission](#). The Commission submits its evaluations and recommendations to the Dean's Office at the end of each year. The Dean's Office implements the necessary improvements taking into consideration the opinions of stakeholders.

Communication networks and tools such as [EBYS \(Electronic Information System\)](#), various notice boards within the building, meetings, telephone communication, internet services, and e-mail are utilized to enhance the effectiveness and efficiency of resource utilization.

Sub-criterion Topic:	C.2.1. Research Sources: Physical, Technical, Financial
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	DÜBAP A Number of Public Institutions and Organizations: Diyarbakır Provincial Mufti's Office Yenişehir District Mufti's Office Karacadağ Development Agency NGOs: Türkiye Diyanet Foundation DİVAF
International Stakeholders:	Erasmus Programme partners (KA107, Serial No. 42, 47; KA131, Serial No. 11, 142) Yarmouk University (Jordan) (1, 2, 3)
Fields of Application:	Physical, Technical, and Financial Implementation Areas of the Faculty
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45)

	Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Satisfaction rate of academic staff regarding physical, technical, and financial resources (70%) Student Satisfaction Survey (73%) Trends over the years: Activity Reports
Evaluation and Improvement Date:	December / June
Location of Sub-criteria in the Information Management System:	Dicle University Library Automation System Faculty Website and Student Information System (SIS) Quality Management System email address WhatsApp Groups (academic and administrative staff, and student groups)

C.2.2. Internal University Resources

Within the framework of institutional scientific activities, faculty members are supported in benefiting from the [Scientific Research Projects Unit \(BAP\)](#) and other internal university resources in order to contribute to their scholarly studies. Furthermore, the academic staff and undergraduate/graduate students of our Faculty are encouraged to receive support from internal university resources. Our University provides funds for the execution of academic activities. In this context, the development of research potential is aimed at, and support for projects, conferences, travel, invitations of experts. BAP provides personal research funds as well.

Projects completed or currently conducted by the academic staff of our Faculty are monitored by the [Research and Development Commission](#). In line with the requests and suggestions received from academics, the Commission carries out informative activities aimed at increasing researchers' contributions to project development. At the end of each academic term, the Research and Development Commission convenes to review the outcomes and report them to the Dean's Office. Based on the Commission's reports and by also taking into consideration the opinions of other stakeholders, the Dean's Office implements the necessary improvements.

Sub-criterion Topic:	C.2.2. University Internal Resources
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)

Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders	Advisory Boards DÜBAP
International Stakeholders:	Erasmus Programme partners (KA107, Serial No. 42, 47 ; KA131, Serial No. 11, 142) Yarmouk University (Jordan) (1 , 2 , 3)
Fields of Application:	All Academic Departments
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Trends of university internal research resources over the years Annual Activity Report (2025, pp. 33–40)
Evaluation and Improvement Date:	December / June
Location of Sub-criteria in the Information Management System:	Faculty Website Quality Management System email address DÜBAP Web Page WhatsApp Groups (academic and administrative staff, and student groups)

C.2.3. Orientation toward External Resources (Methods and Support Mechanisms)

Our Faculty supports project applications to direct academic staff toward external funding sources and monitors the processes of ongoing projects. In this regard, it supports benefiting from external resources through cooperation with national and international institutions. By encouraging and supporting research programs conducted by reliable public institutions and organizations outside the University, the Faculty prepares a collaborative working environment. It also benefits from external stakeholders by signing bilateral protocols with relevant institutions.

Our Faculty monitors and reviews project calls in the field of theology and informs the relevant faculty members about such opportunities. The Research and Development Commission is responsible for issues related to external resources. This Commission follows and examines the activities carried out, identifies any deficiencies, and, by taking into consideration the opinions of other stakeholders, submits to the Dean's Office at the end of each year its recommendations regarding the improvements that should be implemented.

Sub-Criterion Topic:	C.2.3. Orientation Towards External Funding Sources (Methods and Supports)
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	Advisory Boards DÜBAP A Number of Public Institutions and Organizations: Yenişehir District Mufti's Office Türkiye Diyanet Foundation DİGED
International Stakeholders:	Institutions with which the Faculty has agreements: Imam Bukhari International Research Center – Uzbekistan University of Sulaymaniyah – Iraq Universities partnered within the scope of Erasmus Programmes
Areas of Implementation:	All Academic Departments
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%)

	<p>Management Review Meetings (2025)</p> <p>Monitoring of the Process through the R&D Commission WhatsApp Group</p> <p>Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025)</p> <p>R&D Commission Meeting Minutes (2025)</p> <p>Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42)</p> <p>Quality Handbook 2025 v.3 (pp. 86-92)</p> <p>Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45)</p> <p>Performance Reports (2025 p. 49)</p> <p>Unit Performance Reports (2025 pp. 1-4)</p> <p>Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42)</p> <p>Self-Evaluation Reports (2024 pp. 110-116)</p> <p>Review Meetings (2025 Evaluation Meeting Minutes)</p> <p>Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1, 2, 3, 4, 5, 6)</p>
<p>Performance Indicators:</p>	<p>Trends in internal university research resources by years</p> <p>Diversity and utilization data regarding faculty members' use of external funding resources</p> <p>Number of applications to external funding sources and numerical data on external funding support</p> <p>Average annual number of completed externally funded projects per faculty member (0.09)</p> <p>Number of ongoing externally funded projects per faculty member (0.08)</p> <p>Average annual total budget of completed externally funded projects (-)</p> <p>Total budget of ongoing externally funded projects (\$80,000)</p> <p>Ratio of the total budget of ongoing externally funded projects to the number of ongoing externally funded projects (100%)</p> <p>Average annual number of completed international collaborative projects per faculty member (0.05)</p> <p>Number of ongoing international collaborative projects per faculty member (0.03)</p>

	Number of fields included in the Council of Higher Education (YÖK) 100/2000 Doctoral Scholarship Programme (-) Number of students included in the YÖK 100/2000 Doctoral Scholarship Programme (1)
Evaluation and Improvement Date:	December / June
Location of the Sub-Criteria in the Information Management System:	Faculty Website DÜBAP Web Page WhatsApp Groups (academic and administrative staff, and student groups)

C.2.4. Graduate Programs Aligned with the Institution’s Research Policy, Objectives, and Strategy

In order to implement and develop the institution’s research policy, objectives, and strategy, the [Departments of Basic Islamic Sciences](#), [Philosophy and Religious Studies](#), and [Islamic History and Arts](#) within the [Faculty of Theology](#) work in coordination with the Institute of Social Sciences. Within this framework, each department prepares and implements its own semester-based activity plan. The institution supports efforts toward the establishment and execution of interdisciplinary graduate programs in addition to those in the field of theology. Graduate students are admitted to the relevant departments, and development and improvement activities are carried out meticulously for academic divisions considered insufficient provided that the necessary conditions are met.

The relevant departments and academic divisions are responsible for opening and developing graduate programs that are consistent and aligned with the Faculty’s research policy, objectives, and strategy. The [Research and Development Commission](#) monitors the process in terms of quality and submits its evaluations and recommendations to the Dean’s Office. Based on the Commission’s assessments and by taking into account the opinions of stakeholders, the Dean’s Office implements the necessary improvements and arrangements.

Sub-Criterion Topic:	C.2.4. Graduate Programmes Aligned with the Institution’s Research Policy, Objectives, and Strategy
Responsible Unit:	Dean’s Office (Main responsible unit) Research and Development Commission Department and Division Chairmanships Unit Quality Coordinatorship
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	Dicle University Institute of Social Sciences Diyarbakır Religious Specialization Center

	Diyarbakır Provincial Directorate of Religious Affairs Diyarbakır Provincial Directorate of National Education
International Stakeholders:	Institutions with which the University has agreements: Yarmouk University (Jordan) (1 , 2 , 3)
Areas of Implementation:	All Academic Departments
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (E.g. 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Academic Staff Surveys: Academic Staff Satisfaction Survey (75%) Graduate Student Satisfaction Survey (74%) Number of Students in Graduate Programmes by Years (150) Number of thesis-based master's students per faculty member (33) Number of doctoral students per faculty member (37)

	Average annual number of doctoral graduates per faculty member (5)
Evaluation and Improvement Date:	December / June
Location of the Sub-Criteria in the Information Management System:	Faculty Website and Student Information System (SIS) Dicle University Institute of Social Sciences Website

C.3. Research Competence

C.3.1. Research Competence of Academic Staff and the Development of Research Competence

Our institution has a defined process for the development of the research competence of its academic staff and students. In this regard, the Research and Development Strategy of our institution is implemented within the framework of the strategic principles set forth in [the 2025–2029 Strategic Plan of the Dicle University Faculty of Theology](#). Research competence refers to the systematic use of the knowledge, skills, and resources required to enhance the effectiveness, accuracy, and originality of academic and scientific studies. Researchers' access to interdisciplinary knowledge, their ability to apply innovative methods, and the processes through which they publish their findings in accordance with national and international standards constitute the fundamental elements of research competence. In this process, the Quality Handbook serves as a guide for faculty researchers in developing these competencies and adopting a quality-oriented approach in research processes.

Sub-Criterion Topic:	C.3.1. Research Competence of Academic Staff and the Development of Research Competence
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	Quality Development Coordinatorship Office of External Relations DÜBAP Coordinatorship Dicle University Project Coordination Application and Research Centre
International Stakeholders:	Institutions with which the University has agreements: Erasmus Programme partners (KA107, Serial No. 42, 47 ; KA131, Serial No. 11, 142)

	Yarmouk University (Jordan) (1, 2, 3) University of Malaya University of Cádiz Imam Bukhari International Research Center – Uzbekistan
Areas of Implementation:	Academic Staff and Students
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Minutes of R&D Commission Meetings (2025) Strategic Plans (Performance Status Analyses in the 2025–2029 Strategic Plan) (p. 41) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32–45) Unit Performance Reports (2025, pp. 1–4) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025)
Performance Indicators:	Satisfaction Survey Results (77%) Activity Reports (2025) Average annual number of completed international collaborative projects per faculty member (p. 195) (0.05) Number of ongoing international collaborative projects per faculty member (pp. 195, 198) (0.03) Number of ongoing externally funded projects per faculty member (p. 194) (0.08)
Evaluation and Improvement Date:	December
Location of the Sub-Criteria in the Information Management System:	Faculty Website Quality Management System email address WhatsApp Groups (academic and administrative staff, and student groups) Evidence Repository (2025)

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

Based on its strategic position at the local and regional levels, our institution implements research and development policies aimed at strengthening cooperation with internal and external stakeholders and ensuring participation in these processes by taking into consideration regional, national, and international needs and priorities in research and development activities.

In this context, the institution signs cooperation protocols with various institutions and units and contributes to diverse research activities. While the execution of joint programs with national and international research units is coordinated by the Dean’s Office, relations with international stakeholders are carried out through the Foreign Relations Office. The evaluation and reporting of processes, as well as the implementation of necessary measures, are conducted through the cooperation of the Research and Development Commission and other relevant commissions.

Sub-Criterion Topic:	C.3.2. National and International Joint Programmes and Joint Research Units
Responsible Unit:	Dean’s Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff and Administrative Staff Students
External Stakeholders:	Rectorate Quality Development Coordinatorship Office of External Relations Mevlana Programme Coordinatorship Erasmus Office Farabi Programme Coordinatorship
International Stakeholders:	Institutions with which the University has agreements: Erasmus Programme partners (KA107, Serial No. 42, 47 ; KA131, Serial No. 11, 142) Yarmouk University (Jordan) (1 , 2 , 3) University of Malaya University of Cádiz Imam Bukhari International Research Center – Uzbekistan
Areas of Implementation:	Academic Staff and Students
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Minutes of R&D Commission Meetings (2025) Strategic Plans (Performance Status Analyses in the 2025–2029 Strategic Plan) (p. 41) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32–45)

	Unit Performance Reports (2025, pp. 1–4) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025)
Performance Indicators:	Faculty Annual Activity Reports Erasmus, Mevlana, and Farabi Programme Websites Exchange Programmes attended by Academic Staff Average annual number of completed international collaborative projects per faculty member (0.05) Number of ongoing international collaborative projects per faculty member (0.03) Number of ongoing externally funded projects per faculty member (0.08)
Evaluation and Improvement Date:	December
Location of the Sub-Criteria in the Information Management System:	Faculty Website Quality Management System email address WhatsApp Groups (academic and administrative staff, and student groups) Evidence Repository (2025)

C.4. Research Performance

C.4.1. Evaluation of Academic Publication Performance of Faculty Members

The [Research and Development Commission](#) monitors the research performance of the academic staff of our Faculty. In line with these observations, at the end of each academic year the Dean's Office requests information from department chairs regarding the research activities of all academic staff members. The collected data are incorporated into periodically prepared activity reports. The research performance of our Faculty is assessed on the basis of these data. At the end of each year, these activities are published on our unit's website in the form of an [Annual Activity Report](#). In addition, the reliability of academic studies within our institution is maintained at the highest level through existing ethics committees and plagiarism detection software programs. Furthermore, internal information meetings regarding research opportunities are organized, and the necessary announcements on this subject are published on the Faculty's website.

Incentive awards to increase the academic performance of researchers are among the strategic objectives of our institution. The relevant process is carried out by the [Unit Academic Incentive Application and Evaluation Commission](#).

The Research and Development Commission monitors the process in terms of quality and, in case of any deficiencies, prepares a report and submits it to the Dean's Office at the end of the year. In line with the Commission's evaluations, the Dean's Office implements the necessary improvements regarding this matter.

Sub-Criterion Topic:	C.4.1. Academic Publication Performance Evaluation of Academic Staff
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff
External Stakeholders:	Rectorate (Directive on Dicle University Graduate Thesis Awards) Unit Academic Incentive Application and Evaluation Commission Unit National Advisory Board
International Stakeholders:	Unit International Advisory Board
Areas of Implementation:	Academic Staff
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (Examples 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Number of Publications by Faculty Academic Staff

	Average annual number of publications per faculty member in SCI, SSCI, A&HCI, and ESCI indexed journals without international collaboration (0.09)
Evaluation and Improvement Date:	December / June
Location of the Sub-Criteria in the Information Management System:	Faculty Website Evidence Repository

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

The regular monitoring of the academic performance of faculty members and the systematic implementation of improvement activities are among the Strategic Objectives of the institution. In this regard, the [Research and Development Commission](#) qualitatively monitors the research performance of faculty members, evaluates these performances during its periodic meetings, and, in accordance with the findings obtained, submits improvement recommendations to the Dean's Office in areas where corrective measures are deemed necessary.

Sub-Criterion Topic:	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook 2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff
External Stakeholders:	Unit National Advisory Board DÜBAP
International Stakeholders:	Unit International Advisory Board
Areas of Implementation:	Academic Staff
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92)

	Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (Examples 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Number of Publications and Projects by Faculty Academic Staff (2025) Number of Publications by Faculty Academic Staff Average annual number of publications per faculty member in SCI, SSCI, A&HCI, and ESCI indexed journals without international collaboration (0.09)
Evaluation and Improvement Date:	December / June
Location of the Sub-Criteria in the Information Management System:	Faculty Website Evidence Repository

C.4.3. Research Budget Performance

The allocation of the necessary budget to improve the academic performance of faculty members is among the strategic objectives of our institution. In line with these objectives, essential expenditures such as personnel travel expenses and the procurement of services and materials required for the functioning of the Faculty are covered through the central budget. In addition, academic staff and undergraduate/graduate students of our Faculty are provided with encouraging financial support to benefit from internal university resources through the [DÜBAP Coordination Office](#).

Our Faculty also undertakes activities such as providing scholarships to undergraduate students in need of financial support and rewarding successful students. Among the primary objectives of our institution are supporting academic staff in areas where contributions are considered necessary and rewarding successful researchers. In this way, it is aimed to further improve the research performance budget. The [Dicle University Theology Development Foundation \(DİFAV\)](#), which officially began its activities in 2023, allocates certain amounts of funding for the students and researchers of the Faculty.

Sub-Criterion Topic:	C.4.3. Research Budget Performance
Responsible Unit:	Dean's Office (Main responsible unit) Research and Development Commission
Initial Planning Date:	November 2021 2021 Quality Handbook

	2023 (Quality Handbook version 2) 2025 (Quality Handbook version 3)
Internal Stakeholders:	Academic Staff
External Stakeholders:	DÜBAP Coordination Office Central Budget Unit Dicle University Theology Development Foundation (DİFAV)
International Stakeholders:	-
Areas of Implementation:	Academic Staff Postgraduate Students
Monitoring Mechanisms:	Research and Development Commission Determination of the Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey (75%) Management Review Meetings (2025) Monitoring of the Process through the R&D Commission WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions (2025) R&D Commission Meeting Minutes (2025) Strategic Plans (Performance Status Analyses in the 2025-2029 Strategic Plan) (pp. 40-42) Quality Handbook 2025 v.3 (pp. 86-92) Annual Activity Reports (Performance Status Section in the 2025 Annual Activity Report) (pp. 32-45) Performance Reports (2025 p. 49) Unit Performance Reports (2025 pp. 1-4) Annual Target Action Plans (2025-2029 Strategic Plan pp. 20-23, 40-42) Self-Evaluation Reports (2024 pp. 110-116) Review Meetings (2025 Evaluation Meeting Minutes) Year-End Evaluation Meeting Minutes of the Quality Accreditation Commissions (2025) (Examples 1 , 2 , 3 , 4 , 5 , 6)
Performance Indicators:	Number of Publications and Projects by Faculty Academic Staff (2025) Number of Publications by Faculty Academic Staff Average annual number of publications per faculty member in SCI, SSCI, A&HCI, and ESCI indexed journals without international collaboration (0.09)
Evaluation and Improvement Date:	December / June

Location of the Sub-Criteria in the Information Management System:	Faculty Website Evidence Repository
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D. SOCIAL CONTRIBUTION

Our Faculty prioritizes providing benefits to society while conducting its education and research activities. In this regard, it acts in accordance with the institution's mission and vision in determining policies, goals, and strategies that will contribute to society, taking social benefit as its basis.

D.1. Social Contribution Strategy

Our Faculty shapes its social contribution strategies in line with the institution's mission, vision, objectives, and goals, considering current resources, academic achievement levels, organizational structure, and management approach.

D.1.1. Social Contribution Policy, Objectives, and Strategy

Resources are allocated from the Dicle University budget to realize the policies and goals set within the framework of our Faculty's pre-determined social contribution objectives and policy. To increase the effectiveness and diversity of community service activities and to instill a sense of social responsibility in individuals, the Faculty utilizes the existing resources of the university in addition to its own adequate physical, technical, and financial means for social responsibility projects. Furthermore, our Faculty takes the necessary initiatives to maximize the utilization of financial resources from local governments, development agencies, and non-governmental organizations (NGOs) in the process of implementing and sustaining social contribution services. In this context, our Faculty signs bilateral protocols and collaborates with institutions, organizations, and NGOs to secure resources for social activities and evaluate every opportunity.

The Social Contribution Coordination Office is responsible for the ongoing operations and all processes related to social contribution resources. The Coordination Office monitors all requirements regarding the management of resources, prepares a general status report in July and December, and submits it to the Unit Quality Coordination Office. The Unit Quality Coordination Office examines the developments within the process from a quality perspective and presents its findings and proposals for discussion at Quality Commission meetings (July-December). Subsequently, all decisions taken in these meetings are forwarded to the Dean's Office by the Quality Commission. The Dean's Office takes necessary measures or implements required improvements, specifically by obtaining the opinions of the Unit Advisory Board and external stakeholders regarding the findings.

Sub-Criterion Topic:	D.1.1. Social Contribution Policy, Objectives, and Strategy
Responsible Unit:	Dean's Office (Main Responsible Unit) Social Contribution Development Commission
Initial Planning Date:	2021 (Quality Manual Version 1) 2023 (Quality Manual Version 2) 2025 (Quality Manual Version 3)
Internal Stakeholders:	Dean's Office , Quality Commissions , Academic and Administrative Staff , Students
External Stakeholders:	University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education), NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER), Dicle Theology Foundation (DİFAV), Alumni Association (DİFAV)
International Stakeholders:	-
Areas of Implementation:	Social Contribution Development Commission and External Stakeholders (University Rectorate , Public Institutions and Organizations [Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education], NGOs [DİGED], Research Centers [İŞAMER , DÜKAMER], Alumni Association [DİFAV])
Monitoring Mechanisms:	Social Contribution Development Commission Satisfaction Surveys
Performance Indicators:	Number of activities conducted by program academic staff in MEB institutions = 6 Number of participants in activities conducted by program academic staff in MEB institutions = 250 Total number of hours of activities conducted by program academic staff in MEB institutions = 100

Evaluation and Improvement Date:	July / December
Location of the Sub-Criterion in the Information Management System:	Faculty Website Faculty E-mail Address

D.1.2 Management and Organizational Structure of Social Contribution Processes

The social contribution processes of our faculty are monitored by the [Social Contribution Coordination Office](#). In our institution, social contribution processes are carried out initially through the [dean's office](#) exchanging views with relevant NGOs, institutions, or organizations and taking the necessary steps to plan social contribution activities. Subsequently, activities directed toward society are organized by considering the demands coming from the faculty's external stakeholders. In this context, scientific meetings, congresses, workshops, and panels are organized. Mechanisms that ensure continuous feedback are operated in order to improve the quality of these activities.

Our faculty aims to inherit the historical legacy of the region in which it is located and to carry this legacy forward by benefiting from contemporary knowledge accumulation, thereby becoming a central scientific institution in its environment. In order to assure the quality of the services it provides to society, the faculty develops and improves the content of its service strategy through regular and systematic feedback collected from internal and external stakeholders and updates it through planning and needs analyses. In community service activities, it acts within the framework of legal and ethical principles while respecting cultural and spiritual values. The faculty aims to ensure that prospective teachers and individuals who will work in various institutions acquire the qualities of being contemporary, research-oriented, inquisitive, committed to social, cultural, and ethical values, equipped with the knowledge and skills required by their profession, and professionally competent in their fields.

All activities in our faculty are carried out with the participation of students and staff. These contribution activities are announced through the faculty website and social media accounts, and the process is evaluated by the Quality Coordination Office and reported to the dean's office. The dean's office shares these reported processes with internal and external stakeholders in order to obtain feedback and make updates regarding the improvements needed for better outcomes.

The responsible unit for the management and organizational structure of social contribution processes is the faculty dean's office and the Social Contribution Commission. Within this framework, the initial planning was carried out in 2015.

Internal stakeholders include [the dean's office](#), [quality commissions](#), academic and administrative staff, and students. External stakeholders include [the university rectorate](#), [Diyarbakır provincial and district mufti offices](#), [Diyarbakır Provincial Directorate of National Education](#), [DİGED](#), [İŞAMER](#), [DÜKAMER](#), and [DİFAV](#).

The areas of implementation are the faculty, Diyarbakır provincial and district mufti offices, Diyarbakır Provincial Directorate of National Education, DİGED, İŞAMER, DÜKAMER, and alumni students. Monitoring mechanisms are carried out through the Social Contribution Commission, academic staff focus group meetings, and external stakeholder focus group meetings.

Performance indicators include satisfaction rates of academic staff regarding the organizational structure of social contribution, satisfaction rates of all stakeholders regarding the organizational structure of social contribution, the number of meetings of the relevant organizational structure by years, realization rates of social contribution targets, the number of organized activities, and numerical data regarding the demands met.

The evaluation and improvement periods are July and December. The place of the sub-criteria in the information management system is the faculty web page and the e-mail address ilahiyat@dicle.edu.tr.

Sub-Criterion Topic	D.1.2. Management of Social Contribution Processes and Organizational Structure
Responsible Unit	Dean's Office (Main Responsible Unit) Social Contribution Development Commission
Initial Planning Date	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders	Dean's Office , Quality Commissions , Academic and Administrative Staff , Students

External Stakeholders	University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education), NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER), Alumni Association (DİFAV)
International Stakeholders	-
Areas of Implementation	University Campus and External Stakeholders (Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education), NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER), Alumni Association (DİFAV)
Monitoring Mechanisms	Social Contribution Development Commission Academic Staff Focus Group Interviews External Stakeholder Focus Group Interviews
Performance Indicators	Number of activities conducted by program faculty members in Presidency of Religious Affairs (DİB) institutions = 6 Number of participants in activities conducted by program faculty members in DİB institutions = 100 Total number of hours of activities conducted by program faculty members in DİB institutions = 120s Satisfaction rate of participants in activities conducted by program faculty members in DİB institutions = 80%
Evaluation and Improvement Date	July-December
Location of Sub-Criterion in the Information Management System	Faculty Website , Faculty E-mail Address

D.2. Social Contribution Resources

D.2.1. Resources

In order to achieve the policies and objectives within the framework of our Faculty's pre-determined social contribution goals and social contribution policy, resources are allocated from the Dicle University budget. To increase the efficiency and diversity of community service activities and to instill social responsibility awareness in individuals, our faculty utilizes the existing facilities of the university in addition to its own adequate physical, technical, and financial resources for social community projects. Furthermore, our faculty takes the necessary initiatives to maximize the use of financial resources from local governments, development agencies, and non-governmental organizations in the process of implementing and sustaining social contribution services. In this context, to evaluate every opportunity and secure resources for social activities, our faculty signs bilateral protocols and cooperates with institutions, organizations, and [NGOS](#).

The Social Contribution Coordinatorship is responsible for the ongoing operations and the entire process regarding social contribution resources. The Coordinatorship monitors all requirements related to the management of resources, prepares its general status reports in July and December, and submits them to the Unit Quality Coordinatorship. The Unit Quality Coordinatorship examines the developments within the process from a quality perspective and presents necessary findings and proposals for discussion during the Quality Commission meetings (July-December). Subsequently, all decisions made in these meetings are submitted to the Dean's Office by the Quality Commission. The Dean's Office takes necessary measures or implements required improvements, specifically by obtaining the opinions of the Unit Advisory Board and external stakeholders regarding the findings.

Sub-Criterion Topic:	D.2.1. Resources
Responsible Unit:	Dean's Office (Main Responsible Unit) Social Contribution Development Commission
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders:	Dean's Office , Quality Commissions , Academic and Administrative Staff , Students

External Stakeholders:	University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti's Offices , Diyarbakır Provincial Directorate of National Education), NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER), Dicle Theology Foundation (DİFAV), Alumni Association (DİFAV)
International Stakeholders:	○
Areas of Implementation:	Social Contribution Development Commission and External Stakeholders (University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti's Offices , Diyarbakır Provincial Directorate of National Education), NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER), Alumni Association (DİFAV)
Monitoring Mechanisms:	Social Contribution Development Commission Satisfaction Surveys
Performance Indicators:	<p>Number of social responsibility projects with a budget and carried out by the institution itself = 2</p> <p>Number of social responsibility projects with a budget and carried out in cooperation with external stakeholders (excluding MEB and DİB) = 2</p> <p>Number of social responsibility projects with a budget and carried out in cooperation with MEB = 2</p> <p>Number of social responsibility projects with a budget and carried out in cooperation with DİB = 2</p> <p>Number of social responsibility projects without a budget and carried out in cooperation with external stakeholders (excluding MEB and DİB) = 2</p> <p>Number of social responsibility projects without a budget and carried out in cooperation with MEB = 2</p> <p>Number of social responsibility projects without a budget and carried out in cooperation with DİB = 2</p>

	Number of social responsibility projects with a budget and carried out in cooperation with public institutions = 6
Date of Evaluation and Improvement:	July-December
Location of the Sub-Criterion in the Information Management System:	Faculty Web Page , Faculty E-Mail Address

D.3. Social Contribution Performance

D.3.1. Monitoring and Improvement of Social Contribution Performance

The mission of our Faculty is to train religious officials, teachers, researchers, and academics who can monitor the needs and trends of society and produce solutions to problems encountered in religious matters. In this regard, the institution's quality policy adopts the principle of presenting the results obtained from scientific studies to the public and conducting academic and social activities from which society can benefit.

For this purpose, the performance indicators determined within the scope of our faculty's goals and strategies for social contribution are periodically monitored by the [Social Contribution Development Commission](#) through the Quality Management System (QMS). The Dean's Office requests information from the teaching staff at regular intervals via e-mail regarding social contribution activities; in line with the data obtained, it evaluates whether social contribution goals have been achieved together with advisory boards and stakeholders. Necessary measures are taken as a result of these evaluations.

The [Social Contribution Development Commission](#) is responsible for carrying out the processes related to social contribution performance. The **Unit Quality Coordination Office** monitors and controls the process in terms of quality assurance. The Commission submits its findings and recommendations regarding the process to the Dean's Office in July and December to be discussed at the Quality Commission. Furthermore, reports from the coordinations are examined during the meetings held in July and December, and the evaluation results are forwarded to the Dean's Office. In line with these evaluations, the Dean's Office implements

the necessary improvements, particularly by taking the opinions of external stakeholders into account.

Sub-Criterion Topic:	D.3.1. Monitoring and Improvement of Social Contribution Performance
Responsible Unit:	Dean's Office (Main Responsible Unit) Social Contribution Development Commission
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders:	Dean's Office , Quality Commissions Academic and Administrative Staff , Students
External Stakeholders:	University Rectorate , Some Public Institutions and Organizations: Diyarbakır Provincial and District Mufti's Offices , Diyarbakır Provincial Directorate of National Education NGOs: DİGED DİFAV DÜ Faculty of Theology Alumni and Members Association Research Centers: İŞAMER, DÜKAMER
International Stakeholders:	Contracted Universities and Institutes
Areas of Implementation:	All Social and Community Activity Fields Research Centers: İŞAMER, DÜKAMER
Monitoring Mechanisms:	Social Contribution Development Commission Academic Staff Focus Group Interviews
Performance Indicators:	Annual training hours conducted by program faculty members in external stakeholder organizations (excluding MEB and DİB) = 60 Annual number of people and hours of training received for trainings conducted by program faculty members in external stakeholder organizations = 40/400 Satisfaction rate of participants receiving training conducted by program faculty members in external stakeholder organizations = 80%

	<p>Annual training hours conducted by program faculty members at SEM or other centers of the university = 220</p> <p>Annual number of people receiving training for trainings conducted by program faculty members at SEM or other centers of the university = 40</p> <p>Annual number of people and hours of training for trainings conducted by program faculty members at SEM or other centers of the university = 40/400</p> <p>Satisfaction rate of participants in social contribution activities = 80% Satisfaction rate of participants in activities conducted by program faculty members in MEB institutions = 80%</p>
Date of Evaluation and Improvement:	July-December
Location of the Sub-Criterion in the Information Management System:	Faculty Web Page , Faculty E-Mail Address Faculty YouTube Channel Social Media Accounts of the Faculty: X-Com Instagram Facebook

E. MANAGEMENT SYSTEM

Within the body of Dicle University Faculty of Theology, it is aimed to effectively guide institutional knowledge production and utilization through structural processes based on information management and quality assurance systems. In this context, it is ensured that the produced information is accurate, up-to-date, and accessible; the effective use of institutional knowledge in decision-making processes is supported. By taking fundamental principles such as effectiveness, accountability, transparency, and informing the public into account in management processes, the productivity-oriented use of all resources is meticulously monitored and evaluated. The planned, effective, and sustainable use of all institutional resources, including human resources, financial resources, and physical facilities, is ensured. Accordingly, the protection of institutional knowledge, ensuring its confidentiality, and maintaining its reliability are treated as a priority management policy. Measures are taken to prevent unauthorized access to information, contributing to the strengthening of institutional memory

by ensuring information security and continuity. Thus, a robust and reliable information management structure is established to support the institution in achieving its strategic goals.

Core Values

The institution shapes its institutional culture in line with the core values listed below and conducts all its activities within the framework of these values:

- Adopts an inclusive approach that respects diversity and different perspectives.
- Takes commitment to national and spiritual values as a basis and regards these values as one of the fundamental elements of its institutional identity.
- Adopts a participatory approach that encourages cooperation and information sharing among stakeholders.
- Acts with a sense of social responsibility and prioritizes social contribution.
- Exhibits a structure that supports innovative thinking and is open to change and continuous development.
- Encourages scientific productivity and original studies and supports knowledge-based development.
- Places analytical thinking skills and solution-oriented approaches at the center of decision-making processes.

Management System Policy

The management system of the institution is conducted within the framework of the following principles based on the [Management System Policy](#):

- It is ensured that faculty organs work in accordance with legislation, fairly, and in coordination.
- A participatory and transparent management approach that supports equality of opportunity, freedom of expression, and critical thinking is adopted.
- Communication tools are used strategically to increase institutional visibility and to effectively promote activities.
- The effective, transparent, and efficient use of financial resources is guaranteed.
- The performances of stakeholders providing services to the faculty are regularly monitored; necessary support and improvement works are conducted.

Management System Development Strategy

The management system of the institution is continuously developed based on the strategic principles and goals determined in the [2025–2029 Dicle University Faculty of Theology Strategic Plan](#) and is conducted within the framework of the following core practices:

- Alignment of management processes with strategic goals and objectives is ensured; planning, implementation, monitoring, and improvement activities are conducted with a holistic approach.
- A participatory, transparent, and accountable management approach is adopted and implemented in decision-making processes.
- The effective, efficient, and sustainable use of institutional resources is guaranteed.
- Risk management and internal control mechanisms are operated; compliance of institutional activities with legislation and determined standards is ensured.
- Measurement, analysis, and feedback processes for monitoring and evaluating institutional performance are conducted.
- Data management and reporting systems are used to support knowledge-based decision-making processes.
- Strengthening of coordination between units and the activation of governance processes are ensured.
- Opinions and feedback from internal and external stakeholders are obtained; the resulting outputs are taken into account in the improvement of the management system.

E.1. Structure of Management and Administrative Units

E.1.1. Management Model and Structure of Administrative Units

Our Faculty establishes new coordinations, commissions, and boards with a participatory approach in order to realize its [strategic goals](#) in line with its [mission](#) and [vision](#), in accordance with the [Higher Education Law No. 2547](#) and the [Decree Law No. 124 on the Establishment and Duties of the Administrative Organization of Higher Education Institutions and Higher Education Upper Institutions](#). The Faculty notifies the personnel assigned to the coordinations, boards, and units established upon the proposal of the quality steering committee and the approval of the dean's office of their responsibilities in writing and announces them on the [faculty's website](#).

In order to create a solid foundation against the risks it may encounter in quality processes and to include its internal and external stakeholders with whom it cooperates in the management processes, our institution establishes a [Unit National Advisory Board](#) and a [Unit International Advisory Board](#) consisting of representatives from public institutions, non-governmental organizations, and other stakeholders. It establishes sub-units it deems necessary under each board. At the beginning of each academic year, it invites the national and international advisory

boards to a meeting and consults with its stakeholders on the scientific, academic, and cultural activities to be carried out that year.

Our institution signs [protocols](#) with official institutions and non-governmental organizations it deems appropriate in order to achieve its strategic goals in line with its mission and vision. It announces the signed protocols on the institutional website.

The dean's office is responsible for the process regarding the management model and administrative structure of our institution. The dean's office announces the management [organization chart](#) on the institution's website. The Unit Quality Coordination Office monitors and evaluates the ongoing process in terms of quality. The coordination office shares its findings and recommendations regarding the process with the dean's office at certain intervals. The dean's office takes necessary measures and makes arrangements in line with the findings and recommendations received.

Sub-Criterion Topic:	E.1.1. Management Model and Administrative Structure
Responsible Unit:	Dean's Office (Main Responsible Unit) Faculty Board Faculty Executive Board Management System Development Commission
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders:	Academic Staff Administrative Staff Student Representatives and Students
External Stakeholders:	Rectorate (Department of Strategy Development, Quality Coordination Office) Unit National Advisory Board
International Stakeholders:	Unit International Advisory Board
Areas of Implementation:	All Units of the Faculty
Monitoring Mechanisms:	Management Review Meeting Minutes Management System Development Commission Activity Report

	<u>Management System Development Commission Activity Planning Meeting Minutes</u> <u>Management System Development Commission Activity Evaluation Meeting Minutes</u> <u>Management System Development Commission Meeting Minutes for Determining Development Strategies</u>
Performance Indicators:	2025-2026 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey %80 2025-2026 Administrative Staff Satisfaction Survey %80 2025-2026 Fall Semester Faculty of Theology Student Satisfaction Survey %70
Date of Evaluation and Improvement:	December
Location of the Sub-Criterion in the Information Management System:	BİMTALEP (Request System) KYBS (Corporate Governance Information System) OBS (Student Information System) Faculty Website Faculty E-mail Address WhatsApp Groups

E.1.2. Process Management

Our institution maintains defined processes for all operations. Since all corporate activities and transactions within our Faculty are compatible with internal control standards, action plans—including their monitoring and evaluation—are carried out within this framework. In addition to regularly conducted internal audits, process monitoring is performed through annual self-evaluation reports. Furthermore, activities are reviewed through semi-annual and annual evaluation meetings, and efforts are made to eliminate identified deficiencies and malfunctions. At our Faculty, the monitoring of all processes, including education and training, research and development, application and community service, administrative and support, and managerial processes, is conducted via the [KYBS \(Corporate Governance Information System\)](#). The Dean's Office implements the necessary improvements based on the satisfaction rates regarding process management from evaluation surveys and the suggestions presented during end-of-term meetings held with internal and external stakeholders.

Sub-Criterion Topic:	E.1.2. Process Management
Responsible Unit:	Dean's Office (Main Responsible Unit) Faculty Board Faculty Executive Board Management System Development Commission
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)
Internal Stakeholders:	Academic Staff Administrative Staff Student Representatives and Students
External Stakeholders:	Rectorate (Department of Strategy Development, Quality Coordination Office) Unit National Advisory Board
International Stakeholders:	Unit International Advisory Board
Areas of Implementation:	All Units of the Faculty
Monitoring Mechanisms:	Management Review Meeting Minutes Management System Development Commission Activity Report Management System Development Commission Activity Planning Meeting Minutes Management System Development Commission Activity Evaluation Meeting Minutes Management System Development Commission Meeting Minutes for Determining Development Strategies
Performance Indicators:	2025-2026 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey 80% 2025-2026 Administrative Staff Satisfaction Survey 80% 2025-2026 Fall Semester Faculty of Theology Student Satisfaction Survey 70%

Date of Evaluation and Improvement:	December
Location of the Sub-Criterion in the Information Management System:	BiMTALEP (Request System) KYBS (Corporate Governance Information System) OBS (Student Information System) Faculty Website Faculty E-mail Address WhatsApp Groups

E.2. Human Resources Management E.2.1. Human Resources Processes and Policies

Human resources management in our institution is carried out systematically within the framework of Dicle University's continuously updated and improved "Human Resources Directive." This directive provides a comprehensive structure covering personnel staffing, development, and evaluation processes. At the same time, the aims and objectives of these processes are clearly defined.

The main goal of human resources management is to raise individuals who have high organizational commitment and continuously develop themselves by increasing the productivity, job satisfaction, and motivation of the employees. In line with this goal, our institution's human resources policy is shaped by the following fundamental principles:

- **Multi-Dimensional Communication:** To encourage cooperation and interaction by establishing a communication network where personnel can easily convey their opinions and suggestions.
- **Social and Cultural Activities:** To organize social, cultural, and artistic activities to strengthen the sense of belonging among the personnel.
- **Training and Career Development:** To create training plans that support career development by analyzing the training needs of the personnel and ensuring equality of opportunity.
- **Ethical Values:** To ensure that personnel work in accordance with ethical values and productivity principles.
- **Occupational Health and Safety:** To ensure that employees work in a safe environment and to continuously improve occupational health and safety measures.
- **Prevention of Psychological Harassment:** To take systematic measures for the

prevention of psychological harassment (mobbing) in the workplace.

Personnel recruitment in our institution is carried out based on human resources planning within the framework of the Civil Servants Law No. 657, the Labor Law No. 4857, and relevant legislation. Personnel needs are reported to our university's Department of Personnel every year in December. Personnel recruitment is carried out through open recruitment, appointment by transfer, change of title, promotion, and recruitment of contracted personnel.

The Dean's Office organizes a meeting at the beginning of each academic year (in September) to strengthen institutional belonging and increase the motivation of administrative personnel. In these meetings, the opinions and suggestions of the personnel are gathered to contribute to institutional success. Additional meetings can be held if needed.

The training needs of the administrative personnel in our institution are meticulously analyzed. Dicle University In-Service Training Branch Directorate requests information regarding the trainings to be received by the administrative personnel every year. Personnel create annual training plans by selecting suitable trainings from a pre-determined list. The effectiveness of the training programs is measured, the reflection of the learned information on work practice is evaluated, and improvements are made in line with the evaluations conducted after the training.

Administrative personnel appointments and training processes are monitored at the faculty level by the Dean's Office and the Department of Personnel. Personnel shortages and training needs are tracked through annual satisfaction surveys; survey results are reported to the In-Service Training Branch Directorate. Personnel recruitment and orientation processes are carried out within the framework of the Dicle University Human Resources Procedure.

Our Goals, Strategic Objectives, and Performance Indicators

Human Resources Development Strategies

Goal 1: To develop and strengthen the operational structure of academic and administrative management.

Objective 1.1: To create an activity plan at the beginning of each calendar year to ensure predictability in management and to share it with all internal and external stakeholders.

Objective 1.2: To ensure participatory management by gathering the opinions of internal and external stakeholders at the beginning of each year and making collective decisions on all managerial operations to be carried out within that year.

Objective 1.3: To audit all managerial operations performed by academic and administrative management channels using various tools to ensure accountability in management.

Objective 1.4: To ensure evaluability in management by having internal and external stakeholders evaluate the managerial operations carried out during the year within the final month of each calendar year.

Goal 2: To increase the competencies of academic and administrative staff, to establish and implement a fair and transparent performance evaluation process, to increase staff satisfaction and job fulfillment, to improve recruitment processes and human resources policy, and to create systematic programs for the continuous training and development of personnel.

Objective 2.1: To ensure that all administrative staff participate in at least one training program per year in their respective fields within 5 years.

Objective 2.2: To establish and implement a comprehensive performance evaluation system within 5 years to increase the productivity of administrative staff.

Objective 2.3: To increase existing staff satisfaction by 80% within 5 years.

Objective 2.4: To accelerate the current recruitment process and shorten it by 30% within 5 years.

Objective 2.5: To create and implement regular and continuous training programs within 5 years.

Sub-Criterion Topic:	E.2.1. Human Resources Processes and Policies
Responsible Unit:	<u>Dean's Office (Main responsible)</u> <u>Administrative Personnel Branch Directorate</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Faculty Executive Board</u> <u>Academic Staff</u>
External Stakeholders:	<u>Rectorate (Department of Strategy Development, Quality Coordination Office)</u> <u>Department of Personnel</u>
International Stakeholders:	<u>Unit International Advisory Board</u>

Areas of Implementation:	<u>Academic, Administrative and Support Personnel, Students</u>
Monitoring Mechanisms:	<u>Management System Development Commission</u>
Performance Indicators:	<u>Satisfaction rates of academic, administrative and support personnel, and students</u>
Date of Evaluation and Improvement:	<u>December 2025 Activity Evaluation Meeting Minutes</u>
Location of the Sub-Criterion in the Information Management System:	<u>Faculty Website</u> <u>Quality Management System (QMS)</u> <u>email address</u> <u>Dicle Faculty of Theology Graduates</u>

E.2.2. Management of Financial Resources

There is a defined process for the management of financial resources in the institution. Expenditures made in the institution are covered by the special budget. The financial resources of our institution are provided through the Special Budget; they are allocated to universities at the beginning of the year according to the criteria determined by the Ministry of Finance and distributed to the relevant faculties by the Rectorate.

At our Faculty, general expenses (heating, electricity, water, maintenance-repair, telephone, etc.) are covered directly from the budget of our faculty. The monitoring and management of these expenses are carried out by the Faculty Financial Affairs Officer. The Financial Affairs Officer makes an estimated distribution for each item of the budget by taking the data of previous years and inflation expectations into account; an appropriate budget plan is prepared for this distribution by obtaining the opinion of the Dean's Office.

Our Faculty performs the budget planning for the following year in November of each year and reports it to the Department of Strategy Development. Budget monitoring processes are carried out in 3-month periods. At the end of these periods, the budget needs of our faculty are reviewed; when necessary, an additional budget request can be made to the Department of Strategy Development. Budget evaluations made in December of each year are of critical importance for improving financial management processes. After the evaluation, necessary

improvements are made in cooperation with the Department of Strategy Development and the Dean's Office, ensuring the creation of a more effective budget plan for the following year.

Our Goals, Strategic Objectives, and Performance Indicators

Financial Resources Development Strategies

Goal 3: To effectively manage the financial resources of the Faculty of Theology, to ensure that the faculty achieves its academic and administrative goals through the efficient use of resources, and to provide long-term sustainability and financial transparency.

Objective 3.1: To make recommendations to the faculty management to ensure the financial independence and sustainability of the faculty.

Objective 3.2: To ensure that the faculty achieves its academic and administrative goals through the efficient use of resources.

Objective 3.3: To make requests and recommendations to the faculty management in order to ensure long-term sustainability and financial transparency, and to conduct regular reporting on this matter.

Goal 6: To make requests and recommendations to the faculty management regarding increasing the suitability, quality, and continuity of service goods.

Objective 6.1: To make recommendations for ensuring feedback by having the faculty management audit the suitability of goods purchases and services provided by the rectorate each year.

Objective 6.2: To hold an evaluation meeting at the end of each year aimed at increasing the quality of purchased goods and services, and to present this as a report to the relevant units of the rectorate.

Objective 6.3: To ensure that service disruptions (internet services, cleaning of common areas, technical equipment, etc.) are minimized.

Sub-Criterion Topic:	E.2.2. Management of Financial Resources
Responsible Unit:	Dean's Office (Main responsible) Department of Strategy Development Management System Development Commission
Initial Planning Date:	2021 (Quality Manual version 1) 2023 (Quality Manual version 2) 2025 (Quality Manual version 3)

Internal Stakeholders:	Faculty Executive Board Academic Staff Accrual Branch Directorate
External Stakeholders:	Rectorate (Department of Strategy Development, Quality Coordination Office) Department of Strategy Development
International Stakeholders:	Unit International Advisory Board
Areas of Implementation:	Academic , Administrative and Support Personnel , Students
Monitoring Mechanisms:	Management System Development Commission Academic, administrative staff and student satisfaction surveys
Performance Indicators:	Satisfaction rates of academic, administrative and support personnel, and students
Date of Evaluation and Improvement:	End of Year December 2025 Activity Evaluation Meeting Minutes
Location of the Sub-Criterion in the Information Management System:	Faculty Website Quality Management System (QMS) Institutional e-mail address

Our Objectives, Strategic Goals, and Performance Indicators

Human Resources Development Strategies

Objective 1: To improve and strengthen the operational structure of academic and administrative management.

Objective 1.1: To ensure predictability in governance, create an action plan at the beginning of each calendar year and share it with all internal and external stakeholders.

Objective 1.2: To ensure participatory governance, by gathering the opinions of internal and external stakeholders at the beginning of each year and making joint decisions on all management operations to be carried out during that year.

Objective 1.3: To ensure accountability in governance by monitoring all managerial operations performed by academic and administrative management channels using various tools.

Objective 1.4: To ensure accountability in management, by having internal and external stakeholders evaluate the management operations carried out during the year in the last month of each calendar year.

Objective 2: To enhance the competencies of academic and administrative staff, to establish and implement a fair and transparent performance evaluation process, to increase staff satisfaction and job fulfillment, to improve recruitment processes and human resources policy, and to create systematic programs for the continuous training and development of staff.

Goal 2.1: To ensure that all administrative staff participate in at least one training program in their field annually within 5 years.

Objective 2.2: To establish and implement a comprehensive performance appraisal system to improve the productivity of administrative staff within 5 years.

Goal 2.3: To increase current employee satisfaction to 80% within 5 years.

Goal 2.4: To accelerate and shorten the current recruitment process by 30% within 5 years.

Goal 2.5: To create and implement regular and continuous training programs within 5 years.

Sub-Criteria Topic:	E.2.1. Human Resources Processes and Policies
Responsible Unit:	<u>Dean's Office</u> (Main responsible) <u>Administrative Personnel Branch Directorate</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Faculty Board of Directors</u> <u>Academic Staff</u> <u>Accrual Branch Directorate</u>

External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>Personnel Department Directorate</u>
International Stakeholders:	<u>Unit International Advisory Board</u>
Application Areas:	<u>Academic , Administrative and Support Staff</u> , Students
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Management Review Meetings</u>
Performance Indicators:	<u>Academic, administrative and support staff, student satisfaction rates</u>
Evaluation and Improvement Date:	December <u>2025 Activities Review Meeting Minutes</u>
The Placement of Sub-Criteria in the Information Management System:	<u>Faculty Website</u> <u>Quality Management System (QMS)</u> <u>Institutional email address</u> <u>Dicle Faculty of Theology Graduates</u>

E.2.2. Management of Financial Resources

The institution has a defined process for managing its financial resources. Expenditures within the institution are covered by the supplementary budget. Our institution's financial resources are provided through the Supplementary Budget; allocated to universities at the beginning of the year according to criteria determined by the Ministry of Finance, and distributed to the relevant faculties by the Rectorate.

In our faculty, general expenses (heating, electricity, water, maintenance and repair, telephone, etc.) are covered directly from the faculty budget. The monitoring and management of these expenses are carried out by the Faculty Financial Affairs Officer. The Financial Affairs Officer makes an estimated allocation for each budget item, taking into account previous years' data and inflation expectations; a suitable budget plan is prepared after obtaining the Dean's opinion on this allocation.

Our faculty prepares its budget plan for the following year in November and submits it to the Strategy Development Department. Budget monitoring processes are carried out in 3-month periods. At the end of these periods, the budget needs of our faculty are reviewed again; and if necessary, additional budget requests can be made from the Strategy Development Department. The budget evaluations conducted in December each year are critically important for improving financial management processes. Following the evaluation, necessary improvements are made in cooperation with the Strategy Development Department and the Dean's Office to create a more effective budget plan for the following year.

Our Objectives, Strategic Goals, and Performance Indicators

Strategies for Developing Financial Resources

Objective 3: To effectively manage the financial resources of the Faculty of Theology, to ensure the efficient use of resources to achieve the faculty's academic and administrative goals, and to ensure long-term sustainability and financial transparency.

Objective 3.1: To make recommendations to the faculty administration to ensure the financial independence and sustainability of the faculty.

Objective 3.2: To ensure the faculty achieves its academic and administrative goals through the efficient use of resources.

Objective 3.3: To make requests and suggestions to the faculty administration and to provide regular reports in order to ensure long-term sustainability and financial transparency.

Objective 6: To make requests and suggestions to the faculty administration regarding improving the suitability, quality, and continuity of service goods.

Objective 6.1: To make recommendations for the faculty administration to review and provide feedback on the suitability of goods and services procured by the rectorate each year.

Objective 6.2: At the end of each year, an evaluation meeting will be held to assess how to improve the quality of goods and services received, and a report will be submitted to the relevant departments of the rectorate.

Goal 6.3: To minimize service disruptions (internet services, common area cleaning, technical equipment, etc.).

Sub-Criteria Topic:	E.2.2. Management of Financial Resources
Responsible Unit:	<u>Dean's Office</u> (Main responsible)

	<u>Directorate of Strategy Development</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Faculty Board of Directors</u> <u>Academic Staff</u> <u>Revenue Collection Branch Directorate</u>
External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>Directorate of Strategy Development</u>
International Stakeholders:	<u>Unit International Advisory Board</u>
Application Areas:	<u>Academic , Administrative and Support Staff , Students</u>
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic and administrative staff and student satisfaction surveys</u>
Performance Indicators:	<u>Academic, administrative and support staff, student satisfaction rates</u>
Evaluation and Improvement Date:	Year-end December <u>2025 Activities Review Meeting Minutes</u>
Its place in the Information Management System:	Faculty <u>Website</u> <u>Quality Management System (QMS)</u> <u>Institutional email address</u>

E.3. Information Management System

E.3.1. Integrated Information Management System

Our organization's information management activities are carried out by the Dicle University Information Processing Application and Research Center. The management and operating procedures of the Center are determined by the Dicle University Information Processing Application and Research Center Regulations, which form the basic framework of information management processes within the institution.

The various systems used in information management processes are integrated to ensure the efficient operation of our institution. The main information management systems used are: Personnel Information System, Student Information System (SIS), Academic Information System, Student Affairs Information System, Alumni Information System, Management Information System, Electronic Document Management System (EDMS), and Learning Management System (ALMS). In particular, the ALMS and SIS systems work together in an integrated manner to manage educational processes and student information.

The management of distance education activities is provided by DÜZEM (Dicle University Distance Education Application and Research Center). DÜZEM coordinates the distance education processes of students and faculty members by managing distance education platforms and content. Internal stakeholders communicate their problems and requests to the Dean's Office; the Dean's Office forwards these requests to DÜZEM, initiating the solution process.

Our Objectives, Strategic Goals, and Performance Indicators

Strategies for Developing an Integrated Information Management System

Objective 4: To improve the Faculty of Theology's information management through a centralized and integrated system, to expedite access to information, to increase the efficiency of academic and administrative processes, and to provide information management system training and user support programs.

Objective 4.1: To establish a central information management system within the faculty and integrate it with existing systems.

Goal 4.2: To accelerate information access processes and optimize information use.

Objective 4.3: To enable users to effectively utilize the information management system.

Objective 7: To inform the public about the faculty's activities.

Goal 7.1: To protect and improve existing channels used to inform the public.

Objective 7.2: To identify current and effective methods used in informing the public and to take the necessary steps to implement them.

Sub-Criteria Topic:	E.3.1. Integrated Information Management System
Responsible Unit:	<u>Information Technology Department (Main responsible)</u> <u>Dean's Office,</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic and Administrative Staff</u> , Students
External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>Information Technology Department</u>
International Stakeholders:	<u>Unit International Advisory Board</u>
Application Areas:	All university
Monitoring Mechanisms:	<u>Management System Development Commission,</u> <u>Academic and administrative staff and student satisfaction surveys</u>
Performance Indicators:	<u>Academic, administrative staff and student satisfaction rates</u>
Evaluation and Improvement Date:	Year-end December <u>2025 Activities Review Meeting Minutes</u>

The Placement of Sub-Criteria in the Information Management System:

Information Technology Department
Network Services Planning and Support Unit
Dicle University Information Processing Research Center
OBS (Student Information System),
Electronic Document Management System ,
Academic Information System ,
Faculty Website
Quality Management System (QMS)

E.3.2. Information Security and Reliability

Information security at our institution is provided by the IT Department. Requests from stakeholders regarding information security are received by the Dean's Office and forwarded to the IT Department to initiate the resolution process. In this way, all security requests are effectively managed and resolved.

Dicle University securely manages the confidentiality, announcement, and storage of academic results. Instructors can only enter exam grades through the Student Information System (OBS). Grade entry is limited to specific dates and can only be performed by the course instructor. Once grades are entered into the system, they can only be accessed by verified students, course instructors, and coordinators.

Email addresses provided by the IT Department are not given to any individual, unit, or institution; they can only be used by authorized users. The IT Department performs regular backups on the servers serving our institution in accordance with its backup policy. Backup procedures are meticulously implemented to ensure data security and to provide quick access to information in the event of data loss.

Our Objectives, Strategic Goals, and Performance Indicators

Information Security and Reliability Improvement Strategies

Objective 5: Ensuring information security and confidentiality.

Goal 5.1: To enhance information security and ensure data privacy.

Goal 8: To strengthen the accountability of administration to academic and administrative staff, as well as to students.

Goal 8.1: To ensure that the decisions made by the administration regarding staff and students are subject to scrutiny.

Sub-Criteria Topic:	E.3.2. Information Security and Reliability
Responsible Unit:	<u>Information Technology Department</u> (Main responsible) <u>Deanery</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic</u> and <u>Administrative</u> Staff, Students
External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>Information Technology Department</u>
International Stakeholders:	-
Application Areas:	All university
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic and administrative staff and student satisfaction surveys</u>
Performance Indicators:	<u>Academic, administrative staff and student satisfaction rates</u>
Evaluation and Improvement Date:	Year-end December <u>2025 Activities Review Meeting Minutes</u>

<p>The Placement of Sub-Criteria in the Information Management System:</p>	<p><u>Information Technology Department</u> <u>Network Services Planning and Support Unit</u> <u>Strategy Development Department Development Directorate</u> <u>OBS (Student Information System),</u> <u>Electronic Document Management System ,</u> <u>Academic Information System ,</u> <u>Faculty Website</u> <u>Quality Management System (QMS)</u></p>
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E.4. Support Services

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

In our organization, processes related to the procurement of outsourced goods and services are carried out in line with strategic objectives aimed at increasing the suitability, improving the quality, and ensuring the continuity of services and goods. In this context, collaborative work is undertaken with suppliers; defined processes are implemented to ensure the suitability, quality, and continuity of outsourced goods and support services; and additional mechanisms are established as needed. This ensures that the procured services and goods meet the organizational needs.

In line with Strategic Objective 1 and Strategic Target 1.1, the suitability of goods and services procured by the Rectorate is audited annually by the faculty administration. Findings from the audit process are evaluated, and feedback is generated to improve the suitability of services and goods. Necessary recommendations are then communicated to the relevant units. This practice monitors the compliance of goods and services procurement with legislation, technical specifications, and faculty needs, ensuring continuous improvement.

All transactions related to the procurement of goods and services are carried out within the framework of the principles and procedures determined by the Public Procurement Law No. 4734. Technical specifications, quality criteria, and other required standards for the goods and services subject to the tender are clearly and explicitly defined, and procurement processes are planned accordingly. This ensures the suitability, quality, and continuity of the goods and services procured.

In line with Strategic Objective 1.2, evaluation meetings are held at the end of each year to improve the quality levels of goods and services procured. These meetings address quality findings related to procurements, identify problems encountered, and determine areas for improvement. The evaluation

results are compiled into a report and forwarded to the relevant units of the Rectorate, particularly the Department of Administrative and Financial Affairs. This establishes an institutional feedback mechanism for service and goods procurement.

The suitability and quality level of goods and services are evaluated and decided upon through acceptance committees established in accordance with the current procurement legislation. Compliance with the contract provisions and technical and administrative specifications is the primary criterion in the acceptance processes. Through these evaluations, it is ensured that the supplied goods and services meet the specified quality standards.

In procurements made through direct procurement by units within Dicle University that have been allocated funds, the DÜ-SAT-PRS-001 Procurement Process and DÜ-FRM-017 Procurement Request Form are applied to determine compliance with predetermined conditions. Additionally, the DÜ-FRM-019 Supplier Information Form is completed in each procurement process to evaluate the performance of suppliers. These evaluations contribute to supplier-based quality monitoring and ensure service continuity.

In line with Strategic Objective 1.3, the aim is to minimize disruptions in areas such as internet services, cleaning services, common areas, technical equipment, and air conditioning systems. To this end, feedback on services and goods is regularly collected through satisfaction surveys; the data obtained is analyzed, and necessary corrective and preventive actions are implemented. This ensures the monitoring and improvement of service quality and continuity.

Strategic Objective 1: The aim is to provide requests and suggestions to the faculty administration regarding improving the suitability of services and goods, raising quality levels, and ensuring their continuity. In this regard, the goal is to contribute to ensuring that outsourced goods and services are conducted within the framework of institutional needs, quality standards, and sustainability principles.

Strategic Objective 1.1: The suitability of goods and services procured annually by the Rectorate is monitored and evaluated by the faculty administration. Based on the findings of these audits, feedback is generated to improve the suitability of services and goods, and recommendations are submitted to the relevant units if deemed necessary.

Strategic Objective 1.2: At the end of each year, evaluation meetings are held to improve the quality levels of procured goods and services. These meetings address quality assessments related to service and goods procurement; the evaluation results are compiled into a report and submitted to the

relevant units of the Rectorate, particularly **the Department of Administrative and Financial Affairs** .

Strategic Objective 1.3: The goal is to minimize disruptions in service delivery. In this context, processes related to internet services, cleaning services, common areas, and technical and climate control systems are monitored; feedback is evaluated, and necessary corrective and preventive measures are implemented. The aim is to ensure service continuity and increase customer satisfaction.

Sub-Criteria Topic:	E.4.1. Suitability, quality and continuity of services and goods
Responsible Unit:	<u>Dean's Office</u> (Main Responsible Unit) <u>Management System Development Commission</u> <u>Quality and Accreditation Commissions</u> <u>Strategic Plan Preparation Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Administrative Staff</u>
External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>National Advisory Board</u> <u>Quality Improvement Coordination</u>
Application Areas:	<u>Goods and Services Purchased From Abroad</u>
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic Administrative Staff and Student Satisfaction Surveys</u> <u>Strategic Plan (Our Vision, Mission and Policies (2025-2029 Strategic Plan, pp. 10-15))</u> <u>Quality Manual (2025 version, pp. 3-15)</u> <u>Management System Commission 2025 Evaluation Report</u>
	Satisfaction rates of academic and administrative staff; Student satisfaction rates with management:

Performance Indicators:	<u>2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey</u> <u>2024-2025 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey</u> <u>Administrative staff satisfaction survey</u> <u>2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey</u> <u>2024-2025 Spring Semester Faculty of Theology Student Satisfaction Survey</u> <u>Expenses for real estate, machinery, equipment, etc.</u>
Evaluation and Improvement:	Year-end December <u>2025 Activities Review Meeting Minutes</u>
The Role of Sub-Criteria in the Conformity, Quality, and Continuity of Services and Goods:	<u>Evidence Repository</u> <u>Public Procurement Law No. 4734</u> <u>Technical Specifications</u> <u>Public Procurement Regulations</u> <u>Admissions Committees</u> <u>Du-Sat-Prs-001 Purchasing Process</u> <u>Du-Frm-017 Purchase Request Form</u> <u>Dü-Frm-019 Supplier Information Form</u> <u>Forms Related to the Purchasing Process</u>

E.5. Public Information and Accountability

Information regarding all activities within our institution, including educational and research and development activities, is shared with the public in an open, accurate, up-to-date, and accessible manner, based on the principle of transparency. In this context, information regarding institutional activities is provided in a way that ensures regular and reliable public awareness. The principle of accountability is adopted as one of the fundamental elements of corporate governance; importance is given to sharing information regarding the institution's decision-making, implementation, and evaluation processes. Necessary arrangements are made to diversify practices in this area, increase their effectiveness, and adapt them to current needs, and improvement efforts are carried out in line with the principle of continuous development.

E.5.1. Informing the public

In line with Strategic Objective 1, and in order to inform the public about the Faculty's activities, information regarding our institution's educational programs, as well as academic, social, and cultural

activities, is shared with the public based on the principle of transparency. In this context, information activities are carried out through open, accurate, up-to-date, and publicly accessible channels; ensuring that the public is regularly and reliably informed. Our official social media accounts used in this context are listed below:

- **Facebook:** *Dicle Theology 1993*
- **X (Twitter):** *Dicle Theology 1*
- **Instagram:** *theology dicle university*
- **YouTube:** *Dicle Theology*

The aim of the posts made through these accounts is to increase the visibility of our faculty, strengthen interaction with stakeholders, and inform the public in an accurate and up-to-date manner.

Within the scope of Strategic Objective 1.1, the aim is to protect and increase the effectiveness of existing communication channels used to inform the public. In line with this, our institution's official website and corporate social media accounts are actively used; the timeliness and continuity of information shared through these channels are ensured.

In line with Strategic Objective 1.2, current and effective methods for informing the public are identified and implemented. Within this scope, mechanisms are in place to monitor information shared with the public and ensure that content is regularly updated. These include the following committees within the institution: Promotion, Culture, Arts, Organization, Events and Alumni Relations Committee, Social Media Accounts Committee, Website Committee, Faculty Bulletin Committee, and Annual Activity Report Preparation Committee. Public information processes are carried out in a coordinated manner.

Local and national press organizations are informed when deemed necessary in the process of announcing academic, social, and cultural activities to the public. Social media platforms are used effectively; feedback received through these platforms is regularly evaluated. Based on this feedback, necessary regulatory and preventive measures are implemented. Social media interaction data (reach, views, and engagement rates) are regularly monitored, and strategic importance is given to the reach of announcements. Within this framework, the goal is to expand public reach by ensuring that all academic and social activities are published on institutional social media accounts.

All activities carried out by the institution are shared with the public through annual bulletins. In this context, the latest annual bulletin, entitled "Faculty of Theology Bulletin 2025," is made available to the public via the official website.

The effectiveness of public information activities is monitored through satisfaction surveys completed by staff, students, and academics. These surveys measure and evaluate satisfaction rates regarding information provided through the website and social media accounts.

The monitoring and evaluation of public information practices are carried out by the Management System Development Commission. Improvement proposals regarding deficiencies and shortcomings identified by the commission are submitted to the dean's office for evaluation and approval; necessary adjustments are implemented.

Strategic Aims and Objectives

Strategic Objective 1: The aim is to provide the public with regular, accurate, and up-to-date information about all institutional activities of the faculty, -especially its educational, research and development, and social activities. To this end, the goal is to strengthen communication with the public based on the principles of transparency and accessibility.

Strategic Objective 1.1: Existing communication channels used to inform the public are maintained and continuously improved. In this context, the effectiveness of the faculty's official website, corporate social media accounts, and other information tools is monitored; and the timeliness and continuity of content are ensured.

Strategic Objective 1.2: Current and effective methods for informing the public are identified and implemented. In this context, new communication tools and methods are evaluated; necessary arrangements are made to implement the applications deemed appropriate. Thus, the aim is to increase public access and strengthen the effectiveness of information processes.

Sub-Criteria Topic:	E.5.1. Informing the public
Responsible Unit:	<u>Dean's Office</u> (Main responsible) <u>Management System Development Commission,</u> <u>Faculty Bulletin Committee,</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic</u> and <u>Administrative Staff</u> , Students
External Stakeholders:	<u>Rectorate</u> , (Strategy Development Department, Quality Coordination Office)

	<u>Press and Public Relations Directorate</u>
International Stakeholders:	-
Application Areas:	<u>Academic and Administrative Staff</u> , Students, Alumni, and Target Audience
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic Administrative Staff and Student Satisfaction Surveys</u> <u>Strategic Plan (Our Vision, Mission and Policies (2025-2029 Strategic Plan, pp. 10-15))</u> <u>Quality Manual (2025 version, pp. 3-15)</u> <u>Management System Commission 2025 Evaluation Report</u> <u>Twitter data</u> <u>Instagram data</u> <u>Facebook</u> <u>YouTube data</u>
Performance Indicators:	Satisfaction rates of academic and administrative staff, students, alumni, and the target audience. Social Media Account Follower Rates
Evaluation and Improvement Date:	December <u>2025 Activities Review Meeting Minutes</u>
Its place in the Information Management System:	<u>Faculty Bulletin (1-2-3-4)</u> <u>Faculty Website</u> Social Media Accounts: <u>Twitter</u> <u>Instagram</u> <u>Facebook</u> <u>YouTube</u> Institutional <u>email address</u>

E.5.2. Accountability methods

Within the scope of Strategic Objective 1, and in line with strengthening the accountability of management, academic and administrative staff, as well as students, our institution structures and

implements accountability mechanisms for staff, students, faculty, and external stakeholders. These mechanisms are designed in a systematic manner; they are carried out according to pre-announced methods and schedules, and the areas of responsibility for each process are clearly defined. The effectiveness of accountability practices is evaluated based on regularly received feedback, and necessary improvements are made.

Within the framework of Strategic Goal 1, in order to ensure that the decisions taken by the administration regarding personnel and students are subject to scrutiny, institutional communication channels are used effectively in addition to legal accountability methods. In this context, questions, requests, and opinions submitted via the email address ilahiyat@dicle.edu.tr, which is available on [the institution's official website](#) , are accepted. Applications made to this email address are checked daily by the Faculty Secretariat; they are forwarded to the relevant units, and the response process is initiated.

Questions, suggestions, and feedback received through our social media channels are also evaluated, and appropriate requests are addressed. This practice ensures that communication via social media functions as a complementary element of our accountability mechanism.

["I Have a Suggestion"](#) application, which is available on the [university's official website](#) and includes our faculty, stakeholders can submit their suggestions, requests, and complaints to the administration. The same application is also available on the faculty's [official website](#). Access is also provided through this link. All messages transmitted through this link are evaluated; applications to the faculty are answered by the dean's office.

[Suggestion and Feedback Boxes](#) are placed at various points in the faculty building to allow students to express their opinions, wishes, and suggestions in a physical environment. These boxes are regularly checked by personnel assigned by the dean's office. Submissions left in the boxes are forwarded by the dean's office to the relevant committees. The findings obtained as a result of the evaluations made by the relevant committees are submitted to the dean's office. Suggestions and wishes related to administration are forwarded [to the Administration System Development Committee](#). It is evaluated by them and submitted to the dean's office for information.

In addition, [CİMER](#) Applications made through this channel regarding our faculty are forwarded to the institution via the Rectorate. These applications are evaluated within the framework of the relevant legislation and specified timeframes; a response process is implemented, and feedback is provided in accordance with the principle of accountability.

Strategic Aims and Objectives

Strategic Objective 1: The aim is to strengthen the accountability of the administration to academic and administrative staff, as well as to students. To this end, the goal is to increase institutional trust by ensuring that management processes are conducted in a transparent, traceable, and auditable manner.

Strategic Objective 1.1: Ensuring that management decisions regarding staff and students are accountable. This includes sharing information about decision-making processes; making the reasons and consequences of decisions accessible to stakeholders through appropriate communication channels.

Strategic Objective 1.2: Mechanisms through which academic and administrative staff and students can submit views, suggestions, and feedback to the administration are effectively implemented. In this regard, participation is supported using electronic communication channels, social media tools, and physical feedback methods.

Strategic Objective 1.3: To ensure the continuity of accountability practices, evaluation and feedback processes regarding management activities are regularly monitored. Improvements are made and corrective and preventive actions are implemented as deemed necessary based on the findings.

Strategic Objective 1.4: The goal is to increase the auditability of management processes. In this context, management practices are monitored through internal evaluation reports, meeting minutes, and stakeholder feedback, and the results are reflected in corporate quality processes.

Sub-Criteria Topic:	E.5.2. Accountability methods
Responsible Unit:	<u>Dean's Office</u> (Main responsible) <u>Management System Development Commission,</u> <u>Faculty Bulletin Committee,</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic and Administrative Staff ,</u> <u>Students</u>
External Stakeholders:	<u>Rectorate</u> , (Strategy Development Department, Quality Coordination Office) <u>Press and Public Relations Directorate</u>

International Stakeholders:	-
Application Areas:	<u>Academic and Administrative Staff</u> , Students, Alumni, and Target Audience
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic Administrative Staff and Student Satisfaction Surveys</u> <u>Strategic Plan (Our Vision, Mission and Policies (2025-2029 Strategic Plan, pp. 10-15))</u> <u>Quality Manual (2025 version, pp. 3-15.)</u> <u>Management System Commission 2025 Evaluation Report</u> <u>Suggestion and Request Forms</u> <u>Suggestion and Feedback Box</u>
Performance Indicators:	Satisfaction rates of academic and administrative staff, students, alumni, and the target audience.
Evaluation and Improvement Date:	Year-end December <u>2025 Activities Review Meeting Minutes</u>
Its place in the Information Management System:	<u>Faculty Bulletin (1-2-3-4)</u> <u>Faculty Website</u> <u>Suggestion and Request Forms</u> <u>Suggestion and Feedback Box</u>

E.3. Information Management System

E.3.1. Integrated Information Management System

Our organization's information management activities are carried out by the Dicle University Information Processing Application and Research Center. The management and operating procedures of the Center are determined by the Dicle University Information Processing Application and Research Center Regulations, which form the basic framework of information management processes within the institution.

The various systems used in information management processes are integrated to ensure the efficient operation of our institution. The main information management systems are: Personnel

Information System, Student Information System (SIS), Academic Information System, Student Affairs Information System, Alumni Information System, Management Information System, Electronic Document Management System (EDMS), and Learning Management System (ALMS). In particular, the ALMS and SIS systems work together in an integrated manner to manage educational processes and student information.

The management of distance education activities is provided by DUZEM (Dicle University Distance Education Application and Research Center). DUZEM coordinates the distance education processes of students and faculty members by managing distance education platforms and content. Internal stakeholders communicate their problems and requests to the Dean's Office; the Dean's Office forwards these requests to DUZEM, initiating the solution process.

Our Objectives, Strategic Goals, and Performance Indicators

Strategies for Developing an Integrated Information Management System

Objective 4: To improve the Faculty of Theology's information management through a centralized and integrated system, to expedite access to information, to increase the efficiency of academic and administrative processes, and to provide information management system training and user support programs.

Objective 4.1: To establish a central information management system within the faculty and integrate it with existing systems.

Goal 4.2: To accelerate information access processes and optimize information use.

Objective 4.3: To enable users to effectively utilize the information management system.

Objective 7: To inform the public about the faculty's activities.

Goal 7.1: To protect and improve existing channels used to inform the public.

Objective 7.2: To identify current and effective methods used in informing the public and to take the necessary steps to implement them.

Sub-Criteria Topic:	E.3.1. Integrated Information Management System
Responsible Unit:	<u>Information Technology Department (Main responsible)</u> <u>Dean's Office ,</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u>

	<u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic and Administrative Staff, Students</u>
External Stakeholders:	<u>Rectorate (Strategy Development Department, Quality Coordination Office)</u> <u>Information Technology Department</u>
International Stakeholders:	<u>Unit International Advisory Board</u>
Application Areas:	All university
Monitoring Mechanisms:	<u>Management System Development Commission,</u> <u>Academic and administrative staff and student satisfaction surveys</u>
Performance Indicators:	<u>Academic, administrative staff and student satisfaction rates</u>
Evaluation and Improvement Date:	Year-end December <u>2025 Activities Review Meeting Minutes</u>
The Placement of Sub-Criteria in the Information Management System:	<u>Information Technology Department</u> <u>Network Services Planning and Support Unit</u> <u>Dicle University Information Processing Research Center</u> <u>OBS (Student Information System),</u> <u>Electronic Document Management System ,</u> <u>Academic Information System ,</u> <u>Faculty Website</u> <u>Quality Management System (QMS)</u>

E.3.2. Information Security and Reliability

Information security at our institution is provided by the IT Department. Requests from stakeholders regarding information security are received by the Dean's Office and forwarded to the IT Department to initiate the resolution process. In this way, all security requests are effectively managed and resolved.

Dicle University securely manages the confidentiality, announcement, and storage of academic results. Instructors can only enter exam grades through the Student Information System (OBS).

Grade entry is limited to specific dates and can only be performed by the course instructor. Once grades are entered into the system, they can only be accessed by verified students, course instructors, and coordinators.

Email addresses provided by the IT Department are not given to any individual, unit, or institution; they can only be used by authorized users. The IT Department performs regular backups on the servers serving our institution in accordance with its backup policy. Backup procedures are meticulously implemented to ensure data security and to provide quick access to information in the event of data loss.

Our Objectives, Strategic Goals, and Performance Indicators

Information Security and Reliability Improvement Strategies

Objective 5: Ensuring information security and confidentiality.

Goal 5.1: To enhance information security and ensure data privacy.

Goal 8: To strengthen the accountability of administration to academic and administrative staff, as well as to students.

Goal 8.1: To ensure that the decisions made by the administration regarding staff and students are subject to scrutiny.

Sub-Criteria Topic:	E.3.2. Information Security and Reliability
Responsible Unit:	<u>Information Technology Department</u> (Main responsible) <u>Deanery</u> <u>Management System Development Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic</u> and <u>Administrative Staff</u> , Students
External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>Information Technology Department</u>
International Stakeholders:	-
Application Areas:	All university

Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic and administrative staff and student satisfaction surveys</u>
Performance Indicators:	<u>Academic, administrative staff and student satisfaction rates</u>
Evaluation and Improvement Date:	Year-end December <u>2025 Activities Review Meeting Minutes</u>
The Placement of Sub-Criteria in the Information Management System:	<u>Information Technology Department</u> <u>Network Services Planning and Support Unit</u> <u>Strategy Development Department Development Directorate</u> <u>OBS (Student Information System),</u> <u>Electronic Document Management System ,</u> <u>Academic Information System ,</u> <u>Faculty Website</u> <u>Quality Management System (QMS)</u>

E.4. Support Services

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

In our organization, processes related to the procurement of outsourced goods and services are carried out in line with strategic objectives aimed at increasing the suitability, improving the quality, and ensuring the continuity of services and goods. In this context, collaborative work is undertaken with suppliers; defined processes are implemented to ensure the suitability, quality, and continuity of outsourced goods and support services; and additional mechanisms are established as needed. This ensures that the procured services and goods meet the organizational needs.

In line with Strategic Objective 1 and Strategic Target 1.1, the suitability of goods and services procured by the Rectorate is audited annually by the faculty administration. Findings from the audit process are evaluated, and feedback is generated to improve the suitability of services and goods. Necessary recommendations are then communicated to the relevant units. This practice monitors the compliance of goods and services procurement with legislation, technical specifications, and faculty needs, ensuring continuous improvement.

All transactions related to the procurement of goods and services are carried out within the framework of the principles and procedures determined by the Public Procurement Law No. 4734. Technical specifications, quality criteria, and other required standards for the goods and services subject to the tender are clearly and explicitly defined, and procurement processes are planned accordingly. This ensures the suitability, quality, and continuity of the goods and services procured.

In line with Strategic Objective 1.2, evaluation meetings are held at the end of each year to improve the quality levels of goods and services procured. These meetings address quality findings related to procurements, identify problems encountered, and determine areas for improvement. The evaluation results are compiled into a report and forwarded to the relevant units of the Rectorate, particularly the Department of Administrative and Financial Affairs. This establishes an institutional feedback mechanism for service and goods procurement.

The suitability and quality level of goods and services are evaluated and decided upon through acceptance committees established in accordance with the current procurement legislation. Compliance with the contract provisions and technical and administrative specifications is the primary criterion in the acceptance processes. Through these evaluations, it is ensured that the supplied goods and services meet the specified quality standards.

In procurements made through direct procurement by units within Dicle University that have been allocated funds, the DÜ-SAT-PRS-001 Procurement Process and DÜ-FRM-017 Procurement Request Form are applied to determine compliance with predetermined conditions. Additionally, the DÜ-FRM-019 Supplier Information Form is completed in each procurement process to evaluate the performance of suppliers. These evaluations contribute to supplier-based quality monitoring and ensure service continuity.

In line with Strategic Objective 1.3, the aim is to minimize disruptions in areas such as internet services, cleaning services, common areas, technical equipment, and air conditioning systems. To this end, feedback on services and goods is regularly collected through satisfaction surveys; the data obtained is analyzed, and necessary corrective and preventive actions are implemented. This ensures the monitoring and improvement of service quality and continuity.

Strategic Objective 1: The aim is to provide requests and suggestions to the faculty administration regarding improving the suitability of services and goods, raising quality levels, and ensuring their continuity. In this regard, the goal is to contribute to ensuring that outsourced

goods and services are conducted within the framework of institutional needs, quality standards, and sustainability principles.

Strategic Objective 1.1: The suitability of goods and services procured annually by the Rectorate is monitored and evaluated by the faculty administration. Based on the findings of these audits, feedback is generated to improve the suitability of services and goods, and recommendations are submitted to the relevant units if deemed necessary.

Strategic Objective 1.2: At the end of each year, evaluation meetings are held to improve the quality levels of procured goods and services. These meetings address quality assessments related to service and goods procurement; the evaluation results are compiled into a report and submitted to the relevant units of the Rectorate, particularly **the Department of Administrative and Financial Affairs** .

Strategic Objective 1.3: The goal is to minimize disruptions in service delivery. In this context, processes related to internet services, cleaning services, common areas, and technical and climate control systems are monitored; feedback is evaluated, and necessary corrective and preventive measures are implemented. The aim is to ensure service continuity and increase customer satisfaction.

Sub-Criteria Topic:	E.4.1. <u>Suitability, quality and continuity of services and goods</u>
Responsible Unit:	<u>Dean's Office (Main Responsible Unit)</u> <u>Management System Development Commission</u> <u>Quality and Accreditation Commissions</u> <u>Strategic Plan Preparation Commission</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3.)</u>
Internal Stakeholders:	<u>Administrative Staff</u>
External Stakeholders:	<u>Rectorate</u> (Strategy Development Department, Quality Coordination Office) <u>National Advisory Board</u> <u>Quality Improvement Coordination</u>
Application Areas:	<u>Goods and Services Purchased From Abroad</u>
	<u>Management System Development Commission</u>

Monitoring Mechanisms:	<u>Academic Administrative Staff and Student Satisfaction Surveys</u> <u>Strategic Plan (Our Vision, Mission and Policies (2025-2029 Strategic Plan, pp. 10-15))</u> <u>Quality Manual (2025 version, pp. 3-15)</u> <u>Management System Commission 2025 Evaluation Report</u>
Performance Indicators:	Satisfaction rates of academic and administrative staff; Student satisfaction rates with management: <u>2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey</u> <u>2024-2025 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey</u> <u>Administrative staff satisfaction survey</u> <u>2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey</u> <u>2024-2025 Spring Semester Faculty of Theology Student Satisfaction Survey</u> <u>Expenses for real estate, machinery, equipment, etc.</u>
Evaluation and Improvement:	Year-end December <u>2025 Activities Review Meeting Minutes</u>
The Role of Sub-Criteria in the Conformity, Quality, and Continuity of Services and Goods:	<u>Evidence Repository</u> <u>Public Procurement Law No. 4734</u> <u>Technical Specifications</u> <u>Public Procurement Regulations</u> <u>Admissions Committees</u> <u>Du-Sat-Prs-001 Purchasing Process</u> <u>Dü-Frm-017 Purchase Request Form</u> <u>Dü-Frm-019 Supplier Information Form</u> <u>Forms Related to the Purchasing Process</u>

E.5. Public Information and Accountability

Information regarding all activities within our institution, including educational and research and development activities, is shared with the public in an open, accurate, up-to-date, and

accessible manner, based on the principle of transparency. In this context, information regarding institutional activities is provided in a way that ensures regular and reliable public awareness. The principle of accountability is adopted as one of the fundamental elements of corporate governance; importance is given to sharing information regarding the institution's decision-making, implementation, and evaluation processes. Necessary arrangements are made to diversify practices in this area, increase their effectiveness, and adapt them to current needs, and improvement efforts are carried out in line with the principle of continuous development.

E.5.1. Informing the public

In line with Strategic Objective 1, and in order to inform the public about the Faculty's activities, information regarding our institution's educational programs, as well as academic, social, and cultural activities, is shared with the public based on the principle of transparency. In this context, information activities are carried out through open, accurate, up-to-date, and publicly accessible channels; ensuring that the public is regularly and reliably informed. Our official social media accounts used in this context are listed below:

- **Facebook:** *Dicle Theology 1993*
- **X (Twitter):** *Dicle Theology 1*
- **Instagram:** *theology dicle university*
- **YouTube:** *Dicle Theology*

The aim of the posts made through these accounts is to increase the visibility of our faculty, strengthen interaction with stakeholders, and inform the public in an accurate and up-to-date manner.

Within the scope of Strategic Objective 1.1, the aim is to protect and increase the effectiveness of existing communication channels used to inform the public. In line with this, our institution's official website and corporate social media accounts are actively used; the timeliness and continuity of information shared through these channels are ensured.

In line with Strategic Objective 1.2, current and effective methods for informing the public are identified and implemented. Within this scope, mechanisms are in place to monitor information shared with the public and ensure that content is regularly updated. Public information processes are coordinated through the following committees within the institution: Promotion, Culture, Arts, Organization, Events and Alumni Relations Committee , Social Media Accounts Committee , Website Committee , Faculty Bulletin Committee , and Annual Activity Report Preparation Committee .

Local and national press organizations are informed when deemed necessary in the process of announcing academic, social, and cultural activities to the public. Social media platforms are used effectively; feedback received through these platforms is regularly evaluated. Based on this feedback, necessary regulatory and preventive measures are implemented. Social media interaction data (reach, views, and engagement rates) are regularly monitored, and strategic importance is given to the reach of announcements. Within this framework, the goal is to expand public reach by ensuring that all academic and social activities are published on institutional social media accounts.

All activities carried out by the institution are shared with the public through annual bulletins. In this context, the latest annual bulletin, entitled "Faculty of Theology Bulletin 2025," is made available to the public via the official website.

The effectiveness of public information activities is monitored through satisfaction surveys completed by staff, students, and academics. These surveys measure and evaluate satisfaction rates regarding information provided through the website and social media accounts.

The monitoring and evaluation of public information practices are carried out by the Management System Development Commission. Improvement proposals regarding deficiencies and shortcomings identified by the commission are submitted to the dean's office for evaluation and approval; necessary adjustments are implemented.

Strategic Aims and Objectives

Strategic Objective 1: The aim is to provide the public with regular, accurate, and up-to-date information about all institutional activities of the faculty, -especially its educational, research and development, and social activities. To this end, the goal is to strengthen communication with the public based on the principles of transparency and accessibility.

Strategic Objective 1.1: Existing communication channels used to inform the public are maintained and continuously improved. In this context, the effectiveness of the faculty's official website, corporate social media accounts, and other information tools is monitored; and the timeliness and continuity of content are ensured.

Strategic Objective 1.2: Current and effective methods for informing the public are identified and implemented. In this context, new communication tools and methods are evaluated; necessary arrangements are made to implement the applications deemed appropriate. Thus, the aim is to increase public access and strengthen the effectiveness of information processes.

Sub-Criteria Topic:	<u>E.5.1. Informing the public</u>
Responsible Unit:	<u>Dean's Office</u> (Main responsible) <u>Management System Development Commission,</u> <u>Faculty Bulletin Committee,</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic and Administrative Staff ,</u> Students
External Stakeholders:	<u>Rectorate ,</u> (Strategy Development Department, Quality Coordination Office) <u>Press and Public Relations Directorate</u>
International Stakeholders:	-
Application Areas:	<u>Academic and Administrative Staff ,</u> Students, Alumni, and Target Audience
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic Administrative Staff and Student Satisfaction Surveys</u> <u>Strategic Plan (Our Vision, Mission and Policies (2025-2029 Strategic Plan, pp. 10-15))</u> <u>Quality Manual (2025 version, pp. 3-15)</u> <u>Management System Commission 2025 Evaluation Report</u> <u>Twitter data</u> <u>Instagram data</u> <u>Facebook</u> <u>YouTube data</u>
Performance Indicators:	Academic and administrative staff, students, alumni, target audience satisfaction rates. Social Media Account Follower Rates
Evaluation and Improvement Date:	December <u>2025 Activities Review Meeting Minutes</u>
	<u>Faculty Bulletin (1-2-3-4)</u> <u>Faculty Website</u> Social Media Accounts:

Its place in the Information Management System:	<u>Twitter</u>
	<u>Instagram</u>
	<u>Facebook</u>
	<u>YouTube</u>
	Institutional <u>email address</u>

E.5.2. Accountability methods

Within the scope of Strategic Objective 1, and in line with strengthening the accountability of management, academic and administrative staff, as well as students, our institution structures and implements accountability mechanisms for staff, students, faculty, and external stakeholders. These mechanisms are designed in a systematic manner; they are carried out according to pre-announced methods and schedules, and the areas of responsibility for each process are clearly defined. The effectiveness of accountability practices is evaluated based on regularly received feedback, and necessary improvements are made.

Within the framework of Strategic Goal 1, in order to ensure that the decisions taken by the administration regarding personnel and students are subject to scrutiny, institutional communication channels are used effectively in addition to legal accountability methods. In this context, questions, requests, and opinions submitted via the email address ilahiyat@dicle.edu.tr, which is available on the institution's official website, are accepted. Applications made to this email address are checked daily by the Faculty Secretariat; they are forwarded to the relevant units, and the response process is initiated.

Questions, suggestions, and feedback received through our social media channels are also evaluated, and appropriate requests are addressed. This practice ensures that communication via social media functions as a complementary element of our accountability mechanism.

Through the "[I Have a Suggestion](#)" application, which is available on the university's official website and includes our faculty, stakeholders can submit their suggestions, requests, and complaints to the administration. The same application is also accessible via the faculty's [official website](#). All messages submitted through this link are evaluated; applications concerning the faculty are answered by the dean's office.

[Suggestion and Feedback Boxes](#) are placed at various points in the faculty building to allow students to submit their opinions, requests, and suggestions in a physical environment. These

boxes are regularly checked by personnel assigned by the dean's office. Submissions left in the boxes are forwarded by the dean's office to the relevant committees. The findings obtained from the evaluations made by these committees are submitted to the dean's office. Suggestions and requests related to administration are evaluated by the Administrative System Development Committee and presented to the dean's office.

In addition, applications regarding our faculty made through CIMER (the Presidential Communication Center) are forwarded to the institution via the Rectorate. These applications are evaluated within the framework of the relevant legislation and specified timeframes; a response process is implemented, and feedback is provided in accordance with the principle of accountability.

Strategic Aims and Objectives

Strategic Objective 1: The aim is to strengthen the accountability of the administration to academic and administrative staff, as well as to students. To this end, the goal is to increase institutional trust by ensuring that management processes are conducted in a transparent, traceable, and auditable manner.

Strategic Objective 1.1: Ensure that management decisions regarding staff and students are subject to scrutiny. This includes sharing information about decision-making processes; making the reasons and consequences of decisions accessible to stakeholders through appropriate communication channels.

Strategic Objective 1.2: Mechanisms through which academic and administrative staff and students can submit views, suggestions, and feedback to the administration are effectively implemented. In this regard, participation is supported using electronic communication channels, social media tools, and physical feedback methods.

Strategic Objective 1.3: To ensure the continuity of accountability practices, evaluation and feedback processes regarding management activities are regularly monitored. Improvements are made and corrective and preventive actions are implemented as deemed necessary based on the findings.

Strategic Objective 1.4: The goal is to increase the auditability of management processes. In this context, management practices are monitored through internal evaluation reports, meeting minutes, and stakeholder feedback, and the results are reflected in corporate quality processes.

Sub-Criteria Topic:	<u>E.5.2. Accountability methods</u>
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Responsible Unit:	<u>Dean's Office</u> (Main responsible) <u>Management System Development Commission,</u> <u>Faculty Bulletin Committee,</u>
Initial Planning Date:	<u>2021 (Quality Manual version 1)</u> <u>2023 (Quality Manual version 2)</u> <u>2025 (Quality Manual version 3)</u>
Internal Stakeholders:	<u>Academic and Administrative Staff ,</u> Students
External Stakeholders:	<u>Rectorate ,</u> (Strategy Development Department, Quality Coordination Office) <u>Press and Public Relations Directorate</u>
International Stakeholders:	-
Application Areas:	<u>Academic and Administrative Staff ,</u> Students, Alumni, and Target Audience
Monitoring Mechanisms:	<u>Management System Development Commission</u> <u>Academic Administrative Staff and Student Satisfaction Surveys</u> <u>Strategic Plan (Our Vision, Mission and Policies (2025-2029 Strategic Plan, pp. 10-15))</u> <u>Quality Manual (2025 version, pp. 3-15)</u> <u>Management System Commission 2025 Evaluation Report</u> <u>Suggestion and Request Forms</u> <u>Suggestion and Feedback Box</u>
Performance Indicators:	Academic and administrative staff, students, alumni, target audience satisfaction rates.
Evaluation and Improvement Date:	December <u>2025 Activities Review Meeting Minutes</u>
Its place in the Information Management System:	<u>Faculty Bulletin (1-2-3-4)</u> <u>Faculty Website</u> <u>Suggestion and Request Forms</u> <u>Suggestion and Feedback Box</u>

APPENDIX 1: PERFORMANCE INDICATORS

Information about the Institution

Indicator						
Information about the Institution	Explanation	Targeted for 2025	Targeted for 2026	Targeted for the year 2027	Targeted for the year 2028	Targeted for the year 2029
1. Number of Programs		3	3	3	3	3
2. Number of Episodes		3	3	3	3	3
3. Number of Departments (Fields)		20	20	20	20	20
4. Number of Language Laboratories		1	1	1	1	1
5. Number of Collaborating Research and Application Centers		5	5	5	5	5
6. Number of Master's Programs		3	3	3	3	3
7. Number of Doctoral Programs		3	3	3	3	3

8. Amount of educational space (Classrooms, etc.) (m2)		1400	1400	1400	1400	1400
9. Amount of research areas (Lab., library, etc.) (m2)		1824	1824	1824	1824	1824
10. Amount of administrative areas (m2)		400	400	400	400	400
11. Amount of social areas (Canteen, Cafeteria, Dining Hall, Sports area, etc.) (m2)		708	708	708	708	708
12. Other areas		-	-	-	-	-
13. Total area (m2)		27000	27000	27000	27000	27000
14. Number of students in undergraduate programs		3000	3000	3000	3000	3000
15. Number of Foreign Students		30	35	35	40	40
16. Total Number of Undergraduate Students		3030	3035	3035	3040	3040
17. Number of Master's Thesis Students		150	160	170	180	190
18. Number of Students Pursuing a Non-Thesis Master's Degree		20	25	30	35	40
19. Total Number of Students Doing Master's Degrees		170	185	200	215	230

20. Number of Doctoral Students		100	110	120	130	140
21. Number of Bachelor's Degree Graduates		200	200	200	200	200
22. Number of Master's Graduates		25	25	25	25	25
23. Number of PhD Graduates		10	15	20	25	25
24. Total Number of Graduates		235	235	235	235	235
25. Number of undergraduate students leaving the institution		30	30	30	30	30
26. Number of graduate students leaving the institution		10	10	10	10	10
27. Number of doctoral students leaving the institution		5	5	5	5	5

A. Quality Assurance System

Indicator						
A. Quality Assurance System	Explanation	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029

1. Percentage (in percentages) of achievement of the education and training activity objectives included in the institution's strategic plan.		%85	7	%8	%88	%89	%90
2. Percentage (in percentages) of achievement of research activity objectives included in the institution's strategic plan.		%85	7	%8	%88	%89	%90
3. Percentage (in percentages) of achievement of the administrative activity targets included in the institution's strategic plan.	Enter the percentage level at which strategic objectives have been achieved.	%84	5	%8	%86	%87	%88
4. Percentage (in percentages) of achievement of the goals related to social service activities included in the institution's strategic plan.		%82	3	%8	%84	%85	%86
5. SCOPUS (SCIMAGO)							
6. Web Of Sciences (RUR)							

7. Number of activities (meetings, workshops, etc.) organized by your organization in the relevant year with the aim of promoting a quality culture.	Please enter the number of meetings, workshops, etc., conducted/organized by your institution between January 1st and December 31st within the scope of the relevant indicator.					
	These activities must be of an institutional nature.	3	4	5	6	7
	This does not refer to meetings that could be described as "institutional quality committees" held within the organization itself.					
8. Number of annual feedback and evaluation meetings held by the institution with its internal stakeholders within the scope of quality processes.	Please enter the number of feedback and evaluation meetings your institution conducts for its internal stakeholders (students, administrative staff, academic staff, etc.).	20	22	24	26	28

<p>9. Number of annual feedback and evaluation meetings held by the institution with its external stakeholders within the scope of quality processes.</p>	<p>Please enter the number of feedback and evaluation meetings your institution has conducted with external stakeholders (such as the Ministry of National Education, the Directorate of Religious Affairs).</p>	5	6	7	8	9
<p>10. Academic staff satisfaction (as a percentage)</p>	<p>Enter the academic staff satisfaction results regarding the institution's activities as a percentage (%).</p>	%67	%69	%71	%72	%73
<p>11. Administrative staff satisfaction rate (in percentages)</p>	<p>Enter the administrative staff satisfaction results regarding the institution's activities as a percentage (%).</p>	%85	%86	%87	%88	%89
<p>12. Overall student satisfaction (as a percentage)</p>	<p>Enter the student's overall satisfaction results regarding the institution's activities as a percentage (%).</p>	%64	%65	%66	%67	%68
<p>13. Number of incoming Erasmus students</p>	<p>Enter the number of students who came to your institution within the scope of the relevant program under the relevant indicator.</p>	2	3	4	5	6

<p>14. Number of students going on Erasmus.</p>	<p>Please enter the number of students who left your institution for the relevant program within the corresponding indicator.</p>	2	3	4	5	6
<p>15. Number of Students Attending Farabi</p>	<p>Enter the number of students who came to your institution within the scope of the relevant program under the relevant indicator.</p>	2	3	4	5	6
<p>16. Number of Students Going to Farabi</p>	<p>Please enter the number of students who left your institution for the relevant program within the corresponding indicator.</p>	2	3	4	5	6
<p>17. Number of students who came to Mevlana</p>	<p>Enter the number of students who came to your institution within the scope of the relevant program under the relevant indicator.</p>	2	3	4	5	6
<p>18. Number of Students Attending Mevlana's Mausoleum</p>	<p>Please enter the number of students who left your institution for the relevant program within the corresponding indicator.</p>	2	3	4	5	6

19. Total Number of Students Coming from Student Exchange Programs	Enter the total number of students who came to your institution within the scope of the relevant program under the corresponding indicator.	6	9	12	15	18
20. Total Number of Students Participating in Student Exchange Programs	Please enter the total number of students who left your institution for the relevant program within the corresponding indicator.	6	9	12	15	18
21. Erasmus Gelen öğretim elemanı sayısı	Please enter the number of teaching staff who have come to your institution within the scope of the relevant program under the relevant indicator.	2	3	4	5	6
22. Number of teaching staff participating in the Erasmus program.	Please enter the number of teaching staff from your institution who went abroad as part of the relevant program within the relevant indicator.	2	3	4	5	6
23. Mevlana Incoming teaching staff	Please enter the number of teaching staff who have come to your institution within the scope of the relevant program under the relevant indicator.	2	3	4	5	6

24. Mevlana Visiting Faculty Member	Please enter the number of teaching staff from your institution who went abroad as part of the relevant program within the relevant indicator.	2	3	4	5	6
25. Total Number of Faculty Members Receiving from Faculty Exchange Programs	Enter the total number of teaching staff assigned to your institution under the relevant program within the corresponding indicator.	4	6	8	10	12
26. Total Number of Faculty Members Participating in Faculty Exchange Programs	Please enter the total number of teaching staff who left your institution for the relevant program within the specified indicator.	4	6	8	10	12

B. Education and Training

Indicator						
B. Education and Training	Explanation	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029

1. Number of undergraduate programs / number of master's programs / number of doctoral programs that can be viewed on the institution's website after completing the program information package.		3	3	3	3	3
2. Student satisfaction rate (in percentage) with the program they are enrolled in (regarding learning-teaching methods- acquisition of general competencies)		%70	%75	%80	%80	%82
3. Does the program allow double majors?	Yes	-	-	-	-	-
4. Is a minor allowed in the program?	No	-	-	-	-	-
5. Number of undergraduate students pursuing a double major.	-	4	4	4	4	4
6. Number of undergraduate students pursuing a minor	-	-	-	-	-	-
7. The ratio of students pursuing double majors to the total number of undergraduate students.	-	4	4	4	4	4
8. The ratio of students pursuing a minor to the total number of undergraduate students.	-	-	-	-	-	-
9. Ratio of (Number of students accepted to the master's program) / (Number of students applying to the master's	-	107/280	110/290	113/295	115/300	120/320s

program)						
10. Ratio of (Number of students accepted to doctoral programs) / (Number of students applying to doctoral programs)	-	38/100	42/110	45/115	49/121	54/130
11. Number of interdisciplinary thesis-based master's programs	-					
12. Number of interdisciplinary non-thesis master's programs	-					
13. Number of interdisciplinary doctoral programs.	-					
14. (Lisans programına yerleşen öğrenci sayısı) / (Lisans programını tercih eden toplam öğrenci sayısı) oranı	-	238/	205/	180/	155/	140/
15. Number of programs organized for the training of trainers in the institution.	-	1	1	1	1	1
16. Faculty member who received training within the scope of the instructor training program at the institution.	-	45	50	55	60	65
17. Satisfaction rate (in percentage) with the trainer training program conducted at the institution.	-	65	67	67	69	72
18. Average score on the Faculty Member evaluation survey (student	-	68	69	70	70	72

evaluations) (%):						
19. Average score on the academic advisor evaluation questionnaire (student evaluations)	-	%60	%60	%60	%60	%60
20. Thesis supervision (ongoing master's and doctoral dissertation supervision)	-	275	290	280	295	295
21. Average of weekly teaching hours for instructors over two semesters.	-	14	13	12	11	10
22. Ratio of (Total classroom space) / (Total number of students in formal education)	-	28/1700	28/1550	28/1400	28/1250	28/1100
23. Ratio of (Number of program-related resources in the institutional library) / (Number of students - total students)	-	21430/3816	22000/3500	23000/3300	24000/3100	25000/2900
	-	5,615	6,285	6,969	7,741	8,620
24. Ratio of (E-resources related to the program in the institutional library) / (Number of students)	-	0,5	1	1,5	3	5
25. Number of student clubs that program students are members of		11	12	12	14	15
26. Number of program students participating in student club activities.	-	500	600	700	800	900
27. Number of student projects	-	1	2	2	3	3

28. The number of undergraduate programs of the university applying for accreditation that are stated as accredited in the YKS Higher Education Programs and Quotas Guide.	-	1	2	3	4	5
29. Satisfaction level (in percentage) of employer stakeholders (Ministry of National Education, Directorate of Religious Affairs, etc.) regarding the qualifications of graduates.	-	%45	%50	%55	%60	%65
30. Ratio: (Number of graduates placed through KPSS exam) / (Number of graduates who took the KPSS exam)	-					
31. MBSTS	-					
32. Number of memorizers at the time of program registration.	-	20	23	25	27	29
33. Number of students with memorized the Quran who have reached the graduation stage of the program.		20	23	25	27	29
34. Number of students taking the YDS-YÖKDİL exams.						
35. Number of students taking the YDS-YÖKDİL exams.						
36. Number of graduates who have found employment.						

37. Percentage of graduates continuing on to postgraduate studies.						
38. Number of members in the alumni association.		20	30	40	50	60
39. Number of graduates from the 39th Religious Higher Education Center						
40. Ratio: (Number of students graduating within the normal period of study) / (Number of students who should graduate within the normal period of study)		327/560	350/550	350/500	400/500	420/500
41. Number of Students / Number of Faculty Members in Undergraduate and Graduate Programs		3757/84	3650/86	3550/88	3450/89	3350/91
42. Number of Students / Number of Faculty Members in Undergraduate and Graduate Programs		3757/59	3650/61	3550/63	3450/64	3350/66
43. Number of Students in Graduate Programs / Number of Students in Undergraduate Programs		145/3612	150/3500	155/3400	160/3300	165/3200
44. 44. Number of Undergraduate Students/Number of Faculty Members		3612/84	3500/86	3400/88	3300/89	3200/91
45. Number of PhD graduates/number of faculty members		120/83	125/83	125/85	130/85	130/90
46. Number of students/number of faculty members in the doctoral		120/59	130/61	140/63	150/64	160/66

program						
47. Number of Foreign Students / Total Number of Students		10/3816	13/3320	17/2965	20/2616	25/2332
48. Number of PhD students / Total number of students (Undergraduate-Master's-PhD)		120/4135	130/3582	140/3228	150/2850	160/2516
49. Number of PhD graduates.		15	17	20	25	30
50. Annual number of students leaving the institution.		33	30	25	20	15
51. Number of Foreign Faculty Members / Total Number of Faculty Members		2/84	2/86	2/88	2/89	2/91
52. Number of administrative staff / Total number of students		17/3757	17/3500	17/3200	17/3000	17/2500
53. Number of administrative staff / Number of teaching staff		17/84	17/86	17/88	17/89	17/91

C. Research and Development

Indicator						
C. Research and Development	Explanation	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029

<p>1. Average annual number of externally funded projects completed per faculty member.</p>	<p>The question asks about the ratio of completed projects supported by national or international organizations outside the institution to the number of tenured faculty members.</p>	0,03	0,09	0,14	0,14	0,14
<p>2. Number of ongoing externally funded projects per faculty member.</p>	<p>The question asks for the ratio of the number of ongoing projects supported by national or international organizations outside the institution to the number of faculty members. (No division) K</p>	0,03	0,08	0,12	0,16	0,16
<p>3. Average total annual budget of completed externally funded projects.</p>		-	-	-	-	-
<p>4. Total budget of ongoing externally funded projects.</p>		80000 \$				
<p>5. The ratio of the total ongoing externally funded project budget to the number of ongoing externally funded projects.</p>		% 100				

<p>6. Average annual number of international collaborative projects completed per faculty member.</p>	<p>The question asks for the ratio of completed projects conducted in collaboration with international individuals or organizations outside the institution to the number of faculty members.</p>		0,05	0,08	0,12	0,16
<p>7. Number of ongoing international collaborative projects per faculty member.</p>	<p>The question asks for the ratio of the number of ongoing projects conducted in collaboration with international individuals or organizations outside the institution to the total number of faculty members.</p>	0,03	0,03	0,05	0,05	0,08
<p>8. Number of fields in the YÖK 100/2000 Doctoral Scholarship Program</p>		-	-	-	-	-
<p>9. Number of Students in the YÖK 100/2000 Doctoral Scholarship Program</p>	<p>Number of Students in the YÖK 100/2000 Doctoral Scholarship Program</p>	3	2	1		

<p>10. Average annual number of publications per faculty member in SCI, SSCI, A&HCI, and ESCI indexed journals that are not produced through international collaboration.</p>	<p>The question asks for the ratio of the number of articles and reviews published in SCI, SSCI, A&HCI, and ESCI-indexed journals (excluding international collaborations) to the number of tenured faculty members (Professors, Associate Professors, and Assistant Professors) between January 1st and December 31st. Articles submitted to journals for publication during this period but not yet peer-reviewed or published because the journal's publication deadline has not yet arrived will not be considered. Only articles published in journals during this period, regardless of their submission date, will be considered.</p>	<p>0,05</p>	<p>0,09</p>	<p>0,13</p>	<p>0,16</p>	<p>0,19</p>
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<p>11. Average annual number of publications per faculty member in SCI, SSCI, A&HCI and ESCI indexed journals produced through international collaboration.</p>	<p>The question asks for the ratio of the number of articles and reviews published in SCI, SSCI, A&HCI, and ESCI-indexed journals (with international collaboration – those not with international collaboration were asked in the previous section) to the number of tenured faculty members (Professors, Associate Professors, and Assistant Professors) between January 1st and December 31st. Articles submitted to journals for publication during the specified period but not yet peer-reviewed or not published because the journal's publication deadline has not yet arrived will not be considered. Only articles published in journals during the specified period, regardless of their submission date, will be considered.</p>	-	-	-	-	-
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<p>12. Scientific publication score (This represents the ratio of the total impact factor, obtained by summing the current impact factors of the relevant journal for each publication, to the total number of publications.)</p>	<p>The impact factor of each publication is written in the relevant journal, and the total impact score obtained by summing these values is expressed as the ratio of this total impact score to the total number of publications.</p>	0,03	0,04	0,04	0,04	0,04
<p>13. Citation score</p>	<p>The question asks to calculate the ratio of the average annual number of citations in SCI, SSCI, A&HCI, and ESCI-indexed journals to the total number of faculty members.</p>	0,80	1,50	2,10	2,85	3,50
<p>14. Total budget for international collaborative projects.</p>	<p>The total budget for projects launched between January 1st and December 31st will be listed.</p>	-	-	-	-	-
<p>15. Total budget of ongoing international collaborative projects.</p>	<p>The total budget of ongoing international collaborative projects as of the application date will be listed.</p>	-	-	-	-	-
<p>16. Number of thesis-based master's students per faculty member.</p>		41	33	51	53	58
<p>17. Number of doctoral students per faculty member</p>		34	37	37	38	44

18. Average annual number of doctoral graduates per faculty member.	Average annual number of doctoral graduates per faculty member	4	5	9	8	12
19. Number of faculty members who have received TÜBA and TÜBİTAK awards (excluding TÜBA translation award)		-	-	-	-	-
20. Number of international awards		-	-	-	-	-
21. Number of National Awards		-	-	-	-	-
22. Number of academic research papers (articles, theses, etc.) conducted in collaboration with the Ministry of National Education.		-	-	-	-	-
23. Number of academic research papers (articles, theses, etc.) conducted in collaboration with the Directorate of Religious Affairs.		-	-	-	-	-

D. Social Contribution

Indicator						
4. Social Contribution	Explanation	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029

1. Number of social responsibility projects that have a budget and are carried out by the organization itself.		1	2	3	4	5
2. Number of social responsibility projects that have a budget and are carried out in cooperation with external stakeholders (excluding the Ministry of National Education and the Directorate of Religious Affairs).		1	2	3	4	5
3. Number of social responsibility projects that have a budget and are carried out in cooperation with the Ministry of National Education.		1	2	3	4	5
4. Number of social responsibility projects with a budget and carried out in cooperation with the Directorate of Religious Affairs.		1	2	3	4	5
5. Number of social responsibility projects that do not have a budget and are carried out in cooperation with external stakeholders (excluding the Ministry of National Education and the Directorate of Religious Affairs).		1	2	3	4	5
6. Number of social responsibility projects that have no budget and are carried out in cooperation with the Ministry of National Education.		1	2	3	4	5

7. Number of social responsibility projects that have no budget and are carried out in cooperation with DIB (Directorate of Religious Affairs).		1	2	3	4	5
8. Number of activities carried out by program instructors in institutions under the Ministry of National Education.		4	6	8	10	12
9. Number of participants in activities conducted by program instructors in institutions under the Ministry of National Education.		200	250	300	350	400
10. Total number of hours of activities carried out by program instructors in institutions under the Ministry of National Education.		80	100	140	180	200
11. Satisfaction rate (in percentage) of participants attending activities conducted by program instructors in institutions under the Ministry of National Education.		%80	%80	%85	%85	%90
12. Number of activities carried out by program instructors in DIB institutions.		4	6	8	10	12
13. Number of participants in activities conducted by program instructors in DIB institutions.		80	100	150	200	250

14. Total number of hours of activities conducted by program instructors in DIB institutions.	100	120	140	160	180
15. Satisfaction rate (in percentage) of participants attending activities conducted by program instructors in DIB institutions.	%80	%80	%80	%85	%85
16. Number of social responsibility projects with a budget and carried out with public institutions.	4	6	8	9	10
17. Annual training hours conducted by program instructors at external stakeholder organizations (excluding the Ministry of National Education and the Directorate of Religious Affairs).	40	60	80	100	120
18. Annual number of trainees for trainings conducted by program instructors at external stakeholder organizations.	80	60	80	100	120
19. Annual number of participants and hours of training conducted by program instructors at external stakeholder organizations.	30/300	40/400	50/500	60/600	70/700
20. Satisfaction rate (in percentage) of participants who received training conducted by program instructors at external stakeholder organizations.	%80	%80	%80	%85	%85

21. Annual training hours conducted by program instructors at SEM or other university centers.		200	220	240	260	280
22. Annual number of trainees for trainings conducted by program instructors at SEM or other university centers.		20	40	60	80	100
23. Annual number of people and hours trained for trainings conducted by program instructors at SEM or other university centers.		20/20 0	40/40 0	60/60 0	80/80 0	100 /1000
24. Satisfaction rate (in percentage) of participants in community contribution activities	DÜİF 2021 Annual Activity Report DÜİF 2022 Annual Activity Report DÜİF Quality Target and Target Action Plan 2023	%75	%80	%80	%85	%85
25. Number of seminars, conferences, panels, symposiums, etc. given by program instructors.		40	50	55	65	80
26. The ratio of the number of seminars, conferences, panels, symposiums, etc., given by program faculty members to the total number of program faculty members.		%50	%50	%55	%55	%60

E. Management System

Indicator						
Research and Development	Explanation	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029
1. Central Budget	Revenues from the central budget that are not related to research and development activities.	1.500.000,00	2.500.000,00	3.000.000,00	3.500.000,00	4.000.000,00
2. Research Income	General research income will be written.	2.000.000,00	2.500.000,00	3.000.000,00	3.500.000,00	4.000.000,00
3. Community Service Revenues	Income from public services will be recorded.	750.000,00	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00
4. Donations	Donations from non-state sources, whether conditional or unconditional, transferred to the institution.	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00	3.500.000,00

5. Personnel Expenses	Personnel expenses (including social security contributions)	750.000,00	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00
6. Education Expenses	General education expenses will be listed.	750.000,00	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00
7. Research Expenses	Expenses related to all actions and activities in the research category.	2.500.000,00	3.500.000,00	4.000.000,00	4.500.000,00	5.000.000,00
8. Community Service Expenses	Expenses for all activities in the community service category.	850.000,00	1.500.000,00	2.500.000,00	3.500.000,00	4.000.000,00
9. Administrative Expenses	Purchases of consumer goods and materials, travel expenses, service procurements, minor repairs (movable and immovable property), etc.	1.500.000,00	2.500.000,00	3.500.000,00	4.500.000,00	4.500.000,00

10. Investment Expenditures	Expenses for real estate, machinery, equipment, etc.	1.500.000,00	2.500.000,00	3.500.000,00	4.500.000,00	4.500.000,00
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