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2025  
DICLE UNIVERSITY  
FACULTY OF THEOLOGY  
**SELF-EVALUATION  
REPORT**

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# 2025 Self-Evaluation Report (SER):

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- **B. Education and Training**
- **C. Research and Development**
- **D. Social Contribution**
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İLAHİYAT  
FAKÜLTESİ

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## INFORMATION ABOUT THE INSTITUTION

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### 2. Historical Development

#### Our History

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

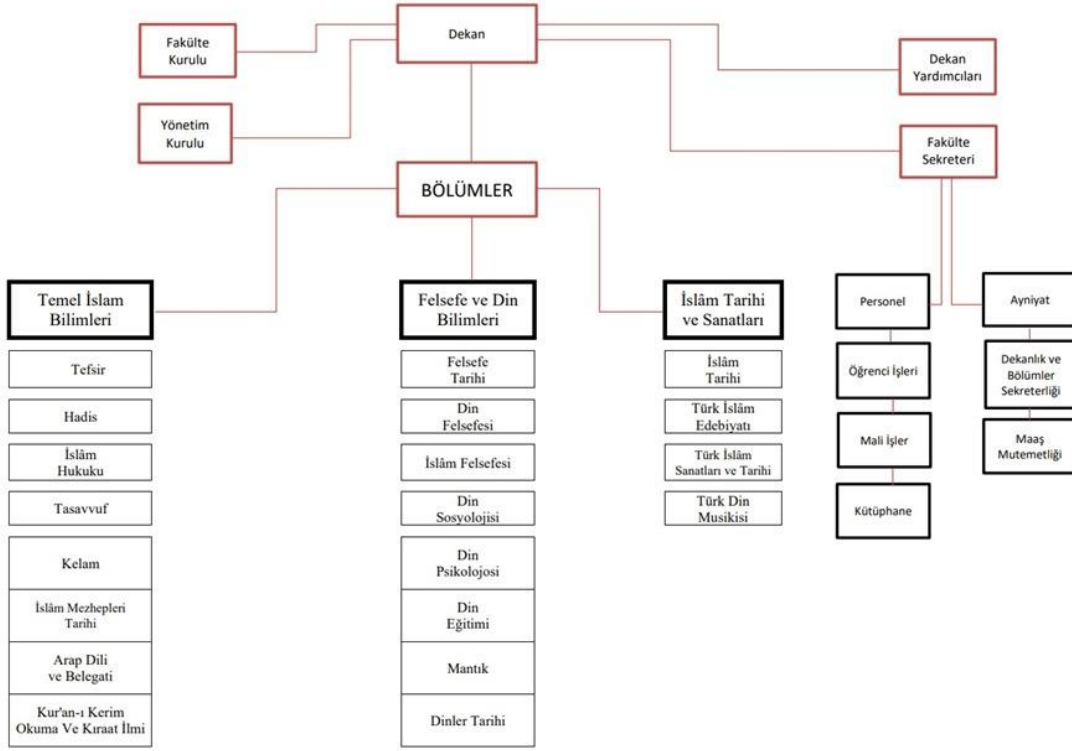
Our faculty started its educational activities in the 1993-1994 academic year with 28 students. It produced its first graduates in June 1998. In addition to the Theology Undergraduate program of our faculty, the Primary School Religious Culture and Ethics Education program was opened in the 1999-2000 academic year. This department produced its first graduates in June 2003. With the decision of the Council of Higher Education, this program was transferred to the Faculty of Education for a while, but it was re-connected to the Faculty of Theology in 2012. No students have been accepted to this program as of the 2014-2015 academic year.

With the document numbered 019489 and dated 03.07.2009 of the Council of Higher Education, it was decided to open a second education program within the Theology department. Based on this decision, our faculty accepted students for the second education program in the 2009-2010 academic year. In addition, with the document numbered 3429-023090 and dated 01.06.2011 of the Council of Higher Education, the Theology Undergraduate Completion (ILITAM) program was opened under the name of Distance Education Program and started education with 300 students in the 2011-2012 academic year.

Our faculty continues its education activities with 3 programs as Theology, Theology Second Education and Ilitam; 3 departments and 20 main branches, namely Fundamental Islamic Sciences, Philosophy and Religious Sciences and Islamic Arts and History.

As of the 2023-2024 academic year, 1708 students will be in the first education, 1708 students will be in the second education, There are 2108 students studying in the faculty (including Ilitam). The academic and administrative organizational structure of our faculty is as follows;

### Akademik ve İdari Birimler Teşkilat Şeması



### 3. Mission, Vision, Values and Goals

#### Our Mission

To train religious officials, teachers, researchers and academicians who learn Islam from its fundamental sources, are committed to national, spiritual, moral and universal values and cultural heritage, respect different beliefs and values, human rights and freedoms, the environment and nature, have the ability to think scientifically and freely, can benefit from historical acquis, can analyze and verify information, can interpret it, research the phenomenon of religion from its fundamental sources with interdisciplinary cooperation by adhering to universal ethical values in order to ensure that the society understands and learns religion correctly, evaluates it in the light of new developments, can produce solutions to the problems encountered in religious matters by following the needs and tendencies of the society, are equipped in terms of professional knowledge and skills, are useful, dynamic, free and virtuous.

#### Our Vision

To be a distinguished Faculty of Theology that shares the knowledge and values it produces in the fields of General Theology and Basic Islamic Sciences at national and international levels, and whose theologians, religious educators and competent religious officials equipped with classical and contemporary knowledge and thoughts are held up as exemplary and whose membership is honored.

#### Our Values

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

## **Our Goals**

To carry out the necessary studies to continue the accreditation made by İAA (Theology Accreditation Agency) in 2024, to carry out process planning and team organizations to ensure our quality,

To examine and evaluate the practices of other qualified universities in Turkey and universities in EU countries in updating the course programs and contents and course resources and to make the necessary arrangements in this regard,

To conduct survey studies for students and faculty members at the end of each academic term in order to determine the quality of education and the rate of achievement of educational outcomes and to take measures regarding the deficiencies in educational activities and to make improvements,

Within the scope of the contribution activities to the society, to make the potential of our faculty functional, first of all, to carry out the necessary organizational studies and financial allocations within our faculty and then to make agreements with various institutions and organizations, and in this context, to actively implement the requirements of our mission.

## **A. QUALITY ASSURANCE SYSTEM**

### **A.1. Mission and Strategic Objectives**

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

Our Faculty defines its mission, vision, strategic objectives, and targets within the framework of the Strategic Plans prepared every five years. During the preparation of these plans, the Faculty's mission, vision, objectives, and targets are determined in alignment with the mission and vision of Dicle University ([See Evidence 1](#)). This process has been carried out through a series of meetings and the preparation of strategic plans ([See Evidence 2](#)). The Faculty's mission and vision have been published on its official website ([See Evidence 3](#)) and were also incorporated into the Quality Handbook prepared in 2025 ([See Evidence 4](#)).

The Faculty conducted its activities in accordance with the 2020–2024 Strategic Plan ([See Evidence 5](#)). As of 2024, under the leadership of the Strategic Planning Commission and with the participation of the relevant quality commissions, it was decided to revise the strategic plan ([See Evidence 6, 7](#)). During this process, the opinions of both internal and external stakeholders were obtained ([See Evidence 8](#)). Through collaborative work among the commissions, the Faculty's mission, vision, and previous strategic plans were evaluated, and strategic objectives, targets, and performance indicators were determined ([See Evidence 9](#)). The proposals submitted by the commissions were subsequently reviewed and evaluated by the Strategic Planning Commission ([See Evidence 10, 11](#)).

Accordingly, the 2025–2029 Strategic Plan of the Faculty of Theology at Dicle University was revised ([See Evidence 12](#)). A comprehensive strategic plan covering all areas of activity, with more clearly defined performance indicators and quality objectives, was prepared and put into implementation. As part of the revision process, the Quality Assurance Development Commission held a series of meetings in 2025 to determine the Faculty's mission, vision, strategic objectives and targets, as well as to formulate policies and improvement strategies concerning quality assurance, education and training, research and development, societal contribution, and the management system. These meetings also focused on institutional

performance management, internal quality assurance mechanisms, leadership and quality culture, and stakeholder participation ([See Evidence 13](#)).

The Faculty carries out all its activities in line with the mission, vision, strategic objectives, and targets defined in the Quality Handbook and the Strategic Plan. Accordingly, the Faculty's vision and mission are presented below.

### **OUR VISION**

- To be a distinguished Faculty of Theology that shares the knowledge and values it produces in the fields of General Theology and Basic Islamic Sciences at national and international levels,
- Theologians, religious educators and competent religious officials it educates equipped with classical and contemporary knowledge and thoughts are exemplary,
- To be an honored member of the Faculty of Theology.

### **OUR MISSION**

- Learning religion from its basic sources,
- Committed to national, spiritual, moral and universal values and cultural heritage,
- Respectful to different beliefs and values, human rights and freedoms, the environment and nature,
- Capable of scientific and free thinking,
- Able to benefit from historical acquis,
- Able to analyze, verify and interpret information,
- In order to ensure that society understands and learns religion correctly, adhering to universal ethical values, researching the phenomenon of religion from its basic sources with interdisciplinary cooperation and evaluating it in the light of new developments,
- Able to produce solutions to problems encountered in religious matters by following the needs and tendencies of society,
- Equipped in terms of professional knowledge and skills, useful, dynamic, free and virtuous religious officials, teachers, researchers and academics.

Aşağıda metni, önceki çeviriyle terminolojik ve üslup bakımından uyumlu olacak şekilde, uluslararası akreditasyon raporlarında (AQAS, IAA, ESG vb.) kullanılacak akademik İngilizce ile çevirdim.

Our Faculty was awarded international accreditation in 2024 by the decision of the IAA Executive Board ([See Evidence 14](#)). In line with this achievement, the Faculty's strategic objectives and targets are formulated in accordance with its mission and vision and are structured within the framework of the Strategic Plan, which is revised every five years. The Strategic Plan serves as a roadmap designed to ensure the achievement of the Faculty's predetermined objectives and targets. Processes such as the preparation of annual activity plans, the Quality Handbook, and the Institutional Self-Evaluation Reports (ISERs) are carried out in accordance with the principles and objectives set forth in the Strategic Plan. Throughout this process, the 2025–2029 Strategic Plan of Dicle University ([See Evidence 15](#)) serves as the primary reference document.

The Faculty conducts an annual Management Review Meeting, during which the objectives and targets to be achieved for the relevant year are determined. The Quality Management System (QMS) is used to monitor the implementation and achievement of these objectives and targets

(See Evidence 16). Within this framework, the Faculty establishes annual quality objectives and prepares an Annual Target Action Plan in line with these objectives, which is subsequently implemented (See Evidence 17). At the end of each year, the extent to which the predetermined objectives have been achieved is evaluated, and all processes are carried out in coordination with the University's Quality Development Units. The quality objectives established for 2025 (See Evidence 18) were reviewed at the end of the year and incorporated into the QMS automation system. All Faculty activities are conducted in accordance with the Strategic Plan and the established quality objectives. The year-end evaluations and performance reports provide guidance for continuous improvement activities in the subsequent period. Accordingly, performance reports covering two academic terms were prepared and uploaded to the QMS automation system for 2025 (See Evidence 19).

In this context, the Faculty's current institutional objectives and strategic targets for 2025 are specified in the 2025–2029 Strategic Plan, as presented below:

### **Our Purpose, Strategic Targets and Performance Indicators**

#### **Strategies for Developing Quality Assurance System**

Objective 1: To maintain and increase the effectiveness of quality culture in institutional units and processes.

Objective 1.1: To ensure the dissemination of quality culture.

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

Objective 1.3: To remain accredited at national and international levels.

Objective 1.4: To increase and monitor the participation of internal and external partners in institutional operations, education and decision-making processes.

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

Objective 1.6: To determine and monitor quality targets for education, research and administrative activities every year.

Objective 1.7: To activate the institution's internal quality assurance mechanisms in all areas and processes and to organize and monitor these processes according to the PUKÖ cycle.

#### **Strategies for Improving Education and Training**

##### **Objective 1: To develop and strengthen teaching activities.**

Objective 1.1: To adopt a policy of continuous improvement of programs and manage continuous improvement cycles in order to increase the quality of faculty programs.

Objective 1.2: To develop participatory and active learning-based processes in courses and extracurricular activities and to ensure that the number of elective courses is increased according to need.

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

Objective 2.1: To bring qualified students to our faculty and to promote our faculty in various environments for this purpose.

Objective 2.2: To ensure that the recognition and crediting of prior learning are at the desired standard and quality.

Objective 2.3: To develop students' foreign language proficiency.

**Objective 3: To conduct studies on student-centered learning, teaching and evaluation. To train researchers who prioritize contribution to society and humanity and are based on student-centered teaching and learning.**

Objective 3.1: Raising responsible students and providing student-centered education.

Objective 3.2: Organizing activities such as seminars, courses, etc. for faculty members on special teaching methods and techniques based on a student-centered approach or ensuring their participation in existing certification programs in this regard.

Objective 3.3: Giving courses and organizing courses that will encourage students to engage in interdisciplinary studies, active learning, interactive research, and scientific studies.

Objective 3.4: Developing participatory and active learning-based processes in classes and extracurricular activities.

Objective 3.5: Utilizing effective education-training practices.

Objective 3.6: Organizing student symposiums.

Objective 3.7: Organizing extracurricular activities that will ensure active student participation.

Objective 3.8: Encouraging students' cultural, artistic, and athletic activities.

**Objective 4: To make measurement and evaluation processes as transparent as possible. To create trust by making the scores that students should receive free from external influences. In this context, to increase trust and respect for the faculty member and the institution.**

Objective 4.1: To develop the sense of responsibility of faculty members regarding measurement and evaluation.

Objective 4.2: To give seminars to faculty members at least once a semester in order to increase this responsibility.

Objective 4.3: To ensure that faculty members benefit from their experiences by cooperating with different universities in order to ensure that they carry out measurement and evaluation processes more healthily.

Objective 4.4: In their projects abroad, faculty members should examine how measurement and evaluation scales are operated in the universities they go to, and ensure that the issues considered beneficial are conveyed to the relevant boards in the faculty.

**Objective 5: To work to show sensitivity for the feedback of all activities that develop education and training.**

Objective 5.1: To develop strategies for the feedback of all teaching activities carried out in the faculty.

Objective 5.2: To provide feedback on activities, especially those organized by student clubs and online activities, with tools that have been validated and reliable.

Objective 5.3: To diversify activities in order to reveal students' different talents.

Objective 5.4: To provide feedback to those who attend the event after visiting places such as village schools, orphanages, etc.

Objective 5.5: To provide preliminary information to those who will attend the events that feedback will be provided at the end of the event in order to increase the quality of the events and conscious behavior.

**Objective 6: To conduct some studies to ensure that the academic staff who will provide academic counseling services internalize this issue.**

Objective 6.1: To continue academic counseling after students graduate.

Objective 6.2: To contribute to students' career planning in a qualified manner with a qualified academic counseling service.

Objective 6.3: Provide complementary counseling services to students through conferences and the institution's social media tools.

Objective 6.4: Ensure that faculty members post student counseling hours on their office doors so that qualified counseling services can be provided to students in predictable processes.

**Objective 7: To Develop/strengthen faculty members in terms of quantity and quality.**

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

Objective 7.2: To Reduce the ratio of students per faculty member to increase their academic performance.

Objective 7.3: To Prepare weekly course schedules of faculty members appropriately.

Objective 7.4: To Expand the practice of training trainers for faculty members.

Objective 7.5: To Conduct surveys for faculty members and students at the end of each semester to monitor the teaching-learning performance of faculty members.

Objective 7.6: To Ensure the participation of faculty members in planning and improving processes at the faculty.

Objective 7.7: To Encourage faculty members to participate in education or training activities abroad to develop their competencies and implement informative and encouraging practices in this regard.

Objective 7.8: To Implement incentive and reward practices that will increase the teaching-training performance of faculty members.

**Objective 8: Increase the quantity and improve the quality of learning resources.**

Objective 8.1: To Improve the physical facilities of learning environments.

Objective 8.2: To Facilitate access to learning resources.

Objective 8.3: To Ensure the correlation between learning resources and institutional growth.

Objective 8.4: To Monitor the efficiency of learning environments and tools.

Objective 8.5: To Develop e-learning resources and introduce existing ones.

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

Objective 9.1: To Facilitate our students' access to course resources and increase the number of documents in the library by 2% each year.

Objective 9.2: To Collaborate with the university library to enrich library resources.

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

**Objective 10: To increase cultural and sports activities that will develop our students' perspectives in different ways.**

Objective 10.1: To increase the quality of student societies/clubs that organize activities to ensure the personal and social development of students.

Objective 10.2: To request an activity schedule from student clubs at the beginning of each term and to prepare an evaluation survey for participants after the activity.

Objective 10.3: To encourage students' participation in cultural, artistic and sports activities.

**Objective 11: To develop students' time spent in extracurricular activities based on active learning.**

Objective 11.1: To ensure that students take part in internal and external projects.

Objective 11.2: To organize student symposiums.

Objective 11.3: To organize certified events for students.

**Objective 12: To monitor the programs offered by the faculty and determine to what extent the competencies targeted for students to gain meet the objectives and program outcomes of the programs, and to ensure that the objectives of the programs are realized at a higher level.**

Objective 12.1: To determine the academic and professional field competencies gained by students through the programs and courses offered by the faculty.

Objective 12.2: To develop the academic and professional field competencies gained by students through the programs and courses offered by the faculty.

Objective 12.3: To ensure that education-training processes develop in line with the opinions, analyses, suggestions and ideas of internal and external partners.

### **Research and Development Strategies**

**Objective 1: To Strengthen the faculty's research and development activities at national and international standards.**

Objective 1.1: To Increase the number of highly cited publications by faculty researchers in journals with high impact factors in national and international citation indexes.

Objective 1.2: To Move the faculty journal to national and international indexes.

Objective 1.3: To Encourage faculty researchers to conduct regional and local studies.

Objective 1.4: To Produce at least 15% of the completed postgraduate theses each year.

Objective 1.5: To Ensure the participation of academic staff in domestic and international activities that will increase their professional experience.

Objective 1.6: To Increase the number of scientific books and announcements other than scientific articles.

**Objective 2: To Improve the faculty's research resources in terms of quality and quantity.**

Objective 2.1: To Strengthen the faculty's research infrastructure and ensure that researchers benefit from these resources.

Objective 2.2: To Increase the number of interdisciplinary research in the faculty.

Objective 2.3: To Encourage joint studies with research centers within the university.

Objective 2.4: To Encourage projects and research to be conducted in cooperation with partners (Milli Eğitim, Diyanet, etc.).

Objective 2.5: To Employ a sufficient number of research assistants for each department within the faculty.

Objective 2.6: To Ensure utilization of regional resources and knowledge.

Objective 2.7: To Provide opportunities for students and faculty members to develop languages such as Arabic and English.

**Objective 3: To Increase the quality of research and development competence of faculty members.**

Objective 3.1: To Encourage faculty researchers to conduct qualified national and international publications.

Objective 3.2: To Increase the quality and quantity of national and international publications and research by faculty researchers.

Objective 3.3: To Increase the reliability of academic studies conducted by faculty researchers.

Objective 4: To Increase the quality and efficiency in academic research.

Objective 4.1: To Monitor the research performance of faculty members and regularly carry out improvement studies.

Objective 4.2: To Increase the number of value-added projects of faculty researchers in their fields.

Objective 4.3: To Increase the ratio of academic studies conducted by faculty academic staff in qualified publications scanned in national and international indexes by 10%.

Objective 4.4: To Encourage faculty members and researchers to conduct joint projects.

Objective 4.5: To Identify successful students starting from undergraduate level for the continuity of research activities in the faculty and support and train them for this purpose.

**Strategies to Improve Social Contribution**

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

Objective 1.1: To organize events and seminars on social peace, tolerance and dialogue with different cultural segments.

Objective 1.2: To organize events to raise awareness on the role of religion in social life in society.

Objective 1.3: To increase the number of social contribution and social sensitivity projects.

**Objective 2: To strengthen social spiritual awareness by transforming the academic knowledge of our faculty from theoretical level to social benefit, to increase the level of knowledge of the society with religious education and guidance services and to provide support to disadvantaged groups such as the poor with social responsibility projects.**

Objective 2.1: To organize activities such as conferences, panels, sermons, lessons and seminars within the scope of Provincial and District Mufti Offices, Provincial and District National Education Directorates, Provincial Directorate of Youth and Sports, Provincial Directorate of Culture and Tourism, Imam Shafii and Shafiism Research Center, Selahaddin Eyyubi Mosque and Social Complex, which our university and Diyarbakır province cooperate with.

Objective 2.2: To take part in the activities of national academic platforms and local and national media outlets by following the needs and expectations of the segments of society it serves.

Objective 2.3: To ensure that students take part in civil society organizations that provide support to **disadvantaged groups**.

**Objective 3: To serve the society by effectively managing the social contribution processes of the Faculty of Theology, based on religious and ethical values, to produce sensitive solutions to social problems and to increase social solidarity.**

Objective 3.1: To conduct surveys and field research to determine social needs and problems at local and national levels.

Objective 3.2: To create awareness in society by organizing seminars and training programs on religion, morality and social responsibility.

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

Objective 3.4: To organize events to develop dialogue and understanding between individuals from different beliefs and cultures.

Objective 3.5: To increase social solidarity by creating service projects for the elderly, children and disadvantaged groups.

Objective 3.6: To Conduct academic research on social contribution processes, publish and share the findings.

Objective 3.7: To Develop joint projects by establishing collaborations with civil society organizations, local governments and other academic institutions.

Objective 3.8: To Encourage social service by organizing voluntary projects with the participation of students and academic staff.

Objective 3.9: To Collaborate with the media to announce social contribution projects and create an impact on society. Strategic Objective 3.10: Establish regular evaluation and feedback processes to measure the impact of implemented projects.

**Objective 4: To Transfer the academic and cultural knowledge of our faculty to society in order to enlighten and inform society.**

Objective 4.1: To Raise individuals who are sensitive to social problems, conscious of social conditions and problems, responsible, service and solution-oriented.

Objective 4.2: To Increase the number of social contribution and social sensitivity projects.

Objective 4.3: To Increase the number of religious and scientific activities organized for the public, and in the meantime, help our people meet with accurate information by pioneering multidisciplinary programs.

Objective 4.4: To Integrate education-training and research-development activities with social contribution and present the knowledge obtained for the benefit of society.

**Objective 5: To Contribute to the development of the region and the living of religious and cultural values in social life by sharing the faculty's expertise in academic and professional fields with society within the framework of social responsibility.**

Objective 5.1: To Ensure the organization of activities and projects aimed at developing social contribution through cooperation between faculty researchers and urban, regional, national and international institutions and organizations.

Objective 5.2: To Identify the problems and needs of society emerging in the field of religion with a healthy perspective and implement solutions for them.

Objective 5.3: To Increase research activities that will contribute to society and provide open access to outputs, and monitor the performance of researchers in this context.

### **Management System Development Strategies**

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

Objective 1: To create an activity plan at the beginning of each calendar year and share it with all internal and external partners in order to ensure predictability in management.

Objective 2: To ensure that decisions are made together on all administrative operations to be carried out within that year by obtaining the opinions of internal and external partners at the beginning of each year in order to ensure participation in management.

Objective 3: To audit all administrative operations carried out by academic and administrative management channels using various tools in order to ensure accountability in management.

Objective 4: To ensure that administrative operations carried out within that year are evaluated by internal and external partners within the last month of each calendar year in order to ensure auditability in management.

**Objective 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 satisfaction, to develop recruitment processes and human resources policy, and to create systematic programs for the continuous training and development of staff.**

Objective 2.1: To ensure that all administrative staff participate in at least 1 training program per year in their field within 5 years.

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

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

Objective 2.4: To accelerate the current recruitment process and shorten it by 30% within 5 years. Strategic Goal 2.5: To create and implement regular and continuous training programs within 5 years.

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

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

Objective 3.2: To ensure that the faculty achieves its academic and administrative goals through 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 make regular reports on this matter.

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

Objective 4.1: To establish and integrate a central information management system in the faculty.

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

Objective 4.3: To ensure that users use the information management system effectively.

**Objective 5: To ensure information security and confidentiality.**

Objective 5.1: To increase information security and ensure data confidentiality.

**Objective 6: To make requests and suggestions to the faculty management regarding increasing the suitability of service goods, increasing the quality of service goods, and ensuring the continuity of service goods.**

Objective 6.1: To make suggestions for the faculty management to inspect the suitability of the goods and services provided by our rectorate each year and to provide feedback.

Objective 6.2: To hold an evaluation meeting at the end of each year to improve the quality of goods and services received and to submit a report to the relevant units of the rectorate.

Objective 6.3: To ensure that disruptions (internet services, corridor cleaning, cleaning of toilet blocks and sinks, efficiency of air conditioners, etc.) are minimized.

**Objective 7: To inform the public about the activities of the faculty.**

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

Objective 7.2: To determine current and effective methods used to inform the public and take the necessary steps to implement them.

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

Objective 8.1: To ensure that the decisions taken by the administration regarding staff and students are questionable.

### **Internationalization Strategies**

**Objective 1: As Dicle University Faculty of Theology, to use the tools that will represent the institution in the international academic community effectively and efficiently in terms of both academic staff, students and curriculum. The targets determined to achieve this aim are:**

Objective 1.1: To clearly state that the institution values international studies in communication with faculty members.

Objective 1.2: To prepare students for exchange programs such as Erasmus to provide them with an international identity.

Objective 1.3: To clearly convey to faculty members that internationalization is an institutional value.

Objective 1.4: To inform and encourage faculty members about Erasmus staff exchange programs to increase their international experience.

Objective 1.5: To increase the safety and security of international students and guest academics.

Objective 1.6: To ensure that students participate in international competitions and intellectual and scientific activities to represent the institution in the international community.

Objective 1.7: To establish new cooperation protocols to increase the institution's international partners.

Objective 1.8: To adapt the educational programs to Erasmus student mobility to increase the institution's international accessibility.

Objective 1.9: To Support and encourage international studies and collaboration through more accessible information on faculty development, current programs and collaboration opportunities, and support in identifying international grants, writing proposals, logistics and networking.

Objective 1.10: To Increase academics' international publication activities through awards and incentives.

Objective 1.11: To Increase and diversify access to high-impact experiential learning through participation in study abroad.

Objective 1.12: To Make our institution attractive to international students.

Objective 1.13: To Develop a comprehensive enrollment plan for international undergraduate and graduate students.

Objective 1.14: To Support and encourage international studies and collaboration among faculty members, and provide consultancy, collaboration and expertise sharing among academic units. In line with its strategic objectives and targets, the Faculty carries out activities encompassing all key areas, including quality assurance strategies, education and teaching strategies, research strategies, societal engagement and public relations strategies, and human resources management strategies.

Within this framework, as in previous years, a wide range of activities has been implemented in 2025 in accordance with the objectives and targets defined in the Strategic Plan. Consistent with the aforementioned objectives and targets, the Faculty has undertaken various initiatives throughout 2025, many of which are currently ongoing. Within the scope of the Quality Assurance System Development Strategies, the sub-criteria related to the Quality Assurance Development Commission identified in the 2024 Evaluation Report of the Theology Accreditation Agency (IAA) were examined in detail. The Faculty's mission, vision, strategic objectives and targets, policy areas, institutional performance management, internal quality assurance mechanisms, leadership and quality culture, as well as stakeholder participation, were systematically reviewed in order to assess the current situation and identify areas requiring further improvement.

The evaluation concluded that the Faculty has an operational quality assurance system, that the Strategic Plan is effectively integrated into institutional decision-making processes, and that the relevant commission structures have been successfully established. Nevertheless, the review also identified the need for further improvement in several areas, including reporting practices, evidence generation, the visibility of monitoring mechanisms, the systematic involvement of stakeholders, and the traceability of the quality culture. Accordingly, it was decided that the improvement strategies identified through this evaluation would be incorporated into the

Faculty's 2025 Annual Activity Plan as well as into the forthcoming Institutional Self-Evaluation Report (ISER) ([See Evidence 20](#)).

Within the scope of the **Education and Teaching Development Strategies**, the Education and Teaching Development Commission systematically evaluated the Faculty's activities for the first half of 2025. The evaluation covered curricula, faculty teaching workloads, assessment and evaluation methods, satisfaction surveys, stakeholder feedback, student quotas, the development of language competencies, the pedagogical qualifications of academic staff, student clubs, guidance and psychological counselling services, programme and graduate competencies, as well as student feedback mechanisms. The monitoring and evaluation process demonstrated that the majority of the planned activities had been successfully implemented and that the predetermined objectives had largely been achieved. Nevertheless, several areas requiring further improvement were identified, including ensuring a more equitable distribution of teaching workloads, balancing student workload, systematizing feedback mechanisms, enhancing the validity and reliability of surveys, strengthening the graduate tracking system, and improving the effectiveness of guidance and counselling services. Accordingly, it was decided that the necessary corrective actions would be implemented in collaboration with the relevant stakeholders, that the implementation process would continue to be monitored, and that the findings would be incorporated into the Institutional Self-Evaluation Report (ISER) and the Faculty's activity plans ([See Evidence 21](#)).

Within the framework of the **Research and Development Strategies**, various activities were carried out in accordance with the Faculty's research policies and strategic priorities. A comparison of the 2024 and 2025 data indicated an upward trend in the number of scholarly publications during the first half of 2025, with a particularly notable qualitative improvement in internationally published books. To support research activities, scientific writing and publication training programmes, together with informative seminars, were organized. Research activities were systematically documented, uploaded to the Quality Management System (QMS), and disseminated through institutional communication channels. In addition, national and international symposiums and workshops addressing local, regional, and national needs were organized. Satisfaction surveys concerning the effective use of physical infrastructure and financial resources yielded positive results. The research performance of academic staff was monitored through annual activity reports, and the Faculty's efforts to encourage researchers to seek external research funding were found to be successful. However, several planned activities, including postgraduate awareness programmes for undergraduate students and initiatives aimed at securing additional financial resources to support academic performance, could not be implemented. It was therefore concluded that the underlying reasons should be analysed and these activities should be rescheduled accordingly ([See Evidence 22](#)).

Within the scope of the **Societal Engagement Development Strategies**, a wide range of activities was undertaken to transform the Faculty's academic expertise into societal benefit. These activities included conferences, panels, workshops, symposiums, seminars, public lectures, competitions, book review sessions, volunteer campaigns, iftar programmes, sermon activities, and television and radio broadcasts. The evaluation concluded that these activities were implemented successfully in accordance with the planned objectives and without significant disruption. Nevertheless, it was considered beneficial to increase the number of seminars, book review sessions, media appearances, and sermon activities in order to further strengthen the Faculty's societal contribution. Furthermore, the diversification of course content for students and the enhancement of stakeholder collaborations were identified as priorities for future improvement. Overall, the existing practices were found to be effective, while the limited areas of activity were considered suitable for further development through revised planning ([See Evidence 23](#)).

Within the framework of the **Management System Development Strategies**, online training sessions on the use of the EnVision/Electronic Mail Service and the Electronic Document Management System (EBYS) were conducted in accordance with the 2025 Activity Plan, with the aim of enhancing the competencies of academic and administrative staff as well as students. Consultation hours between students and academic staff were established across all departments and incorporated into the academic calendar, contributing to improved communication. During the first half of the year, the Faculty's academic and administrative staff reward system was implemented and found to have a positive impact on staff motivation. To ensure its sustainability, it was decided that the evaluation criteria should be formalized and made more transparent. The promotion of the Faculty website contributed to increased institutional visibility. Awareness activities concerning cybersecurity and data security were also considered effective, and it was decided that these activities should be conducted periodically and incorporated into orientation programmes. It was further noted that the copyright and research ethics awareness programme planned by **DUZEM** could not be implemented. Consequently, this activity was rescheduled for the 2026 Action Plan, with an emphasis on earlier coordination. In addition, the Faculty's physical facilities, common areas, and cafeteria services were evaluated. Areas requiring improvement included classroom comfort, technological infrastructure, ergonomics and accessibility, the continuity of cleaning services, product diversity, and hygiene inspections. The methods used to inform the public were generally considered satisfactory, although regular monitoring was recommended. Likewise, it was concluded that communication channels should be diversified to make student suggestion and feedback mechanisms more accessible and effective ([See Evidence 24](#)).

Within the scope of the **Internationalization Strategies**, various initiatives were implemented to increase the international mobility of students and staff, expand the Faculty's international stakeholder network, and establish sustainable international collaborations in line with the Faculty's strategic objectives. As a result of information, promotion, and mobility initiatives targeting students and academic staff during 2025, participation in the Erasmus Programme increased, enabling students and faculty members to participate in international study programmes, internships, and academic visits. New collaborations were established with international partners, while incentive and reward mechanisms for academic and administrative staff were implemented effectively. In addition, monitoring and evaluation processes were strengthened to facilitate the sharing of international experiences and their integration into the Faculty's institutional memory. The overall evaluation concluded that these activities were fully aligned with the Faculty's strategic internationalization objectives and contributed to achieving sustainable institutional outcomes ([See Evidence 25](#)).

### **Maturity Level**

Mission and vision have been determined within the scope of the strategic plan in our faculty. There are applications carried out throughout the institution in line with strategic goals and objectives and some results have been obtained from these applications. Some mechanisms have been created to monitor the strategic plan and eliminate deficiencies and these have been taken as a basis in the preparation of the new strategic plan.

### **Evidences**

Evidence 1: [Dicle University Mission and Vision Statement](#)

Evidence 2: [Strategic Plans](#)

Evidence 3: [Mission and Vision of the Faculty of Theology](#)

Evidence 4: [2025 Quality Handbook](#)

Evidence 5: [2020–2024 Strategic Plan](#)

Evidence 6: [Minutes of the End-of-Semester Meeting of the Quality and Accreditation Commissions \(Spring Semester 2024\)](#)

Evidence 7: [Strategic Planning Meeting](#)

Evidence 8: [Quality Assurance System Development Commission Activity Planning Meeting](#)

Evidence 9: [Minutes of the Strategic Planning Meeting of the Strategic Planning Commission and the Quality Development and Accreditation Commissions](#)

Evidence 10: [Education and Teaching Development Commission Strategic Planning Proposal Meeting](#)

Evidence 11: [Minutes of the Strategic Planning Proposal Meeting of the Quality Assurance System Development Commission](#)

Evidence 12: [2025–2029 Strategic Plan](#)

Evidence 13: [Quality Assurance System Development Commission Meeting on the Development of Improvement Strategies](#)

Evidence 14: [IAA Executive Board Accreditation Decision](#)

Evidence 15: [Dicle University 2025–2029 Strategic Plan](#)

Evidence 16: [Quality Management System \(QMS\)](#)

Evidence 17: [2025 Annual Target Action Plan](#)

Evidence 18: [2025 Quality Objectives](#)

Evidence 19: [Quality Management System \(QMS\)](#)

Evidence 20: [Quality Assurance Development Commission Evaluation Meeting](#)

Evidence 21: [Education and Teaching Development Commission Evaluation Meeting](#)

Evidence 22: [Research and Development Commission Evaluation Meeting](#)

Evidence 23: [Societal Engagement Development Commission Evaluation Meeting](#)

Evidence 24: [Management System Development Commission Evaluation Meeting](#)

Evidence 25: [Internationalization Commission Evaluation Meeting](#)

### **A.1.2. Quality assurance, education, research and development, social contribution and management system policies**

Our faculty has quality, education, research and development, social contribution and management system policies and these policies are included in the Quality Handbook ([See Evidence 1](#)) and the Strategic Plan ([See Evidence 2](#)). While creating these policies, Dicle University Quality Policy ([See Evidence 3](#)), Dicle University Education and Training Policy ([See Evidence 4](#)), Dicle University Research and Development Policy ([See Evidence 5](#)), and Social Contribution Policy ([See Evidence 6](#)) were taken into consideration and studies were carried out specifically for our faculty.

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

Our Quality Policy ([See Evidence 8](#)):

1- Developing and disseminating knowledge.

- To provide researchers with fast, easy and versatile access to information.

- To make the information obtained accessible to more people by publishing it in journals scanned by national and international indexes.

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

- To make changes in the course curriculum and elective courses depending on new developments

- To prepare students for academia with courses on academic research methods and techniques.

- To ensure that students participate in domestic and international exchange programs such as Erasmus, Farabi and Mevlana.

- To cooperate with student clubs and class representatives to exchange information and inform students about new developments.

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

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

Our Education and Training Policy ([See Evidence 9](#)):

- To conduct education and training activities with an experienced academic staff.

- To graduate our students with sufficient academic knowledge and competence.

- To consider the expectations of students and the needs of the field during education and training processes.

- To enable our students to read and design the future by benefiting from past experiences.

- To conduct education and training activities with an understanding that prioritizes cooperation with different disciplines.

- To train students who are researchers and entrepreneurs who are sensitive to issues in the field and actively take part in producing solutions for these issues.

- To integrate the academic-oriented program with social, cultural and artistic activities that will ensure the development of our students in different aspects.

Research and Development Policy ([See Evidence 10](#)):

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

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

- To create external resource financing opportunities through collaborations for research and development activities.

- To update postgraduate education activities in a way that supports students' research and development aspects.

Our Quality Assurance Policy ([See Evidence 11](#)):

- To carry out and continuously improve education and research activities in accordance with national and international quality principles.

- To implement practices that create social value based on collaboration with internal and external partners, to implement practices that will measure and further develop satisfaction.

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

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

Our Management System Policy ([See Evidence 12](#)):

- To ensure that faculty bodies work in accordance with the legislation, fairly, complement each other and in coordination.

- To take equal opportunities, freedom of expression, critical thinking and participatory and transparent management as a basis.

- To make the institution and its institutional activities and recognition visible by using communication tools.
- To use financial resources effectively, transparently and efficiently.
- To monitor the performance of our faculty's partners and provide the necessary support and improvements.

Our Social Contribution Policy ([See Evidence 13](#)):

- To carry out education-training and research activities in the field of theology by taking into account local, regional and international needs.
- To determine the religious problems and needs of the society in coordination with internal and external partners and produce appropriate solutions.
- To present the results of scientific studies to the society and to carry out academic and social activities that the public can benefit from.
- To ensure the orientation of the academic staff for the social needs determined as a result of the participation of common partners and to provide the necessary support to the said staff.
- To inform the society on religious issues by effectively using mass communication tools and to create suitable environments for the society to access accurate information on religious issues.

Our Internationalization Policy ([See Evidence 14](#)):

- To establish and develop international collaborations in line with the internationalization goals of our university, the mission and vision of our faculty.
- To contribute to international theological research with scientific studies and original views.
- To develop a perspective that will bring our faculty to the forefront in the international arena.
- To increase the number of qualified researchers in order to bring scientific knowledge to world standards.
- To support academic research to be conducted by our faculty members and students at international levels.
- To support Erasmus and Mevlana exchange programs that provide international connections for our faculty members and students.

In 2025, the Faculty established a number of quality objectives in accordance with its quality policies. These objectives were designed to encompass all areas of activity, and a total of **30** quality objectives were identified ([See Evidence 15](#)). The objectives are as follows:

1. To present certificates of achievement or plaques to faculty members who demonstrate outstanding performance in their respective fields in accordance with the Regulation on Award and Incentive Procedures (Target: 1; Review Period: 5; Achievement: 1).
2. To establish a Qur'an Reading and Recitation Workshop and a Religious Music Workshop (Target: 2; Review Period: 4; Achievement: 2).
3. To transcribe an additional 35 volumes of the Diyarbakır Sharia Court Registers, in addition to the 66 volumes already transcribed, and publish them in five volumes (Target: 5; Review Period: 5; Achievement: 2+).
4. To raise students' awareness of combating substance abuse by inviting experts from the Provincial Police Department during Green Crescent Week (1–7 March) and organizing a conference on drug prevention (Target: 1; Review Period: 2; Achievement: 0).
5. To organize the First Workshop on Qur'an Reading and Recitation Practices of Faculties of Theology (Target: 1; Review Period: 4; Achievement: 1).
6. To organize activities aimed at enhancing the motivation of the Faculty's academic and administrative staff (Target: 1; Review Period: 4; Achievement: 1).
7. To expand the Faculty library and equip it with additional shelving and study desks (Target: 1; Review Period: 4; Achievement: 1).
8. To organize a National Student Symposium where postgraduate students may present

- their articles, conference papers, and theses (Target: 1; Review Period: 5; Achievement: 1).
9. To organize the Second Workshop on Arabic Preparatory Education in Faculties of Theology (Target: 1; Review Period: 4; Achievement: 1).
  10. To provide scholarships of TRY 1,000 to 110 students through the Faculty of Theology Development Foundation (Target: 110; Review Period: 5; Achievement: 100).
  11. To encourage each member of the academic staff to publish at least one article in Q1- or Q2-indexed journals (Target: 2; Review Period: 4; Achievement: 0).
  12. To organize the Graduation Ceremony and the Alumni Reunion in cooperation with the Association of Alumni and Members of the Faculty of Theology of Dicle University (Target: 2; Review Period: 4; Achievement: 2).
  13. To organize a Career Meetings Conference in cooperation with the Career Center and other stakeholders to motivate students in their career development (Target: 1; Review Period: 5; Achievement: 1).
  14. To organize joint programmes with internal and external stakeholders, particularly the Provincial Mufti's Office and the Provincial Directorate of National Education (Target: 1; Review Period: 5; Achievement: 1).
  15. To encourage the Faculty's academic staff to participate in programmes held in mosques and on television channels throughout the month of Ramadan (Target: 2; Review Period: 2; Achievement: 2).
  16. To organize joint activities on combating addiction (e.g., conferences and panel discussions) in cooperation with the Dicle University Center for Addiction Prevention and Research (UYGAR) and the Diyarbakır Branch of the Green Crescent Society (Target: 1; Review Period: 5; Achievement: 0).
  17. To organize a visit to the library with students during Library Week, observed in the last week of March, in order to promote reading awareness and encourage the use of library resources (Target: 1; Review Period: 2; Achievement: 0).
  18. To organize a panel on Contemporary Issues in Hadith Studies within the Department of Hadith, Basic Islamic Sciences (Target: 1; Review Period: 5; Achievement: 1).
  19. To organize a Qur'an Memorization and Recitation Competition among Faculty students and present awards to the top three participants (Target: 1; Review Period: 5; Achievement: 1).
  20. To offer Taṣḥīḥ al-Ḥurūf and 'Asharah–Taqrīb courses for students during the Spring Semester (Target: 2; Review Period: 5; Achievement: 1).
  21. To organize a programme commemorating the Adoption of the Turkish National Anthem (12 March) and Mehmet Akif Ersoy (Target: 1; Review Period: 2; Achievement: 1).
  22. To organize an iftar programme with a capacity of 2,000 participants for all university students throughout Ramadan 2025 (Target: 30; Review Period: 2; Achievement: 30).
  23. To organize a Social Sciences Congress in cooperation with the Şarkiyat Foundation for Science and Wisdom (Target: 1; Review Period: 5; Achievement: 1).
  24. To have the Journal of the Faculty of Theology indexed in TR Dizin and included in additional disciplinary indexing databases (Target: 1; Review Period: 4; Achievement: 1+).
  25. To organize a conference on 15 July Democracy and National Unity Day (Target: 1; Review Period: 5; Achievement: 1).
  26. To offer Arabic, Persian, and English language courses for students enrolled in the Faculty (Target: 3; Review Period: 5; Achievement: 3).

27. To organize a Hadith Competition entitled *Journey in the Light of Hadiths*, including an Award-Winning Hadith Competition and a Story Writing Competition Inspired by Hadiths (Target: 1; Review Period: 4; Achievement: 1).
28. To recruit academic staff for departments with an insufficient number of faculty members, lecturers, or research assistants (Target: 1; Review Period: 5; Achievement: 1).
29. To organize an iftar programme with alumni during Ramadan 2025 in order to strengthen alumni relations (Target: 1; Review Period: 2; Achievement: 1).
30. To organize a panel on women's issues on the occasion of International Women's Day (8 March) with the support of Memur-Sen and DÜKSAM (Target: 1; Review Period: 2; Achievement: 0).

Among these objectives, Objectives 1, 5, 9, and 24 are aligned with the Quality Assurance Development Policy. Objectives 2, 4, 5, 7, 8, 9, 10, 13, 17, 18, 19, 20, 26, 27, and 28 correspond to the Education and Teaching Development Policy. Objectives 2, 3, 8, 18, 23, and 24 support the Research and Development Policy. Objectives 3, 4, 10, 12, 13, 14, 15, 16, 21, 22, 23, 25, 29, and 30 are associated with the Societal Engagement Development Policy. Objectives 1, 6, 7, 12, 14, 22, 28, and 29 are aligned with the Management System Development Policy, while Objective 26 supports the Internationalization Policy.

These objectives have been formulated in accordance with the Faculty's institutional policies. Progress toward the achievement of these objectives is evaluated during the Faculty's Management Review Meetings ([See Evidence 16](#)). As of the evaluation period, 22 of the 30 quality objectives had been achieved, corresponding to an achievement rate of approximately 73%.

### **Maturity Level**

The relationships between institutional policies in the areas of quality assurance, education and training, research and development, social contribution and management system have been established and this holistic structure in the policies directs the internal quality assurance system; the results are monitored. There are some deficiencies in obtaining the opinions of all partners on this issue. Some studies are being carried out to take precautions.

### **Evidences**

Evidence 1: [2025 Quality Handbook](#)

Evidence 2: [2025–2029 Strategic Plan](#)

Evidence 3: [Dicle University Quality Policy](#)

Evidence 4: [Dicle University Education and Teaching Policy](#)

Evidence 5: [Dicle University Research and Development Policy](#)

Evidence 6: [Dicle University Societal Engagement Policy](#)

Evidence 7: [Policies of the Faculty of Theology, Dicle University](#)

Evidence 8: [Our Quality Policy](#)

Evidence 9: [Our Education and Teaching Policy](#)

Evidence 10: [Our Research and Development Policy](#)

Evidence 11: [Our Quality Policy](#)

Evidence 12: [Our Management System Policy](#)

Evidence 13: [Our Societal Engagement Policy](#)

Evidence 14: [Our Internationalization Policy](#)

Evidence 15: [Quality Objectives](#)

Evidence 16: [Management Review Meeting](#)

### **A.1.3. Institutional Performance Management**

In our faculty, institutional performance management is a holistic management process aimed at monitoring, evaluating, and continuously improving the extent to which the goals set in the areas of education, research and development, social contribution, and management systems are achieved. This process is carried out in accordance with the faculty's strategic plan, mission, and vision. Within the framework of the faculty's 2025-2029 Strategic Plan, which was updated last year, the faculty's strategic aims and objectives were determined first within the scope of performance management ([See Evidence 1](#)). In addition, the Quality Manual was updated in 2025 in accordance with this Strategic Plan ([See Evidence 2](#)).

The new Quality Manual has been redefined in accordance with the strategic aims and objectives included in the Strategic Plan. In addition, measurable performance indicators related to these objectives have been determined within each sub-criterion in the Quality Manual. In the field of education, performance indicators such as student numbers, student satisfaction survey results, graduate tracking data, course evaluation results, and the level of achievement of program outcomes, as well as criteria specific to the Faculty of Theology discipline, are included ([See Evidence 3](#)). In the Research and Development (R&D) field, performance indicators such as the number of publications, internationally collaborative or externally funded projects, citations, and scientific activity data belonging to faculty members have been determined ([See Evidence 4](#)). In the field of social contribution, the number of social responsibility activities, the number of projects and activities carried out with external stakeholders, and the satisfaction rates in these activities or projects have been determined as performance indicators ([See Evidence 5](#)). In the Management System, indicators such as process effectiveness and service satisfaction are included ([See Evidence 6](#)). In addition, when the Quality Manual is updated in 2025, target numbers for each sub-criterion of the performance indicators for the years 2025-2029 have also been determined at the end of the Quality Manual ([See Evidence 7](#)).

All of this shows that our faculty has performance indicators defined in line with the strategic plan for each area. Institutional performance management in our faculty is carried out and monitored through the coordinated work of the Dean's Office, Department Heads, Main Branch Heads, Quality and Accreditation Commissions, and some sub-unit commissions. In our faculty, institutional performance has been monitored and evaluated in several ways throughout 2025.

Firstly, the Theology Accreditation Agency's 2024 monitoring report was completed this year and presented as a report ([See Evidence 8](#)). The quality and accreditation committees in our faculty met to review and discuss this report ([See Evidence 9](#)). As a result of this meeting, the committees addressed and evaluated the IAA's 2024 monitoring report in relation to their respective sub-criteria ([See Evidence 10](#), [Evidence 11](#)). The issues mentioned in this report have been taken into account in the 2025 performance assessments and the 2026 activity plans.

In 2025, it was observed that our faculty had implemented practices to monitor performance indicators, covering all areas and processes. The annual planning of these implemented practices and performances was primarily determined by the meeting minutes of the Quality Assurance, System, Internationalization, Education and Training, Social Contribution, Research and Development, and Management System commissions ([See Evidence 12](#), [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 17](#)). These minutes show that the planning was carried out in collaboration with internal and external stakeholders. The plan for 2025 was later combined and designated as the Quality and Accreditation Commissions' 2025 Activity Plans ([Evidence 18](#)). In this plan, it is clearly stated where each activity fits into the Strategic Plan, what kind of practices will be used to implement it, how it will be monitored, and how it will be controlled. These plans of our faculty have also served as an example for other Faculties of Theology. The Faculty of Theology at Mardin Artuklu University has requested a sharing of its 2025 Quality Activities Plan from our faculty. This request, accompanied by a cover letter, aims to have the 2025 quality activities plan reviewed and used as a model by our faculty's quality commission ([See Evidence 19](#)).

Along with the planning of the performances mentioned above, the Quality and Accreditation Commissions have created reports on the implementation of the planned activities and the monitoring of performances. Some commissions created these reports in 6-month periods, while others monitored them annually ([Evidence 20](#), [Evidence 21](#)). Subsequently, evaluation meetings were held by the commissions regarding the control and prevention of performances based on the monitoring of these performance reports ([Evidence 22](#), [Evidence 23](#), [Evidence 24](#), [Evidence 25](#), [Evidence 27](#), [Evidence 28](#)). It is observed that in our faculty, performance management in 2025 is organized by the commissions, taking into account the PDCA process, to cover each area. The minutes of the commissions also show the participation of relevant internal and external stakeholders.

The Annual Activity Report is the main institutional monitoring and evaluation document that reveals the activities carried out by our faculty in the fields of education, research and development, social contribution and management system within a calendar year, the results of these activities and the level of achievement of the determined goals. Within the scope of institutional performance management, the Annual Activity Report has ensured the systematic monitoring and evaluation of the activities carried out in line with the aims and objectives included in the faculty's strategic plan. Our faculty has an Annual Activity Report Preparation Commission ([See Evidence 29](#)). The commission was informed by the Dean's Office with a cover letter at the end of the year ([See Evidence 30](#)). The commission held a meeting about the division of labor ([See Evidence 31](#)) and as a result of this meeting, our Faculty's 2025 Annual Activity Report was prepared ([See Evidence 32](#)). This report was shared with both the senior management and published on our faculty's official website. Our faculty's unit annual activity report; This report contains quantitative and qualitative information regarding the faculty's activities in the areas of education, research and development, community service, and management systems throughout 2025. The report includes the faculty's organizational structure, human resources status, physical and financial resources, educational programs, student numbers and academic achievement indicators, scientific publications and project activities, community service and stakeholder interactions, and administrative processes.

Furthermore, the report presents a holistic approach, evaluating the performance of activities carried out in line with the defined aims and objectives through performance indicators, their achievement levels, problems encountered, risks, and measures taken or planned for improvement. In this respect, the unit's annual activity report serves as a fundamental monitoring and evaluation document revealing the faculty's activities and performance results for 2025.

Quality Management System (QMS) automation is crucial in the performance management of our faculty. Numerous data entries are made into the QMS automation system for monitoring and measuring the performance of our faculty. A Unit System Performance Report was created and entered into the system in 2025 ([See Evidence 33](#)). Processes for 2025 were monitored and data was entered into the Dicle University QMS automation system. Of these processes, 26 are related to social and cultural activities, 1 to library activities, and 3 to personnel activities ([See Evidence 34](#)). Information regarding these processes is monitored and approved by the Quality Development Coordination Office under the Dicle University Rectorate. The extent to which the process objectives are achieved is expressed as a percentage in the QMS automation system. Furthermore, risk analyses related to the faculty's performance are also conducted and SWOT analyses are uploaded to the system via the QMS automation system. In this context, the strengths (20 points), weaknesses (6 points), opportunities (6 points), and threats (10 points) for the year 2025 have been identified within the framework of our faculty's performance management in the QMS automation system ([See Evidence 35](#)). This SWOT analysis has also been approved by the Dicle University Quality Coordination Office. All this shows that monitoring and action mechanisms have been established in cooperation with external stakeholders in the performance management of our faculty. The Dean's Office, Department and Sub-Department Heads are also important in the performance management of our faculty. After each academic term, the Dean's Office requests the departments to prepare course evaluation files for the courses ([See Evidence 36](#)). The Sub-Departments prepare course evaluation files and monitor the students' success and satisfaction rates regarding the course in these files. In this regard, the Sub-Departments organize end-of-term academic meetings, which include course evaluations ([See Evidence 37](#)). These meetings generate important data on how the courses were implemented and controlled during the term, and what kind of measures should be taken. Furthermore, these meetings have shown that performance indicators are monitored in our institution and the results obtained are evaluated and used in decision-making. Another important aspect of performance monitoring in our faculty is the existence of the Award and Incentive Commission ([See Evidence 38](#)). In its meeting in 2025 ([See Evidence 39](#)), the commission determined the academic and administrative staff to be awarded that year. In addition to all this, Review Meetings are held at the end of each semester in our faculty to evaluate and monitor performance ([See Evidence 40](#)). In the Review Meeting in our faculty in 2025, the quality processes carried out throughout the semester are checked and evaluated.

### **Maturity Level:**

At the institution, certain indicators and mechanisms have been defined to monitor performance. There are ongoing practices in place to track these indicators. It is observed that the existing practices cover all areas and processes. Examples of such practices are available. It

is also evident that performance is evaluated, in some forms, in collaboration with internal and external stakeholders and is used in decision-making processes.

### **Evidence**

Evidence 1: [2025–2029 Strategic Plan \(pp. 35–48\)](#)

Evidence 2: [2025 Quality Handbook](#)

Evidence 3: [2025 Quality Handbook, Education and Teaching Section – Performance Indicators \(pp. 39–86\)](#)

Evidence 4: [2025 Quality Handbook, Research and Development Section – Performance Indicators \(pp. 86–105\)](#)

Evidence 5: [2025 Quality Handbook, Social Contribution Section – Performance Indicators \(pp. 105–114\)](#)

Evidence 6: [2025 Quality Handbook, Management System Section – Performance Indicators \(pp. 114–132\)](#)

Evidence 7: [2025 Quality Handbook, 2025–2029 Performance Indicator Target Table \(pp. 133–159\)](#)

Evidence 8: [TAA Monitoring Report of Dicle University Faculty of Theology \(2024\)](#)

Evidence 9: [Quality and Accreditation Committees Process Evaluation Meeting](#)

Evidence 10: [Quality Assurance System Development Committee – Meeting Minutes on Defining Improvement Strategies](#)

Evidence 11: [Management System Development Committee – Meeting Minutes on Defining Improvement Strategies](#)

Evidence 12: [R&D Committee – 2025 Activity Planning Meeting](#)

Evidence 13: [Education and Teaching Development Committee – 2025 Activity Planning Meeting](#)

Evidence 14: [Quality Assurance System Development Committee – 2025 Activity Planning Meeting](#)

Evidence 15: [Social Contribution Development Committee – 2025 Activity Planning Meeting](#)

Evidence 16: [Internationalization Committee – 2025 Activity Planning Meeting](#)

Evidence 17: [Management System Committee – 2025 Activity Planning Meeting](#)

Evidence 18: [Quality and Accreditation Committees – 2025 Annual Activity Plans](#)

Evidence 19: [Request from Mardin Artuklu University Faculty of Theology for 2025 Quality Activity Plan and related correspondence](#)

Evidence 20: [Quality Assurance System Development Committee – 2025 Activity Report](#)

Evidence 21: [Social Contribution Committee – 2025 Activity Report](#)

Evidence 22: [Quality Assurance System Development Committee – Monitoring and Corrective Action Meeting Minutes \(2025\)](#)

Evidence 23: [Internationalization Committee – Monitoring and Corrective Action Meeting Minutes \(2025\)](#)

Evidence 24: [Management System Committee – Evaluation Meeting Minutes \(2025\)](#)

Evidence 25: [R&D Committee – Evaluation Meeting Minutes \(2025\)](#)

Evidence 27: [Social Contribution Development Committee – Evaluation Meeting Minutes \(2025\)](#)

- Evidence 28: [Education and Teaching Development Committee – First Half-Year Evaluation Meeting Minutes \(2025\)](#)
- Evidence 29: [Activity Report Preparation Committee](#)
- Evidence 30: [Official Letter Assigning Preparation of the 2025 Administrative Activity Report](#)
- Evidence 31: [Activity Report Preparation Committee Meeting Minutes](#)
- Evidence 32: [2025 Institutional Activity Report](#)
- Evidence 33: [2025 Unit System Performance Report](#)
- Evidence 34: [Processes Entered into the QMS System for 2025](#)
- Evidence 35: [2025 SWOT Analysis](#)
- Evidence 36: [Official Letter on Preparation of Course Files – Department of Basic Islamic Sciences](#)
- Evidence 37: [Department of Basic Islamic Sciences – Spring Semester 2025 Course Evaluation Meetings](#)
- Evidence 38: [Awards and Incentives Committee](#)
- Evidence 39: [Awards and Incentives Committee Meeting Minutes](#)
- Evidence 40: [2025 Management Review Meeting](#)

## **A.2. Internal Quality Assurance**

The internal quality assurance activities carried out at our Faculty are conducted in alignment and coordination with the quality assurance system established by the Rectorate of Dicle University. Within the scope of the Institutional Accreditation Program conducted by the Higher Education Quality Council (YÖKAK) in 2024, our university underwent an external evaluation and was granted Institutional Accreditation for a period of two years ([see Evidence 1](#)). This development demonstrates that quality assurance processes are being effectively implemented across the university. In addition, our Faculty received accreditation through the external evaluation conducted by the Theology Accreditation Agency (İAA), thereby certifying that its programs and practices comply with national quality standards. The accreditation results achieved at both the university and faculty levels indicate that the educational, research and development, social contribution, and governance activities carried out at our Faculty are conducted in accordance with established quality criteria. Internal quality assurance at our Faculty is structured in line with quality documents, strategic plans, and quality handbooks prepared by the university and shared with the relevant quality units of the Rectorate. Processes related to quality, education and teaching, research and development, internationalization, social contribution, and management systems are regularly monitored and evaluated based on defined standards and performance indicators.

At our Faculty, the internal quality assurance system operates based on the Plan–Do–Check–Act (PDCA) cycle. Within this framework, activities planned in line with the Faculty’s strategic goals and objectives are implemented by the relevant units. The results of these implementations are monitored and evaluated through performance indicators, activity reports, surveys, and feedback mechanisms. In this way, the PDCA cycle is continuously applied, ensuring the sustainability of quality assurance processes within our Faculty.

### **A.2.1. Quality Committee**

At our Faculty, various quality committees have been established to ensure that quality assurance activities are effectively carried out within the framework of planning, implementation, monitoring, and evaluation. Within this structure, the Quality and Accreditation Senior Committee, in particular, has ensured the coordination of quality activities carried out across the Faculty. Information regarding the committees serving at the Faculty, including the decision numbers and areas of responsibility that demonstrate their establishment by the relevant decisions of the Faculty Administrative Board, has been publicly shared on the official website of our Faculty ([see Evidence 2](#)). In addition, summary information about these committees and their duties is also included in the quality brochure prepared by our Faculty. This brochure provides explanations regarding the fundamental principles and practices for managing, planning, implementing, and evaluating the quality assurance processes conducted within the Faculty ([see Evidence 3](#)).

#### **Committees at Our Faculty**

The committees at our Faculty are as follows:

##### **Main Committees:**

1. Quality and Accreditation Senior Committee
2. Quality Committee
3. Committee for Developing the Quality Assurance System
4. Committee for Developing Education and Teaching
5. Committee for Enhancing Social Contribution
6. Research and Development Committee
7. Committee for Developing the Management System
8. Internationalization Committee
9. Strategic Plan Preparation Committee

In addition, there are Unit Committees at our Faculty ([see Evidence 4](#)), which include the following:

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 Bulletin Committee
10. Academic Quality Monitoring and Strategic Planning Committee
11. Promotion, Culture, Arts, Events, and Alumni Relations Committee
12. Survey Preparation and Evaluation Committee
13. Awards and Incentives Unit Committee

14. DİFAV Publishing Committee
15. Social Mediation Committee
16. International Relations (Erasmus, Farabi, Mevlâna) Committee
17. Real Estate (Cafeteria Supervision) Committee

In 2025, these committees at our Faculty actively participated in carrying out quality assurance processes. As indicated both in the Performance Management section above and in the section related to the PDCA (Plan–Do–Check–Act) cycle below, the committees work effectively in the implementation of performance practices across areas such as quality, education and teaching, social contribution, research and development, internationalization, and management at our Faculty ([see Evidence 5, 6, 7, 8, 9, 10, 11, 12](#)).

### **Maturity Level**

The Quality Committee conducts its activities systematically within the scope of its authorities, duties, and responsibilities, and as part of the Faculty’s holistic quality management system. The findings derived from these activities are monitored both by the quality committees and by the academic units.

### **Evidences**

Evidence 1: [Accreditation of Dicle University within the Institutional Accreditation Program](#)

Evidence 2: [Quality and Accreditation Committees](#)

Evidence 3: [Quality Brochure](#)

Evidence 4: [Unit Committees](#)

Evidence 5: [2025 Activity Report of the Quality Assurance System Development Committee](#)

Evidence 6: [2025 Activity Report of the Social Contribution Committee](#)

Evidence 7: [Minutes of the Control and Corrective Action Meeting of the Quality Assurance System Development Committee, 2025 Activities](#)

Evidence 8: [Minutes of the Control and Corrective Action Meeting of the Internationalization Committee, 2025 Activities](#)

Evidence 9: [Minutes of the 2025 Activity Evaluation Meeting of the Management System Committee](#)

Evidence 10: [Minutes of the 2025 Activity Evaluation Meeting of the R&D Committee](#)

Evidence 11: [Minutes of the 2025 Activity Evaluation Meeting of the Social Contribution Development Committee](#)

Evidence 12: [Minutes of the First Half-Year Activity Evaluation Meeting of the Education and Teaching Development Committee, 2025](#)

### **A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Timeline, and the Structure of Academic and Administrative Units)**

Our faculty first outlined the planning for internal quality assurance mechanisms in the 2021 Quality Handbook ([See Evidence 1](#)). Our institution's Quality Handbook ([See Evidence 2](#)) and the faculty's strategic plan covering the 2025-2029 period ([See Evidence 3](#)) provide a strong foundation and assurance for quality processes. Our faculty prioritizes conducting internal quality assurance mechanisms in full alignment with all of its sub-units. In accordance with the Quality Handbook, the faculty's defined goals and performance indicators are monitored by the departments within the institution (Basic Islamic Sciences, Philosophy and Religious Studies, Islamic History and Arts) ([See Evidence 4](#)). As a result of collaborative efforts, our faculty has achieved an institutional structure alongside the Quality Accreditation process. Within this framework, necessary measures have been taken to ensure that changes in senior management positions, such as the Dean's Office and Faculty Secretariat, do not disrupt administrative and operational processes within the faculty. To ensure organizational stability, five main commissions were established under the guidance of Quality and Accreditation activities. One of these commissions, the Quality Assurance System Commission, is responsible for implementing practices to monitor the activities of other commissions ([See Evidence 5](#)). The tracking, monitoring, and scheduling of PDCA (Plan-Do-Check-Act) cycles were planned for 2025. Accordingly, a process schedule regarding quality and PDCA cycles was prepared for our faculty within 2025 ([See Evidence 6](#)). The Quality and Accreditation Supreme Commission has been active in overseeing the follow-up of the PDCA cycles ([See Evidence 7](#)). Following this schedule, commissions have organized meetings to plan activities. The 2025 activity planning was conducted by the Quality and Accreditation Commissions ([See Evidence 8](#)). A Process Evaluation Meeting of the Quality and Accreditation Commissions was held on September 2, 2025 ([See Evidence 9](#)). The Quality and Accreditation Meeting took place on May 30, 2025 ([See Evidence 10](#)). The Management System Commission held an online meeting with stakeholders on January 5, 2025, at 21:00 under the chairmanship of Assoc. Prof. Dr. Lokman ŞAN, to discuss the agenda items ([See Evidence 11](#)). Within the framework of ongoing Unit Program Accreditation Studies, it is planned to strengthen relationships with external stakeholders and enhance our quality assurance processes by utilizing best practice examples from higher education institutions ([See Evidence 12](#)). The Quality Assurance System Development Commission held an online meeting on January 13, 2025, to evaluate the 2025 activities ([See Evidence 13](#)). The Faculty's 2025 Activity Report has been prepared ([See Evidence 14](#)). An organizational chart representing the academic and administrative structure of our institution has been created ([See Evidence 15](#)). In line with the faculty's internationalization policies and strategic objectives, the Internationalization Commission held an evaluation meeting to assess the activities conducted throughout 2025 within the framework of the PDCA cycle ([See Evidence 16](#)). A unit activity report was also prepared in 2025 ([See Evidence 17](#)). Unit Commissions were established to conduct mentoring activities in the process of transferring the Accreditation requests of the Theology Accreditation Agency to the quality and development commissions ([See Evidence 18](#)). A quality culture survey was conducted by our faculty in 2025 ([See Evidence 19](#)). Additionally, an Institutional Culture Measurement survey was organized by our institution in 2025 ([See Evidence 20](#)). An Accreditation Evaluation Table was also prepared by our faculty in 2025 ([See Evidence 21](#)). As a result of all these applications and meetings, it has been observed that internal quality assurance mechanisms are being implemented in our faculty, PDCA cycles are being followed in activities and applications, and scheduling is being carried out.

#### **Maturity Level**

Our faculty has established internal quality assurance mechanisms covering all areas and processes (including procedures, PDCA cycles, duties, authorities and responsibilities, and quality tools), and some results have been obtained from these mechanisms. The internal quality assurance systems encompassing all areas and processes are implemented within the framework of a holistic quality management approach with defined processes. The findings obtained from the implemented practices are monitored, and the monitoring results are evaluated together with stakeholders to implement improvements. In addition, internal quality standards that cover all units and operational processes of the institution, are aligned with strategic objectives, transparent, and sustainable, are effectively established throughout the institution.

### **Evidences**

Evidence 1: Quality Manual

Evidence 2: Quality Manual

Evidence 3: [Strategic Plan](#)

Evidence 4: [Faculty of Theology Department Chair Duties Meeting Minutes](#)

Evidence 5: [Quality and Accreditation Commissions](#)

Evidence 6: [2025 Workflow Calendar of Activities of the Quality and Accreditation Commissions](#)

Evidence 7: [Quality and Accreditation Upper Commission Process Evaluation Meeting Minutes](#)

Evidence 8: [2025 Activity Planning of the Quality and Accreditation Commissions](#)

Evidence 9: [Quality and Accreditation Commissions Process Evaluation Meeting](#)

Evidence 10: [Quality and Accreditation Meeting](#)

Evidence 11: [Management System Commission](#)

Evidence 12: [Quality Activity Plan Sharing Request](#)

Evidence 13: [Quality Assurance System Development Commission](#)

Evidence 14: [2025 Activity Report](#)

Evidence 15: [Academic and Administrative Organization Chart](#)

Evidence 16: [Internationalization Commission Meeting](#)

Evidence 17: [Unit Activity Report](#)

Evidence 18: [Unit Commissions](#)

Evidence 19: [Quality Culture Survey](#)

Evidence 20: [Institutional Culture Measurement Survey](#)

Evidence 21: [Accreditation Evaluation Table](#)

### **A.2.3. Leadership and Quality Assurance Culture**

Our institution has ensured the establishment of Quality Objectives at the process level in accordance with the Strategic Plan published by Dicle University ([See Evidence 1](#)). As a result of Decision No. 2 taken during the 2025 Activity Planning Meeting organized by the Quality Assurance System Development Commission on 17.02.2025, it was planned that a survey would be conducted at the end of the period regarding “how the quality assurance culture has developed within the institution” under section A.2.3. Leadership and Quality Assurance Culture ([See Evidence 2](#)). Accordingly, in December 2025, the Quality Assurance System Development Commission prepared the Dicle University Faculty of Theology Institutional Quality Culture Measurement Survey ([See Evidence 3](#)). According to the survey results, the quality culture at the faculty is generally perceived positively; however, the rate of uncertainty in some areas is notably high. For the majority of the questions, the “Agree + Strongly Agree” response rate ranges between 60% and 75%. The “Neutral/Undecided” option reaches relatively high levels of 20%–35% in some items. Negative responses (“Disagree + Strongly Disagree”) generally range from 10% to 25%, although in some critical areas, these rates are significant and cannot be ignored. This pattern indicates that while an institutional quality understanding exists, there are areas that need improvement in terms of internalization and visibility. In particular, the rate of undecided responses is high in areas related to quality processes, responsibilities, and improvements. Although the processes are generally considered understandable, the level of uncertainty suggests the need for further reinforcement in this regard. One of the highest negative response rates, at 28.5%, indicates that quality activities are not sufficiently reflected in management practices. Furthermore, considering both neutral and negative responses, it can be concluded that a quality culture exists within the institution but has not yet been fully internalized ([See Evidence 4](#)). Our faculty first included planning for Leadership and Quality Assurance Culture mechanisms in the Quality Manual in December 2021 ([See Evidence 5](#)). All these practices and activities demonstrate that the mechanisms for quality culture within our institution are functional.

#### **Maturity Level**

Our institution possesses a corporate culture and leadership approach that supports Quality Assurance Leadership, encompassing all units and processes. Some outcomes have been achieved through the activities carried out within this framework.

At our faculty, there exists a corporate culture that ensures the sustainability of high quality, along with a leadership approach that coordinates quality activities in line with institutional values and expectations and takes ownership of quality processes. The leadership and quality assurance culture is monitored within the framework of holistic quality management, evaluated together with stakeholders, and corrective measures are implemented based on the monitoring results.

#### **Evidences**

Evidence 1: [Strategic Plan Meeting Minutes](#)

Evidence 2: [Quality Assurance System Development Commission](#)

Evidence 3: [Quality Culture Measurement Survey](#)

Evidence 4: [Quality Assurance System Commission](#)

Evidence 5: [Quality Manual](#)

### **A.3. Stakeholder Participation: Involvement of Internal and External Stakeholders in Quality Assurance, Education and Teaching, Research and Development, Social Contribution, Management, and Internationalization Processes**

As defined in the Quality Manual, our faculty categorizes its stakeholders into two groups: internal and external stakeholders. It places importance on their opinions and participation in the execution, monitoring, and auditing of institutional processes ([See Evidence 1](#)). Based on the observations and feedback gathered regarding these processes, improvements to increase stakeholder participation in decision-making and management processes at our faculty were highlighted in the 2025 Activity Report ([See Evidence 2](#)). Moreover, the 2025–2029 Strategic Plan emphasizes the importance of implementing socially valuable practices in collaboration with internal and external stakeholders, as well as measuring satisfaction and developing these practices further ([See Evidence 3](#)). Principles and recommendations to enhance stakeholder participation are also frequently emphasized during relevant quality commission meetings ([See Evidence 4](#)).

The Quality Manual serves as a guide for how our faculty manages stakeholder participation and involves stakeholders in decision-making processes ([See Evidence 5](#)). Within this framework, our faculty organizes various meetings aimed at ensuring and increasing the participation of internal and external stakeholders in institutional processes ([See Evidence 6](#)). In line with this approach, the faculty also places importance on identifying stakeholders' opinions and expectations through various meetings and surveys ([See Evidence 7](#)). Similarly, to collect feedback from stakeholders, such as complaints, suggestions, or satisfaction statements, digital platforms like the website and email are used, as well as face-to-face meetings ([See Evidence 8](#)). Based on these feedbacks, the opinions and expectations collected are identified, and reports are prepared regarding the institution's strengths and weaknesses.

#### **Internal Stakeholders**

The faculty has identified its academic and administrative staff, as well as its students, as internal stakeholders. These are individuals who are directly affected by all kinds of services and activities carried out within the faculty. Our faculty places importance on and encourages the active participation of internal stakeholders—including students, academic staff, and administrative personnel—in all processes. In this context, implementing collaborative practices with internal and external stakeholders that create societal value, measuring satisfaction, and making further improvements are established as part of the faculty's quality policy ([See Evidence 9](#)). Additionally, our faculty also strives to enhance the relationships among internal stakeholders themselves. Accordingly, at the beginning of each academic year, reminders are provided regarding the importance of improving communication and interactions between academic staff and students, and necessary arrangements are made in this regard ([See Evidence 10](#)).

#### **Academic and Administrative Staff**

As a branch of internal stakeholders, our faculty aims for academic and administrative staff to contribute to the functioning of the faculty's Quality Assurance, Education and Teaching, Research and Development, Social Contribution, Management System, and Internationalization processes through their opinions and evaluations, as well as in the execution of inspections and monitoring activities ([See Evidence 11](#), [Evidence 12](#)). In order to make the participation of all stakeholders more effective and sustainable, our faculty carries out various improvements at regular intervals ([See Evidence 13](#)). Within this framework, on December 9, 2025, an online meeting was held with faculty members serving in the quality and accreditation commissions

to enhance and improve the participation of the faculty's internal stakeholders in processes related to the functioning of the faculty ([See Evidence 14](#)).

The Dean's Office conducts academic general assembly meetings with academic staff at the beginning of each new academic term ([See Evidence 15](#), [Evidence 16](#)) and holds meetings with administrative staff at the start of the fall and spring semesters ([See Evidence 17](#)) to ensure the participation of internal stakeholders in processes and to contribute to institutional success. Through these meetings, academic and administrative staff are informed about the planning, activities to be carried out, and the related control and evaluation processes of the Quality and Accreditation process. Therefore, the Dean's Office places importance on directly involving internal stakeholders in decision-making, the implementation of decisions, and their improvement. In order to strengthen employees' institutional affiliation and enhance institutional success, surveys aimed at developing the institutional quality culture are conducted ([See Evidence 18](#)).

The Faculty records and evaluates feedback from internal stakeholders, including criticisms, requests, and suggestions obtained through surveys, emails, or various meetings; it places importance on the demands, requests, and complaints of internal stakeholders, considering them within the framework of conditions necessary to maintain and enhance quality ([See Evidence 19](#)). Through these steps, internal stakeholders are enabled to participate in the processes and decision-making mechanisms planned to improve the quality of our Faculty, and the data obtained from these interactions are evaluated together with the stakeholders, with corrective actions taken based on the results ([See Evidence 20](#), [Evidence 21](#)).

Students: The Dean's Office holds regular meetings with student representatives and Faculty Club Presidents to provide information on the Faculty's vision, mission, and quality policies and to exchange views. During these meetings, the recommendations and suggestions of the representatives and presidents are recorded on behalf of all students, who are considered internal stakeholders. Additionally, meetings with class representatives were held at specific periods throughout 2025 to collect students' opinions and evaluations on various issues ([See Evidence 22](#)). The Dean's Office also conducts orientation programs for newly enrolled preparatory class students ([See Evidence 23](#)).

Our Faculty conducts Course Evaluation Surveys and Student Satisfaction Surveys twice a year, in the Spring and Fall semesters, for all students ([See Evidence 24](#)). These surveys aim to ensure that the criticisms and suggestions of students, as internal stakeholders, are taken into account and that they are included in every stage of management, implementation, and decision-making processes within the Faculty. Accordingly, since 2020, the surveys have been conducted twice a year to monitor students' satisfaction levels ([See Evidence 25](#), [Evidence 26](#)). The results of the course evaluation surveys are assessed in the academic boards of the relevant Departments ([See Evidence 27](#)).

To strengthen students' contact and communication with academic staff, teaching staff are required to post consultation days and times on their doors, and this practice has been implemented ([See Evidence 28](#)). Furthermore, to enhance students' participation in decision-making processes, the Dean's Office collects students' opinions and suggestions through various communication channels on issues such as the balanced distribution of the course schedule and the allocation of courses according to credit weight during the academic term. Similarly, students' requests are considered in the planning of exam schedules and the determination of elective courses ([See Evidence 29](#)).

## **External Stakeholders**

External stakeholders of our Faculty consist of formal and non-formal education institutions that directly or indirectly benefit from our services, as well as organizations and institutions outside the Faculty that provide support in various ways. As one of the Faculty's external stakeholders, the Faculty maintains sustainable relations with its alumni through an alumni tracking system ([See Evidence 30](#)). Within this scope, various data collection tools, such as surveys and suggestion forms, are utilized ([See Evidence 31](#)). Similarly, our institution organizes joint academic events with the Dicle Theology Alumni and Members Association (DİFAM DER) and conducts consultative meetings to enhance collaboration ([See Evidence 32](#)). The Faculty prioritizes exchanging views on alumni experiences regarding the teaching processes at Dicle University Faculty of Theology and their post-graduation experiences, identifying successful and improvement areas in these processes, and discussing solutions to encountered problems ([See Evidence 33](#)).

In the strategic plan of our Faculty, the development of faculty-community collaboration is emphasized. It is acknowledged that establishing dynamic relationships with external stakeholders will provide the necessary conditions to achieve this goal ([See Evidence 34](#)). Similarly, in our policies regarding quality assurance, education and teaching, research and development, social contribution, management, and internationalization, the implementation of activities with stakeholder participation is highlighted. The Faculty has prepared stakeholder lists related to the stakeholder groups defined in the Faculty Quality Handbook ([See Evidence 35](#)).

Visits have been conducted to certain institutions and organizations recognized as external stakeholders by our institution, and within this framework, bilateral protocols and collaborations have been established ([See Evidence 36](#)). For example, the protocol signed with the Turkey Religious Affairs Academy Diyarbakır Religious Higher Specialization Center is aimed at enhancing the professional competencies and academic knowledge of personnel ([See Evidence 37](#)). Additionally, the cooperation protocol signed between the Diyarbakır Provincial Directorate of Family and Social Services and our University aims to establish collaboration in education and service delivery between the parties ([See Evidence 38](#)).

According to the protocol signed between our Faculty and the Diyarbakır Branch of the Society for the Dissemination of Knowledge (İlim Yayma Cemiyeti), each party may carry out joint activities on academic, social, and cultural issues at the other party's premises ([See Evidence 39](#)). Another external stakeholder, the Dicle University Faculty of Theology Development Foundation, continues to provide scholarship assistance to students in need, supports the organization of various seminars, courses, and competitions for these students, and contributes to the implementation of overseas education activities ([See Evidence 40](#)).

In addition, our Faculty has received commitments from another external stakeholder, the Diyarbakır Yenişehir District Mufti's Office, under a protocol signed in 2021 and still in effect, to support students' academic and cultural development through education, accommodation, and scholarship assistance ([See Evidence 41](#)). Social contribution activities carried out at our Faculty have been implemented in collaboration with both internal and external stakeholders. In this context, our Faculty organized numerous events and developed projects in cooperation

with student clubs in 2024. Information about all these activities can be accessed via our Faculty's social media pages ([See Evidence 42](#)).

Feedback received from stakeholders plays an important role in identifying deficiencies and determining improvement actions. For this purpose, activities aimed at both expanding the stakeholder network and increasing their impact on the Faculty's operations are presented in detail every year in the Faculty of Theology Bulletin ([See Evidence 43](#)). Additionally, both internal and external stakeholders can submit their requests, complaints, and feedback through the Faculty's email address [ilahiyat@dicle.edu.tr](mailto:ilahiyat@dicle.edu.tr). All these processes and practices concerning internal and external stakeholders are monitored by the Faculty's Quality and Accreditation Commissions, and evaluation meetings are held at the end of 2025 to determine necessary measures, with particular emphasis on completing the Plan-Do-Check-Act (PDCA) cycle ([See Evidence 44](#)).

### **Maturity Level**

For the year 2025, it has been observed that our Faculty has defined processes regarding the participation of stakeholders in decision-making and operational mechanisms. These processes have been implemented to cover the entire institution and all relevant areas, monitored through applicable regulations and access controls, and evaluated at the end of the year to inform improvement decisions. In this respect, this criterion is assessed to have reached a medium-advanced maturity level within the framework of the IAA (Theology Accreditation Agency) rubric.

### **Evidence**

- Evidence 1. [Dicle University Faculty of Theology 2025 Quality Manual](#)
- Evidence 2. [Dicle University Faculty of Theology 2025 Activity Report](#)
- Evidence 3. [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)
- Evidence 4. [Quality Assurance System Development Commission Meeting Minutes \(09.09.2025\)](#)
- Evidence 5. [Dicle University Faculty of Theology 2025 Quality Manual](#)
- Evidence 6. [Dicle University Faculty of Theology External Stakeholders Consultation Meeting \(12.11.2025\)](#)
- Evidence 7. [Dicle University Faculty of Theology External Stakeholder Survey](#)
- Evidence 8. [Meeting Minutes on Strengthening Relations with Alumni \(26.10.2025\)](#)
- Evidence 9. [Dicle University Faculty of Theology Quality Policy](#)
- Evidence 10. [2025–2026 Fall Semester Academic Staff Consultation Hours](#)
- Evidence 11. [Faculty of Theology 2025–2026 Spring Semester Academic Staff Satisfaction Survey](#)
- Evidence 12. [2025–2026 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey](#)
- Evidence 13. [Achievement and Awards Records 2025](#)
- Evidence 14. [2025–2026 Fall Semester Quality and Accreditation Commissions Meeting Minutes \(09.12.2025\)](#)
- Evidence 15. [Academic Board Meeting 2024–2025 Spring Semester \(24.01.2025\)](#)
- Evidence 16. [Academic Board Meeting 2025–2026 Fall Semester \(19.09.2025\)](#)

- Evidence 17. [Administrative Staff Fall Semester Meeting \(07.07.2025\)](#)
- Evidence 18. [Dicle University Faculty of Theology Institutional Quality Culture Survey](#)
- Evidence 19. [Faculty of Theology Quality Assurance System Development Commission 2024 Activity Evaluation Meeting Minutes](#)
- Evidence 20. [Quality Assurance System Development Commission 2025 Activity Planning Meeting Minutes](#)
- Evidence 21. [Quality Assurance System Development Commission Evaluation Meeting Minutes](#)
- Evidence 22. [Student Class Representatives Meeting 2025–2026 Fall Semester](#)
- Evidence 23. [2025–2026 Fall Semester Orientation Meeting for Preparatory Students](#)
- Evidence 24. [Faculty of Theology 2024–2025 Spring Semester Student Satisfaction Survey](#)
- Evidence 25. [Faculty of Theology 2023–2024 Spring Semester Student Satisfaction Survey](#)
- Evidence 26. [Faculty of Theology 2024–2025 Fall Semester Student Satisfaction Survey](#)
- Evidence 27. [Quality Assurance System Development Commission 2024 Activity Evaluation Meeting Minutes](#)
- Evidence 28. [Academic Staff Consultation Hours](#)
- Evidence 29. [2025–2026 Fall Semester Student Class Representatives Meeting](#)
- Evidence 30. [Dicle University Alumni Portal](#)
- Evidence 31. [Dicle University Suggestion Form](#)
- Evidence 32. [Dicle University Faculty of Theology Alumni Meeting](#)
- Evidence 33. [Academic and Cultural Cooperation Protocol Between Faculty and Alumni Association](#)
- Evidence 34. [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)
- Evidence 35. [Dicle University Faculty of Theology 2025 Quality Manual](#)
- Evidence 36. [Dicle University Faculty of Theology External Stakeholder Cooperation Protocols](#)
- Evidence 37. [Cooperation Protocol Between Dicle University Faculty of Theology and Diyanet Academy Diyarbakır Advanced Religious Studies Center](#)
- Evidence 38. [Cooperation Protocol Between Dicle University Faculty of Theology and Diyarbakır Provincial Directorate of Family and Social Services](#)
- Evidence 39. [Academic and Scientific Cooperation Protocol Between Dicle University Faculty of Theology and İlim Yayma Cemiyeti Diyarbakır Branch](#)
- Evidence 40. [Dicle University Faculty of Theology Development Foundation](#)
- Evidence 41. [Protocol Between Dicle University Faculty of Theology and Diyarbakır Yenışehir District Mufti's Office on Education and Housing for Theology Students](#)
- Evidence 42. [Dicle University Faculty of Theology Official X Account](#)
- Evidence 43. [Dicle University Faculty of Theology Bulletin](#)
- Evidence 44. [Quality and Accreditation Commissions 2026 Activity Plans and Strategy Determination Meeting Minutes \(19.12.2025\)](#)

## **A.4. Internationalization**

### **A.4.1. Internationalization Policy**

Our Faculty has established and implemented an internationalization policy fully aligned with the Higher Education Council (HEC) (See [Evidence 1](#)) and the vision of our University (See [Evidence 2](#)), as outlined in the 2025–2029 Strategic Plan (See [Evidence 3](#)) and the Quality Manual (See [Evidence 4](#)). In this policy, internationalization has been positioned as a fundamental component of our Faculty’s vision and mission (See [Evidence 5](#)). The initial planning for the internationalization policy began with a preparatory meeting held in June 2023. To manage the processes related to internationalization, the Faculty established an Internationalization Commission (See [Evidence 6](#)), and these processes have been planned under the guidance of the Internationalization Advisory Board (See [Evidence 7](#)). During the planning phase, coordination was ensured with the University’s Office of External Relations, and strategic objectives, targets, and performance indicators were determined with the participation of internal and external stakeholders. During the implementation phase, to support the academic and cultural mobility of faculty members, administrative staff, and students contributing to international research in theology, an Awards and Incentives Directive was prepared and put into practice (See [Evidence 8](#)). The effectiveness of the internationalization policy has been periodically monitored in line with the principles of transparency and participation. During the monitoring process, the “Annual Erasmus Student and Academic Staff Participation Numbers” (See [Evidence 9](#)) was tracked as a key performance indicator, and the data were systematically recorded. The policy and its implementation have been comprehensively evaluated at the end of each semester or annually during stakeholder meetings (See [Evidence 10](#)). Feedback received from stakeholders, along with data derived from performance indicators, has been analyzed to make decisions regarding updates to the policy or improvements in implementation processes. Particularly in areas where performance scores were low or where significant improvements were required, the evaluation and development meetings conducted in 2026 have served as a primary reference for control and corrective actions.

### **Maturity Level**

At our faculty, activities based on the internationalization policy are conducted in an integrated manner with quality assurance and education-teaching policies. Activities are carried out within defined processes and are periodically monitored through the Internationalization Commission and stakeholder meetings. Monitoring results are evaluated together with stakeholders, and necessary measures are taken, thereby ensuring that the **Plan-Do-Check-Act (PDCA) cycle** is systematically completed.

### **Evidence**

Evidence 1: [YÖK Internationalization Strategy Document](#)

Evidence 2: [Dicle University Vision](#)

Evidence 3: [Dicle University Faculty of Theology 2025-2029 Strategic Plan](#)

Evidence 4: [Quality Handbook \(Internationalization Section\)](#)

Evidence 5: [Dicle University Faculty of Theology Mission and Vision](#)

Evidence 6: [Board of Trustees Decision on the Establishment of the Commission](#)

Evidence 7: [Internationalization Advisory Board](#)

Evidence 8: [Awards and Incentives Directive](#)

Evidence 9: [Annual Erasmus Student and Faculty Participation Numbers](#)

Evidence 10: [Stakeholder Meeting Minutes](#)

#### **A.4.2. Management of Internationalization Processes and Organizational Structure**

The management and organizational structure of our faculty's internationalization processes are clearly and systematically defined in the Quality Handbook (See [Evidence 1](#)). Accordingly, the Dean and the relevant Vice Dean are responsible for overseeing these processes (See [Evidence 2](#)). The Internationalization Commission holds primary responsibility for the operation of this structure and, in order to implement the faculty's internationalization processes, consults with internal and external stakeholders to present recommendations regarding planning, implementation, and collaboration processes to the Dean's Office. The Commission regularly organizes annual planning sessions with internal and external stakeholders to support the achievement of internationalization objectives (See [Evidence 3](#)).

The Commission documents all planned activities within the Plan-Do-Check-Act (PDCA) cycle, identifying necessary improvement measures for the following year. It actively works to enhance the dynamism and effectiveness of our faculty's internationalization processes by developing new partnerships and engaging additional stakeholders. Additionally, the Commission organizes informational seminars and announcements to ensure that both students and academic/administrative staff can take advantage of international opportunities. In this context, Erasmus information seminars are conducted at the beginning of each academic term in cooperation with the Office of International Relations (See [Evidence 4](#)).

These seminars have made tangible contributions to the faculty's internationalization efforts, as evidenced by an increase in the number of applications and the rising acceptance rates of students and staff into programs (See [Evidence 5](#)). Over the years, participation in Erasmus student mobility programs has increased, and students' awareness of international programs has significantly improved. One concrete outcome of these seminars is that undergraduate student Şeyma Nur Kaya, after attending the information session, qualified for both study and internship mobility through the Erasmus program (See [Evidence 6](#)). To further strengthen the faculty's internationalization processes, the Commission actively participates in the Staff Week events hosted annually by our university and coordinated by the Office of International Relations. During these events, the faculty is internationally promoted and institutionally represented. One-week bilateral meetings are held to explore new collaboration opportunities and expand international academic networks (See [Evidence 7](#)). The Internationalization Commission also actively supports various international projects to diversify and enhance the faculty's internationalization efforts and to improve the organizational effectiveness of these processes. Within this scope, guided by the Office of International Relations, a project led by Asst. Prof. Dr. Mevlüt Uzut from our faculty is planned to be submitted to the National Agency. The project, developed in collaboration with the Austria-based Helix Helixon Association, is expected to be implemented with a budget of approximately €60,000 (See [Evidence 8](#)). As part of this project, faculty students and teaching staff will participate in a one-week field study in Austria, representing our faculty internationally. The project also plans to host members of the Helix Helixon Association at our faculty, where various academic and cultural activities will take place. These reciprocal visits strengthen our faculty's international cooperation network and enhance institutional visibility. Moreover, the Internationalization Commission organizes international academic events contributing to the faculty's internationalization objectives. In this context, Assoc. Prof. Dr. Dian Sari Utami from the Department of Psychology at Indonesia

Islamic University delivered a conference titled “*Mindful Muslim: Enhancing Well-Being, Mental Health, and Intercultural Development*” at our faculty. This event not only increased the faculty’s international academic visibility but also provided students and academic staff with opportunities to engage with diverse cultures and approaches, directly contributing to internationalization processes. The event aligned with the faculty’s goals of strengthening international partnerships and fostering a multicultural academic environment (See [Evidence 9](#)). Another event as part of the internationalization processes was the conference titled “*Spiritual Counseling in Austria*”, attended by expert pedagogue and family counselor Zeynep Elibol from Austria. During this event, international best practices in spiritual counseling were shared with students and faculty members, promoting awareness of intercultural counseling approaches. This conference supported the multicultural academic interaction emphasized in the faculty’s internationalization policy and contributed to the international professional development of both students and staff. This activity represents a concrete step toward achieving the faculty’s internationalization objectives (See [Evidence 10](#)).

### **Maturity Level**

The internationalization activities carried out at our faculty have been closely monitored and evaluated by the Dean’s Office and relevant units. To ensure more active participation of students and academic staff in these processes, necessary announcements have been regularly shared via the faculty website and official social media accounts. The management of internationalization processes and the organizational structure have been established and implemented in line with institutional preferences and strategies. As a result of these implementations, measurable outputs have been achieved, demonstrating significant progress toward the faculty’s internationalization objectives.

### **Evidence**

Evidence 1: [Quality Manual](#)

Evidence 2: [Dicle University Faculty of Theology Internationalization Commission](#)

Evidence 3: [Consultation Meeting with External Stakeholders of Dicle University Faculty of Theology](#)

Evidence 4: [Erasmus Information Seminar by the Internationalization Commission](#)

Evidence 5: [2025-2026 Erasmus+ Internship Mobility Application Results](#)

Evidence 6: [Erasmus Study and Internship Mobility Outcome – Şeyma Nur Kaya](#)

Evidence 7: [Staff Week Meeting](#)

Evidence 8: [Helix Helézon Association Joint Project Submission Plan to the National Agency \(K220\)](#)

Evidence 9: [Presentation by Assoc. Prof. Dr. Dian Sari Utami](#)

Evidence 10: [Presentation by Family and Psychological Counselor Zeynep Elibol](#)

### **A.4.3. Internationalization Resources**

Our faculty possesses the necessary physical and technological infrastructure, qualified human resources, and institutional organizational structure to sustainably carry out internationalization activities (See [Evidence 1](#)). Planning efforts, initiated in June 2023 (See [Evidence 2](#)) to provide a strategic basis for internationalization processes, have been updated and continued in line with the faculty’s 2025 objectives. In addition to existing resources, the faculty has systematically identified and outlined additional resources that strengthen and diversify its internationalization capacity.

Primarily, the budget allocated by the university constitutes the main financial resource for our faculty's internationalization activities. This budget has been effectively utilized for developing international collaborations, supporting academic mobility, organizing meetings and events, and carrying out promotional activities. In addition, grants provided under the Erasmus+ programs (See [Evidence 3](#)) for student and staff mobility serve as an important financial source that supports international engagement at both the student and academic staff levels. Within this scope, the annual budget used for overseas education and training funded by Erasmus (See [Evidence 4](#)), the annual number of Erasmus student and academic staff participants (See [Evidence 5](#)), and national and international collaborations (See [Evidence 6](#)) have been meticulously monitored as key performance indicators.

The scope of implementation has been defined broadly to include academic staff (See [Evidence 7](#)), administrative staff (See [Evidence 8](#)), and students. In addition to financial resources, human resources represent one of the most critical components of our faculty. The effectiveness of internationalization processes has been monitored through robust oversight mechanisms, including the Internationalization Commission (See [Evidence 9](#)), the University's Office of International Relations (See [Evidence 10](#)), and the Unit Quality Coordination (See [Evidence 11](#)). National-level support includes TÜBİTAK 2214 and 2219 scholarship and project programs, as well as the YLSY (Overseas Graduate Scholarship Program) administered by the Ministry of National Education (See [Evidence 12](#)). The YLSY program has been considered a strategic internationalization resource that strengthens the faculty's academic human resources in the long term by enabling faculty members to pursue graduate education abroad.

Within the scope of international project-based resources, European Union Erasmus+ KA2 / K220 projects have played a significant role (See [Evidence 13](#)). In this context, the joint project planned to be implemented under the K220 program with the Austria-based Helix Helezon Association (See [Evidence 14](#)) has served as an important internationalization resource, expanding our faculty's institutional collaboration network at the European level and aiming to generate both academic and practical outputs. This project has directly contributed to the faculty's internationalization capacity in terms of international partnerships, project budget, production of academic outputs, and visibility.

Furthermore, as a result of contacts established with the Faculty of Social Sciences at Sialkot University in Pakistan, a mutual agreement has been reached to develop joint projects and mobility activities under the Erasmus+ KA171 program (See [Evidence 15](#)). This collaboration has been evaluated as an important internationalization resource that supports our faculty's access to non-European funding sources. Additionally, discussions held with the Diyanet Center of America in the United States within the framework of internship mobility (See [Evidence 16](#)) have served as a complementary internationalization resource, diversifying international funding opportunities and practical experiences based on student mobility.

The internationalization resources of our faculty also feature a significant contribution from the Dicle Divinity Foundation (DİFAV), which provides funding and support for study abroad, research, and mobility targeting students and faculty members (See [Evidence 17](#)). Additionally, in-kind and financial contributions provided by other public institutions and organizations, international non-governmental organizations, private sector representatives, and individual donors have served as complementary resources supporting the international activities of our faculty.

In addition to financial resources, human resources constitute one of the most vital components of our faculty's internationalization efforts. Academic staff with international experience, members of the Internationalization Commission (See [Evidence 18](#)), administrative staff working in coordination with the Erasmus Coordinatorship (See [Evidence 19](#)), and language-proficient instructors have contributed significantly to the efficient execution of internationalization processes. Furthermore, the knowledge, experience, and best practices acquired through international academic experiences have formed an important institutional and intellectual resource for our faculty.

From a technological standpoint, our faculty possesses the necessary infrastructure for online and hybrid meetings, international academic events, and digital education and promotional activities. This infrastructure has enabled the establishment of sustainable and cost-effective collaborations with international stakeholders.

The processes for monitoring, evaluating, and developing internationalization resources have been carried out by the Unit Quality Coordinatorship (See [Evidence 20](#)). The Coordinatorship regularly monitored the utilization of internationalization resources and submitted improvement proposals regarding strengths and areas open to improvement to the Dean's Office in the form of a report through the Quality Commission. The Quality Commission evaluated the relevant reports during its meetings held in June and December (See [Evidence 21](#)) and conveyed its opinions to the Dean's Office; the Dean's Office, in turn, implemented the necessary improvements in line with these evaluations, taking into account the feedback of internal and external stakeholders.

Thanks to this structure, the internationalization activities of our faculty have been conducted on a diversified, sustainable, and institutionalized basis, supported by the university budget, national scholarship and support programs (TÜBİTAK, YLSY), Erasmus+ grants, EU K220 projects (in cooperation with Helix Helezon Association), foundation supports, and stakeholder contributions.

### **Maturity Level**

The internationalization resources of our faculty possess a diversified and institutionally defined structure. Different resources such as the university budget, Erasmus+, TÜBİTAK, YLSY, and EU K220 projects have been utilized systematically, and the processes have been regularly monitored by the Unit Quality Coordinatorship and the Quality Commission. Accordingly, the maturity level of our faculty regarding internationalization resources has been evaluated as **advanced (sustainable)**.

#### **Evidences**

**Evidence 1:** [Faculty Promotional Bulletin](#)

**Evidence 2:** [June 2023 initial planning meeting](#)

**Evidence 2:** [Erasmus+](#)

**Evidence 3:** [Postgraduate Study Abroad Scholarship Program](#)

**Evidence 4:** [Annual budget amount utilized by Erasmus in study abroad and education](#)

**Evidence 5:** [Annual number of Erasmus student-academician participation](#)

**Evidence 6:** [National and International Collaborations](#)

**Evidence 7:** [Academic Staff](#)

**Evidence 8:** [Administrative Staff](#)

**Evidence 9:** [Internationalization Commission](#)

**Evidence 10:** [University International Relations Office](#)

**Evidence 11:** [Unit Quality Coordinatorship](#)

**Evidence 12:** [MEB YLSY \(Ministry of National Education - Postgraduate Scholarship Program\)](#)

**Evidence 13:** [Erasmus+ KA2 / K220 projects](#)

**Evidence 14:** [Helix Helezon Association](#)

**Evidence 15:** [MOU signed with Pakistan Sialkot University, Faculty of Social Sciences.](#)

**Evidence 16:** [Meetings were held with the Diyanet Center of America within the context of internship mobility.](#)

**Evidence 17:** [Dicle Divinity Foundation \(DİFAV\)](#)

**Evidence 18:** [Internationalization Commission](#)

**Evidence 19:** [Erasmus Coordinatorship](#)

**Evidence 20:** [Unit Quality Coordinatorship](#)

**Evidence 21:** [End-of-term evaluation meeting minutes](#)

#### **A.4.4. Monitoring and Improving Internationalization Performance**

Our faculty has established a strong institutional framework to monitor and continuously improve its internationalization strategies. The core mechanism responsible for managing this process is the Internationalization Commission (See [Evidence 1](#)). In addition to this structure, Erasmus coordinators (See [Evidence 2](#)) have actively served to manage operational processes. The commission and coordinators carry out performance monitoring activities in coordination with our university's International Relations Office and submit required improvement proposals to the Dean's Office. The workflows and application principles in question are detailed within our faculty's Quality Handbook (See [Evidence 3](#)); the tracking of these processes has been recorded through periodic meetings organized by the commission (See [Evidence 4](#)).

#### **Maturity Level:**

Practices for monitoring and evaluating internationalization performance in our faculty have been carried out with determination across all areas. Data obtained from monitoring processes have formed the basis of the strategic decision-making mechanisms of our faculty. The Internationalization Commission developed concrete measures as a result of performance analyses conducted in coordination with the Erasmus coordinators and the International Relations Office, and these improvement proposals were directly submitted to the Dean's Office. This dynamic structure has been standardized in our Faculty Quality Handbook, and the contribution of monitoring results to institutional development has remained continuous through periodic commission meetings.

#### **Evidences:**

**Evidence 1:** [Internationalization Commission](#)

**Evidence 2:** [Unit Erasmus and Mevlana Coordinatorship](#)

**Evidence 3:** [Quality Handbook](#)

**Evidence 4:** [Internationalization Meeting Minutes Form Dated 05.11.2025](#)

## **B. EDUCATION AND TRAINING**

### **B.1. Program Design and Approval**

#### **B.1.1. Program Design and Approval**

The design and approval processes of the undergraduate and preparatory programs carried out in our Faculty are conducted based on the institutional framework defined in the Dicle University Faculty of Theology Quality Handbook (See [Evidence 1](#)). While structuring the programs, the Turkish Qualifications Framework for Higher Education, the Dicle University Quality Handbook, the Faculty 2025-2029 Strategic Plan, and the institution's educational policies, objectives, and targets are holistically taken as a basis (See [Evidence 2](#), [Evidence 3](#), [Evidence 4](#), [Evidence 5](#)). This approach ensures that program outcomes are systematically determined to be compatible with national qualifications and the faculty's mission.

Course plans for the programs are prepared together with ECTS-based student workload calculations for each course; course contents, learning outcomes, and assessment-evaluation methods are entered into the Bologna Information System and made accessible to all stakeholders (See [Evidence 6](#)). Program objectives, program outcomes, field-specific criteria, and course learning outcomes are managed based on the Plan-Do-Check-Act cycle. In line with the objective in the Faculty's 2025-2029 Strategic Plan to "adopt the continuous improvement of programs to increase the quality of faculty programs and manage continuous improvement cycles," programs have been regularly reviewed since 2022; update and improvement decisions are taken as a result of the evaluations made by the Education and Teaching Development Committee and the Quality Committee (See [Evidence 7](#), [Evidence 8](#)).

The effectiveness of program design and approval processes is monitored through multiple data sources. In this context, student course evaluation questionnaires, student and academic staff satisfaction surveys, and graduate satisfaction surveys, which are regularly administered every year, were analyzed, and the results were shared on the faculty website. Furthermore, qualitative feedback was collected through class representative meetings and consultative meetings with graduates. The findings obtained were directly used in determining the program's strengths and areas for improvement (See [Evidence 9](#), [Evidence 10](#), [Evidence 11](#)). The Faculty systematically included external stakeholder participation in the program design process. In meetings held with the Provincial Mufti's Office, school administrators affiliated with the Ministry of National Education, and civil society organization representatives, the compatibility of program outcomes with professional field expectations was discussed, and improvement decisions regarding program content were taken based on these opinions (See [Evidence 8](#)).

To strengthen foreign language proficiency, an Arabic Preparatory Class was included in the Faculty's curriculum starting from 2017. The operation of the preparatory program is structured within the framework of the relevant regulations and faculty directives; processes have been standardized with the Preparatory Classes Handbook and opened to stakeholder access (See [Evidence 12](#), [Evidence 13](#), [Evidence 14](#)). Assessment-evaluation results related to the preparatory program and student feedback are used to monitor the program's effectiveness. Thanks to this holistic structure, program design and approval in our faculty are operated as a

living quality assurance process, not merely a procedure based on legislation, but nourished by stakeholder participation, data-based monitoring, and continuous improvement.

### **Maturity Level:**

Institution carries out its applications in line with defined and systematic processes regarding program design and approval. The results of the applications are monitored with the participation of stakeholders, and measures are taken as a result of the evaluations.

### **Evidences:**

- Evidence 1. [Dicle University Faculty of Theology Quality Handbook](#)
- Evidence 2. [Turkish Higher Education Qualifications Framework](#)
- Evidence 3. [Dicle University Quality Handbook](#)
- Evidence 4. [2025-2029 Dicle University Faculty of Theology Strategic Plan](#)
- Evidence 5. [Our Quality Policy](#)
- Evidence 6. [Bologna Information System](#)
- Evidence 7. [Education and Teaching Development Committee Activity Planning Meeting 05.01.2025](#)
- Evidence 8. [External Stakeholders Consultation Meeting 12.11.2025](#)
- Evidence 9. [Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Questionnaire Results](#)
- Evidence 10. [General impressions of DKAB intern teachers about Dicle Theology interns within the scope of the Teaching Practice course in the Fall Term of 2025](#)
- Evidence 11. [Consultation Meeting with Graduates 26.10.2025](#)
- Evidence 12. [Regulation on the Principles to be Followed in Foreign Language Teaching and Instruction in a Foreign Language in Higher Education Institutions](#)
- Evidence 13. [Dicle University Faculty of Theology Arabic Preparatory Class Education and Examination Directive](#)
- Evidence 14. [Preparatory Classes Handbook](#)

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

The objectives, program outcomes, and discipline-specific criteria of the programs carried out in our Faculty are planned, implemented, monitored, and improved in line with the processes defined in the Dicle University Faculty of Theology Quality Handbook (See [Evidence 1](#)). While determining program objectives and outcomes, the Turkish Qualifications Framework for Higher Education Theology Accreditation Agency criteria, the basic competency areas of the discipline, and the requirements that graduates may encounter in their professional lives are holistically taken into account (See [Evidence 2](#)). The compatibility between program objectives, program outcomes, discipline-specific criteria, and IAA criteria has been made clear and traceable through created alignment matrices, and this information has been shared openly on the faculty website (See [Evidence 3](#), [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Evidence 7](#)).

The program objectives and outcomes of the Faculty, program-specific criteria, and course learning outcomes are carried out on a PDCA basis. The program implemented in our institution was reviewed in 2023, program outcomes and measurable learning outcomes of the program

were determined as program competencies, and the curriculum was structured in accordance with these competencies by evaluating the relationship between TYYÇ and Course Program Competencies. In line with the objective in the Faculty's 2025–2029 Strategic Plan to "adopt the continuous improvement of programs to increase the quality of faculty programs and manage continuous improvement cycles," focus group meetings were held with students from our internal stakeholders and graduates from external stakeholders, and surveys were applied to review program outcomes, objectives, and discipline-specific criteria, to monitor results, to determine the extent to which outcomes are achieved, and to make necessary improvements in 2025 (See [Evidence 8](#), [Evidence 9](#), [Evidence 10](#)).

#### **Maturity Level:**

The objectives and outcomes of the programs and their compatibility with IAA criteria have been defined and announced on the Faculty website. The results of the applications covering all areas regarding compatibility with IAA criteria have been monitored; necessary measures have been taken by evaluating the monitoring results together with the stakeholders.

#### **Evidences:**

Evidence 1. [Dicle University Faculty of Theology Quality Handbook](#)

Evidence 2. [Turkish Higher Education Qualifications Framework \(TYYÇ\) Level 6 \(Undergraduate Education\) Qualifications](#)

Evidence 3. [Discipline-Specific Criteria and IAA Discipline-Specific Criteria Matrix](#)

Evidence 4. [Program Objectives and Discipline-Specific Criteria Matrix](#)

Evidence 5. [Program Outcomes and Discipline-Specific Criteria Matrix](#)

Evidence 6. [Program Outcomes and IAA Outcomes Matrix](#)

Evidence 7. [Program Objectives and Program Outcomes Matrix](#)

Evidence 8. [Consultation Meeting with Graduates 26.10.2025](#)

Evidence 9. [External Stakeholders Consultation Meeting 12.11.2025](#)

Evidence 10. [Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Questionnaire Results](#)

#### **B.1.3. Alignment of Course Learning Outcomes with Program Outcomes and Discipline-Specific Outcomes**

In our Faculty, the alignment of course learning outcomes with program outcomes and discipline-specific outcomes is carried out within the framework of the processes defined in the Dicle University Faculty of Theology Quality Handbook and PDCA-based education and teaching directives (See [Evidence 1](#)).

The learning outcomes of all courses conducted within the Faculty have been aligned with program outcomes and discipline-specific outcomes, and these alignments have been shared openly on the faculty website and the Bologna Information System (See [Evidence 2](#), [Evidence 3](#)). Course information packages are structured to include the course objective, learning

outcomes, teaching methods, assessment-evaluation tools, and ECTS workload information, ensuring program integrity.

In line with the objective in the Faculty's strategic plan to "improve programs by reviewing them every year within the framework of Turkish Higher Education Qualifications Framework," the course information packages were subjected to a comprehensive review process in 2024. As a result of these evaluations, deficiencies were identified regarding the measurability of learning outcomes in some courses, the clarity of their relationship with program outcomes, and the syllabus-outcome alignment. These identified deficiencies were communicated to the course instructor faculty members in coordination with the dean's office; necessary updates were made, and the course information packages were reorganized and defined in the Bologna Information System (See [Evidence 4](#), [Evidence 5](#)). The effectiveness of the alignment between course learning outcomes, program outcomes, and discipline-specific outcomes is monitored through quantitative and qualitative data obtained from course evaluation questionnaires, student and graduate satisfaction surveys, and internal and external stakeholder meetings (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#)). This data is used to evaluate the contribution level of courses to program objectives and to improve teaching processes. The monitoring results obtained were evaluated by the Education and Teaching Development Committee and Quality and Accreditation Committees; decisions were made to strengthen the relationship of course outcomes with program outcomes, diversify assessment-evaluation methods, and improve teaching methods. Thus, learning outcomes at the course level are used as an active tool to achieve the competencies targeted by the program.

#### **Maturity Level:**

Course learning outcomes of the programs have been aligned with program outcomes, and this alignment has been announced on the Faculty website. The applications covering all areas regarding the alignment of course learning outcomes with program outcomes have been systematically monitored; necessary measures have been taken by evaluating the monitoring results together with the stakeholders.

#### **Evidences:**

Evidence 1. [Dicle University Faculty of Theology Quality Handbook](#)

Evidence 2. [End-of-Term Course Evaluation Reports](#)

Evidence 3. [Courses and Information Packages in the Theology Program](#)

Evidence 4. [Education and Teaching Development Committee First Six Months Activities Evaluation and Improvement Meeting Minutes \(2025\)](#)

Evidence 5. [Education and Teaching Development Committee Second Six Months Activities Checking and Taking Precautions Meeting Minutes \(2025\)](#)

Evidence 6. [Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Questionnaire Results](#)

Evidence 7. [External Stakeholders Consultation Meeting 12.11.2025](#)

Evidence 8. [Consultation Meeting with Graduates 26.10.2025](#)

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

Our institution bases and implements its processes related to teaching on the Dicle University Undergraduate Education and Examination Regulation. A balanced curriculum has been created considering the institution's educational objectives, and the content and plan of the courses have been processed into the Dicle University Associate and Undergraduate Education and Examination Regulation to ensure the implementation of this curriculum. Here, the course objective, content, category, learning outcomes, teaching methods, topics, resources, contribution levels to the institution's program outcomes, assessment system, and ECTS-Workload activity are defined in separate tabs and made accessible to all stakeholders (See [Evidence 1](#)). Course contents are created with the aim of imparting the institution's program outcomes to students in a fourteen-week period, and student workloads are determined in a balanced and harmonious manner appropriate for ECTS for each course (See [Evidence 2](#)).

In line with "Strategic Objective 2: Develop processes based on participatory and active learning in courses and extracurricular activities" under the heading of developing/strengthening education-teaching activities (S.H.2.), elective courses are also opened considering student interests and needs, in addition to compulsory courses, to develop personal and professional competencies. Furthermore, at the end of each teaching period, students' evaluations and opinions regarding the courses they took are consulted, and student satisfaction surveys are conducted to get students' evaluations of the courses (See [Evidence 3](#), [Evidence 4](#)).

The student's active and versatile participation in the learning process is ensured by using different strategies such as assignments and presentations that facilitate learning processes. Students can choose courses from the university's elective course pool in their fields of interest and different disciplines, in line with the university's opportunities (See [Evidence 5](#), [Evidence 6](#)). Additionally, there is a common elective course pool to provide students with cultural depth and help them recognize different disciplines (See [Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

Students are guided about elective courses by academic advisors in accordance with the Dicle University Student Counseling Directive (See [Evidence 4](#)). Advisors assist students in monitoring the priority order of courses to be taken, organizing their course schedules, and implementing the decisions of the institution's authorized boards, and ensure communication between the institution management and students. This address also includes university common elective courses belonging to various faculties of the university. Thus, students of our faculty have the opportunity to take courses from different fields and gain an interdisciplinary approach. This situation supports our teaching objective of raising cultured, participatory, sharing, and conciliatory individuals integrated with society (See [Evidence 10](#)).

**Maturity Level:**

Practices regarding program structure and balance have been systematically followed in all areas; necessary measures have been taken by evaluating the results of this monitoring together with stakeholders, and practices have been continuously updated.

**Evidences:**

Evidence 1. [Student ECTS system.](#)

Evidence 2. [Bologna system.](#)

Evidence 3. [Surveys.](#)

Evidence 4. [Student Counseling Directive](#)

Evidence 5. [Faculty of Theology Preparatory Class Education and Examination Directive.](#)

Evidence 6. [Elective course.](#)

Evidence 7. [Faculty of Theology Professional Practice Activities.](#)

Evidence 8. [Faculty of Theology Teaching Practice Activities.](#)

Evidence 9. [Faculty of Theology Special Learning Practice Activities.](#)

Evidence 10. [Satisfaction survey results.](#)

**B.1.5. Student Workload-Based Design**

Our institution has paid attention to ensuring that these workloads are accurate and practically applicable during the preparation process of ECTS workloads. Our institution also prepared workloads by considering all in-course and out-of-course achievements and looking at the whole course. The European Credit Transfer System (ECTS), a student workload-based credit system for theoretical/practical courses and internship practice required for graduation from the Theology undergraduate program of our institution, is taken as a basis (See [Evidence 1](#)). In addition to the diploma and transcript, graduates of our Faculty are also given an ECTS-based internationally valid Diploma Supplement according to the Dicle University Diploma Directive (See [Evidence 2](#); [Evidence 3](#)). The success criteria and evaluation principles of the courses given are specified in the course information packages in the Bologna Information System (See [Evidence 4](#)). These course information packages are updated as needed. Our institution has conducted surveys and organized meetings for internal and external stakeholders regarding the monitoring and evaluation of the applications of the student workload-based program design outcomes related to education and teaching (See [Evidence 5](#), [Evidence 6](#), [Evidence 7](#)).

Furthermore, based on the decision of the Council of Higher Education (YÖK) numbered 75850160-104.01.07.01-43446 dated 23.06.2017, our faculty provides teaching field knowledge courses to third and fourth-year students instead of elective courses. The ECTS credits of these courses are determined based on student workload, taking into account students' participation in courses and exams, assignment and internship durations.

**Maturity Level:**

The student workload application implemented in the program has been systematically monitored; necessary measures have been taken by evaluating the monitoring results together with stakeholders.

**Evidences:**

Evidence 1. [European credit system.](#)

Evidence 2. [Dicle University diploma directive.](#)

Evidence 3. [Dicle University diploma sample.](#)

Evidence 4. [Bologna system.](#)

Evidence 5. [Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Questionnaire Results](#)

Evidence 6. [External Stakeholders Consultation Meeting \(12.11.2025\)](#)

Evidence 7. [D.U. Faculty of Theology 2025 Graduates Meeting \(26.10.2025\)](#)

**B.1.6. Measurement and Evaluation**

The measurement and evaluation of the courses given in our Faculty are carried out according to the course information packages on the Bologna page and in accordance with our university's Dicle University Associate and Undergraduate Education and Examination Regulation (See [Evidence 1](#)). Accordingly, the effect of the determined mid-term/year-in exams on the success grade is 40%, and the effect of the end-of-term/year exam is 60%. Our institution, which applies the relative evaluation method in determining the success grade, makes the evaluation considering the statistical distribution of grades and the class average. The institution has made an absolute evaluation in determining the success grade. The student's success is determined by evaluating the in-term grades together with the end-of-term or summer school final exams. In-term grades consist of grades given for short exams, assignments, projects, term papers, reports, etc., including at least one midterm exam grade. The effect of the student's end-of-term exam or summer school final exam results on the course success grade is 60%, provided that they get at least 60 points from these exams; the effect of the midterm exam during the term is 40%. For a student to be considered successful in a course, the total of 60% of the end-of-term exam or summer school final exam result (provided that they get at least 60 points from these exams) and 40% of the success shown in the midterm exam, short exams, reports, etc. during the term, i.e., the overall grade, must be at least 60.

Our institution has applied surveys and organized meetings for internal and external stakeholders regarding the monitoring and evaluation of the measurement and evaluation outcomes of the program related to education and teaching applications (See [Evidence 2](#), [Evidence 3](#), [Evidence 4](#)).

**Maturity Level:**

Findings obtained from the practices related to the measurement and evaluation system designed in the program have been monitored; necessary measures have been taken by evaluating the monitoring results together with stakeholders.

**Evidences:**

Evidence 1. [Dicle University Associate and Undergraduate Education and Examination](#)

## Regulation.

Evidence 2. Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Questionnaire Results

Evidence 3. External Stakeholders Consultation Meeting (12.11.2025)

Evidence 4. D.U. Faculty of Theology 2025 Graduates Meeting (26.10.2025)

## **B.2. Student Admission and Development**

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

Student admission processes for the undergraduate programs of our institution are meticulously carried out in accordance with the central examination system established by the Measurement, Selection and Placement Center (ÖSYM) and the relevant legislation provisions. In line with our objectives to increase education quality, as a result of capacity analyses conducted by the Education and Teaching Development Committee, it was determined that the current student quotas were above the physical and academic capabilities of our faculty, and the necessity to reduce these quotas was decided. This strategic planning was presented to the opinions and suggestions of our internal and external stakeholders as per our participatory management approach. The quota revision proposals, shaped as a result of the consensus reached in the stakeholder consultation meetings and the targets envisaged in our activity plan, were reported to the Dean's office; the relevant proposal was submitted to the Council of Higher Education (YÖK) for approval through the Dean's office (See [Evidence 1](#); [Evidence 2](#)).

The final decision regarding quota structuring was made by YÖK. Candidates who are entitled to be placed in our faculty according to the Verbal (SÖZ) score type and success ranking as a result of the ÖSYM exam complete their registration procedures with the required documents in accordance with the announced calendar, within the framework of the relevant articles of the Higher Education Law No. 2547 and the administrative regulations and registration principles determined by YÖK, ÖSYM, and the Rectorate (See [Evidence 3](#)).

In the fall semester of the 2025-2026 academic year, a significant rationalization was made in student admission numbers in line with our faculty's strategy to increase education quality and optimize the student-faculty member ratio. In this context, 148 students were admitted to the daytime program, and no students were admitted to the evening program. Compared to the previous year, the number of students in the daytime program, which was 160, was revised with a decrease of 12 students. Similarly, the number of students placed in the daytime program through the Vocational and Technical Secondary Education Institutions (MTOK) quota was increased by 1 person, from 16, the data of the previous year, to 17.

As a result, student admission was made only at the undergraduate level in formal education, and the total number of enrolled students was 165. Reducing the total quota by 11 compared to the previous year was evaluated as a strategic gain in terms of maintaining education-teaching standards and ensuring compliance with accreditation criteria in our faculty (See [Evidence 4](#)).

When the Vertical Transfer Exam (DGS) data is examined, 100 students were admitted to the Theology Undergraduate Completion (İLİTAM) program and 15 students to the formal education undergraduate program in the fall semester of the 2025-2026 academic year. The

evening program was also closed to student admission within the scope of DGS. The total number of students enrolled in our institution through DGS was 115, a decrease of 50 compared to the previous year (See [Evidence 5](#)).

### **Qur'an Reading and Tajweed Course Exemption**

In our Faculty, the processes regarding the exemption of students who have a memorization certificate from Qur'an Reading and Tajweed courses are carried out within an institutional standard and a defined legislative framework. These processes are executed in accordance with the provisions of the "Principles and Procedures Regarding the Exemption of Students Enrolled in the Dicle University Faculty of Theology Undergraduate Program with a Memorization Certificate from Qur'an Reading and Tajweed Courses," published on 31.12.2024 (See [Evidence 6](#)).

Within the scope of this regulation, students who are newly registered to our faculty or are already registered and present their memorization certificate have the right to take the exemption exam once throughout their education. The application process is initiated by students applying to the Dean's office with their petitions and memorization certificates before the relevant academic year begins.

The exemption exam was held on 10.09.2025. Students who scored 60 or above, the success threshold, in the exam were exempted from the Qur'an Reading and Tajweed courses. Due to the principle of transparency and accountability, the exam schedule, application conditions, and exam results were announced to all stakeholders on our faculty's official website (See [Evidence 7](#)). With this application, it is aimed to increase efficiency and motivation in education processes by ensuring the recognition of students' prior learning.

### **Arabic Proficiency**

An Arabic exemption exam was held to determine the language proficiency of students entitled to study at the undergraduate level in our Faculty. Twenty-two of our students who scored 60 or above out of 100 and succeeded in this exam, the results of which were announced on our university's website on 19.09.2025, were exempted from the preparatory class and directly transferred to the undergraduate program (See [Evidence 8](#)). All Arabic proficiency processes are managed with a transparent and defined procedure within the framework of the provisions of the "D.U. Faculty of Theology Compulsory Foreign Language Preparatory Class Education and Examination Directive" (See [Evidence 9](#)).

A three-stage evaluation system is applied to determine the academic achievement levels of students continuing the preparatory program. This process consists of a short exam (quiz) in the middle of the first semester, a midterm exam (visa) at the end of the first semester, and a general exam (final) at the end of the second semester. The student's final success grade is calculated based on 20% each for the quiz and midterm exams, and 60% for the final exam (See [Evidence 9](#)).

As a result of these evaluations, students with a weighted grade point average of 60 or above are considered successful and gain the right to proceed to the next grade. Students who fall below the determined success threshold of 60 points are enabled to repeat the preparatory program for one academic year to improve their language skills to the desired level.

### **Adaptation**

In our Faculty, the adaptation processes and procedures for the recognition of prior learning are carried out systematically within the framework of the provisions of the "D.U. Associate and Undergraduate Units' Course Exemption and Adaptation Procedures Directive" (See [Evidence 10](#)). To ensure the transparency of the process and accessibility for candidates, the course exemption calendar and application steps for the fall semester of the 2025-2026 academic year were announced to the public via our institutional website. Applications were made by students in accordance with this announced calendar (See [Evidence 11](#)).

All academic matching and adaptation procedures in our institution are meticulously carried out by the authorized Adaptation Committee. In the exemption procedures for students who join our faculty through transfer, the compatibility of course content and credit (ECTS) equivalence are taken as basic criteria, and the grade transfer of successful courses is carried out while protecting academic rights. In this process;

- The grades of courses taught spread over different periods or divided were combined, considering content integrity.
- While compulsory course matching was done directly, the "equivalent content" principle was applied for elective courses.
- If the student has taken more compulsory courses in their previous educational institution than in our faculty's curriculum, these courses are counted in place of deemed appropriate elective courses, providing exemption in favor of the student.

The transfer and adaptation processes of students who have graduated from Theology Associate Degree programs and gained the right to complete their undergraduate studies as a result of the Vertical Transfer Exam (DGS) are also completed by the Adaptation Committee in accordance with the relevant directive.

The compatibility of the content of the courses completed by students enrolled in our faculty in previous higher education programs with our current curriculum is meticulously checked. In this context, exemptions for courses such as Atatürk's Principles and History of Revolution, Turkish Language, Foreign Language, and Basic Information Technologies, which are compulsory by YÖK, are defined and transferred to the automation system based on the students' academic backgrounds (See [Evidence 10](#)).

### **Student Admission by Horizontal Transfer**

All procedures regarding student admission by horizontal transfer within our institution are carried out in compliance with the legislation by referencing the provisions of the "D.U.

Horizontal Transfer Regulation" (See [Evidence 12](#)). All details regarding the required documents from candidates, application method, and the process are shared transparently with the public by the Student Affairs Department (ÖİDB) via the institutional website. The application calendar for horizontal transfer for the fall semester of the 2025-2026 academic year was announced on 28.07.2025 via our university's web portal and presented to the information of stakeholders (See [Evidence 13](#)).

The preliminary evaluation and fulfillment of minimum application requirements of candidates applying for horizontal transfer are meticulously checked by the Student Affairs Department (ÖİDB). Academic evaluation and scoring of applications that successfully complete this stage are carried out by our Faculty's Adaptation Committee. In the adaptation procedures of the placed students, the compatibility of course content and AKTS/credit equivalence are taken as basic criteria, and the success grades for the matched courses are entered into the university automation system.

During the ranking stage, the obtained evaluation scores are sorted from highest to lowest, and main/substitute lists are created within the available quotas. In case of a tie in score in inter-institutional or international transfer applications, the candidate's higher central placement score is considered as a priority. The final announcement regarding students who have earned the right to register for the fall semester of the 2025-2026 academic year through horizontal transfer was published on our university's website on 15.08.2025, completing the process (See [Evidence 14](#)).

### **YÖS (Foreign Student Exam)**

Our institution has a pre-determined and institutionally defined procedure for the admission of foreign national candidates in line with its vision of internationalization in education.

Admission of international students to our faculty is carried out based on the academic success ranking they achieve as a result of the International Student Exam (YÖS), referencing the provisions of the "D.U. Directive on the Admission of Students from Abroad or Foreign Nationals at Associate and Undergraduate Levels" (See [Evidence 15](#)).

The application announcement for international candidates was published on 11.07.2025 via our university's official web portal, announcing the process to the public (See [Evidence 16](#)). In addition to this announcement, the "Dicle University 2024-2025 Academic Year International Student Application Guide," containing detailed information on placement principles and application steps, was also made available to candidates and related stakeholders on the same platform (See [Evidence 17](#)).

The YÖS application is carried out in a simultaneous organization in various centers in Turkey and abroad under the coordination of ÖSYM. All current details regarding operational processes such as the exam curriculum, application centers, academic calendar, application conditions, and fees are published transparently and made accessible via the official digital channels of the central exam authority, ÖSYM.

### **Maturity Level:**

Defined criteria and processes regarding student admission, recognition, and crediting of prior learning have been implemented in the institution. However, the results of these implementations have not been monitored.

**Evidences:**

Evidence 1. [Education and Teaching Development Committee Second Six Months Activities Checking and Taking Precautions Meeting Minutes \(2025\)](#)

Evidence 2. [Education and Teaching Development Committee First Six Months Activities Evaluation and Improvement Meeting Minutes \(2025\)](#)

Evidence 3. [YÖK 2025 YKS Exam Guide](#)

Evidence 4. [Student quotas placed in 2025 Higher Education undergraduate programs](#)

Evidence 5. [DGS Preference Guide](#)

Evidence 6. [Principles and Procedures Regarding Exemption of Students with Memorization Certificate Enrolled in the Theology Undergraduate Program from Qur'an Reading and Tajweed Courses](#)

Evidence 7. [List of Students Taking the Qur'an Reading and Tajweed Course Exemption Exam](#)

Evidence 8. [Arabic preparatory exemption exam results](#)

Evidence 9. [Preparatory class education and examination directive](#)

Evidence 10. [D.U. Adaptation Directive](#)

Evidence 11. [D.U. Course Exemption and Adaptation Affairs Calendar](#)

Evidence 12. [D.U. Horizontal Transfer Regulation](#)

Evidence 13. [Horizontal Transfer Announcement](#)

Evidence 14. [Horizontal Transfer Evaluation Results](#)

Evidence 15. [Directive on the Admission of Foreign National Students](#)

Evidence 16. [International Student Application Announcement](#)

Evidence 17. [Guide for Application, Admission, and Registration Conditions for Foreign National Students](#)

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

Our institution has a defined process in detail regarding the recognition and certification of diplomas, degrees, and other qualifications. In this regard, all transactions are carried out in accordance with the provisions of the "D.U. Associate and Undergraduate Units' Course Exemption and Adaptation Procedures Directive." For a student to be eligible to graduate, the minimum condition is to successfully complete a total of 240 ECTS credits in their curriculum and have a cumulative grade point average (CGPA) of at least 2.00 out of 4.00. Whether the graduation conditions are met is systematically checked through control tables and the digital examination of student transcripts on the Student Information System (OBS); missing courses or credit statuses are kept under control through this mechanism. (See [Evidence 1](#)).

Our institution also has a defined process for the arrangement and delivery of graduation documents. In this regard, a "Bachelor's Diploma" is issued for our students who have fully fulfilled their academic and administrative obligations. On the front of the diploma, the student's TR ID number, identification information, institution name, graduation date, diploma number,

and the title and wet signatures of the authorizing authorities are included in accordance with diploma standards. Due to the principle of transparency and simplicity, data such as photographs or graduation grade point averages are not included on the diplomas; all documents are arranged based on the graduation date. (See [Evidence 1](#)).

Within the graduation process, each student is given a diploma supplement in addition to the diploma. This document, prepared based on the model developed by the European Commission, the Council of Europe, and UNESCO/CEPES, includes the level of the degree obtained, the transcript information it contains, and explanatory data about the national education system. The Diploma Supplement is arranged and signed by the Student Affairs Department to achieve the goals of ensuring transparency in higher education, facilitating mobility, and increasing academic recognition. (See [Evidence 2](#)).

In monitoring the processes, graduation statistics and diploma tracking modules obtained through the Student Information System (OBS) are used as technical tools. Performance indicators are periodically reviewed in line with the 2025-2029 Strategic Plan, and necessary updates are carried out by the Quality Committee. (See [Evidence 2](#)).

#### **Maturity Level:**

Clearly, understandably, comprehensively, and consistently defined criteria and processes regarding the recognition and certification of diplomas, degrees, and other qualifications have been implemented in the institution. However, the results of these implementations have not been monitored.

#### **Evidences:**

Evidence 1. [Dicle University Diploma Directive](#)

Evidence 2. [Dicle University Diploma Supplement Sample](#)

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

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

The education and training processes in our faculty are conducted in light of institutionally defined methods and techniques. This methodological infrastructure is secured by the standards specified in the 2025-2029 D.U. Faculty of Theology Strategic Plan and the D.U. Faculty of Theology Quality Handbook (See [Evidence 1](#), [Evidence 2](#), [Evidence 3](#), [Evidence 4](#)). In terms of achieving the set educational goals, strategic collaborations have been developed with stakeholder institutions, thereby increasing the quality of the processes (See [Evidence 5](#), [Evidence 6](#)).

Our educational model is based on the "learning-by-doing" model, where students take responsibility for their learning processes and play an active role in the planning and implementation phases. In particular, activities carried out by student clubs have facilitated the consolidation of interdisciplinary work skills by offering our students the opportunity to develop decision-making, initiative-taking, and evaluation competencies (See [Evidence 7](#)).

Excursions, reading programs, charity bazaars, panels, and social responsibility projects organized through our clubs have enabled students to gain social awareness in an interactive

environment. Visits to orphanages, village schools, and families in need, carried out to strengthen social integration, have increased our students' professional and humanitarian sensitivities (See [Evidence 8](#)).

Our faculty has extended the student-centered model to the entire curriculum. Active learning methods applied especially in Arabic and pedagogical formation courses have been followed as an institutional priority since 2021. This approach is in full harmony with the principle of "active student participation" in the D.U. Education and Training Strategy Document (See [Evidence 9](#)). In order to increase the competencies of our teaching staff, participation is ensured in the "Training of Trainers" programs conducted under the coordination of the Rectorate, and announcements have been shared regularly (See [Evidence 10](#)).

In line with the Strategic Plan, our students have been directed towards scientific research processes. Through "Research Methods and Publication Ethics" courses, critical thinking, teamwork, and skills to use information technologies effectively have been supported. In interviews conducted with the relevant teaching staff, it has been confirmed that homework and projects are structured with a student-centered approach (See [Evidence 11](#)). In addition, interdisciplinary academic mobility was provided under the coordination of the International Relations Office by encouraging Erasmus+ and Mevlâna exchange programs (See [Evidence 12](#), [Evidence 13](#)).

Teaching practice and professional internship processes have been carried out in a supervised manner in line with the relevant procedures and principles of our university (See [Evidence 14](#)). Applied activities and presentations organized within the scope of pedagogical formation training aim to bring the professional knowledge and skills of our students to field standards.

**Maturity Level:** Active and interactive student participation in learning-teaching processes has been ensured across all fields; current, interdisciplinary work-encouraging, research/learning, and student-centered teaching methods and techniques have been implemented, and some results have been obtained from these practices. However, the results of these practices have not been monitored.

### **Evidences**

Evidence 1. [Dicle University Faculty of Theology Quality Handbook](#)

Evidence 2. [Course Information Packages](#)

Evidence 3. [Our Quality Policy](#)

Evidence 4. [Quality and Accreditation Commissions](#)

Evidence 5. [National and International Collaborations of Our Faculty](#)

Evidence 6. [Continuing Education Center](#)

Evidence 7. [DUIF 2025 Bulletin](#)

Evidence 8. [DUIF 2025 Activity Report](#)

Evidence 9. [Dicle University Education and Training Strategy Document](#)

Evidence 10. [Training of Trainers Certificate](#)

Evidence 11. [Education and Training Dev. Com. 2025 Evaluation and Development Meeting of Activities](#)

Evidence 12. [Erasmus Student Mobility Seminars](#)

Evidence 13. [Erasmus Student Mobility Applications](#)

Evidence 14. [Application Procedures and Principles of Vocational Education and Internship Training](#)

### **B.3.2. Testing and Evaluation**

The education and training processes in our faculty are conducted in light of institutionally defined methods and techniques. This methodological infrastructure is secured by the standards specified in the 2025-2029 D.U. Faculty of Theology Strategic Plan and the D.U. Faculty of Theology Quality Handbook (See [Evidence 1](#), [Evidence 2](#), [Evidence 3](#), [Evidence 4](#), [Evidence 22](#)).

The education and training activities carried out in our faculty have been planned and implemented in accordance with the procedures and principles determined by the relevant units in line with the Undergraduate Education Process (See [Evidence 5](#)), Postgraduate Education Process (See [Evidence 6](#)), and Distance Education Process (See [Evidence 7](#)). This situation was declared in meetings held with External Stakeholders (See [Evidence 8](#)). Within this framework, the effectiveness of educational processes has been structured in harmony with program objectives and learning outcomes. In the testing and evaluation processes, different methods and techniques such as classical written exams, multiple-choice tests, true-false questions, and process-evaluation-based projects, presentations, assignments, and quizzes were used (See [Evidence 9](#)). Through these methods, it has been systematically attempted to determine the extent to which the targeted learning outcomes and qualifications in the program and course outputs have been acquired. At the beginning of the semesters, the teaching staff shared the course syllabi with the students based on the information packages of each course; in this context, they provided preliminary information to the students about testing and evaluation methods, techniques, and processes (See [Evidence 10](#)).

Our university attaches special importance to testing and evaluation activities at the institutional level, and accordingly, the "Department of Testing and Evaluation" has been established (See [Evidence 11](#)). This structuring aimed to conduct testing and evaluation processes based on scientific principles in a valid and reliable manner. Numerous practices based on a student-centered testing and evaluation approach have been implemented in all academic fields across the university, and the outputs obtained from these practices have been regularly monitored (See [Evidence 12](#)). The positive results of these practices are also clearly reflected in student satisfaction surveys (See [Evidence 13](#)). This approach has also been adopted in the Faculty of Theology, and testing and evaluation processes have been carried out in an effective, transparent, and sustainable manner.

In this context, a proficiency test was first applied in Arabic preparatory classes to determine the language proficiency levels of the students. As a result of the evaluation, students who scored at least 60 out of 100 were exempted from the preparatory class; exams and exemption procedures were carried out within the framework of the relevant legislation and regulations (See [Evidence 14](#)). The testing and evaluation criteria applied in undergraduate programs, on the other hand, were prepared based on Article 14 and the third paragraph of Article 44 of the Higher Education Law No. 2547, and the said regulation has remained in force and continued to be implemented.

The Rhetoric and Professional Practice course, which is included in the undergraduate program, was conducted in the application mosque of our faculty; within the scope of the course, both theoretical knowledge was presented to the students and active learning environments were created through practice-based activities. In addition, within the framework of the cooperation

protocol signed with the Diyarbakır Provincial Muftiyat, students gained professional practice experience by performing sermons and khutbahs at least once each in the mosques and Qur'an courses allocated to them in the central districts of Diyarbakır in every spring semester (See [Evidence 15](#)). The findings obtained from the practices carried out in this context were regularly and systematically monitored; the monitoring results were evaluated together with internal and external stakeholders, and necessary improvement and preventive measures were implemented within the framework of the Plan-Do-Check-Act (PDCA) Cycle (See [Evidence 16](#)). The grid containing the scoring criteria for the testing and evaluation process of the course was shared with the students in advance via the WhatsApp application in accordance with the principle of transparency.

Testing and evaluation processes in our faculty have been constantly monitored through student satisfaction surveys and reviewed at regular intervals. It is aimed to bring these processes into a structure that will support the self-development of students and contribute to their effective attainment of course achievements (See [Evidence 17](#)). In addition, planning and evaluation meetings were held with the participation of teaching staff and department heads under the coordination of the dean's office in order to develop testing and evaluation methods and techniques.

Testing and evaluation processes conducted by the teaching staff could be monitored transparently by students via the Student Information System (OBS) (See [Evidence 18](#)) and ALMS (See [Evidence 19](#)). Accordingly, the realization level of program and course learning outcomes was checked using multiple assessment tools such as midterms, homework, oral exams, presentations, and designs. Evaluation activities for measuring course outputs in the faculty were carried out by the teaching staff within a multi-stage process; at the end of the semester, students' course success status was finalized as "Pass/Fail". In line with the student-centered testing and evaluation approach, assessment tools have been diversified in order to evaluate the success of students with different characteristics and levels in a fair and sound manner. In this framework, program outputs and course achievements have been systematically monitored and improvement studies have been carried out when needed. Thus, the teaching method or technique and the level at which each course achievement was given to students were evaluated from a holistic perspective; the effectiveness of the testing and evaluation process was comprehensively demonstrated (See [Evidence 20](#)). Course exemption procedures were carried out through the relevant application documents and the process was completed in accordance with the procedure (See [Evidence 21](#)).

**Maturity Level:** In all programs, findings obtained from practices including different tools whose validity and reliability have been ensured for receiving feedback from all student groups have been regularly monitored. It is aimed to evaluate the results of this monitoring process, which has been carried out systematically as of 2024, together with the relevant stakeholders and to take the necessary preventive and corrective measures.

### **Evidences**

Evidence 1. [Dicle University Faculty of Theology Quality Handbook \(p.5-6\)](#)

Evidence 2. [Course Information Packages](#)

Evidence 3. [Our Quality Policy \(See Our Education and Training Policy\)](#)

Evidence 4. [Quality and Accreditation Commissions](#)

Evidence 5. [Undergraduate Education Process](#)

Evidence 6. [Postgraduate Education Process](#)

- Evidence 7. [Distance Education Process](#)
- Evidence 8. [External Stakeholders Meeting \(12.11.2025\)](#)
- Evidence 9. [Exam and Practice Examples](#)
- Evidence 10. [Course Information Packages](#)
- Evidence 11. [Testing and Evaluation](#)
- Evidence 12. [Surveys](#)
- Evidence 13. [Satisfaction Surveys](#)
- Evidence 14. [Dicle University Associate Degree and Undergraduate Education-Training and Examination Regulations](#)
- Evidence 15. [Exam Questions and In-Mosque Practice Examples \(2025\)](#)
- Evidence 16. [Education and Training Development Commission 2025 Activities Planning Meeting Minutes 05.01.2025](#)
- Evidence 17. [Student Satisfaction Survey](#)
- Evidence 18. [Student Information System \(OBS\)](#)
- Evidence 19. [ALMS \(Eğitim 365\) Usage Trainings](#)
- Evidence 20. [Teaching Methods and Program Qualifications](#)
- Evidence 21. [Fall Semester Course Exemptions and Adaptation Procedures \(06.09.2025\)](#)
- Evidence 22. [2025-2029 Strategic Plan](#)
- Evidence 23. [Wishes and Suggestions Boxes](#)
- Evidence 24. [Wish and Suggestion Form](#)
- Evidence 25. [Graduate Survey Form](#)
- Evidence 26. [Consultation Meeting with Graduates \(26.10.2025\)](#)

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

Students conveyed their requests, suggestions, complaints, and opinions to institutional authorities through different communication channels. Although these requests were conveyed in various ways, they were archived in a single data pool in a computer environment by the institutional authority. The applications recorded in the system were directed to the relevant unit or responsible persons within the faculty or university as a result of the evaluation of the authorized official. These were also checked through: 1- Quality Management Information System (See [Evidence 1](#)), 2- Complaint, suggestion, request, and satisfaction (ŞÖİM) box (See [Evidence 2](#)), 3- Institutional e-mail address (See [Evidence 3](#)), 4- Satisfaction surveys, 5- "I have a suggestion" button on the web page of our faculty (See [Evidence 4](#)), and CAPA (Corrective and Preventive Action) was performed for them when necessary (See [Evidence 4](#), See [Evidence 5](#)).

Surveys were implemented in cooperation with our faculty and the Department of Student Affairs so that students could evaluate the teaching staff teaching their courses (See [Evidence 6](#)). The said surveys were systematically monitored by the relevant units; the monitoring results were evaluated together with stakeholders and necessary corrective measures were taken (See [Evidence 7](#)). In addition, wishes, complaints, and suggestion boxes (See [Evidence 8](#)) and forms were placed on the floors where classrooms are located. Thanks to the feedback and evaluations received from the students, the active participation of the students in the decision-making process was ensured. Finally, the requests in the opened wish and complaint boxes were evaluated and some measures were taken (See [Evidence 9](#)).

Another mechanism established for monitoring and updating our faculty's program is the graduate survey application (See [Evidence 10](#)); (See [Evidence 11](#), [Evidence 12](#), [Evidence 13](#)). With the survey we applied to our graduates as our external stakeholders, the professional development of our graduates is measured and it is aimed to determine the quality of our program. A meeting was held with the relevant units to take the necessary suggestions and measures in order to make all these studies more qualified (See [Evidence 14](#)).

**Maturity Level:** In all programs, findings obtained from practices containing different assessment tools whose validity and reliability have been ensured for receiving feedback from all student groups have been regularly monitored. It is aimed to evaluate the results obtained from these monitoring processes and to take the necessary preventive and corrective measures.

### **Evidences**

Evidence 1. [Quality Information Management System](#)

Evidence 2. [Wishes and Suggestions Boxes](#)

Evidence 3. [Institutional e-Mail Address](#)

Evidence 4. [Dicle University Suggestion Form](#)

Evidence 5. [CAPA \(Corrective and Preventive Action\)](#)

Evidence 6. [Graduate Survey Form](#)

Evidence 7. [Education and Training Development Commission 2025 Second Six-Month Activities Checking and Taking Action Meeting Minutes](#)

Evidence 8. [Wishes and Suggestions Boxes](#)

Evidence 9. [Complaints and Suggestion Boxes Evaluation Report](#)

Evidence 10. [Graduate Survey Form](#)

Evidence 11. [Graduate Satisfaction Survey 2025](#)

Evidence 12. [Graduate Satisfaction Survey 1](#)

Evidence 13. [Graduate Satisfaction Survey 2](#)

Evidence 14. [Education and Training Development Commission Meeting Minutes on Submission of Views Regarding Suggestions and Measures for the Year 2025 to the Dean's Office](#)

Evidence 15. [Dicle University Faculty of Theology Quality Handbook](#)

### **B.3.4. Academic Advising**

Orientation training was given to the students as soon as they registered to the institution in our faculty (See [Evidence 1](#)). Teaching staff were assigned as advisors to take care of students' education and other problems. These advisors carried out the advising processes through some modules opened to them. The Advising Management System was initiated with the course registration process of the advisor and the student (See [Evidence 2](#)). The approval of the academic advisor was deemed necessary for the validity of all online registrations and similar transactions. The advisor evaluated the compliance of course selection transactions with the relevant legislation and gave "Course Selection Approval". Within the scope of "Course Registration with Excuse" and "Add-Drop Week", they approved requests to withdraw from courses and register for courses. All of these were done online through the OBS system. Transactions related to student advising were carried out based on the Dicle University Academic Advisor Directive (See [Evidence 3](#)) and the Dicle University Quality Handbook (See [Evidence 4](#)).

Regarding students' access to advisors, the hours when teaching staff will provide extracurricular advising were announced to students in order to carry out the advising service effectively. Advising days and hours were also written in the syllabus for each teaching staff; they were also recorded using the DÜFRM-048 Academic Advisor Student Interview Record Form created in the quality documents (See [Evidence 5](#)). Master's and PhD thesis advisor assignment transactions are made according to LÜE-İA-006 Postgraduate Thesis Advisor Assignment Workflow and Advisor Change DÜ-FRM-333 using the Advisor Change Form in accordance with LÜE-İA-002 Advisor Change Workflow (See [Evidence 6](#), See [Evidence 7](#)). In addition, questions about advising are added to the Student Satisfaction Survey, aiming at a healthier monitoring of the advising service (See [Evidence 8](#); [Evidence 9](#)). The results obtained are monitored through surveys, and these evaluation results have been evaluated together with stakeholders and a number of measures have been taken. In the meeting held at the beginning of the 2024 Spring semester, the issues raised by the students in the wishes and suggestions within the scope of the PDCA cycle were discussed at the Academic Board Meeting, and necessary recommendations and warnings were made to the faculty professors by the dean's office (See [Evidence 10](#), [Evidence 11](#)). The Dicle University Quality Handbook was taken as a basis for the work and transactions to be carried out regarding this (See [Evidence 11](#)).

**Maturity Level:** Findings obtained from the practices carried out regarding academic advising in the faculty were monitored. The results of these monitoring processes were evaluated and necessary measures were taken. Likewise, findings obtained from the practices carried out regarding academic advising services in our faculty were regularly monitored and recorded. The monitoring results obtained were evaluated in detail to increase the efficiency of the service and student satisfaction; in line with these evaluations, necessary preventive and corrective measures were planned and implemented.

#### **Evidences**

Evidence 1. [Orientation Training](#)

Evidence 2. [Academic Advisor and Student Interview Record Form](#)

Evidence 3. [Dicle University Student Advising Directive](#)

Evidence 4. [Dicle University Faculty of Theology Quality Handbook](#)

Evidence 5. [Master's with Thesis Forms](#)

Evidence 6. [Postgraduate Thesis Advisor Assignment Workflow](#)

Evidence 7. [Scoring Tables](#)

Evidence 8. [Advising Services Survey Form 1](#)

Evidence 9. [Advising Services Survey Form 2](#)

Evidence 10. [Spring Semester Beginning Academic Board Meeting](#)

Evidence 11. [Academic Board Meeting 2025](#)

Evidence 12. [Quality Handbook p. 61](#)

### **B.4. Faculty Members**

#### **B.4.1. Recruitment, Promotion, and Appointment Criteria**

The recruitment, promotion, and appointment processes of our faculty are defined in the Quality Handbook, and the dynamic processes have been carried out within the framework of the relevant legislation and internal regulations (See [Evidence 1](#)). Operations regarding recruitment, promotion, and appointments have been performed in a planned and systematic manner as expressed in the determined workflows (See [Evidence 2](#)). These processes have been

conducted in alignment with Strategic Goal 7 and the related objectives stated in the 2025–2029 Strategic Plan of our faculty (See [Evidence 3](#)).

Norm staff planning for new appointments has been designed in accordance with the provisions of the "Regulation on the Determination and Use of Faculty Norm Staff in State Higher Education Institutions" (See [Evidence 4](#)). Within this scope, the activity plans prepared for the year 2025 aimed to increase the number of faculty members by considering the course load of the departments, to improve the faculty-to-student ratio, and to strengthen the alignment between the areas of expertise of the academic staff and the courses they conduct. These plans were carried out in coordination with the Quality and Accreditation Senior Commission and the Education-Training Development Commission, by seeking the opinions of external stakeholders and establishing links with Strategic Goal 7 and Strategic Objectives (7.1–7.7) (See [Evidence 5](#), [Evidence 24](#)). In line with Strategic Goal 7 and Strategic Objective 7.1, the practice of "increasing the number of faculty members by considering the course load of the departments" was initiated in the spring semester of 2025 as part of the 2025 activity plans. Accordingly, department heads determined the norm staff requests for the required fields by obtaining the opinions of the heads of sub-departments and relevant academic staff, and these requests were submitted to the Dean's Office. The requests evaluated by the Dean's Office were included in the norm staff planning, and the process began to be monitored by the Education-Training Development Commission. During the monitoring process of the second six-month period of the activity, the results of the norm staff requests were evaluated; it was determined that the academic staff was strengthened through new appointments and staff promotions carried out within 2025 (See [Evidence 6](#)). To ensure continuity, the same practice has been included in the 2026 planning, and necessary measures have been taken (See [Evidence 7](#)).

In 2025, curriculum schedules were prepared in line with the objective of "designing the schedules of teaching faculty members to leave at least two days free per week and distributing the course load balanced among faculty members" (See [Evidence 8](#)). Prior to the scheduling, the Dean's Office requested the department chairmanships to carry out course distributions and to collect course day requests from the faculty members. The department chairmanships evaluated these requests together with the opinions of the heads of sub-departments and forwarded them to the Dean's Office; the Dean's Office then created the curriculum schedules in accordance with the feedback received. During the reviews, it was observed that the curriculum schedules were prepared in a manner that would not cause any grievances for the students; however, it was determined that the distribution of the course load among faculty members was not fully balanced. This situation was monitored by the Education-Training Development Commission, and the findings were shared with the Dean's Office and the Quality and Accreditation Senior Commission (See [Evidence 9](#)).

The appointment and promotion procedures have been carried out within the framework of the relevant articles of the Higher Education Law No. 2547 and the provisions of the Regulation on Promotion and Appointment to Faculty Membership (See [Evidence 10](#), [Evidence 11](#)). Additionally, the Dicle University Criteria for Promotion and Appointment to Faculty Membership, which are specific to our institution, have been taken into account during these processes ([Evidence 12](#)).

Appointments from outside our institution and the procedures for inviting individuals are carried out in accordance with the provisions of Articles 31 and 40 of Law No. 2547. These assignments are planned in line with the requests of our faculty's units and have been finalized by obtaining approval from the public institutions where the invited experts hold their permanent positions (See [Evidence 13](#)). In 2025, Dr. Bahadır Opus, Director of the Diyarbakır Religious Higher Specialization Centre; Dr. Selahattin Yılmaz, Diyarbakır Deputy Provincial

Mufti; and Dr. M. Şafi Bilik, Diyarbakır Yenişehir District Mufti, were assigned to conduct courses in their respective fields of expertise (See [Evidence 14](#)).

The recruitment of foreign faculty members to be appointed under contract at our institution has been carried out upon the proposal of the Faculty Executive Board and the favourable opinion of the University Executive Board, within the framework of the "Procedures and Principles Regarding the Employment of Foreign Faculty Members" (See [Evidence 15](#)) determined by the Council of Higher Education (YÖK) and the "Dicle University Directive on the Employment of Contracted Foreign Faculty Members" (See [Evidence 16](#)) prepared by our institution.

In order to monitor the educational performance of faculty members at our institution, satisfaction surveys targeting both faculty and students were conducted at the end of each semester. The surveys applied at the end of the 2025 spring and fall semesters were analysed by the Survey Preparation and Evaluation Commission, and the results were shared on the faculty's website. Among the 74 academic staff members who participated in the surveys during both semesters, the satisfaction rate regarding the university's academic promotion criteria was observed to be 65% (See [Evidence 17](#), [Evidence 18](#)). These results are evaluated through periodic meetings held by the Dean's Office, the Quality and Accreditation Senior Commission, and the Education-Training Development Commission, and improvement activities are planned in line with the outcomes obtained. In this context, the monitoring, evaluation, and development of processes regarding recruitment, promotion, and appointment criteria in our faculty have been carried out sustainably within the framework of the PDCA cycle (See [Evidence 19](#), [Evidence 20](#), [Evidence 21](#), [Evidence 22](#), [Evidence 23](#)).

### **Maturity Level:**

The outcomes of the criteria applied for recruitment, promotion, and appointment within our institution have been monitored; the results obtained have been evaluated, and necessary measures have been taken.

#### **Evidences**

Evidence 1: [Quality Handbook](#)

Evidence 2: [Workflow Charts](#)

Evidence 3: [2025-2029 Strategic Plan](#) (pp. 38-39)

Evidence 4: [Regulation on the Determination and Use of Faculty Norm Staff in State Higher Education Institutions](#)

Evidence 5: [Quality and Accreditation Commissions 2025 Activity Plans](#) (pp. 31-42)

Evidence 6: [Academic Staff](#)

Evidence 7: [Planning of the Education and Training Development Commission 2026 Activities](#)

Evidence 8: [2025 Activity Plans](#) (pp. 31-34), [Curriculum Schedule](#)

Evidence 9: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 10: [Higher Education Law No. 2547](#)

Evidence 11: [Personnel Law No. 2914](#)

Evidence 12: [Dicle University Directive on Criteria for Promotion and Appointment to Faculty Membership \(2023\)](#)

Evidence 13: [Higher Education Law No. 2547](#)

Evidence 14: [Curriculum](#)

Evidence 15: [Procedures and Principles Regarding the Employment of Foreign Faculty Members](#)

Evidence 16: [Dicle University Directive on the Employment of Contracted Foreign Faculty Members](#)

Evidence 17: Faculty Member Satisfaction Surveys ([2024-2025 Spring](#), [2025-2026 Fall](#))

Evidence 18: Student Satisfaction Surveys ([2024-2025 Spring](#), [2025-2026 Fall](#))

Evidence 19: [Minutes of the Education and Training Development Commission Meeting on Evaluating and Developing the First Six-Month Activities of 2025](#)

Evidence 20: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 21: [Quality and Accreditation Commissions Process Evaluation Meeting \(02.09.2025\)](#)

Evidence 22: [Quality and Accreditation Meeting \(30.05.2025\)](#)

Evidence 23: [Quality and Accreditation Studies Process Evaluation Meeting \(09.12.2025\)](#)

Evidence 24: [External Stakeholders Consultation Meeting \(12.11.2025\)\)](#)

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

There are defined processes in our institution aimed at developing the teaching competencies of faculty members (See [Evidence 1](#)). In this context, practices regarding active learning, distance education, measurement and evaluation, innovative teaching approaches, material development, and competency acquisition have been carried out in line with the strategic priorities of Dicle University and the goals, objectives, and performance indicators stated in the 2025–2029 Strategic Plan of our Faculty (See [Evidence 4](#)).

The planning, implementation, and monitoring of processes regarding the competence of faculty members in our faculty, as well as the taking of measures in line with the results obtained, have been carried out by the Dean's Office, the Quality and Accreditation Senior Commission, and the Education-Training Development Commission with the participation of internal and external stakeholders (See [Evidence 34](#)). In this context, the Quality and Accreditation Senior Commission initiated process planning for quality studies under the leadership of the Dean's Office (See [Evidence 2](#)); and met with accreditation commissions to exchange views on reviewing and implementing the plans (See [Evidence 3](#), [Evidence 4](#), [Evidence 5](#)).

In line with this, the Education and Training Development Commission organized an activity planning meeting with the participation of stakeholders; during the meeting, plans were developed by consulting stakeholder opinions regarding educational processes. In this context, matters concerning the enhancement of faculty members' competencies and productivity were discussed with department heads. As a result of these evaluations, various plans were initiated in line with the goal of increasing the number and improving the qualifications of faculty members in needed areas, aiming to develop and strengthen the educational activities specified

in our faculty's strategic plan (See [Evidence 6](#), [Evidence 7](#)). Activities planned for 2025 to improve the quantity and quality of faculty members within the scope of Strategic Goal 7 were carried out within the framework of the PDCA cycle. Accordingly, plans were made to increase the number of faculty members by considering the course load of departments, to improve the faculty/student ratio, to organize curriculum schedules to leave at least two days free per week, to distribute course loads balanced, to consult academic units for norm staff planning, to expand quality and accreditation processes, and to ensure the sharing of experiences by academic staff with international experience. Within the scope of these plans, norm staff studies were conducted, an increase in the number of faculty members was achieved, student admissions were carried out within the framework of YÖK quotas, and curriculum schedules were prepared by taking the requests of faculty members into account (See [Evidence 8](#), [Evidence 9](#)). Monitoring and evaluations revealed that the faculty/student ratio improved and that the curriculum schedules did not lead to any grievances for students; however, it was determined that the course loads were not distributed sufficiently balanced among faculty members and that quality-accreditation studies needed to be disseminated among all staff. In line with these findings, necessary measures were taken by deciding to maintain these activities in the 2026 plans, to implement corrective regulations regarding course load distribution, and to expand quality processes to all academic personnel (See [Evidence 10](#), [Evidence 11](#)).

In line with the plans, the Dean's Office organized an online information meeting with faculty members who had previously been abroad to encourage academic staff to participate in international training; within this framework, 1 student and 4 staff mobility programs took place (See [Evidence 12](#)). Regarding the expansion of "Training of Trainers" (ToT) practices among academic staff, it is evident that this will cover all academic personnel over time, as holding a ToT certificate has been added as a new criterion to the university's recruitment, promotion, and appointment criteria (See [Evidence 13](#)). Furthermore, requiring the ToT certificate for term extension proposals has further accelerated this process (See [Evidence 14](#)). As seen in the quality studies and norm staff planning within the faculty (See [Evidence 15](#)), several practices have been implemented regarding consulting the opinions of faculty members during the planning and improvement stages of processes. Within the scope of quality studies, a specific segment of the staff has worked in a coordinated manner in the planning, implementation, monitoring, and evaluation of results, as well as in taking measures, thereby contributing to the planning and improvement of processes (See [Evidence 16](#)). In addition to all of these, the teaching staff is encouraged to participate in scientific studies to develop their knowledge and skills, and necessary opportunities are provided for relevant assignments. Within the scope of academy-society communication and interaction, staff members have been encouraged and provided with necessary facilities for their activities in audio-visual, social, or print media channels, and the results have been monitored through surveys (See [Evidence 17](#)). Furthermore, necessary announcements and promotional activities have been carried out to encourage the utilization of the Continuing Education Centre (See [Evidence 18](#)) within our institution.

Although there is a shortage of faculty members in some departments within our faculty, the current number of academic staff has not created a significant problem in the conduct of educational and academic activities. Courses under the responsibility of departments with faculty shortages have been managed with support from closely related departments. To ensure that students in the preparatory class receive higher quality language education, foreign faculty members whose native language is Arabic have also been appointed (See [Evidence 19](#)). The recruitment of these faculty members was carried out within the framework of the "Procedures and Principles Regarding the Employment of Foreign Faculty Members" (See [Evidence 20](#)) determined by YÖK and the "Dicle University Directive on the Employment of Contracted Foreign Faculty Members" (See [Evidence 21](#)) prepared by the Rectorate.

Our institution has provided distance education opportunities to our students within the scope of the ILITAM (Theology Undergraduate Completion) program in cooperation with the Dicle University Distance Education Research and Application Centre (DUZEM) (See [Evidence 22](#)). On the other hand, the relevant system was also utilized for formal education during the global pandemic period that began in March 2020 and throughout the aftermath of the Kahramanmaraş Pazarcık-centered earthquake disaster that occurred on February 6, 2023.

Within our institution, the Dicle University Faculty of Theology Development Foundation Publications and the Faculty of Theology Publications are actively operating. Established in 2023, the Dicle University Faculty of Theology Development Foundation aims to organize national and international symposia, seminars, and panels, to publish high-quality books in different disciplines of social sciences, and to contribute to the scientific literature. Hitherto, approximately 70 works have been published by our faculty under the "Faculty of Theology Publications," and a significant portion of these publications has been made available as open access for researchers on our faculty's official website. Among the 2025 publications, the Final Report of the "Quranic Education and Recitation Workshop" (May 22–23, 2025), organized by Theology Faculties, was also included. Included in these publication activities is the Dicle İlahiyat Journal (e-ISSN: 2667-6273), which publishes articles in Turkish, Arabic, Persian, and English and is indexed by numerous international databases. With the establishment of the foundation, plans have been made to publish books in Turkish, English, Arabic, Kurdish, and Persian under the umbrella of "Faculty of Theology Publications" and "Dicle University Faculty of Theology Development Foundation Publications (DIFAV Publishing House)." One of the primary objectives of the publishing house, which currently operates on a national scale, is to gain international publishing house status in the medium term. Accordingly, the DIFAV Publishing House Commission has been established, and information regarding the commission and contact details have been shared on the institutional website (See [Evidence 23](#)).

All these practices have been monitored through satisfaction surveys conducted at the end of events (See [Evidence 24](#)), as well as satisfaction surveys administered to students (See [Evidence 25](#)) and faculty members (See [Evidence 26](#)). The monitoring results from the surveys included satisfaction rates such as: 58% for "Budgetary support provided for participation in domestic symposia, congresses, etc." 57% for "Budgetary support provided for participation in international symposia, congresses, etc." 67% for "The adequacy of subscribed databases." 65% for "The balance of course loads among faculty members in your unit." 68% for "Services provided by the Continuing Education Centre (DUSEM)." 68% for "Hardware, tool, and equipment support provided for educational activities." These results are taken into account in the evaluations performed by the Dean's Office, the Quality and Accreditation Senior Commission, and the Education-Training Development Commission, and measures have been implemented within the framework of the outcomes obtained. In 2025, the Quality and Accreditation Senior Commission met periodically under the leadership of the Dean's Office to monitor and evaluate the processes of the accreditation commissions (See [Evidence 27](#), [Evidence 28](#), [Evidence 29](#), [Evidence 30](#)). Additionally, the Education-Training Commission held internal meetings at the end of the spring (See [Evidence 31](#)) and fall (See [Evidence 32](#)) semesters of the relevant year to evaluate the implementation status of the activity plans. During these evaluations, it was monitored whether the planned activities were put into practice, and corrective measures were identified for the implementation of incomplete or uninitiated plans in the following year. Furthermore, it was determined that some personnel were not sufficiently involved in quality studies; the Dean's Office was informed to ensure that these personnel take a more active role in quality activities, and necessary measures were taken within 2025 to address this issue. In addition to all these activities, the performance of faculty members is measured through course evaluation surveys administered to students, and the results obtained

from these surveys have been communicated to the respective faculty members (See [Evidence 33](#)).

### **Maturity Level:**

Our institution has monitored the practices implemented to develop the teaching competence of faculty members; it has evaluated the results achieved and taken the necessary measures.

#### **Evidences**

Evidence 1: [Quality Handbook](#)

Evidence 2: [Quality and Accreditation Commissions 2025 Workflow Schedule](#)

Evidence 3: [Quality and Accreditation Meeting](#)

Evidence 4: [Quality and Accreditation Commissions Process Evaluation Meeting \(02.09.2025\)](#)

Evidence 5: [Quality and Accreditation Studies Process Evaluation Meeting \(09.12.2025\)](#)

Evidence 6: [2025-2029 Strategic Plan \(pp. 38-39\)](#)

Evidence 7: [Quality and Accreditation Commissions 2025 Activity Plans \(pp. 31-42\)](#)

Evidence 8: [Minutes of the Education and Training Development Commission Meeting on Evaluating and Developing the First Six-Month Activities of 2025](#)

Evidence 9: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 10: [Minutes of the Education and Training Development Commission Meeting on Evaluating and Developing the First Six-Month Activities of 2025](#)

Evidence 11: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 12: [Dicle University Erasmus Office, Faculty of Theology 2024-2025 Erasmus Program Mobility, Erasmus Information Seminar](#)

Evidence 13: [Dicle University Directive on Criteria for Promotion and Appointment to Faculty Membership \(2023\)](#)

Evidence 14: [Inclusion of Training of Trainers Certificate in Term Extension Proposals](#)

Evidence 15: [Norm Staff Planning](#)

Evidence 16: [2025 Evidence Repository](#)

Evidence 17: [2025 Event Survey Results](#)

Evidence 18: [Continuing Education Application and Research Centre](#)

Evidence 19: [Academic Staff](#)

Evidence 20: [Procedures and Principles Regarding the Employment of Foreign Faculty Members](#)

Evidence 21: [Dicle University Directive on the Employment of Contracted Foreign Faculty Members](#)

Evidence 22: [Dicle University Distance Education Application and Research Centre](#)

Evidence 23: [DIFAV Publishing House](#)

Evidence 24: [2025 Event Survey Results](#)

Evidence 25: [Student Satisfaction Surveys \(2024-2025 Spring, 2025-2026 Fall\)](#)

Evidence 26: [Faculty Member Satisfaction Surveys \(2024-2025 Spring, 2025-2026 Fall\)](#)

Evidence 27: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 28: [Quality and Accreditation Commissions Process Evaluation Meeting \(02.09.2025\)](#)

Evidence 29: [Quality and Accreditation Meeting \(30.05.2025\)](#)

Evidence 30: [Quality and Accreditation Studies Process Evaluation Meeting \(09.12.2025\)](#)

Evidence 31: [Minutes of the Education and Training Development Commission Meeting on Evaluating and Developing the First Six-Month Activities of 2025](#)

Evidence 32: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 33: [Course Evaluation Surveys](#)

Evidence 34: [External Stakeholders Consultation Meeting \(12.11.2025\)](#)

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

Defined processes regarding our institution's incentive and reward activities for educational endeavours are included in the Quality Handbook, and these processes have continued to be implemented as of 2025 (See [Evidence 1](#)). These processes have been carried out in accordance with Strategic Goal 7 and Strategic Objective 7.8, as stated in our faculty's 2025–2029 Strategic Plan (See [Evidence 4](#)).

Processes regarding the academic incentive allowance at our institution are planned at the beginning of each year, and the steps to be followed are announced to the academic staff (See [Evidence 2](#)). Applications within this scope are reviewed and evaluated by the Unit Academic Incentive Application and Review Commission, established within our faculty, in accordance with the defined processes (See [Evidence 3](#)). The Commission evaluates the applications and reports the final results to the Rectorate through the academic incentive automation system.

In addition, there have been practices specific to our faculty regarding academic incentives and rewards. These practices are planned, implemented, and monitored through the collaboration of the Dean's Office, the Quality and Accreditation Senior Commission, the Unit Academic Incentive Application and Review Commission, and the Education-Training Development Commission, while incorporating the opinions of external stakeholders (See [Evidence 14](#)); necessary measures have been taken within the framework of the results achieved. In this context, the incentive and reward practices aimed at increasing the educational performance of faculty members were restructured following evaluations conducted in 2024, and efforts were initiated to establish a faculty-specific award and incentive mechanism. These practices continued to be implemented throughout 2025 under the coordination of the Award and Incentive Unit Commission, in line with Strategic Objective 7.8 under Strategic Goal 7 (See [Evidence 4](#)), the academic achievements, thesis and project studies, and educational activities of faculty members were monitored, and incentive and reward processes were executed for successful academic staff. Consequently, it was decided to present plaques to academics who retired in 2025, those who ranked in the top three for academic incentives, and administrative staff who demonstrated success in their duties (See [Evidence 5](#)). As a result of the monitoring and evaluations, it was observed that the practice increased institutional motivation; to ensure sustainability, necessary measures were taken by deciding to include the same activity in the 2026 plans (See [Evidence 6](#)). In this regard, it has been demonstrated that the planned activities were implemented in 2025, and improvement steps were put into practice following the monitoring and evaluation processes.

Furthermore, faculty members who have demonstrated success in the fields of education, research, and social contribution have been congratulated through the institution's official social media accounts, faculty bulletins, and promotional publications (See [Evidence 7](#), [Evidence 8](#),

[Evidence 9](#), [Evidence 10](#)). In cases such as changes in titles, appointments to administrative positions, and the successful completion of graduate theses, faculty members have also been personally congratulated by the Dean's Office.

All these practices are monitored and evaluated by the Dean's Office, the Quality and Accreditation Senior Commission, the Unit Academic Incentive Application and Review Commission, and the Education-Training Development Commission. In the evaluation processes, the results of satisfaction surveys administered to the academic staff are also taken into account (See [Evidence 11](#)). Within this scope, the implementation status of the planned award and incentive practices is monitored during the activity evaluation meetings held in the spring (See [Evidence 12](#)) and fall (See [Evidence 13](#)) semesters, and necessary measures have been taken.

### **Maturity Level:**

Findings from the practices regarding the encouragement and rewarding of the teaching staff in our institution have been monitored regularly; the monitoring results have been evaluated, and necessary measures have been taken.

#### **Evidences**

Evidence 1: [Quality Handbook](#)

Evidence 2: [2025 Academic Incentive Allowance Application Calendar](#)

Evidence 3: [Academic Incentive Regulation 1](#), [Academic Incentive Regulation 2](#)

Evidence 4: [2025–2029 Strategic Plan](#)

Evidence 5: [2025 Award and Incentive Commission Meeting](#)

Evidence 6: [Planning of the Activities of the Education and Training Development Commission for 2026](#)

Evidence 7: [Faculty of Theology Official Twitter Account](#)

Evidence 8: [Faculty of Theology Official Instagram Account](#)

Evidence 9: [Faculty Bulletins](#)

Evidence 10: [Promotional Booklets](#)

Evidence 11: Faculty Member Satisfaction Surveys ([2024–2025 Spring](#), [2025–2026 Fall](#))

Evidence 12: [Minutes of the Education and Training Development Commission Meeting on Evaluating and Developing the First Six-Month Activities of 2025](#)

Evidence 13: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 14: [External Stakeholders Consultation Meeting \(12.11.2025\)](#)

## **B.5. Learning Resources**

### **B.5.1. Learning Resources**

Defined processes regarding learning resources such as classrooms, reading rooms, computer laboratories, and the library in our institution are included in the Quality Handbook, and these processes have continued to be implemented as of 2025 (See [Evidence 1](#)). These processes have been carried out in accordance with the goals and objectives for the development of learning resources specified in our faculty's 2025–2029 Strategic Plan (See [Evidence 9](#)).

Within our faculty, there are 24 classrooms, 4 amphitheatres, 2 conference halls, 1 computer laboratory, 66 academic staff offices, 1 archive room, and 2 reading rooms (See [Evidence 2](#)). Our faculty places significant importance on the use of new technological tools and equipment

in educational activities. In this framework, student classrooms and the computer laboratory have been equipped with modern tools and devices. Through the projectors available in the classrooms, faculty members have been provided with the opportunity to deliver more effective course presentations. Additionally, there is a specialized recitation (Qira'at) reading room in our faculty where "Tashih-i Huruf" courses are conducted. These courses aim to ensure the recitation of the Quran in accordance with the rules of Tajwid, the correct learning of the articulation points (Makharij) and attributes (Sifat) of the letters, and the effective use of the voice.

In addition, various trainings, seminars, and courses have been organized by the Career Planning Application and Research Center (See [Evidence 3](#)) and the Continuing Education Application and Research Center (See [Evidence 4](#)) operating within our university. Within the scope of the protocol signed between the Dicle University Rectorate and the Provincial Muftiate, certain areas within the Selahattin Eyyubi Mosque Complex were taken under the university's responsibility and allocated to our Faculty of Theology. The Selahattin Eyyubi Mosque Theology Complex consists of administrative offices, classrooms, and social areas. Within the framework of "University-City Meetings," our faculty has carried out social, cultural, and academic activities in these venues. These activities, which commenced in October 2024, continued with increasing frequency throughout 2025 (See [Evidence 2](#)).

Our faculty library and the university's central library are among the most important learning resources of our unit (See [Evidence 5](#)). Our library, located within the faculty building and featuring two separate reading and study halls, possesses a vast collection of printed and periodical resources in basic Islamic sciences as well as fields such as history, geography, sociology, philosophy, ethics, rhetoric, and biography. Bibliographic information for all materials in the library is recorded digitally via the Yordam Library Automation Program, and the library operates in integration with our university's Ali Emîrî Central Library.

Academic and administrative staff, as well as students, can utilize the materials in the library and borrow them within specified time limits. Researchers from outside the university are provided with the opportunity to examine library materials on-site and obtain photocopies. The materials in the library are classified according to the Dewey Decimal Classification System. The library's operations are conducted within the framework of the "Dicle University Library and Documentation Department Directive" (See [Evidence 6](#)). Our library users can borrow materials for varying periods and in varying numbers. Accordingly, academic staff can borrow 10 materials for 30 days, administrative staff and graduate students can borrow 6 materials for 21 days, and undergraduate students can borrow 3 materials for 15 days. The library serves its users during weekday working hours, from 08:00 to 17:00. In affiliation with our university's Ali Emîrî Central Library, our library has agreements with other university libraries and can facilitate book loans from those institutions for its users. Consequently, books and other materials not available in the university libraries but found in other contracted university libraries can be obtained through the Interlibrary Loan (ILL) method. Academic and administrative staff, along with doctoral and master's students, can benefit from this service (See [Evidence 2](#)).

The Dean's Office, the Quality and Accreditation Senior Commission, and the Education-Training Commission worked in coordination, incorporating the views of external stakeholders (See [Evidence 21](#)), to plan, implement, and monitor the management and use of learning resources and to take necessary measures based on evaluations. Under the leadership of the Dean's Office Quality and Accreditation Senior Commission, meetings were held with the heads of accreditation commissions to manage the relevant processes. The Quality Commission organized meetings during the Spring (See [Evidence 7](#)) and Fall (See [Evidence 8](#)) semesters of 2025 to activate and guide the accreditation commissions—in other words, to evaluate the

process. In this context, the Education-Training Commission addressed learning resources in a meeting held on January 5, 2025, with stakeholder participation, and made various plans by consulting their opinions. In setting these goals, we have taken into consideration the objective of "Increasing the quantity and improving the quality of learning resources" within the scope of education and training strategies in our Faculty's 2025-2029 strategic plan, and as a sub-step towards achieving this goal, we have considered objectives such as "Improving the physical facilities of learning environments, ensuring the correlation between learning resources and institutional growth, facilitating our students' access to course resources and increasing the documents in the library by 2% each year, and collaborating with the university library to enrich library resources" (See [Evidence 9](#)). In this framework, the DIFAV Publishing House strengthened the library in terms of electronic resources with nearly seventy e-books it published (See [Evidence 10](#)). To ensure students use the central library more effectively, necessary information and announcements regarding e-resource user guides, database training presentations, and database user manuals were provided as planned, and students were encouraged to utilize the central library more actively (See [Evidence 11](#)). Simultaneously, various activities were carried out in 2025 to improve the quantity and quality of learning resources. Accordingly, plans to improve the internet infrastructure were implemented following discussions with the Department of Information Technology; the existing infrastructure was renewed to provide high-quality and uninterrupted internet service. Furthermore, to maintain the balance between the total classroom area and the total number of students, the faculty's classroom capacity and usage density were taken into account during student recruitment processes; practices aimed at ensuring harmony between learning resources and institutional growth were put into effect (See [Evidence 12](#)). To monitor the current state of learning resources, satisfaction surveys were administered to students (See [Evidence 13](#)) and faculty members (See [Evidence 14](#)) every semester. The data obtained in 2025 were analysed by the Survey Application and Evaluation Commission and shared on the faculty's official website. The survey results served as a primary data source for evaluating the effectiveness of planning regarding learning resources. In this context, regarding the criteria related to learning resources presented to students, it was observed that 61% reported satisfaction with the statement "Classrooms are equipped adequately," 59% with the statement "Students are provided with a clean and hygienic environment," and 62% with the statement "The central library is suitable in terms of physical facilities and equipment." In similar criteria applied to teaching staff, "The adequacy of heating and cooling in the institution and rooms" was evaluated with satisfaction rates of 68%, "The adequacy of lighting in the institution and rooms" with 71%, and "The suitability of congress and meeting halls in terms of number and physical condition" with 72%. In line with these data, the Dean's Office, the Quality Commission, and the Education-Training Development Commission monitored whether the planned activities were implemented and integrated the survey results into the evaluation process. They made assessments based on the results and took measures to re-evaluate any plans that could not be implemented in the following year (See [Evidence 15](#), [Evidence 16](#), [Evidence 17](#), [Evidence 18](#), [Evidence 19](#)). As a result of the monitoring and evaluations, the practices were found to be effective. To ensure sustainability, it was decided to include the same activities in the 2026 planning, and necessary measures were taken (See [Evidence 20](#)).

### **Maturity Level:**

Learning resources have been managed across all areas to provide sufficient and accessible resources in terms of both quality and quantity within our institution. The results obtained from the practices carried out in this direction have been monitored; the monitoring results have been evaluated, and necessary measures have been taken. Resources have been diversified whenever a need or request arose.

## **Evidences**

Evidence 1: [Quality Handbook](#)

Evidence 2: [2025 Annual Activity Report](#)

Evidence 3: [Career Planning Application and Research Centre](#)

Evidence 4: [Continuing Education Application and Research Centre](#)

Evidence 5: [Central Library / Faculty of Theology Library](#)

Evidence 6: [Dicle University Library and Documentation Department Directive](#)

Evidence 7: [Spring Semester Quality Studies General Evaluation Meeting](#)

Evidence 8: [Quality and Accreditation Senior Commission Process Evaluation Meeting](#)

Evidence 9: [2025–2029 Strategic Plan](#) (pp. 38-39)

Evidence 10: [DİFAV Publishing House](#)

Evidence 11: [Central Library Announcement](#)

Evidence 12: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025](#)

Evidence 13: Student Satisfaction Surveys ([2024–2025 Spring](#), [2025–2026 Fall](#))

Evidence 14: Faculty Member Satisfaction Surveys ([2024–2025 Spring](#), [2025–2026 Fall](#))

Evidence 15: [Minutes of the Education and Training Development Commission Meeting on Evaluating and Developing the First Six-Month Activities of 2025](#)

Evidence 16: [Minutes of the Education and Training Development Commission Meeting on Controlling and Taking Measures for the Second Six-Month Activities of 2025 \(Ref. 2\)](#)

Evidence 17: [Quality and Accreditation Commissions Process Evaluation Meeting \(02.09.2025\)](#)

Evidence 18: [Quality and Accreditation Meeting \(30.05.2025\)](#)

Evidence 19: [Quality and Accreditation Studies Process Evaluation Meeting \(09.12.2025\)](#)

Evidence 20: [Planning of the Education and Training Development Commission's 2026 Activities](#)

Evidence 21: [External Stakeholders Consultation Meeting \(12.11.2025\)](#)

### **B.5.2. Social, Cultural, and Sporting Activities**

Our faculty has placed great importance on the execution of social, cultural, and sporting activities to support the multifaceted development of students (See [Evidence 1](#)). Social and cultural activities carried out within our faculty are planned and implemented in accordance with the Dicle University Student Communities and Clubs Directive (See [Evidence 2](#)). Being located within the main campus, the students and staff of our faculty have been able to benefit from all the social, cultural, and sporting facilities provided by the university. In addition, there are various facilities specifically allocated for student use within our faculty.

During the Education and Training Development Commission's 2025 Activity Planning Meeting held on January 5, 2025, various setbacks were identified in the monitoring and evaluation processes of the student clubs operating within our faculty. To address these issues, it was stated during the regular meetings with club presidents that clubs should be required to prepare an activity plan at the beginning of each academic semester and fill out an evaluation form following their activities (See [Evidence 3](#)). In the commission meeting held on July 3, 2025, the results obtained from these evaluation forms were discussed and analysed (See [Evidence 4](#), [Evidence 5](#)).

Based on the data obtained (See [Evidence 6](#)), it has been determined that the activities of our faculty and student clubs are generally evaluated positively by the participants; however, the level of satisfaction regarding timing remains relatively lower. In this framework, taking the survey results into account during meetings held with internal and external stakeholders, it was understood that the highest demand among activity types is for an increase in scientific (33.3%) and cultural (28.6%) events. Accordingly, it has been decided that increasing scientific activities—such as academic seminars, conferences, and workshops—within the faculty, as well as providing more space for cultural events such as programs, talks, and exhibitions, would be beneficial. Furthermore, considering that social (15.9%), artistic (7.9%), and sporting (7.9%) activities also have a certain level of demand, it has been suggested that event planning should be carried out in a balanced manner across these fields as well. (See [Evidence 7](#), [Evidence 8](#)).

Informative news articles regarding the content of organized events are prepared for our faculty's website; these texts are supported by photographs and shared on both the website and the faculty's social media accounts. Through this practice, the public has been kept informed about the activities carried out (See [Evidence 9](#)).

A total of 181 social, cultural, and sporting activities were held within our faculty during the year 2025. The fact that events—which had been disrupted due to the earthquake disasters in 2023 and 2024—regained a regular structure as of 2025 and received high student participation, demonstrates that the aforementioned challenges have been largely overcome. During this period, the administration of the Faculty of Theology demonstrated the necessary diligence throughout 2025, encouraging student clubs, non-governmental organizations, and other university units to organize events (See [Evidence 10](#)).

During the Fall semester of 2024, the Education Centre located within the Selahaddin Eyyubi Mosque and Complex was allocated to the use of the Faculty of Theology by the Rectorate of Dicle University. As of 2025, this centre, which has seen an increased volume of activity and more systematic utilization, has become a significant venue for the events regularly held within the faculty. The Imam Shafi'i Research Centre (İŞAMER), operating under our faculty, has also continued its activities within this complex. This situation has strengthened our students' interaction with the city and facilitated easier access to the social and cultural opportunities of Diyarbakır (See [Evidence 11](#)).

Additionally, various activities were carried out within the Education Centre with the support of different NGOs, subject to the permission of the Faculty of Theology. Through these initiatives, students of the Faculty of Theology had the opportunity to participate in events alongside students from other faculties and departments; they continue to gain experience in interdisciplinary studies and have increased their levels of social interaction (See [Evidence 12](#)).

Our faculty has offered various opportunities to support students' social, cultural, and sporting development, in addition to their academic advancement. While sporting activities were planned and conducted by the Sports Activities Commission, cultural events were coordinated by the Promotion, Culture, Art, Organization, Events, and Alumni Relations Commission (See [Evidence 13](#)).

Student clubs operating within our faculty conducted visits to village schools in line with the principle of social responsibility; within the scope of these visits, they provided various forms of support to the students in these schools, thereby strengthening the interaction between the university and society. In addition, our faculty students actively participated in the football tournaments organized by Dicle University (See [Evidence 14](#)).

Our faculty prioritizes the development of sensitivity toward social issues and aims to increase the level of religious knowledge and awareness within society in cooperation with its

stakeholders. In this framework, various joint activities were conducted with the Diyarbakır Provincial Directorate of National Education and the Diyarbakır Provincial Mufti's Office. The External Stakeholders Meeting of the Faculty of Theology, held on November 12, 2025, was attended by the Provincial Mufti, the Director of the Religious Higher Specialization Centre, a Branch Manager from the Ministry of National Education, and representatives of non-governmental organizations. During the meeting, questions regarding the protocol signed between the Faculty of Theology and the Provincial Mufti's Office were addressed, ongoing activities were evaluated, and a decision was made to expand the scope of cooperation (See [Evidence 15](#)). Activities conducted with external stakeholders were measured through evaluation forms; according to the survey results, the overall satisfaction rate for 2025 was determined to be 61%. To increase satisfaction levels, strengthening communication with external stakeholders and developing a more systematic cooperation model for 2026 has been evaluated (See [Evidence 16](#)).

The Quran Recitation and Qira'at Application and Research Centre, operating within our university, organized various events, most notably Quran recitation competitions (See [Evidence 17](#)). Within the scope of the 2025 activity planning, a Quran Recitation and Qira'at Workshop and a Religious Music Workshop were established. Furthermore, Tashih-i Huruf (Correction of Articulation) and Ashara-Taqrîb courses were planned for students during the Spring semester. As stated in the 2025 Annual Activity Report, the Tashih-i Huruf course was successfully launched; however, the Ashara-Taqrîb course could not be opened due to insufficient demand. The faculty administration attaches special importance to these courses, which are designed considering the professional development needs of the students, and it has been evaluated that the necessary initiatives should continue in 2026 (See [Evidence 18](#)).

Within the scope of the protocols signed with the Diyarbakır Religious Higher Specialization Centre and the Dicle Association, the provision of services aimed at meeting the fundamental needs of our students—particularly housing and education—has been maintained (See [Evidence 19](#)). In addition, cooperation protocols have been established with 7 official institutions and 5 non-governmental organizations to support the academic and professional development of our students and to organize courses, seminars, and cultural activities that complement the faculty curriculum (See [Evidence 20](#)).

Our faculty possesses a rich library collection and extensive physical facilities. Our students have been able to access the resources they need for their education and research processes at any time through the faculty library (See [Evidence 21](#)). Our faculty library operates in integration with the Ali Emîrî Central Library of our university; furthermore, thanks to collaborations maintained with other university libraries, it has offered its users the opportunity to borrow books from different libraries. In addition to academic and administrative staff, graduate and doctoral students have also been able to benefit from this service. With the donation of 20,000 books belonging to the Orientalism Science and Wisdom Foundation (Şarkiyat Bilim ve Hikmet Vakfı) to our faculty library in 2025, the number of books—which was 23,212 in 2024—increased to 42,798 as of 2025, significantly strengthening the resource capacity of our faculty library (See [Evidence 22](#)).

Our faculty has managed the support processes for students in need of financial assistance through the Faculty Social Aid and Support Activities Unit. This unit, in cooperation with the Dicle University Faculty of Theology Foundation, evaluated scholarship applications and identified students in need (See [Evidence 23](#)). Following the assessments conducted within the faculty, scholarship support was provided to the designated students by the foundation. The foundation-based scholarships were paid to students for a duration of nine months, in

accordance with annual EFT (Electronic Funds Transfer) instructions provided by volunteer faculty members and local philanthropists. As of 2025, the number of students benefiting from scholarship support was recorded as 110 (See [Evidence 24](#)).

In line with its mission and vision, the Faculty of Theology organized iftar (fast-breaking meal) events for students across the university during the month of Ramadan. The activities organized within this scope were implemented under the sponsorship of an external stakeholder, the Mehmet Cansız Foundation. The iftar program, which was first held in the faculty courtyard during Ramadan 2023, was expanded in 2024 to serve all university students at the University Central Dining Hall (See [Evidence 25](#)). In 2025, the scope of the iftar event was further broadened, and a separate protocol was signed with the Rectorate of Dicle University. During this process, the Faculty of Theology held regular iftar programs with the participation of faculty members, alumni, and students. Furthermore, events such as Quran recitations, concerts, and spiritual talks (sohbet) were organized as part of the program (See [Evidence 26](#)).

To monitor student satisfaction levels, events held within the faculty were regularly evaluated through student satisfaction surveys. According to the results of the 2024 Student Satisfaction Survey, the proportion of students who found the student club activities sufficient was 64% in the Spring semester (Question 9), while this rate was determined to be 59% in the Fall semester survey. In the surveys conducted during the same year, the rate of positive responses to the statement "Cultural, sporting, and artistic opportunities are provided by the university" (Question 10) was measured at 64% in the Spring semester and 59% in the Fall semester of 2024. Looking at the 2025 survey results, the rate of students who found student club activities sufficient stood at 61% (Question 9) in both the Spring and Fall semesters. For the same year, the satisfaction rate for the statement "Cultural, sporting, and artistic opportunities are provided by the university" (Question 10) was determined to be 60% in the Spring semester and 60% in the Fall semester. These data reveal that satisfaction rates regarding social and cultural activities showed an increase in 2024, but experienced a relative decline in 2025. This situation will be taken into account by the Commission for the Improvement of Education and Training within the scope of the 2026 planning; the reasons for the change in satisfaction levels will be analysed, and necessary recommendations will be submitted to the Dean's Office of the Faculty of Theology to increase satisfaction rates (See [Evidence 27](#), [Evidence 28](#)).

### **Maturity Level:**

Social, cultural, and sporting activities of appropriate quantity and quality have been managed institutionally (in line with institutional goals) within the institution (supports are provided for execution, administrative organization is in place, etc.). Findings obtained from all these practices have been systematically monitored, and precautions have been taken by evaluating the monitoring results together with stakeholders. Furthermore, resources have been diversified in accordance with needs and demands.

### **Evidences**

Evidence 1: [Quality Manual](#)

Evidence 2: [Dicle University Directive on Student Societies/Clubs](#)

Evidence 3: [Quality Manual](#)

Evidence 4: [Meeting Minutes for the Planning of 2025 Activities – Commission for the Improvement of Education and Training](#)

- Evidence 5: [Meeting Minutes for the Evaluation and Improvement of the First Six Months of 2025 Activities – Commission for the Improvement of Education and Training](#)
- Evidence 6: [2025 Survey on the Quality of Club Activities](#)
- Evidence 7: [Meeting Minutes for the Planning of 2025 Activities – Commission for the Improvement of Education and Training](#)
- Evidence 8: [Meeting Minutes for the Evaluation and Improvement of the First Six Months of 2025 Activities – Commission for the Improvement of Education and Training](#)
- Evidence 9: [2025 Activity Evaluation Meeting – Management System Commission](#)
- Evidence 10: [2025 Annual Activity Report](#)
- Evidence 11: [2025 Annual Activity Report](#)
- Evidence 12: [2025 Annual Activity Report](#)
- Evidence 13: [Faculty of Theology Unit Commissions](#)
- Evidence 14: [2025 Annual Activity Report](#)
- Evidence 15: [External Stakeholders Consultation Meeting, 12.11.2025](#)
- Evidence 16: [External Stakeholder General Evaluation Survey](#)
- Evidence 17: [Interuniversity Memorization and Quran Recitation Competition](#)
- Evidence 18: [2025 Annual Activity Report](#)
- Evidence 19: [Protocol](#)
- Evidence 20: [2025 Annual Activity Report](#)
- Evidence 21: [2025-2029 Strategic Plan of the Faculty of Theology](#)
- Evidence 22: [2025 Annual Activity Report](#)
- Evidence 23: [DIFAV Foundation Activities](#)
- Evidence 24: [2025 Annual Activity Report](#)
- Evidence 25: [Lila Cosmetics Protocol](#)
- Evidence 26: [2025 Protocol Regarding Iftar](#)
- Evidence 27: [Student Satisfaction Survey, 2024-2025 Fall](#)
- Evidence 28: [Student Satisfaction Survey, 2024-2025 Spring](#)

### **B.5.3. Facilities and Infrastructure (Dining Hall, Dormitory, Technology-Equipped Workspaces, Medical Centre, etc.)**

Our faculty students have had access to all social areas within the campus. The use of these areas has been regulated within the framework of relevant legislation and established procedures.

Following the earthquake that occurred on February 6, 2023, retrofitting (strengthening) works were carried out on the faculty building during 2023 and 2024. During this period, the educational activities of the Faculty of Theology were temporarily conducted in the Faculty of Economics building. Having resumed education in its own building in 2024, the Faculty of Theology addressed its physical deficiencies as of 2025 and continued its educational activities in a planned and orderly manner (See [Evidence 1](#)). In 2025, students were able to utilize the facilities and infrastructure opportunities just as they did in the pre-earthquake period.

Within the scope of monitoring studies conducted to evaluate our faculty's infrastructure and facilities, relevant questions were included in the 2025 Fall Semester Student Satisfaction Survey. According to the survey results, the proportion of students who agreed with the statement "Businesses such as the canteen, cafe, restaurant, etc., within the university provide

quality service" was determined to be 61%. In the 2025 Spring Semester Student Satisfaction Survey, the satisfaction rate for the same question was also found to remain at the 61% level. This situation indicates that the efforts carried out by the faculty administration in the field of facilities and infrastructure have reached a certain level of maturity (See [Evidence 2](#), [Evidence 3](#)).

During the meeting held with class representatives on October 8, 2025, issues regarding facilities and infrastructure were conveyed by the students to the faculty administration, and potential solutions were proposed. It was observed that problems, particularly concerning building heating and the smart board system, were resolved within a short period during this process. The solution-oriented approach demonstrated by the faculty administration, taking student demands into account, has been significant for the sustainability of the faculty (See [Evidence 4](#)).

Dicle University has maintained its activities based on its quality policy in line with its mission, vision, and goals. Within the framework of these principles and strategies, our faculty has aimed for continuous improvement and the establishment of an effective quality management system. Student opinions regarding the services provided have been collected, and the resulting data has been published on the university's official website (See [Evidence 5](#), [Evidence 6](#)).

#### **Maturity Level:**

Plans regarding the establishment of facilities and infrastructure of appropriate quality and quantity have been developed within the institution. However, no practices implemented in line with these plans have been identified.

#### **Evidences**

Evidence 1: [Building Retrofitting \(Strengthening\) Procedures](#)

Evidence 2: [Student Satisfaction Survey, 2024-2025 Fall](#)

Evidence 3: [Student Satisfaction Survey, 2024-2025 Spring](#)

Evidence 4: [Class Representatives Meeting, 08.10.2025](#)

Evidence 5: [Faculty of Theology Survey Results](#)

Evidence 6: [2025-2029 Strategic Plan of the Faculty of Theology](#)

#### **B.5.4. Accessible Faculty (Disabled-Friendly Faculty)**

Various arrangements have been implemented within our faculty to increase accessibility, taking the needs of individuals with disabilities into account. In this context, building entrances and exits have been organized to be suitable for the use of individuals with disabilities; furthermore, tactile paving (walking paths) for the visually impaired has been created within the faculty building and the garden area. In addition, an elevator has been put into service to facilitate access to the upper floors; specifically, braille directional guides have been placed at the entrance section to enable visually impaired individuals to use the elevator more comfortably (See [Evidence 1](#)).

Special parking areas have been reserved for individuals with disabilities in the faculty's outdoor parking lot. In addition, tactile warning strips (yellow bands) have been applied to frequently used sidewalks across the campus; ramps and existing toilets have been made compliant with disability access standards, and elevators have been improved for better usability. Various enhancement efforts have been maintained to ensure the full and equal participation of individuals with disabilities in physical spaces, academic opportunities, and

socio-cultural activities within the university campus. Within this framework, as part of the "2020 Accessible University Awards" organized by the Council of Higher Education (YÖK) in June 2020, Dicle University was honoured with 6 different "Accessible University Flag Awards." Our faculty was also awarded the "Orange Flag Award" in the category of accessibility in spatial areas as part of these accolades (See [Evidence 2](#), [Evidence 3](#)).

As of 2025, three students with special needs have continued their educational activities at our faculty. Necessary sensitivity has been demonstrated toward these students by faculty members, administrative staff, and fellow students, with all types of support provided in academic and administrative processes. Furthermore, necessary arrangements were made during examination periods, including special assignments and proctoring. These students have remained in constant communication with the faculty administration, ensuring that their needs are addressed in a timely manner (See [Evidence 4](#)).

### **Level of Maturity**

Findings obtained from the accessible faculty practices provided in all spaces within the institution have been systematically monitored; monitoring results have been evaluated, and necessary precautions have been taken.

#### **Evidences**

Evidence 1: [Quality Manual](#)

Evidence 2: [News Report from the Faculty of Theology Website](#)

Evidence 3: [Meeting Minutes for the Planning of 2026 Activities – Commission for the Improvement of Education and Training](#)

Evidence 4: [2025 Annual Activity Report](#)

### **B.5.5. Guidance, Psychological Counselling, and Career Services**

Guidance, psychological counselling, and career services in our faculty have been carried out through academic advisors assigned to each student individually. Within the scope of the Advisory Management System, students are matched with an academic advisor from the moment they complete their registration process. These advisors support students in effectively benefiting from guidance and career services, while encouraging the development of research habits and the acquisition of lifelong learning skills. This process has been conducted in accordance with the provisions of the Dicle University Directive on Student Advising (See [Evidence 1](#), [Evidence 2](#)).

In 2024, the Council of Higher Education (YÖK) decided to suspend the admission of new students to evening education programs. This decision was evaluated as being in the students' favour in terms of enhancing the quality of guidance and advisory services. Indeed, it was observed that in previous years, it was difficult for 85 academic staff members to conduct advisory services equally and efficiently for a student population that reached approximately 4,000. As of 2025, the reduction of the formal education student count in the Faculty of Theology to 2,175 has enabled guidance and advisory services to be provided in a more robust and effective manner (See [Evidence 3](#)).

Supporting students psycho-socially and spiritually during their academic and research activities has been among the primary goals of our faculty. Various awareness-raising activities have been carried out to facilitate the integration processes into the faculty and to strengthen the students' sense of belonging. In addition, students in need of psychological support have

been referred to the university's Psychological and Social Counselling Application and Research Centre, where expert psychologists provide professional services (See [Evidence 4](#)).

In addition to the regularly maintained guidance and counselling services at our faculty, specialized consultancy support has also been offered in line with student demands. For instance, guidance and counselling services for conferences, trips, and similar activities organized by student clubs have been provided by the relevant coordinatorship. Within the scope of all activities conducted, student opinions were gathered, and the resulting feedback and survey results were published on the university's official website. Furthermore, to facilitate access to guidance and counselling services, the Guidance and Counselling Coordinatorship was established within our faculty and a team of academics, chaired by Prof. Dr. Davud IŞIKDOĞAN from the Department of Religious Education, has been appointed. As of 2024, a dedicated office has been allocated for the Coordinatorship, where counselling and orientation services for students have commenced (See [Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

On November 20, 2025, a meeting was held by our Faculty Guidance Service to evaluate guidance and psychological counselling services. As a result of the meeting, the distribution of duties within the guidance service was determined in detail; it was decided to establish a tracking system for students in risk groups and to organize seminars on topics such as anger management, addiction, and intra-family communication. With these arrangements, it was aimed to make guidance, psychological counselling, and career services more effective as of 2025 (See [Evidence 10](#), [Evidence 11](#)).

Career services aimed at supporting the professional development of students in our faculty have been carried out with the contributions of internal and external stakeholders (See [Evidence 12](#)). In this context, cooperation protocols were signed between the Diyarbakır Provincial Mufti's Office and the Diyarbakır Religious Higher Specialization Centre (See [Evidence 13](#)). Furthermore, within the scope of the "Career Gate Internship Mobilization Project" conducted by the Presidential Human Resources Office, theology students were employed as interns for a period of one month by the Diyarbakır Provincial Mufti's Office. Additionally, in the Spring semester of 2025, the "Female Preachers of the Future Competition" was organized by our faculty to encourage professional careers; female preachers assigned by the Provincial Mufti's Office served as the jury, acting as role models for the students.

### **Level of Maturity**

Guidance, psychological counselling, and career services of appropriate quality and quantity provided in all units within the institution have been managed holistically. The results regarding these services have been monitored, and the monitoring results have been evaluated to implement necessary measures.

#### **Evidences**

Evidence 1: [Quality Manual](#)

Evidence 2: [Dicle University Directive on Student Advising](#)

Evidence 3: [2025 Annual Activity Report](#)

Evidence 4: [Psychological and Social Counselling Application and Research Centre](#)

Evidence 5: [Student Satisfaction Survey, 2024-2025 Spring](#)

Evidence 6: [Student Satisfaction Survey, 2025-2026 Fall](#)

Evidence 7: [Academic Staff Satisfaction Survey, 2024-2025 Fall](#)

Evidence 8: [Academic Staff Satisfaction Survey, 2024-2025 Spring](#)

Evidence 9: [Boards and Coordinatorships](#)

Evidence 10: [Guidance Service Meeting, 20.11.2025](#)

Evidence 11: [Advisor Satisfaction Survey, 2024-2025 Spring](#)

Evidence 12: [Meeting Minutes, 26.10.2025](#)

Evidence 13: [Postgraduate Education and Training Cooperation Protocol between the Rectorate of Dicle University and the Diyanet Academy Diyarbakır Religious Higher Specialization Centre](#)

## **B.6. Monitoring and Updating of the Program**

### **B.6.1. Monitoring and Updating of Program Outcomes**

The Theology Program conducted at our institution is defined within the scope of the Turkish Higher Education Qualifications Framework (TYYÇ) (See [Evidence 1](#)), the Dicle University Quality Manual (See [Evidence 2](#)), and the Faculty's 2025-2029 Strategic Plan (See [Evidence 3](#)), through which the institution's educational policies (See [Evidence 4](#)) are established. The program objectives (See [Evidence 6](#)), program outcomes (See [Evidence 7](#)), and discipline-specific criteria (See [Evidence 8](#))—determined in line with our institution's vision, mission (See [Evidence 5](#)), and quality policies—have been regularly reviewed at the end of each academic year. Courses offered in each academic term, student GPA data, course information packages, the level of achievement of program outcomes by students, and course evaluation files and reports belonging to all processes have been systematically collected at the end of the term and stored on the institution's website with online access (See [Evidence 9](#)).

The design and approval of the program are monitored through student satisfaction, course evaluation, advisor evaluation, and alumni surveys; the results of these surveys are shared on the faculty's website with open access (See [Evidence 10](#)).

Our institution maintains constant communication with external stakeholders and local representatives of the Ministry of National Education and the Presidency of Religious Affairs, where our graduates are employed. Throughout the year, meetings have been organized involving the institutional administration, the Commission for the Improvement of Education and Training, and our internal and external stakeholders to discuss measures that can be taken to enhance the academic and professional qualifications of our students (See [Evidence 11](#), [Evidence 12](#)).

In 2024, taking into account the assessments of the District Mufti of Diyarbakır and M. Hanefi ÖGE, Director of the Religious Education Department at the Diyarbakır Provincial Directorate of National Education, regarding the need to enhance our graduates' proficiency in the Quran and Arabic, following meetings with the Chair of the Department of Arabic Language and Rhetoric and the coordinator of the preparatory classes, it was decided to organize an Arabic Workshop and to offer additional Arabic language courses for students during the summer months. These activities were carried out in 2024.

In 2025, Faculty of Theology at Dicle University hosted the First International Arabic Preparatory Program Workshop, with the aim of enhancing our students' proficiency in Arabic (See [Evidence 13](#)). Additionally, in 2025, a Quran Education and Recitation Workshop was organized to develop our students' proficiency in the Quran (See [Evidence 14](#)). To further

enhance our students' proficiency in Arabic, we did not stop there; following bilateral discussions with our external partners, 50 of our students were sent to Saudi Arabia for a one-month specialized Arabic course under the supervision of faculty members from our department, provided they covered their own expenses (See [Evidence 15](#), [Evidence 16](#)).

The 3rd Social Sciences Congress was organized in collaboration with Dicle University and Bitlis Eren University, under the coordination of the Foundation for Oriental Sciences and Wisdom (Şarkiyat Bilim ve Hikmet) and supervised by faculty members from our department, with the aim of supporting the academic work of our university's students and faculty. At this congress, 100 participants from 4 different countries, 27 different universities, and 34 different institutions presented papers (See [Evidence 17](#), [Evidence 18](#), [Evidence 19](#)).

### **Level of Maturity**

The institution has involved internal and external stakeholders in planning meetings and has developed plans in line with their views and suggestions. Additionally, program outcomes have been systematically monitored annually and periodically in line with institutional objectives. These monitoring results were evaluated in collaboration with internal and external stakeholders, including current students, alumni, and representatives from the Diyarbakır Provincial Directorate of Religious Affairs and the Diyarbakır Provincial Directorate of National Education; controls were conducted within the PDCA cycle framework, and necessary measures were taken.

### **Evidence**

[Evidence 1. Turkish Higher Education Qualifications Framework](#)

[Evidence 2. Dicle Faculty of Theology Quality Manual \(2025\)](#)

[Evidence 3. Dicle Faculty of Theology Strategic Plan \(2025–2029\)](#)

[Evidence 4. Dicle Theology Policies](#)

[Evidence 5. Vision and Mission of the Dicle University Faculty of Theology](#)

[Evidence 6. Dicle Theology Program Objectives](#)

[Evidence 7. Dicle Theology Program Outcomes](#)

[Evidence 8. Discipline-Specific Criteria of the Faculty of Theology](#)

[Evidence 9. Course Evaluation Files](#)

[Evidence 10. Dicle Theology Survey Results](#)

[Evidence 11. Minutes of the Planning Meeting for the 2025 Activities of the Dicle Theology Education and Teaching Development Commission \(January 5, 2025\)](#)

[Evidence 12. Dicle University Faculty of Theology External Stakeholder Consultation Meeting \(November 12, 2025\)](#)

[Evidence 13. Social Contribution Development Commission's 2025 Second Half-Year Activity Report](#)

[Evidence 14. Quran Education and Recitation Workshop](#)

[Evidence 15. Dispatch of Dicle University Faculty of Theology students to Saudi Arabia for a 1-month Arabic language course](#)

[Evidence 16. News on social media regarding the dispatch of students from the Faculty of Theology at Dicle University to Saudi Arabia for a 1-month Arabic language course](#)

[Evidence 17: Announcement of the 3rd Social Sciences Congress of the Institute of Social Sciences at Dicle University](#)

[Evidence 18: Program Schedule of the 3rd Social Sciences Congress of the Institute of Social Sciences at Dicle University](#)

[Evidence 19. The Commission for the Development of Social Contribution's 2025 Second Half-Year Activity Report](#)

### **B.6.2. Graduate Tracking System**

The processes related to graduates and the graduate tracking system at our faculty have been established in accordance with the PDCA principles and have been implemented in line with the objectives and strategic goals outlined in the Quality Manual and the 2025-2029 Strategic Plan. (See [Evidence 1](#); [Evidence 2](#)). As a result of meetings organized by the Commission for the Development of Education and Teaching, it was discussed that graduates of the Faculty of Theology had deficiencies in certain academic and practical skills, such as Arabic and Quranic recitation, and the measures needed to help them improve these skills were deliberated during these meetings.

In addition to conducting an annual graduate survey for its graduates, our institution has undertaken efforts to involve all stakeholders in the education and training process through surveys assessing the extent to which the program achieves its educational objectives, and has published the results of this work on the institution's homepage under the title "Survey Results" (See [Evidence 3](#)). Furthermore, surveys are conducted for nearly all events held at our institution to gather feedback from participants, ensuring that the opinions of all attendees regarding the events are collected, and these results are published on the institution's homepage (See [Evidence 4](#)). Furthermore, the results of the 2024 and 2025 surveys, which examine how graduates evaluate the activities of the faculty and clubs in terms of scope, number, and quality, have also been made available on the faculty's homepage (See [Evidence 5](#)). Furthermore, the results of surveys aimed at determining how Religious Culture and Ethics teachers evaluated the training of our senior students as part of the Teaching Practice Course in the Fall 2025-2026 semester, as well as their general impressions, and the general impressions of teachers who have hosted teaching trainees over the past five years regarding the interns, have been made available on the faculty's homepage ([Evidence 6](#); [Evidence 7](#)).

#### **Level of Maturity**

At the end of each year, the institution gathers feedback from internal and external stakeholders through student satisfaction surveys, course evaluations, and surveys of academic advisors, academic staff, administrative staff, support staff, and alumni, in line with the program's objectives. Meetings and discussions were held with graduates; deficiencies regarding students' competencies and qualifications were identified, and measures to address these deficiencies were determined. The progress of the process was monitored and tracked to ensure it proceeded as planned.

#### **Evidence:**

Evidence 1. [Dicle University Faculty of Theology Quality Manual](#)

Evidence 2. [Faculty of Theology 2025-2029 Strategic Plan](#)

Evidence 3. [Dicle University Faculty of Theology Student, Academic Staff, and Alumni Satisfaction Surveys and Student Course Evaluation Surveys](#)

Evidence 4. [Results of the Dicle University Faculty of Theology 2025 Event Surveys](#)

Evidence 5. [Results of the Alumni Survey on the Scope, Number, and Quality of Faculty and Club Activities at Dicle Theology in 2024 and 2025](#)

Evidence 6. [General Impressions of Dicle Theology trainees by DKAB \(R.C&E Religious Culture and Ethics\) Instructors Regarding the Teaching Practice Course in the Fall 2025 Semester](#)

Evidence 7. [General Impressions of Students Assigned by the Faculty of Theology for Teaching Practice Traineeship Over the Past 5 Years by their Instructors](#)

## **C. RESEARCH AND DEVELOPMENT**

### **C.1. Research Strategy**

Dicle University has a research strategy (See [Evidence 1](#)) in place to carry out research and development activities (See [Evidence 2](#)). Our faculty has prepared a strategic plan (See [Evidence 3](#)) within this framework in line with its adopted quality policy (See [Evidence 4](#)). Accordingly, it plans and carries out activities aimed at meeting both national and international expectations. To implement its planned activities and monitor their progress, it has established a Research and Development Commission. (See [Evidence 5](#)) Additionally, a Quality Manual has been prepared (See [Evidence 6](#)) to ensure that processes related to these activities are carried out in a more sound, planned, and efficient manner, and strategic goals to be achieved through both educational and research activities have been defined in this context. (See [Evidence 4](#)) Accordingly, the institution's Research and Development Strategy is being implemented within the framework of the objectives outlined in the 2025-2029 strategic plan: "Objective 1: To enhance research activities; increase the number and quality of publications; and Objective 2: To engage in research and development activities in collaboration with external stakeholders."

To ensure that processes related to its planned activities are carried out in a more sound, organized, and efficient manner, our faculty has established the following strategic objectives in the Quality Manual prepared in 2025, in line with the above-mentioned goals. (See [Evidence 6](#), [Evidence 13](#)).

The objectives established under Strategic Objective 1, aimed at strengthening the faculty's research and development activities to meet national and international standards, are as follows:

Strategic Objective 1.1: To increase the number of publications by faculty researchers in journals with high impact factors in national and international citation indices that receive a high number of citations.

Strategic Objective 1.2: To have the faculty journal indexed in national and international databases.

Strategic Objective 1.3: To encourage faculty researchers to conduct regional and local studies.

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

According to the updated Quality Manual (2025), our institution's research strategy has been developed in alignment with the university's research strategy. (See [Evidence 6](#)) Some of the research strategies are included among the research objectives. The foundations of our institution's research objectives are based on the strategic plan of the Faculty of Theology at Dicle University. (See [Evidence 4](#)). Research objectives and strategies are prepared in the form of five-year programs by consulting the opinions of internal and external stakeholders. These programs are updated by comparing the information in previous strategic documents with the current situation. During this update process, performance evaluation data and internal evaluation reports are taken into account. The updated programs regarding the institution's research objectives and strategies 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. (See [Evidence 7](#) and [Evidence 8](#)). Accordingly, our faculty's updated research and development policy, as

published on the website, is as follows:

- To enhance the quality and quantity of scientific knowledge produced at our faculty
- To support the infrastructure initiatives necessary to improve our faculty's academic performance
- To create opportunities for external funding for research and development activities through partnerships
- Update graduate education programs to support students' research and development activities (See [Evidence 3](#), [Evidence 8](#))

According to the 2024 Unit Activity Report, the following core policies and priorities have been established:

1. Support scientific research.
2. Address shortages in academic and administrative staff.
3. Implement universal standards in education and teaching.
4. Adopt a participatory management approach.
5. Incentivize successful students, as well as administrative and academic staff.
6. Organize social and cultural activities such as conferences, symposia, and seminars at the national and international levels. (See [Evidence 9](#), [Evidence 10](#))

The objectives established by our institution in accordance with Strategic Goal 3 "To strengthen the Faculty's research and development activities in line with national and international standards" under Objective 1 are as follows:

1. Objective 1.1: Increase the number of publications by faculty researchers in journals with high impact factors in national and international citation indices that receive a high number of citations.
2. Objective 1.2: Include the faculty journal in national and international indices.
3. Objective 1.3: Encourage faculty researchers to conduct regional and local studies.
4. Objective 1.4: Produce at least 15% of publications from completed graduate theses each year.
5. Objective 1.5: Ensure academic staff participate in domestic and international activities that enhance their professional experience.
6. Objective 1.6: Increase the number of scientific books and conference papers in addition to scientific articles. (See [Evidence 6](#))

Some of the research strategies are included among the research objectives. Strategic Objective 1.3, one of the institution's research strategies:

This involves encouraging faculty researchers to conduct regional and local studies through collaboration with external stakeholders; the objectives established under S. H. 1.3 are as follows:

- To contribute to enhancing the activities of the Research and Development Commission and the Research and Application Centers at the University by collaborating with national and international external stakeholders to develop partnerships and related initiatives
- To increase the volume of high-quality and productive research and development activities and to enhance opportunities for their adaptation to the public good

- To improve the opportunities for academic staff and students at the institution to access national and international funding and to increase the number of grants secured (See [Evidence 6](#))

The research strategy principles and objectives for 2025-2029, as determined in light of the framework guidelines of the “2025-2029 Dicle University Faculty of Theology Strategic Plan,” are as follows:

Within the framework of the Research and Development (R&D) Strategy prepared in alignment with the university’s relevant higher education objectives (See [Evidence 11](#)) (See [Evidence 4](#)) Our Faculty, in its Quality Manual (2025), the 2025-2029 Strategic Plan, and the Activity Reports for 2019, 2020, 2021, 2022, 2023, and 2024;

- a. Strategic Objective 1.1: Increase the number of publications by faculty researchers in high-impact-factor journals listed in national and international citation indexes that receive a high number of citations.
- b. Strategic Objective 1.2: Have the faculty journal indexed in national and international databases.
- c. Strategic Goal 1.3: Encourage faculty researchers to conduct regional and local studies.
- d. Strategic Goal 1.4: Produce at least 15% of publications from completed graduate theses each year.
- e. Strategic Goal 1.5: Ensure academic staff participate in domestic and international activities that enhance their professional experience.
- f. Strategic Goal 1.6: The goal is to increase the number of scientific books and conference papers in addition to scientific articles. (See [Evidence 6](#), [Evidence 4](#), [Evidence 12](#), [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 9](#))

### **Level of Maturity**

The institution has established a research policy, strategy, and objectives that have been adopted by all departments; these are systematically planned and monitored, and measures covering all departments and programs are implemented based on the results of this monitoring.

### **Evidences**

Evidence 1: [D.U. Research and Development Strategy Document \(2025\)](#)

Evidence 2: [D.U. Faculty of Theology Strategic Plans](#)

Evidence 3: [D.U. Faculty of Theology Quality Policies](#)

Evidence 4: [D.U. Faculty of Theology Strategic Plan \(2025-2029\)](#)

Evidence 5: [D.U. Faculty of Theology Quality and Accreditation Committees](#)

Evidence 6: [D.U. Faculty of Theology Quality Manual \(2025\) K.E.K. \(Q.M\)](#)

Evidence 7: [D.U. Faculty of Theology Quality and Accreditation External Stakeholder Meeting \(2025\)](#)

Evidence 8: [D.U. Faculty of Theology External Stakeholder Consultation Meeting Minutes \(2025\)](#)

Evidence 9: [D.U. Faculty of Theology Activity Report \(2024\)](#)

Evidence 10: [D.U. Faculty of Theology External Stakeholders Meeting \(2024\)](#)

Evidence 11: [Y.Ö.K. Strategic Plan](#)

Evidence 12: [D.Ü. Faculty of Theology Activity Report \(2019\)](#)

Evidence 13: [D.Ü. Faculty of Theology Activity Report \(2020\)](#)

Evidence 14: [D.Ü. Faculty of Theology Activity Report \(2021\)](#)

Evidence 15: [D.Ü. Faculty of Theology Activity Report \(2022\)](#)

Evidence 16: [D.Ü. Faculty of Theology Activity Report \(2023\)](#)

Evidence 17: [D.Ü. Faculty of Theology Activity Report \(2025\)](#)

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

The process established regarding the management and organizational structure of research and development processes at our faculty is defined in the Quality Manual (See [Evidence 1](#)). Accordingly, the management and organization of the institution's research and development processes are carried out by the Research and Development Commission (See [Evidence 2](#)). The Committee supports the participation of a member from external stakeholders in its activities. If decisions made by the Committee concern external stakeholders, their opinions are also sought. The decisions made at these meetings, which aim to conduct R&D with broad participation to benefit from diverse ideas, are submitted to the Dean's Office for approval. The necessary procedures are carried out to implement improvement proposals deemed appropriate by the Dean's Office. The Research and Development Commission collaborates with the Quality and Development Commissions when necessary for the implementation of improvement proposals (See [Evidence 1](#), [Evidence 3](#), [Evidence 4](#)).

The Committee organizes our faculty's research and development activities and maintains records of these activities. The archive of the faculty's scientific research and development activities is housed in this unit. The Committee convenes as needed to review the work carried out and make decisions regarding future actions. The Commission's recommendations and the measures it deems necessary are submitted to the Dean's Office for information and approval (See [Evidence 1](#), [Evidence 4](#), [Evidence 3](#)).

As defined in the Quality Manual (See [Evidence 1](#)), the Research and Development Commission, which manages the research and development processes within the institution, consults with the Academic Quality Monitoring and Strategic Planning Commission (See [Evidence 2](#)), Quality and Development Commissions, and Accreditation Commissions as needed. Additionally, the participation of a member representing external stakeholders, comprising units from the Office of the Mufti and the Ministry of National Education, is encouraged in the Commission's activities (See [Evidence 5](#)). Decisions made by the Commission are also presented to external stakeholders for their general input when necessary. The decisions made by the Research and Development Commission at these meetings which are intended to be conducted with broad participation to benefit from diverse perspectives are submitted to the Dean's Office for approval (See [Evidence 1](#), [Evidence 3](#)).

There are other higher-level committees at our university that oversee research and development activities. For example, DÜBAP (Dicle University Scientific Research Projects Coordination Office), which is affiliated with our university (See [Evidence 6](#)), is an institutional example of this. Some academic studies in our faculty have been conducted and continue to be

conducted within this framework. Similarly, the Quality Coordination Office Research and Development Working Group has been established within the Rector's Office to oversee all these activities, conduct monitoring, implement measures to enhance quality, and manage the organization (See [Evidence 7](#)).

The management of the Faculty Journal, which aims to become one of the leading research publications in the field of theology in our country, has been carried out by the Editorial Board, and the process has been completed by uploading the journal's back issues to the Dergi Park system (See [Evidence 8](#)). Additionally, the applications submitted to have our faculty journal indexed in national and international databases have begun to yield results. This year, our journal is indexed in Index Copernicus, Sobiad, the Turkish Education Index, and the Academic Resource Index. DOI numbers have been obtained for the articles. (See [Evidence 9](#)). As of 2024, membership in the Tr Index has also been secured. (See [Evidence 10](#)) Our efforts to enhance the quality of both our faculty journal and the publications of our faculty members are continuing as required.

### **Level of Maturity**

Results and stakeholder feedback related to the management of research and development processes within the institution are systematically monitored and evaluated in collaboration with stakeholders, and appropriate measures are taken.

### **Evidences**

Evidence 1: [D.U. Faculty of Theology Quality Manual \(2025\) K.E.K. \(Q.M\)](#)

Evidence 2: [D.U. Faculty of Theology Quality and Accreditation Committees](#)

Evidence 3: [D.U. Faculty of Theology Quality and Accreditation External Stakeholder Meeting \(2025\)](#)

Evidence 4: [Dicle University Faculty of Theology External Stakeholder Consultation Meeting Minutes \(2025\)](#)

Evidence 5: [Dicle University Faculty of Theology Internal and External Stakeholders](#)

Evidence 6: [DÜBAP](#)

Evidence 7: [Dicle University Internal Evaluation Report](#)

Evidence 8: [Journal Park \(Dicle Theology Journal\)](#)

Evidence 9: [D.U. Faculty of Theology Activity Report \(2023\)](#)

Evidence 10: [TR Index](#)

### **C.1.3. Relationship Between Research and Local/Regional/National Needs and Demands**

The research conducted in accordance with the Quality Manual prepared by the institution takes into account the relationship between the research and local/regional/national needs and demands (See [Evidence 1](#)). To ensure that research conducted within the institution addresses such matters, the Research and Development Commission (See [Evidence 2](#)) coordinates its work with other commissions affiliated with the unit (See [Evidence 2](#), [Evidence 3](#)) and, when deemed necessary, submits the required tasks and arrangements to the dean's office for information and approval (See [Evidence 1](#), [Evidence 4](#), [Evidence 5](#)).

The academic activities conducted within our faculty are carried out in a more disciplined, organized, sound, and efficient manner through the establishment of committees and the preparation of the Quality Manual (See [Evidence 1](#)). In this context, in accordance with the

R&D policy and strategy it follows, our institution has organized various symposium, conferences, panels, seminars, and discussions, taking into account the aforementioned demands, priorities, and expectations in its research and development efforts. Our faculty members have also conducted academic research within this framework (See [Evidence 6](#)). Additionally, our academic staff have carried out various projects supported both within the university (BAP) and outside the university (TÜBİTAK) (See [Evidence 6](#)). Furthermore, the Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER) has been established to conduct studies from a sectarian perspective, with a focus on the Shafi'i school of thought, which is predominantly followed in the region (See [Evidence 7](#)). Furthermore, the Quran Reading and Recitation Application and Research Center was established under the leadership of our institution (See [Evidence 8](#)). In addition to these, the Alevi and Ahl al-Bayt Culture Application and Research Center, which will contribute both regionally and nationally, is also in operation (See [Evidence 9](#)). Furthermore, our faculty conducts various activities locally through student clubs. According to the 2025 Unit Activity Report, numerous activities were carried out at our faculty in 2025 through student clubs (See [Evidence 6](#)).

A publishing house has been established under the Dicle University Faculty of Theology Development Foundation, which was founded by our faculty in 2023. Known as DİFAV Publishing House, this institution aims to contribute to the academic community by publishing books in various fields of the social sciences, alongside organizing national and international symposia, seminars, and panels. Having served with 28 Sharia Registers, 41 journals, and nearly 70 books in 2023, DİFAV Publishing House has continued its publications as of 2025. Almost all of these publications are made available to researchers via open access on our faculty's website. Our faculty journal, the Dicle Theology Journal, is also published under the "Faculty of Theology Publications" umbrella (See [Evidence 10](#)). Our publishing house currently operates on a national scale. Becoming an international publishing house is also among our goals. Therefore, our publishing house aims to achieve this goal by publishing books in Turkish, English, Arabic, Kurdish, and Persian under both the "Faculty of Theology Publications" and the Dicle University Faculty of Theology Development Foundation Publications (DİFAV Publishing House). To this end, the DİFAV Publishing House Commission has been established, and information regarding this matter and contact details have been shared on our website (See [Evidence 10](#), [Evidence 6](#)).

With the support of the Karacadağ Development Agency (See [Evidence 11](#)) and DÜBAP (See [Evidence 12](#)) projects continue to be carried out by our faculty for a long time and has largely been completed, resulting in the publication of numerous volumes of the "Diyarbakır Shari'a Registers" and "Diyarbakır Judicial Records" (See [Evidence 13](#); [Evidence 14](#)).

In addition, our institution has entered into various protocols with different organizations regarding collaboration with external partners (See [Evidence 15](#)).

Our institution, which aims to ensure that local, regional, and national needs and priorities are taken into account in research and development activities (See [Evidence 1](#)) has organized a number of conferences, panels, and TV programs through its faculty members to address these needs (See [Evidence 16](#)). The goal is to disseminate the knowledge generated in academia to the public and share it with citizens. With a focus on social contribution, the activities carried out in 2025 include the following:

1. Prof. Dr. Mehmet Bilen, a faculty member at our university, delivered a lecture titled "The Issue of Understanding Hadiths" for religious officials at the Şanlıurfa Religious Specialization Center on January 17, 2025 (See [Evidence 17](#)).

2. Our faculty members Adem Demir and Mesut Yürür participated as members of the Selection Committee in the Diyarbakır Provincial Final of the "Young Voices Quran Recitation

Competition” and the “Young Guardians Memorization Competition,” organized by the Ministry of National Education’s Directorate General of Religious Education, among Imam Hatip Middle Schools (See [Evidence 18](#)).

3. The panel titled “Contemporary Issues of Faith: Philosophical, Theological, and Educational Approaches,” organized in collaboration between Dicle University’s Faculty of Theology and Genç Ofis, was held with broad participation at the Fuat Sezgin Conference Hall (See [Evidence 19](#)).

4. A workshop titled “The Holy Quran and the Science of Recitation” was organized under the auspices of our faculty (See [Evidence 20](#)).

5. On May 21, 2025, the “Future Preachers Competition” was held at the Dicle University Faculty of Theology’s practice mosque (See [Evidence 21](#)).

6. The “1st International Symposium on Religion, Culture, and Civilization for Graduate Students” was organized under the auspices of Dicle University’s Faculty of Theology (See [Evidence 22](#)).

7. The “Philosophy Readings Student Symposium,” supported under the Ministry of Youth and Sports’ UNIDES Program, was held (See [Evidence 23](#)).

8. Provincial Mufti Celal Büyük and Dean of the Faculty of Theology Prof. Dr. H. Musa Bağcı presented a plaque to Prof. Dr. Necmi Derin, a faculty member of our university who contributed to the establishment and development of the Turkish Religious Foundation’s Academy of Theology, at the Academy of Theology building (See [Evidence 24](#)).

9. A conference titled “The July 15 Traitorous Coup and the Exploitation of Religion” was held at our faculty by Dr. Murat Özyaydın, Assistant Professor (See [Evidence 25](#)).

10. In collaboration with Dicle University’s Faculty of Theology and the Center for Women’s Studies, Application, and Research (DÜKAM), a conference titled “Family, Early Marriage, and Religion: From Tradition to the Present” was organized as part of the 2025 Year of the Family events (See [Evidence 26](#)).

11. A lecture was delivered by Prof. Dr. H. Musa BAĞCI at the Selahattin Eyyubi Mosque and Faculty of Theology Complex, organized in collaboration with the Faculty of Theology at Dicle University, the Cihannüma Association, and the Thought and Action Club (See [Evidence 27](#)).

12. As part of the “Wednesday Talks” organized in collaboration between Cihannüma and our Faculty, an presentation titled “The Teacher-Student Relationship in Our Intellectual Tradition” was delivered by Dr. İsmail Kanbaz on October 22, 2025 (See [Evidence 28](#)).

13. In collaboration with Dicle University’s Faculty of Theology and the Cihannüma Association, the Selahattin Eyyubi Mosque Theology Complex hosted a significant intellectual event. Yusuf Kaplan, a prominent figure in our intellectual landscape and a writer and thinker, met with students, academics, representatives of civil society organizations, and intellectuals through his conference titled “Pioneering Generations and the Vision of Civilization” (See [Evidence 29](#)).

14. At the Prof. Dr. Fuat Sezgin Conference Hall of Dicle University’s Faculty of Theology, a conference titled “Religious Communication from the Perspectives of the Quran and Sunnah” was delivered by Prof. Dr. Şadi Eren, a faculty member of the Department of Exegesis at the Faculty of Theology, Dumlupınar University, on November 24, 2025, at 1:00 PM (See [Evidence 30](#)).

15. A meaningful awareness-raising program was held at the Selahattin Eyyubi Mosque

Campus of the Faculty of Theology at Dicle University, organized in collaboration between our faculty and the Diyarbakır International Students Association. The program was attended by our Faculty Dean Prof. Dr. H. Musa Bağcı, the President of the International Student Association İsrail Mertoğlu, and international students (See [Evidence 31](#)).

16. In collaboration with the Faculty of Theology at Dicle University in Diyarbakır, an October conference was held at the Diyarbakır Children and Youth Closed Correctional Facility as part of the “Religious and Moral Education” activities conducted by faculty members of the Faculty of Theology. The conference featured a presentation by Research Assistant Mustafa ALAGÖZOĞLU from our faculty (See [Evidence 32](#)).

17. Hosted by Dicle University, the Faculty of Theology organized the 1st International Workshop on Arabic Preparatory Programs under the theme “Methodological Approaches in Arabic Preparatory Programs” (See [Evidence 33](#)).

### **Level of Maturity**

The institution assesses the relevance of research outputs to local, regional, and national needs and demands; monitors their alignment with the institution’s internal quality assurance system; and evaluates the results of this monitoring in collaboration with stakeholders. In this context, it is observed that our faculty is successful in meeting the identified needs.

### **Evidences**

Evidence 1: [D.U. Faculty of Theology Quality Manual \(2025\) K.E.K.](#)

Evidence 2: [D.U. Faculty of Theology Quality and Accreditation Committees](#)

Evidence 3: [D.U. Faculty of Theology Unit Committees](#)

Evidence 4: [D.U. Faculty of Theology External Stakeholder Consultation Meeting Minutes \(2025\)](#)

Evidence 5: [D.U. Faculty of Theology Quality and Accreditation External Stakeholder Meeting \(2025\)](#)

Evidence 6: [D.U. Faculty of Theology Activity Report \(2025\)](#)

Evidence 7: [D.U. Faculty of Theology İŞAMER \(Imam Shafi’i Research Center\)](#)

Evidence 8: [D.U. Faculty of Theology Quran Reading and Recitation Application and Research Center](#)

Evidence 9: [D.U. Faculty of Theology Alevi and Ahl al-Bayt Culture Application and Research Center](#)

Evidence 10: [DİFAV Publishing House](#)

Evidence 11: [KARACADAĞ Development Agency](#)

Evidence 12: [DÜBAP](#)

Evidence 13: [Diyarbakir Shari’a Registers](#)

Evidence 14: [Diyarbakir Judicial Records](#)

Evidence 15: [D.U. Faculty of Theology National and International Collaborations](#)

Evidence 16: [D.U. Faculty of Theology Events](#)

Evidence 17: [Prof. Dr. Mehmet Bilen Conference](#)

Evidence 18: [Lecturer Mesut Yürür and Lecturer Adem Demir Quran Recitation Competition](#)

Evidence 19: [Contemporary Issues of Faith](#)

Evidence 20: [Workshop on the Quran and the Science of Recitation](#)

Evidence 21: [Future Preachers Competition](#)

Evidence 22: [1st International Symposium on Religion, Culture, and Civilization for Graduate Students](#)

Evidence 23: [Student Symposium on Philosophy Readings](#)

Evidence 24: [Prof. Dr. Necmi Derin, TDV](#)

Evidence 25: [The July 15 Traitorous Coup and the Exploitation of Religion](#)

Evidence 26: [Family, Early Marriage, and Religion: From Tradition to the Present](#)

Evidence 27: [Conference on Islam's Concept of Tawhid, Its Dimensions, and Its Reflections in Life](#)

Evidence 28: [The Teacher-Student Relationship in Our Scholarly Tradition](#)

Evidence 29: [Pioneering Generations and the Vision of Civilization](#)

Evidence 30: [Religious Communication from the Perspective of the Quran and Sunnah](#)

Evidence 31: [Atrocities in Sudan](#)

Evidence 32: [Religion and Moral Education \(Research Assistant Mustafa Alagözoğlu\)](#)

Evidence 33: [Workshop on Methodological Approaches in the International Arabic Preparatory Program](#)

## **C.2. Research Resources**

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

Our faculty was established following the publication of Decision No. 21281 in the Official Gazette on July 1, 1992, and began its educational activities in 1993 with 28 students in the Faculty of Dentistry building. In addition to our Faculty's Theology Program, the Elementary Education Religious Culture and Ethics Teaching Program was launched in the 1999-2000 academic year; evening classes were introduced in 2009; and the Theology Bachelor's Completion (İLİTAM) program was launched in 2011. As of 2025, our faculty has two active programs Theology and İLİTAM and comprises of three main departments: Basic Islamic Sciences, Philosophy and Religious Studies, and Islamic History and Arts, along with 20 sub-departments (See [Evidence 1](#)).

Our building got damaged in the earthquake that occurred on February 6, 2022, and we completed the academic year by continuing our educational activities online. Until the seismic retrofitting and reconstruction work on the faculty building was completed in 2024, we continued our educational activities without interruption in the Faculty of Economics and Administrative Sciences building. As of the second half of 2024, our faculty has resumed its institutional activities in its own building.

According to the data in the Dicle University Faculty of Theology 20 Activity Report, the faculty provides services with 24 classrooms, 4 lecture halls, 2 reading rooms, 2 conference halls, 1 meeting room, 1 computer laboratory, 66 faculty offices, and 16 administrative staff offices. The principles regarding the use and distribution of staff offices and technological equipment (computers, printers, etc.) are determined by the Dean's Office (See [Evidence 2](#)).

Our faculty has one library containing 22,798 items where researchers can conduct their work (See [Evidence 3](#)). In addition, the Central Library, which is affiliated with the Dicle University Rectorate and located on campus, offers researchers in the relevant fields a healthy environment to conduct their research, providing all necessary physical and technical resources, including a total of 151,233 books, 60,673 e-books, 22,718 periodical issues, 12,848 periodical publications, 7,181 theses, 3,029 e-theses, and 3 manuscripts, providing researchers in the field with all necessary physical and technical facilities to conduct their research in a conducive environment (See [Evidence 4](#)). To provide adequate academic and physical services to our 3,310 undergraduate and graduate students, the faculty has been equipped with student-oriented reading rooms, lecture halls, seating areas in the hallways, and facilities such as table tennis, basketball, and volleyball courts (See [Evidence 5](#)). Initiatives are underway to expand student service areas within the faculty building and improve existing conditions based on technical and equipment needs. The necessary arrangements are being made to ensure our faculty has a structure that meets expectations in terms of physical and technical infrastructure (See [Evidence 6](#)).

Internal information sessions regarding research opportunities are held at our faculty, and related announcements are posted on our faculty website (See [Evidence 7](#)). Additionally, funds are allocated from our faculty's budget to support faculty members' participation in conferences, presentations, and training sessions they request. In this context, faculty members' requests are reviewed and decided upon by the faculty administrative board, and the necessary support is provided following the decision (See [Evidence 8](#)). As part of the university's exchange programs including Erasmus (See [Evidence 9](#)), Farabi (See [Evidence 10](#)), and Mevlana (See [Evidence 11](#)) our faculty organizes informational sessions to ensure that educational and financial support is provided effectively and equitably to our academic staff and students (See [Evidence 12](#)). Our faculty's research and development activities are carried out within the scope of the university. The financial and technical resources required by researchers for their research and development activities are supported by the university's general academic incentive system (See [Evidence 14](#)) and scientific research projects (See [Evidence 14](#)).

### **Level of Maturity**

Care is taken to ensure that the faculty's physical and financial resources are allocated with due regard for balance across disciplines and managed in a way that encompasses all units and fields to support priority research areas. Findings from all these practices are systematically monitored, and the results of this monitoring are evaluated in collaboration with stakeholders to implement measures and diversify resources in line with needs and demands. Initiatives are underway to address any shortcomings and, where necessary, secure resources to improve existing conditions.

### **Evidences**

Evidence 1: The Faculty's Physical, Technical, and Financial Resources: [Building Structure \(2022-2025\)](#), [Faculty Library](#), [BAP](#), [DİVAF](#)

Evidence 2: [Library Introduction](#)

Evidence 3: [Librarian and Author Events](#)

Evidence 4: [Database Usage Presentation](#)

Evidence 5: [Database Access Link](#)

Evidence 6: [Hyperbook Database Subscription](#)

Evidence 7: [Central Administration Expenditure Document Regulation](#)

Evidence 8: [Dicle Theology Academic Support Program](#)

Evidence 9: [Protocol Between TDV and Dicle University Faculty of Theology Regarding the Implementation of the Theology Academy](#)

Evidence 10: [Protocol Between Dicle University Faculty of Theology and Diyarbakır Yenişehir Muftı's Office Regarding Student Housing](#)

Evidence 11: [Protocol on Scientific and Academic Cooperation Between Dicle University Faculty of Theology and the Diyarbakır Provincial Directorate of Religious Affairs](#)

Evidence 12: [Protocol on Cooperation in IASKS Activities Between Dicle University Faculty of Theology and DİGED](#)

Evidence 13: [M&E Cansız Foundation Iftar Program 2025](#)

Evidence 14: [Social Sciences Researcher Information Seminars](#)

Evidence 15: [2025 Graduate Thesis Awards](#)

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

Financial support for the scientific research of our Faculty's researchers is provided through Scientific Research Projects (BAP) funded by the university budget (See [Evidence 1](#)). To ensure the continuity of the Faculty's research and development activities, the defined BAP Procedures and Principles (See [Evidence 2](#)) are followed for the allocation of internal university resources, and academic activities such as projects, conferences, travel, and inviting experts, as well as personal funds, are supported (See [Evidence 3](#)).

Our Faculty operates in accordance with the relevant regulations of the Dicle University Scientific Research Projects Coordination Office (See [Evidence 4](#)). Our faculty members and students track the applications and outcomes of their projects through the BAP Automation program. The BAP workflow is carried out according to established procedures (See [Evidence 5](#)). In this context, researchers apply to the Scientific Research Projects (BAP) unit for support for their work (See [Evidence 6](#)), and strive to meet their needs by utilizing the budget generally allocated by BAP (See [Evidence 7](#)).

Our faculty shares all relevant announcements, particularly calls for projects related to the Research Support Fund (BAP), with academic staff via the Electronic Information System (EBYS), thereby encouraging and guiding them to utilize internal university resources (See [Evidence 8](#)). In 2023, budget support was provided for 2 projects within the faculty (See [Evidence 9](#)), and in 2024, for 10 projects (See [Evidence 10, s. 41](#)).

The Research and Development Commission oversees the monitoring process of projects completed or currently being carried out by our faculty's researchers (See [Evidence 11](#)). Every year, academic staff are requested to provide information regarding their research activities. Our faculty's research performance is measured based on data from the annual activity reports. These activities are published on our unit's website as the Year-End Activity Report and Self-Evaluation Report (See [Evidence 12](#), [Evidence 13](#)).

#### **Level of Maturity**

The institution has sufficient internal resources for its research and development activities, and these resources are systematically monitored. While the monitoring results have been evaluated with stakeholders, no action has yet been taken to address the current shortcomings regarding the implementation of measures related to the current situation. In this regard, it has

been recommended that the Dean's Office submit the necessary request to the Directorate of the DU Institute of Social Sciences.

### **Evidences**

Evidence 1: [Departmental Academic Incentive Application and Review Committee](#)

Evidence 2: Faculty Activity Reports: ([2019](#), [2020](#), [2021](#), [2022](#), [2023](#), [2024](#), [2025](#))

Evidence 3: [Dicle University Faculty of Theology 2025 R&D Activities Evaluation Record](#)

Evidence 4: [Diyarbakır Shari'a Registers \(Web publication\)](#)

Evidence 5: [Diyarbakır Ahkam Registers \(Web publication\)](#)

Evidence 6: [Ministry of Industry and Technology of the Republic of Türkiye](#)

Evidence 7: [Diyarbakır Governor's Office](#)

Evidence 8: [Dicle University Rectorate](#)

Evidence 9: [Karacadağ Development Agency](#)

Evidence 10: [DÜBAP Presidency](#)

Evidence 11: [Dicle University Faculty of Theology National and International Collaborations](#)

Evidence 12: [Theology Academy Program Implementation Protocol](#)

Evidence 13: [Dicle University Faculty of Theology Development Foundation](#)

Evidence 14: [Workshop on the Holy Quran and the Science of Recitation](#)

Evidence 15: [1st International Arabic Preparatory Program Workshop](#)

### **C.2.3. Access to External Funding (Methods and Support)**

Our faculty supports the use of external funding to ensure the sustainability of research and development activities aimed at achieving its institutional goals and objectives. To this end, the faculty engages in discussions with internal and external stakeholders and signs agreements to ensure that faculty researchers and students can conduct their work with confidence.

With the support provided by institutions that have signed a cooperation protocol with our faculty (See [Evidence 1, p. 21](#)) the projects titled “[Diyarbakır Şer’iyye Sicilleri](#)” (See [Evidence 2](#)) and “[Diyarbakır Ahkam Registers](#)” (See [Evidence 3](#)) have been ongoing as of 2024. These projects are also supported by the Ministry of Industry and [Ministry of Industry and Technology of the Republic of Türkiye](#) (See [Evidence 4](#)), the [Governor's Office of Diyarbakır](#) (See [Evidence 5](#)), the [Rectorate of Dicle University](#) (See [Evidence 6](#)), the [Karacadağ Development Agency](#) (See [Evidence 7](#)), and the [DÜBAP Presidency](#) (See [Evidence 8](#)).

In order to provide academic, social, cultural, and financial support to students pursuing their education at the Faculty of Theology at Dicle University, the Turkish Religious Foundation and the Faculty of Theology at Dicle University signed the [Theology Academy Program Implementation Protocol](#) in 2018 (See [Evidence 9](#)); under this program, a certain number of students have been admitted annually through an exam, and the program graduated its first class in 2021. It continues its activities as of 2025 (See [Evidence 10, p. 9](#)). Additionally, within this framework, new [protocols](#) were established in 2022 in addition to existing agreements with external stakeholders to provide academic, social, cultural, and financial support to students (See [Evidence 11](#)). In 2023 and 2024, to provide various scholarship opportunities for students and researchers in need, the establishment phase of the [Dicle](#)

[Theology Foundation](#) was officially completed with the support of external stakeholders such as faculty members and industry professionals within the Dean’s Office (See [Evidence 12](#)). The Foundation began actively carrying out its [targeted activities](#) in 2023 (See [Evidence 13](#)). In line with these objectives, donations have started to come to our Foundation from both our members and benefactors, and we have begun providing scholarships to 45 students so far. In 2024, it continued to provide scholarships to 15 hafiz students, and in 2025, to a total of 85 students (See [Evidence 14, pp. 6–7](#)). To monitor the results of the goal outlined in Strategic Objective 4.3 of the 2025–2029 Strategic Plan; namely, to increase by 10% the proportion of academic work conducted by faculty members that appears in high-impact, indexed publications our Faculty’s research performance is measured based on data from the annual activity reports (See [Evidence 15, p. 40](#)). Every year, academic staff are requested to provide information regarding their research activities. These activities are compiled at the end of the year and published on our unit’s [website](#). Additionally, efforts have been made to encourage representatives of local organizations with activities abroad to organize informative seminars for our researchers so they can take advantage of opportunities there (See [Evidence 16](#)). Finally, regarding outreach to external sources, the implementation of a short-term exchange program with the Islamic University of Indonesia (Universitas Islam Indonesia) has been discussed (See [Evidence 17](#)).

### **Level of Maturity**

The institution has access to external resources that enable it to carry out research and development activities in line with its institutional objectives. Findings from practices that support the use of these resources are systematically monitored, and the results of this monitoring are evaluated in collaboration with stakeholders. Some of the initiatives launched to address these findings have yielded results, while others are expected to do so in the future.

### **Evidences**

Evidence 1: [Departmental Academic Incentive Application and Review Committee](#)

Evidence 2: [2025–2029 D.U. Faculty of Theology Strategic Plan](#)

Evidence 3: [Diyarbakır Shari’a Registers \(Web publication\)](#)

Evidence 4: [Diyarbakır Ahkam Registers \(Web publication\)](#)

Evidence 5: [Ministry of Industry and Technology of the Republic of Türkiye](#)

Evidence 6: [Diyarbakır Governor’s Office](#)

Evidence 7: [Dicle University Rectorate](#)

Evidence 8: [Karacadağ Development Agency](#)

Evidence 9: [DÜBAP Presidency](#)

Evidence 10: [Dicle University Faculty of Theology National and International Collaborations](#)

Evidence 11: [Theology Academy Program Implementation Protocol](#)

Evidence 12: [Dicle University Faculty of Theology Development Foundation](#)

Evidence 13: [Dicle University Faculty of Theology National and International Collaborations](#)

Evidence 14: [Dicle University Scientific Research Projects Coordination Office Information Meeting](#)

Evidence 15: [Information Seminar on EU Projects by the Office of International Relations](#)

Evidence 16: Seminar by Assoc. Prof. Dr. Fatih Kanca titled “[The Diyanet’s Overseas Vision: The Case of the United States](#)”

Evidence 17: [Short-Term Exchange Program with Universitas Islam Indonesia](#)

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

As stated in the “Strategic Objectives” section of our 2023 activity report, our faculty aims to undertake various strategic planning initiatives-primarily focused on teaching processes-in line with its vision of meeting the requirements of new developments and adhering to emerging quality standards. With this in mind, our faculty has set forth a series of objectives, including enhancing its institutional identity and capacity, ensuring continuous improvement in teaching quality, developing and strengthening educational activities, and advancing research activities (See [Evidence 1](#)). Within this framework, it has encouraged interdisciplinary collaboration among departments and faculties. The Department of Basic Islamic Sciences, specifically the Arabic Language and Rhetoric Division, has contributed to the field through its interdisciplinary work. Vildan ÖZİŞÇİ, a 100/2000 Scholar, successfully defended her doctoral thesis titled “Social Themes in Mustafa Lutfi el-Menfelûtî and Ahmet Haşim: A Comparative Study,” was successfully defended on June 17, 2025. The study serves as a model for establishing collaborative research areas between the Faculty of Theology and the Faculty of Literature, thereby contributing to the field (See [Evidence 2](#)). Programs at our faculty are reviewed in light of current data. The results of these evaluations are used to enhance program effectiveness and ensure their relevance to real-world applications. Since program competencies are developed with the expectations of external stakeholders in mind, we collaborate with relevant stakeholders to ensure that programs achieve their educational objectives and meet the needs of both students and society. The determination, monitoring, and updating of our faculty’s program objectives, outcomes, criteria, and course learning outcomes are established and tracked by the [Education and Teaching Development Commission](#) based on the PDCA cycle (See [Evidence 3](#), pp. 49–86).

In this context, in collaboration with the Institute of Social Sciences, the program has deemed it necessary to equip students with the skills required for the professional roles they will undertake after graduation by making adjustments to the curriculum to align with ever-changing needs and objectives, as well as to raise students’ awareness regarding graduate studies; consequently, it has begun offering counseling and orientation services to students in this regard (See . [Evidence 4](#)).

To implement and develop the faculty’s research policy, objectives, and strategy, the [Department of Basic Islamic Sciences](#), the [Department of Philosophy and Religious Studies](#), and the [Department of Islamic History and Arts](#) (See [Evidence 5](#)) within the Faculty of Theology work in coordination with the [Institute of Social Sciences](#) (See [Evidence 6](#)). Provided the necessary conditions are met, graduate students are admitted to the relevant departments, and development and improvement efforts for departments deemed insufficient are meticulously carried out by the [Research and Development Commission](#). To this end, within the framework of the request to establish the physical and financial resources required to support the requested graduate education, a Protocol on Cooperation in Undergraduate Education and Teaching was signed between the Rectorate of Dicle University and the Diyanet Academy’s Diyarbakır Center for Advanced Religious Studies (See [Evidence 7](#)). The institution offers various opportunities to graduate students under the terms of the protocol.

#### **Level of Maturity**

The outcomes of graduate programs are regularly monitored to ensure they are consistent with and support the institution's research policies, objectives, and strategies; the results of this monitoring are evaluated in collaboration with stakeholders, and appropriate measures are taken. Recommendations and requests aimed at addressing current shortcomings are communicated to Department Chairs and the D.U. Institute of Social Sciences through the Dean's Office. The fact that graduate programs within the faculty often fail to address regional issues and remain largely limited to individual efforts, coupled with the exclusion of external stakeholders from projects, represents a significant area in need of improvement.

### **Evidences**

Evidence 1: [D.U. Faculty of Theology Activity Report 2025](#)

Evidence 2: [Quality Manual](#)

Evidence 3: [D.U. 2025-2029 Faculty of Theology Strategic Plan](#)

Evidence 4: [D.U. Faculty of Theology Units](#)

Evidence 5: [D.U. Institute of Social Sciences Units: Departments/Fields of Study](#)

Evidence 6: [Research and Development Commission](#)

Evidence 7: [Graduate Program Workflow](#)

Evidence 8: [Dicle University Institute of Social Sciences Orientation Program](#)

Evidence 9: [Social Sciences Congress](#)

Evidence 10: [Dicle University Symposium on Graduate Scientific Research](#)

Evidence 11: [Cooperation Protocol on Undergraduate Education and Teaching between the Diyanet Academy and the Diyarbakır Center for Advanced Religious Studies](#)

Evidence 12: [YÖK Thesis Center](#)

### **C.3. Research Competence**

#### **C.3.1. Faculty Members' Research Competence and the Development of Research Competence**

Our faculty has appointed the Research and Development Committee to monitor the process of developing faculty members' research competence in accordance with the guidelines outlined in the Quality Manual (See [Evidence 1](#)). According to the 2025 activity evaluation results of the Research and Development Commission, there are a total of 79 faculty members in our faculty (See [Evidence 2](#)).

As stated in the D.Ü. Faculty of Theology Quality Manual and the 2025-2029 Strategic Plan, various goals and plans have been established to increase the number of high-quality publications by our faculty's researchers (See [Evidence 1](#), [Evidence 3](#)). Within this framework, our faculty members published 133 publications in 2025, representing a significant increase of 68.35% compared to the number of publications in 2024 (See [Evidence 2](#)). On the other hand, our faculty has continued to organize seminars, courses, panels, and symposia with the support and participation of internal and external stakeholders to enhance the research competencies of our academic staff. In this context, our Faculty organized a total of 181 events in 2025, including academic and social responsibility activities such as seminars, symposia, conferences, panels, talks, social activities, educational courses, and workshops (See [Evidence 2](#)). Additionally, in accordance with agreements made with certain universities abroad, some researchers have traveled to educational institutions abroad for research purposes under the ERASMUS program ((See [Evidence 4](#) , [Evidence 5](#)).

Our faculty assists researchers in the project phase through the TÜBİTAK and BAP Coordination Office and provides financial support when needed. In this context, in 2025, the BAP is funding 1 graduate research project, 3 event organization projects, and 1 journal support project conducted by our faculty researchers. Additionally, there is 1 other national and international project supported by TÜBİTAK from external sources (See [Evidence 2](#)).

Under the heading “Scientific Research Strategies” in our faculty’s 2025-2029 Strategic Plan, the strategic objectives aimed at enhancing research activities include increasing the number of publications in journals listed in national and international citation indexes and increasing the number of publications in high-impact-factor journals that receive a high number of citations (see [Evidence 3](#)). Accordingly, the R&D Commission has planned an activity to organize training sessions and seminars for academic staff and students, conducted by relevant academics and experts, with the aim of enhancing faculty members’ research competence and increasing the quantity and quality of high-quality publications (See [Evidence 6](#)). In this context, a presentation titled “Research Projects,” organized by the Dicle University Scientific Research Projects Coordination Office and featuring our institution’s researchers, was delivered by Dicle University Vice Rector Prof. Dr. Mehmet Sıraç ÖZERDEM, Quality Coordinator Prof. Dr. Hasan BAYINDIR, and DOSAP Director Prof. Dr. Akın BAYSAL (See [Evidence 7](#)). Also, during this period, a presentation on EU Projects was held with the participation of Assoc. Prof. Dr. Osman Solmaz, Head of the Dicle University Office of International Relations; Dr. Ece H. Nazlı, Assistant Professor; and Cihat Gündüz, Lecturer, aimed at guiding our institution’s academic staff and students and providing them with a vision in this regard. The aforementioned activity contributes to our institution’s identity as a research-oriented organization (See [Evidence 8](#), [Evidence 9](#)).

### **Level of Maturity**

The institution’s Quality Manual and Strategic Plan define processes regarding faculty members’ research competence and the development of such competence. The institution has established practices in line with these guidelines. These practices are monitored periodically and evaluated in collaboration with stakeholders, and appropriate measures are taken.

### **Evidences**

Evidence 1: [DU Faculty of Theology Quality Manual 2024](#)

Evidence 2: [D.U. Faculty of Theology Activity Report 2025](#)

Evidence 3: [DU Faculty of Theology 2025-2029 Strategic Plan](#)

Evidence 4: [2025-2026 Erasmus+ Internship Mobility Application Results](#)

Evidence 5: [DU Faculty of Theology 2024-2025 Erasmus Program Internship Mobility](#)

Evidence 6: [Minutes of the Planning Meeting for the DU Faculty of Theology R&D Commission’s 2025 Activities](#)

Evidence 7: [Information Meeting of the DU Scientific Research Projects Coordination Office](#)

Evidence 8: [DU Office of International Relations “EU Projects” Presentation](#)

Evidence 9: [DU Faculty R&D Commission 2025 Activities Evaluation Meeting Minutes](#)

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

Research conducted within the framework of the Quality Manual prepared by our faculty is designed to align with local, regional, and national needs (See [Evidence 1](#)). In this regard, the Research and Development Committee established within the faculty conducts coordinated

activities with other relevant committees (See [Evidence 2](#), [Evidence 3](#)) and submits proposed regulations to the Dean's Office for review and approval when deemed necessary. Academic activities at our faculty are carried out in a disciplined, organized, and efficient manner thanks to the established committees and relevant stakeholders (See [Evidence 4](#), [Evidence 5](#)).

In 2023, several important research centers were established within our faculty. Among these are the Imam Shafi'i and Shafi'i Studies Application and Research Center (İŞAMER) (See [Evidence 6](#)), the Quranic Recitation and Reading Application and Research Center (See [Evidence 7](#)), and the Alevi and Ahl al-Bayt Culture Application and Research Center (See [Evidence 8](#)), which aims to contribute at both the regional and national levels. These research centers continued their activities in 2025 as well. Also in the same year, the DİFAV Publishing House was established under the Dicle University Faculty of Theology Development Foundation (DİFAV), founded by our faculty. The publishing house aims to contribute to the academic community by publishing works in various fields of the social sciences. As of 2025, the publishing house has continued these activities, and the vast majority of its publications have been made available to researchers via open access on our faculty's website (See [Evidence 9](#)).

The "Diyarbakır Shari'a Registers" and "Diyarbakır Court Records" projects, which have been ongoing for some time with the support of the Karacadağ Development Agency (See [Evidence 10](#)) and DÜBAP (See [Evidence 11](#)) are still in progress and have resulted in the publication of numerous volumes (See [Evidence 12](#), [Evidence 13](#)). In addition, our faculty has signed protocols with various institutions as part of its collaboration with external partners (See [Evidence 14](#)).

In line with our faculty's R&D policy, various symposia, conferences, panels, seminars, and discussions were organized in 2025; our faculty members conducted academic research within this framework (See [Evidence 15](#)). Furthermore, our academic staff and students have carried out projects supported by both internal university (BAP) and external university (TÜBİTAK) funding (See [Evidence 15](#)). According to the 2025 Unit Activity Report, our faculty has organized numerous events through student clubs (See [Evidence 15](#)). Furthermore, our faculty, which aims to address local, regional, and national needs in research and development activities (See [Evidence 1](#), has organized conferences, panels, and television programs with the contributions of faculty members; thereby ensuring that knowledge produced in academia reaches the public and is shared with society (See [Evidence 16](#), [Evidence 17](#)). In this regard, the Faculty of Theology at Dicle University makes significant contributions to both the academic community and society through its Quality Manual, the research centers it has established, its publishing activities, student events, and long-term projects. Our faculty continues its research and development activities to address local, regional, and national needs and aims to produce scientific work at the international level.

### **Maturity Level**

The institution's Quality Manual and Strategic Plan define processes related to national and international joint programs and joint research units. The institution's practices are in line with this framework. These practices are monitored periodically and evaluated in collaboration with stakeholders, leading to the implementation of corrective measures. Accordingly, the institution monitors various research activities and practices such as participation in and the establishment of collaborations with national and international joint programs, joint research units, and research networks both within the institution and across institutions. The results of these monitoring efforts are evaluated, and appropriate measures are taken.

### **Evidences**

Evidence 1: [DU Faculty of Theology Quality Manual 2025](#)

Evidence 2: [D.U. Faculty of Theology Quality and Accreditation Committees](#)

Evidence 3: [D.U. Faculty of Theology Departmental Committees](#)

Evidence 4: [D.U. Faculty of Theology External Stakeholder Consultation Meeting Minutes \(2025\)](#)

Evidence 5: [D.U. Faculty of Theology Quality and Accreditation External Stakeholder Meeting \(2025\)](#)

Evidence 6: [D.U. Faculty of Theology İŞAMER \(Imam Shafi'i Research Center\)](#)

Evidence 7: [D.U. Faculty of Theology Quran Reading and Recitation Application and Research Center](#)

Evidence 8: [D.U. Faculty of Theology Alevi and Ahl al-Bayt Culture Application and Research Center](#)

Evidence 9: [DİFAV Publishing House](#)

Evidence 10: [Karacadağ Development Agency](#)

Evidence 11: [DÜBAP](#)

Evidence 12: [Diyarbakır Shari'a Registers](#)

Evidence 13: [Diyarbakır Judicial Decrees Registers](#)

Evidence 14: [D.U. Faculty of Theology National and International Collaborations](#)

Evidence 15: [D.U. Faculty of Theology Activity Report \(2025\)](#)

Evidence 16: [D.U. Faculty of Theology Events](#)

Evidence 16: [D.U. Faculty of Theology News](#)

#### **C.4. Research Performance**

##### **C.4.1. Faculty Member Performance Evaluation**

The Research and Development Committee oversees the monitoring of projects completed or currently being conducted by our faculty's researchers (See [Evidence 1](#)). The Committee receives regular updates from department chairs every six months regarding the research activities conducted by academic staff and students. Thus, information regarding the research and publications of academic staff and graduate students is compiled and documented in Unit Activity Reports. Our faculty's research performance is measured based on the data in the annual activity reports. These activities are published on our unit's website as the Year-End Activity Report and the Self-Evaluation Report (See [Evidence 2](#); [Evidence 3](#)).

Our faculty continuously monitors and evaluates the performance of its academic staff in accordance with the procedures outlined in our strategic plan (See [Evidence 4](#)) and develops methods to support their professional growth. In this regard, data is collected on the annual activities of each academic unit (number of publications in indexed journals, national and international conference papers, books and book chapters, projects they have contributed to or led, graduate student advisement, scientific and artistic activities, etc.). The data collected is evaluated by the Research and Development Commission and submitted to the Strategic Development Office (See [Evidence 5](#)).

Our faculty supports an academic incentive program to enhance the performance of its faculty members. The implementation stages of the program are monitored by the Unit

Academic Incentive Application and Review Committee (See [Evidence 6](#)).

The D. University Institute of Social Sciences has been continuing its practice of rewarding successful thesis work since 2021, with the aim of improving and supporting the quality of academic work (See [Evidence 7](#)). Our faculty organizes various educational seminars to enhance the academic publication and project activity performance of academic staff and students within the framework of the Research and Development Commission's Activity Plan (See [Evidence 8](#)), and takes the Commission's requests and recommendations into consideration (See [Evidence 9](#)).

According to the 2025 data on academic books, research projects, and publications produced by the departments of our Faculty, the Department of Basic Islamic Sciences carried out 9 research projects, published 29 books, 33 scholarly publications, and presented 21 conference papers (See [Evidence 10](#)); the Department of Philosophy and Religious Studies produced 9 books, 6 scholarly publications, and 17 conference papers (See [Evidence 11](#)); and the Department of Islamic History and Arts produced 1 scholarly publication and 4 conference papers (See [Evidence 12](#)). In total, 7 projects, 52 scholarly publications, and 23 conference presentation activities were realized.

### **Maturity Level**

Our institution has defined processes regarding the performance evaluation of academic staff within both the Quality Handbook and the Strategic Plan. In parallel with these frameworks, relevant implementation practices are in place. These practices are periodically monitored, evaluated together with stakeholders, and necessary measures are taken accordingly. In this context, the outcomes of the work and practices of all academic staff members are evaluated with stakeholders in order to monitor and assess the research and development performance of faculty members, and the necessary corrective and improvement measures are implemented where required.

### **Evidences**

Evidence 1: [2025–2029 Strategic Plan of Dicle University Faculty of Theology](#)

Evidence 2: [Quality Manual](#)

Evidence 3: [Research and Development Commission](#)

Evidence 4: Faculty Activity Reports: ([2019](#), [2020](#), [2021](#), [2022](#), [2023](#), [2024](#), [2025](#))

Evidence 5: [Academic Incentive Application and Evaluation Commission](#)

Evidence 6: [Dicle University Thesis Awards](#)

Evidence 7: [2025 Publication Data of Academic Staff by Departments](#)

Evidence 8: [Directive on Achievement and Awards](#)

Evidence 9: [Seminar: Impressions from Spain and Erasmus](#)

Evidence 10: [Informational Meeting of the Dicle University Scientific Research Projects Coordination Office](#)

Evidence 11: [Informational Seminar by the Office of External Relations on EU Projects](#)

#### **C.4.2. Evaluation of Research Performance and Improvement Based on Outcomes**

At our Faculty, both the individual achievements of academic staff members and the overall research activities of the institution are monitored by the Research and Development Commission (See [Evidence 1](#)). The Commission evaluates the research activities and publications of academic staff members and prepares the improvement programs and plans deemed necessary based on these academic performance assessments.

At the end of each year, our Faculty regularly prepares an Activity Report (See [Evidence 2](#)), which includes the academic publications and scholarly activities of faculty members, and publishes this report on the Faculty's official website. In addition to the activity reports, summaries of the academic studies as well as the social and cultural activities carried out by faculty members throughout the year are presented in the Faculty newsletter (See [Evidence 3](#)).

Our Faculty continuously updates information regarding the research publications produced by its academic staff throughout the year. In this regard, the YÖKSİS platform is primarily utilized for recording and maintaining academic publication data (See [Evidence 4](#)). Meetings were held during 2023 and 2024 with the aim of analyzing the research performance of faculty members and determining improvement strategies based on these analyses. Minutes of these meetings were regularly documented and incorporated into the Self-Evaluation Reports. The targets for 2025 were revised in accordance with updated conditions following meetings and situational assessments conducted under the supervision of the Research and Development Commission. The related objectives and targets were subsequently included in the 2025–2029 Strategic Plan (See [Evidence 5](#)).

#### **Maturity Level**

Our institution has defined processes concerning the evaluation of research performance and improvement based on outcomes within both the Quality Handbook and the Strategic Plan. In parallel with these frameworks, implementation practices are actively maintained. These practices are periodically monitored, evaluated together with stakeholders, and necessary measures are taken accordingly. In this context, the institution has internal monitoring and evaluation mechanisms aimed at assessing and improving research performance. Accordingly, academic activities and implementations are regularly monitored and shared with stakeholders. The data obtained through these processes are evaluated collaboratively with stakeholders, and necessary corrective and improvement measures are undertaken.

#### **Evidences**

Evidence 1: Faculty Activity Reports: ([2019](#), [2020](#), [2021](#), [2022](#), [2023](#), [2024](#), [2025](#))

Evidence 2: [Faculty of Theology Bulletin, Issue 5 \(2025\)](#)

Evidence 3: [Research and Development Commission](#)

Evidence 4: [Official Request Letter for Updating YÖKSİS Information](#)

Evidence 5: [2025 Activity Planning Meeting](#) (First Six Months)

Evidence 6: [2025 Activity Evaluation Meeting](#) (First Six Months)

Evidence 7: [2025 Activity Planning Meeting](#) (Second Six Months)

Evidence 8: [2025 Activity Evaluation Meeting](#) (Second Six Months)

#### **C.4.3. Research Budget Performance**

The research activities of our Faculty members are funded through the Dicle University Scientific Research Projects Unit (BAP) (See [Evidence 1](#)). Faculty members of the Faculty of Theology are able to benefit equally from the opportunities provided by DÜBAP (See [Evidence 4](#)) and TÜBİTAK (See [Evidence 6](#)) when seeking financial support for their planned publications, research activities, and projects.

The research and procurement expenses of our Faculty members are financed through central funding sources. In addition, expenses related to academic activities and publications—such as travel expenditures incurred by academic staff—are covered in accordance with the provisions of the Allowance Law No. 6245 (See [Evidence 9](#)).

The establishment of the Dicle University Faculty of Theology Research Foundation, together with the mission undertaken by this foundation to support the scholarly activities of academic staff members, constitutes an encouraging initiative aimed at enhancing the academic performance of researchers (See [Evidence 10](#)).

### **Maturity Level**

Our institution has defined processes concerning research budget performance within both the Quality Handbook and the Strategic Plan. In parallel with these frameworks, implementation practices are actively maintained. The institution's research budget performance is monitored and evaluated, and the resulting data are utilized in decision-making processes regarding issues such as budget allocation and budget content. Measures have been taken concerning practices identified as open to improvement in the previous report, and regular monitoring has been ensured. Furthermore, project applications are evaluated with due consideration given to equitable budget distribution among academic fields. Nevertheless, further improvement is needed in encouraging and supporting researchers' participation in TÜBİTAK and international projects.

### **Evidences**

Evidence 1: [Dicle University – Scientific Research Projects Coordination Office](#)

Evidence 2: [Quality Manual](#)

Evidence 3: Faculty Activity Reports: ([2019](#), [2020](#), [2021](#), [2022](#), [2023](#), [2024](#), [2025](#))

Evidence 4: [Directive of the DÜBAP Coordination Unit](#)

Evidence 5: [Regulation on Central Government Expenditure Documents](#)

Evidence 6: [TÜBİTAK Project Announcement](#)

Evidence 7: [Dicle University Faculty of Theology Award and Incentive Procedures and Principles](#)

Evidence 8: [R&D Commission 2025 Activity Planning Meeting \(First Six Months\)](#)

Evidence 9: [R&D Commission 2025 Activity Evaluation Meeting \(Second Six Months\)](#)

Evidence 10: [Allowance Law No. 6245](#)

Evidence 11: [Dicle University Faculty of Theology Development Foundation](#)

## **D. SOCIAL CONTRIBUTION**

### **D.1. Social Contribution Strategy**

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

Our Faculty has structured its understanding of social contribution in line with its institutional values and fundamental principles and has adopted the transformation of education, training, and research activities into public benefit as an institutional responsibility. Within this framework, the primary objective of our Faculty has been to contribute to social development by sharing its academic knowledge and professional expertise with society and to assume a role of social leadership within a broad sphere of influence, particularly in the region in which it is located.

The social contribution strategy has been designed on the basis that the educational, instructional, and research outputs of the Faculty should produce practical, sustainable, and measurable benefits. It has been adopted as a fundamental principle that academic studies should not remain solely at the theoretical level but should generate practical outcomes capable of directly responding to societal needs. Accordingly, projects have been developed by taking into account the socio-economic structure of society and contemporary issues, and priority has been given to activities aimed at supporting regional development and enhancing social welfare.

In order to ensure the effectiveness and sustainability of social contribution activities, our Faculty has carried out regular monitoring, evaluation, and improvement processes (see [Evidence 1](#)). The findings obtained from these processes have been used as inputs for updating social contribution objectives and improving activities. Interaction with society has not been limited to one-way knowledge transfer; rather, concrete and applicable solutions have been produced through collaborative projects developed in cooperation with local administrations, non-governmental organizations, and other relevant stakeholders.

Seminars, workshops, and social responsibility activities aimed at increasing social awareness in various fields such as education, culture, environment, and health have been organized. Furthermore, open-access content and educational materials have been prepared in order to ensure that academic knowledge reaches wider audiences. All social contribution activities carried out have been periodically reviewed in line with stakeholder feedback and predetermined performance indicators, and new fields of implementation and strategic initiatives aimed at increasing the Faculty's level of social impact have been developed.

In line with this approach, our Faculty has regarded academic achievement and social responsibility as complementary elements and has adopted the dissemination of scientific knowledge for the benefit of society as an institutional priority. The social contribution policy, objectives, and strategies of the Faculty, developed through consultations with internal and external stakeholders, are defined in detail on pages 42–45 of the 2025–2029 Strategic Plan (see [Evidence 2](#)). These policies and strategies are presented below:

1. To strengthen the ties between the Faculty and society within the framework of social responsibility.
2. To organize activities promoting social peace, tolerance, and dialogue among different cultural and faith groups.

3. To conduct seminars and educational programs aimed at raising awareness regarding religion, ethics, and social responsibility.
4. To increase the number and diversity of social contribution and social sensitivity projects.
5. To organize conferences, panels, seminars, and similar activities in cooperation with provincial and district mufti offices, directorates of national education, local administrations, research centers, and relevant institutions.
6. To strengthen social solidarity by developing service and support projects for disadvantaged groups.
7. To encourage students and academic staff to participate in voluntary projects.
8. To establish field studies and feedback mechanisms aimed at identifying the needs and expectations of society.
9. To conduct regular feedback and evaluation processes in order to monitor and assess the impact of social contribution activities.
10. To conduct academic studies related to social contribution processes and disseminate the resulting outputs.
11. To integrate education, training, and research activities with social contribution in order to ensure that scientific knowledge serves societal benefit.
12. To cooperate with media organizations and relevant platforms in order to enhance the visibility and impact of social contribution activities.

The social contribution objectives set forth on page 15 of the 2025–2029 Strategic Plan (see [Evidence 3](#)) are as follows:

1. To conduct educational, instructional, and research activities in the field of theology by considering local, regional, and international needs.
2. To identify the religious issues and needs of society in coordination with internal and external stakeholders and to produce appropriate solutions.
3. To present the outcomes of scholarly studies to society and to carry out academic and social activities from which the public may benefit.
4. To direct the orientation of academic staff toward societal needs identified through the participation of common stakeholders and to provide the necessary support to such staff members.
5. To effectively utilize mass communication tools in order to inform society on religious matters and to establish appropriate environments enabling society to access accurate information on religious issues.

The Educational and Scientific Research Policies of our Faculty have directly and indirectly incorporated elements related to social contribution. In addition, the curriculum of the Faculty of Theology has included courses associated with social contribution, such as *Oratory* (8th Semester), *Professional Practice*, and *Guidance and Communication in Religious Services* (7th Semester) (see [Evidence 4](#)).

In line with the designated objectives, our Faculty has signed protocols aimed at strengthening cooperation with various public institutions and non-governmental organizations. Within this

framework, under the protocol first signed on 11 February 2022 between our Faculty and the Diyarbakır Provincial Mufti's Office and subsequently renewed annually to remain in force (see [Evidence 5](#)), it was agreed that scientific, academic, and cultural activities would be carried out jointly. Pursuant to this protocol, mosques, Qur'an courses, and similar venues affiliated with the Provincial Mufti's Office were allocated for the use of our Faculty.

In September 2024, a protocol was signed between Dicle University and the Provincial Directorate of Family and Social Services (see [Evidence 6](#)). Within the scope of the protocol, cooperation between the two institutions enabled the organization of activities such as congresses, workshops, symposiums, and conferences.

On 20 November 2024, a protocol was signed between the Faculty of Theology and the Diyarbakır Branch of the Association for the Dissemination of Knowledge (*İlim Yayma Cemiyeti*) (see [Evidence 7](#)). In accordance with this protocol, cooperation was agreed upon in the areas of academic, educational, social, cultural, accommodation, and financial support services.

Likewise, in pursuit of similar objectives, a cooperation protocol was signed on 13 February 2025 between the Faculty of Theology and the Alumni Association of the Faculty of Theology (see [Evidence 8](#)). During the month of Ramadan in 2025, a protocol signed between Dicle University and the Mehmet Esra Cansız Foundation (see [Evidence 9](#)) stipulated that iftar meals would be provided to university students with the support of the foundation.

On 20 June 2025, a cooperation protocol was signed between the Faculty of Theology and the Diyanet Academy Religious Higher Specialization Center (see [Evidence 10](#)). Through this protocol, it was aimed to ensure that religious services conducted within the framework of formal and non-formal education between the two institutions would be carried out more effectively and efficiently.

On 14 November 2025, a protocol was signed between the Faculty of Theology and the Mutlu Yuvam Association with the objective of developing joint projects that would contribute to the psychosocial, academic, and spiritual development of disadvantaged children (see [Evidence 11](#)).

### **Maturity Level**

Within our Faculty, the social contribution policy, objectives, and strategies have been defined in the Strategic Plan and related policy documents and implemented in an integrated manner with educational and research activities. Social contribution activities have been carried out in cooperation with internal and external stakeholders, while monitoring and evaluation processes have been conducted through the Social Contribution Commission and various feedback mechanisms. Although the findings obtained have been utilized in the improvement of activities, there remains a need to render improvement processes more systematic and impact-oriented.

### **Evidences**

Evidence 1: [2024 Social Contribution Commission Activity Evaluation Meeting](#)

Evidence 2: [2025–2029 Strategic Plan](#)

Evidence 3: [2025–2029 Strategic Plan](#)

Evidence 4: [Course Information Package](#)

- Evidence 5: [Protocol Signed with the Diyarbakır Provincial Mufti’s Office](#)  
Evidence 6: [Protocol Signed with the Provincial Directorate of Family and Social Services](#)  
Evidence 7: [Protocol Signed with the Diyarbakır Branch of the Association for the Dissemination of Knowledge](#)  
Evidence 8: [Protocol Signed with the Alumni Association of the Faculty of Theology](#)  
Evidence 9: [Protocol Signed with the Mehmet Esra Cansız Foundation](#)  
Evidence 10: [Protocol Signed with the Diyanet Academy Religious Higher Specialization Center](#)  
Evidence 11: [Protocol Signed with the Mutlu Yuvam Association](#)

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

Our Faculty has aimed to become a leading scientific center within its region by integrating the traditional and cultural heritage of the society in which it is situated with contemporary scientific approaches. Social contribution activities have been planned and implemented through a systematic and sustainable approach in cooperation with stakeholders. Within this framework, consultations have been conducted under the leadership of the Dean’s Office with public institutions, non-governmental organizations, and other stakeholders, and activities and projects addressing societal needs have been implemented in line with requests received from external stakeholders.

In accordance with the Strategic Plan, the development of Faculty–City cooperation has been targeted, while the quality of services provided has been continuously reviewed and improved through feedback obtained from internal and external stakeholders, needs analyses, and planning studies. Our Faculty has conducted community service activities within the framework of legal and ethical principles and on the basis of respect for cultural and spiritual values, organizing various scientific and social events accordingly. The planning, implementation, and monitoring of social contribution activities have been coordinated by the Social Contribution Development Commission.

Within the scope of the management and organizational structure of social contribution processes, activities aimed at raising social awareness in the fields of religion, ethics, and social responsibility were carried out in line with the Strategic Plan. In this context, Qur’an Courses and a Student Activity Program were organized at Dicle University Faculty of Theology on 4 December 2025. Conducted under the guidance of Qur’an Instructor Kudret Koçar, who was assigned to our Faculty by the Sur Mufti’s Office, the activity aimed to support the spiritual development of students and enhance their morale and motivation. In addition to its educational content, the event provided an environment that strengthened social interaction and encouraged students’ participation in social contribution-oriented activities (see [Evidence 1](#)).

Furthermore, on 12 December 2025, a panel entitled “*Science, Faith, and Reason*” was organized within the scope of ÜNİDES by the Dicle University Young Volunteers Club. Moderated by Associate Professor Emine Gören Bayam, the panel addressed the frequently debated question, “*Are science and faith truly in conflict?*” within an academic framework and in an accessible manner by Professor Recep Alpyağıl, Professor Rıdvan Özdiñç, and Assistant Professor Kenan Tekin (see [Evidence 2](#)).

Under the presidency of the Dean’s Office of Dicle University Faculty of Theology and with the support of SKS and the Dicle Youth Club, a scientific panel entitled “*Contemporary Hadith Issues Panel – I*” was organized on 2 December 2025 (see [Evidence 3](#)).

On Saturday, 6 December, at 14:00, the Faculty's Knowledge and Values Club conducted a book review session on Viktor E. Frankl's work *Man's Search for Meaning* (see [Evidence 4](#)).

Hosted by Dicle University, the *First International Arabic Preparatory Program Workshop* was organized by the Faculty of Theology on 3 November 2025 under the theme "*Methodological Approaches in the Arabic Preparatory Program*." The program, held at the 15 July Congress and Culture Center, was attended by the Dean of Dicle University Faculty of Theology, Professor H. Musa Bağcı, as well as academics, students, and invited guests (see [Evidence 5](#)).

Within the framework of organizing activities aimed at fostering dialogue and understanding among individuals from different faiths and cultures, a conference entitled "*Mindful Muslim: Empowering Well-being, Mental Health, and Cross-Cultural Growth*" was delivered at our Faculty on 1 December 2025 by Associate Professor Dian Sari Utami from Universitas Islam Indonesia. During the program, which attracted significant interest from students, the importance of maintaining mental well-being and sustaining a mindfulness-based lifestyle as a Muslim was emphasized (see [Evidence 6](#)).

In the context of conducting academic research on social contribution processes and disseminating the resulting findings, an evaluation meeting was held at our Faculty on Tuesday, 9 December 2025, at 11:30 a.m., with the aim of ensuring the sustainability of quality and accreditation processes, evaluating the 2025 PDCA (Plan–Do–Check–Act) cycles, and planning strategic activities for 2026. The meeting, chaired by the Dean of the Faculty, Professor Hacı Musa Bağcı, was attended by Associate Professor Abdulsamet Kaya, Chair of the Quality and Accreditation Commission, commission chairs, commission members, and academic staff (see [Evidence 7](#)).

Within the framework of establishing collaborations with non-governmental organizations, local administrations, and other academic institutions and developing joint projects, a conference entitled "*The Concept of Tawhid in Islam, Its Dimensions, and Reflections on Life*" was delivered by Professor H. Musa Bağcı on Wednesday, 29 October 2025, at the Selahattin Eyyubi Mosque Faculty of Theology Complex through the cooperation of Dicle University Faculty of Theology, the Cihannüma Association, and the Thought and Action Club (see [Evidence 8](#)).

Within the scope of cooperation between our Faculty and the Provincial Mufti's Office, a conference entitled "*Spiritual Counseling in Austria*" was delivered online via Zoom on Wednesday, 3 December, at 20:30 by Expert Pedagogue and Family Counselor Zeynep Elibol (see [Evidence 9](#)).

In cooperation with Dicle University Faculty of Theology, Bitlis Eren University Faculty of Theology, and the Foundation for Oriental Studies, the *3rd Social Sciences Congress* was organized on 3–4 December 2025. During the opening speeches, it was emphasized that the congress covered a broad scientific spectrum ranging from Qur'anic and tafsir studies to hadith research; Islamic law, Islamic history and geography, general history; psychology of religion, sociology, identity studies, philosophy, ethics, kalām, and creed studies. Attention was drawn to the fact that this diversity reflected the holistic and interdisciplinary nature of the social sciences (see [Evidence 10](#)).

In cooperation with the Career Center Directorate, Dicle University Faculty of Theology organized a program entitled “*What Should We Accumulate for a Good Career?*” on 9 December 2025. Diyarbakır Provincial Director of National Education Salih Sadođlu participated in the program as a guest speaker. The conference was also attended by the Rector of Dicle University, Professor Kamuran Eronat. At the conclusion of the program, a plaque of appreciation was presented to Salih Sadođlu by Rector Kamuran Eronat in recognition of his contributions (see [Evidence 11](#)).

The Dicle University Faculty of Theology Alumni Gathering Program was organized on Sunday, 26 October 2025, at 13:00. Consensus was reached regarding the regular annual organization of the traditional “Alumni Day” event. In addition, a principle decision was adopted concerning the renewal of the board and executive committee of the Alumni Association through an extraordinary general assembly and the inclusion of graduates capable of taking a more active role in administration (see [Evidence 12](#)).

A conference addressing the topic “*Family, Early Marriage, and Religion*” was organized at Dicle University Faculty of Theology. Conducted on 31 October 2025 in cooperation with the Women’s Studies Application and Research Center (DÜKAM) within the scope of the 2025 Family Year activities, the conference entitled “*Family, Early Marriage, and Religion: From Tradition to the Present*” examined the phenomenon of early marriage from social, cultural, and religious perspectives. The importance of raising awareness and developing solution-oriented approaches regarding this issue was emphasized during the conference (see [Evidence 13](#)).

Within the scope of encouraging community service through voluntary projects involving students and academic staff, a program aimed at promoting international experience and academic mobility was organized at Dicle University Faculty of Theology on 10 December 2025. In this context, faculty members Associate Professor Orhan Canpolat, Research Assistant Nefise İnal, Research Assistant Cennet Asana, and Research Assistant Halis Çavuşođlu delivered a presentation entitled “*Impressions from Spain and Erasmus,*” during which they shared their experiences with participants (see [Evidence 14](#)).

## **Maturity Level**

At our Faculty, the management and organizational structure of social contribution processes have been defined in accordance with the Strategic Plan and systematically implemented under the coordination of the Social Contribution Development Commission. Social contribution activities have been planned and carried out in cooperation with internal and external stakeholders and have been regularly evaluated through various monitoring mechanisms. Although improvement initiatives aimed at enhancing processes have been undertaken in line with evaluation meetings and stakeholder feedback, there remains a need to render monitoring and improvement practices more holistic and impact-oriented.

## **Evidences**

Evidence 1: [Qur’an Courses and Student Activity Program](#)

Evidence 2: [Panel entitled “Science, Faith, and Reason”](#)

Evidence 3: [Scientific panel entitled “Contemporary Hadith Issues Panel – I”](#)

Evidence 4: [Book review on \*Man’s Search for Meaning\*](#)

Evidence 5: [First International Arabic Preparatory Program Workshop under the theme](#)

*“Methodological Approaches in the Arabic Preparatory Program”*

Evidence 6: Conference entitled “Mindful Muslim: Empowering Well-being, Mental Health, and Cross-Cultural Growth”

Evidence 7: Meeting held to ensure the sustainability of quality and accreditation processes

Evidence 8: Conference entitled “The Concept of Tawhid in Islam, Its Dimensions, and Reflections on Life”

Evidence 9: Online conference entitled “Spiritual Counseling in Austria”

Evidence 10: 3rd Social Sciences Congress

Evidence 11: Program entitled “What Should We Accumulate for a Good Career?”

Evidence 12: Dicle University Faculty of Theology Alumni Gathering Program

Evidence 13: Conference entitled “Family, Early Marriage, and Religion: From Tradition to the Present”

Evidence 14: Program entitled “Impressions from Spain and Erasmus”

## **D.2. Social Contribution Resources**

### **D.2.1. Resources**

Our Faculty has possessed extensive resources enabling the effective implementation of social contribution activities, including strong physical, technical, and infrastructural facilities such as two conference halls with capacities of 250 and 100 persons located within the Dicle University campus, an application mosque, the practice center located within the Selahaddin Eyyubi Complex, and a library with a rich collection. This physical and technical infrastructure has provided a significant advantage in the planning and implementation processes of the Faculty’s social contribution-oriented activities.

Our Faculty has also been sufficiently equipped and competent in terms of the academic and administrative personnel involved in conducting social contribution activities (see [Evidence 1](#), [Evidence 2](#)). This qualified human resource capacity has enabled social contribution activities to be carried out in a planned, sustainable, and stakeholder-oriented manner. In line with the 2020–2024 Strategic Plan, our Faculty has aimed to enhance the effectiveness of the services provided and to achieve the designated objectives; within this framework, priority has been given to activities aimed at strengthening Faculty–City cooperation (see [Evidence 3](#)).

In terms of generating financial resources for social contribution activities, the Dicle University Theology Foundation, established in 2023, has undertaken a significant role. Through the donations it has received, the Foundation has provided substantial support for the social contribution activities of our Faculty (see [Evidence 4](#)). In addition, the financial resources deemed necessary for symposiums, conferences, workshops, and similar scientific and social events organized within our Faculty have, as in previous years, been covered by the university budget whenever needed.

Furthermore, within the framework of protocols signed and collaborative activities conducted with official institutions such as the Provincial Directorate of National Education and the Provincial Mufti’s Office, as well as with various non-governmental organizations—particularly the Turkish Religious Foundation (Türkiye Diyanet Vakfı)—the financial needs and expenses of social contribution activities have also been supported by external stakeholders (see [Evidence 5](#)).

Expenses related to social contribution activities carried out by students of our Faculty throughout the year have, when necessary, been covered through student clubs (see [Evidence 6](#)) and resources generated through the individual initiatives of these clubs. In coordination with its internal and external stakeholders, our Faculty has aimed, as in previous years, to organize scientific meetings, symposiums, congresses, workshops, and panels during the new academic period. The activities carried out in 2024 have clearly demonstrated that these objectives were reflected in practice and that continuity in the field of social contribution was ensured (see [Evidence 7](#); [Evidence 8](#); [Evidence 9](#); [Evidence 10](#); [Evidence 11](#); [Evidence 12](#); [Evidence 13](#); [Evidence 14](#); [Evidence 15](#); [Evidence 16](#); [Evidence 17](#); [Evidence 18](#); [Evidence 19](#); [Evidence 20](#)).

### **Maturity Level**

Within our Faculty, the physical, technical, financial, and human resources allocated to social contribution activities have been defined in the Strategic Plan and the Quality Handbook, and practices have been implemented in accordance with these resources. The resources required for the execution of social contribution activities have been utilized in a planned manner and supported through the contributions of internal and external stakeholders.

Processes related to resource utilization have been monitored by the Social Contribution Development Commission through satisfaction surveys and evaluation meetings. Nevertheless, it has been observed that the processes for monitoring and evaluating the outputs and impacts generated by these resources in social contribution activities have not yet attained a holistic, systematic, and continuous structure, and that the data obtained have been reflected only to a limited extent in improvement mechanisms. In this context, our Faculty has identified the need for further efforts aimed at strengthening monitoring and evaluation processes and ensuring that the outcomes of resource utilization are more effectively integrated into improvement activities.

### **Evidences**

Evidence 1: [Faculty Academic Staff List](#)

Evidence 2: [Faculty Administrative Staff List](#)

Evidence 3: [2025–2029 Dicle University Faculty of Theology Strategic Plan](#)

Evidence 4: [Dicle University Theology Foundation](#)

Evidence 5: [Our Collaborations and Protocols](#)

Evidence 6: [Student Clubs](#)

Evidence 7: [Selahaddin Eyyubi Male Student Dormitory / \*The Blessings of Ramadan\* / Assistant Professor Murat Özyayın](#)

Evidence 8: [ÜNİDES Theology–Imam Hatip Gatherings–1: “\*The Place and Importance of the Sunnah in Our Social and Religious Life\*” by Assistant Professor Osman Yağmur](#)

Evidence 9: [“\*Future Female Preachers Competition\*” held at the Dicle University Faculty of Theology Application Mosque](#)

Evidence 10: [Promotion Program of ÜNİDES Projects by Club Presidents on TRT GAP](#)

Evidence 11: [Iftar meals provided to students throughout Ramadan by the Mehmet & Esra Cansız Foundation](#)

Evidence 12: [Dicle Youth Club Selahaddin Eyyubi Complex Iftar Event](#)

Evidence 13: [Bir Damla Club Selahaddin Eyyubi Complex Iftar Event](#)

Evidence 14: [Dicle University Faculty of Theology and Cihannüma Association](#)

conference entitled “The Concept of Tawhid in Islam, Its Dimensions, and Reflections on Life” delivered by Professor H. Musa Bağcı

Evidence 15: Dicle University Faculty of Theology and Provincial Mufti’s Office conference entitled “Spiritual Counseling in Austria” delivered by Expert Pedagogue and Family Counselor Zeynep Elibol

Evidence 16: “Science, Faith, and Reason” panel organized within the scope of ÜNİDES by the Dicle University Young Volunteers Club

Evidence 17: Dicle University Faculty of Theology and Saudi Arabia Mecca Arabic Language Course Certificate Program

Evidence 18: Dicle University Faculty of Theology and Provincial Directorate of National Education seminar entitled “What Should We Accumulate for a Good Character?” delivered by Provincial Director of National Education Salih Sadoğlu

Evidence 19: Gaza aid activities conducted by students of the Dicle University Faculty of Theology Hadith Readings Group

Evidence 20: Dicle University Faculty of Theology event entitled “Two Geographies, One Heart; Charity Bazaar for Children”

### **D.3. Social Contribution Performance**

#### **D.3.1. Monitoring and Improvement of Social Contribution Performance**

At our Faculty, various social contribution activities have been planned by considering regional and urban needs, either through the Faculty’s own resources or in cooperation with external stakeholders. During the planning process of these activities, the needs and expectations of target groups both within and outside the university were taken as the basis. In line with the priorities determined by the Social Contribution Commission, consultation meetings were held with internal and external stakeholders, and protocols institutionalizing cooperation were signed as a result of these discussions (see [Evidence 1](#)).

During focus group meetings, implementation and monitoring reports concerning the planned social contribution activities were evaluated, and planning for the subsequent six-month period was conducted in line with the outcomes obtained (see [Evidence 2](#)). Throughout the implementation process, the academic and administrative staff of our Faculty actively participated in cooperation with student clubs, while reciprocal interaction was strengthened through the participation of relevant administrative units, personnel, and students of the university, as well as stakeholders invited from outside the university (see [Evidence 3](#)).

Activities aimed at achieving the strategic objectives defined in accordance with the Social Contribution Policy, Strategic Plan, and institutional goals have been monitored through social contribution performance indicators by the Social Contribution Commission, one of the Faculty’s quality units. In this context, a periodic schedule for monitoring the institution’s social contribution performance and evaluating the activities conducted was established within the Strategic Plan. According to this schedule, performance indicators were evaluated every six months (see [Evidence 4](#), p. 35). To this end, satisfaction surveys were utilized for processes monitored through the Dicle University Quality Information Management System (KBYS) (see [Evidence 5](#)), and the resulting data were evaluated during joint stakeholder meetings.

Activities organized by faculty units for the purpose of social contribution were recorded by the Faculty's administrative staff and shared through the institution's website, social media accounts, and YouTube channel. In this way, it was aimed to disseminate the activities and initiatives conducted to society at both local and national levels (see [Evidence 6](#)). Statistics regarding social media subscriptions and the viewing and follow-up rates of videos were monitored and evaluated by the Social Contribution Commission (see [Evidence 7](#)).

Social contribution activities were also included in the Faculty's monthly and annual bulletins to ensure documentation and monitoring (see [Evidence 8](#)).

Within the framework of cooperation between our Faculty and the Provincial Mufti's Office, a conference entitled "*Spiritual Counseling in Austria*" was delivered online via Zoom on Wednesday, 3 December, at 20:30 by Expert Pedagogue and Family Counselor Zeynep Elibol (see [Evidence 9](#)).

In cooperation with Dicle University Faculty of Theology, Bitlis Eren University Faculty of Theology, and the Foundation for Oriental Studies, the *3rd Social Sciences Congress* was organized on 3–4 December 2025. During the opening speeches, it was emphasized that the congress covered a broad scientific spectrum ranging from Qur'anic and tafsir studies to hadith research; Islamic law, Islamic history and geography, general history; psychology of religion, sociology, identity studies, philosophy, ethics, kalām, and creed studies. It was underlined that this diversity reflected the holistic and interdisciplinary nature of the social sciences (see [Evidence 10](#)).

In cooperation with the Career Center Directorate, Dicle University Faculty of Theology organized a program entitled "*What Should We Accumulate for a Good Career?*" on 9 December 2025. Diyarbakır Provincial Director of National Education Salih Sadođlu participated in the program as a guest speaker. The conference was also attended by the Rector of Dicle University, Professor Kamuran Eronat. At the conclusion of the program, a plaque of appreciation was presented to Salih Sadođlu by Rector Kamuran Eronat in recognition of his contributions (see [Evidence 11](#)).

The Dicle University Faculty of Theology Alumni Gathering Program was organized on Sunday, 26 October 2025, at 13:00. Consensus was reached regarding the regular annual organization of the traditional "Alumni Day" event. In addition, a principle decision was adopted concerning the renewal of the board and executive committee of the Alumni Association through an extraordinary general assembly and the inclusion of graduates capable of taking a more active role in administration (see [Evidence 12](#)).

On Saturday, 25 October 2025, the program entitled "*Conversation with Youth – 1*" was conducted by Dr. Osman Yađmur at the Selahattin Eyyubi Mosque Theology Complex (see [Evidence 13](#)).

On Wednesday, 10 December 2025, Associate Professor Rifat Ablay delivered a program entitled "*The Aspects of Surah al-Hujurat Relevant to Our Individual and Social Lives*" at the Selahattin Eyyubi Mosque Theology Complex (see [Evidence 14](#)).

On 23 September 2025, Lecturer Adem Demir from our Faculty participated as a Commission Member in the Regional Final of the "*Effective Sermon Delivery Competition*," organized by the Presidency of Religious Affairs and the Diyanet Academy with the aim of enhancing the

professional knowledge, skills, and motivation of candidate religious officials undergoing training within these institutions (see [Evidence 15](#)).

## **Maturity Level**

At our Faculty, social contribution activities have been planned and implemented under the coordination of the Social Contribution Commission and regularly monitored through satisfaction surveys and performance indicators. The data obtained have been reflected in evaluation reports, and improvement recommendations aimed at enhancing the activities have been developed. Within this framework, processes for monitoring social contribution performance have been implemented; however, there remains a need to strengthen impact-oriented measurement and improvement mechanisms.

### **Evidence**

Evidence 1: [External Stakeholders Meeting 1](#)

Evidence 2: [2025 Activity Plan](#)

Evidence 3: [Dicle Theology Wednesday Talks](#)

Evidence 4: [2025–2029 Strategic Plan](#)

Evidence 5: [Satisfaction Surveys](#)

Evidence 6: [2023 Quality Handbook](#)

Evidence 7: [Social Contribution Commission](#)

Evidence 8: [2025 Activity Bulletin](#)

Evidence 9: [Conference entitled “Spiritual Counseling in Austria”](#)

Evidence 10: [3rd Social Sciences Congress](#)

Evidence 11: [Program entitled “What Should We Accumulate for a Good Career?”](#)

Evidence 12: [Dicle University Faculty of Theology Alumni Gathering Program](#)

Evidence 13: [“Conversation with Youth – I” Program](#)

Evidence 14: [Program entitled “The Aspects of Surah al-Hujurat Relevant to Our Individual and Social Lives”](#)

Evidence 15: [Regional Final of the “Effective Sermon Delivery Competition”](#)

## **E. MANAGEMENT SYSTEM**

### **E.1. Structure of Management and Administrative Units**

The Faculty of Theology of Dicle University has established its management and administrative structure in line with the strategic goals and objectives set forth under the title *Management System Development Commission* in the Strategic Plan (See [Evidence 1](#)) and in the *Management System* section of the Quality Handbook (See [Evidence 2](#)). The related organizational structure and processes have been arranged in accordance with these objectives.

#### **E.1.1. Management Model and Administrative Structure**

Our Faculty has maintained its management model and administrative structure within the framework determined by the Council of Higher Education (See [Evidence 3](#)) and the mission and vision of our university (See [Evidence 4](#)). Administrative and managerial activities of the institution have also been carried out in accordance with the Faculty’s vision and mission (See

[Evidence 5](#)). The Quality and Accreditation Unit Commissions established by the Dean's Office ([See Evidence 6](#)) have assumed responsibility for the duties and procedures defined within their scope of work, and each commission has undertaken initiatives aimed at institutional development whenever appropriate.

In order to achieve its designated objectives and ensure the sustainability of its achievements, our Faculty has promoted participatory governance through the delegation of responsibilities among various commissions. These commissions conducted planning and evaluation meetings without interrupting the PDCA (Plan–Do–Check–Act) cycle and prepared the necessary reports ([See Evidence 7](#)). Within this scope, the Management System Development Commission convened online on 05.01.2025 and carried out its annual planning activities ([See Evidence 8](#)). These reports were classified and archived by the academic and administrative personnel responsible for quality assurance ([See Evidence 9](#)).

Through the commission established within its organizational structure, our Faculty conducted a Management Review Meeting on 27.11.2025 and made the necessary assignments to address identified deficiencies ([See Evidence 10](#)). Furthermore, on 15.09.2025, the Management System Commission held a meeting to determine development strategies and discussed measures to address areas identified as insufficient by the Accreditation Evaluation Association (IAA). Within this framework, the mapping of institutional processes and procedures was recommended ([See Evidence 11](#)).

At a meeting held with external stakeholders on 12.11.2025, our Faculty received the opinions and suggestions of participants and strengthened itself through contributions aimed at improving its management mechanisms ([See Evidence 12](#)). Through these regular meetings, the Faculty has established various cooperation opportunities and gained the capacity to implement joint activities. For example, a project was developed in cooperation with the Provincial Mufti's Office to enhance the competencies of its personnel, and the project was submitted to the Governor's Office for official approval. Similarly, discussions continued with the Provincial Directorate of National Education regarding two project proposals aimed at supporting the development of students and teachers. The planned implementation of these projects in 2026 clearly reflects the institution's participatory management approach.

While deepening its relationships with existing external stakeholders through cooperation protocols, the Faculty has also made efforts to establish new stakeholder partnerships. Within this framework, a protocol was signed with the Mehmet–Esra Cansız Foundation, which had provided iftar meals for university students throughout Ramadan in 2024, to continue offering iftar programs during Ramadan 2025 ([See Evidence 13](#)). According to the protocol, the Foundation organized iftar programs throughout the month of Ramadan with broad participation from students, administrative staff, and academic personnel.

Furthermore, on 20.06.2025, a protocol on postgraduate education and training cooperation was signed between the Rectorate of Dicle University and the Diyarbakır Religious Higher Specialization Center Directorate, one of the Faculty's external stakeholders ([See Evidence 14](#)). Under this protocol, a special quota was allocated for trainees enrolled at the Diyarbakır Religious Higher Specialization Center in postgraduate admissions.

In addition, a cooperation protocol was signed with Mutlu Yuva on 14.11.2025 ([See Evidence 15](#)). Within the scope of this protocol, faculty members will be able to conduct sociological,

psychological, and religious education-based field studies focusing on children and families under the association's care.

Likewise, our students established close cooperation with the Provincial Directorate of Youth and Sports, developed various projects through student clubs, and received support within the framework of the UNIDES program ([See Evidence 16](#)). Bilateral discussions were also initiated with Diyarbakır T3 Prison. Should an agreement be reached, opportunities for rehabilitative academic studies directed toward inmates will be created.

On 14.01.2025, the Dean's Office published the Award and Incentive Directive, taking a significant step toward objectively rewarding the achievements of its personnel ([See Evidence 17](#)). Various award categories were defined, and the directive was announced to academic staff, administrative personnel, and students.

The accreditation activities systematically carried out within our Faculty have begun to yield tangible outcomes and have become a model for universities in neighboring provinces. In this context, on 25.11.2025, the Faculty of Theology of Mardin Artuklu University officially requested to benefit from our Faculty's accreditation experience by identifying it as a role model ([See Evidence 18](#)). In response, our Faculty shared the necessary information and experience based on the official request.

### **Maturity Level**

The findings obtained from practices related to the Faculty's management model and administrative structure, encompassing all units and areas, are systematically monitored. Stakeholder opinions are collected, monitoring results are evaluated together with stakeholders, necessary measures are taken, and updates are made in line with identified needs and demands. As a result of these dedicated efforts, our Faculty has begun to serve as a model for neighboring universities.

### **Evidences**

Evidence 1: [Dicle University Faculty of Theology Strategic Plan \(2025–2029\)](#)

Evidence 2: [Dicle University Faculty of Theology Quality Handbook \(2025\)](#)

Evidence 3: [Vision of the Council of Higher Education](#)

Evidence 4: [Vision of Dicle University](#)

Evidence 5: [Vision and Mission of the Faculty of Theology, Dicle University](#)

Evidence 6: [Quality and Accreditation Unit Commissions of the Faculty of Theology, Dicle University](#)

Evidence 7: [Planning and Evaluation Meetings Held in 2025](#)

Evidence 8: [Minutes of the Management System Development Planning Meeting](#)

Evidence 9: [Evidence Repository of the Faculty of Theology, Dicle University](#)

Evidence 10: [Minutes of the Management Review Meeting](#)

Evidence 11: [Minutes of the Meeting on Determining Development Strategies of the Management System Commission](#)

Evidence 12: [Minutes of the Consultation Meeting with External Stakeholders](#)

Evidence 13: [Protocol Signed with the Mehmet–Esra Cansız Foundation](#)

Evidence 14: [Protocol Signed with the Diyarbakır Religious Higher Specialization Center](#)

## Directorate

Evidence 15: [Protocol Signed with Mutlu Yuva](#)

Evidence 16: [Activities Conducted within the Scope of UNIDES](#)

Evidence 17: [Award and Incentive Directive](#)

Evidence 18: [Request Letter from Mardin Artuklu University for Information and Experience Sharing](#)

### **E.1.2. Process Management**

Our Faculty has established an institutional and systematic foundation for process management. All activities and procedures within the institution have been carried out according to defined processes ([See Evidence 1](#)). The commissions established by the Dean's Office have played an effective role in monitoring PDCA cycles and addressing identified deficiencies ([See Evidence 2](#)). Periodic planning and evaluation meetings have served as important mechanisms for promptly resolving existing shortcomings and disruptions ([See Evidence 3](#)). Consequently, process management has become more effective and risk management has been strengthened.

The Faculty conducted a Management Review Meeting, which constitutes one of the most important pillars of process management. Deficiencies identified during the process were reported, and responsibilities were assigned to eliminate the observed shortcomings ([See Evidence 4](#)).

All activities and operations carried out within the Faculty have been regularly evaluated through surveys ([See Evidence 5](#)). Academic staff ([See Evidence 6](#)), administrative personnel ([See Evidence 7](#)), and students ([See Evidence 8](#)) have contributed significantly to improving governance by evaluating institutional practices through these surveys. Likewise, external stakeholders have contributed to process management by assessing faculty administration through survey instruments ([See Evidence 9](#)). Graduating students have also provided valuable contributions by evaluating administrative practices from an external perspective ([See Evidence 10](#)). Furthermore, surveys conducted following academic events organized by the Faculty have been used to establish roadmaps for future activities ([See Evidence 11](#)).

### **Maturity Level**

The outcomes of processes managed across all units and areas of the institution are systematically monitored through performance indicators. Stakeholder opinions are collected, monitoring results are evaluated together with stakeholders, corrective actions are taken, and updates are implemented in accordance with identified needs and expectations.

### **Evidences**

Evidence 1: [Workflow Schedule of Quality and Accreditation Commissions' Activities for 2025](#)

Evidence 2: [Quality and Accreditation Unit Commissions of the Faculty of Theology, Dicle University](#)

Evidence 3: [Planning and Evaluation Meetings Held in 2025](#)

Evidence 4: [Minutes of the Management Review Meeting](#)

Evidence 5: [All Surveys Conducted During 2025](#)

Evidence 6: [Academic Staff Satisfaction Survey](#)

Evidence 7: [Administrative Staff Satisfaction Survey](#)

Evidence 8: [Student Satisfaction Survey](#)

Evidence 9: [External Stakeholder General Evaluation Survey](#)

Evidence 10: [Graduating Student Satisfaction Survey](#)

Evidence 11: [Surveys Conducted Following All Faculty Events](#)

## **E.2. Resource Management**

### **E.2.1. Human Resources Management**

The processes related to human resources management were carried out in accordance with the Management System Policy, strategic goals, and objectives set forth in the Faculty's 2025–2029 Strategic Plan, as well as the procedures defined under sub-criterion E.2.1 in the Management System section of the 2025 Quality Handbook. The framework established in the Strategic Plan and the Quality Handbook was accepted as the primary basis for the planning, implementation, monitoring, and evaluation of activities conducted in 2025.

The planning of human resources within our Faculty was addressed in line with the Management System Commission Planning Meeting held on 05.01.2025 ([Evidence 1](#)) and was structured to encompass academic staff, administrative staff, support personnel, and students. During this process, the Human Resources Directive served as the primary reference document ([Evidence 2](#)), and the principles and procedures defined therein were implemented in alignment with the objectives of improving the quality of human resources and strengthening institutional capacity ([Evidence 3](#)).

During the implementation phase, our Faculty maintained its institutional stability in terms of academic and administrative human resources as of 2025. In 2025, the Faculty employed 82 academic staff members and 15 administrative personnel. The academic staff consisted of 18 professors, 18 associate professors, 23 assistant professors, 11 lecturers, and 15 research assistants, demonstrating a balanced distribution across academic ranks. This structure indicates that the Faculty possesses sufficient human resources to effectively carry out its educational, research, and administrative activities ([Evidence 4](#)).

All processes related to personnel recruitment, assignment, promotion to higher positions, and personal rights were conducted in accordance with the applicable legislation. Academic appointment and promotion procedures were implemented based on the criteria established by the Council of Higher Education (YÖK) and the relevant directives approved by the University Senate ([Evidence 5](#)). Promotion, title change, and in-service training processes were carried out in a planned and systematic manner in accordance with the relevant regulations, while transparency and objectivity were maintained throughout decision-making processes ([Evidence 6](#)).

During the monitoring and control phase, the effectiveness of human resources management was assessed not only through administrative records but also through satisfaction surveys involving academic staff, administrative personnel, and students. The results of surveys conducted during the Fall and Spring semesters of the 2024–2025 academic year revealed that the academic staff satisfaction rate increased from 62% to 65%, while administrative staff satisfaction rates were measured at 84% and 78%, and student satisfaction rates at 60% and 61%, respectively ([Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

Furthermore, throughout 2025, the Faculty continued its collaboration with external stakeholders by organizing consultation meetings with public institutions, non-governmental organizations, and academic partners to enhance areas of cooperation ([Evidence 10](#)). All activities related to human resources were systematically monitored, documented, and publicly reported through the 2025 Unit Activity Report ([Evidence 11](#)).

The monitoring results obtained were evaluated by the Management System Development Commission, areas requiring improvement were identified, and recommendations were communicated to the relevant units ([Evidence 12](#)). During the Management System Commission's 2025 Annual Activities Evaluation Meeting held at the end of the year, human resources processes were comprehensively reviewed, and improvement decisions were made to enhance personnel qualifications and increase satisfaction levels ([Evidence 13](#)).

### **Maturity Level**

It has been observed that, as of 2025, our Faculty has established defined processes for human resources management; that these processes have been implemented across all units; that practices are monitored through stakeholder feedback and performance indicators; and that improvement decisions are made through year-end evaluations. In this respect, the criterion is considered to have reached an intermediate-to-advanced level of maturity within the framework of the IAA evaluation rubric. The principles and objectives related to human resources management defined in the Faculty's 2025–2029 Strategic Plan served as the primary reference in conducting these processes.

#### **Evidences**

Evidence 1: [Minutes of the Management System Commission 2025 Activity Planning Meeting \(05.01.2025\)](#)

Evidence 2: [Human Resources Directive](#)

Evidence 3: [Dicle University Faculty of Theology Strategic Plan \(2025–2029\)](#)

Evidence 4: [Complete List of Academic and Administrative Personnel of Dicle University \(E.2.1\)](#)

Evidence 5: [Directive on Academic Promotion and Appointment Criteria](#)

Evidence 6: [Legislation of the Personnel Department](#)

Evidence 7: [Faculty of Theology Academic Staff Satisfaction Survey \(Fall Semester 2024–2025\)](#)

Evidence 8: [Faculty of Theology Administrative Staff Satisfaction Survey \(Fall Semester 2024–2025\)](#)

Evidence 9: [Faculty of Theology Student Satisfaction Survey \(Fall Semester 2024–2025\)](#)

Evidence 10: [Consultation Meeting with External Stakeholders \(12.11.2025\)](#)

Evidence 11: [2025 Unit Activity Report](#)

Evidence 12: [Management System Development Commission Meeting on Determining Development Strategies \(15.09.2025\)](#)

Evidence 13: [Minutes of the Management System Commission 2025 Annual Activities Evaluation Meeting \(25.12.2025\)](#)

### **E.2.2. Financial Resources Management**

The processes related to financial resource management were carried out in accordance with the Management System Policy, strategic goals, and objectives defined in the Faculty's 2025–2029 Strategic Plan, as well as the procedures specified under sub-criterion E.2.2 in the Management System section of the 2025 Quality Handbook. The framework established in the

Strategic Plan and Quality Handbook constituted the primary basis for the planning, implementation, monitoring, and evaluation of activities conducted throughout 2025.

The management of financial resources within our Faculty was carried out in accordance with Public Financial Management and Control Law No. 5018 and the Preliminary Financial Control Directive prepared pursuant to this law ([Evidence 1](#), [Evidence 2](#)). Financial planning for 2025 was addressed during the Management System Commission Planning Meeting held on 05.01.2025, and it was decided that financial processes would be conducted in line with the principles of effectiveness, efficiency, and transparency ([Evidence 3](#)).

The total budget allocated to the Faculty for 2025 was determined as TRY 118,329,728.22. This budget was planned to meet increasing needs in expenditure categories such as personnel expenses, procurement of services, maintenance and repair, consumable materials, and similar items, and was utilized sustainably throughout the year ([Evidence 4](#)).

During the implementation phase, procurement of goods and services was conducted in accordance with the Procurement Procedure ([Evidence 5](#)), and the workflow defined in the Goods Procurement Process was strictly followed ([Evidence 6](#)). Supplier performance was regularly evaluated based on the Supplier Evaluation Directive, thereby ensuring the quality and continuity of goods and services ([Evidence 7](#)).

During the monitoring and control phase, the management of movable and immovable assets was carried out in accordance with Law No. 5018 and related legislation. Transactions concerning movable assets were monitored through the Movable Property Registration and Management System (TKYS) module integrated into the Public Expenditure and Accounting Information System (KBS) of the Ministry of Treasury and Finance ([Evidence 8](#), [Evidence 9](#)). Inventory processes for movable assets were regularly reported to the Rectorate, and detailed accounting schedules together with summary statements were prepared at the end of the year.

Throughout the year, the Management System Development Commission reviewed the utilization processes of financial resources and identified areas requiring improvement ([Evidence 10](#)). During the Management System Commission's 2025 Annual Activities Evaluation Meeting held at the end of the year, financial management processes were comprehensively assessed, and improvement decisions were adopted to enhance the alignment of budget planning with institutional needs ([Evidence 11](#)).

### **Maturity Level**

It has been observed that, as of 2025, our Faculty has established defined processes for the management of financial resources; that these processes have been implemented across all expenditure units; that practices are monitored through compliance audits and performance indicators; and that improvement decisions are taken through year-end evaluations. In this respect, the criterion is considered to have reached an intermediate-to-advanced level of maturity within the framework of the IAA evaluation rubric.

### **Evidence**

Evidence 1: [Public Financial Management and Control Law No. 5018](#)

Evidence 2: [Preliminary Financial Control Directive](#)

Evidence 3: [Minutes of the Management System Commission 2025 Activity Planning Meeting \(05.01.2025\)](#)

Evidence 4: [Faculty of Theology Budget Expenditures for 2025](#)

Evidence 5: [Procurement Procedure](#)

Evidence 6: [Goods Procurement Process](#)

Evidence 7: [Supplier Evaluation Directive](#)

Evidence 8: [Public Expenditure and Accounting Information System \(KBS\)](#)

Evidence 9: [Movable Property Registration and Management System \(TKYS\)](#)

Evidence 10: [Management System Development Commission Meeting on Determining Development Strategies \(15.09.2025\)](#)

Evidence 11: [Minutes of the Management System Commission 2025 Annual Activities Evaluation Meeting \(25.12.2025\)](#)

### **E.3. Information Management System**

#### **E.3.1. Integrated Information Management System**

The processes related to the integrated information management system were addressed in line with the Management System Policy, strategic goals and objectives included in the Faculty's 2025–2029 Strategic Plan, as well as the processes defined under criterion E.3.1 in the Management System section of the 2025 Quality Handbook. This framework set forth in the Strategic Plan and the Quality Handbook was accepted as the fundamental basis for planning, implementing, monitoring, and evaluating the activities carried out in 2025.

In order to ensure the effective and holistic execution of institutional activities within the Faculty, information management processes were discussed during the Management System Commission Planning Meeting dated 05.01.2025 ([Evidence 1](#)). Within this framework, it was aimed to ensure the secure collection, processing, and storage of academic, administrative, and student-related data and to strengthen a data-driven management approach ([Evidence 2](#)).

During the implementation phase, the Personnel Information System ([Evidence 3](#)), Student Information System (OBS) ([Evidence 4](#)), Alumni Information System ([Evidence 5](#)), Management Information System ([Evidence 6](#)), Electronic Document Management System (EBYS) ([Evidence 7](#)), and Learning Management System (ALMS) ([Evidence 8](#)) were actively used within the Faculty. Through these systems, all data were collected and processed in digital environments, and data security and continuity were ensured through automatic backup mechanisms.

Distance education activities were carried out under the coordination of the Dicle University Distance Education Application and Research Center (DÜZEM), and online courses and educational content were managed through the relevant systems ([Evidence 9](#)). Functional integration was established among the information systems used, and particularly OBS and ALMS operated in harmony with each other. Data entries related to administrative and academic activities were recorded in a manner that ensured traceability throughout all processes ([Evidence 10](#)).

During the control phase, regular updates were implemented in compliance with changing legislation to ensure the continuity of the software used. The servers, backup units, and hardware infrastructure supporting the automation systems were renewed and their capacities increased in line with technological developments and growing needs ([Evidence 11](#)). In addition, institutional information such as performance indicators, regulations, directives, and

evaluation reports was regularly collected, updated, and shared with stakeholders through the Quality Development Coordination Office website ([Evidence 12](#)).

The information system processes related to 2025 were evaluated by the Management System Development Commission, and areas requiring improvement were identified ([Evidence 13](#)). Based on the findings obtained during the Management System Commission's 2025 Activities Evaluation Meeting held at the end of the year, improvement decisions were made to enhance inter-system integration and improve user experience ([Evidence 14](#)).

### **Maturity Level**

Regarding the integrated information management system, it was observed that, as of 2025, the Faculty had defined processes and actively utilized information systems covering all academic and administrative activities. Information flow was managed according to the principles of integration and traceability, and improvement decisions were made through year-end evaluations. In this respect, the criterion was assessed to have reached a medium maturity level within the framework of the IAA rubric.

### **Evidences**

Evidence 1: [Minutes of the Management System Commission 2025 Activities Planning Meeting \(05.01.2025\)](#)

Evidence 2: [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)

Evidence 3: [Personnel Information System](#)

Evidence 4: [Student Information System \(OBS\)](#)

Evidence 5: [Alumni Information System](#)

Evidence 6: [Management Information System](#)

Evidence 7: [Electronic Document Management System \(EBYS\)](#)

Evidence 8: [Learning Management System \(ALMS\)](#)

Evidence 9: [Dicle University Distance Education Application and Research Center \(DÜZEM\)](#)

Evidence 10: [Sample Demonstrating Information Integration \(E.3.1\)](#)

Evidence 11: [Information Technologies Department Request Application](#)

Evidence 12: [Quality Development Coordination Office](#)

Evidence 13: [Management System Development Commission Meeting on Determining Improvement Strategies \(15.09.2025\)](#)

Evidence 14: [Minutes of the Management System Commission 2025 Activities Evaluation Meeting \(25.12.2025\)](#)

### **E.3.2. Information Security and Reliability**

The processes related to information security and reliability were addressed in line with the Management System Policy, strategic goals and objectives included in the Faculty's 2025–2029 Strategic Plan, as well as the processes defined under criterion E.3.2 in the Management System section of the 2025 Quality Handbook. This framework set forth in the Strategic Plan and the Quality Handbook was accepted as the fundamental basis for planning, implementing, monitoring, and evaluating the activities carried out in 2025.

The processes related to information security and data management within the Faculty were coordinated by the Information Technologies Department ([Evidence 1](#)) and implemented in the Faculty in accordance with the established workflow charts ([Evidence 2](#)). Information security

processes for 2025 were discussed during the Management System Commission Planning Meeting dated 05.01.2025 and were structured within the framework of data confidentiality, access control, and system continuity principles ([Evidence 3](#)).

During the implementation phase, institutional e-mail services were provided by the Information Technologies Department. Regular backup procedures were carried out on servers in accordance with established backup policies, thereby ensuring data security, access control, and system continuity with due diligence ([Evidence 4](#)). Data requiring confidentiality were made accessible only to authorized personnel, and data sharing with external institutions and organizations was conducted in accordance with the provisions of the Personal Data Protection Law No. 6698 ([Evidence 5](#)).

Information security and reliability were secured under the Electronic Signature Law No. 5070 ([Evidence 6](#)), while user access logs were recorded pursuant to Law No. 5651 ([Evidence 7](#)). Software, hardware, and service procurements were conducted in accordance with the Public Procurement Law No. 4734, the Public Procurement Contracts Law No. 4735, and the Public Financial Management and Control Law No. 5018, among other relevant legislation. Measures related to data security and confidentiality were explicitly defined in the technical specifications prepared for such procurements ([Evidence 8](#)), ([Evidence 9](#)), ([Evidence 10](#)).

The Distance Education Process was adopted as the basis for distance education systems ([Evidence 11](#)), and security requirements related to software service procurement were specified through the Technical Specifications and the Distance Education Agreement ([Evidence 12](#)), ([Evidence 13](#)). Examination results and academic assessment information were announced and stored through the Student Information System (OBS), and access to grades was restricted solely to authorized users ([Evidence 14](#)).

During the control phase, access records and backup processes of information systems were regularly monitored and reported by the Information Technologies Department. The findings obtained were evaluated by the Management System Development Commission ([Evidence 15](#)), and improvement decisions were taken during the Management System Commission's 2025 Activities Evaluation Meeting held at the end of the year to enhance the effectiveness of information security processes ([Evidence 16](#)).

### **Maturity Level**

Regarding information security and reliability, it was observed that, as of 2025, the Faculty had established defined processes that were implemented throughout the institution and across all operational areas. These practices were monitored through relevant legislation and access control mechanisms, and improvement decisions were made through year-end evaluations. In this respect, the criterion was assessed to have reached a medium-to-advanced maturity level within the framework of the IAA rubric.

### **Evidences**

Evidence 1: [Information Technologies Department](#)

Evidence 2: [Information Technologies Department Workflow Charts](#)

Evidence 3: [Minutes of the Management System Commission 2025 Activities Planning Meeting \(05.01.2025\)](#)

Evidence 4: [Information Technologies Department Server Systems Unit](#)

Evidence 5: [Personal Data Protection Law No. 6698](#)

- Evidence 6: [Electronic Signature Law No. 5070](#)  
Evidence 7: [Law No. 5651](#)  
Evidence 8: [Public Procurement Law No. 4734](#)  
Evidence 9: [Public Procurement Contracts Law No. 4735](#)  
Evidence 10: [Public Financial Management and Control Law No. 5018](#)  
Evidence 11: [Distance Education Process](#)  
Evidence 12: [Technical Specifications for Distance Education Management System Software Service Procurement](#)  
Evidence 13: [Distance Education Agreement](#)  
Evidence 14: [Student Information System \(OBS\)](#)  
Evidence 15: [Management System Development Commission Meeting on Determining Improvement Strategies \(15.09.2025\)](#)  
Evidence 16: [Minutes of the Management System Commission 2025 Activities Evaluation Meeting \(25.12.2025\)](#)

#### **E.4. Destek Hizmetleri**

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

The processes aimed at ensuring the suitability, quality, and continuity of services and goods were addressed in line with the Management System Policy, strategic goals, and objectives included in the Faculty's 2025–2029 Strategic Plan ([Evidence 1](#)), as well as the processes defined under criterion E.4.1 in the Management System section of the 2025 Quality Handbook ([Evidence 2](#)). This framework established in the Strategic Plan and the Quality Handbook was accepted as the primary basis for the planning, implementation, monitoring, and evaluation of activities carried out in 2025.

Within the Faculty, the processes aimed at ensuring the suitability, quality, and continuity of externally procured goods and services were addressed in accordance with the planning activities conducted on 05.01.2025 and were structured to cover all externally supplied goods and services. In this context, practices were carried out throughout 2025 to enhance the suitability of services and goods, improve quality levels, and ensure continuity.

All procurements of goods and services carried out during 2025 were conducted in accordance with the principles and procedures stipulated by the Public Procurement Law No. 4734. In order to ensure the suitability, quality, and continuity of services, every stage of the procurement process was systematically documented ([Evidence 3](#)). The technical specifications, quality standards, and performance criteria related to the procured goods and services were clearly defined through technical specifications, thereby ensuring their compliance with institutional needs at the planning stage ([Evidence 4](#), Article 10).

During the implementation phase, conformity and quality assessments regarding goods and service procurements were conducted by acceptance commissions established in accordance with the relevant legislation. In these evaluations, the supplied goods and services were examined in terms of technical specifications, established standards, and performance criteria. Acceptance or rejection decisions were recorded, ensuring the traceability of the process ([Evidence 5](#)).

In procurements carried out through direct procurement procedures, units utilized the DU SAT PRS 001 Procurement Process ([Evidence 6](#)) and the DU FRM 017 Procurement Request Form ([Evidence 7](#)) to ensure compliance with predefined requirements. Furthermore, the DU FRM 019 Supplier Information Form was completed for each procurement process, enabling the

monitoring of supplier performance and regular quality evaluations ([Evidence 8](#)). These practices were carried out in accordance with the monitoring and responsibility principles defined within the management system framework of the 2025 Quality Handbook and were duly documented by the relevant units.

During the monitoring and control phase, the suitability of goods and services procured was not limited to technical specifications and commission decisions. It was also monitored through satisfaction surveys involving academic staff, administrative staff, and students. As a result of the satisfaction surveys conducted during the Fall and Spring semesters of the 2024–2025 academic year, academic staff satisfaction with management increased from 62% to 65%, administrative staff satisfaction rates were measured at 84% and 78%, while student satisfaction rates were recorded at 60% and 61%, respectively. In addition, the overall Institutional Quality Culture Evaluation Score for the Spring Semester of 2024–2025 was calculated as 74% ([Evidence 9](#), [Evidence 10](#)).

The survey results and user feedback obtained were evaluated by the Management System Development Commission, and areas requiring improvement, particularly regarding externally procured services, were identified. In this context, evaluations were conducted to reduce disruptions related to internet services, cleaning services, and technical infrastructure, and the necessary recommendations were communicated to the relevant units.

The service and goods procurement processes for 2025 were reviewed within the scope of the year-end evaluation and comprehensively assessed during the Management System Commission’s 2025 Activities Evaluation Meeting. Based on the findings obtained during the meeting, improvement decisions were taken to enhance service quality and strengthen continuity.

### **Maturity Level**

Regarding the suitability, quality, and continuity of services and goods, it was observed that, as of 2025, the Faculty had established defined processes, implemented these processes in practice, monitored the implementation through stakeholder feedback and performance indicators, and made improvement decisions based on year-end evaluations. In this respect, the criterion was assessed to have reached a medium-advanced maturity level within the framework of the IAA rubric. The principles and objectives related to the management system specified in the Faculty’s 2025–2029 Strategic Plan served as a reference in carrying out these processes.

### **Evidences**

Evidence 1: [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)

Evidence 2: [Dicle University Faculty of Theology 2025 Quality Handbook](#)

Evidence 3: [Public Procurement Law No. 4734](#)

Evidence 4: [Technical Specification \(Article 10\)](#)

Evidence 5: [Public Procurement Legislation](#)

Evidence 6: [Acceptance Commissions](#)

Evidence 7: [DU-SAT-PRS-001 Procurement Process](#)

Evidence 8: [DU-FRM-017 Procurement Request Form](#)

Evidence 9: [DU-FRM-019 Supplier Information Form](#)

Evidence 10: [Forms Related to the Procurement Process](#)

## **E.5. Public Information and Accountability**

### **E.5.1. Public Information**

The issue of providing the public with regular, accurate, and up-to-date information regarding the institution's educational, research and development, and administrative activities was addressed in line with the public information and accountability objectives set forth in the Faculty's 2025–2029 Strategic Plan ([Evidence 1](#)) and the processes defined in the Management System section of the 2025 Quality Handbook ([Evidence 2](#)). This framework served as the primary basis for the planning, implementation, monitoring, and evaluation of public information activities carried out in 2025.

During 2025, various communication tools were implemented and actively utilized as part of the institution's public information processes. In this regard, the Faculty's official website ([Evidence 3](#)) served as the primary platform for informing the public. In addition, announcements and informational content regarding academic, social, and cultural activities were regularly shared through the Faculty's X (Twitter) account ([Evidence 4](#)), Instagram account ([Evidence 5](#)), YouTube channel ([Evidence 6](#)), and Facebook page ([Evidence 7](#)).

Public information activities were not limited solely to digital communication channels. Quality Handbooks (2021, 2023, and 2025), reflecting the Faculty's quality assurance and administrative processes, were published and made openly accessible to the public. Furthermore, monthly and annual activities of the Faculty were shared with the public through Faculty Bulletins ([Evidence 8](#)).

In addition, the Faculty's annual activities were presented to the public through Annual Activity Reports published in digital format. Alongside its previous Strategic Plans (2015–2019 and 2020–2024), the institution also published the 2025–2029 Strategic Plan ([Evidence 8](#)) on its official website, making it publicly accessible. In this way, transparency regarding institutional objectives, performance priorities, and administrative directions was ensured.

As part of the monitoring process, the effectiveness of public information activities was monitored by the Management System Development Commission. The currency, accessibility, and stakeholder reach of the published content were evaluated. During this process, feedback received from stakeholders was taken into consideration, and adjustments were made to increase content diversity in areas deemed necessary.

### **Maturity Level**

It was observed that the institution has established processes related to public information activities, actively utilizes various communication channels in accordance with these processes, regularly monitors public information practices, and makes improvement decisions based on stakeholder feedback. The evaluation of monitoring results by the Management System Development Commission and their reflection in institutional practices demonstrate that the process is operated within the framework of the Plan–Do–Check–Act (PDCA) cycle. In this context, criterion E.5.1 was assessed to have reached a medium-advanced maturity level within the framework of the IAA evaluation rubric.

### **Evidence**

Evidence 1: [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)

Evidence 2: [Dicle University Faculty of Theology 2025 Quality Handbook](#)

Evidence 3: [Faculty of Theology Official Website](#)

Evidence 4: [Faculty of Theology X \(Twitter\) Account](#)

Evidence 5: [Faculty of Theology Instagram Account](#)

Evidence 6: [Faculty of Theology YouTube Channel](#)

Evidence 7: [Faculty of Theology Facebook Page](#)

Evidence 8: [Faculty Bulletin – 2025](#)

Evidence 9: [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)

### **E.5.2. Accountability Methods**

The mechanisms enabling the public, academic and administrative staff, and students to communicate their opinions, suggestions, and complaints to the administration within the scope of accountability were addressed in line with the objectives aimed at strengthening accountability as set forth in the Faculty’s 2025–2029 Strategic Plan ([Evidence 1](#)) and the processes defined in the Management System section of the 2025 Quality Handbook ([Evidence 2](#)). This framework was accepted as the primary basis for the planning and implementation of accountability practices in 2025.

Within this scope, the “I Have a Suggestion” application available on the University’s official website enabled members of the public, staff, and students to submit their suggestions, requests, and complaints to the administration ([Evidence 3](#)). The same application was also activated on the Faculty’s official website, allowing faculty-specific feedback to be received directly ([Evidence 4](#)). In this way, stakeholders’ access to the administration through digital platforms was facilitated.

In addition to digital mechanisms, space was allocated at the entrance of the Faculty for Suggestion and Complaint Boxes in order to enable students, academic staff, and administrative personnel to submit their opinions and requests through physical channels as well ([Evidence 5](#)). The opinions and suggestions submitted through these boxes were classified by the relevant faculty member and forwarded to the Dean’s Office. Following evaluations conducted by the Dean’s Office, necessary actions were taken and feedback was provided to the relevant parties (see [Evidence 6](#); [Evidence 7](#), pp. 12–14). Through this practice, the accountability and transparency of administrative decisions were further supported.

Furthermore, the Faculty implemented passive (non-punitive) accountability methods throughout 2025. Within this framework, various satisfaction and evaluation surveys were conducted with the participation of academic staff, administrative staff, and students. Through these surveys, opinions regarding administrative practices were collected, and the findings obtained were utilized in monitoring accountability processes ([Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#)).

The feedback obtained through these mechanisms was evaluated by the Management System Development Commission and the Dean’s Office. The effectiveness of accountability practices was reviewed, and improvement decisions were taken in areas where further development was deemed necessary. Accordingly, accountability processes were designed not only to collect feedback but also to provide input for administrative improvement and decision-making processes.

### **Maturity Level Assessment**

It was observed that the Faculty has established defined and accessible mechanisms related to accountability methods, regularly receives feedback from stakeholders through these mechanisms, and evaluates the feedback obtained within administrative processes. The combined use of digital and physical feedback channels, the inclusion of passive accountability tools (surveys), and the consideration of evaluation results by the administration demonstrate

that the process operates within the framework of the Plan–Do–Check–Act (PDCA) cycle. In this respect, criterion E.5.2 was assessed to have reached a medium-advanced maturity level within the framework of the IAA evaluation rubric.

### **Evidences**

Evidence 1: [Dicle University Faculty of Theology 2025–2029 Strategic Plan](#)

Evidence 2: [Dicle University Faculty of Theology 2025 Quality Handbook](#)

Evidence 3: [“I Have a Suggestion” Button](#)

Evidence 4: [“I Have a Suggestion” Application](#)

Evidence 5: [Suggestion and Complaint Box \(2026\)](#)

Evidence 6: [Faculty Suggestion and Complaint Monitoring Table for 2022](#)

Evidence 7: [2025–2026 Fall Semester Academic Advisor Evaluation Survey \(53%\)](#)

Evidence 8: [2025–2026 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey \(66%\)](#)

Evidence 9: [2025–2026 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey \(65%\)](#)

Evidence 10: [2025–2026 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey \(65%\)](#)

Evidence 11: [2025–2026 Fall Semester Faculty of Theology Student Satisfaction Survey \(60%\)](#)

## **CONCLUSION AND EVALUATION**

### **A.1. QUALITY ASSURANCE SYSTEM**

#### **A.1. Institutional Strengths**

The strengths of the Faculty regarding the quality assurance system can be summarized as follows:

- The Quality Handbook was updated in 2025 in accordance with the new Strategic Plan and the recommendations of the quality development commissions.
- Quality policies cover all institutional areas, and these policies are integrated with one another in a holistic manner.
- The Quality Commission determines and monitors quality objectives on an annual basis.
- The institution has both a Quality and Accreditation Executive Commission and Quality and Accreditation Commissions responsible for ensuring quality assurance.
- Within the quality and accreditation process, the Quality and Accreditation Executive Commission and the Quality and Accreditation Commissions plan and monitor the PDCA (Plan–Do–Check–Act) cycles of institutional practices in line with the Strategic Plan.
- Mechanisms for planning and evaluation exist within the framework of institutional performance management.
- A survey system is available for evaluating the quality culture.
- Quality performance processes are continuously monitored with internal stakeholders; deficiencies, risks, and targets are recorded in the Quality Management System (QMS) automation system, corrective actions are tracked through the system, and results are regularly shared with the upper administrative units of the University.

- A survey system is available for collecting and evaluating the opinions and suggestions of internal and external stakeholders, supported by the Quality Development Coordination Office.
- External stakeholders actively contribute to institutional practices and their evaluation.
- Relationships with graduates are maintained through the Alumni Information System and the Faculty of Theology Alumni Association.
- The internationalization policy has been prepared in full alignment with the vision of the Council of Higher Education (YÖK) and the University.
- The policy has been integrated into the quality assurance system and clearly defined in the Quality Handbook.
- It is continuously updated through regular consultations with internal and external stakeholders.
- The policy is integrated into the Strategic Plan and the vision–mission documents.
- Incentive mechanisms (award and incentive directives) have been established for students and academic staff.
- Process management has been clearly defined and systematized within the Quality Handbook.
- The Internationalization Commission plays an active role in planning and implementation activities.
- Planning activities are evidence-based and carried out in accordance with the PDCA cycle.
- Regular activities are conducted through programs such as Erasmus and Staff Week.
- Collaborations are maintained with international visiting scholars (e.g., Associate Professor Dian Sari Utami and Zeynep Elibol).
- Multiple funding sources are available, including the University budget, Erasmus grants, TÜBİTAK projects, YLSY scholarships, and European Union projects.
- Cooperation with the Helix Helezon Association in developing EU projects has strengthened the institution’s international project capacity.
- Support provided by the Dicle Theology Foundation contributes to the diversification of resources.
- Qualified academic and administrative human resources support internationalization efforts.
- The technological infrastructure is suitable for online collaboration and partnerships.
- The Internationalization Commission and Erasmus Coordinators carry out monitoring and evaluation activities.
- Processes are integrated into the Quality Handbook and systematically implemented through periodic meetings.
- Performance outcomes are reflected in strategic planning and decision-making processes.

## **A.2. Areas Open to Improvement**

The areas open to improvement regarding the quality assurance system are as follows:

- Further internalization of the quality culture by all members of the institution.
- Strengthening coordination between quality development and accreditation commissions.
- More systematic evaluation of survey results and their more effective use in future practices.
- Increasing the active participation of external stakeholders in quality improvement processes.

- The possibility that certain stakeholders may not have fully internalized the policy.
  - Increasing the visibility of the policy through digital platforms.
  - Further institutionalization of collaborations through formal protocols and agreements.
  - The need to monitor activity outcomes through more concrete performance indicators.
  - The Faculty does not currently allocate a dedicated budget specifically for internationalization activities.
  - The institutionalization and sustainability of external stakeholder contributions have not yet been fully achieved.
  - Student and alumni feedback should be collected more systematically for performance analyses.
  - Presenting monitoring results in a more visualized and analytically enriched digital format is considered an opportunity for improvement.
- 

## **B. EDUCATION AND TRAINING**

### **B.1. Institutional Strengths**

- The objectives, learning outcomes, and qualifications of programs updated in accordance with the Turkish Qualifications Framework for Higher Education (TQFHE) are monitored with stakeholder involvement, enabling the institution to identify issues and take forward-looking measures.
- Assessment and evaluation methods have been adopted and grounded by academic staff.
- A student feedback system has been established and is actively functioning.
- Academic advising has been systematically implemented within the institution for several years.
- All accreditation commissions operate in a coordinated and collaborative manner with a strong commitment to quality.
- Educational processes are fully aligned with Dicle University regulations and the Bologna Information System; course contents, objectives, and assessment systems are transparently defined and accessible to all stakeholders.
- Assessment and evaluation methods have been internalized and effectively implemented by academic staff.
- Student feedback services are carefully monitored by the responsible academic staff member. The Dean's Office produces prompt solutions and ensures that feedback is addressed as quickly as possible.
- The academic advising system is well established, and academic staff provide the necessary support to all students requiring academic guidance.
- An educational counseling and guidance service has been established, and students in need receive support from the relevant academic staff member.
- The number of academic staff is sufficient to meet institutional needs.
- The diversity and adequacy of learning resources are at an acceptable level.
- The ratio of program-related resources in the Faculty library to the total number of students is satisfactory and adequate.
- The number of student organizations in which program students participate is sufficient.
- The number of student projects is at a satisfactory level.

## **B.2. Areas Open to Improvement**

- Gradually limiting student quotas allocated to undergraduate programs in order to improve educational standards.
- Increasing the effectiveness of student-centered educational practices and expanding their areas of implementation.
- Enhancing the quality of information-sharing and coordination activities between academic staff and the Department of Measurement and Evaluation.
- Diversifying assessment and evaluation techniques and tools.
- Improving the effectiveness of the evaluation and feedback processes related to student feedback.
- Extending academic advising services beyond graduation.
- Utilizing alumni feedback to update and improve the theology program.
- Increasing collaboration with the Department of Measurement and Evaluation to enhance educational quality, keeping academic staff informed about current developments in the field, and strengthening interdepartmental communication.
- Ensuring that academic staff clearly inform students at the beginning of each semester about assessment and evaluation procedures.
- Providing reasoned and, where possible, evidence-based responses to student feedback in order to strengthen students' sense of belonging to the institution.
- Encouraging students, particularly in their academic studies, through the active involvement of academic advisors in relevant processes and programs.
- Since quality assurance activities are largely conducted by research assistants and lecturers, the potential contributions of senior academic staff may remain underutilized; this situation may hinder the effective operation of the planning, implementation, monitoring, and improvement stages of the PDCA cycle.
- Modernizing ongoing initiatives aimed at strengthening the professional competencies of academic staff, particularly by enriching the content and expanding the scope of "training of trainers" programs.
- Developing and enhancing institution-specific award and incentive mechanisms.
- Increasing student participation in student club and community activities.

## **C. RESEARCH AND DEVELOPMENT**

### **C.1. Institutional Strengths**

- The institution has a well-prepared research policy, strategy, and objectives, and carries out activities in accordance with these defined processes.
- Stakeholder participation is effectively ensured in the design and approval of planned programs.
- The institution possesses research centers capable of producing solutions to local religious and cultural issues of the region.
- The institution provides researchers with broad opportunities for research and practical application.
- The institution has internal funding resources that provide financial support for researchers.
- The institution has access to external funding sources that support academic studies such as theses and projects and continuously seeks to increase these resources.
- The institution encourages its academic staff to pursue external funding opportunities.

- The institution offers sufficient graduate programs aimed at training academic and expert personnel.
- Graduate students are encouraged to participate in research projects, and relevant regulations have been established to support this objective.
- The institution organizes activities such as training programs, seminars, and courses to improve the research competencies of academic staff.
- The institution strengthens cooperation with external stakeholders in research and development activities by taking regional, national, and international priorities into consideration.
- The institution signs protocols and agreements that support research programs and facilitate the implementation of national and international collaborative programs.
- The scientific and academic studies produced by institutional personnel are publicly accessible.
- The annual academic activities of institutional researchers are regularly monitored and reflected in activity reports.
- Academic staff and graduate students receive technical and financial support from DÜBAP (Dicle University Scientific Research Projects Coordination Unit).

## **C.2. Areas Open to Improvement**

- Demonstrating practical ways to make more effective use of research and development (R&D) activities.
- Sustaining R&D activities through more effective cooperation at both national and international levels.
- Making more effective use of existing research centers and increasing their productivity.
- Signing a greater number of protocols and cooperation agreements with external stakeholders through the institution's research centers.
- Increasing the diversity of opportunities available for the individual research activities of academic staff.
- Addressing interruptions in certain institutional resources resulting from measures introduced under governmental austerity and savings directives.
- Further utilizing the institution's academic staff who have the capacity to secure and manage external funding sources.
- Providing academic staff with training on project development to enable more effective utilization of external funding opportunities.
- Encouraging greater participation of graduate students in research projects.
- Expanding opportunities for access to online databases.
- Establishing broader and more sustainable collaborations with external stakeholders.
- Measuring the impact of activities conducted and analyzing participation levels in order to identify areas for improvement.
- Increasing the motivation and performance of academic staff and graduate students.
- Determining academic activities in accordance with regional and national needs.
- Securing alternative funding sources to support the academic and scientific work of institutional researchers.
- Ensuring that the Dicle University Faculty of Theology Development Foundation provides financial support for the scientific and academic publications of faculty researchers.

## **D. SOCIAL CONTRIBUTION**

### **D.1. Institutional Strengths**

- Compared to the previous evaluation period, the Faculty's social contribution policy has been placed within a more systematic framework. The policy document has been more strongly linked to implementation, monitoring, and reporting processes. Compared to the previous year, social contribution activities have evolved from merely being planned initiatives into a structure that produces tangible outcomes and is regularly reported.
- Social contribution objectives have been updated in alignment with the Faculty's strategic goals, and the level of achievement of these objectives has been regularly monitored through meetings and internal evaluations.
- Compared to the previous year, there has been a significant increase in both the number and diversity of social contribution activities. Seminars, conferences, workshops, in-service training programs, and social responsibility projects have been diversified to address different age groups and segments of society.
- The increase in participant numbers demonstrates the Faculty's growing social visibility and accessibility. In addition to face-to-face activities, a wider audience has been reached through activities conducted in digital environments.
- Compared to the previous period, the Faculty has strengthened its collaborations with public institutions, non-governmental organizations, and local stakeholders and has formalized these collaborations through protocols, making them more sustainable.
- Joint activities carried out have reinforced the Faculty's position as an academic unit that is responsive to societal issues, solution-oriented, and actively engaged with its stakeholders.
- The Faculty's conference halls, practice areas, and other physical facilities are adequate and functional for carrying out social contribution activities. Compared to the previous year, the existing infrastructure has been utilized more intensively and systematically, enabling multiple social contribution activities to be conducted simultaneously.
- This demonstrates that the infrastructure capacity is capable of supporting the Faculty's social contribution objectives.
- Compared to the previous year, a more effective communication policy has been implemented regarding the announcement of social contribution activities and the dissemination of their outcomes. Through digital platforms, the visibility of activities has increased, ensuring that different segments of society are informed about these initiatives.

### **D.2. Areas Open to Improvement and Improvement Actions**

- As in the previous evaluation period, one area requiring improvement is the fact that social contribution activities are largely carried out by the same group of academic staff. Although the number and impact of activities have increased, this growth should be more evenly distributed across the Faculty.
- Social contribution activities should be conducted within the framework of institutional responsibility rather than relying primarily on individual voluntary efforts. In this regard, it is important to establish a sustainable structure that is not dependent on specific individuals.
- Although activity numbers and participant data are regularly monitored, there is a need to increase qualitative assessments that reveal the long-term impact of social contribution activities.

- While student participation in social contribution activities has increased, there is a need to establish a more systematic structure that links such participation to learning outcomes.

## **E. MANAGEMENT SYSTEM**

### **E.1. Institutional Strengths**

As of 2025, the strengths of the Faculty in terms of its management system are listed below:

- All activities related to human resources are systematically monitored, documented, and shared with the public through annual activity reports.
- Data entry related to administrative and academic processes is conducted through integrated information systems, ensuring monitoring and documentation of processes.
- Decisions regarding human resource management are made and implemented within defined, transparent, and traceable processes.
- Promotion, title change, and in-service training practices support employees' institutional commitment, effectiveness, and productivity.
- Internal and external stakeholder opinions regarding human resources are regularly collected, and improvement activities are planned accordingly.
- Internal control and preliminary financial control processes are carried out in coordination with the relevant university units to ensure the effective, economical, and efficient use of financial resources.
- Defined policies and procedures related to information security are implemented across all units, and data security is strengthened in parallel with digitalized management processes.
- Financial resources are managed in accordance with predetermined procedures, and budget realization analyses are conducted at the end of each year.
- Personnel working in financial affairs and resource management units are experienced and knowledgeable in relevant legislation.
- The institution's administrative and management policy is determined and implemented in alignment with the Faculty's mission, vision, and strategic objectives.
- The Faculty possesses digital infrastructures such as the Personnel Information System, Student Information System, Alumni Information System, Management Information System, Electronic Document Management System, and Learning Management System, and the level of integration among these systems has been enhanced as of 2025.
- Integrated digital applications are utilized to ensure information security and data integrity, producing measurable outcomes.
- Internal and external communication methods are kept up to date, digital communication channels are used effectively, and continuity in public information activities is maintained.
- A data-driven decision-making culture has been strengthened in management processes, and the quality assurance approach has been integrated into the management system.

### **E.2. Areas Open to Improvement**

As of 2025, the areas open to improvement within the scope of the management system are as follows:

- Although the Faculty has established principles and communication channels for informing the public, these activities should be strengthened through more systematic, measurable, and innovative methods that can serve as examples of good practice.

- Support mechanisms aimed at improving quality in education, research, and administrative processes should be further strengthened at the institutional level.
  - The shortage of personnel required for the effective implementation of administrative operations, cleaning services, and support services continues.
  - There is a need to increase both the number and inclusiveness of periodic consultation and evaluation meetings with external stakeholders.
  - The Faculty lacks an institutional feedback and communication schedule that would ensure regular and planned exchanges of views with academic, administrative, and support staff.
  - While maintaining existing accountability practices, the Faculty should introduce new applications with higher levels of transparency and accessibility.
  - Budgetary and financial constraints limit the increase in academic, administrative, and support staff numbers; sufficient financial resources are also lacking for in-service training and certification programs that would support the professional development of current personnel.
  - Personnel need to be supported more systematically through training programs and courses related to digital transformation, information technologies, and data security.
  - Integrated information management systems should be expanded to cover all units and activity areas.
  - Data obtained from information systems should be utilized more effectively in decision-making processes, and the outcomes of such use should be regularly monitored.
  - Public information tools should be enhanced in terms of quality and impact to become examples of good practice.
  - Accountability and transparency methods should be diversified and regularly shared with stakeholders.
  - Information security and data reliability practices should be systematically monitored, evaluation results should be shared with stakeholders, and necessary corrective measures should be taken.
  - Accountability-related provisions should be formulated in clear and measurable terms and incorporated into relevant directives and regulations.
- 
- Budgetary and financial constraints limiting the increase in the number of academic, administrative, and support staff; insufficient financial resources to provide in-service training and certification programs that would support the professional development of existing personnel.
  - The need to support personnel more systematically through training programs and courses addressing emerging developments, particularly in the areas of digital transformation, information technologies, and data security.
  - Expanding integrated information management systems to cover all units and areas of institutional activity.
  - Ensuring more effective use of data obtained from information systems in decision-making processes and regularly monitoring the outcomes of such use.
  - Enhancing the quality and impact of public communication tools to a level that can serve as a model of good practice.
  - Diversifying accountability and transparency mechanisms and sharing them regularly with stakeholders.
  - Systematically monitoring practices related to information security and data reliability, sharing evaluation results with stakeholders, and taking the necessary corrective

measures.

- Ensuring that accountability-related issues are defined in clear and measurable terms and incorporated into relevant directives, regulations, and institutional policies.

## APPENDIX 2. PERFORMANCE INDICATORS

Indicator									
Institutional Information	Explanations	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Targeted in 2025	Achieved in 2025	Targeted in 2026	Status (Should be indicated as "Successful" or "Needs Improvement")
1. Number of Programs						3	3	3	Successful
2. Number of Departments						3	3	3	Successful
3. Number of Divisions/Academic Fields						20	20	20	Successful
4. Number of Language Laboratories						1	-	1	Needs Improvement
5. Number of Research and Application Centers with Cooperation Agreements						5	3	5	Needs Improvement

6. Number of Master's Programs						3	3	3	Needs Improvement
7. Number of Doctoral Programs						3	3	3	Needs Improvement
8. Educational Space (Classrooms, etc.) (m <sup>2</sup> )						1400	1200	1400	Needs Improvement
9. Research Space (Laboratories, Library, etc.) (m <sup>2</sup> )						1824	2000	1824	Needs Improvement
10. Administrative Space (m <sup>2</sup> )						400	400	400	—
11. Social Space (Cafeteria, Dining Hall, Sports Areas, etc.) (m <sup>2</sup> )						708	708	708	Needs Improvement
12. Other Areas						-	-	-	—
13. Total Area (m <sup>2</sup> )						27000	4332	27000	Successful
14. Number of Undergraduate Students						3000	3310	3000	Successful

15. Number of International Students						30	5	35	Needs Improvement
16. Total Number of Undergraduate Students						3030	3310	3035	Successful
17. Number of Thesis Master's Students						150	248	160	Successful
18. Number of Non-Thesis Master's Students						20	4	25	Needs Improvement
19. Total Number of Master's Students						170	252	185	Successful
20. Number of Doctoral Students						100	160	110	Successful
21. Number of Undergraduate Graduates						200	530	200	Successful
22. Number of Master's Graduates						25	37	25	Successful
23. Number of Doctoral Graduates						10	31	15	Successful

24. Total Number of Graduates						235	598	235	Successful
25. Number of Undergraduate Students Leaving the Institution						30	82	30	Needs Improvement
26. Number of Master's Students Leaving the Institution						10	106	10	Needs Improvement
27. Number of Doctoral Students Leaving the Institution						5	19	5	Needs Improvement
28. Total Annual Number of Students Leaving the Institution (Excluding Graduates)						45	207	45	Needs Improvement
29. Number of Faculty Members in Undergraduate Programs						55	23	55	Needs Improvement
30. Number of Teaching Staff Other Than Faculty Members in Undergraduate Programs						25	45	25	Needs Improvement

31. Number of International Academic Staff					5	2	5	Needs Improvement
32. Total Number of Faculty Members					60	23	60	Needs Improvement
33. Total Number of Academic Staff					85	79	85	Needs Improvement
34. Total Number of Administrative Staff					17	15	17	Needs Improvement
35. Research Space (m <sup>2</sup> ) / Total Academic Staff Ratio					$1824/85=21.45$	$2000/79=25.3164557$	$1824/85=21.45$	Needs Improvement
36. Educational Space (m <sup>2</sup> ) / Total Student Ratio					$1400/1500=0.93$	$1200/3722=0.322407308$	$1400/1500=0.93$	Successful
37. Administrative Space (m <sup>2</sup> ) / Total Student Ratio					$400/1500=0.26$	$400/3722=0.107469103$	$400/1500=0.26$	Successful
38. Social Space (m <sup>2</sup> ) / Total Student Ratio					$708/1500=0.47$	$708/3722=0.190220312$	$708/1500=0.47$	Needs Improvement
39. Total Area (m <sup>2</sup> ) / Total Student Ratio					$27000/1500=18$	$4332/3722=1.16389038$	$27000/1500=18$	Successful

40. Number of Administrative Personnel		-				17	14	17	Needs Improvement
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### A. Quality Assurance System

Indicator									
A. Quality Assurance System	Explanations	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Targeted in 2025	Achieved in 2025	Targeted in 2026	Status (Should be indicated as "Successful" or "Needs Improvement")
1. Percentage of achievement of educational and instructional objectives included in the institution's strategic plan (%)		-	-	-		85%	86%	87%	Needs Improvement
2. Percentage of achievement of research objectives included in the institution's strategic plan (%)		-	-	-		85%	100%	87%	Needs Improvement
3. Percentage of achievement of administrative objectives included in the institution's strategic plan (%)	Please enter the achievement level of the strategic objectives as a percentage	-	-	-		84%	100%	85%	Needs Improvement

4. Percentage of achievement of community service objectives included in the institution's strategic plan (%)		-	-	-		82%	75%	83 %	Needs Improvement
5. SCOPUS (SCImago Ranking)		-	-	-					Needs Improve
6. Web of Science (RUR Ranking)		-	-	-					Needs Improve
7. Number of institutional activities organized to disseminate quality culture (meetings, workshops, etc.)	Please enter the number of activities (e.g., meetings, workshops, etc.) conducted/organized by your institution within the scope of the relevant indicator between January 1 and December 31.	-	-	-		3	3	4	Needs Improvement
	The activities in question must be institutional in nature.	-	-	-					Needs Improve
	Meetings conducted internally within the institution, such as those that may be referred to as "institutional quality commission meetings," are not intended under this indicator..	-	-	-					Needs Improvement

8. Number of annual feedback and evaluation meetings conducted with internal stakeholders within quality processes	Please enter the number of feedback and evaluation meetings conducted by your institution for its internal stakeholders (e.g., students, administrative staff, academic staff, etc.).	-	-	-		20	26	22	Needs Improvement
9. Number of annual feedback and evaluation meetings conducted with external stakeholders within quality processes	Please enter the number of feedback and evaluation meetings conducted by your institution for external stakeholders (e.g., the Ministry of National Education (MoNE), the Presidency of Religious Affairs, etc.).	-	-	-		5	3	6	Needs Improvement
10. Academic staff satisfaction (%)	Please enter the academic staff satisfaction results regarding the activities carried out by the institution as a percentage (%).	-	-	-		67%	65%	69%	Needs Improvement
11. Administrative staff satisfaction (%)	Please enter the administrative staff satisfaction results regarding the activities carried out by the institution as a percentage (%).	-	-	-		85%	78%	86%	Needs Improvement

12. Overall student satisfaction (%)	Please enter the students' overall satisfaction results regarding the activities carried out by the institution as a percentage (%).	-	68	-		64%	62%	65 %	Needs Improvement
13. Number of incoming Erasmus students		-	-	-	-	2	-	2	Needs Improve
14. Number of outgoing Erasmus students		-	-	-	-	4	1	2	Needs Improve
15. Number of incoming Farabi students		-	-	-	-	-	-	-	Needs Improve
16. Number of outgoing Farabi students		-	-	-	-	-	-	-	Needs Improve
17. Number of incoming Mevlana students		-	-	-	-	-	-	-	Needs Improve
18. Number of outgoing Mevlana students		-	-	-	-	-	-	-	Needs Improve
19. Total number of incoming students through exchange programs		-	-	-	-	2	-	2	Needs Improvement
20. Total number of outgoing students through exchange programs		-	-	-	-	4	1	2	Needs Improvement

21. Number of incoming Erasmus academic staff	Please enter, under the relevant indicator, the number of academic staff members who came to your institution and the number who went from your institution within the scope of the relevant program.	-	-	-	-	2	-	2	Needs Improvement
22. Number of outgoing Erasmus academic staff		-	-	-	-	4	4	6	Needs Improve
23. Number of incoming Mevlana academic staff		-	-	-	-	-	-	-	Needs Improve
24. Number of outgoing Mevlana academic staff		-	-	-	-	-	-	-	Needs Improve
25. Total number of incoming academic staff through exchange programs		-	-	-	-	3	2	4	Needs Improvement
26. Total number of outgoing academic staff through exchange programs		-	-	-			4	6	Needs Improvement

## B. Education And Training

Indicator									
B. Education And Training	Explanations	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Targeted in 2025	Achieved in 2025	Targeted in 2026	Status (Should be indicated as
1. Number of undergraduate programs / master's programs / doctoral programs with completed program information packages accessible through the institution's website)		-	2	2	3	3	3	3	Successful

2. Student satisfaction rate with the program in which they are enrolled (%) (e.g., satisfaction with teaching-learning methods and the development of general competencies)		-	71%	85%	62%	70%	60%	75%	Needs Improvement
3. Does the program allow a double major?	Yes	-	-	-	-	-	-	-	Needs
4. Does the program allow a minor?	Yes	-	-	-	-	No	No	No	Needs
5. Number of undergraduate students pursuing a double major.	-	-	-	10	3	4	2	4	Needs Improvement
6. Number of undergraduate students pursuing a minor.	-	-	-	5	-	-	-	-	Needs

7. Ratio of students pursuing a double major to the total number of undergraduate students.	-	-	-	-	3	4	2	4	Needs Improvement
8. Ratio of students pursuing a minor to the total number of undergraduate students.	-	-	-	5	-	-	-	-	Successful
9. Ratio of students admitted to master's programs to students applying for master's programs	-	-	$\frac{147}{76}=1.93$	160	$\frac{55}{196}$	$\frac{48}{193}$	$\frac{60}{230}$		Needs Improvement

10. Ratio of students admitted to doctoral programs to students applying for doctoral programs	-	-	-	-		25/160	22/157	27/170	Successful
11. Number of interdisciplinary thesis-based master's programs	-	-	-	-					Needs Improvement
12. Number of interdisciplinary non-thesis master's programs.	-	-	-	-					Needs Improvement
13. Number of interdisciplinary doctoral programs.	-	-	-	-					Needs

14. Ratio of students enrolled in the undergraduate program to the total number of students who preferred the undergraduate program.	-	-	-	-		110/215	105/205	98/202	Successful
15. Number of faculty development (training of trainers) programs organized by the institution.	-	-	25	30	-	1	1	1	Successful

16. Number of faculty members who received training under the institution's faculty development program	-	-	8	10	-	45	48	50	Successful
17. Satisfaction rate with the faculty development program conducted by the institution (%).	-	-	-	-		65%	65%	67%	Successful
18. Average score of faculty member evaluation surveys (student evaluations) (%).	-		73%	80%	77%	68%	71%	69%	Successful

19. Average score of academic advisor evaluation surveys (student evaluations).	-	-	48%	80%	54%				Needs Improvement
20. Thesis supervision (ongoing master's and doctoral thesis supervisions).	-	-	275	290	121				Successful
21. Average weekly teaching load of teaching staff over two semesters.	-	-	15	12.5	-	14	8,6	13	Successful
22. Ratio of total classroom area to the total number of formal education students.	-	-	$28/2081=7$ 4.32	$38/210$ 0	$40/246$ 3	$28/170$ 0	$28/1826$	$28/1$ 550	Successful
23. Ratio of program	-	-	$18350/208$ 1=8.817	$19000/$ 2100	$21430/$ 3816	$30000/$ 2300	$42798/217$ 5=19.6	$45000/$ 1550	Successf

-related resources in the institution's library to the total number of students	-	-	18350/3700=	19000/3800	5,615	30000/3400	42798/3310	15000/2000	Successful
24. Ratio of program-related electronic resources in the institution's library to the total number of students.	-	-	-	-	-	-	-	-	Needs Improvement
25. Number of student clubs in which program students are members .		-	9	15	11	15	15	18	Successful
26. Number of program students participating in student club activities .	-	-	267	270	-	400	450	500	Needs Improvement

27. Number of student projects.	-		1	2	0	2	3	4	Successful
28. Number of undergraduate programs at the university of the accreditation applicant program that are indicated as accredited in the Higher Education Programs and Quotas Guide (YKS).	-	-	-	-	-	-	-	-	Needs Improvement

<p>29. Employer stakeholder satisfaction level (e.g., Ministry of National Education, Presidency of Religious Affairs) regarding graduates' competencies (%).</p>	-	-	75%	-	-	80%	75%	80%	Needs Improvement
<p>30. Ratio of graduates placed through the KPSS examination to graduates who took the KPSS examination.</p>	-	-	-	-	-	-	-	-	Needs Improvement

31. MBST S (Religious Services Field Knowledge Test) score/result.	-	-	-	-	-	-	-	-	Needs Improvement
32. Number of students who were Hafiz (memorizers of the Qur'an) at the time of enrollment.	-	-	-	-	50	45	52		Needs Improvement
33. Number of Hafiz students among those who have reached the graduation stage.		-	-		10	8	12		Needs Improvement
34. Number of students who took the YDS/Y ÖKDİL foreign language examinations.		-	-	-					Needs Improvement

35. Number of students who took the YDS/YÖKDİL foreign language examinations. (Duplicate in original text.)		-	-	-					Needs Improvement
36. Number of employed graduates.		-	-	-	-	-	-	-	Needs
37. Rate of graduates continuing postgraduate education			367	380	-	-	-	-	Needs Improvement
38. Number of members of the alumni association.		-	-	-	25	35	35	40	Needs

39. Number of graduates from the Religious Higher Specialization Training Center.		-	-	-					Needs Improvement
40. Ratio of students graduating within the normal study period to the number of students expected to graduate within the normal study period.					327/568	450/600	450/950	450/600	Needs Improvement
41. Ratio of undergraduate and postgraduate student numbers to the number of teaching staff.		-	2343/68	2350	/81	2343/2493	2493/80	2200/85	Needs Improvement

42. Ratio of undergraduate and postgraduate student numbers to the number of faculty members .	-	2343/41	223/45	/56	2343/75	2493/80	2200/85	Needs Improvement
43. Ratio of postgraduate student numbers to undergraduate student numbers .	-	261/2081	270/2090		345/2100	354/2139	360/1950	Needs Improvement
44. Ratio of undergraduate student numbers to teaching staff numbers .	-	2081/68	2081/75	/81	2100/75	2139/80	1950/85	Needs Improvement
45. Ratio of doctoral graduates to the number of faculty members	-	12/68	16/75	118/83	60/75	51/80	60/85	Needs Improvement

46. Ratio of doctoral students to the number of faculty members .		-	117/41	120/45		170/75	157/80	170/85	Needs Improvement
47. Ratio of international students to the total number of students.		-	27/2081	30/2081	10/23939	10/2100	3/2139	10/2200	Needs Improvement
48. Ratio of doctoral students to the total number of students (undergraduate, master's, and doctoral) .		-	117/2342	120/2350	29/3939	188	197/354	210/370	Successful
49. Number of doctoral graduates.						13	29		Successful

50. Annual number of students leaving the institution.		-	-	-	33	-	-	-	Successful
51. Ratio of international teaching staff to the total number of teaching staff.		-	1/68	2/75	2/81	2/84	2/79	2/86	Successful
52. Ratio of administrative staff to the total number of students.		-	9/2343	11/2350		17/3500	17/3450	17/3400	Successful
53. Ratio of administrative staff to the number of teaching staff.		-	9/68	10/75	17/81	17/84	17/79	17/86	Successful

54. (Number of students graduating within the normal period) / (Number of students expected to graduate within the normal period)			327/568	450/600	450/950	450/600	Open to Improvement
55. Number of Undergraduate and Graduate Students / Number of Academic Staff	2343/68	2350	/81	2343/249 3	2493/80	2200/85	Open to Improvement
56. Number of Undergraduate and Graduate Students / Number of Faculty Members	2343/41	223/45	/56	2343/75	2493/80	2200/85	Open to Improvement
57. Number of Graduate Students / Number of Undergraduate Students	261/208 1	270/209 0		345/2100	354/213 9	360/195 0	Open to Improvement
58. Number of Undergraduate Students / Number of Academic Staff	2081/68	2081/75	/81	2100/75	2139/80	1950/85	Open to Improvement

59. Number of Doctorate Graduates / Number of Faculty Members	12/68	16/75	118/83	60/75	51/80	60/85	Open to Improvement
60. Number of Doctorate Students / Number of Faculty Members	117/41	120/45		170/75	157/80	170/85	Open to Improvement
61. Number of Foreign Students / Total Number of Students	27/2081	30/2081	10/2393 9	10/2100	3/2139	10/2200	Open to Improvement
62. Number of Doctorate Students / Total Number of Students (Undergraduate -Master's- Doctorate)	117/234 2	120/235 0	29/3939	188	197/354	210/370	Successful
63. Number of Doctorate Graduates				13	29		Successful
64. Annual number of students leaving the institution	-	-	33	-	-	-	Successful

65. Number of Foreign Academic Staff / Total Number of Academic Staff	1/68	2/75	2/81	2/84	2/79	2/86	Successful
66. Number of Administrative Staff / Total Number of Students öğrenci sayısı	9/2343	11/2350		17/3500	17/3450	17/3400	Successful
67. Number of Administrative Staff / Number of Academic Staff	9/68	10/75	17/81	17/84	17/79	17/86	Successful

### C. Research And Development

Indicator									
C. Research And Development	Description	Targeted in 2023	Realized in 2023	Targeted in 2024	Realized in 2024	Targeted in 2025	Realized in 2025	Targeted in 2026	
		Status (A qualitative assessment of whether the performance against the target is considered "Successful" or							

1. Average annual number of completed externally funded projects per faculty member	The ratio of completed projects supported by national or international organizations outside the institution to the number of tenured faculty members is requested.	-	-	-	13/56	0,03	0,11	0,09	Successful
2. Number of ongoing externally funded projects per faculty member	The ratio of ongoing projects supported by national or international organizations outside the institution to the number of faculty members is requested.	-	-	-	1/56	0,03	9	0,08	Open to Improvement
3. Average annual total budget of completed externally funded projects		-	-	-	-	-	0,03	-	Successful
4. Total budget of ongoing externally funded projects		-	-	-	4.915.336	80000 \$	0,80	-	Successful

5. Ratio of total budget of ongoing externally funded projects to the number of ongoing externally funded projects		-	-	-	3,51	% 100	3,05	-	Open to Improvement
6. Average annual number of completed international collaborative projects per faculty member	The ratio of the number of completed projects conducted in collaboration with international individuals or organizations outside the institution to the number of faculty members is requested.	-	-	-	1/56	-	15,8	0,05	Successful
7. Number of ongoing international collaborative projects per faculty member	The ratio of the number of ongoing projects conducted in collaboration with international individuals or organizations outside the institution to the number of faculty members is requested.	-	-	-	1/56	0,03	-	0,03	Open to Improvement

8. Number of fields in the YÖK 100/2000 Doctorate Scholarship Program		2	-	3	-	-	-	-	Open to Improvement
9. Number of students in the YÖK 100/2000 Doctorate Scholarship Program	Number of Students in the YÖK 100/2000 Doctoral Scholarship Program	-	0	3	-	3	-	-	Open to Improvement

<p>10. Average annual number of publications in SCI, SSCI, A&amp;HCI, and ESCI indexed journals without international collaboration per faculty member</p>	<p>The ratio of the number of <b>articles and reviews only</b>, which have been printed/published or shared with the public between January 1 and December 31 in SCI, SSCI, A&amp;HCI, and ESCI indexed journals <b>without international collaboration</b>, to the number of tenured faculty members (Professor, Associate Professor, and Assistant Professor) is requested. Articles that have been sent to the journal for publication during the relevant period but have not yet passed peer review/control, or those that have passed but have not been published because the relevant journal's publication time has not arrived, <b>will not be taken into account.</b> Articles in journals published/printed between the relevant dates <b>will be taken into account</b>, regardless of the date of application.</p>	1	-	1	1	0,05	-	0,09	Open to Improvement
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<p>11. Average annual number of publications in SCI, SSCI, A&amp;HCI, and ESCI indexed journals with international collaboration per faculty member</p>	<p>The ratio of the number of <b>articles and reviews only</b>, which have been printed/published or shared with the public between January 1 and December 31 in SCI, SSCI, A&amp;HCI, and ESCI indexed journals <b>with international collaboration</b> (those without international collaboration were asked about in the previous item), to the number of tenured faculty members (Professor, Associate Professor, and Assistant Professor) is requested. Articles that have been sent to the journal for publication during the relevant period but have not yet passed peer review/control, or those that have passed but have not been published because the relevant journal's publication time has not arrived, <b>will not be taken into account.</b> Articles in journals published/printed between the relevant dates <b>will be taken into account,</b></p>	0.2	-	0.2	-	-	-	-	Open to Improvement
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	regardless of the date of application.								
12. Scientific Publication Score (her bir yayın için ilgili dergi güncel etki faktörü yazılarak alt alta toplanmasıyla elde edilen toplam etki puanının toplam yayın sayısına oranını ifade etmektedir.)	The total impact factor, obtained by summing the current impact factors of the relevant journals for each publication, is expressed as the ratio of this total impact score to the total number of publications.	0,15	0,14	0,25	-	0,03	0,03	0,04	Open to Improvement
13. Citation Score	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 is requested.	0,3	-	0,3	0,3	0,80	0,80	1,50	Open to Improvement
14. Total budget of international collaborative projects	The total budget of projects opened between January 1 and December 31 will be written.	-	-	-	-	-	-	-	Open to Improvement

15. Total budget of ongoing international collaborative projects	The total budget of international collaborative projects that are ongoing as of the application date will be written.	-	-	-	-	-	-	-	Open to Improvement
16. Number of thesis-based master's students per faculty member sayısları		-	0,53	-	244	41	41	33	Open to Improvement
17. Number of doctorate students per faculty member		-	1,51	-	184	34	34	37	Open to Improvement
18. Average annual number of doctorate graduates per faculty member	The average annual number of doctorate graduates per faculty member.	-	3,4	-	-	4	0,40	5	Open to Improvement

19. Number of TÜBA and TÜBİTAK award-winning faculty members (excluding TÜBA translation award)		1	-	1	3,2	-	-	-	Open to Improvement
20. Number of international awards		1	-	1	-	-	-	-	Open to Improvement
21. Number of national awards		1	-	1	-	-	-	-	Open to Improvement
22. Number of academic research (articles, theses, etc.) conducted in cooperation with the Ministry of National Education (MEB)		2	-	2	-	-	-	-	Open to Improvement

23. Number of academic research (articles, theses, etc.) conducted in cooperation with the Presidency of Religious Affairs (DİB)		2	-	2	-	-	-	-	Open to Improvement
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## D. Social Contribution

Indicator									
4. Social Contribution	Description	Targeted in 2023	Realized in 2023	Targeted in 2024	Realized in 2024	Targeted in 2025	Realized in 2025	Targeted in 2026	Status (Must be written as Successful or Open to Improvement)
1. Number of social responsibility projects with a budget and carried out by the institution itself		-	-	-	-	1	-	1	Open to Improvement
2. Number of social responsibility projects with a budget and carried out in cooperation with external stakeholders (excluding the Ministry of National Education and the Directorate of Religious Affairs)		-	-	-		1	-	1	Open to Improvement
3. Number of social responsibility projects with a budget and carried out in cooperation with the Ministry of National Education		-	-	-		1	-	1	Open to Improvement

4. Number of social responsibility projects with a budget and carried out in cooperation with the Directorate of Religious Affairs		-	-	-		1	-	1	Open to Improvement
5. Number of social responsibility projects without a budget and carried out in cooperation with external stakeholders (excluding the Ministry of National Education and the Directorate of Religious Affairs)		-	-	-		1	-	1	Open to Improvement
6. Number of social responsibility projects without a budget and carried out in cooperation with the Ministry of National Education		-	-	-		1	-	1	Open to Improvement
7. Number of social responsibility projects without a budget and carried out in cooperation with the Directorate of Religious Affairs		-	-	-		1	-	1	Open to Improvement

8. Number of activities carried out by program instructors in Ministry of National Education institutions		-	-	-		5	-	7	Open to Improvement
9. Number of participants in activities carried out by program instructors in Ministry of National Education institutions		-	-	-		200	-	300	Open to Improvement
10. Total number of hours of activities carried out by program instructors in Ministry of National Education institutions		-	-	-		5	-	7	Open to Improvement
11. Satisfaction rate (%) of participants in activities carried out by program instructors in Ministry of National Education institutions		-	-	-		% 100	-	% 100	Open to Improvement
12. Number of activities carried out by program instructors in Directorate of Religious Affairs institutions		-	-	-		5	-	7	Open to Improvement

13. Number of activities carried out by program instructors in Directorate of Religious Affairs institutions Number of participants in activities		-	-	-		200	-	300	Open to Improvement
14. Total number of hours of activities conducted by program instructors in DIB institutions		-	-	-		5	-	7	Open to Improvement
15. Satisfaction rate of participants in activities conducted by program instructors in DIB institutions (in %)		-	-	-		% 100	-	% 100	Open to Improvement
16. Number of social responsibility projects with budgets and conducted with public institutions		2		2		1	-	3	Open to Improvement

17. Annual training hours conducted by program instructors in external stakeholder organizations (excluding MEB and DIB)		-	-	-		5	-	7	Open to Improvement
18. Annual number of people receiving training for trainings conducted by program instructors in external stakeholder organizations		-	-	-		100	-	150	Open to Improvement
19. Annual number of people and hours of training for trainings conducted by program instructors in external stakeholder organizations		-	-	-		100/5	-	100/7	Open to Improvement
20. Satisfaction Rate of Participants Receiving Training in External Stakeholder Organizations Conducted by Program Academic Staff (in %)		-	-	-		%100	-	%100	Open to Improvement

21. Annual Number of Training Hours Conducted by Program Academic Staff in the Continuing Education Center (SEM) or Other University Centers		-	-	-		5	-	7	Open to Improvement
22. Annual Number of Individuals Receiving Training Conducted by Program Academic Staff in the SEM or Other University Centers		-	-	-		100	-	150	Open to Improvement
23. Annual Number of Trainees and Training Hours Conducted by Program Academic Staff in the SEM or Other University Centers		-	-	-		100/5	-	100/7	Open to Improvement
24. Satisfaction Rate of Participants in Social Contribution Activities (in %)	DU Faculty of Theology 2018 Annual Activity Report								
	DU Faculty of Theology 2019 Annual Activity Report	-	-	-		%90	%95	%100	
	DU Faculty of Theology Quality Targets and Action Plan 2020								Successful

25. Number of Seminars, Conferences, Panels, Symposia, etc. Delivered by Program Academic Staff	-	25	-	45	52	55	Successful
26. Ratio of the Number of Seminars, Conferences, Panels, Symposia, etc. Delivered by Program Academic Staff to the Total Number of Program Academic Staff	-	-	-	%50	%55	%60	Successful

### E. Management System

Indicato							
Research and Development	Description	Targeted in 2026	Targeted in 2027	Targeted in 2028	Targeted in 2029	Targeted in 2030	
1. Central Budget	Revenues received from the central budget that do not belong to activities categorized as research and development	2.500.000,00	3.000.000,00	3.500.000,00	4.000.000,00	5.000.000,00	

2. Research Revenues	General research revenues shall be reported	2.500.000,00	3.000.000,00	3.500.000,00	4.000.000,00	5.000.000,00
3. Community Service Revenues	General community service revenues shall be reported	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00	5.000.000,00
4. Donations	Donations transferred to the institution by non-governmental sources, either conditionally or unconditionally	1.500.000,00	2.500.000,00	3.000.000,00	3.500.000,00	5.000.000,00
5. Personnel Expenditures	Personnel expenses (including social security expenditures)	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00	5.000.000,00
6. Education Expenditures	General education expenditures shall be reported	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00	5.000.000,00
7. Research Expenditures	Expenses related to all actions and activities categorized under research	3.500.000,00	4.000.000,00	4.500.000,00	5.000.000,00	5.500.000,00

8. Community Service Expenditures	Expenses related to all activities categorized under community service	1.500.000,00	2.500.000,00	3.500.000,00	4.000.000,00	5.000.000,00
9. Administrative Expenditures	Purchases of consumable goods and materials, travel allowances, service procurements, minor repairs (movable and immovable property), etc.	2.500.000,00	3.500.000,00	4.500.000,00	4.500.000,00	5.000.000,00
10. Investment Expenditures	Expenses related to real estate, machinery, equipment, and similar investments	2.500.000,00	3.500.000,00	4.500.000,00	4.500.000,00	