

Dicle University

Faculty of

Theology

Quality Handbook
for

First Cycle Programs

(2025)

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A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

A.1.1. Mission, vision, strategic goals and objectives

In accordance with the quality assurance principles applicable to higher education institutions, our institution defines its mission, vision, strategic goals and objectives in full harmony with Dicle University's [institutional values](#) and long-term strategic planning. In this context, the mission and vision statements that determine the institutional orientation of our faculty are shaped to meet the needs of the society in the field of religious services, religious education and theology, and are periodically updated in line with national and international academic developments and societal expectations.

The mission and vision of our institution are announced to the public through [the official website of our faculty](#) in accordance with the principle of institutional transparency, and all activities carried out in this direction are based on institutional consistency and quality focus. Education and teaching processes, scientific research activities, social contribution practices and administrative services are all planned and carried out according to this strategic direction.

In this direction, the current mission and vision of our Faculty are given below:

OUR VISION

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

- The theologians, religious educators, and competent religious officials trained by our faculty, equipped with classical and contemporary knowledge and thought, serve as exemplary figures,

To be a distinguished Faculty of Theology that its members are proud to belong to.

OUR MISSION

To train competent, dynamic, free-thinking, and virtuous religious officials, teachers, researchers, and academicians equipped with professional knowledge and skills who:

- Learn religion from its fundamental sources,
- Are committed to national, spiritual, moral, ethical, and universal values and cultural heritage,
- Respect different beliefs and values, human rights and freedoms, the environment, and nature,
- Possess scientific and free-thinking abilities,
- Utilize their historical heritage,
- Analyze, investigate, and interpret information,

- Ensure that society correctly understands and learns religion by researching the phenomenon of religion from its fundamental sources through interdisciplinary cooperation, adhering to universal ethical values, and evaluating it in light of new developments,
- Follow societal needs and trends, developing solutions to problems encountered in religious matters. The strategic goals and objectives of our faculty are determined in line with the basic principles of the higher education quality assurance system and in full harmony with the vision and mission of our faculty. These goals are based on [the Strategic Plan of Dicle University](#), to which our institution is affiliated, and are structured within the framework of [the Faculty Strategic Plan](#) prepared every five years. During the planning process, the academic and administrative capacity, existing resources, strengths, opportunities and areas open to improvement are comprehensively analyzed and realistic and feasible goals are set in line with this data. The determination of strategic goals and objectives is based on a participatory and inclusive approach.

In addition to academic and administrative staff, external stakeholders, including students, alumni, public institutions, non-governmental organizations and private sector representatives, are consulted and contribute to the planning process. The coordination of this process is carried out by [the Strategic Plan Preparation Committee](#) established within our Faculty. The Committee also works in coordination with other committees within the faculty and ensures that the strategic plan is prepared with a holistic approach. In this context, the objectives and strategic goals of the institution are set out in the Strategic Plan 2025-2029 as follows:

Goals, Strategic Objectives and Performance Indicators Strategies for Improving the Quality Assurance System

Goal 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 maintain national and international accreditation.

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

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

Objective 1.6: To set and monitor quality targets for education, research and administrative

activities every year.

Objective 1.7: To activate the internal quality assurance mechanisms of the institution in all areas and processes and to organize and monitor these processes according to the PDCA (Plan-Do-Check-Act) cycle.

Education and Teaching Development Strategies

Goal 1: To develop and strengthen teaching activities.

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

Objective 1.2: To develop processes based on participatory and active learning in courses and extracurricular activities and to increase the number of elective courses to meet the needs.

Goal 2: To take the necessary steps for student admission and development.

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

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

Objective 2.3: To improve students' foreign language proficiency.

Goal 3: To conduct studies on student-centered learning, teaching and evaluation. To train researchers based on student-centered teaching and learning that prioritizes contribution to society and humanity.

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

Objective 3.2: To organize seminars, courses, etc. on special teaching methods and techniques based on a student-centered approach for teaching staff or to ensure their participation in existing certificate programs in this direction.

Objective 3.3: To give courses and organize courses to encourage students to work interdisciplinary, active learning, interactive research and scientific studies.

Objective 3.4: To develop processes based on participatory and active learning in courses and extracurricular activities.

Objective 3.5: To utilize effective education and teaching practices.

Objective 3.6: To organize student symposiums.

Objective 3.7: To organize extracurricular activities that will ensure the active participation of students. Objective 3.8: To encourage cultural, artistic and sportive activities of students.

Goal 4: To make assessment and evaluation processes as transparent as possible. To create trust by making the scores that students should receive free from external influences. In this respect, to increase the trust and prestige of the instructor and the institution.

Objective 4.1: To improve the awareness of responsibility of instructors regarding measurement and evaluation.

Objective 4.2: To give seminars at least once a semester for academic staff in order to increase this responsibility.

Objective 4.3: To cooperate with different universities in order to ensure that academic staff can benefit from their experiences in order to make measurement and evaluation processes healthier.

Objective 4.4: To examine how measurement and evaluation scales are operated in the universities they go to in their overseas projects and to ensure that the issues that are beneficial are transferred to the relevant committees in the faculty.

Goal 5: To carry out studies to show sensitivity for the feedback of all activities that improve education and teaching.

Objective 5.1: To develop strategies for feedback on all teaching activities at the faculty.

Objective 5.2: To provide feedback on the activities carried out by student clubs and online activities with tools that have established validity and reliability.

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

Objective 5.4: In this regard, after visiting village schools, orphanages, etc., to provide feedback from those who participated in the activity.

Objective 5.5: In order to increase the quality of the activities and conscious behavior, to give preliminary information to those who will participate in the activities that feedback will be provided at the end of the activity.

Goal 6: To carry out some studies to ensure that academic staff who will provide academic advising services internalize this issue.

Objective 6.1: To continue academic advising after students' graduation.

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

Objective 6.3: To provide complementary advising services to students through conferences and the institution's social media tools

Objective 6.4: To ensure that faculty members post the student advising hours on the doors of their rooms in order to provide qualified advising services to students in predictable processes.

Goal 7: To develop/strengthen the academic staff in terms of quantity and quality.

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

Objective 7.2: To reduce the number of students per academic staff in order to increase their academic performance.

Objective 7.3: To prepare the weekly course schedules of the academic staff appropriately.

Objective 7.4: To expand the training of trainers practice for academic staff.

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

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

Objective 7.7: To encourage faculty members to participate in overseas education or training activities in order to improve their competencies and to make informative and encouraging practices in this regard.

Objective 7.8: To implement incentive and reward practices that will increase the educational performance of academic staff.

Goal 8: To 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 promote existing ones.

Goal 9: To enrich the library of our faculty in terms of books, journals, etc., publications, documents and equipment.

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

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

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

Goal 10: To increase cultural and sportive activities that will improve the perspectives of our students in different directions.

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 activity schedules from student clubs at the beginning of each semester and to prepare an evaluation questionnaire for the participants after the activity.

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

Goal 11: To develop student time for active learning in extracurricular activities.

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 activities for students.

Goal 12: To monitor the programs offered by the Faculty to determine to what extent the competencies targeted to be acquired by the students 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 acquired by students through the programs and courses offered by the Faculty.

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

Objective 12.3: To ensure that education and teaching processes are developed in line with the opinions, analyzes, suggestions and thoughts of internal and external stakeholders.

Research and Development Strategies

Goal 1: To strengthen the research and development activities of the faculty in national and international standards.

Objective 1.1: To increase the number of highly cited publications of faculty researchers in journals with high impact factor 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% publications from graduate theses completed 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 proceedings in addition to scientific articles.

Goal 2: To improve the research resources of the faculty in terms of quality and quantity.

Objective 2.1: To strengthen the research infrastructure of the faculty and to ensure that researchers benefit from these resources.

Objective 2.2: To increase the number of interdisciplinary research at 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 carried out in cooperation with stakeholders (National Education, Religious Affairs, etc.).

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

Objective 2.6: To ensure the 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.

Goal 3: To increase the quality of research and development competence of faculty members.

Objective 3.1: To encourage faculty researchers to publish qualified national and international publications.

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

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

Goal 4: To increase the quality and efficiency of academic research.

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

Objective 4.2: To increase the number of projects that produce added value in the fields of faculty researchers.

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: In order to ensure the continuity of research activities at the Faculty, to identify successful students from undergraduate level and to support and train them for this purpose.

Strategies to Improve Social Contribution

Goal 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 activities to raise awareness on the role of religion in social life.

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

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

Objective 2.1: To organize activities such as conferences, panels, sermons, lectures, and seminars in cooperation with the Provincial and District Mufti Offices, Provincial and District Directorates of National Education, the Provincial Directorate of Youth and Sports, the Provincial Directorate of Culture and Tourism, the Imam Shafi'i and Shafi'i Research Center, and the Saladin Ayyubi Mosque and Complex, both within our university and across the province of Diyarbakır.

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 non-governmental organizations that

support disadvantaged groups.

Goal 3: To effectively manage the social contribution processes of the Faculty of Theology, to serve the society 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 identify social needs and problems at local and national level.

Objective 3.2: To raise 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 activities to develop dialogue and understanding between individuals of different faiths and cultures.

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

Objective 3.6: Conducting academic research on social contribution processes, publishing and sharing the findings.

Objective 3.7: To develop joint projects by establishing collaborations with non-governmental organizations, local governments and other academic institutions.

Objective 3.8: To encourage community service by organizing volunteer projects with the participation of students and academic staff.

Objective 3.9: To cooperate with the media to publicize social contribution projects and create impact in society.

Objective 3.10: To establish regular evaluation and feedback processes to measure the impact of implemented projects.

Goal 4: To transfer the academic and cultural knowledge of our faculty to the society in order to enlighten and inform the society.

Objective 4.1: To educate individuals who are sensitive to social issues, conscious of social conditions and challenges, responsible, and focused on service and solutions.

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 for the public, and to help the public access accurate information by taking the lead in multidisciplinary programs.

Objective 4.4: To integrate education and research activities with social contribution, and to share the knowledge generated for the benefit of society.

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

Objective 5.1: To ensure the organization of activities and projects aimed at improving social

contribution through cooperation between faculty researchers and urban, regional, national and international institutions and organizations.

Objective 5.2: To accurately identify the problems and needs of society in the field of religion and to develop appropriate solutions.

Objective 5.3: Increasing research activities that will contribute to society and providing open access to outputs and monitoring the performance of researchers in this context.

Management System Development Strategies

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

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

Objective 1.2: To ensure participation in management, the opinions of internal and external stakeholders are taken at the beginning of each year to ensure that all kinds of administrative operations to be carried out in that year are decided together.

Objective 1.3: To audit all kinds of administrative operations carried out by academic and administrative management channels using various tools to ensure accountability in management.

Objective 1.4: In order to ensure accountability in management, in the last month of each calendar year, to ensure that the administrative operations carried out during that year are evaluated by internal and external stakeholders.

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

Objective 2.1: To ensure that all administrative staff participate in at least one 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 productivity of administrative staff within 5 years.

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

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

Goal 3: To manage the financial resources of the Faculty of Theology effectively, 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 administration to ensure the financial independence and sustainability of the faculty.

Objective 3.2: To ensure that the faculty achieves its academic and administrative goals

through the efficient use of resources.

Objective 3.3: To make requests and suggestions to the faculty administration in order to ensure long-term sustainability and financial transparency, and to report regularly on this.

Goal 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 create and integrate a centralized information management system at the Faculty. Objective 4.2: To speed up information access processes and optimize the use of information.

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

Goal 5: Ensuring information security and confidentiality.

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

Goal 6: To make requests and suggestions to the faculty administration on increasing the suitability of service goods, increasing the quality of service goods, and ensuring the continuity of service goods.

Objective 6.1: Each year, the faculty administration will audit the appropriateness of the goods and services provided by the rectorate and make suggestions for feedback.

Objective 6.2: To hold an evaluation meeting at the end of each year in order to improve the quality of the goods and services purchased 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 stones and sinks, efficiency of air conditioners, etc.) are minimized.

Goal 7: To inform the public about the activities of the Faculty.

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

Objective 7.2: To identify current and effective methods used in informing the public and to take the necessary steps for their implementation.

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

Objective 8.1: To ensure that the decisions made by the administration regarding staff and students can be questioned.

Internationalization Strategies

Goal 1: As Dicle University Faculty of Theology, to use the tools that can represent the institution in the international academic community effectively and efficiently in terms of both academic staff, students and teaching programs. The goals set to realize this objective are

Objective 1.1: To make it clear that the institution values international studies in communication with faculty members.

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

Objective 1.3: To clearly communicate 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 visiting academics.

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

Objective 1.7: To establish new cooperation protocols to increase the international stakeholders of the institution.

Objective 1.8: To make the curricula suitable for Erasmus learning mobility in order to increase the international accessibility of the institution.

Objective 1.9: Support and promote international studies and collaboration through more accessible information on faculty development, available programs and collaboration opportunities, and support in international grant identification, proposal writing, logistics and networking.

Objective 1.10: Increase international publication activity of academics through awards and incentives.

Objective 1.11: Increase and diversify access to study abroad participation, a high-impact experiential learning practice.

Objective 1.12: To enhance the attractiveness of our institution for international students.

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

Objective 1.14: To support and encourage international work and cooperation among faculty members, and to ensure consultancy, collaborative work and sharing of expertise between academic units.

In our institution, the feasibility and traceability of the strategic goals and objectives are considered from a quality assurance perspective; measurable performance indicators are created for each goal. Implementation processes are regularly monitored in line with these indicators; the effectiveness of strategic planning is evaluated by analyzing the data obtained. This evaluation process is based on the Plan-Do-Check-Act (PDCA) cycle, which constitutes the fundamental stages of quality management.

Our institution has a well-defined process for quality management processes. In this respect, the [Quality Management System \(QMS\)](#) and [Electronic Document and Management System \(EBYS\)](#) are used effectively in the execution of quality processes; all data related to the processes are systematically recorded institutionally. Regular evaluation meetings are held both face-to-face and online for these processes.

Our institution also has a defined process for determining and monitoring quality goals. In this respect, Quality Goals specific to our faculty are determined at the beginning of each academic year, annual Goal Action Plans are created and put into practice depending on these goals. At the end of the year, the level of implementation of these plans is analyzed; the realization rate of the goals is determined through Performance Reports and Year End Evaluation Reports, and corrective and preventive actions are planned if necessary.

Our institution has a defined structure for the coordination of quality processes. In this context, all quality activities are carried out in full harmony with the [Quality Development Units of our University](#); sustainability, accountability, transparency and continuous improvement principles are taken as basis at the institutional level. All education-teaching, research-

development and social contribution activities of our faculty are structured in line with this strategic orientation and implemented in a way to support institutional development.

Sub-criterion Subject:	A.1.1. Mission, Vision, Strategic Goals and Objectives
Responsible Unit	Dean's Office Quality Assurance System Development Committee Quality and Accreditation Committees Erasmus
Initial Planning Date:	December 2021
Internal Stakeholders	Academic Staff Administrative Staff Students
External Stakeholders	National Advisory Board Quality Development Coordinatorship
International Stakeholders	International Advisory Board
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Assurance System Development Committee _Face-to-Face and Online Meetings Meetings of Quality Improvement Committees Plans - Handbook Strategic Plans Quality Handbook Annual Target Action Plan Performance Reports Process/Activity Monitoring Reports Examples of Activities Evaluation Reports

Performance Indicators:	<p>Number of activities and meetings organized within the framework of quality in the institution</p> <p>Percentage of achievement of educational and instructional goals in the institution's strategic plan</p> <p>Percentage of achievement of research-related goals in the institution's strategic plan</p> <p>Percentage of achievement of administrative goals in the institution's strategic plan</p> <p>Percentage of achievement of societal contribution goals in the institution's strategic plan</p> <p>Number of annual feedback and evaluation meetings held with internal and external stakeholders within the scope of quality processes</p>
Evaluation and Improvement Date:	End of Term
Location of Sub-Criteria in the Information Management System:	<p>Evidence Repository</p> <p>QMS Automation System</p> <p>Faculty Website</p> <p>Electronic Document and Management System (EBYS)</p>

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

The quality policies of our institution were planned in December 2021 during the preparation of the first quality handbook. The Dean's Office and Quality and Accreditation Committees are responsible for planning these policies. While planning, the policies of our institution were determined in line with higher education quality assurance principles and relevant legislation, and were structured in harmony with the quality management strategies of Dicle University. These policies reflect the institutional vision and mission of our faculty in basic areas such as education, research and development, management system, internationalization and social contribution. Our quality policies not only regulate current activities but also aim for institutional development with a continuous improvement approach. Our faculty creates these policies with a participatory approach and periodically updates them by taking into account the opinions of all stakeholders. The implementation and monitoring of our policies are carried out within the framework of the quality management system and the results are regularly evaluated and necessary improvements are made.

The [quality policies of our faculty](#) form the basis of all academic and administrative activities in line with the principles of transparency, accountability, efficiency and stakeholder satisfaction. These policies are published on the official website of our faculty and shared with all internal and external stakeholders.

Accordingly, the current quality policies of our Faculty are as follows:

Our Quality Policy:

- To develop and disseminate knowledge.
- To provide researchers with fast, easy and versatile access to information.
- To make the information accessed accessible to more people by publishing it in journals indexed by national and international indexes.
- 1- 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 students' participation in domestic and international exchange programs such as Erasmus, Farabi and Mevlana.
 - To cooperate with student clubs and class representatives to exchange information and inform students about new developments.
- 2- To contribute to academia through national and international publishing activities.
 - To publish in national and international journals that are competent in their field.

Our Core Values

- Respect for different beliefs and thoughts
- Loyalty to national and spiritual values
- Sharing
- Social responsibility
- Openness to innovation
- Scientific productivity and originality
- Analytical and solution-oriented thinking

Our Education Policy:

- To carry out educational activities with an experienced academic staff.
- To graduate our students with sufficient academic knowledge and competence.
- To observe the expectations of the students and the needs of the field in the education and teaching processes.
 - To enable our students to read and design the future by utilizing the experiences of the past.
- To carry out education and teaching activities with an understanding that prioritizes cooperation with different disciplines.
 - To raise researcher and entrepreneurial students who are sensitive to the issues in the

field and take an active role in producing solutions for them.

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

Our Research and Development Policy:

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

Our Quality Assurance Policy:

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

Our Management System Policy:

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

Our Social Contribution Policy:

- To carry out education and research activities in the field of theology, taking into account local, regional and international needs.
- To determine the religious problems and needs of the society in coordination with internal

and external stakeholders and to produce appropriate solutions.

- To present the results of the scientific studies to the society and to carry out academic and social activities that the public can benefit from.
- To ensure academic staff orientation and provide necessary support for social needs identified through stakeholder participation.
- To ensure the orientation of staff and to provide them with the necessary support.
- To inform the society on religious issues by using mass media effectively and to create appropriate environments for the society to access accurate information on religious issues.

Our Internationalization Policy:

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

Sub-criterion Subject:	A.1.2. Quality assurance, education, training, research and development development, social contribution and management system policies
Responsible Unit	Dean's Office Quality and Accreditation Committees Strategic Plan Preparation Committee
Initial Planning Date:	December 2021
Internal Stakeholders	Academic Staff Administrative Staff Students
External Stakeholders	National Advisory Board Quality Development Coordinatorship
International Stakeholders	International Advisory Board

Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Face-to-face and Online Meetings Meetings of Quality and Accreditation Committees
Performance Indicators:	Number of annual feedback and evaluation meetings held with internal and external stakeholders within the scope of quality processes

Evaluation and Improvement Date	End of Term
Location of Sub-criteria in the Information Management System:	Evidence Repository QMS Automation System Faculty Website Electronic Document and Management System (EBYS)

A.1.3. Corporate Performance Management

In our institution, institutional performance management is carried out through the Dean's Office, Administrative Unit, Heads of Departments, Department Chairs, [Quality and Accreditation Committees](#) and some [sub-unit committees](#) in order to measure and monitor the realization of the practices in our faculty in accordance with the strategic goals and objectives. [Our Strategic Plan 2025-2029](#) is a guide in this regard.

In the process of institutional performance management, our faculty is in cooperation with [Dicle University Quality Development Coordinatorship](#). There is [a Quality Management System \(QMS Automation System\)](#) in our university through the Quality Development Coordinatorship. Practices and activities in our faculty are monitored and evaluated through this management system. Quality Targets are determined every year in our faculty and these targets are uploaded to the QMS Automation System together with Target Action Plans. In this way, it is also presented to the senior management. In addition, the activities, risks, SWOT analyses, and processes carried out in our faculty are organized in the same way and recorded in the QMS Automation System and monitored in cooperation with the Quality Development Coordinatorship. In our faculty, Unit System Performance Reports are prepared every six months and uploaded to the QMS Automation. Unit System Performance Reports are a general report shared with the senior management about the administrative and academic activities of our faculty. In addition to all these, [an Annual Activity Report](#) is prepared at the end of each year in our faculty. The preparation of this report is monitored by the Annual [Activity Report](#)

Preparation Committee. The Quality and Accreditation Committees of our faculty take an active role in the organization of Self-Assessment Reports at the end of the year. Before the Self-Assessment Reports, the PDCA cycle of the practices in the faculty is followed and reported by these committees. In addition, Management Review Meetings are organized by the Quality Committee every six months, and board meetings are held by academic departments and divisions. Satisfaction surveys in our faculty are also guiding the monitoring and evaluation of this process.

Sub-criterion Subject:	A.1.3. Corporate performance management
Responsible Unit	Dean's Office Quality Assurance System Development Committee Quality and Accreditation Committees Heads of Departments and Divisions Unit Committees
Initial Planning Date:	December 2021
Internal Stakeholders	Academic Staff Administrative Staff Students
External Stakeholders	National Advisory Board Quality Development Coordinatorship
International Stakeholders	International Advisory Board
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Assurance System Development Committee Strategic Plans Quality Handbook Annual Activity Reports Performance Reports Self-Assessment Reports Minutes of the Review Meeting Meetings of Quality and Accreditation Committees

Performance Indicators:	<p>Number of activities and meetings organized within the framework of quality at the institution</p> <p>Percentage of achievement of targets related to education and teaching activities in the institution's Strategic Plan</p> <p>Percentage of achievement of targets related to research activities in the institution's Strategic Plan</p> <p>Percentage of achievement of targets related to administrative activities in the institution's Strategic Plan</p> <p>Percentage of achievement of targets related to community service activities in the institution's Strategic Plan</p> <p>Number of annual feedback and evaluation meetings held with internal and external stakeholders within the scope of quality processes</p>
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Evaluation and Improvement Date:	End of Term
Location of Sub-criteria in the Information Management System:	<p>Evidence Repository</p> <p>Electronic Document and Management System (EBYS)</p> <p>QMS Automation System</p> <p>Faculty Website</p>

A.2. Internal Quality Assurance

The internal quality assurance of our institution is in unity with the quality processes of the Rectorate of Dicle University. In 2024, our University was entitled to receive [Institutional Accreditation](#) for two years within the scope of the "Institutional Accreditation Program" implemented by the Higher Education Quality Board (YÖKAK) in order to increase the quality in higher education institutions and contribute to quality assurance. At the same time, our faculty was also accredited by IAA and achieved success in external evaluation. Both of these situations show that the practices in our faculty are carried out within the framework of certain quality standards. Internal quality in our institution is ensured within the framework of the Quality Handbooks and Strategic Plans prepared by our faculty and shared with the quality units of the Rectorate, and the processes regarding quality, education and teaching, internationalization, social contribution, research and development and management system in our institution are monitored through certain standards.

A.2.1. Quality Committee

Our institution has a [Quality Committee](#) and various [Quality and Accreditation Committees](#)

within the scope of quality and accreditation studies. The Dean's Office and the Faculty Executive Board are responsible for the establishment or updating of these committees. These quality committees are established by the decision of the faculty's board of directors and, if necessary, updated by the board of directors. The job description of each committee has been determined and is available on the official website of our faculty. Quality and Accreditation Committees are personally active in the plan-do-check-act stages (PDCA cycle) of the practices and activities in the fields of quality assurance, education-training, research-development, social contribution, management system and internationalization in our faculty. Various meetings are organized and reports are prepared in this regard. In the organization and monitoring of these meetings and reports, exchange of views and cooperation with the Dean's Office, department chairs and heads of academic divisions are carried out.

In addition to Accreditation Committees, there are also [Unit Committees](#). The establishment and job descriptions of unit committees are determined by the Faculty Executive Board. Accordingly, the committees in our faculty are as follows:

Quality and Accreditation Committees:

- 1-Quality and Accreditation High Committee
- 2-Quality Committee
- 3-Quality Assurance System Development Committee
- 4-Education and Teaching Development Committee
- 5-Social Contribution Development Committee
- 6-Research and Development Committee
- 7-Management System Development Committee
- 8-Internationalization Committee
- 9-Strategic Plan Preparation Committee
- 10-Immovables Committee

Unit Committees

- 1-Bologna Coordination (BEK) Committee
- 2-Sportive Activities Committee
- 3-Curriculum Update and Compliance Committee
- 4-Website Committee

- 5-Annual Activity Report Preparation Committee
- 6-Unit Academic Incentive Application and Review Committee
- 7-Education and Teaching Committee
- 8-Social Media Accounts Committee
- 9-Faculty Newsletter Committee
- 10-Promotion, Culture, Art, Organization, Events, and Alumni Relations Committee
- 11-Survey Preparation and Evaluation Committee
- 12-Award and Incentive Unit Committee
- 13-DIFAV Publishing Committee
- 14- Social Mediation Committee
- 15- International Relations Erasmus Farabi Mevlana Committee

Sub-criterion Subject:	A.2.1. Quality Committee
Responsible Unit	Dean's Office

	Executive Board
Initial Planning Date:	December 2021
Internal Stakeholders	Unit Committees Quality and Accreditation Committees Faculty Executive Board
External Stakeholders	National Advisory Board Quality Development Coordinatorship
International Stakeholders	International Advisory Board
Application Areas:	Academic Staff Administrative staff Students
Monitoring Mechanisms:	Meeting Minutes Reports
Performance Indicators:	Number of Annual Feedback and Evaluation Meetings Held with Internal and External Stakeholders within the Scope of Quality Processes
Evaluation and Improvement Date:	End of Term

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

The quality processes of our faculty are regulated by a five-year [Strategic Plan](#) prepared every five years. This is based on the [Strategic Plan](#) of Dicle University. There is a [Strategic Plan Preparation Committee](#) in our faculty for the preparation and organization of the Strategic Plan and the necessary follow-up in this regard. Our institution carries out internal quality assurance mechanisms in harmony with all sub-units. It evaluates the demands and suggestions of the departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts. At the same time, as an administrative focus, it ensures the contribution of the Faculty Secretary and relevant officers to the decision-making processes. It receives opinions from these units in the formulation of the strategic plan. It cooperates with the university quality coordinatorship through the board responsible for quality. Our faculty keeps its education and teaching activities up to date in order to achieve its mission and goals.

Deviations from the strategic objectives are addressed and corrected through Plan-Do-Check-Act (PDCA cycle) studies. For this purpose, strategies are determined in line with the defined targets and planning is completed with the necessary correspondence. [Surveys](#) provide feedback on the operability and applicability of the process. Necessary measures are then taken according to the deficiencies seen. The Dean's Office and Quality and Accreditation Committees are responsible for following this PDCA process. A work schedule is created for quality-related planning and the implementation of the practices carried out in accordance with the objectives in the strategic plan of our institution is monitored, and control and, if necessary, precautionary steps are taken in this regard. These are measured by the number of annual feedback and evaluation meetings held with internal and external stakeholders.

Sub-criterion Topic:	A.2.2. Internal quality assurance mechanisms (PDCA cycle-calendar, structure of academic and administrative units)
Responsible Unit	Dean's Office
Initial Planning Date:	December 2021
Internal Stakeholders	Academic staff Administrative staff Students

External Stakeholders:	Dicle University Quality Coordinatorship Unit Advisory Board
International Stakeholders	International Advisory Board
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Assurance System Development Committee Quality Handbook Strategic Plan Academic Board Meeting Minutes Satisfaction surveys Feedback and Suggestion Box Stakeholder Engagement Meetings
Performance Indicators:	Satisfaction survey results Number of Annual Feedback and Evaluation Meetings Held with Internal and External Stakeholders within the Scope of Quality Processes Academic Staff Satisfaction Rate Administrative Staff Satisfaction Rate Overall Student Satisfaction Rate
Evaluation and Improvement Date:	End of Term and End of Year
Location of Sub-criteria in the Information Management System:	Evidence Repository Electronic Information System Electronic Document and Management System (EBYS) QMS Automation System

A.2.3. Leadership and quality assurance culture

The Dean's Office is responsible for implementing leadership and quality assurance culture in our institution. Such arrangements are planned in December 2021, when the first quality handbook is written in our institution. In this context, the current management and administrative system of our institution, the leadership qualities and productivity of department heads are monitored through the leadership and [Internal Evaluation Surveys](#) conducted at the end of the year. In cases where the satisfaction rate is below 70% in the surveys, written explanations are requested from the leaders by the Dean's Office and the explanations are forwarded to the Rectorate. These surveys are conducted separately for the dean, vice-deans, faculty secretary and

department heads. As a result of this monitoring, the necessary points are shared with the university administration. The institution takes the satisfaction of stakeholders as a basis for creating a leadership culture. At the same time, this culture is disseminated with the guidance of the Dean's Office. [The Quality and Accreditation High Committee](#) discusses this criterion at its meeting at the end of the year and makes suggestions for improvement where deemed necessary.

Sub-criterion Subject:	A.2.3. Leadership and quality assurance culture
Responsible Unit	Dean's Office
Initial Planning Date:	December 2021
Internal Stakeholders	Academic staff Administrative staff Students
External Stakeholders:	Dicle University Quality Coordinatorship Unit Advisory Board
International Stakeholders	International Advisory Board
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Surveys Face-to-face and Online Meetings
Performance Indicators:	Number of activities (meetings, workshops, etc.) organized annually by our institution to promote quality culture Number of annual feedback and evaluation meetings held with internal and external stakeholders within the scope of quality processes Academic Staff Satisfaction Rate Administrative Staff Satisfaction Rate Overall Student Satisfaction Rate

Evaluation and Improvement Date:	End of Term and End of Year
Location of Sub-criteria in the Information Management System:	Evidence Repository Electronic Document and Management System (EBYS) QMS Automation System

A.3. Stakeholder Engagement

A.3.1. Involvement of internal and external stakeholders in quality assurance, education and teaching, research and development, social contribution, management system and internationalization processes

Our institution attaches great importance to the opinions and contributions of stakeholders in the execution, monitoring, and evaluation of quality assurance, education and teaching, research and development, social contribution, management system, and internationalization processes. Dicle University Faculty of Theology attaches great importance to stakeholder opinions and contributions, and makes various improvements within the framework of planned periods in order to increase the participation of stakeholders in the processes in line with the monitoring and feedback. Dicle University Faculty of Theology attaches importance to being in cooperation with all its stakeholders in order to achieve success in education and teaching activities and to realize its strategic goals. In order to support the active participation of internal and external stakeholders in the process, our faculty organizes various meetings and signs cooperation protocols with different public institutions. In this framework, our faculty has defined Academic Staff, Administrative Staff and Students as internal stakeholders. The Rectorate, Graduate Students, Quality Development Coordination Office and National Advisory Board are recognized as external stakeholders by our faculty. Our faculty gives all stakeholder groups the opportunity to be involved in processes and decisions through many mechanisms and tools.

Internal Stakeholders

The internal stakeholders of our institution participate in the decision-making processes of the faculty through tools and mechanisms such as Academic Board Meetings, Department Meetings, meetings conducted by the Quality and Development Committees, [Student Satisfaction Survey](#), [Student Course Evaluation Survey](#), [Academic Staff Satisfaction Survey](#), [Administrative Staff Satisfaction Survey](#), [Feedback and Suggestion Forms](#). Academic Board Meetings are held twice a year, once at the beginning and once at the end of the academic year, under the chairmanship

of the Dean of the Faculty. All academic staff attend the meeting. The academic staff is informed about the day, time and date of the meeting via e-mail and SMS. During the meetings, the Dean, Vice Deans, Heads of Departments and the Faculty Secretary provide information on all areas of our Faculty, including the quality management system, education and teaching, social contribution, research and development and management system. The opinions, suggestions, wishes and wishes of the academic staff regarding these areas are received.

Student Satisfaction Survey, Student Course Evaluation Survey, Academic Staff Satisfaction Survey, Administrative Staff Satisfaction Survey and Feedback and Suggestion Forms are evaluated twice a year at the end of Spring and Fall semesters. Students, academic and administrative staff of our Faculty participate in these surveys. Faculty employees can submit their opinions and suggestions on many processes through these surveys. After these surveys are finalized, they are archived in [the Surveys](#) section of our faculty's website. In case of need, the Dean's Office ensures the participation of the academic and administrative employees of the Faculty in the processes by making a Written Opinion Request via e-mail. There is no planned timetable for receiving opinions through Written Request for Opinion. The Dean's Office organizes meetings with the Administrative Staff in order to receive their requests and suggestions, to strengthen their institutional belonging and to encourage them for institutional success.

A meeting is held with the administrative staff once at the beginning of each academic year. Additional meetings may be held if needed. Finally, all employees can convey their requests, complaints, suggestions and satisfaction, and request information at any time by meeting directly with the Dean or Assistant Deans, by contacting them via their institutional e-mail addresses or by petition. Students, whom we accept as internal stakeholders, are involved in the processes through mechanisms such as questionnaires and [the Advisory System](#) created for participation in internal processes. Students convey their opinions and suggestions about our Faculty through surveys.

External Stakeholders

External Stakeholders are involved in decision-making processes through mechanisms such as [External Stakeholder Meetings](#), Dicle University Faculty of Theology Program's Level of Achievement of Teaching Objectives Form, Business World's Level of Satisfaction with Graduate Qualifications Form. Our faculty uses the [Stakeholder Opinion Analysis](#) mechanism while determining its mission, vision, strategic goals and objectives in 5-year periods. The boards of our faculty hold meetings with external stakeholders when needed. The frequency of these meetings varies according to the need. The decisions taken at the meetings are reported

and submitted to the Dean's Office and reviewed at the next meeting. Thus, the participation of external stakeholders in decision-making processes is ensured. Meetings are held at the end of each year (in December) with our 9 external stakeholders, including [Religious Affairs](#), various NGOs, [MoNE](#) and [local government](#) units, with whom our faculty has signed a protocol to carry out joint projects or who benefit from the services provided within the scope of projects and activities.

International Stakeholders

Our faculty attaches importance to student and faculty mobility through protocols with some universities abroad, which are defined as [the International Advisory Board](#); the achievements and problems experienced by our students, faculty and teaching staff during the negotiations to make agreements with these universities and the educational mobility are evaluated as feedback in all meetings to improve the functioning of our faculty.

Sub-criterion Subject:	A.3.1. Involvement of internal and external stakeholders in quality assurance, education and teaching, research and development, social contribution, management system, and internationalization processes
Responsible Unit	Dean's Office Quality Assurance System Committee Education and Teaching Development Committee Research and Development Committee Social Contribution Development Committee Management System Development Committee Internationalization Committee
Initial Planning Date:	December 2021
Internal Stakeholders	Academic Staff Administrative Staff Students
External Stakeholders	Rectorate Alumni Quality Development Coordinatorship National Advisory Board
International Stakeholders	International Advisory Board
Application Areas:	All Units of the Faculty

Monitoring Mechanisms:	Quality Assurance System Development Committee Quality and Development Committees Satisfaction Surveys Feedback and Suggestion Forms Feedback and Suggestion Box
Performance Indicators:	Number of Annual Feedback and Evaluation Meetings Held with Internal and External Stakeholders within the Scope of Quality Processes Academic Staff Satisfaction Rate Administrative Staff Satisfaction Rate Overall Student Satisfaction Rate
Evaluation and Improvement Date:	End of Term
Location of Sub-criteria in the Information Management System:	Evidence Repository Electronic Document and Management System (EBYS) QMS Automation System Faculty Website

A.4. Internationalization

Our faculty attaches importance to internationalization in education and research and development processes. In this direction, studies are carried out within the framework of the internationalization policy determined in accordance with the quality assurance principles. These activities aim to increase the academic cooperation of our faculty at the global level and to provide wider opportunities for students and academicians.

[In the 2025-2029 Strategic Plan](#) prepared by Dicle University Quality and Accreditation Committees, the strategic goals of the institution are set out in detail. In line with these goals, the institution has established quality and research and development committees in order to evaluate the current functioning and eliminate possible problems. As a result of the work carried out by these committees, the institution shaped its own strategic plan and published it as Dicle University [Faculty of Theology 2025-2029 Strategic Plan](#).

A.4.1. Internationalization Policy

The policy carried out in the institution is designed in line with the strategic goals of the institution, the mission of the faculty and the program objectives. The creation and approval of

the program is carried out within the framework of the directives determined in accordance with the needs of the institution and the regulations, regulations and senate principles covering all units of the university. In the design process of the program, the internationalization policy of the institution is taken as a basis, especially [the Strategic 2025-2029 Plan of the Faculty of Theology](#) and the goals and activities under this plan are taken into consideration.

The strategies of the institution directly related to internationalization and the goals determined in line with these strategies are listed below:

Strategic 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 teaching programs. The goals set to realize this objective are

Strategic Objective 1.1: To make it clear that the institution values international studies in communication with faculty members.

Strategic Objective 1.2: To prepare students for exchange programs such as Erasmus and similar exchange programs to give them an international identity.

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

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

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

Strategic Objective 1.6: To encourage students to participate in international competitions and academic/intellectual events in order to represent the institution globally.

Strategic Objective 1.7: To establish new cooperation protocols to expand the institution's network of international stakeholders.

Strategic Objective 1.8: To make the education programs suitable for Erasmus learning mobility in order to increase the international accessibility of the institution.

Strategic Objective 1.9: To support and encourage international collaborations by providing accessible information on faculty development, available programs, and partnership opportunities, as well as assistance in identifying international grants, proposal writing, logistics, and networking.

Strategic Objective 1.10: Increase international publication activities of academics through awards and incentives.

Strategic Objective 1.11: To increase and diversify access to study abroad opportunities, which are considered high-impact experiential learning practices.

Strategic Objective 1.12: To attract and support international students

Strategic Objective 1.13: To develop a comprehensive enrollment plan for international undergraduate and graduate students

Strategic Objective 1.14: To support and promote international collaboration among faculty members by facilitating consultancy, joint projects, and sharing of expertise across academic units.

The internationalization policy of Dicle University Faculty of Theology aims to develop global cooperation networks by bringing the faculty's education and research activities in line with international standards. In this context, the Dean's Office, the Unit Quality Coordinatorship and the [Internationalization Committee](#) have been determined as the units responsible for the execution of the process. The initial planning studies for the policy were initiated in June 2023, and academic staff and students were the main focal points of the implementation processes. While internal stakeholders include academic and administrative staff and students, external stakeholders include [Dicle University International Office](#) and the International Advisory Board, which supports international cooperation. Monitoring and evaluation of the process is carried out through end-of-term meetings organized by the Internationalization Committee, and performance indicators such as participation in the Erasmus student and academic exchange program are taken into account. Evaluation and improvement activities are carried out every year in the July-December period. In addition, information about the internationalization policy is shared on [the faculty website](#) and the web page of the University External Relations Office. This policy is designed with a holistic approach that aims to increase the international recognition of the faculty, strengthen academic cooperation and encourage student mobility.

Sub-criterion Subject	A.4.1.Internationalization Policy
Responsible Unit	Dean's Office Unit Quality Coordinatorship and the Internationalization Committee

Initial Planning Date	June 2023
Internal Stakeholders:	Academic and administrative staff , Students
External Stakeholders	Dicle University International Office
International Stakeholders	Unit International Advisory Board
Application Areas:	Academic Staff and Students
Monitoring Mechanisms:	Internationalization Committee End of Term Meetings
Performance Indicators:	<p>Number of outgoing and incoming Erasmus students</p> <p>Number of outgoing and incoming Mevlana students</p> <p>Number of outgoing and incoming Farabi students</p> <p>Number of outgoing and incoming Erasmus academic staff</p> <p>Number of outgoing and incoming Mevlana academic staff</p> <p>Minutes of end-of-term evaluation meetings</p>
Evaluation and Improvement Date:	July-December
Location of Sub-Criteria in the Information Management System:	Faculty Website University External Relations Office web page

A.4.2. Management and Organizational Structure of Internationalization Processes

The management and organizational structure of the internationalization processes of Dicle University Faculty of Theology has been established within the framework of [a strategic plan](#) that aims to ensure that the faculty complies with international standards and strengthens global collaborations. This process is managed by responsible units such as the Dean's Office, the Unit Quality Coordinatorship and the Internationalization Committee. This planning process, initiated in June 2023, has placed academic staff and students at the center of the implementation processes. Internal stakeholders are academic and administrative staff, students and Arabic Preparatory Coordinatorship, while external stakeholders include Dicle University International Office. In addition, the International Advisory Board of the Unit has been actively involved in the process to strengthen international cooperation.

The effectiveness and sustainability of internationalization processes are monitored and evaluated by [the Internationalization Committee](#) and Dicle University International Office. In this evaluation process; the formation of unit committees, activities for Erasmus, Mevlâna and Farabi programs, and the work [of the Unit Quality and Development Committee](#) are taken into account as performance indicators. The meetings held at the end of each semester are critical in analyzing the effectiveness of the processes and providing suggestions for improvement. Information on the internationalization process is shared transparently through the faculty website and the web page of the External Relations Office of Dicle University.

This structure reflects a comprehensive strategy that aims to enhance the faculty's academic recognition at the international level, support the mobility of students and academics, and strengthen collaborations on a global scale.

Sub-Criterion Subject	A.4.2. Management and Organizational Structure of Internationalization Processes
Responsible Unit	Dean's Office Unit Quality Coordinatorship Internationalization Committee
Initial Planning Date	June 2023
Internal Stakeholders	Academic and administrative staff , students, Arabic Preparatory Coordinatorship

External Stakeholders	Dicle University International Office
International Stakeholders	Unit International Advisory Board
Application Fields	Academic Staff and Students
Monitoring Mechanisms	Internationalization Committee Dicle University International Office
Performance Indicators	Establishment of Unit Committees International Relations Erasmus, Mevlana and Farabi Committee and Activities of the Committee Unit Quality and Development Committee and its Activities
Evaluation and Improvement Date:	End of the term
Location of Sub-Criteria in the Information Management System:	End-of-term evaluation meeting minutes Faculty Website University External Relations Office web page

A.4.3. Internationalization Resources

The internationalization resources of Dicle University Faculty of Theology [have been planned strategically](#) in order for the faculty to adapt to international standards and strengthen global collaborations. This process is managed by responsible units such as the Dean's Office, the Unit Quality Coordinatorship and the Internationalization Committee. Initial planning efforts were initiated in June 2023 and the areas of implementation include academic and administrative staff and students.

Internal stakeholders include faculty academic staff, while external stakeholders are the

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[Dicle Theology Foundation \(DIVAF\)](#) and [Dicle University External Relations Office](#). In addition, the International Advisory Board has been included in the process to support international collaborations. The effective use and management of these resources is monitored and evaluated by the Internationalization Committee and Dicle University External Relations Office.

Performance indicators include the annual budget amount used for education and teaching abroad under the Erasmus program and the number of participating students and academics. These indicators play a critical role in measuring the effectiveness of internationalization processes and identifying areas for improvement. Evaluation and improvement activities are carried out through meetings held at the end of each semester. Information about these processes is shared transparently on [the faculty website](#) and Dicle University External Relations Office web page.

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

Sub-Criterion Subject	A.4.3.Internationalization Resources
Responsible Unit	Dean's Office Unit Quality Coordination Office Internationalization Committee
Initial Planning Date	June 2023
Internal Stakeholders:	Unit academic staff
External Stakeholders	Dicle Theology Foundation (DIVAF) University External Relations Office

International Stakeholders	International Advisory Board
Application Areas	Academic and administrative staff and students
Monitoring Mechanisms	Internationalization Committee University External Relations Office
Performance Indicators	Annual budget allocated by Erasmus for education and training abroad Number of outgoing and incoming Erasmus students Number of outgoing and incoming Mevlana students Number of outgoing and incoming Farabi students Number of outgoing and incoming Erasmus academic staff Number of outgoing and incoming Mevlana academic staff
Evaluation and Improvement Date:	End of the term End-of-term evaluation meeting minutes
Location of Sub-Criteria in the Information Management System	Faculty Website University External Relations Office web page

A.4.4. Monitoring and Improving Internationalization Performance

Monitoring and improving the internationalization performance of Dicle University Faculty of Theology [is handled within a strategic framework](#) in order for the faculty to comply with international standards and strengthen global collaborations. This process is managed by responsible units such as the Dean's Office, the Unit Quality Coordinator and the [Internationalization Committee](#). Initial planning efforts were started in June 2023, with academic staff and students at the center of the implementation areas. Internal stakeholders include academic and administrative staff and students, while external stakeholders are [Dicle](#)

[University International Office](#) and [Dicle Theology Foundation \(DIVAF\)](#). In addition, the International Advisory Board has been included in the process to support international collaborations.

Monitoring and improvement of internationalization performance is carried out by the Internationalization Committee and Dicle University International Relations Office. Performance indicators include end-of-semester evaluation meeting minutes, Erasmus information meetings, and national and international collaborations. These indicators play a critical role in measuring the effectiveness of internationalization processes and identifying areas for improvement. Evaluation and improvement activities are carried out through meetings organized at the end of each semester. Information about the processes is shared transparently on [the faculty website](#) and the Dicle University External Relations Office web page.

This structure reflects a comprehensive strategy that aims to strengthen the faculty's global recognition, support student and faculty exchanges, and deepen international academic partnerships. The faculty's efforts to continuously improve its internationalization performance are considered as an important step in achieving global academic integration.

Sub-criterion Subject	A.4.4. Monitoring and Improving Internationalization Performance
Responsible Unit	Dean's Office Unit Quality Coordinatorship Internationalization Committee
Initial Planning Date	June 2023
Internal Stakeholders	Academic staff – Administrative staff and students
External Stakeholders	Dicle University International Office Dicle Theology Foundation (DIVAF)

International Stakeholders	International Advisory Board
Application Areas	Academic Staff and students
Monitoring Mechanisms	Internationalization Committee University External Relations Office
Performance Indicators	Minutes of the end-of-term evaluation meetings Internationalization Committee Erasmus information meetings National and International Collaborations
Evaluation and Improvement Date	End of term

B. EDUCATION AND TEACHING

Education and teaching is considered as a process in which the goals of the institution are determined with a focus on continuous development and by whom these goals will be realized, education and teaching activities are carried out, the goals are monitored and evaluated in terms of quality and quantity, and the results achieved are checked and the necessary improvements are made.

B.1.Design and Approval of Programs

The defined process related to the design and approval of the programs carried out in the institution is included [in the Quality Handbook of Dicle University Faculty of Theology](#) in line with [Dicle University Faculty of Theology 2025-2029 Strategic Plan](#). In the design of the programs, [Turkey Higher Education Qualifications Framework](#), Field Qualifications, [Dicle University Quality Handbook](#), directives and guidelines of external stakeholders and the needs of internal stakeholders were taken into consideration. The undergraduate program of the institution is designed in line with the faculty mission and program objectives. Program outcomes are determined as measurable learning outcomes/program competencies of the program and the curriculum is structured accordingly. While determining the learning outcomes of the program, the Turkish Higher Education Qualifications Framework and Field Qualifications are taken into consideration. In accordance with the program learning outcomes,

learning outcomes are defined for each course and teaching methods and assessment and evaluation techniques that will enable students to achieve these learning outcomes are determined. Course syllabi are created with the aim of providing students with the program learning outcomes related to the courses in a 14-week period. With the prepared lesson plans, student workloads are determined for each course in accordance with ECTS, balanced and compatible. The content and plan of the courses are entered into the Dicle University [Student Information System](#), and this information is accessible to all stakeholders.

B.1.1. Design and approval of programs

At the institution, the program is designed in line with the institution's [strategic goals](#), [faculty mission](#) and [program objectives](#). It is programmed and approved within the framework of the directives that the institution puts into practice in line with its own needs and the regulations, directives and senate principles that bind all units in the university. In the design of the programs, the institution's education and teaching policy, especially the [Faculty of Theology's 2025-2029 Strategic Plan](#) the and the goals and activities under these strategies are taken into consideration.

The strategies of the institution that are directly related to education and teaching and the objectives under these strategies are as follows:

Strategic Objective 1. To develop and strengthen teaching activities.

Strategic Objective 1.1. To adopt continuous improvement of programs and manage continuous improvement cycles to improve the quality of faculty programs.

Strategic Objective 1.2. To develop processes based on participatory and active learning in courses and extracurricular activities and to increase the number of elective courses to meet the needs.

Strategic Objective 2. To take the necessary steps for student admission and development.

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

Strategic Objective 2.2. To ensure that the recognition (adaptation) and crediting of prior learning are at the desired standard and quality.

Strategic Objective 2.3. To improve students' foreign language proficiency.

Strategic Objective 3. To carry out student-centered learning, teaching and assessment to conduct studies. To train researchers based on student-centered teaching and learning that prioritizes contribution to society and humanity.

Strategic Objective 3.1. To educate responsible students and provide student-centered education.

Strategic Objective 3.2. To organize seminars, courses, etc. on special teaching methods and techniques based on a student-centered approach for teaching staff or to ensure their participation in existing certificate programs in this direction.

Strategic Objective 3.3. To give lectures and organize courses to encourage students to interdisciplinary work, active learning, interactive research and scientific studies.

Strategic Objective 3.4. To develop processes based on participatory and active learning in courses and extracurricular activities.

Strategic Objective 3.5. To utilize effective education and teaching practices.

Strategic Objective 3.6. To organize student symposiums.

Strategic Objective 3.7. To organize extracurricular activities that will ensure the active

participation of students. Strategic Objective 3.8. To encourage cultural, artistic and sportive activities of students.

Strategic 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 respect, to increase the trust and respect for the instructor and the institution.

Strategic Objective 4.1. To improve the awareness of responsibility of the instructors regarding measurement and evaluation.

Strategic Objective 4.2. In order to increase this responsibility, seminars will be organized for academic staff at least once a semester.

Strategic Objective 4.3. In order to ensure that the lecturers carry out measurement and evaluation processes in a healthier way, to cooperate with different universities and to benefit from their data and conclusions.

Strategic Objective 4.4. To examine how measurement and evaluation scales are operated in the universities they go to in their foreign projects, and to ensure that the issues that are considered beneficial are transferred to the relevant boards in the faculty.

Strategic Objective 5. To make efforts to ensure that all activities that improve education and teaching are sensitized for feedback.

Strategic Objective 5.1. To make efforts to ensure that feedback is carefully gathered and addressed for all activities aimed at improving education and teaching.

Strategic Objective 5.2. To carry out the feedback of the activities carried out especially by student clubs and online activities with tools whose validity and reliability have been ensured.

Strategic Objective 5.3. To diversify activities in order to reveal the different talents of students.

Strategic Objective 5.4. In this regard, to collect feedback from those who participated in the activity after visiting village schools, orphanages, etc.

Strategic Objective 5.5. In order to increase the quality of the activities and conscious behavior, to give preliminary information to those who will participate in the activities that feedback will be provided at the end of the activity.

Strategic Objective 6. To carry out some studies to ensure that the academic staff who will provide academic advising services internalize this issue.

Strategic Objective 6.1. To continue academic advising after the graduation of students.

Strategic Objective 6.2. To contribute to students' career planning with a qualified academic advising service.

Strategic Objective 6.3. To provide complementary counseling services to students through conferences and the institution's social media tools.

Strategic Objective 6.4. To ensure that faculty members post student counseling hours on the doors of their rooms in order to provide qualified counseling services to students in predictable processes.

Strategic Objective 7. To develop/strengthen the academic staff in terms of quantity and quality.

Strategic Objective 7.1. To ensure harmony between the academic staff's areas of specialization and the courses they teach.

Strategic Target 7.2. To reduce the number of students per academic staff in order to increase the academic performance of academic staff.

Strategic Objective 7.3. To prepare the weekly course schedules of the academic staff in an appropriate manner.

Strategic Objective 7.4. To expand the training of trainers practice for academic staff.

Strategic Objective 7.5. To organize surveys for teaching staff and students at the end of each semester in order to monitor the educational performance of the teaching staff.

Strategic Objective 7.6. To ensure the participation of academic staff in the planning and improvement of the processes in the faculty.

Strategic Objective 7.7. To encourage faculty members to participate in overseas education or training activities in order to improve their competencies and to make informative and encouraging practices in this regard.

Strategic Objective 7.8. To provide incentives and rewards that will increase the educational performance of academic staff.

to implement rewarding practices.

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

Strategic Objective 8.1. To improve the physical facilities of learning environments.

Strategic Target 8.2. To facilitate access to learning resources.

Strategic Objective 8.3. To ensure the correlation between learning resources and institutional growth.

Strategic Objective 8.4. To monitor the efficiency of learning environments and tools.

Strategic Objective 8.5. To develop e-learning resources and promote existing ones.

Strategic Objective 9. To enrich the library of our faculty in terms of books, journals, etc., publications, documents and equipment.

Strategic Objective 9.1. To facilitate our students' access to course resources and to increase the number of documents in the library by 2% every year.

Strategic Objective 9.2. To cooperate with the university library to enrich library resources.

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

Strategic Objective 10. To increase cultural and sports activities that will improve the perspectives of our students in different directions.

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

Strategic Objective 10.2. To request activity schedules from student clubs at the beginning of each semester and to prepare an evaluation survey for participants after the event.

Strategic Objective 10.3. To encourage students to participate in cultural, artistic and sports activities.

Strategic Objective 11. To enhance active learning opportunities in extracurricular activities.

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

Strategic Target 11.2. To organize student symposiums.

Strategic Objective 11.3. To organize certified activities for students.

Strategic Objective 12. To monitor the programs offered by the Faculty, to determine the level at which the competencies targeted to be acquired by the students meet the objectives and program outcomes of the programs, and to ensure that the objectives of the programs are realized at a higher level.

Strategic Objective 12.1. To determine the academic and professional field competencies that students acquire through the programs and courses offered by the Faculty.

Strategic Goal 12.2. To improve the academic and professional field competencies gained by students through the programs and courses offered by the Faculty.

Strategic Goal 12.3. To ensure the development of education and teaching processes in line with the opinions, analyzes, suggestions and thoughts of internal and external stakeholders.

During the academic year, improvement suggestions regarding the design and approval of programs are collected through meetings held by academic committees, working groups, student stakeholders, and external stakeholders. Requests, complaints, and suggestions gathered via stakeholder meetings, satisfaction surveys, and other feedback mechanisms are submitted to the Dean's Office. Improvement proposals within the faculty's authority are approved and implemented by the Faculty Board. However, suggestions concerning matters under the university's authority may be submitted directly to the Senate by the Dean. Accepted proposals are finalized in draft form following Senate approval.

Sub-criterion Subject	B.1.1. Design and Approval of Programs
Responsible Unit	Dean's Office Quality Committee , Quality development and control committee , Education and Teaching Development Committee .
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Department Chairs of the Faculty of Theology , Heads of Departments of the Faculty of Theology , Students,
External Stakeholders	Administrative Units of the University (Dicle University Directorate of Student Affairs) Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders	-
Application Areas:	Programs Applied in the Faculty of Theology , Faculty of Theology Curriculum , Faculty of Theology Course Information Packages , Education and Teaching Development Committee .

Monitoring Mechanisms:	<p>Student Satisfaction Surveys</p> <p>Academic Staff Satisfaction Surveys</p> <p>Administrative and Assistant Staff Satisfaction Surveys</p> <p>Course Evaluation Surveys</p>
Performance Indicators:	<p>Number of Undergraduate / Master's / Doctorate Programs with Completed Course Catalogs Accessible via the Institution's Website</p> <p>Student Satisfaction Rate (%) with Their Enrolled Program (in Terms of Teaching-Learning Methods and Acquisition of General Competencies)</p> <p>Number of Undergraduate Students Double Majoring</p> <p>Ratio of Double Major Students to Total Number of Undergraduate Students</p> <p>Student Satisfaction Survey Results</p> <p>Academic Staff Satisfaction Survey Results</p> <p>Administrative Staff Satisfaction Survey Results</p> <p>Administrative and Auxiliary Staff Satisfaction Survey Results</p> <p>Course Evaluation Survey Results</p> <p>Faculty of Theology Alumni Survey Results</p> <p>Course Evaluation Files</p> <p>Courses and Information Packages in Theology Program</p> <p>Course and Corresponding Program Learning Outcomes Table</p> <p>Faculty of Theology Program Objectives</p> <p>Faculty of Theology Program Outcomes</p> <p>Criteria Specific to the Faculty of Theology Discipline</p>
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	<p>Dicle University Bologna Page</p> <p>Dicle University Student Information System (Obs)</p> <p>Dicle University Electronic Document and Management System (EBYS)</p>

B.1.2. Alignment with program objectives, outcomes (program outcomes and discipline-specific outcomes) and IAA criteria

The institution implements the program objectives and outcomes that it has determined within the framework of TYYÇ and the education and teaching process directive and makes the necessary updates. The processes related to the program objectives and outcomes of the institution are managed as planned in line with the [strategic goals of](#) the institution and Dicle University Faculty of Theology Quality Handbook. The outcomes of the programs implemented at the faculty consist of the knowledge, skills and competencies that students are expected to acquire until graduation and are shared on the faculty's homepage.

The [program objectives of](#) the institution are determined in the form of general statements that define the career goals and professional expectations that graduates of the program are designed to have. [Program outcomes](#) consist of the knowledge, skills and competencies that students are expected to acquire until graduation. The institution's program objectives, program outcomes and [program-specific criteria](#) are determined within the framework of the TQF, taking into account the views of stakeholders in line with the IAA outcomes and criteria.

Sub-Criterion Subject	B.1.2. Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and Concordance with IAA Criteria
Responsible Unit	Dean's Office Quality Committee , Quality development and control committee , Education and Teaching Development Committee ,
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Department Chairs of the Faculty of Theology , Heads of Departments of the Faculty of Theology , Students
External Stakeholders	Administrative Units of the University Dicle University Directorate of Student Affairs) Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education Alumni
International Stakeholders	-

Application Areas	Programs Applied in the Faculty of Theology , Faculty of Theology Curriculum , Faculty of Theology Course Information Packages ,
Monitoring Mechanisms	Education and Teaching Development Committee , Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative and Assistant Staff Satisfaction Surveys Course Evaluation Surveys
Performance Indicators	Rate of Student Satisfaction with Their Enrolled Program (as a Percentage) (Based on Teaching Methods and Acquisition of General Competencies) Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Course Evaluation Survey Results Course Evaluation Files Courses and Information Packages in Theology Program Table of Courses and Corresponding Program Outcomes Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Discipline-Specific Criteria of the Faculty of Theology
Evaluation and Improvement Date	End of each academic term
Location of Sub-criteria in Information Management System	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

B.1.3. Matching course outcomes with program outcomes and discipline-specific outcomes

The processes for determining and updating program objectives, program outcomes, program-specific criteria and learning outcomes of the course are defined in the PDCA-based education and teaching directive. Taking into account the institution's [Faculty of Theology 2025-2029 Strategic Plan](#) and the goals and activities under these strategies, internal stakeholders meet to discuss the course outcomes (in the form of knowledge, skills and competencies in accordance with the TQF) that will ensure the realization of program outcomes and propose

them to the Department Board. The relevant department head is responsible for determining the outcomes of the department courses that will provide the program outcomes together with the internal stakeholders. The course outcomes accepted by the Department Board are submitted to the Faculty Board for approval. For the realization of the course outcomes, an appropriate program for student-centered education is developed. The Dean is responsible for preparing the environment, training the trainers, making the course program, etc. Course outcomes are measured through exams, assignments, practices and projects. The collected data are evaluated at the department's internal stakeholder meeting within the week following the end of each semester exams. Measures are taken for the outcomes that have problems in realization. If deemed necessary, course outcomes are updated and submitted to the Faculty Board. The Dean is responsible for the measures taken and the implementation of the updated course outcomes.

Sub-criterion Subject	B.1.3. Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes
Responsible Unit	Dean's Office Quality Committee , Quality development and control committee , Education and Teaching Development Committee .
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Department Chairs of the Faculty of Theology , Heads of Departments of the Faculty of Theology , Students
External Stakeholders	Administrative Units of the University (Dicle University Directorate of Student Affairs) Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education Alumni
International Stakeholders	-
Application Areas	Programs Implemented in the Faculty of Theology , Faculty of Theology Curriculum , Faculty of Theology Course Information Packages ,

Monitoring Mechanisms	Education and Teaching Development Committee. Student Satisfaction Surveys Academic Staff Satisfaction Surveys Course Evaluation Surveys
Performance Indicators	Student Satisfaction Rate with the Registered Program (% Rate) (Regarding Learning-Teaching Methods – Acquisition of General Competencies) Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Course Evaluation Survey Results Faculty of Theology Graduate Student Survey Results Course Evaluation Files Courses and Information Packages in Theology Program Course and Corresponding Program Outcomes Table Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Discipline-Specific Criteria of the Faculty of Theology
Evaluation and Improvement Date	End of each academic term
Location of Sub-criteria in Knowledge Management System:	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

B.1.4. The structure of the program and the balance of course distribution (balance of compulsory-selective course distribution; balance of field and professional knowledge and general culture courses, cultural depth, opportunities to get to know different disciplines)

The institution is based on and applies [Dicle University Associate and Undergraduate Education and Examination](#) Regulations. In order to achieve the goals set [in the 2025-2029 Strategic Plan of](#) the institution, the curriculum has been created by considering a balance that takes into account the educational objectives, and the content and plan of the courses related to this curriculum have been entered into the [Dicle University Student Information System](#).

All information about the courses such as purpose, content, category, learning outcomes,

teaching techniques, topics, resources, level of contribution to program outcomes, evaluation criteria and ECTS-Workload calculations are organized in detail under headings and published on the digital platform in a way accessible by all stakeholders. Course contents are designed with the aim of effectively transferring the program outcomes of the institution to students during the 14-week education process; in this context, the curriculum of each course is planned in accordance with the requirements of the ECTS system and the principles of fair education. Student workloads are distributed in a balanced manner in accordance with ECTS criteria and harmonized with learning processes. At the beginning of each academic semester, at the coordination meetings organized by the heads of the departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences, the compulsory and elective courses in the current curriculum are discussed comprehensively. In these meetings, the opinions and suggestions of faculty members on critical topics such as course outcomes, teaching methods and techniques, and student success analysis are collected. In light of the data obtained, revisions are made in course content and practices, and courses that perform poorly in terms of student participation or academic outcomes are removed from the curriculum. Through this process, the sustainability of the quality of education is ensured and programs are adapted to current needs.

As the end of each academic semester approaches, the heads of the departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences invite faculty members to submit new course proposals. In addition to the existing inventory of elective courses, faculty members submit new courses they need or foresee to the relevant department heads with their justifications. The proposals are evaluated by the departments in terms of content, outcome and curriculum compatibility. Proposals deemed appropriate are submitted to the Faculty Executive Board for review. The courses approved by the Faculty Executive Board are included in the official process through the Rectorate for the final approval of the Senate. The courses approved by the Senate are officially included in the elective course pool and opened to students' choice.

The institution realizes the internship practice within the scope of the Teaching Practice course, which aims to provide basic knowledge, skills and experience related to the teaching field and formation, within the framework of [the Cooperation in Education Protocol](#) organized with the Diyarbakır Provincial Directorate of National Education.

Sub-Criterion Subject	B.1.4. Structure of the Program and Balance of Course Distribution (Balance of Compulsory and Elective Courses; Balance Between Field and Professional Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Explore Different Disciplines)
Responsible Unit	Dean's Office Quality Committee , Quality development and control committee , Education and Teaching Development Committee ,
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Department Chairs of the Faculty of Theology , Heads of Departments of the Faculty of Theology , Students,
External Stakeholders	Administrative Units of the University (Dicle University Directorate of Student Affairs) Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education Alumni
International Stakeholders	-
Application Areas	Programs Applied in the Faculty of Theology , Faculty of Theology Curriculum , Faculty of Theology Course Information Packages ,
Monitoring Mechanisms	Education and Teaching Development Committee , Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative and Assistant Staff Satisfaction Surveys Course Evaluation Surveys

Performance Indicators	Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative and Assistant Staff Satisfaction Survey Results Course Evaluation Survey Results Faculty of Theology Graduate Student Survey Results Course Evaluation Files Courses and Information Packages in Theology Program Course and Corresponding Program Outcomes Table Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Discipline-Specific Criteria of the Faculty of Theology
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

B.1.5. Design based on student workload

The institution [has a system](#) in which the credit values (ECTS) of the courses are calculated based on student workload. In this process, it is aimed to provide students with learning outcomes in a 14-week period and lesson plans are determined in accordance with ECTS by taking into account all in and out-of-course activities.

The course coordinator determines elements such as course evaluation criteria, ECTS workload distribution, category, exam processes and documentation with the common opinion of the relevant academic staff. In addition, the process of updating course data is carried out once a year before the start of the academic year in accordance with the academic calendar announced by the Senate.

Assessment and evaluation activities are carried out within the framework of [Dicle University Assessment and Evaluation Directive](#). In this process, the institution aims to comprehensively measure student success by using versatile and fair evaluation methods (projects, midterm exams, quizzes, homework, etc.). ECTS credits indicated in course information packages are determined in consultation with internal stakeholders. Calculations are based on a total workload of 25 hours per week, taking into account factors such as class hours, out-of-class study time (preparation, review), midterm exams, assignments and final

exams. In order to graduate, students must successfully complete all courses in the curriculum and complete a total of 240 ECTS credits.

The institution adopts an education and teaching approach in which prior learning is recognized. Likewise, it is ensured that the courses that students studying in Turkey and abroad through Farabi, Erasmus and Mevlâna programs are included in the current semester-based ECTS load.

Sub-Criterion Subject	B.1.5. Design Based on Student Workload
Responsible Unit	Dean's Office Quality Committee , Quality development and control committee , Education and Teaching Development Committee ,
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Department Chairs of the Faculty of Theology , Heads of Departments of the Faculty of Theology , Students,
External Stakeholders	Administrative Units of the University (Dicle University Directorate of Student Affairs) Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education , Alumni
International Stakeholders	-
Application Areas	Programs Implemented in the Faculty of Theology , Faculty of Theology Curriculum , Faculty of Theology Course Information Packages ,
Monitoring Mechanisms	Education and Teaching Development Committee , Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative and Assistant Staff Satisfaction Surveys Course Evaluation Surveys

Performance Indicators	Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative and Assistant Staff Satisfaction Survey Results Course Evaluation Survey Results Faculty of Theology Graduate Student Survey Results Course Evaluation Files Courses and Information Packages in Theology Program Course and Corresponding Program Outcomes Table Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Discipline-Specific Criteria of the Faculty of Theology
Evaluation and Improvement Date	End of each academic term
Location of Sub-criteria in the Information Management System	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

B.1.6. Measurement and evaluation

The defined process regarding the measurement and evaluation of the exams to be held at the faculty, the procedure of the exams, the announcement of the exam results and the objection process are specified [in the 2025-2029 Dicle Theology Strategic Plan](#). The assessment and evaluation of the courses are carried out in accordance with the course information packages on the Bologna page and the university's Regulation on Education and Examination. Success grades in the institution are determined by the absolute evaluation system. Accordingly, semester/yearly evaluations (midterm, quiz, homework, project, laboratory work, report, etc.) constitute 40% of the success grade; the final exam at the end of the semester/year or summer school constitutes 60%. In order for a student to be considered successful in a course, in addition to attending at least 70% of the theoretical courses, it is compulsory to get at least 60 points from the final exam and the sum of 60% of this exam and the sum of the semester studies (40%) must be at least 60 points. Students who score below 60 points in the final exam are considered unsuccessful regardless of the overall grade of the course. In addition to at least one midterm exam, quizzes, homework, projects, laboratory applications and similar studies are taken into account in grading.

There is also an Arabic Preparatory Class in the faculty and the current practice in this class is detailed in [the Preparatory Class Education and Examination Directive](#). According to this directive, the courses at the faculty are given in Turkish and Arabic as a mixture, and at least 30% of the credit hours of the courses in the undergraduate program must be given in Arabic. Again, the weekly course load of the two-semester Arabic preparatory class should not be less than 24 credit/hours and not more than 30 credit/hours. Again, each semester of the preparatory class is 16 weeks long, consisting of fall and spring semesters, and the two semesters must be evaluated as a whole. In preparatory education, 85% attendance is compulsory and students who fail to attend the classes cannot take the final exam. The midterm exam grade is the sum of 60% of the average of the midterm exams, 20% of the average of the quizzes and 20% of the average of the out-of-class assignments, etc. The final grade is the sum of 50% of the mid-term exam grade and 50% of the final exam grade. The final grade is 60 (sixty) points, provided that at least 60 (sixty) out of 100 (one hundred) is obtained in the final or make-up exam.

Sub-criterion Subject	B.1.6. Measurement and Evaluation
Responsible Unit	Dean's Office Quality Committee , Quality development and control committee , Education and Teaching Development Committee ,
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , D.U. Faculty of Theology Administrative Staff , Department Chairs of the Faculty of Theology , Heads of Departments of the Faculty of Theology , Students,
External Stakeholders	Administrative Units of the University (Dicle University Directorate of Student Affairs) Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education Alumni
International Stakeholders	-

Application Areas	Programs Applied in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages,
Monitoring Mechanisms	Education and Teaching Development Committee, Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative and Assistant Staff Satisfaction Surveys Course Evaluation Surveys
Performance Indicators	Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative and Assistant Staff Satisfaction Survey Results Course Evaluation Survey Results
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

B.2. Student Admission and Development

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

The institution has a defined process for student admission and recognition and crediting of prior learning. This process is included in the Dicle University Faculty of Theology Quality Handbook in line with [2025-2029 Strategic Plan of Faculty of Theology of Dicle University](#). The processes in this regard are carried out by taking into account the principles of Strategic Goal 2 "To take the necessary steps for student admission and development" and Strategic Goal 2.2 "To ensure that the recognition (adjustment) and crediting of prior learning are of the desired standard and quality" in the Strategic Plan.

Student admission for the undergraduate program at Dicle University Faculty of Theology is made according to the criteria determined by the [Measurement, Selection and Placement Center \(ÖSYM\)](#). Quotas are recommended by the relevant units, and the final decision is made [by the Higher Education Council \(YÖK\)](#). The registration of students who are entitled to placement based on their Verbal scores in the YKS exam conducted by ÖSYM and their preference rankings

is carried out on the announced dates, in accordance with the principles determined by the Council of Higher Education (YÖK), ÖSYM, and the Rectorate, and within the framework of the relevant articles on admission to [higher education under Law No. 2547](#) on Higher Education, along with the required documents.

Applications for the recognition of the courses previously taken by the students are received through Dicle University [Student Information System](#) (OBS). During the application, students are asked to submit transcripts from the relevant institutions that they have taken the courses or documents showing their previous education and evaluations are made within the framework of these documents. The names of applicants whose applications are accepted as a result of the evaluation conducted in accordance with [the D.U. Associate and Undergraduate Units Directive on Course Exemption and Adjustment Procedures](#), along with the exam schedules, exam dates, and the announcement of results, are published on the institution's website [according to the predetermined calendar](#).

Arabic Proficiency

The processes regarding Arabic proficiency at the institution are carried out according to [the D.U. Faculty of Theology Preparatory Class Education, Training and Examination Directive](#). Within the scope of recognizing prior learning, an exemption exam is applied for all students who are entitled to study at the faculty to determine their Arabic proficiency. This exam is held two weeks before the start of the academic year. Students who score 60 points and above are exempted from the preparatory class. In the preparatory classes of the institution, according to [the D.U. Faculty of Theology Preparatory Class Education and Examination Directive](#), a three-stage exam is administered: a quiz in the middle of the first semester, a midterm at the end of the semester and a final at the end of the second semester. The preparatory class grade is determined based on 20% of the quiz grade, 20% of the midterm exam grade, and 60% of the final exam grade. Students with an average score of 60 or above are promoted to the next level, while those with a score below 60 are required to repeat the preparatory class for one more year. In order to improve students' Arabic language education and skills, various assignments are given during both semesters in the preparatory class, and the grades for these assignments are reflected in the overall grade point average at a rate of 20%.

Adaptation

The processes regarding the recognition of prior learning and the recognition of previously acquired qualifications are carried out in accordance with [Dicle University Associate and Undergraduate Units Course Exemption and Adaptation Procedures Directive](#). All kinds of adaptation procedures in the institution are carried out by the institution's [Adaptation Committee](#). In the adaptation of students who come to the institution through transfer, the course content and credit compatibility are taken into consideration and the grades that are considered successful are transferred one-to-one. During this transfer, the grades of the courses that are the same course but taught as divided courses are combined and grades are transferred. Compulsory courses are processed in the same way and elective courses are processed in the same or equivalent way. If the student has taken more compulsory courses than those previously accepted as compulsory in the institution, he/she is also exempted from the elective courses appropriate to these courses.

Students who complete the Open Education Theology Associate Degree Program and successfully pass the Vertical Transfer Examination are transferred to the institution within the framework of the principles determined in the relevant regulations of the institution. For this reason, exemption from the courses deemed equivalent and appropriate by the Adaptation Committee is applied.

If the course contents of the courses taken in the exemption of students who study in different departments and enroll in the institution are compatible, the necessary exemption procedures are applied. The necessary exemption procedures are also applied to the courses such as Turkish Language, Atatürk's Principles and History of Turkish Revolution, Foreign Language and Basic Information Technologies, which are compulsory by YÖK and whose content has not changed.

Student Admission by Transfer

The institution applies for transfer applications according to the principles determined by the Senate. Accordingly, the documents required for transfer applications and the application form are announced on the web page of the [Student Affairs Department](#) (ÖİDB). The Adaptation Committee of the institution makes the evaluation and scoring of the application in terms of content. After the evaluation scores obtained are ranked from higher to lower scores, the students who will transfer within the quota are determined starting from the highest score.

The number of alternates is announced. In case of equal evaluation scores in inter-institutional or international transfers, the student with the higher central placement score is given priority. The Adaptation Committee submits the list of students who are eligible for transfer to the Faculty Administrative Board. The Faculty Executive Board forwards the list to the Student Affairs Department with an approval decision. The lists of main and alternate candidates are announced on [the Faculty Web Page](#).

The institution admits international students according to the results obtained by the [Foreign Student Examination](#) (YÖS) within the framework of [Dicle University Directive on the Admission of Foreign or International Students at the Associate and Undergraduate Levels](#). YÖS is held simultaneously in many centers in Turkey and abroad by Dicle University or another University with which it has an agreement. The related studies are carried out by the [ERASMUS](#) unit of the University. All kinds of current announcements about the exam, exam center, subjects, exam guide and exam calendar, exam application requirements, exam fees and informative guiding details about the procedures to be followed are announced in the announcements section at <http://www.dicle.edu.tr/tr/birimler/erasmus/>.

Sub-criterion Subject	B.2.1. Student Admission and Recognition and Crediting of Prior Learning
Responsible Unit	Dean's Office Quality and Accreditation Education and Teaching Development Committee
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff D.Ü. Faculty of Theology Administrative Staff, Students
External Stakeholders	Directorate of Student Affairs, Dicle University D.U. Distance Education Center (DÜZEM) Presidency of Religious Affairs (DİB) (Diyarbakır Provincial Mufti's Office) (Diyarbakır Provincial Mufti's Office) Ministry of National Education (MoNE) Higher Education Council (YÖK), Measurement, Selection and Placement Center (ÖSYM)

International Stakeholders	Bilateral agreements through the Foreign Relations Office , International Students
Application Areas	All Academic Departments and Units, All students receiving formal and distance education
Monitoring Mechanisms	Education and Teaching Development Committee , Dean's Office , Student Affairs
Performance Indicators	Preparatory Exemption Exam Results Vertical Transfer Exam Results Diploma/Transcripts Information on the Examination Grades of Students Placed in Higher Education Institutions
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	D.U. OBS System , DUZEM (ILITAM) , Faculty Internet Address WhatsApp Groups Corporate Social Media accounts: YouTube , Facebook , X , Instagram

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

The processes for the recognition and certification of diplomas, degrees, and other qualifications are carried out in accordance with [the Dicle University Associate and Undergraduate Units Course Exemption and Adjustment Procedures Directive](#). In order to graduate, a student must complete 240 ECTS credits and achieve a minimum GPA of 2.00 out of 4.00. Graduation eligibility is monitored based on the chart available in the EBS system, and students' transcripts are reviewed to ensure there are no missing courses.

Students who meet all the graduation requirements are awarded an Undergraduate Diploma. The diploma is one-sided and contains no information on the back. The front side includes the student's Turkish ID number, full name, name of the institution, graduation date, diploma number, date and reference

number of the document, and the name, title, and signature of the authorized signatories. The information on the diploma and the temporary graduation certificate is prepared based on the graduation date. Photographs are not affixed to diplomas, and the graduation GPA is not indicated.

The Diploma Supplement is issued together with the diploma to students who successfully complete their academic program. It is based on the format developed by the European Committee, the Council of Europe, and UNESCO/CEPES. The supplement includes the logo of Dicle University, the graduation date, diploma number, level of the awarded degree, transcript details, and information about the national education system.

The benefits of the Diploma Supplement for students and institutions include promoting transparency in higher education, facilitating the prompt recognition of educational documents such as diplomas, supporting academic and professional mobility, and increasing access to lifelong learning. It also provides fair, reliable, and comprehensive information about the qualifications and competencies obtained. While the Diploma Supplement facilitates academic and professional recognition, it does not replace the diploma and does not guarantee international academic recognition. The supplement is prepared and signed by [the Head of the Student Affairs Department](#).

Sub-criterion Subject	B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications
Responsible Unit	Dean's Office Quality and Accreditation Committees , Education and Teaching Development Committee
Initial Planning Date	November 2018
Internal Stakeholder	D.U. Faculty of Theology Academic Staff D.U. Faculty of Theology Administrative Staff , Students Exemption Adaptation Committee
External Stakeholders	D.U. Student Affairs Department D.U. Distance Education Center (DÜZEM) YÖK , ÖSYM
International Stakeholders	Bilateral agreements through the External Relations Office

Application Areas	All Academic Departments and Units, All students receiving formal and distance education
Monitoring Mechanisms	Education and Teaching Development Committee Student Advisors Faculty of Theology Alumni Surveys Student satisfaction surveys
Performance Indicators	Student Satisfaction Survey Results Faculty of Theology Alumni Survey Results Education and Teaching Development Committee Meetings
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	D.U. OBS System DUZEM (ILITAM) Faculty Internet Address Dicle University Bologna Page WhatsApp Groups Corporate Social Media accounts: YouTube , Facebook , X , Instagram

B.3. Student Centered Learning, Teaching and Assessment

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

The institution has a defined process that it has adopted in terms of teaching methods and techniques within the framework of [Dicle University Faculty of Theology 2025-2029 Strategic Plan](#) in order to realize the program objectives and learning outcomes. In the institution, Strategic Objective 3 in the Strategic Plan is "To carry out studies for student-centered learning, teaching and evaluation. To educate researchers based on student-centered teaching and learning that prioritizes contribution to society and humanity" in Strategic Goal 3.1, 3.2, 3.3, 3.4. and 3.5, "To educate responsible students and provide student-centered education, To organize seminars, courses, etc. for instructors on special teaching methods and techniques based on student-centered approach. To organize seminars, courses, etc. related to special teaching methods and techniques based on student-centered approach or to ensure their participation in existing certificate programs in this direction, To give courses and organize

courses that will encourage students to interdisciplinary work, active learning, interactive research and scientific studies, To develop processes based on participatory and active learning in courses and extracurricular activities, and To benefit from effective education and teaching practices" in line with the strategic goals and objectives. In order to realize these educational goals, the institution cooperates with some institutions. In the institution, which is based on the student-centered education model, active learning methods and techniques are particularly emphasized as an institutional project since 2020.

In order to support the teaching competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System) of the teaching staff in the institution, "Training of Trainers" seminars and certificates are given to all academic staff by the rectorate. In addition, within the framework of the Strategic Plan, Scientific Research Methods and Ethics courses aim to encourage students to conduct scientific studies.

Care is taken to select teaching strategies, methods and techniques that will improve students' ability to self-evaluate, present project activities, think critically, work collaboratively and use information technologies. Various activities are carried out at the institution to raise students' awareness and develop their skills in active learning methods and techniques.

The programs implemented at the institution are conducted through [Course Information Packages](#) where course materials are shared, and [Education Support Systems](#). In this respect, Active Learning Platforms have been created independently within the Education Support System. The institution uses the learning management system (ALMS, OBS,) infrastructure to carry out the education and teaching process.

Field-specific internship practices are carried out regularly every year and students are monitored and evaluated by the instructors during the internship.

Sub-criterion Subject	B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary Work, Interactive, Research/Learning-Oriented)
Responsible Unit	Quality and Accreditation Committees , Education and Teaching Development Committee
Initial Planning Date	2020 (pp.17-18)

Internal Stakeholders	Quality and Accreditation Committees Academic Units Administrative Staff, Students
External Stakeholders	Diyarbakır Provincial Mufti's Office, Diyarbakır Provincial Directorate of National Education
International Stakeholders	-
Application Areas	Faculty of Theology Syllabi
Monitoring Mechanisms	Education and Teaching Development Committee, Dean's Office, Quality Accreditation Committees, Student Satisfaction Surveys Alumni Satisfaction Surveys Academic Staff Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators	Student Satisfaction rates Alumni Satisfaction Rates Academic Staff Satisfaction Rates Academic Staff Satisfaction Rates Administrative Staff Satisfaction Rates
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Faculty Web Page Dicle University Alumni Information System, Dicle University Student Information System (Obs) Dicle University Alumni Survey Form

B.3.2. Measurement and Evaluation

Our institution has a well-defined process for education and teaching activities. In this context, Dicle University, to which our institution is affiliated, [has the Education and Examination Directive](#), which is updated and improved every year. Within this framework, education and teaching activities are carried out in line with the Undergraduate, Graduate and Distance Education Processes of the relevant units. Various methods such as classical exams, multiple-choice tests, true-false questions, projects, presentations, homework and quizzes are used in

evaluation processes. These methods are designed to determine the learning outcomes and competencies targeted in the program and course outcomes.

At the beginning of the semester, instructors inform students about the assessment and evaluation processes in line with [the 2020-2024 Dicle Theology Strategic Plan](#), as defined in the information packages of their courses.

Under the guidance of the accreditation process, the Dean's Office collects, files and analyzes midterm, final and other exams questions, answers, scoring criteria, exam statistics and student grade point averages for all courses taken by students throughout the semester. In addition, feedback on measurement and evaluation methods is obtained through satisfaction surveys for students and it is aimed to improve the processes in line with this data.

With the participation of faculty members and department heads, plans are made to improve assessment and evaluation methods. The relationship of the courses with the general objectives of the program and the level at which the learning outcomes are achieved are constantly checked. Measurement and evaluation activities in our faculty are carried out in five stages. At the end of the semester, the student's course success is evaluated with the Pass/Fail system.

The assessment and evaluation process is carried out within the framework of a student-centered policy, and thanks to this process, the extent to which the objectives of each course are achieved with which teaching methods can be monitored transparently.

Sub-criterion Subject	B.3.2. Measurement and evaluation
Responsible Unit	Quality Accreditation Committees, Education and Teaching Development Committee,
Initial Planning Date	November 2018
Internal Stakeholders	All Academic and Administrative Units
External Stakeholders	Diyarbakır Provincial Mufti's Office, Directorate of National Education
International Stakeholders	International Advisory Board
Application Areas	All Courses at the Faculty Ensuring Active Participation of Students in the Teaching Process

Monitoring Mechanisms	Education and Teaching Development Committee, Quality Accreditation Committee Student Satisfaction Surveys Alumni Satisfaction Surveys Academic Staff Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators	Student Satisfaction Rates Alumni Satisfaction Rates Academic Staff Satisfaction Rates Administrative Staff Satisfaction Rates
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Faculty Web Page Dicle University Student Information System (Obs) Dicle University Graduate Survey Form

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

It addresses the various mechanisms provided in the institution for students to communicate their requests, suggestions, complaints and satisfaction, and the processes of their evaluation. Students' feedback is collected through wish, complaint and suggestion boxes, suggestions on the website, official e-mail address and surveys. This feedback aims to encourage students' active participation in the education process and is evaluated to increase satisfaction in line with the strategic plan. Mechanisms for students to submit their requests:

- 1- Suggestion box on the faculty website,
- 2- Complaints, suggestions, requests and satisfaction (ŞÖİM) box,
- 3- Official e-mail address of the organization,
- 4- Student satisfaction surveys and course evaluation surveys conducted at the end of the semester. In addition, problems related to student satisfaction are identified and corrective measures are taken.

When necessary corrective Preventive Actions (CPA) are implemented. While the performance of the lecturers is monitored through course evaluation surveys, the quality of the divinity program and the opinions of the graduates

about the program are obtained through the graduate student survey and continuous improvement is ensured.

Another mechanism created for monitoring and updating the program offered by the institution is [the Graduate Student Survey](#). With the questionnaire applied to the graduated students, who are the external stakeholders of the institution, the level of satisfaction of the graduates with the applied Theology Program, how they evaluate the program, whether they find it sufficient or not, and the quality of the program can be evaluated by the graduates.

Sub-criterion Subject	B.3.3. Student Feedback (Course-faculty member-program-general satisfaction surveys, request and suggestion system)
Responsible Unit	Education and Teaching Development Committee , Quality Accreditation Committee
Initial Planning Date	December 2021
Internal Stakeholders	Dean's Office , Academic and Administrative Units
External Stakeholders:	Rectorate ,
International Stakeholders	International Advisory Board
Application Areas	Suggestion and Complaint Box
Monitoring Mechanisms	Dean's Office / Education and Teaching Development Committee , Quality Accreditation Committees ,
Performance Indicators	Requests and Results Submitted via the Suggestion and Complaint Box – 2024
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Faculty Web Page Dicle University Student Information System (Obs) Dicle University Alumni Survey Form

B.3.4. Academic Advising

Students receive orientation training after enrolling in the institution. In order to provide guidance in academic processes, faculty members are assigned as academic advisors to students. Within the framework of [the 2025-2029 Dicle](#)

[Theology Strategic Plan](#), advisors fulfill these duties through the modules allocated to them. The Advisory Management System links the validity of all processes, including online registration, to the approval of the academic advisor. Advisors evaluate and approve students' course selections in accordance with the relevant legislation and take part in the approval process for course registration and cancellation during special periods such as add-drop week. All these processes are carried out online through the Student Information System (OBS). Work and procedures related to student counseling are carried out on the basis of [Dicle University Student Counseling Directive](#) and [Dicle University Quality Handbook](#).

In order to maintain regular and effective advising services, the advising hours of the academic staff are determined and announced to the students. While the consultancy hours of each academic staff member are specified separately in the course schedule, [the DÜFRM-048 Academic Advisor Student Meeting Record Form](#) is used to record the meetings. For graduate students, thesis advisors are assigned in accordance with the [LÜE-İA-006 Graduate Thesis Advisor Appointment Workflow](#), and changes in advisors are made through the [DÜ-FRM-333 Advisor Change Form](#) in accordance with the [LÜE-İA-002 Advisor Change Workflow](#). The effectiveness of the advising system and students' satisfaction are regularly evaluated through questions related to advising added to student satisfaction surveys.

Sub-criterion Subject	B.3.4. Academic advising
Responsible Unit	Education and Teaching Committees , Quality Development Committees
Initial Planning Date	2015
Internal Stakeholders	Education and Teaching Committees , Quality Accreditation Committees
External Stakeholders	Rectorate
International Stakeholders	International Advisory Board
Application Areas	Academic Staff Administrative Staff Courses Education and Teaching Committees Quality Development Committees

Monitoring Mechanisms	Education and Teaching Development Committee, Quality Accreditation Committees Student Satisfaction Surveys Academic Staff Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys
Performance Indicators	Student Satisfaction rates Alumni Satisfaction Rates Academic Staff Satisfaction Rates Academic Staff Satisfaction Rates Administrative Staff Satisfaction Rates
Evaluation and Improvement Date	End of each academic term
Location of Sub-criteria in the Information Management System	Faculty Web Page Dicle University Alumni Information System, Dicle University Student Information System (Obs) Dicle University Alumni Survey Form

B.4. Teaching Staff

B.4.1. Criteria for appointment, promotion and assignment

Our institution has defined processes regarding appointment, promotion and assignment criteria. All these defined processes are organized and processed in accordance with [the Higher Education Law No. 2547](#). In this context, appointment, promotion and assignment procedures are carried out in accordance with Articles 23, 24 and 26 of the Higher Education Law No. 2547 and within the framework of the relevant articles of [the Regulation on Promotion and Appointment to Faculty Membership](#) prepared in accordance with the fourth paragraph of paragraph (a) of Article 65 of the relevant law and the [Dicle University's own Directive on Promotion and Appointment to Faculty Membership](#), which is specific to our institution. In addition to the relevant laws

and directives, staff planning is carried out by taking into account [Regulation on the Determination and Use of Norm Staffing for Academic Personnel in State Higher Education Institutions](#) and the goals and objectives in [the strategic plan](#). The recruitment of foreign nationals to be assigned on a contractual basis is carried out within the framework of [the Council of Ministers Decision on the Employment of Foreign Academic Staff in Higher Education Institutions](#) determined by YÖK upon the recommendation of the faculty board of directors and the approval of the university board of directors and the [Dicle University's Directive on Contracted Foreign Academic Staff Employment](#) prepared by our institution. Within the framework of these defined processes, academic staffing requests are transmitted hierarchically from department chairs to department chairs. The decisions taken by the department chairs, together with the approval of the academic board, are sent to the faculty board of directors through the Dean's Office and then to the Rectorate. In these decisions, the decisions taken by the [Quality and Accreditation High Committee](#), [Quality Committee](#), [Education and Teaching Development Committees](#) at the planning meetings held at the beginning of the semester are taken into consideration. It is a priority rule that each faculty member is assigned to courses appropriate to his/her area of expertise. However, in urgent cases, the shortage of teaching staff is filled through cooperation between the departments within the department. In case of a request for a lecturer from outside the faculty, the demands of the department and the department are taken into consideration, in accordance with Law No. 2547.

Within the framework of Article 31, an application is made to the Rectorate through the faculty board of directors. The process of appointment, promotion and assignment of academic staff within the institution is carried out by [the Dean's Office, the Quality and Accreditation High Committee, Education and Teaching Development Committee](#). Monitoring is carried out through the evaluation meetings held by these committees with stakeholders at the end of the term, as well as through the results of [the satisfaction surveys](#) conducted for academic staff at the end of the semester. The results obtained from these are shared with the Dean's office and measures are taken accordingly.

Sub-Criterion Subject	B.4.1. Criteria for Appointment, Promotion and Assignment
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Responsible Unit	Dicle University Faculty of Theology Dean's Office Quality and Accreditation High Committee , Quality Committee , Education and Teaching Development Committee
Initial Planning Date	2021
Internal Stakeholders	Department Academic Boards , Academic Staff
External Stakeholders	Department of Personnel , YÖK
International Stakeholders	
Application Areas	Academic Staff , Department Academic Boards
Monitoring Mechanisms	Dean's Office End-of-Term Evaluation Meetings of the Quality Committee End-of-Term Evaluation Meetings of the Education and Teaching Development Committee Instructor satisfaction surveys Student satisfaction surveys
Performance Indicators	Academic Staff satisfaction survey rates Number of Academic Staff Number of Faculty Members Ratio of Teaching Staff to Number of Students
Evaluation and Improvement Date	End of Term
Location of Sub-Criteria in the Information Management System	Faculty website Academic Information System Department of Personnel website

B.4.2. Teaching competence (Active learning, distance education, assessment and evaluation, innovative approaches, material development, competence building and quality assurance system)

[The Rectorate](#), the [Dean's Office](#), the [Quality and Accreditation High Committee](#), the [Quality Committee](#) and the [Education and Teaching Development Committee](#) are responsible for the teaching competence of the teaching staff of the institution. The determination of defined processes regarding the teaching competence of the teaching staff is made by those concerned. The Dean's Office, Quality and Accreditation High Committee,

Quality Committee and Education and Teaching Development Committee act together with the participation of internal and external stakeholders in planning, implementing, monitoring and taking measures within the framework of the results obtained. In this context, the relevant committees act together and the process is defined by consulting the opinions of stakeholders at the planning meetings held at the beginning of the semester. While determining the process to be followed, the goals and objectives related to the competence of academic staff [in the strategic plan](#) are acted upon. In addition, a new criterion such as "having a certificate of training of trainers" is added to the criteria of [Dicle University Directive for Promotion and Appointment to Faculty Membership and](#) it is aimed to train the lecturers on the subject.

Within the framework of defined processes, special attention is paid to the employment of native Arabic speaking academic staff in the preparatory classes of the institution in order to increase the Arabic proficiency that forms the basis of the theological education. Faculty members are supported to participate in various activities that enable them to enhance their knowledge and experience in their fields of expertise, and they are also encouraged to apply for international exchange programs that provide global experience. There are two different programs within the institution: The Bachelor of Theology Program and the Bachelor of Theology Completion (ILITAM) Program. In the first program, face-to-face education is provided at the faculty, while in the Bachelor of Theology Completion (ILITAM) Program, distance education is offered to our students in cooperation with [Dicle University Distance Education Research and Application Center \(DUZEM\)](#). The relevant system is also used for formal education in cases of necessity, such as the global pandemic that started in March 2020 and continued its effect, and the earthquake disaster centered on Kahramanmaraş, Pazarcık that took place on February 6, 2023 and continued its effect afterwards. How this system will be used is defined by [the Distance Education Usage Directive](#) and the relevant directive has been made available to users. The institution operates in [Dicle University's Faculty of Theology](#) and the [Dicle University Faculty of Theology Development Foundation Publications and Faculty of Theology Publications](#). The activities of the publishing house are carried out by the [Difav Publishing House Committee](#).

The processes related to the teaching competence of the institution are

monitored by [the Dean's Office](#), the [Quality and Accreditation Executive Committee](#), the [Quality Committee](#) and the [Education and Teaching Development Committee](#). Monitoring is done through the evaluation meetings held by these committees with stakeholders at the end of the semester and the results of the [satisfaction surveys](#) conducted for faculty members and students at the end of the semester. The results obtained from all these are shared with the dean's office and measures are taken.

Sub-criterion Subject	B.4.2. Teaching Competence (Active Learning, Distance Education, Measurement and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)
Responsible Unit	Rectorate of Dicle University Dicle University Faculty of Theology Dean's Office Quality Committee , Quality and Accreditation High Committee , Education and Teaching Development Committee
Initial Planning Date	2020
Internal Stakeholders	Department Academic Boards , Students, Academic Personnel
External Stakeholders	Rectorate, Province and District Mufti Offices , Provincial Directorate of National Education, DUZEM
International Stakeholders	-
Application Areas	Theology Faculty Curriculum , Academic Staff
Monitoring Mechanisms:	Academic Staff Satisfaction Surveys Student Satisfaction Surveys Quality Committee End-of-Term Evaluation Meetings End of Term Evaluation Meetings of Education and Teaching Development Committee

Performance Indicators:	<p>Average score of faculty evaluation surveys (student evaluations, as a percentage)</p> <p>Number of training programs organized for instructors within the institution</p> <p>Number of faculty members trained under the instructor training program</p> <p>Satisfaction rate with the training of trainers program conducted at the institution (as a percentage)</p> <p>Average score of faculty evaluation surveys (student evaluations, as a percentage)</p> <p>Two-semester average of weekly teaching hours of instructors</p>
Evaluation and Improvement Date	End of Term
Location of Sub-Criteria in the Information Management System	Faculty website , ILITAM , DUZEM , OBS , ALMS

B.4.3 Incentives and rewards for training activities

[The Dean's Office](#), the [Quality and Accreditation High Committee](#), the [Quality Committee](#), the [Award and Incentive Unit Committee](#) and the [Education and Teaching Development Committee](#) are responsible for the incentive and rewarding processes for the educational activities of the institution. Scientific research incentive mechanism is used effectively at the Faculty. Incentive and Rewarding processes are defined within the framework of [Academic Incentive Regulation](#) and [Academic Incentive Procedures and Principles](#). According to the relevant Procedures and Principles, the academic incentive allowance is planned at the beginning of each year and the steps to be followed in this regard are announced to the academic staff. The monitoring of academic incentive applications and the proper functioning of these processes are carried out by the Unit Academic Incentive Application and Evaluation Committee established within the faculty. The committee evaluates the applications and submits the results to the Rectorate through the academic incentive automation system.

In addition, the faculty has unique practices regarding academic incentives and awards. The Unit and Academic Incentive Application and Review Committee is

primarily responsible for planning, implementing and monitoring these practices. However, the relevant committee acts by taking into account the results obtained from the planning meetings held by the Quality Accreditation High Committee, Quality Committee and Education and Teaching Development Committee with stakeholders at the beginning of the semester and the evaluation meetings held at the end of the semester. In this way, by ensuring that all responsible committees act together, what kind of practices will be implemented regarding incentives and rewards are planned and implemented, and then the results are monitored and measures are taken.

In addition, the institution has social media communication groups to increase staff motivation and strengthen their sense of loyalty to the institution. Through these groups, academic and administrative achievements of academic staff such as thesis completion, promotion, appointment and title changes are congratulated and made visible by the management. Internal rewarding mechanisms such as faculty social media accounts, newsletters, Dicle Faculty of Theology Promotional Booklets are actively used to evaluate and reward the publication and activity performances of academic staff. Such platforms serve to honor academic achievements.

In addition, there are social media communication groups within the institution to keep staff motivation and sense of belonging to the institution alive. In these groups, the academic and administrative achievements of academic staff such as thesis completion, promotion, appointment, title change, etc. are congratulated and appreciated by the administration, making their academic achievements visible. In addition, there are faculty social media accounts and [bulletins](#), [Dicle Faculty of Theology Promotional Booklets](#) publications, which are internal reward mechanisms that aim to evaluate and reward or honor academic staff according to their publication-activity performance, and are actively used for this purpose.

Incentive and awarding processes for the educational activities of the institution are monitored by [the Dean's Office](#), [Quality and Accreditation High Committee](#), [Quality Committee](#), [Award and Incentive Unit Committee](#) and [Education and Teaching Development Committee](#). Monitoring is carried out through the evaluation meetings held by the relevant committees with stakeholders at the end of the semester and the results of the [satisfaction surveys](#)

conducted with faculty members at the end of the semester. The results obtained from all these are shared with the Dean's Office and necessary measures are taken.

Sub-criterion Subject	B.4.3. Incentives and Evaluation for Educational Activities
Responsible Unit	Dicle University Faculty of Theology Dean's Office , Quality Committee , Quality and Accreditation High Committee , Education and Teaching Development Committee Award and Incentive Unit Committee
Initial Planning Date	2019
Internal Stakeholders	Academic Staff , Department Academic Boards
External Stakeholders	Rectorate , YÖK
International Stakeholders	-
Application Areas	Academic Staff
Monitoring Mechanisms	Academic Staff Satisfaction Surveys End-of-Term Evaluation Meetings of Quality Committee End-of-Term Evaluation Meetings of the Education and Teaching Development Committee Academic Incentive Committees
Performance Indicators	Academic Staff Satisfaction Rates
Evaluation and Improvement Date	End of Term
Location of Sub-Criteria in the Information Management System	Faculty website Academic Incentive Management System Internal Communication Groups

B.5. Learning Resources

B.5.1. Learning Resources

[The Dean's Office](#), the [Quality and Accreditation High Committee](#), the [Quality Committee](#) and the [Education and Teaching Development Committee](#) are

responsible for the learning resources of the institution. The dean's office is primarily responsible for managing learning resources. The committees mentioned assist the faculty administration in managing and developing learning resources by taking the decisions made during the planning meetings held at the beginning of the semester and the evaluation meetings held at the end of the semester, with the participation of stakeholders. Processes related to learning resources are determined and implemented in this way and the results are monitored and measures are taken.

The institution has a variety of learning resources such as classrooms, reading rooms, library, meeting rooms and computer labs. The faculty supports the use of new technologies in education. For this purpose, the university's [Career Planning and Implementation Center](#) organizes trainings for students' professional development and career planning, while [the Continuing Education Center](#) organizes seminars and courses. The use of classrooms at the faculty is carried out through a specific process. The weekly course schedules of the classes are prepared under the supervision of the relevant Associate Dean before the start of the semester and are sent to all academic staff for control. In line with the feedback received, the preparations are revised, finalized and put into practice. This defined process also applies to the creation of the exam calendar. The library of our faculty and [the central library of our university are](#) among the most important learning resources of our unit. The library serves according to the defined process defined [in Dicle University Library and Documentation Directorate Directive](#). Accordingly, 10 materials are lent to academic staff for 30 days, 6 materials to administrative staff and graduate students for 21 days, and 3 materials to undergraduate students for 15 days. The library provides service to its users between 08.00-17.00 on weekdays at all times. Our library is affiliated to the Ali Emîrî Central Library of our University and has an agreement with other university libraries and can provide borrowed books to its users. Therefore, materials such as books etc. that are not available in the libraries within the university but are available in other contracted university libraries are obtained through interlibrary loan method. Academic and administrative staff as well as doctoral and graduate students can benefit from this service.

The institution's processes related to learning resources are monitored by [the Dean's Office](#), the [Quality and Accreditation Executive Committee](#), the [Quality](#)

[Committee](#) and the [Education and Teaching Development Committee](#). Monitoring is carried out through the evaluation meetings held by these committees together with the stakeholders at the end of the semester and the results of [the satisfaction surveys](#) conducted with the teaching staff and students at the end of the semester. The results obtained from all these are shared with the dean's office and measures are taken.

Sub-criterion Subject	B.5.1. Processes for Monitoring Learning Resources
Responsible Unit	Dicle University Faculty of Theology Dean's Office Quality Committee , Quality and Accreditation High Committee , Education and Teaching Development Committee
Initial Planning Date	December 2022 (pp. 16-18)
Internal Stakeholders	Academic Staff , Administrative Staff and Students
External Stakeholders	Library Coordinatorship , Career Planning Application and Research Center , Continuing Education Center , Distance Education Center (DÜZEM) , Diyarbakır Provincial Mufti's Office
International Stakeholders	-
Application Areas	All Physical Facilities of the Faculty
Monitoring Mechanisms	End-of-Term Evaluation Meetings of Quality Committee End-of-Semester Evaluation Meetings of the Education and Teaching Development Committee Instructor satisfaction surveys Student satisfaction surveys
Performance Indicators	Satisfaction survey results (Total classroom space) / (Total number of students in formal education) ratio (Number of program-related resources in the institution library)/ (Number of all students) (E-resource related to the program in the institution library) / (Number of Students) ratio
Evaluation and Improvement Date	End of Term

Location of Sub-Criteria in the Information Management System	ALMS , Faculty Website , Email address of the Quality Improvement Coordination Office , WhatsApp Groups
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B.5.2. Social, Cultural, Sportive Activities

Our faculty aims to support students with social, cultural and sportive activities as well as their academic development. In this context, student clubs and societies organize various activities within the framework of [Dicle University Student Societies/Clubs Directive](#). With the wide range of opportunities offered by the faculty and the university, students are able to participate in activities both on campus and actively participate in social and cultural activities outside the campus.

The process for student clubs to carry out their activities more efficiently is monitored by the dean's office. The "club room", which is allocated for the common use of clubs, aims to strengthen communication between club representatives. In addition, event announcements are made through the faculty web page and social media accounts. Thus, students and the public are informed. All these processes are carried out with the aim of increasing coordination between clubs and encouraging student participation.

Sporting events are monitored by [the Sporting Activities Committee](#) established at the faculty, while cultural events are organized by the [Promotion, Culture, Art, Organization, Events and Alumni Relations Committee](#). Faculty students increase social sensitivity through visits to village schools and contribute to the integration of the university and the public by providing various aids to students. In addition, faculty students actively participate in the football competitions organized by Dicle University every year.

Acting with the awareness of social responsibility, our faculty carries out various collaborations with Diyarbakır Provincial Directorate of National Education and Diyarbakır Provincial Mufti's Office in order to increase the level of religious knowledge and awareness of the society. Within this framework, joint studies are carried out with the relevant institutions through meetings organized and projects developed. The Center for Imam Shafi'i Studies, which operates within the faculty, conducts academic studies on the religious heritage of the region and hosts a wide range of cultural events. In addition, the Qur'anic Reading and Recitation Application and Research Center, which operates within the

university, aims to increase social interaction through organizations such as Qur'an recitation competitions.

In order to meet the needs of students in terms of accommodation and academic support, it provides various services within the scope of protocols signed with the Diyarbakır Provincial Mufti's Office, Dicle Association (Dicle Derneği) and the Association for the Dissemination of Knowledge. Within the scope of the protocol with the Mufti's Office, a large indoor area in the Selahaddin Eyyubi Mosque Complex was allocated to our faculty. Various academic and social service activities are carried out within İŞAMER in this important place in the center of the city.

In order to increase access to academic resources, the faculty library works in cooperation with other university libraries under the Ali Emîrî Central Library of the university and provides support to students in borrowing books.

Sub-criterion Subject	B.5.2. Social, Cultural, Sports Activities
	Dicle University Faculty of Theology Dean's Office Quality Committee
Responsible Unit	Quality Development and Control Committee Education and Teaching Development Committee Sports Activities Committee Promotion, Culture, Arts, Organization, Events and Alumni Relations Committee
Initial Planning Date	November 2018
Internal Stakeholders	Academic Staff , Administrative Staff and Students,
External Stakeholders	Dicle University Department of Health, Culture and Sports , Imam Shafi'i and Shafi'i Studies Application and Research Center Qur'anic Reading and Recitation Application and Research Center , Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education , Ministry of Health, Dicle Knowledge, Wisdom, Youth and Solidarity Association

International Stakeholders:	
Application Areas	All Units of the Faculty
Monitoring Mechanisms	<p>Student satisfaction surveys</p> <p>Research and Development Committee</p> <p>Information and Evaluation Meetings of the Quality and Accreditation Committees</p> <p>Process/Activity Monitoring Reports</p> <p>Process/Activity Monitoring Reports</p>
Performance Indicators	<p>Quantitative Data on Learning Resources,</p> <p>Satisfaction survey results</p> <p>Faculty Newsletter</p> <p>Activity Reports</p>
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Faculty Website, WhatsApp Groups

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

Faculty students have access to all social areas within the campus and the use of these areas is carried out within the framework of the determined rules. The faculty building was damaged in the earthquake in 2023 and retrofitting works were carried out. During these works, improvements were also made in classrooms, lecture halls and other common areas. Our faculty continues to work on modernization and elimination of deficiencies as an administrative policy.

In addition to the facilities on its own campus, our faculty also benefits from the infrastructure facilities offered by the university such as dining halls, dormitories, conference halls and sports centers. The dining hall located in the faculty building provides students with healthy and balanced nutrition. The dining hall was completely renovated in 2024 and given a modern look. Academic and administrative staff also benefit from the same meals and a common meal service is provided for students and staff.

In addition, the canteen in the faculty garden is open every weekday, offering students a variety of food and beverage options.

Academic and administrative staff and students benefit from the university's various social facilities such as summer camps, guesthouses and restaurants within the framework of specified conditions. The university offers its members the opportunity to stay at Dicle University Guesthouse-1 and Guesthouse-2 facilities, and support is provided through different social services such as the swimming pool in these facilities.

Sub-Criteria Subject	B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology-Equipped Study Areas , Medico etc.)
Responsible Unit	Dicle University Faculty of Theology Dean's Office Quality Committee , Quality Development and Control Committee , Education and Teaching Development Committee
Initial Planning Date	December 2022 (pp. 16-18)
Internal Stakeholders	Academic Staff , Administrative Staff and Students,
External Stakeholders	Library Coordination Office , Diyarbakır Provincial Mufti's Office , Diyarbakır Metropolitan Municipality
International Stakeholders	
Application Areas	All Physical Facilities of the Faculty
Monitoring Mechanisms	Student satisfaction surveys Instructor satisfaction surveys
Performance Indicators	Quantitative Data on Learning Resources Satisfaction survey results Faculty Publication Bulletin Activity Reports Process/Activity Monitoring Forms Evaluation Meetings of Education and Teaching Development Committee Activities
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Faculty Website , Quality Development Coordination Office , email address, WhatsApp Groups

B.5.4. Barrier-Free Faculty

Our faculty makes various arrangements for accessibility in order to ensure the full participation of persons with disabilities in education and social life. In this context, there are accessible ramps at the entrances and exits of the building, and there are indoor and outdoor walkways for the visually impaired. There are elevators to facilitate access to the upper floors, and these elevators have guides prepared in Braille for the visually impaired. In addition, there are special parking areas reserved for persons with disabilities in the outdoor parking lot and accessible architectural arrangements such as yellow markings, ramps, disabled toilets in busy areas.

Our university continuously improves accessibility studies throughout the campus in order to encourage the effective participation of persons with disabilities in academic and social life. In this direction, within the scope of the "Barrier-Free University Awards" given by the Council of Higher Education (YÖK) in June 2020, Dicle University received 6 "Barrier-Free University Flag Awards" and our faculty was awarded the Orange Flag Award in the category of "Accessibility in Space", proving its sensitivity to barrier-free education.

Our faculty works in cooperation with the Education and Teaching Development Committee in order to make the understanding of Barrier-Free Faculty sustainable, and acts in coordination with the faculty administration in evaluating the opportunities offered to disabled students in line with the Strategic Plan, eliminating deficiencies and making necessary improvements.

Sub-criterion Subject	B.5.4. Barrier-Free Faculty
Responsible Unit	Dicle University Faculty of Theology Dean's Office Quality Committee , Quality Development and Control Committee , Education and Teaching Development Committee
Initial Planning Date	December 2022
Internal Stakeholders	Academic Staff , Administrative Staff and Students,
External Stakeholders	Dicle University Application and Research Center for the Disabled Diyarbakır Metropolitan Municipality
International Stakeholders	-
Application Areas	Related Physical Facilities of the Faculty
Monitoring Mechanisms	Student Satisfaction Surveys

Performance Indicators	Spatial Accessibility Orange Flag Award - Dicle University Faculty of Theology Bulletin Education and Teaching Development Committee Activity Evaluation Meetings
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Dicle University Electronic Document and Management System (EBYS) , Faculty Website , WhatsApp Groups

B.5.5. Guidance, Psychological Counseling and Career Services

Guidance, psychological counseling and career services offered to students at our institution are primarily provided by counselors assigned within the framework of the Counseling Management System. Students' academic counseling services are provided through our academic staff and developments are monitored through the student information system.

From the moment a student enrolls at the institution, academic advisors assigned to each student provide both academic and individual guidance and guidance for career development. This process aims to contribute to the student's lifelong learning habits and the development of research skills. In line with [the Dicle University Student Counseling Directive](#), counselors assigned to each student group provide guidance and career services to students.

Advisors inform students about legislative changes in the academic and administrative units of the university and course program updates. It also guides students by making presentations on domestic and international exchange programs, transfer opportunities and career planning. In order to identify and meet students' psychological, social and spiritual needs, counselors maintain regular communication with students and provide support throughout this process.

In order to strengthen students' adaptation to the faculty and reinforce their sense of belonging, student counselors work in cooperation with the university's expert psychologists within the [Psychological and Social Counseling Application and Research Center](#). Guidance and counseling services are also provided on a regular basis to meet the needs of students, and guidance requests for events (conferences, trips, etc.) organized by clubs or specific student groups

are also met.

Various activities are organized by [Dicle University Career Planning and Application Center](#) to raise students' awareness about career planning. In addition, within the scope of career days, conferences on professional careers are organized with the participation of successful professionals for the students of our faculty.

Sub-criterion Subject	B.5.5. Guidance, Psychological Counseling and Career Services
Responsible Unit	Dicle University Faculty of Theology Dean's Office Quality Committee Quality Development and Control Committee Education and Teaching Development Committee
Initial Planning Date	November 2018
Internal Stakeholders	Academic Staff , Administrative Staff and Students,
External Stakeholders	Career Planning Application and Research Center , Continuing Education Center , Psychological and Social Counseling Application and Research Center , Diyarbakır Provincial Mufti's Office , Diyarbakır Metropolitan Municipality
International Stakeholders:	-
Application Area	Undergraduate and Graduate Students
Monitoring Mechanisms:	Student satisfaction surveys
Performance Indicators	Results of satisfaction surveys Faculty Publication Bulletin Activity Reports Faculty of Theology academic advisor evaluations Evaluation Meetings of the Education and Teaching Development Committee Activities
Evaluation and Improvement Date	End of each academic term
Location of Sub-criteria in the Information anagement	ALMS , Faculty Website , Quality Development Coordination Office e-mail address , Dicle University Student Information System (Obs) , Dicle University

System	Electronic Document and Management System (EBYS) , Consultancy Management System , WhatsApp Groups
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B.6. Monitoring and Updating the Program

B.6.1. Monitoring and updating program outcomes

All processes related to the determination and updating of the objectives, program outcomes, program-specific criteria, course outcomes of the program implemented at the Faculty are determined by considering PDCA principles and are carried out in accordance with the Strategic Goals and Objectives [in the 2025-2029 Strategic Plan](#), [Dicle University Associate and Undergraduate Education and Examination Regulation](#), and in line with the Education and Teaching Development Committee. The defined processes for monitoring and updating the programs and courses carried out at the faculty are included in [the Dicle University Associate and Undergraduate Education and Examination Regulations](#).

The members of each department meet to discuss the program outcomes related to their discipline and end-of-semester course evaluations, and in these meetings, they determine the contribution of the relevant discipline to the program outcomes and the objectives of the theology program.

The level of achievement of the program outcomes is determined through [student satisfaction surveys](#) and [course evaluation surveys](#) in which the opinions of the students taking the course are taken. The data obtained are evaluated at the end of the academic year at the internal stakeholders meeting and the academic board meeting. As a result of the meeting, deficiencies are identified and measures are taken to address these deficiencies. Thus, the necessary measures are determined to eliminate the deficiencies identified as a result of the monitoring of the program and updates are made accordingly. In addition to internal stakeholders, the ideas and suggestions of external stakeholders are also used in updating the programs.

[The Education and Teaching Development Committee](#) carries out the studies on program outcomes, course outcomes, their relations with each other and their compatibility with [IAA](#) outcomes. [The Quality Committee](#) and the [Quality Assurance System Development Committee](#) monitor the process in

terms of quality and submit their findings and proposals to the Dean's Office to be discussed during the periodic meetings of the Quality Committee. The Quality Committee convenes at certain months during the year, reviews the reports received by the Dean's Office and submits its evaluations to the Dean's Office. The Dean's Office takes the necessary measures and improvements by taking the opinions of internal and external stakeholders in line with the evaluations of the committee.

Sub-Criterion Subject	B.6.1. Monitoring and updating program outcomes
Responsible Unit	Dean's Office Quality Committee , Quality Assurance System Development Committee , Education and Teaching Development Committee ,
Initial Planning Date	November 2018
Internal Stakeholders	D.U. Faculty of Theology Academic Staff , Heads of Departments of the Faculty of Theology , Department Chairs of the Faculty of Theology , Faculty of Theology Students ,
External Stakeholder	D.U. Student Affairs Department , Diyarbakır Provincial Mufti's Office , Diyarbakır Provincial Directorate of National Education Alumni
International Stakeholders	-
Application Areas	Dicle University Faculty of Theology Curriculum-Programs Dicle University Faculty of Theology Course Information Packages

Monitoring Mechanisms:	Education and Teaching Development Committee, Dicle University Associate and Undergraduate Education and Examination Regulations, Faculty of Theology Program Objectives, Faculty of Theology Program Outcomes, Course and Corresponding Program Outcomes Table Course Evaluation Files, Faculty of Theology Alumni Surveys, Surveys on the Achievement Level of the Educational Objectives of the Faculty of Theology at Dicle University, Dicle University Faculty of Theology Employer Satisfaction Surveys on Graduate Competencies
Performance Indicators	Course Evaluation Survey Results, Course Evaluation Files, Courses and Information Packages in Theology Program, Course and Corresponding Program Outcomes Table, Faculty of Theology Program Objectives, Faculty of Theology Program Outcomes, Criteria Specific to the Faculty of Theology Discipline, Faculty of Theology Alumni Survey Results, Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative and Assistant Staff Satisfaction Survey Results
Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

B.6.2. Alumni tracking system

The faculty determines the processes related to the graduate and graduate monitoring system by considering the PDCA principles and carries them out in accordance with the strategic goals and objectives in [the 2025-2029 Strategic Plan](#) and taking into account [the Dicle University Associate and Undergraduate Education and Examination Regulations](#). In line with the determined strategic goals, WhatsApp groups for graduates are established and communication with graduates is coordinated in order to contribute to the professional development and employment of graduates. In addition, annual meetings are organized with graduates. Consultations and meetings are held with external stakeholders (DİB, MEB, etc.) to determine the competencies of graduates. Graduate competencies are determined through surveys conducted with graduates and other external stakeholders. Survey results are evaluated in meetings with internal and external stakeholders. Measures are taken to address the deficiencies identified, and thus improvements are made in the program.

Communication with alumni and processes related to alumni are carried out by the Education and Teaching Development Committee. [Dean's Office](#), [Quality Committee](#), and [Quality Assurance System Development Committee](#) monitor the processes in terms of quality and submit the findings and proposals to the Dean's Office for discussion at the Quality Committee meetings held during the year. The Dean's Office makes the necessary improvements by taking the opinions of internal and external stakeholders in line with the evaluations of the committee.

Sub-criterion Subject	B.6.2. Alumni monitoring system
Responsible Unit	Dean's Office , Quality Committee , Quality Assurance System Development Committee , Education and Teaching Development Committee ,
Initial Planning Date	August 2023
Internal Stakeholders	Faculty of Theology Academic Staff , Faculty of Theology Administrative Staff , Department Heads of the Faculty of Theology , Faculty of Theology Students ,

External Stakeholders	D.U. Student Affairs Department, Diyarbakır Provincial Mufti's Office, Diyarbakır Provincial Directorate of National Education, Alumni
International Stakeholders	-
Application Areas	Dicle University Faculty of Theology Curriculum- Programs Dicle University Faculty of Theology Course Information Packages
Monitoring Mechanisms	Education and Teaching Development Committee, Dicle University Associate and Undergraduate Education and Examination Regulations, Faculty of Theology Program Objectives, Faculty of Theology Program Outcomes, Course and Corresponding Program Outcomes Table, Course Evaluation Files, Faculty of Theology Alumni Surveys, Course Evaluation Surveys, Surveys on the Achievement Level of the Educational Objectives of the Faculty of Theology at Dicle University
	Dicle University Faculty of Theology Employer Satisfaction Surveys on Graduate Competencies
Performance Indicators:	Course Evaluation Survey Results, Course Evaluation Files, Courses and Information Packages in Theology Program, Course and Corresponding Program Outcomes Table, Faculty of Theology Program Objectives, Faculty of Theology Program Outcomes, Criteria Specific to the Faculty of Theology Discipline, Faculty of Theology Alumni Student Survey Results, Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative and Assistant Staff Satisfaction Survey Results

Evaluation and Improvement Date	End of each academic term
Location of Sub-Criteria in the Information Management System	Dicle University Bologna Page Dicle University Student Information System (Obs) Dicle University Electronic Document and Management System (EBYS)

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategies

The Research and Development Strategy is realized within the framework of the strategic principles set out in the [Dicle University Faculty of Theology 2025-2029 Strategic Plan](#). The Research and Development Strategy of the institution has the following objectives within the framework of the 2025-2029 strategic plan:

Objective 1: To strengthen the research and development activities of the Faculty at national and international standards

Objective 2: To develop the research resources of the faculty in terms of quality and quantity

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

Objective 4: To increase the quality and efficiency of academic research to carry out and monitor their activities

Our institution has established the [Research and Development Committee](#) to realize these objectives. In addition, in order to carry out the processes related to the activities in a healthier, planned and efficient manner, [the Quality Handbook](#) was prepared in 2021 and in this context, strategic goals to be realized as both education and research activities were determined. [The Quality Handbook](#) was re-prepared in 2023, taking into account the new activities.

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

The research strategy of our institution is developed in line with the research strategy of the university. Some of the research strategies are included in the research objectives. Our institution's research objectives are based on the institution's strategic plan. Research objectives and strategies are prepared as

five-year programs by consulting the opinions of internal and external stakeholders. These programs are updated by comparing the current situation with the information contained in previous strategic documents. In this updating process, performance evaluation data and internal evaluation reports are taken into consideration. The programs updated for the institution's research goals and strategy are also reviewed by [the Quality and Development Committees](#). The final version of the updates deemed necessary regarding the research and development strategy of the institution is submitted to the dean's office as a report. The research strategy principles and objectives for 2025-2029, which our institution has determined in the light of the framework of the "[2025-2029 Dicle University Faculty of Theology Strategic Plan](#)", are as follows:

The research strategy of our institution is developed in accordance with the research strategy of the university. Some of the research strategies are included among the research objectives. One of the institution's research strategies

Strategic Objective 1.3: To encourage faculty researchers to conduct regional and local studies in cooperation with external stakeholders

The objectives set in line with S. H. 1.3 are as follows:

- To contribute to increasing the activities of the Research and Development Committee and the Research and Application Centers at the University in cooperation with external stakeholders in order to improve cooperation with national and international external stakeholders and to develop studies within this framework
- To increase the quantity of high quality and productive research and development studies and to improve the possibilities of their adaptation for public benefit
- To improve the opportunities of academic staff and students at the institution to benefit from national and international funds and to increase the number of funds utilized

Strategic Goal 3: To increase the quality of research and development competence of academic staff

The objectives determined in relation to S. H. 3 are as follows

- To encourage qualified national and international publishing by the researchers of our faculty
- To increase the quality and quantity of national and international

publications and research of faculty researchers

- To increase the reliability of academic studies conducted by faculty researchers

Sub-Criterion Topic	C.1.1. The Institution's Research Policy, Objectives and Strategy
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic Staff Administrative Staff Students
External Stakeholders	D.U. Project Coordination Application and Research Center D.U. Distance Education Application and Research Center BAP DIGED Melik Ahmet High School Diyarbakır Provincial Mufti's Office Dicle University Faculty of Theology Development Foundation
International Stakeholders	Unit International Advisory Board
Application Areas	Academic and Administrative Staff Students Alumni
Monitoring Mechanisms	Research and Development Committee Determination of Scientific Research Activities of Academic Staff Academic Staff Satisfaction Survey Management Review Meetings Monitoring the Process in the R&D Committee WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Committees

Performance Indicators	Analyses of collaborations with external stakeholders to encourage to conduct faculty researchers regional and local studies (p. 34) Evaluation data on the quality of research and development competence of academic staff (pp. 131-135) Satisfaction Survey Results Dicle University 2024 Activity Report Average annual number of publications per faculty member in SCI, SSCI, A&HCI and ESCI indexed journals that are not made in international collaboration Scientific publication score Citation Score
Evaluation and Improvement Date	End of year
Location of Sub-Criteria in the Information Management System	Faculty Website WhatsApp Groups Quality Management System Email Address Evidence Repository

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

The management of Research and Development processes in the organization is carried out by the [Research and Development Committee](#). The activities of this committee are carried out with the participation of Chairman and members of the Research and Development Committee. The participation of a member from external stakeholders in the activities of the Committee is also supported. The decisions taken in the committee are also submitted to the general opinions of external stakeholders if needed. The decisions made at these meetings, which the R&D Committee aims to organize with broad participation to benefit from diverse ideas, are submitted to the Dean's Office for approval. Necessary actions are taken to implement the improvement suggestions deemed appropriate by the Dean's Office. The Research and Development Committee cooperates with [the Quality and Development Committees](#) when needed in the implementation of improvement suggestions.

Our committee organizes the research and development activities of our faculty and records the activities carried out. The archive of the scientific activities of the faculty for research and development is kept in this unit. Upon request, the relevant documents are provided by the committee.

The Committee meets when necessary to discuss the work done and take decisions on what to do next. The Committee's recommendations and necessary measures are submitted to the Dean's Office for information and approval. The Research and Development Committee consists of the committee chair, 4 members, 1 advisor and 1 student representative:

Assistant Professor Dr. Abdulmelik İbrahimoglu (Chairman)

Lecturer Dr. Mehmet Gülnihal (Member)

Research Assistant Dr. Halis Çavuşoglu (Member)

Research Assistant Mustafa Alagözoğlu (Member)

PhD Student (100/2000 Scholarship) Vildan Özişçi (Member)

Professor Dr. Canan Seyfeli (Advisor)

Özlem Varlı (Student Representative)

Sub-Criterion Topic	C.1.2. Management of Research and Development Processes and Organizational Structure
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students
External Stakeholders	D.U. Project Coordination Application and Research Center BAP Dicle University Faculty of Theology Development Foundation
International Stakeholders	-

Application Areas	Academic and Administrative Staff Students Alumni
Monitoring Mechanisms	Research and Development Committee Information and Evaluation Meetings of the Quality and Accreditation Committees Academic Staff Satisfaction Survey
Performance Indicators	Research and Development Committee Satisfaction Survey Results Dicle University 2024 Activity Report
Evaluation and Improvement Date	End of year
Location of Sub-Criteria in the Information Management System	Faculty Website Quality Management System Email Address WhatsApp Groups Evidence Repository

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

Our institution aims to take into account local, regional and national needs and priorities in its research and development activities. Within the framework of this goal, in the activities carried out by the [Research and Development Committee](#) and in the general meetings held in our institution for research studies, it is aimed that the activities carried out under the auspices of our institution primarily respond to local, regional and national needs respectively. Since our institution is located in a geography neighboring countries such as Iraq and Syria, it is important that it responds to international needs and demands. In order for the researches in our institution to respond to local, regional and national needs and demands, the Research and Development Committee works in coordination with the [Quality and Development Committees](#) and submits the arrangements it deems necessary to the dean's office.

Sub-Criterion Subject	C.1.3. Research on Local/Regional/National Needs and Relationship with Demands
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Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students
External Stakeholders	D.U. Project Coordination Application and Research Center D.U. Distance Education Application and Research Center BAP DIGED
International Stakeholders	Institutions with which the University has agreements: - Erasmus Program: (KA107, No. 42, 47) (KA131, No. 11, 142) Yermouk University (Jordan) (1) , (2) , (3) University of Malaya (Malaysia) University of Cadiz (Spain) Imam Bukhari International Scientific Research Center (Uzbekistan)
Application Areas	Academic and Administrative Staff Students Alumni
Monitoring Mechanisms	Research and Development Committee Information and Evaluation Meetings of the Quality and Accreditation Committees Evaluation Meetings Academic Staff Satisfaction Survey

Performance Indicators	<p>The quantity and quality of academic staff publications on local/regional/national needs and demands</p> <p>Satisfaction Survey Results</p> <p>2024 Activity Report</p> <p>Average annual number of international collaborative projects completed per faculty member</p> <p>Number of ongoing international collaborative projects per faculty member</p> <p>Number of ongoing externally funded projects per faculty member</p>
Evaluation and Improvement Date	End of year
Location of Sub-Criteria in the Information Management System	<p>Faculty Website</p> <p>Quality Management System Email Address</p> <p>WhatsApp Groups</p> <p>Evidence Repository</p>

C.2. Sources of Research:

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

Our faculty is institutionally responsible for the provision and equal utilization of physical, technical and financial resources to provide research opportunities for academic staff and students. Among the physical facilities, there is a facility allocated to academic and administrative staff. The dean's office determines the principles regarding the use and distribution of offices. The institution also provides computers, printers and other equipment to all administrative staff and department heads who work closely with administrative staff. In addition to the central budget, the institution also negotiates with external stakeholders to support the research of academic staff. External stakeholders support activities such as symposiums, panels, workshops and seminars. Academic staff are encouraged to receive support from BAP, TÜBİTAK, public institutions and organizations and NGOs for their projects.

The dean's office is responsible for the physical, technical and financial processes of research resources. The [Research and Development Committee](#) is responsible for monitoring the process in terms of quality. The committee submits its findings and proposals to the dean's office at the end of each year.

The Dean's Office makes the improvements deemed necessary by taking the views of stakeholders.

In order to increase the effectiveness and efficiency of resources, tools such as [EBYS \(Electronic Document and Management System\)](#), various bulletin boards in the building, meetings, telephone, internet and electronic mail are used as communication networks.

Sub-Criterion Topic	C.2.1. Processes for Monitoring Research Resources: Physical, Technical, and Financial
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students
External Stakeholders	- DÜBAP Some Public Institutions and Organizations: - Diyarbakır Provincial Mufti's Office - Yenisehir District Mufti's Office - Karacadağ Development Agency NGOs: - Turkey Religious Foundation - DIVAF
International Stakeholders	Institutions with which the University has agreements: - Erasmus Program: (KA107, No. 42, 47), (KA131, No. 11, 142) - Yermouk University (Jordan)- (1) , (2) , (3)
Application Areas	Physical, Technical and Financial Application Areas of the Faculty
Monitoring Mechanisms	Research and Development Committee Academic Staff
Performance Indicators	Satisfaction rate of academic staff with physical, technical and financial resources Student Satisfaction Survey Related trends by year: Activity Report

Evaluation and Improvement Date	End of year
Location of the Sub-criterion in the Information Management System	DU Library Automation Software Faculty Website and OBS System Quality Management System Email Address WhatsApp Groups (Academic and administrative staff and student groups)

C.2.2. Internal University Resources

Within the framework of institutional scientific activity, faculty members are supported to benefit from the [Scientific Research Project \(BAP\)](#) unit and other internal university resources to contribute to their scientific studies. In addition, academic staff and undergraduate/graduate students of our faculty are encouraged to receive support from internal university resources. Funds are available for the conduct of academic activities at our university. Within this scope, the development of research potential is aimed, and supports for projects, conferences, travel, expert invitations, and personal funds are provided by BAP.

The projects completed or being carried out by the academic staff of our faculty are followed up by [the Research and Development Committee](#). The Committee carries out informative activities in order to increase the contribution of researchers to project development in line with the requests and suggestions from academicians. Every year at the end of the semester, the Research and Development Committee convenes, examines the results and reports them to the Dean's Office. The Dean's Office makes the necessary improvements in line with the committee's reports by taking the opinions of other stakeholders.

Sub-Criterion Subject:	C.2.2. Processes for Monitoring Internal University Resources
Responsible Unit	Dean's Office
	Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students

External Stakeholders	Advisory Boards DÜBAP
International Stakeholders	Contracted Institutions of the Faculty - Contracted Universities within the scope of Erasmus
Application Areas	All Academic Departments
Monitoring Mechanisms	Academic Staff Surveys Academic Staff Focus Group Discussions
Performance Indicators	Trends of in-university research resources by years: Annual Activity Report The rate of faculty members benefiting from DÜBAP resources Number of project applications, list of beneficiary researchers, amounts and topics of support, number of religious, cultural and social indicators of the number of internal university projects whose topics align with institutional goals.
Evaluation and Improvement Date	End of year
Location of the Sub-criterion in the Information Management System	Faculty Website Quality Management System Email Address DÜBAP Web Page WhatsApp Groups (Academic staff and students groups)

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

Our faculty supports project applications to direct academic staff to external resources and follows the processes of ongoing projects. In this regard, it cooperates with national and international institutions and supports them to benefit from resources outside the university. It encourages and supports research programs carried out by reliable external public institutions and organizations and prepares an environment for cooperation. It benefits from external stakeholders [by signing bilateral protocols with relevant organizations.](#)

Our faculty monitors the project calls made in the field of theology, examines them and informs the relevant academic staff. [The Research and Development Committee](#) is responsible

for external resources. This committee follows and examines the studies, identifies the deficiencies, if any, and submits its analysis and proposed improvements to the Dean's Office at the end of the year, taking into account the opinions of other stakeholders.

Sub-Criterion Subject	C.2.3. Procedures for Monitoring Non-University Resources
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students
External Stakeholders	Advisory Boards Some Public Institutions and Organizations : - Turkish Diyanet Foundation - Yenisehir District Mufti's Office - DIGED
International Stakeholders	Institutions with which the Faculty has agreements - Imam Bukhari International Research Center: Uzbekistan - University of Sulaymaniyah: Iraq - Contracted Universities within the scope of Erasmus
Application Areas	All Academic Departments
Monitoring Mechanisms	Academic Staff Surveys Academic Staff Focus Group Discussions
Performance Indicators	Trends in in-university research resources over the years The diversity of external university resources utilized by faculty members and the data on their utilization Number of applications to external resources; quantitative data on external funding supports Average annual number of externally funded projects completed per faculty member Number of ongoing externally funded projects per faculty member Average annual total budget of completed externally

	funded projects Total budget of ongoing externally funded projects Ratio of total ongoing externally funded project budget to the number of ongoing externally funded projects Average annual number of international collaborative projects completed per faculty member Number of ongoing international collaborative projects per faculty member Number of Fields in YÖK 100/2000 Doctoral Scholarship Program Number of Students in YÖK 100/2000 Doctoral Scholarship Program
Evaluation and Improvement Date	End of year
Location of the Sub-criterion in the Information Management System	Faculty Website DÜBAP Web Page WhatsApp Groups (Academic and administrative staff and alumni groups)

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

In order to implement and develop the research policy, objectives and strategy of the institution, the [Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts and the Institute of Social Sciences](#) work in coordination with the Faculty of Theology. Within this framework, each department prepares and implements its own semester activity plan. In addition to the field of theology, the institution supports the opening and execution of interdisciplinary graduate programs. If the necessary conditions are met, graduate students are admitted to the relevant departments, and development and improvement studies are carried out meticulously for the departments that are deemed inadequate. The relevant departments and major disciplines are responsible for opening and developing graduate programs in line with the research policy, goals and strategy of the faculty. [The Research and Development Committee](#) monitors the process in terms of quality and submits its findings and proposals to the dean's office. Upon the evaluations of the committee, the dean's office makes the necessary improvements and arrangements by taking the opinions of its stakeholders.

Sub-Criterion Subject	C.2.4. Graduate Programs Aligned with the Institution's Research Policy, Objectives, and Strategy
Responsible Unit	Heads of Departments and Divisions Unit Quality Coordination Office
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students
External Stakeholders	DU Institute of Social Sciences Diyarbakır Center for Religious Specialization Diyarbakır Provincial Mufti's Office Diyarbakır Provincial Directorate of National Education
International Stakeholders	Contracted Institutions of the University: - - Yermouk University/Jordan
Application Areas	All Academic Departments
Monitoring Mechanisms	Academic and Administrative Staff
Performance Indicators	Academic Staff Surveys: - Academic Staff Satisfaction Survey - Graduate Student Satisfaction Survey Number of Students in Graduate Programs by Years Number of graduate students with thesis per faculty member Number of doctoral students per faculty member Average annual number of doctoral graduates per faculty member
Evaluation and Improvement Date	The end of year
Location of Sub-Criteria in the Information Management System	Faculty Website and OBS System DU Institute of Social Sciences Website

C.3. Research Competence

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

Our institution has a defined process for the development of research competence of its faculty and students. In this sense, the Research and Development Strategy of our institution is

realized within the framework of the strategic principles determined in the [Dicle University Faculty of Theology 2025-2029 Strategic Plan](#). Research competence is the systematic use of the necessary knowledge, skills and resources to increase the effectiveness, accuracy and originality of academic and scientific studies. Researchers' access to interdisciplinary knowledge, the ability to apply innovative methods and the processes of publishing the results obtained in accordance with national and international standards constitute the basic elements of research competence. In this process, the [Quality Handbook](#) guides faculty researchers to develop these competencies and adopt a quality-oriented approach in their research processes.

Sub-Criterion Subject	C.3.1. Processes for Monitoring the Development of Academic Staff's Research Competence
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff
External Stakeholders	<ul style="list-style-type: none"> - Rectorate - Quality Development Coordination Office - External Relations Office - DÜBAP Coordination Office - DITIB
International Stakeholders	<p>Institutions with which the University has agreements:</p> <ul style="list-style-type: none"> - Erasmus Program: (KA107, No. 42, 47), (KA131, No. 11, 142) - Yermouk University (Jordan)- (1), (2), (3) - University of Malaya (Malaysia) - University of Cadiz (Spain) - Imam Bukhari International Scientific Research Center (Uzbekistan)
Application Areas	Academic Staff
Monitoring Mechanism	Research and Development Committee Academic Staff Academic Staff Satisfaction Survey

Performance Indicators	Satisfaction Survey Results Annual Activity Reports of the Faculty Scientific publication score Citation score
Evaluation and Improvement Date	End of year
Location of Sub-Criteria in the Information Management System:	Faculty Website and OBS System Quality Management System Email Address WhatsApp Groups (Academic and administrative staff, and student groups)

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

Based on its strategic position at the local and regional level, our institution implements R&D policies that aim to strengthen cooperation with internal and external stakeholders and participate in these processes by taking into account regional, national and international needs and priorities in research and development activities. In this direction, it signs cooperation protocols with various institutions and units and contributes to various researches. While the Dean's Office coordinates joint programs with national and international research units, relations with international stakeholders are carried out through the External Relations Office. The evaluation and reporting of the processes and taking necessary measures are carried out in cooperation with [the Research and Development Committee](#) and other relevant committees.

Sub-criterion Subject:	C.3.2. Processes for Monitoring Joint Programs with National and International Research Units
Responsible Unit	Dean's Office Research and Development Committee Internationalization Committee
Initial Planning Date	November 2021
Internal Stakeholders	Academic and Administrative Staff Students

External Stakeholders	<ul style="list-style-type: none"> - Rectorate - Quality Development Coordination Office - External Relations Office - Mevlana Program Coordination Office - Erasmus Office - Farabi Program Coordination Office
International Stakeholder	<p>Institutions with which the University has agreements:</p> <ul style="list-style-type: none"> - Erasmus Program: (KA107, No. 42, 47), (KA131, No. 11, 142) - Yermouk University (Jordan)- (1), (2), (3) - University of Malaya (Malaysia) - University of Cadiz (Spain) - Imam Bukhari International Scientific Research Center (Uzbekistan)
Application Areas	Academic Staff - Students
Monitoring Mechanisms	Research and Development Committee Internationalization Committee Academic Staff and Student Satisfaction Surveys
Performance Indicators	Annual Activity Reports of the Faculty Erasmus, Mevlana and Farabi Programs Website Exchange Programs Participated by Faculty Members <p>Average annual number of international collaborative projects completed per faculty member</p> <p>Number of ongoing international collaborative projects per faculty member</p> <p>Number of ongoing externally funded projects per faculty member</p>
Evaluation and Improvement Date	End of year
Location of Sub-Criteria in the Information Management System	Faculty Website and OBS System Quality Management System Email Address WhatsApp Groups (Academic and administrative staff, and student groups)

C.4. Research Performance

C.4.1. Academic Publication Performance Evaluation of Academic Staff

The research performance of the academic staff of our faculty is monitored by [the Research and Development Committee](#). In line with these observations, the Dean's Office requests information from the heads of departments at the end of each academic year about the research activities of each academic staff member. The research performance of our faculty is measured based on the data in the annual activity reports. These activities are published on the website of our unit in the form of [an Activity Report](#) at the end of the year. The reliability of academic studies is kept at the highest level through the existing ethics committees and plagiarism software programs. On the other hand, in-house information meetings on research opportunities are held and necessary announcements are made on the web page of our faculty.

Among the strategic goals of our institution are incentive awards to increase the academic performance of researchers. The relevant process is carried out by [the Unit Academic Incentive Application and Review Committee](#).

The Research and Development Committee monitors the process in terms of quality and prepares a report on any deficiencies in the process and submits it to the Dean's Office at the end of the year. The Dean's Office makes the necessary improvements in line with the committee's evaluation.

Sub-Criterion Subject	C.4.1. Academic Publication Performance Evaluation of Academic Staff
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021 R&D Meeting Minutes 2021 R&D Evaluation Report
Internal Stakeholders	Academic Staff
External Stakeholders	Rectorate (Dicle University Graduate Thesis Awards Directive) Unit Academic Incentive Application and Review Committee Unit National Advisory Board
International Stakeholders	Unit International Advisory Board
Application Areas	Academic Staff

Monitoring Mechanisms	Research and Development Committee Department Heads
Performance Indicators	Number of Publications of Faculty Academic Staff Average Annual Number of Publications per Faculty Member in Non-Internationally Collaborative Journals Indexed in SCI, SSCI, A&HCI, and ESCI
Evaluation and Improvement Date	End of Year
Location of Sub-Criteria in the Information Management System	Faculty Website Evidence Repository

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

Among the strategic goals of the institution is to monitor the academic performance of academic staff and to regularly conduct improvement activities. [The Research and Development Committee](#) monitors the research performance of faculty members qualitatively, evaluates them in periodic meetings, and based on the findings, presents improvement suggestions to the Dean's Office where corrective actions are needed.

Sub-Criterion Topic	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021 2021 R&D Meeting Minutes
Internal Stakeholders	Academic Staff
External Stakeholders	Unit National Advisory Board DÜBAP
International Stakeholders	Unit International Advisory Board
Application Areas	Academic Staff
Monitoring Mechanisms	Research and Development Committee Determination of Academic Publications of Academic Staff
Performance Indicators	Faculty Academic Staff Number of Publications and Projects Faculty Academic Staff Number of Publications

	Average Annual Number of Publications per Faculty Member in SCI, SSCI, A&HCI, and ESCI Indexed Journals Without International Collaboration
Evaluation and Improvement Date	End of Year
Location of Sub-Criteria in the Information Management System	Faculty Website Evidence Repository

C.4.3. Research Budget Performance

Creating the necessary budget to improve the academic performance of academic staff is among the strategic goals of our institution. In line with these goals, necessary expenditures such as personnel travel expenses, service and material purchases that ensure the functioning of the faculty are met from the central budget. In addition, academic staff and undergraduate/graduate students of our faculty are provided with financial support through [the DÜBAP Coordinatorship](#) to encourage them to receive support from internal university resources.

Our faculty has activities such as awarding scholarships to undergraduate students in need of financial support and rewarding successful ones. One of the primary goals of our institution is to contribute to our academic staff in areas where they are deemed necessary and where they are in need, and to reward our successful researchers. Thus, it is aimed to further improve the research performance budget. In 2023, [the Dicle University Theology Development Foundation \(DİFAV\)](#), which officially started its activities in 2023, allocates a certain amount of budget for faculty students and researchers.

Sub-Criterion Subject	C.4.3. Research Budget Performance
Responsible Unit	Dean's Office Research and Development Committee
Initial Planning Date	November 2021 2021 R&D Meeting Minutes Evaluation Report of the R&D Committee's 2021 Activities (pp. 8–9)
Internal Stakeholders	Academic and Administrative Staff

External Stakeholders	DÜBAP Coordination Office Central Budget Unit Dicle University Theology Development Foundation (DİFAV)
International Stakeholders	-
Application Areas:	Academic Staff Graduate Students
Monitoring Mechanisms	Research and Development Committee Determination of the Budget Allocated to Research Projects and Other Scientific Activities of Academic Staff and Graduate Students
Performance Indicators	Amount of Budget Allocated for Projects and Other Scientific Activities of Research Academic Staff and Graduate Students Student Satisfaction Survey Annual Activity Reports of our Faculty Total budget of ongoing externally funded projects
Evaluation and Improvement Date	End of Year
Knowledge Management of Sub-criteria Location in the System	Faculty Website Evidence Repository

D. SOCIAL CONTRIBUTION

Our faculty attaches importance to providing benefit to the society while conducting education and research activities. In this direction, it acts in line with the mission and vision of the organization in determining policies, goals and strategies that will contribute to society and takes social benefit as a basis.

D.1. Social Contribution Strategy

Our faculty shapes its community contribution strategies in line with the mission, vision, goals and objectives of the institution, taking into account the existing facilities, academic achievement level, organizational structure and management approach.

D.1.1. Social Contribution Policy, Goals and Strategy

Resources are allocated from the budget of Dicle University for the realization of the policies and objectives within the framework of our faculty's predetermined social contribution goals and social contribution policy. In order to increase the effectiveness and diversity of social

service activities and to raise awareness of social responsibility among individuals, the faculty utilizes the existing facilities of the university as well as the adequate physical, technical and financial facilities of our faculty in social projects with social content. Additionally, our faculty takes necessary initiatives to maximize the use of financial resources from local governments, development agencies, and NGOs in the process of implementing and sustaining social contribution services. In this context, our faculty signs bilateral protocols and cooperates with institutions, organizations and NGOs at the point of finding resources for social activities in order to make use of every opportunity.

The Social Contribution Coordination Unit is responsible for the functioning and the entire process related to community contribution resources. The Coordination Unit monitors all requirements regarding the functioning of the resources, prepares a general report on the situation in June and November and submits it to the Unit Quality Coordinator. The Unit Quality Coordinator examines what has happened during the process in terms of quality, and discusses the findings and proposals deemed necessary at the Quality Committee meetings (July-December). All decisions made at these meetings are then forwarded to the Dean's Office by the Quality Committee. The Dean's Office takes the necessary measures or makes the necessary improvements by taking the opinions of the Unit Advisory Board and external stakeholders.

Sub-Criterion Subject	D.2.1. Resources
Responsible Unit	Dean's Office Social Contribution Development Committee
Initial Planning Date	2020
Internal Stakeholders	Dean's Office , Quality Committees , Academic and Administrative Staff , Students
External Stakeholders	University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti's Offices , Diyarbakır Provincial Directorate of National Education) NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER), Dicle Theology Foundation (DİFAV) Graduate Students Association (DİFAV)
International Stakeholders	-

Application Areas	Social Contribution Development Committee and External Stakeholders (University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti's Offices , Diyarbakır Provincial Directorate of National Education))
	NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER) DÜKAMER) Graduate Students Association (DİFAV)
Monitoring Mechanisms	Social Contribution Development Committee Satisfaction Surveys
Performance Indicators	Number of activities carried out by program instructors in MoNE institutions Number of participants in activities carried out by program instructors in MoNE institutions Total number of hours of the activities conducted by program instructors in MoNE institutions
Evaluation and Improvement Date	End of each term
Location of Sub-Criteria in the Information Management System	Faculty Web Page , Faculty E-Mail Address

D.1.2 Management and Organizational Structure of Social Contribution Processes

The social contribution processes of our faculty are monitored by the Social Contribution Coordination Office. In our institution, the social contribution processes are firstly, the dean's office takes the necessary steps to plan activities for social contribution by exchanging views with relevant NGOs, institutions or organizations, and then organizes activities for the society by taking into account the demands of the external stakeholders of the faculty. Scientific meetings/congresses/workshops/panels are organized in this regard. In order to improve the quality of these activities, mechanisms are in place to receive continuous feedback.

Our faculty aims to be a center of science that inherits the historical heritage of the region in which it is located and to carry this heritage forward by making use of contemporary knowledge and thus to become a pivotal science center in its surroundings. In order to ensure the quality

of the services it provides to the society, it develops and improves the content of its service strategy with regular and systematic feedback from internal and external stakeholders, and updates it with planning and needs analysis. Respects cultural and spiritual values by acting within the framework of legal and ethical principles in community service activities. It primarily aims for the teacher candidates it prepares for the future and life, as well as individuals who will serve in various institutions, to acquire the qualities of being modern, inquisitive and questioning, embracing social and cultural/ethical values, equipped with the knowledge and skills required by their profession, and competent in their field. All activities in our faculty are carried out with the participation of students and staff. These contribution activities are announced on our faculty's website and social media accounts, and the process is evaluated by the Quality Coordination Office and reported to the Dean's Office. The Dean's Office shares these reports with internal and external stakeholders to gather feedback and makes necessary updates for improvement.

The responsible unit for the management and organizational structure of social contribution processes is the Dean's Office and the Social Contribution Committee. Within this framework, the first planning was carried out in 2015. Internal stakeholders, the dean's office, quality committees, academic and administrative staff and students, external stakeholders-

The other stakeholders are the university rectorate, Diyarbakır provincial and district mufti offices, Diyarbakır provincial directorate of national education, DİGED, İŞAMER, DÜKAMER and DİFAV.

Implementation areas include the faculty, Diyarbakır provincial and district mufti offices, Diyarbakır Provincial Directorate of National Education, DİGED, İŞAMER, DÜKAMER and graduate students. Monitoring mechanisms are operated through the social contribution committee, academic staff focus group discussions and external stakeholder focus group discussions.

Performance indicators are the satisfaction rates of academic staff with the organizational structure of social contribution, the satisfaction rates of all stakeholders with the organizational structure of social contribution, the number of meetings of the relevant organizational structure by year, the realization rates of social contribution targets, the number of activities organized, and the number of requests met.

Evaluation and improvement dates are July and December. The location of the sub-criteria in the information management system is the faculty web page and ilahiyat@dicle.edu.tr address.

Sub-Criterion Subject	D.1.2. Management and Organizational Structure of Social Contribution Processes
Responsible Unit	Dean's Office Social Contribution Development Committee
Initial Planning Dat	2015
Internal Stakeholders:	Dean's Office , Quality Committees , Academic and Administrative Staff , Students
External Stakeholders	University Rectorate , Public Institutions and Organizations (Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education) NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER) Graduate Students Association (DİFAV)
International Stakeholders	-
Application Areas	University Campus and External Stakeholders (Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education) NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER) (Alumni)
Monitoring Mechanisms	Social Contribution Development Committee Academic Staff Focus Group Discussions External Stakeholder Focus Group Discussions
Performance Indicators	Number of activities carried out by program instructors at DİB institutions Number of participants in activities carried out by program instructors at DİB institutions Total number of hours of activities carried out by program instructors at DİB institutions The satisfaction rate of participants attending activities conducted by program faculty members at DİB institutions
Evaluation and Improvement Date	July- December
Location of Sub-Criteria in the Information Management System	Faculty Web Page , Faculty E-Mail Address

D.2. Sources of Social Contribution

D.2.1. Sources

Resources are allocated from the budget of Dicle University for the realization of the policies and objectives within the framework of our faculty's predetermined social contribution goals and social contribution policy. In order to increase the efficiency and diversity of social service activities and to raise awareness of social responsibility among individuals, the faculty utilizes the existing facilities of the university as well as the adequate physical, technical and financial facilities of the faculty in social projects with social content. In addition, our faculty takes the necessary initiatives to make maximum use of the financial opportunities of local governments, development agencies and non-governmental organizations in the process of realizing and maintaining the continuity of community contribution services. In this context, our faculty signs bilateral protocols and cooperates with institutions, organizations and NGOs for finding resources for social activities to make use of every opportunity.

The Community Contribution Coordination Unit is responsible for the operation and the entire process related to community contribution resources. The Coordination Unit monitors all requirements regarding the functioning of the resources, prepares a general report on the situation in June and November and submits it to the Unit Quality Coordinator. The Unit Quality Coordinator examines what has happened during the process in terms of quality, and discusses the findings and proposals deemed necessary at the Quality Committee meetings (July-December). All decisions taken at these meetings are then forwarded to the Dean's Office by the Quality Committee. The Dean's Office takes the necessary measures or makes the necessary improvements by taking the opinions of the Unit Advisory Board and external stakeholders.

Sub-Criterion Subject	D.2.1. Resources
Responsible Unit	Dean's Office Social Contribution Development Committee
Initial Planning Date	2020
Internal Stakeholders	Dean's Office , Quality Committees , Academic and Administrative Staff , Students

External Stakeholders	<u>University Rectorate</u> , Public Institutions and Organizations (<u>Diyarbakır Provincial and District Mufti's Offices</u> , <u>Diyarbakır Provincial Directorate of National Education</u>) NGOs (<u>DİGED</u>), Research Centers (<u>İŞAMER</u> , <u>DÜKAMER</u>), Dicle Theology Foundation (<u>DİFAV</u>) Graduate Students Association (<u>DİFAV</u>)
International Stakeholders	-
Application Areas	<u>Social Contribution Development Committee</u> and External Stakeholders (<u>University Rectorate</u> , Public Institutions and Organizations (<u>Diyarbakır Provincial and District Mufti Offices</u> , <u>Diyarbakır Provincial Directorate of National Education</u>) NGOs (<u>DİGED</u>), Research Centers (<u>İŞAMER</u> , <u>DÜKAMER</u>) Graduate Students Association (<u>DİFAV</u>))
Monitoring Mechanisms	<u>Social Contribution Development Committee</u> Satisfaction Surveys
Performance Indicators	<p>Number of social responsibility projects with a budget and carried out solely by the institution</p> <p>Number of social responsibility projects with a budget and carried out in cooperation with external stakeholders (excluding MoNE and the Presidency of Religious Affairs)</p> <p>Number of social responsibility projects with a budget and carried out in cooperation with the Ministry of National Education (MoNE)</p> <p>Number of social responsibility projects with a budget and carried out in cooperation with the Presidency of Religious Affairs (DIB)</p> <p>Number of social responsibility projects without a budget and carried out in cooperation with external stakeholders (excluding MoNE and DIB)</p> <p>Number of social responsibility projects without a budget and carried out in cooperation with the Ministry of National</p>

	Education (MoNE) Number of social responsibility projects without a budget and carried out in cooperation with the Presidency of Religious Affairs (DIB)
Evaluation and Improvement Date	End of each term
Location of the Sub-criterion in the Information Management System	Faculty Web Page , Faculty E-Mail Address

D.3. Social Contribution Performance

D.3.1. Monitoring and Improving Social Contribution Performance

Our mission as a faculty is to train religious officials, teachers, researchers and academicians who can produce solutions to the problems encountered in religious issues by following the needs and trends of the society. In accordance with this, the quality policy determined by the institution is based on presenting the results of scientific studies to the society and performing academic and social activities that the public can benefit from. For this purpose, the performance indicators determined within the scope of our faculty's goals and strategies for social contribution are periodically monitored by [the Social Contribution Development Committee](#) through the QMS (Quality Management System). The Dean's Office periodically requests information via e-mail from faculty members regarding their social contribution activities in order to monitor performance indicators, and evaluates whether the social contribution goals have been achieved together with advisory boards and stakeholders, taking necessary measures accordingly.

The processes related to social contribution performance are the responsibility [of the Social Contribution Development Committee](#). The Unit Quality Coordinator monitors and controls the process in terms of quality. The Committee submits its findings and proposals regarding the process to the Dean's Office for discussion at the Quality Committee in June and November. The Committee meets in July and December, reviews the reports from the coordinators and reports its evaluations to the Dean's Office. The Dean's Office makes the necessary improvements within the framework of the committee's evaluations, especially by taking the opinions of external stakeholders.

Sub-Criterion Subject	D.3.1. Monitoring and Improving Social Contribution Performance
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Responsible Unit	<u>Dean's Office</u> <u>Social Contribution Development Committee</u>
Initial Planning Date	<u>2020</u>
Internal Stakeholders	<u>Dean's Office</u> <u>Quality Committees</u> <u>Academic and Administrative Staff, Students</u>
External Stakeholders	<u>University Rectorate,</u> Some Public Institutions and Organizations: <u>Diyarbakır Provincial and District Mufti Offices</u> <u>Diyarbakır Provincial Directorate of National Education</u> NGOs: <u>DIGED</u> <u>DIFAV</u> <u>DU Faculty of Theology Alumni and Members Association</u> Research Centers: <u>İŞAMER</u> <u>DÜKAMER</u>
International Stakeholders	<u>Contracted Universities and Institutes</u>
Application Areas	<u>All Social and Social Activity Areas</u> Research Centers: <u>İŞAMER</u> <u>DÜKAMER</u>
Monitoring Mechanisms	<u>Social Contribution Development Committee</u> Academic Staff Focus Group Discussions

<p>Performance Indicators</p>	<p>Annual number of training hours conducted by program instructors in external stakeholder institutions (excluding MoNE and the Presidency of Religious Affairs)</p> <p>Annual number of trainees and training hours for trainings conducted by program instructors in external stakeholder institutions</p> <p>Satisfaction rate of participants who attended trainings conducted by program instructors in external stakeholder institutions</p> <p>Annual number of training hours conducted by program instructors in the Continuing Education Center (SEM) or other university centers</p> <p>Annual number of trainees for trainings conducted by program instructors in the SEM or other university centers</p> <p>Annual number of trainees and training hours for trainings conducted by program instructors in the SEM or other university centers</p> <p>Satisfaction rate of participants who took part in social contribution activities</p> <p>Satisfaction rate of participants who attended activities conducted by program instructors in MoNE institutions</p>
<p>Evaluation and Improvement Date</p>	<p>End of Each Term</p> <p><u>Quality and Accreditation Committee Chairs Meetings:</u> (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (<u>04.01.2024</u>), (<u>05.01.2024</u>), (<u>07.01.2024</u>)</p> <p>Social Contribution Meeting Minutes:</p> <p>Community Engagement Planning and Evaluation</p>

	Meeting Minutes:
Location of Sub-Criteria in the Information Management System	Faculty Web Page , Faculty Email Address Faculty You Tube Channel Social Media Accounts of the Faculty: X-Com Instagram Facebook

E. MANAGEMENT SYSTEM

Dicle University Faculty of Theology aims to effectively direct the production and use of institutional knowledge through structural processes based on knowledge management and quality assurance systems. It adopts a management approach that meticulously monitors the efficiency-oriented use of all resources, taking into account critical elements such as management effectiveness, accountability and informing the public. In this context, protecting and ensuring the reliability of corporate information is considered as a strategic management policy.

Our Core Values

The organization shapes its corporate culture in line with the following core values:

- Respect for diversity and different opinions
- Commitment to national and spiritual values
- A shared approach among stakeholders
- Awareness of social responsibility
- Being innovative and open to development
- Encouraging scientific productivity and originality
- Analytical thinking and developing solution-oriented approaches

Management System Policy

The institution carries out its management system within the framework of the following principles, taking into account [the Management System Policy](#):

- To ensure that the faculty bodies work in accordance with the legislation, fairly and in coordination.
- Adopting a participatory and transparent management approach that supports equal opportunities, freedom of expression and critical thinking.
- To strategically use communication tools to increase institutional visibility and promote activities effectively.
- To ensure effective, transparent and efficient use of financial resources.
- To continuously monitor the performance of stakeholders serving the faculty and to provide necessary support and improvements.

Management System Development Strategy

The approach to developing the institution's management system is implemented within the framework of the strategic principles set out in the [2025-2029 Strategic Plan of Faculty of Theology of Dicle University](#).

E.1. Structure of Management and Administrative Units

E.1.1. Management Model and Structure of Administrative Units

Our faculty, in line with [its mission](#) and [vision](#), establishes new coordinators, committees, and boards with a participatory approach in order to achieve its [strategic objectives](#), in accordance with [the Higher Education Law No. 2547](#) and [the Decree Law No. 124 on the Principles Regarding the Establishment and Duties of Higher Education Supreme Institutions and the Administrative Organization of Higher Education Institutions](#). The responsibilities of the personnel assigned to the coordinators, boards, and units established with the recommendation of the Quality Supreme Board and the approval of the Dean's Office are formally communicated in writing and announced on the [faculty's website](#).

Our institution establishes [the Unit International Advisory Board](#) and [Unit National Advisory Board](#) consisting of representatives of public institutions, non-governmental organizations and other stakeholders in order to create a solid ground against the risks it will face in quality processes and to include its internal and external stakeholders in the management processes. It establishes sub-units under each board as deemed necessary. At the beginning of each academic year, it invites the national and international advisory boards to a meeting and discusses the scientific, academic and cultural activities to be carried out that year with its stakeholders.

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

The deanship is responsible for the management model and administrative structure of our institution. The dean's office announces [the organization chart](#) management on the institution's website. The unit quality coordinatorship monitors and evaluates the process in terms of quality. The coordinatorship periodically shares its findings and suggestions regarding the process with the dean's office. The Dean's Office takes necessary measures and makes arrangements in line with the findings and suggestions received.

Year	2025
Sub-Criterion Subject	E.1.1. Management model and administrative structure
Responsible Unit	Dean's Office Management System Development Committee
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic and Administrative Staff , Students
External Stakeholders	Rectorate Unit National Advisory Board
International Stakeholders	Unit International Advisory Board
Application Areas	Academic and Administrative Staff , Students
Monitoring Mechanisms	Management System Development Committee , Academic and Administrative Staff and Student Satisfaction Surveys

Performance Indicators	<p>Satisfaction rate of academic and administrative staff and students regarding management:</p> <p>2024-2025 Fall Term Faculty of Theology Academic Staff Satisfaction Survey</p> <p>2024-2025 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey</p> <p>Administrative staff satisfaction survey</p> <p>2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey</p> <p>2024-2025 Spring Semester Faculty of Theology Student Satisfaction Survey</p>
Evaluation and Improvement Date	<p>End of Year</p> <p>2025 Activity Evaluation Meeting Minutes</p>
Location of Sub-Criteria in the Information Management System	<p>BİMTALEB (Request System)</p> <p>KYBS (Corporate Management Information System)></p> <p>Process Management</p> <p>OBS (Student Information System)</p> <p>Faculty Website</p> <p>Faculty e-mail address</p> <p>WhatsApp groups</p>

E.1.2 Process Management

All transactions in our institution have defined processes. Since all works and transactions carried out institutionally in our faculty are in compliance with internal control standards, action plans and monitoring and evaluation of these plans are carried out within this approach. In addition to regular internal audits, process monitoring is carried out through annual self-assessment reports. In addition, the activities carried out through semi-annual and annual evaluation meetings are reviewed and the deficiencies and defects identified are tried to be eliminated.

In our faculty, all processes such as education and teaching processes, research and

development processes, application and community service processes, administrative and support processes, and managerial processes are monitored through [KYBS \(Corporate Management Information System\)](#). The Dean's Office makes the necessary improvements based on the satisfaction rates obtained from the process management evaluation survey and the suggestions presented during the end-of-term meetings with internal and external stakeholders.

Year:	2025
Sub-Criterion Subject	E.1.2. Process Management
Responsible Unit	Dean's Office Management System Development Committee
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic and Administrative Staff , students, student representatives
External Stakeholders	Rectorate Unit National Advisory Board
International Stakeholders	Unit International Advisory Board
Application Areas	Academic and Administrative Staff , Students
Monitoring Mechanisms	Management System Development Committee , Academic and Administrative Staff and Student Satisfaction Surveys

Performance Indicators	<p>Satisfaction rate of academic and administrative staff and students regarding management:</p> <p>2024-2025 Fall Term Faculty of Theology Academic Staff Satisfaction Survey</p> <p>2024-2025 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey</p> <p>Administrative staff satisfaction survey</p> <p>2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey</p> <p>2024-2025 Spring Semester Faculty of Theology Student Satisfaction Survey</p>
Evaluation and Improvement Date	<p>End of Year</p> <p>2025 Activity Evaluation Meeting Minutes</p>
Location of Sub-Criteria in the Information Management System	<p>BIMTALEB (Request System)</p> <p>KYBS (Corporate Management Information System)></p> <p>Process Management</p> <p>OBS (Student Information System)</p> <p>Faculty Website</p> <p>Faculty e-mail address</p> <p>WhatsApp groups</p>

E.2.1. Human Resources Management

E.2.1.1. Human Resources Processes and Policies

Human resources management in our institution is carried out systematically within the framework of Dicle University's "[Human Resources Directive](#)", which is constantly updated and improved. This directive provides a comprehensive structure covering staff recruitment, development and evaluation processes. At the same time, the goals and objectives of these processes are clearly defined.

E.2.1.3. Human Resources Policy and Basic Principles

The main objective of human resources management is to develop individuals, who are highly committed to the organization and continuously improve themselves, by enhancing employees' productivity, job satisfaction, and motivation. In line with this objective, our institution's human resources policy is shaped by the following core principles:

- **Multidirectional Communication:** To encourage cooperation and interaction within a governance approach by establishing a communication network where staff can easily convey their opinions and suggestions.
- **Social and Cultural Activities:** To organize social, cultural and artistic activities to strengthen the sense of belonging of the personnel and contribute to the reinforcement of the corporate culture.
- **Training and Career Development:** Analyzing the training needs of personnel, making training plans to support their career development and providing equal opportunities.
- **Ethical Values:** To ensure that personnel work in accordance with ethical values and efficiency principles and to reinforce their loyalty to the organization.
- **Occupational Health and Safety:** To ensure that employees work in a safe work environment and to continuously improve occupational health and safety measures.
- **Psychological Harassment Measures:** Taking systematic measures to prevent psychological harassment (mobbing) in the workplace.

E.2.1.4. Staff Recruitment and Planning

Personnel recruitment in our institution is based on human resources planning within the framework of [the Civil Servants Law No. 657](#), [Labor Law No. 4857](#) and related legislation. Personnel needs are notified to the [Personnel Department of](#) our university in December each year. Staff recruitment is carried out in the following ways:

- Open Recruitment
- Transfer Appointment
- Title Change
- Promotion
- Recruitment of Contracted Personnel and Permanent Workers

E.2.1.5. Administrative Staff Meetings and Participation

The Dean's Office organizes a meeting with the administrative staff at the beginning of each academic year in order to strengthen institutional belonging and increase their motivation. In these meetings, the opinions and suggestions of the staff are received and contribute to institutional success. If needed, additional meetings may be held.

E.2.1.6. Training Needs and Process Management

In our institution, the training needs of administrative staff are meticulously analyzed. [Dicle University In-Service Training Branch Directorate](#) requests information on which trainings the administrative staff will receive each year. The personnel choose the trainings suitable for their needs from the predetermined training list and annual training plans are created. The effectiveness of training processes is evaluated by the following steps:

- The effectiveness of training programs is measured.
- The extent to which the information learned is reflected in business practice is determined.
- Improvements are made in line with the evaluations made after the training.

E.2.1.7. Monitoring Administrative Staff Training Processes

Administrative staff appointments and training processes are monitored at the faculty level by [the Dean's Office](#) and the [Personnel Department](#). Staff shortages and training needs are identified through annual [satisfaction surveys](#). The results of the survey are reported to [the In-Service Training Branch Directorate](#) so that necessary corrections can be made.

E.2.1.8. Personnel Recruitment and Procedures

In our institution, personnel recruitment and recruitment processes are carried out within the framework of [Dicle University Human Resources Procedure](#). After determining the need for administrative staff, the necessary appointment procedures are carried out and the recruitment process is monitored.

Sub-Criterion Subject	E.2.1. Human resources management
Responsible Unit	Dean's Office Administrative Personnel Branch Directorate Management System Development Committee
Initial Planning Date:	December 2021 (p.7-9)
Internal Stakeholders	Faculty Executive Board Academic Staff

External Stakeholders	Rectorate Department of Personnel
International Stakeholders	Unit International Advisory Board
Application Areas:	Academic, Administrative and Assistant Staff , Students
Monitoring Mechanisms	Management System Development Committee Management Review Meetings
Performance Indicators	Satisfaction rates of academic, administrative and assistant staff and students Personnel expenses (including SSI expenses)
Evaluation and Improvement Date	End of each academic year
Location of Sub-Criteria in the Information Management System	Faculty Website Quality Management System (QMS) e-mail address of the institution Alumni of Facult of Theology of Dicle University

E.2.1.9. Management of financial resources

The institution has a defined process for the management of financial resources. Expenditures made in the institution are covered from the supplementary budget.

E.2.1.10. Management of the Supplementary Budget Resource

The financial resources of our institution are provided through the Supplementary Budget. Supplementary budget resources are managed by [the Ministry of Finance](#) according to certain criteria, taking into account the annual proposals from universities. This resource is allocated to universities at the beginning of the year and distributed to the relevant faculties by [the Rectorate](#). The distribution of the budget allocation is carried out under the authority of [the Rectorate](#) and the necessary budget shares are distributed to the faculties.

E.2.1.11. Coverage of General Expenses

In our faculty, general expenses (heating, electricity, water, maintenance and repair, telephone, etc.) are directly covered by the faculty budget. These expenses are monitored and managed by the Faculty Financial Affairs Officer. The Financial Affairs Officer makes an estimated distribution for each item of the budget, taking into account the data of previous years and inflation expectations. In addition, an appropriate budget plan is prepared for this estimated distribution by taking the opinion of the Dean's Office.

E.2.1.11. Annual Budget Planning and Improvements

At the end of each year, our faculty prepares the budget plan for the following year and this plan is submitted to the [Strategy Development Department](#). Annual budget requests are based on an evaluation of the current year. During this evaluation process, the previous year's expenditures and budget utilization are reviewed and necessary improvements are recommended. Annual budget planning and expenditure commitments are based on these assessments at the end of each year.

E.2.1.12. Periodic Budget Monitoring and Additional Budget Request

Our faculty carries out budget monitoring processes in 3-month intervals. At the end of these periods, the budget needs of our faculty are reviewed. If additional budget is needed, an additional budget request can be made to [the Department of Strategy Development](#). These requests are made in line with the financial requirements of the faculty and the amount of additional budget requested is determined in line with the efficient use of the existing budget and the needs.

E.2.1.13. Budget Evaluation and Improvement Process

Budget evaluations at the end of each year are critical for improving the financial management processes of our faculty. This evaluation provides insights into expenditure items, efficient use of the budget and potential shortcomings. After the evaluation, necessary improvements are made in cooperation with the [Strategy Development Department](#) and the [Dean's Office](#), and a more effective budget plan is created for the following year.

Sub-Criterion Subject	E.2.2. Management of financial resources
Responsible Unit	Dean's Office Department of Strategy Development
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic and Administrative Staff , Accrual Branch Directorate
External Stakeholders	Rectorate Department of Strategy Development
International Stakeholders	Unit International Advisory Board
Application Areas	Academic and Administrative Staff , Students
Monitoring Mechanisms	Management System Development Committee Academic and administrative staff and student satisfaction surveys

Performance Indicators	<p>Academic, administrative staff and student satisfaction rates</p> <p>Revenues from the central budget not related to research and development activities</p> <p>General research revenues</p> <p>General public service revenues</p> <p>Donations transferred to the institution by non-state sources, either conditional or unconditional</p> <p>General education expenditures</p> <p>Expenditures related to all actions and activities in the research category</p> <p>Expenditures related to all activities in the public service category</p> <p>Purchases of consumables and supplies, travel expenses, service procurements, minor repairs (movable and immovable), etc.</p>
Evaluation and Improvement Date	End of each academic year
Location of Sub-Criteria in the Information Management System	Faculty Website , Quality Management System (QMS) e-mail address of the institution

E.3. Information Management System

E.3.1. Integrated information management system

The information management activities of our organization are carried out by [Dicle University Information Technologies Application and Research Center](#). The management and operational procedures of the center are defined by the [Dicle University Information Technologies Application and Research Center Regulation](#) and constitute the basic framework of information management processes within the institution.

E.3.2. Information Management Systems Used

Different systems used in information management processes are integrated with each other in order to ensure that our organization works efficiently. These systems are designed to work in harmony with each other through integration when needed. The main information management systems used are as follows:

- [Personnel Information System](#)

- [OBS \(Student Information System\)](#)
- [Academic Information System,](#)
- [Student Affairs Information System/Admin,](#)
- [Alumni Information System,](#)
- [Management Information System,](#)
- [EBYS \(Electronic Document and Management System\)](#)
- [ALMS \(Learning Management System\).](#)

In particular, [ALMS](#) and [OBS](#) systems work in integration with each other to manage educational progress and student information. Thanks to these systems, students' education processes, course contents and records can be tracked seamlessly.

E.3.3. Distance Education Management

The management of distance education activities is provided by [DÜZEM \(Dicle University Distance Education Application and Research Center\)](#). [DÜZEM](#) coordinates the distance education processes of students and faculty members by managing distance education platforms and content.

E.3.4. Internal Stakeholder Communication and Solution Processes

Internal stakeholders (students, academic and administrative staff) convey their problems and demands to [the Dean's Office](#). The Dean's Office transmits these requests directly to [DÜZEM](#) and initiates the solution process. This process is carried out according to a specific workflow to resolve issues quickly and effectively.

Sub-Criterion Subject	E.3.1. Integrated information management system
Responsible Unit	Department of Information Technologies, Dean's Office, Management System Development Committee
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic and Administrative Staff , Students
External Stakeholders	Unit National Advisory Board
International Stakeholders	Unit International Advisory Board
Application Areas	Entire University

Monitoring Mechanisms	Management System Development Committee, Academic and administrative staff and student satisfaction surveys
Performance Indicators	Academic, administrative staff and student satisfaction rates
Evaluation and Improvement Date	End of each academic year
Location of Sub-Criteria in the Information Management System	Department of Information Processing Network Services Planning and Support Unit Dicle University Information Technologies Research Center OBS (Student Information System), Electronic Document Management System, Academic Information System, Faculty Website, Quality Management System (QMS)

E.3.5. Information security and reliability

Information security in our institution is provided by [the Department of Information Technologies](#). Requests from stakeholders regarding information security are received by [the Dean's Office](#) and forwarded to the IT Department to initiate the solution process. In this way, all security requests are effectively managed and resolved.

E.3.6. Information Security Responsibility

E.3.7. Confidentiality of Teaching Results

Dicle University manages the confidentiality, announcement and preservation of teaching results in a secure manner. Instructors can only enter exam grades through [Student Information System \(OBS\)](#). Grade entries are made between specific dates and can only be done by the instructor of the course. Once the grades are entered into the system, they can only be accessed by authenticated students with username and password, instructors and coordinators of the course. This process ensures confidentiality and security between students and instructors.

E.3.7. Email Security and Usage Policy

The e-mail addresses provided by [the Department of Information Technologies](#) are not shared with any person, unit or institution. These e-mail addresses can only be used by authorized users. This practice has been determined to ensure the security of information and the accuracy of communication

within the organization.

E.3.8. Backup and Data Security

The [IT](#) Department regularly performs backup operations on the servers operating within our institution in accordance with the backup policy. Backup procedures are meticulously implemented to ensure the security of data and to ensure that information can be accessed quickly in case of possible data loss.

Sub-Criterion Subject	E.3.2. Information security and reliability
Responsible Unit	Department of Information Technologies Dean's Office
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic and Administrative Staff, Students
External Stakeholders	Department of Information Technologies
International Stakeholders	-
Application Areas	Entire University
Monitoring Mechanisms	Management System Development Committee Academic and administrative staff and student satisfaction surveys
Performance Indicators	Academic, administrative staff and student satisfaction rates
Evaluation and Improvement Date	End of each academic year
	Department of Information Technologies,

Location of Sub-Criteria in the Information Management System	Network Services Planning and Support Unit Strategy Development Department OBS (Student Information System), Electronic Document Management System, Academic Information System, Faculty Website, Quality Management System (QMS)
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E.4. Support Services

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

Our organization maintains collaboration with suppliers to provide outsourced goods and services. In addition, our Institution may define an adequate process and further mechanisms to guarantee the appropriateness, quality and continuity of outsourced goods and support services.

In terms of the appropriateness, quality and continuity of goods and services, the services procured by our Institution are carried out in accordance with the principles and procedures of the Public Procurement Law No. 4734. The technical specifications, quality and other required standards of the goods and services subject to the tender are set out and the suitability and continuity of these services are ensured.

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

Units with allocated budgets at Dicle University implement the DÜ-SAT-PRS-001 Procurement Process and complete the DÜ-FRM-017 Purchase Request Form to ensure that purchases made through direct procurement comply with predetermined conditions. In addition, for each procurement, the DÜ-FRM-019 Supplier Information Form is filled out to evaluate supplier performance. The appropriateness of goods and services is also monitored through satisfaction surveys.

Year	2025
Sub-Criterion Subject	E.4.1. Appropriateness, Quality, and Continuity of Services and Goods
Initial Planning Date	December 2021 (p.7-9)

Application Areas	Outsourced goods and services
Monitoring Mechanisms	Management System Development Committee , Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators	Satisfaction rates of Academic and Administrative Staff Satisfaction rates of students with the administration: 2024-2025 Fall Term Faculty of Theology Academic Staff Satisfaction Survey 2024-2025 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey Administrative staff satisfaction survey 2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey 2024-2025 Spring Semester Faculty of Theology Student Satisfaction Survey Expenses for real estate, machinery, equipment, etc.
Evaluation and Improvement	End of Year 2025 Activity Evaluation Meeting Minutes
The Role of Sub-criteria in the Appropriateness, Quality and Continuity of Services and Goods:	Public Procurement Law No. 4734 Technical specifications Tender regulations Acceptance Committees DÜ-SAT-PRS-001 Purchasing Process DÜ-FRM-017 Purchase Request Form DÜ-FRM-019 Supplier Information Form Forms for the Purchasing Process

E.5. Public Disclosure and Accountability

Our institution shares information on all its activities, including education and teaching activities and research and development activities, with the public in an open, accurate, up-to-date and accessible manner in accordance with the principle of transparency and thus informs the society regularly. Recognizing its commitment to the principle of accountability as a fundamental responsibility, our organization is committed to continuous improvement in order to diversify and increase the effectiveness of practices in this area.

E.5.1. Informing the public

Our institution informs the public about its academic, social and cultural activities, especially its education programs, through transparent and publicly accessible channels. In this context, the [official website](#) and social media accounts of our institution are actively used.

Our organization has mechanisms that monitor and constantly update the information shared with the public. In this context, it has established special committees ([Promotion, Culture, Art, Organization, Events and Alumni Relations Committee](#), [Social Media Accounts Committee](#), [Website Committee](#), [Faculty Bulletin Committee](#), [Annual Activity Report Preparation Committee](#)).

Our institution specifically informs local and national press organizations when deemed necessary in the process of announcing its academic, social and cultural activities to the public. Our institution, which uses social media channels effectively, takes into account the feedback from its followers; in this direction, the necessary regulations and preventive measures are meticulously implemented. Our institution regularly monitors social media interaction data and attaches strategic importance to the level of reach of announcements. In this context, it is aimed to expand the reach of all academic and social activities to the public by ensuring that they are also published on institutional social media accounts.

Our institution shares all its activities with the public through the [annual bulletin](#). In this context, our institution has presented the latest annual bulletin to the public on its official website under the name [Faculty bulletin 2024](#).

The satisfaction rate of the information provided on the website and social media accounts is also measured in the satisfaction surveys filled out by the staff, students and academicians in our institution.

The Management System Development Committee controls the public information practices of the faculty and submits the measures to be taken regarding the deficiencies and defects to the dean's information and approval.

Faculty social media accounts are as follows: Facebook: [dicleilahiyat1993](#)

Twitter: [dicleilahiyat1](#)

Instagram: [ilahiyatdicleuniversitesi](#) Youtube: [dicleilahiyat](#)

Sub-Criterion Subject	E.5.1. Informing the public
Responsible Unit	Dean's Office Management System Development Committee Faculty Bulletin Committee
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic and Administrative Staff , Students
External Stakeholders	Rectorate Directorate of Press and Public Relations
International Stakeholders	-
Application Areas	Academic and Administrative Staff , Students, Alumni and Target Audience
Monitoring Mechanisms	Management System Development Committee , Satisfaction surveys of academic and administrative staff, students, alumni, target audience Social Media Accounts: Twitter data Instagram data Facebook Youtube data
Performance Indicators	Satisfaction rates of academic and administrative staff, students, alumni, target audience Follow-up rates of Social Media Accounts
Evaluation and Improvement Date	Ends of terms

Location in the Information Management System	Faculty Bulletin (1-2-3-4) Faculty Website, Social Media Accounts: Twitter Instagram Facebook Youtube e-mail address of the institution
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E.5.2. Accountability methods

Our institution has structured and implemented accountability mechanisms for staff, students, faculty and external stakeholders. These mechanisms have a systematic structure, are carried out in line with a pre-announced timetable and the areas of responsibility of each process are clearly defined. The effectiveness of the practices is evaluated in line with the feedback received on a regular basis.

Apart from the legal accountability methods, our institution answers the questions sent to it via the e-mail address on the official website (ilahiyat@dicle.edu.tr) through the Faculty Secretary. The applications made to this e-mail address are checked daily by the Faculty Secretary.

Our institution responds to questions submitted to it through social media channels.

On the university's website — which also includes our faculty — there is an "[I Have a Suggestion](#)" button for submitting suggestions, requests, and complaints. This button is also available on [our official faculty website](#). Through this link, all stakeholders can instantly submit their complaints, suggestions, and requests to the administration. Messages related to our faculty are responded to by the Dean's Office.

The Dean's Office has placed [Feedback and Suggestion Boxes](#) in various parts of our faculty building to reach students' feedback and suggestions. These boxes are checked by the officer or service personnel assigned by the dean's office. The messages sent here are forwarded to the relevant committee by the dean's office. The committee evaluates and informs the dean's office. Messages sent to the feedback and suggestion boxes about the administration are evaluated by [the Management System Development Committee](#) and submitted to the dean's office.

Applications regarding our faculty submitted through [CIMER](#) are forwarded to the

institution via the Rectorate. The Faculty Secretary is responsible for ensuring that these applications are answered within two weeks and reported back to the Rectorate. [The Management System Development Committee](#) checks the public accountability methods of the faculty and submits the measures to be taken regarding the deficiencies and defects to the dean's information and approval.

Sub-Criterion Subject	E.5.2. Accountability methods
Responsible Unit	Dean's Office Management System Development Committee
Initial Planning Date	December 2021 (p.7-9)
Internal Stakeholders	Academic, Administrative and Assistant Staff , Students
External Stakeholders	Rectorate Quality Development Coordination Unit
International Stakeholders	-
Application Areas	Academic, Administrative and Assistant Staff , Students
Monitoring Mechanisms	Management System Development Committee Quality Development Coordination Unit internal audit Academic, administrative staff and student mem- satisfaction surveys
Performance Indicators	Satisfaction rates of academic, administrative and assistant staff and students: Quality Development Coordination Unit internal audit report
Evaluation and Improvement Date	Ends of terms
Location of Sub-Criteria in the Information Management System	Faculty Website , Social Media Accounts: Twitter Instagram Facebook Youtube e-mail address of institution

ANNEX 1: PERFORMANCE INDICATORS

Institutional Information

Indicator						
Institutional Information	Description	Targeted by 2025	Targeted in 2026	Targeted in 2027	Targeted in 2028	Targeted in 2029
1. Number of Programs		3	3	3	3	3
2. Number of Sections		3	3	3	3	3
3. Number of Departments (Fields)		20	20	20	20	20
4. Number of Language Laboratories		1	1	1	1	1
5. Number of Collaborating Research and Application Centers		5	5	5	5	5
6. Number of Master's Degree Programs		3	3	3	3	3
7. Number of Doctorate Programs		3	3	3	3	3

8. Size of education areas (Classrooms, etc.) (m2)		1400	1400	1400	1400	1400
9. Size of research areas (Lab., library, etc.) (m2)		1824	1824	1824	1824	1824
10. Size of Administrative areas (m2)		400	400	400	400	400
11. Size of social areas (canteen, cafeteria, dining hall, sports fields, etc.) (m2)		708	708	708	708	708
12. Other areas		-	-	-	-	-
13. Size of total areas (m2)		27000	27000	27000	27000	27000
14. Number of students in undergraduate programs		3000	3000	3000	3000	3000
15. Number of Foreign Students		30	35	35	40	40
16. Total Number of Undergraduate Students		3030	3035	3035	3040	3040
17. Number of Graduate Students with Thesis		150	160	170	180	190
18. Number of Students pursuing Master's Degree without Thesis		20	25	30	35	40

19. Total Number of Graduate Students		170	185	200	215	230
20. Number of Doctoral Students		100	110	120	130	140
21. Number of Undergraduate Graduates		200	200	200	200	200
22. Number of Master's Degree Graduates		25	25	25	25	25
23. Number of Doctorate Graduates		10	15	20	25	25
24. Total Number of Graduates		235	235	235	235	235
25. Number of undergraduate students leaving the institution		30	30	30	30	30
26. Number of graduate students leaving the institution		10	10	10	10	10
27. Number of doctoral students leaving the institution		5	5	5	5	5
28. Total annual number of students leaving the institution (excluding graduates)		45	45	45	45	45
29. Number of Faculty Members in Undergraduate Programs		55	55	58	58	58
30. Number of Non-Faculty Teaching Staff in Undergraduate Programs		25	25	27	30	30

31. Number of Foreign Academic Staff		5	5	6	6	6
32. Total Number of Faculty Members		60	60	64	64	64
33. Total Number of Academic Staff		85	85	91	91	91
34. Total Number of Administrative Staff		17	17	17	17	17
35. (Size of Research Areas- (m2)) / (Total Number of Academic Staff) ratio		$1824/85=21.45$	$1824/85=21.45$	$1824/91=20.04$	$1824/91=20.04$	$1824/91=20.04$
36. (Size of Education Area- (m2)) / (Total Number of Students) ratio		$1400/1500=0.93$	$1400/1500=0.93$	$1400/1500=0.93$	$1400/1500=0.93$	$1400/1500=0.93$
37. (Size of Administrative Areas- (m2))/ (Total Number of Students) ratio		$400/1500=0.26$	$400/1500=0.26$	$400/1500=0.26$	$400/1500=0.26$	$400/1500=0.26$
38. (Size of Social Areas- (m2))/ (Total Number of Students) ratio		$708/1500=0.47$	$708/1500=0.47$	$708/1500=0.47$	$708/1500=0.47$	$708/1500=0.47$
39. (Total Size of Areas- (m2)) / (Total Number of Students) ratio		$27000/1500=18$	$27000/1500=18$	$27000/1500=18$	$27000/1500=18$	$27000/1500=18$
40. Number of Administrative Staff		17	17	17	17	17

A. Quality Assurance System

Indicator						
A. Quality Assurance System	Description	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029
1. Percentage of achievement (%) of the institution's strategic plan goals related to education and teaching activities		%85	%87	%88	%89	%90
2. Percentage of achievement (%) of the institution's strategic plan goals related to research activities		%85	%87	%88	%89	%90
3. Percentage of achievement (%) of the institution's strategic plan goals related to administrative activities	Enter the level of achievement of the strategic goals as a percentage.	%84	%85	%86	%87	%88
4. Percentage of achievement (%) of the institution's strategic plan goals related to community service activities		%82	%83	%84	%85	%86
5. SCOPUS (SCIMAGO)						
6. Web Of Sciences (RUR)						

7. Number of activities (meetings, workshops, etc.) organized annually by your institution for the purpose of promoting a quality culture	Enter the number of meetings, workshops, and similar activities held/organized by your institution within the scope of the relevant indicator between January 1 and December 31.	3	4	5	6	7
	These activities must be of an institutional nature.					
	Meetings referred to as "institutional quality committees" held within the institution itself are not included.					
8. Number of annual feedback and evaluation meetings conducted by the institution with internal stakeholders within the scope of quality processes	Enter the number of feedback and evaluation meetings conducted by your institution with internal stakeholders (students, administrative staff, academic staff, etc.).	20	22	24	26	28
9. Number of annual feedback and evaluation meetings conducted by the institution with external stakeholders within the scope of quality processes	Enter the number of feedback and evaluation meetings conducted by your institution with external stakeholders (such as the Ministry of National Education, Presidency of Religious Affairs, etc.).	5	6	7	8	9

10. Academic staff satisfaction (in %)	Enter the academic staff satisfaction results related to the activities carried out by the institution as a percentage (%).	%67	%69	%71	%72	%73
11. Administrative staff satisfaction rate (in %)	Enter the administrative staff satisfaction results related to the activities carried out by the institution as a percentage (%).	%85	%86	%87	%88	%89
12. Overall student satisfaction (as a percentage %)	Enter the overall student satisfaction results related to the activities carried out by the institution as a percentage (%).	%64	%65	%66	%67	%68
13. Number of Incoming Erasmus Students	Enter the number of students coming to your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6
14. Number of Outgoing Erasmus Students	Enter the number of students going from your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6

15. Number of Incoming Farabi Students	Enter the number of students coming to your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6
16. Number of Outgoing Farabi Students	Enter the number of students going from your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6
17. Number of Incoming Mevlâna Students	Enter the number of students coming to your institution within the scope of the relevant program under the respective indicator..	2	3	4	5	6
18. Number of Outgoing Mevlâna Students	Enter the number of students going from your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6
19. Total Number of Incoming Students from Student Exchange Programs	Enter the total number of students coming to your institution within the scope of the relevant program under the respective indicator.	6	9	12	15	18

20. Total Number of Outgoing Students from Student Exchange Programs	Enter the total number of students going from your institution within the scope of the relevant program under the respective indicator.	6	9	12	15	18
21. Number of Incoming Erasmus Teaching Staff	Enter the number of teaching staff coming to your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6

22. Number of Outgoing Erasmus Teaching Staff	Enter the number of teaching staff going from your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6
23. Number of Incoming Mevlâna Teaching Staff	Enter the number of teaching staff coming to your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6
24. Number of Outgoing Mevlâna Teaching Staff	Enter the number of teaching staff going from your institution within the scope of the relevant program under the respective indicator.	2	3	4	5	6

25. Total Number of Incoming Teaching Staff from Exchange Programs	Enter the total number of teaching staff coming to your institution within the scope of the relevant program under the respective indicator.	4	6	8	10	12
26. Total Number of Outgoing Teaching Staff from Exchange Programs	Enter the total number of teaching staff going from your institution within the scope of the relevant program under the respective indicator.	4	6	8	10	12

B. Education and Teaching

Indicator						
B. Education and Teaching	Description	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029
1. Number of Undergraduate / Master's / Doctorate Programs with Completed Program Information Package Accessible on the Institution's Website		3	3	3	3	3
2. Student Satisfaction Rate (%) with Their Registered Program (Regarding Learning-Teaching Methods and Acquisition of General Competencies)		%70	%75	%80	%80	%82

3. Is Double Major Allowed in the Program?	Yes	-	-	-	-	-
4. Is a Minor Allowed in the Program?	No.	-	-	-	-	-
5. Number of Undergraduate Students Enrolled in Double Major Programs	-	4	4	4	4	4
6. Number of Undergraduate Students Enrolled in Minor Programs	-	-	-	-	-	-
7. Ratio of Students Enrolled in Double Major Programs to Total Undergraduate Student Population	-	4	4	4	4	4
8. Ratio of Students Enrolled in Minor Programs to Total Undergraduate Student Population	-	-	-	-	-	-
9. Ratio of Students Accepted to Master's Programs to Students Applying for Master's Programs	-	107/280	110/290	113/295	115/300	120/320s
10. Ratio of Students Accepted to Doctoral Programs to Students Applying for Doctoral Programs	-	38/100	42/110	45/115	49/121	54/130
11. Number of Interdisciplinary Thesis-Based Master's Programs	-					
12. Number of Interdisciplinary Non-Thesis Master's Programs	-					
13. Number of Interdisciplinary Doctoral Programs	-					

14. (Number of students enrolled in the undergraduate program) / (Total number of students who applied to the undergraduate program) ratio	-	238/	205/	180/	155/	140/
15. Number of training programs organized for the training of instructors at the institution	-	1	1	1	1	1
16. Number of faculty members trained within the instructor training program at the institution	-	45	50	55	60	65
17. Satisfaction rate (%) of the instructor training program conducted at the institution	-	65	67	67	69	72
18. Average faculty member evaluation survey score (student evaluations) (as a percentage)	-	68	69	70	70	72
19. Average academic advisor evaluation survey score (student evaluations)	-	%60	%60	%60	%60	%60
20. Thesis supervision (ongoing master's and doctoral thesis supervisions)	-	275	290	280	295	295
21. Average weekly teaching hours of instructors over two semesters	-	14	13	12	11	10
22. Ratio of (Total classroom area) to (Total number of students in formal education)	-	28/1700	28/1550	28/1400	28/1250	28/1100
23. Ratio of (Number of program-related resources in the institution's library) to (Total number of students)	-	21430/3816	22000/3500	23000/3300	24000/3100	25000/2900
	-	5,615	6,285	6,969	7,741	8,620

24. Ratio of (Program-related e-resources in the institution's library) to (Number of students)	-	0,5	1	1,5	3	5
25. Number of student clubs joined by program students		11	12	12	14	15
26. Number of program students participating in student club activities	-	500	600	700	800	900
27. Number of student projects	-	1	2	2	3	3
28. Number of undergraduate programs of the university applying for accreditation that are stated as accredited in the YKS Higher Education Programs and Quotas Guide	-	1	2	3	4	5
29. Employer stakeholders' (such as Ministry of National Education, Directorate of Religious Affairs, etc.) satisfaction level regarding graduates' competencies (%)	-	%45	%50	%55	%60	%65
30. Ratio of graduates placed through KPSS exam to graduates who took the KPSS exam	-					
31. MBSTS	-					
32. Number of students who are Hafiz enrolled in the program	-	20	23	25	27	29
33. Number of Hafiz students who have reached the graduation stage in the program		20	23	25	27	29

34. Number of students who took the YDS-YÖKDİL exams						
35. Number of students who took the YDS-YÖKDİL exams						
36. Number of graduates employed						
37. Rate of graduates continuing postgraduate education						
38. Number of graduates registered in the alumni association		20	30	40	50	60
39. Number of graduates from the Higher Religious Specialization Training Center						
40. (Number of students graduating within the normal duration of study) / (Number of students expected to graduate within the normal duration of study) ratio		327/560	350/550	350/500	400/500	420/500
41. Student-to-Faculty Ratio in Undergraduate and Graduate Programs		3757/84	3650/86	3550/88	3450/89	3350/91
42. Student-to-Professor Ratio in Undergraduate and Graduate Programs		3757/59	3650/61	3550/63	3450/64	3350/66
43. Number of Graduate Students / Number of Undergraduate Students		145/3612	150/3500	155/3400	160/3300	165/3200
44. Number of Undergraduate Students / Number of Teaching Staff		3612/84	3500/86	3400/88	3300/89	3200/91

45. Number of PhD Graduates / Number of Faculty Members		120/83	125/83	125/85	130/85	130/ 90
46. Number of Students in the PhD Program / Number of Faculty Members		120/59	130/61	140/63	150/64	160/6 6
47. Number of International Students / Total Number of Students		10/3816	13/332 0	17/2965	20/2616	25/23 32
48. Number of Doctoral Students / Total Number of (Undergraduate-Master's- Doctoral) Students		120/413 5	130/35 82	140/322 8	150/285 0	160/2 51 6

49. Number of PhD graduates		15	17	20	25	30
50. Number of students leaving the institution per year		33	30	25	20	15
51. Number of Foreign National Faculty Members / Total Number of Faculty Members		2/84	2/86	2/88	2/89	2/91
52. Number of Administrative Staff / Total Number of Students		17/3757	17/350 0	17/3200	17/3000	17/2500
53. Number of Administrative Staff / Number of Academic Staff		17/84	17/86	17/88	17/89	17/91

C. Research and Development

Indicator

3. Research and Development	Description	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029
1. Average Number of Completed Externally Funded Projects per Faculty Member per Year	This refers to the ratio of the number of projects supported and completed by national or international organizations outside the institution to the number of full-time faculty members.	0,03	0,09	0,14	0,14	0,14

2. The 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. (Note: No division involved.)	0,03	0,08	0,12	0,16	0,16
3. Average annual total budget of completed externally funded projects		-	-	-	-	-
4. Total budget of ongoing externally funded projects		80000 \$				
5. Ratio of total budget of ongoing externally funded projects to the number of ongoing externally funded projects		%100				
6. Average annual number of completed international collaborative projects per faculty member	The ratio of completed projects conducted jointly with international individuals or organizations outside the institution to the number of faculty members is requested.		0,05	0,08	0,12	0,16

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 institutions outside the organization to the number of faculty members is being asked.	0,03	0,03	0,05	0,05	0,08
8. Number of fields under the YÖK 100/2000 PhD Scholarship Program		-	-	-	-	-
9. Number of students in the YÖK 100/2000 PhD Scholarship Program	Number of students in the YÖK 100/2000 PhD Scholarship Program	3	2	1		

<p>10. Average annual number of publications per faculty member in SCI, SSCI, A&HCI, and ESCI indexed journals that are not conducted in international collaboration</p>	<p>The ratio of the number of articles and reviews (only) published/shared with the public in SCI, SSCI, A&HCI, and ESCI indexed journals without international collaboration between January 1 and December 31 to the number of full-time faculty members (Professors, Associate Professors, and Assistant Professors) is being requested. Articles that were submitted to journals during the relevant period but have not yet passed peer review or are awaiting publication due to the journal's schedule will not be taken into account. Regardless of the submission date, only those articles that were published during the specified period will be considered.</p>	0,05	0,09	0,13	0,16	0,19
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<p>11. Average annual number of publications per faculty member in SCI, SSCI, A&HCI, and ESCI indexed journals conducted in international collaboration.</p>	<p>The ratio of the number of articles and reviews (only) published/shared with the public in SCI, SSCI, A&HCI, and ESCI indexed journals that were conducted in international collaboration between January 1 and December 31 to the number of full-time faculty members (Professors, Associate Professors, and Assistant Professors) is being requested.</p> <p>Articles submitted for publication during the relevant period but not yet peer-reviewed or accepted, or accepted but not yet published due to the journal's publication schedule, will not be taken into account. Regardless of the submission date, only articles published during the specified period will be considered.</p>	-	-	-	-	-
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12. Scientific publication score (refers to the ratio obtained by dividing the total impact score — calculated by summing the current impact factors of the respective journals for each publication — by the total number of publications).	It refers to the ratio of the total impact score—calculated by summing the current impact factors of the respective journals for each publication—to the total number of publications.	0,03	0,04	0,04	0,04	0,04
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 being requested.	0,80	1,50	2,10	2,85	3,50
14. Total budget of international collaborative projects	The total budget of projects initiated between January 1 and December 31 will be reported.	-	-	-	-	-
15. Total budget of ongoing international collaborative projects	The total budget of ongoing international collaborative projects as of the application date will be reported.	-	-	-	-	-
16. Number of thesis-based master's students per faculty member		41	33	51	53	58
17. Number of doctoral students per faculty member		34	37	37	38	44
18. Average annual number of doctoral graduates per faculty member	Average annual number of doctoral graduates per faculty member	4	5	9	8	12
19. Number of faculty members awarded by TÜBA and TÜBİTAK (excluding TÜBA translation awards)		-	-	-	-	-

20. Number of international awards		-	-	-	-	-
21. Number of national awards		-	-	-	-	-
22. Number of academic researches (articles, theses, etc.) conducted in cooperation with the Ministry of National Education (MEB)		-	-	-	-	-
23. Number of academic researches (articles, theses, etc.) conducted in cooperation with the Directorate of Religious Affairs (DİB)		-	-	-	-	-

D. Social Contribution

Indicator						
4. Social Contribution	Description	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029
1. Number of social responsibility projects with a budget that are conducted by the institution itself		1	2	3	4	5
2. Number of social responsibility projects with a budget conducted in collaboration with external stakeholders (excluding MEB and DİB)		1	2	3	4	5

3. Number of social responsibility projects with a budget conducted in collaboration with the Ministry of National Education (MEB)		1	2	3	4	5
4. Number of social responsibility projects with a budget conducted in collaboration with the Directorate of Religious Affairs (DİB)		1	2	3	4	5
5. Number of social responsibility projects without a budget conducted in collaboration with external stakeholders (excluding MEB and DİB)		1	2	3	4	5
6. Number of social responsibility projects without a budget conducted in collaboration with the Ministry of National Education (MEB)		1	2	3	4	5
7. Number of social responsibility projects without a budget conducted in collaboration with the Directorate of Religious Affairs (DİB)		1	2	3	4	5
8. Number of activities conducted by program teaching staff in MEB institutions		4	6	8	10	12
9. Number of participants in activities conducted by program teaching staff in MEB institutions		200	250	300	350	400
10. Total number of hours of activities conducted by program teaching staff in MEB institutions		80	100	140	180	200

11. Participant satisfaction rate (%) for activities conducted by program teaching staff in MEB institutions		%80	%80	%85	%85	%90
12. Number of activities conducted by program teaching staff in DİB institutions		4	6	8	10	12
13. Number of participants in activities conducted by program teaching staff in DİB institutions		80	100	150	200	250
14. Total number of hours of activities conducted by program teaching staff in DİB institutions		100	120	140	160	180
15. Participant satisfaction rate (%) for activities conducted by program teaching staff in DİB institutions		%80	%80	%80	%85	%85
16. Number of social responsibility projects with a budget conducted in collaboration with public institutions	4	6	8	9	10	
17. Annual training hours conducted by program teaching staff at external stakeholder organizations (excluding MEB and DİB)	40	60	80	100	120	
18. Annual number of trainees in trainings conducted by program teaching staff at external stakeholder organizations	80	60	80	100	120	

19. Annual number of trainees and training hours for trainings conducted by program teaching staff at external stakeholder organizations		30/300	40/400	50/500	60/600	70/700
20. Participant satisfaction rate (%) for trainings conducted by program teaching staff at external stakeholder organizations		%80	%80	%80	%85	%85
21. Annual training hours conducted by program teaching staff at SEM or other university centers		200	220	240	260	280
22. Annual number of trainees in trainings conducted by program teaching staff at SEM or other university centers		20	40	60	80	100
23. Annual number of trainees and training hours for trainings conducted by program teaching staff at SEM or other university centers		20/200	40/400	60/600	80/800	100/1000
24. Participant satisfaction rate (%) for community contribution activities.	Faculty of Theology 2021 Activity Report Faculty of Theology 2022 Activity Report Faculty of Theology Quality Target and Target Action Plan 2023	%75	%80	%80	%85	%85

25. Number of seminars, conferences, panels, symposiums, etc., conducted by program teaching staff		40	50	55	65	80
26. Ratio of the number of seminars, conferences, panels, symposiums, etc., conducted by program teaching staff to the number of program teaching staff		%50	%50	%55	%55	%60

E. Management System

Indicator						
Research and Development	Description	Targeted for 2025	Targeted for 2026	Targeted for 2027	Targeted for 2028	Targeted for 2029
1. Central Budget	Revenues from the central budget that are not related to research and development activities	1.500.000,00	2.500.000,00	3.000.000,00	3.500.000,00	4.000.000,00
2. Research Revenues	General research revenues will be reported.	2.000.000,00	2.500.000,00	3.000.000,00	3.500.000,00	4.000.000,00

3. Community Service Revenues	General community service revenues will be reported.	750.000,00	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00
4. Donations	Donations transferred to the institution from non-governmental sources, either conditional or unconditional.	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00	3.500.000,00
5. Personnel Expenses	Personnel expenses (including social security contributions)	750.000,00	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00
6. Education Expenses	General education expenses will be reported.	750.000,00	1.000.000,00	1.500.000,00	2.500.000,00	3.000.000,00
7. Research Expenses	Expenses related to all actions and activities under the research category.	2.500.000,00	3.500.000,00	4.000.000,00	4.500.000,00	5.000.000,00
8. Community Service Expenses	Expenses related to all activities under the community service category.	850.000,00	1.500.000,00	2.500.000,00	3.500.000,00	4.000.000,00

9. Administrative Expenses	Purchases of consumable goods and materials, travel allowances, service procurements, minor repairs (movable and immovable property), etc.	1.500.000,00	2.500.000,00	3.500.000,00	4.500.000,00	4.500.000,00
10. Investment Expenses	Expenses for real estate, machinery, equipment, etc.	1.500.000,00	2.500.000,00	3.500.000,00	4.500.000,00	4.500.000,00