DICLE UNIVERSITY

FACULTY OF THEOLOGY

2025-2029

STRATEGIC PLAN

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PREFACE

The strategic plan of our faculty for the 2025-2029 period has been prepared in accordance with Article 9 of Law No. 5018 on " Public Financial Management and Contol", which states: "Public administrations shall prepare strategic plans using participatory methods to define their mission and vision for the future, establish strategic goals and measurable objectives, measure their performance based on predetermined indicators, and monitor and evaluate this process within the framework of development plans, programs, relevant legislation, and adopted fundamental principles."

Strategic plans are fundamental documents defining the long-term goals institutions and organizations aim to achieve and how they plan to reach them. The purpose of the strategic plan is to establish the objectives and targets of our faculty by considering its mission, vision, core values, strengths and weaknesses, areas of activity, products and services, legislation, and higher policy documents.

Dicle University Faculty of Theology aims to nurture individuals equipped with classical and contemporary knowledge and ideas, representing the values and knowledge produced in the fields of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Studies at both national and international levels.

As a faculty, our mission is to cultivate young people who are thoughtful, inquisitive, and critical; possess the ability to think scientifically and independently; can benefit from historical heritage; analyze and interpret knowledge; respect diverse beliefs and values, human rights and freedoms, the environment, and nature; and are committed to national, spiritual, moral, universal values, and cultural heritage.

Between 2021 and 2023, our faculty successfully carried out productive activities in areas such as the Quality Assurance System, Education and Training, Research and Development, Social Contribution, Quality Management System, and Internationalization. As a result of these efforts, our faculty was evaluated by the Theology Accreditation Agency (TAA), and in 2024, our Theology Undergraduate Program (Daytime Education) was accredited at an international level.

As a faculty, we are determined and committed to institutionalizing the momentum we have achieved through high-quality interaction with our internal and external stakeholders to further elevate our quality standards. Our 2025-2029 Strategic Plan will serve as a pivotal document that concretizes our vision and mission.

Prof. Dr. H. Musa BAĞCI

DEAN

STRATEGIC PLAN DEVELOPMENT PROCESS

Our Strategic Plan, which will serve as the core document for quality processes during the 2025-2029 period, was refined with the suggestions and contributions of the components of our quality efforts, in line with the vision and mission of our faculty. During the preparation of the Strategic Plan, the Dean's Office, the Quality and Accreditation Upper Commission, the Strategic Plan Preparation Commission, the Quality Assurance System Development Commission, the Education and Training Development Commission, the Community Contribution Development Commission, the Research and Development Commission, the Management System Development Commission, and the Internationalization Commission contributed to the process from various perspectives.

The foundation provided by the quality and accreditation efforts that our faculty has diligently pursued has played a significant role in shaping our vision for the next five years, enabling us to manage developmental processes in all quality-related areas more efficiently and to achieve productive results in activities conducted with our stakeholders.

Through coordination with senior academics with a longstanding presence at our faculty, the Quality and Accreditation Commissions held meetings to identify and prepare quality-related findings and recommendations for the 2025-2029 Strategic Plan. They presented insights regarding the institution's current state, strengths, weaknesses, and strategic goals and objectives. These findings and recommendations were evaluated by the Quality and Accreditation Upper Commission and subsequently submitted to the Dean's Office.

On October 21, 2024, under the leadership of the Dean's Office, a consultation meeting was held with external stakeholders, including representatives from various institutions and organizations in Diyarbakır, such as the Diyarbakır Provincial Directorate of Religious Affairs and the Diyarbakır Provincial Directorate of National Education. During the meeting, participants were informed about the faculty's plans for the upcoming period, and their opinions and suggestions were gathered. Discussions were also held regarding potential collaborations during the 2025-2029 period.

The views and suggestions developed through the above-mentioned processes were discussed at the Faculty Council meeting on September 26, 2024, under Decision 2024/04. The resulting draft was then forwarded to the Strategic Plan Preparation Commission, which finalized the document and submitted it to the Dean's Office.

OUR HISTORY

Established with its publication in the Official Gazette on July 1, 1992, issue number 21281, Dicle University Faculty of Theology began its educational activities in 1993 with 28 students in the Faculty of Dentistry building. As of the end of 2024, our faculty has reached its 32nd year and graduated its 27th cohort.

The Faculty of Theology awarded its first graduates during the 1997-1998 academic year while still housed in the Faculty of Dentistry building. In addition to the Theology Program, the Primary Education Religious Culture and Ethics Teaching Program was introduced in the 1999-2000 academic year. The faculty also launched its second-shift education program in 2009 and the Theology Undergraduate Completion (İLİTAM) Program in 2011. Currently, our faculty operates with two active programs: Theology and İLİTAM. It encompasses three departments—Basic Islamic Sciences, Philosophy and Religious Studies, and Islamic History and Arts—with a total

of 20 subfields.

In addition to the mandatory courses that provide fundamental knowledge in the field of theology, the Theology Program offers pedagogical formation courses to prepare students for their teaching careers. Master's and doctoral programs, both thesis and non-thesis, in all three departments are conducted through the Social Sciences Institute of our university. As of the end of 2024, our faculty stands out as one of the largest and leading faculties of theology in Turkey and the region, with a competent academic staff, undergraduate and graduate programs, and over 4,000 students. Its position in university preferences, academic achievements, participation in international student exchange programs, and collaborations with partner institutions underline its recognition in Turkey and the region.

Since 2000, the faculty has been operating in its dedicated two-block building, which has a total closed area of 27,000 square meters. The building includes 32 classrooms. On the first floor, there is a 200-seat conference hall and an independent second conference hall with a capacity of 300 seats has been built in the faculty garden. During this period, a 2,000-capacity application mosque was also constructed for the faculty. The faculty hosts a library with 22,000 books and a cafeteria that accommodates 200 students, providing space for rest and nourishment. On the ground floor of Block A, four amphitheater-style classrooms were newly constructed, complete with desks, tables, and furnishings. Two reading rooms were built on the first floor of Blocks A and B, equipped with desks, chairs, and air conditioning, bringing the total number of reading rooms to three. These developments have significantly improved the faculty's physical infrastructure.

The Theology undergraduate education spans five years, including an Arabic preparatory year. The faculty teaching the preparatory classes includes

both instructors from Arab countries and local scholars who hold dual qualifications as graduates of theology and certified madrasa scholars, ensuring high-quality preparatory education. Additionally, 30% of the credits in the undergraduate program are taught in Arabic.

Graduates of the faculty are eligible to pursue master's and doctoral programs in the Social Sciences Institute of our university, specifically in the departments of Basic Islamic Sciences, Philosophy and Religious Studies, and Islamic History and Arts.

Since its establishment, the faculty has hosted significant scholarly events, including national and international symposiums, workshops, and coordination meetings. Additionally, the tradition of short film screenings every Wednesday, featuring expert academics, continues to bring students and scholars together weekly.

In 2020, the faculty achieved national accreditation, which was converted into international accreditation in 2021 through an application to the Theology Accreditation Agency (İAA). The 2021 Self-Evaluation Report (ÖDR) was submitted in both Turkish and English. Similarly, the Self-Evaluation Report for 2022 and 2023 was prepared and sent in Turkish and English. Subsequently, the requested Quality Handbook (KEK) tables and SER tables were meticulously prepared in Turkish and English and submitted to the agency, completing the process. Throughout the summer of 2023, weekly meetings were held for three consecutive months to diligently prepare the Quality Handbook (KEK) tables and Self-Evaluation Report (ÖDR) tables, reflecting the dedication and effort of the academic staff.

From November 18–22, 2023, international team members visited our faculty in Diyarbakır for five days, engaging with faculty members, regular

students, alumni, staff, and both national and international stakeholders. They conducted an on-site comparison and evaluation of the theoretically examined Self-Evaluation Report (ÖDR). The accreditation team was hosted

with the hospitality befitting Diyarbakır and was provided with a comfortable working environment. On May 18, 2024, the faculty achieved international accreditation for a two-year term based on reports by the accreditation team members and the Theology Accreditation Agency.

VISION

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

- Being exemplary for the theologians, religious educators, and competent religious officials it trains, equipped with classical and contemporary knowledge and ideas,

- Becoming a distinguished Faculty of Theology whose members are proud to be a part of.

MISSION

Our mission is to train religious officials, teachers, researchers, and academics;

- who learn religion from its primary sources,
- who adhere to national, spiritual, moral, and universal values, as well as cultural heritage,
- who respect different beliefs and values, human rights and freedoms, the environment, and nature,
- who possess the ability to think scientifically and freely,
- who benefit from historical knowledge and heritage,
- who analyze, investigate, and interpret information,
- who explore religion from its fundamental sources through interdisciplinary collaboration, adhering to universal ethical values, ensuring society understands and learns religion correctly, and evaluating it in light of new developments,
- who follow societal needs and trends and provide solutions to problems encountered in religious matters,
- who are knowledgeable, skilled, beneficial, dynamic, free-thinking, and virtuous.

QUALITY POLICY

- **To develop and disseminate knowledge.**
- To facilitate fast, easy, and multidimensional access to knowledge for researchers.

- To make accessed knowledge available to a broader audience by publishing in journals indexed nationally and internationally.
- **To enhance the quality of undergraduate and postgraduate education.**
- To revise course curricula and electives in line with new developments.
- To prepare students for academia through courses on academic research methods and techniques.
- To encourage students to participate in domestic and international exchange programs such as Erasmus, Farabi, and Mevlana.
- To collaborate with student clubs and class representatives to exchange information and keep students informed about new developments.
- **To contribute to academia through national and international publishing activities.**
- To produce publications in reputable national and international journals in the field.

CORE VALUES

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

EDUCATION POLICIES

- Conducting education and teaching activities with an experienced academic staff.
- Graduating students with sufficient academic knowledge and competence.
- Considering students' expectations and the needs of the field in education-teaching processes.
- Providing students with opportunities to learn from past experiences and shape the future.
- Carrying out education and teaching activities with an understanding that prioritizes collaboration with different disciplines.
- Training researchers and entrepreneurial students who are sensitive to issues in the field and actively engage in producing solutions.
- Integrating an academically intensive program with social, cultural, and artistic activities that foster the multifaceted development of students.

RESEARCH AND DEVELOPMENT POLICY

- Increasing the quality and quantity of scientific knowledge produced at our faculty.
- Supporting necessary infrastructure to enhance the academic performance of the faculty.
- Creating opportunities for external funding through collaborations for research and development activities.
- Updating postgraduate education activities to support students' research and development skills.

QUALITY ASSURANCE POLICY

- Conducting and continuously improving education and research activities by adhering to national and international quality principles.
- Implementing practices that create societal value in collaboration with internal and external stakeholders and measuring satisfaction to facilitate further improvements.
- Training individuals equipped with the knowledge, skills, behavior, and general culture related to the profession, while being sensitive to the environment.
- Becoming a faculty that meets the expectations and needs of service recipients, focuses on continuous improvement, and prioritizes stakeholder satisfaction.

MANAGEMENT SYSTEM POLICY

- Ensuring that faculty bodies work in compliance with regulations, fairly, complementarily, and in coordination.

- Adopting a management approach based on equal opportunities, freedom of expression, critical thinking, and participatory and transparent governance.

- Enhancing the visibility of the institution and its activities through effective use of communication tools.

- Utilizing financial resources efficiently, transparently, and effectively.

- Monitoring the performance of stakeholders providing services to the faculty and providing necessary support and improvements.

SOCIAL CONTRIBUTION POLICY

- Conducting education, teaching, and research activities in theology considering local, regional, and international needs.

- Identifying and addressing societal religious issues and needs in coordination with internal and external stakeholders.

- Presenting the results of scientific studies to society and organizing academic and social activities for public benefit.

- Guiding the academic staff toward societal needs identified through stakeholder participation and providing necessary support to these staff members.

- Informing the public on religious matters using mass communication tools and creating appropriate environments to ensure accurate religious information reaches society.

INTERNATIONALIZATION POLICY

- Establishing and developing international collaborations in line with our university's internationalization goals and the mission and vision of our faculty.

- Contributing to international theological research with scientific studies and original perspectives.

- Developing a vision that will highlight our faculty in the international arena.

- Increasing the number of qualified researchers to elevate scientific knowledge to global standards.

- Supporting academic research conducted by our faculty members and students at the international level.

- Promoting Erasmus and Mevlana exchange programs to establish international connections for our faculty members and students.

STRENGTHS AND WEAKNESSES OF THE INSTITUTION

A. QUALITY ASSURANCE SYSTEM

A.1.Strengths of the Institution

- The Quality Handbook was updated in 2023 based on the recommendations of quality improvement commissions,

- Quality policies cover all areas and establish an integrated relationship among these policies,

- A Quality and Accreditation Higher Commission has been established to ensure the institution's quality assurance,

- Continuous monitoring of quality performance processes with internal stakeholders, recording deficiencies, risks, and targets in the Quality Management System (KYS) automation, monitoring necessary actions through automation, and regularly sharing these with upper university units,

- A survey system is in place to gather and evaluate the opinions and suggestions of internal and external stakeholders, supported by the Quality Development Coordination Office,

- Each quality and accreditation commission includes a student representative,

- Workshops and training sessions aimed at "continuous improvement in teaching quality" were held this year, with plans to increase their frequency,

- Mechanisms for monitoring the strategic plan were created by the development and accreditation commissions, and necessary evaluation and monitoring meetings were held at the end of the year,

- Relations with alumni are maintained actively through the Alumni Information System and the established Theology Faculty Alumni Association,

- Institutional performance management planning is carried out through collaboration between faculty unit commissions and faculty management,

- A commission has been established to carry out internationalization activities in compliance with quality standards,

- Academic and administrative staff are competent and qualified for internationalization activities,

- The institution has a solid infrastructure for conducting internationalization activities,

- The Internationalization Commission and the university's External Relations Office work in an organized manner.

- The dean's supportive attitude in managing processes.

A.2. Areas for Improvement in the Institution

- Full internalization of the quality culture by all members of the institution,

- Enhancing coordination among quality improvement commissions,

- Improving coordination between commissions and department/program chairs during activities and evaluations,

- Ensuring more active participation of external stakeholders in quality improvement processes,

- Addressing the lack of policies and mechanisms for managing processes, organizational structures, and resource/performance monitoring in the Strategic Plan for Internationalization,

- Allocating a dedicated budget for the institution's internationalization activities.

B. EDUCATION AND TRAINING

B.1.Strengths of the Institution

- Monitoring and improving the results of student workload-related practices at the faculty,

- Securing processes related to defining and updating program goals, outcomes, program-specific criteria, and course achievements through the PDCA-Based Education and Training Process Directive,

- Updating program goals, learning outcomes, and qualifications according to the Turkish Higher Education Qualifications Framework (TYYÇ) and transferring updates to the Bologna Information System for sharing with internal and external stakeholders,

- A well-established internal quality assurance system,

- Continuous monitoring of institutional performance management and satisfaction,

- A quality-focused council ensuring regular collaboration with stakeholders,

- Policies aimed at continuously improving internationalization,

- Emphasis on the quality of education and training activities and services,

- Adoption of diverse approaches to measurement and evaluation within the institution,

- A high volume of activities being carried out,

- Students demonstrating satisfactory levels of activity in learning and teaching processes,

- Institutionalization of academic advising,

- Continuous opportunities for improving education and training activities,

- A commitment to adopting modern teaching methods and techniques,

- Transparent, regulation-compliant processes for appointments, promotions, and assignments,

- Opportunities for academic staff to enhance teaching competencies, including funding for projects and international travel for education or project-related purposes,

- Access to diverse and publicly available learning resources provided by the faculty,

- Equal and quality education, suitable infrastructure, social and cultural activities, and counseling services offered to all students,

- Adequate technological facilities in classrooms,

- Advanced levels of social and cultural activities, diverse even by local standards, provided to students,

- Effective collaboration with stakeholders to facilitate career counseling and provide qualified examples for students,

- Established quality culture within the institution, offering broad opportunities for staff and students.

B.2. Areas for Improvement in the Institution

- Ensuring sufficient stakeholder participation in program design and approval,

- Addressing insufficient items in satisfaction surveys regarding program goals and outcomes and taking measures based on the results,

- Improving strategic goals and policies to meet desired standards,

- Bringing the Strategic Plan's objectives and outcomes to a level befitting the institution,

- Ensuring adequate stakeholder participation in decision-making and evaluation processes,

- Increasing efforts toward student-centered learning,

- Addressing the limited implementation of some diverse assessment and evaluation approaches, such as the lack of oral exams, assignments, and other alternatives in the system, except for midterms/finals,

- Improving the quality of academic advising due to high student populations,

- Encouraging faculty members to internalize modern teaching methods and techniques,

- Addressing shortcomings in planning educational activities, despite no significant issues with their execution. Offering limited incentives and rewards for teaching activities and the lack of a unique faculty-specific approach. Insufficient involvement of internal stakeholders in planning,

- Delays in resolving issues stemming from the 2023 earthquake,

- Satisfaction surveys failing to accurately reflect the teaching process,

- Narrow focus of social and cultural activities, often limited to school visits, aid programs, and panels,

- Lack of in-service training for faculty providing counseling,

- No systematic planning for peer mentoring at the beginning of the term,

- Absence of a system that automatically calculates and reports program/course learning outcomes in course files and the Student Information System (OBS),

- Inability to actively monitor alumni through the current Alumni Tracking System,

- Lack of a Theology Graduate Evaluation Survey and the ineffectiveness of existing graduate surveys in providing feedback to management,

C. RESEARCH AND DEVELOPMENT

C.1.Strengths of the Institution

- The institution has a well-designed research policy, strategy, and goals,

- Clearly defined processes that align with the said policy, strategy, and goals,

- Existence of an R&D Commission responsible for managing and organizing research and development processes, monitoring activities, evaluating outcomes, and providing necessary guidance,

- Conducting R&D activities in collaboration at both national and international levels,

- Transparency, openness, and auditability of the institution's R&D activities,

- Availability of internal and external resources to support physical, technical, and financial aspects of research,

- Possession of a foundation to support researchers,

- Conducting academic studies at various levels to identify religious and cultural issues of the city and region and propose solutions,

- Annual monitoring of individual research performance of academic staff,

- Based on this monitoring, planning and implementing activities with the participation and support of internal and external stakeholders to enhance the research competencies of academic staff,

- Possession of research centers capable of addressing local religious and cultural issues in the region,

- Availability of one library with 22,794 materials, adequately equipped student classrooms and computer laboratories,

- Establishment of a commission (Research and Development Commission) to improve research resources.

- Contribution to the scientific studies of academic staff and students within the scope of Scientific Research Projects (BAP), funded by the university budget,

- Support for the use of external resources to ensure the sustainability of R&D activities in line with institutional goals and having external stakeholders for this purpose,

- Measurement of the institution's research performance based on data in annual activity reports,

- Coordination between the Social Sciences Institute and the departments of Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts to implement and develop the research policy, goals, and strategy, and offering graduate education programs,

- Strengthening collaborations with external stakeholders through agreements and providing support for various research programs to meet regional, national, and international needs and priorities,

- Creation of a database by annually collecting the number of academic publications from each academic unit.

C.2. Areas for Improvement in the Institution

- Demonstrating practical ways for academic staff and students to make more effective use of R&D activities,

- Expanding rich and comprehensive training programs to better utilize the project opportunities provided by organizations that finance R&D activities,

- Increasing collaboration opportunities with external stakeholders to diversify the experiences of both academic staff and students,

- Encouraging greater utilization of the opportunities provided by BAP for academic staff and graduate students in their research,

- Increasing the support of faculty members capable of producing solution-oriented projects in the Application and Research Centers established for various purposes,

- Organizing informative and encouraging seminars on the use of research resources to ensure effective utilization by researchers and students,

- Providing better support for graduate programs in terms of research and development,

- Encouraging graduate students to undertake project-based work,

- Offering support to academic staff through access to research funds, mentorship programs, and research training to enhance their research capacities,

- Establishing an independent research budget to support research activities and meet the needs of researchers.

D. SOCIAL CONTRIBUTION

D.1. Strengths of the Institution

- The social contribution policy is aligned with the university's social contribution policy and strategic goals, as outlined in the Strategic Plan and Quality Handbook,

- Establishment of a Commission for Enhancing Social Contribution to ensure that social contribution activities are conducted according to quality standards,

- Execution of social contribution activities in cooperation with internal and external stakeholders, aligned with local, regional, and national needs and demands,

- Academic staff providing qualified consultancy services to student clubs that carry out social contribution activities,

- The faculty has a foundation to financially support social contribution activities,

- Announcements of the institution's social contribution activities are made through various media channels, sharing events with the community, and evaluating feedback to improve quality standards.

D.2. Areas for Improvementin the Institution

- Ensuring that social contribution activities are conducted with maximum adherence to the principles of the PDCA (Plan-Do-Check-Act) cycle,

- Increasing collaboration with social actors to provide the necessary resources for social contribution activities.

E. MANAGEMENT SYSTEM

E.1. Strengths of the Institution

- The institution's policies and strategic goals related to management and administrative areas are designed and implemented in alignment with the faculty's vision and mission,

- Implementation and monitoring of decisions regarding human resources management within defined processes,

- Prioritization of efficiency and effectiveness through practices such as promotion, title changes, and in-service training,

- Gathering stakeholder opinions regarding human resources and collaborating with external stakeholders,

- Tracking and documenting human resources activities, preparing and publishing related activity reports.

- Financial resources are audited through the university's relevant pre-financial control processes to ensure efficient and effective use, with an emphasis on compliance with regulations,

- Management of financial resources is carried out according to predefined processes, and budget control is performed at the end of each year,

- The financial resource management unit consists of experienced personnel in the field,

- Availability of various information management systems, such as Personnel Information System, Student Information System, Alumni Information System, Management Information System, Electronic Document Management System, and Learning Management System, with integration among relevant systems,

- Monitoring and recording the processes related to data entry for administrative and academic activities in an integrated manner.

- Existence of integrated applications to ensure information security and reliability, with measurable outcomes,

- Defined processes and policies for information security are followed and implemented across all institutional areas,

- Information dissemination methods are kept up-to-date,

- Continuity of information dissemination tools is ensured.

E.2. Areas for Improvement in the Institution

- The number of personnel needed to ensure the smooth execution of administrative processes and cleaning services,

- Holding periodic consultation meetings with external stakeholders,

- Establishing a schedule for regular feedback and consultation meetings with academic, administrative, and support staff working at the institution,

- Increasing the number of human resources,

- Providing financial support for in-service training and certifications to enhance the qualitative development of academic and administrative staff,

- Establishing an integrated information management system that encompasses the entire institution and all areas,

- Utilizing the information system more effectively in decision-making processes and monitoring the outcomes of system usage,

- Diversifying accountability methods and sharing them transparently with stakeholders.

F. INTERNATIONALIZATION

F.1. Strengths of the Institution

- Possession of a sufficient technological infrastructure.

- The collaborative and supportive attitude of the dean's office in managing processes.

- Organized efforts by the Internationalization Commission and the university's Office of External Relations.

F.2. Areas for Improvement in the Institution

- The inactivity of the international advisory board.

- The absence of internationalization processes and organizational structures in the strategic plan.

- The lack of internationalization resources included in the strategic plan.

- The absence of a planned budget for the institution's internationalization activities.

CURRENT SITUATION ANALYSIS

PublicationType	2020	2021	2022	2023	2024
Articles Indexed in SCI/SCI Expanded/AHCI/SSCI	-	-	-	-	1
Articles Indexed in Other International Indexes	10	8	30	17	22
Articles Indexed in Other National Indexes	28	23	25	23	11
Full-Text Papers Published in International Symposiums, Congresses, or Workshops	4	11	17	9	15
Full-Text Papers Published in National Symposiums, Congresses, or Workshops	4	3	7	11	10
Books Indexed in National and International Indexes	23	18	23	20	19
Book Chapters Indexed in National and International Indexes	-	30	20	18	2
National Conferences/Seminars	-	13	-	7	-
Book Editing	-	6	13	10	-
Total	**69**	**112**	**135**	**115**	**80**

Table 1. Number of Publications: Publications by our unit between 2020-2024

Project Type	2020	2021	2022	2023	2024
TUBITAK	-	-	-	1	-
EU,San-tez,	-	-	-	-	-
Development Agency	-	-	-	-	-
DUBAP	-	1	4	1	6
Event Organization Projects	-	-	-	-	2
Private Sector Collaborations	-	-	-	-	-
Graduate Thesis Projects	-	-	-	-	4
Journal Support Projects	-	-	-	-	1
Others	-	-	-	-	1
Total	-	1	4	2	14

Table 2. Number of Projects: Projects conducted by our unit between 2020-2024

Table 3. Student Numbers by Year

Degree Type	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate (On-Campus)	1746	2081	2372	2684	2463
ILITAM (Distance Education)	1970	1358	1381	1385	1353
Master's Degree	173	86	98	92	94

Degree Type					
Doctorate	134	29	49	27	29
Total	**4023**	**3554**	**3900**	**4188**	**3939**

Table 4. International Student Numbers by Year

Degree Type	2020	2021	2022	2023	2024
Undergraduate	15	7	35	35	10
Master's Degree	-	-	3	4	5
Doctorate	3	5	14	16	20
Total	**18**	**12**	**52**	**55**	**35**

Academic Titles	2020	2021	2022	2023	2024
Professor	11	11	13	17	17
Associate Professor	11	12	15	15	18
Assistant Professor (Dr.)	15	16	21	22	22
Research Assistant	19	18	8	13	14
Lecturer	8	8	10	11	12
Total	**64**	**65**	**67**	**78**	**83**

Table 5. Academic Staff Numbers by Year

Table 6. Administrative Staff Numbers by Year

Administrative and Service Classifications	2020	2021	2022	2023	2024
General Administrative Services Class	20	9	9	9	9
Technical Services Class	-	1	1	1	1
Health Services Class	1	-	-	-	-
Education-Teaching Services Class	-	-	-	-	-
Legal Services Class	-	-	-	-	-
Religious Services Class	-	-	-	-	-
Auxiliary Services Class	-	-	-	-	-
Permanent Worker	7	7	7	7	7
Total	**28**	**17**	**17**	**17**	**17**

Table 7. Other Activities Conducted by Our Unit[1]

Activities	2020	2021	2022	2023	2024
Conference/Seminar	-	6	24	11	15
Social-Cultural Activities/Trips	-	5	42	47	27
Panel	-	2	3	6	8
Workshop	-	1	-	-	1
Presentation	-	9	13	9	12
Course	-	-	6	3	3
Training Session	-	-	2	1	1
Exhibition	-	-	1	1	3
Symposium	-	-	-	1	1
External Stakeholder Activities/Accreditation/Quality Events	-	-	-	-	33
Total	-	**23**	**91**	**79**	**104**

[1]In 2020, due to the Covid-19 pandemic, no events were organized.

EVALUATION OF THE PREVIOUS STRATEGIC PLAN

Table 8. Current Situation Key Performance Indicators Table

Indicator	2020	2021	2022	2023	2024
Number of externally funded projects (EU, SAN-TEZ, TÜBİTAK, etc.)	-	-	-	1	-
Number of administrative and academic staff rewarded by our faculty	-	-	-	10	9
Number of social responsibility-related activities	-	5	42	47	41
Number of students admitted through the YÖK 100/2000 Program	3	-	-	-	-
Number of books and journals in our library	14375	16760	20462	21204	21625
Increase the number of teaching staff in areas of need	1	1	2	11	6
International promotional events attended by our faculty students	-	1	1	2	3
Improvement meetings held with faculty class representatives	-	1	2	2	2
Faculty promotions conducted in various environments to attract qualified students	-	-	-	1	1
Indices where the faculty journal is indexed	-	-	3	-	1
Encouraging academic staff to participate in domestic and international activities to enhance their professional experience	-	-	4	6	5
Activities such as trips organized for students	-	1	-	-	-
Number of publications produced from completed graduate theses	15	11	25	25	54
Number of foreign students	15	7	35	35	35
Number of graduates registered in the Alumni Tracking System[2]	859	1165	509	499	491
Number of events organized to raise environmental awareness	-	-	1	1	1

EXTERNAL STAKEHOLDER ANALYSIS

Table 9. Stakeholder Prioritization

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[2]In the framework of accreditation, the Dicle Theology Alumni Association was established in 2023.

Stakeholders	External Stakeholder	Importance Level	Impact Level	Priority
Diyarbakır Provincial Directorate of National Education	Yes	High	Strong	Collaborate
Diyarbakır Provincial Mufti's Office	Yes	High	Strong	Collaborate
Turkish Religious Foundation (TDV)	Yes	High	Strong	Collaborate
Yenişehir District Mufti's Office	Yes	High	Strong	Collaborate
Diyarbakır Religious High Specialization Center	Yes	High	Strong	Collaborate
Dicle Science, Wisdom, Youth, and Solidarity Association	Yes	High	Strong	Collaborate
Melik Ahmet Imam Hatip High School	Yes	Medium	Medium	Collaborate
Ilim Yayma Association Diyarbakır Branch	Yes	Medium	Medium	Collaborate

STAKEHOLDER ASSESSMENT

Table 10. Stakeholder-Product/Service Matrix

Stakeholders	A-Education		B-Research			C- Social Contribution	
	P/S 1	P/S2	P/S1	P/S2	P/S3	P/S1	P/S2
Diyarbakır Provincial Directorate of National Education	√	√	√	√	√	√	√
Diyarbakır Provincial Mufti's Office	√	√	√	√	√	√	√
Turkish Religious Foundation (TDV)	√	√	√	√	√	√	√
Yenişehir District Mufti's Office	√	√	√	√	√	√	√
Diyarbakır Religious High Specialization Center	√	√	√	√	√		
Dicle Science, Wisdom, Youth, and Solidarity Association	√	√	√	√	√	√	√
Melik Ahmet Imam Hatip High School	√	√					
Ilim Yayma Association Diyarbakır Branch	√	√	√	√	√	√	√

A. QUALITY ASSURANCE SYSTEM DEVELOPMENT COMMITTEE

STRATEGIC GOAL 1: To sustain and enhance the effectiveness of quality culture in institutional units and processes.[3]

Strategic Objective 1.1: Promote the widespread adoption of quality culture.

Strategic Objective 1.2: Maintain alignment with national and international quality systems.

Strategic Objective 1.3: Sustain IAA accreditation.

Strategic Objective 1.4: Increase and monitor the participation of internal and external stakeholders in institutional operations, education, and decision-making processes.

Strategic Objective 1.5: Regularly update, prepare, and monitor the Quality Handbook, Annual Activity Reports, Self-Evaluation Reports, and Performance Reports.

Strategic Objective 1.6: Define and monitor annual quality objectives for educational, research, and administrative activities.

Strategic Objective 1.7: Activate the institution's internal quality assurance mechanisms across all areas and processes, structuring and monitoring these processes according to the PDCA (Plan-Do-Check-Act) cycle.

B- EDUCATION AND TRAINING DEVELOPMENT COMMITTEE

STRATEGIC GOAL 1: Enhance and strengthen teaching activities.

Strategic Objective 1.1: Adopt continuous improvement practices and manage improvement cycles to enhance the quality of faculty programs.

Strategic Objective 1.2: Develop participatory and active learning processes in courses and extracurricular activities, and increase the number of elective courses tailored to specific needs.

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[3]The strategic goals and objectives of our faculty for 2025-2029 will be outlined in the strategic plan, while performance indicators will be included in the Quality Handbook (KEK)..

STRATEGIC GOAL 2: Take necessary steps for student admission and development.

Strategic Objective 2.1: Attract qualified students to our faculty and promote the faculty in various settings for this purpose.

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

Strategic Objective 2.3: Improve students' foreign language proficiency.

STRATEGIC GOAL 3: Conduct activities focused on student-centered learning, teaching, and assessment. Train researchers who prioritize contributions to society and humanity, focusing on student-centered teaching and learning.

Strategic Objective 3.1: Educate responsible students and provide student-centered education.

Strategic Objective 3.2: Organize seminars, courses, and similar activities on special teaching methods and techniques that emphasize a student-centered approach for instructors, or enable their participation in existing certification programs.

Strategic Objective 3.3: Offer courses and organize events encouraging interdisciplinary work, active learning, interactive research, and scientific studies.

Strategic Objective 3.4: Develop processes based on participatory and active learning in both curricular and extracurricular activities.

Strategic Objective 3.5: Utilize effective teaching practices.

Strategic Objective 3.6: Organize student symposiums.

Strategic Objective 3.7: Arrange extracurricular activities to ensure students' active participation.

Strategic Objective 3.8: Encourage students' participation in cultural, artistic, and sports activities.

STRATEGIC GOAL 4: Make assessment and evaluation processes as transparent as possible. Build trust by ensuring that the scores students receive are free from external influence, thereby increasing trust and respect for the institution and its instructors.

Strategic Objective 4.1: Raise awareness among instructors about their responsibilities in assessment and evaluation.

Strategic Objective 4.2: Provide at least one seminar per semester for instructors to increase this sense of responsibility.

Strategic Objective 4.3: Facilitate collaboration with other universities, enabling instructors to benefit from their data and findings to perform more accurate evaluations.

Strategic Objective 4.4: Encourage instructors to examine how assessment and evaluation methods are implemented in universities abroad during their international projects and share useful insights with relevant faculty committees.

STRATEGIC GOAL 5: Ensure sensitivity in providing feedback for all activities aimed at improving education and teaching.

Strategic Objective 5.1: Develop strategies to provide feedback for all activities, including classroom lessons, conducted at the faculty.

Strategic Objective 5.2: Use valid and reliable tools to gather feedback, especially for student club activities and online events.

Strategic Objective 5.3: Diversify activities to reveal students' different talents.

Strategic Objective 5.4: After visiting village schools, orphanages, etc., ensure feedback is collected from participants.

Strategic Objective 5.5: Inform participants beforehand that feedback will be collected after the event to improve the quality of activities and encourage conscious behavior.

STRATEGIC GOAL 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 students' graduation.

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

Strategic Objective 6.3: 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 the student counseling hours on the doors of their rooms in order to provide qualified counseling services to students in predictable processes.

STRATEGIC GOAL 7: To improve/strengthen the quality and quantity of teaching staff.

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

Strategic Objective 7.2: Reducing the ratio of 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 lecturers in an appropriate way.

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

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

Strategic Objective 7.6: To ensure the participation of faculty members in the planning and improvement of 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 inform and encourage them in this regard.

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

STRATEGIC GOAL 8: Increasing the quantity and improving the quality of learning resources.

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

Strategic Objective 8.2: Facilitate access to learning resources.

Strategic Objective 8.3: Ensure the correlation between learning resources and organizational growth.

Strategic Objective 8.4: Monitor the effectiveness of learning environments and tools..

Strategic Objective 8.5: Develop e-learning resources and promote existing ones.

STRATEGIC GOAL 9: To enrich the library of our faculty in terms of books, magazines, 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 the library resources.

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

STRATEGIC GOAL 10: Increase cultural and sports activities to broaden students' perspectives.

Strategic Objective 10.1: Improve the quality of student clubs/communities that organize activities for personal and social development

Strategic Objective 10.2: Request an activity schedule from student clubs at the beginning of each semester and prepare evaluation surveys for participants after activities.

Strategic Objective 10.3: Encourage students to participate in cultural, artistic, and sports activities.

STRATEGIC GOAL 11: Develop active learning processes in extracurricular activities for students.

Strategic Objective 11.1: Ensure students' involvement in internal and external projects.

Strategic Objective 11.2: Organize student symposiums.

Strategic Objective 11.3: Arrange certified events for students.

STRATEGIC GOAL 12: Monitor the programs offered by the faculty to determine the extent to which targeted competencies align with program objectives and outcomes, and ensure that programs achieve their objectives at a higher level.

Strategic Objective 12.1: Determine the academic and professional competencies students gain through faculty programs and courses.

Strategic Objective 12.2: Develop students' academic and professional competencies gained through faculty programs and courses.

Strategic Objective 12.3: Ensure that education and training processes are developed based on the opinions, analyses, suggestions, and thoughts of internal and external stakeholders.

C- RESEARCH AND DEVELOPMENT COMMITTEE

STRATEGIC GOAL 1: Strengthen the faculty's research and development activities in line with national and international standards.

Strategic Objective 1.1: Increase the number of publications by faculty researchers in high-impact journals indexed in national and international citation indices, and ensure these publications receive a high number of citations.

Strategic Objective 1.2: Include the faculty journal in national and international indices.

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

Strategic Objective 1.4: Ensure that at least 15% of completed graduate theses each year result in publications

Strategic Objective 1.5: Facilitate the participation of academic staff in national and international activities that enhance their professional experiences.

Strategic Objective 1.6: Increase the number of scientific books and conference papers in addition to journal articles.

STRATEGIC GOAL 2: Develop the faculty's research resources in terms of both quality and quantity

Strategic Objective 2.1: Strengthen the faculty's research infrastructure and ensure that researchers can effectively utilize these resources.

Strategic Objective 2.2: Increase the number of interdisciplinary research projects within the faculty.

Strategic Objective 2.3: Encourage collaborative work with research centers within the university

Strategic Objective 2.4: Encourage projects and research conducted in collaboration with stakeholders (e.g., Ministry of Education, Directorate of Religious Affairs, etc.).

Strategic Objective 2.5: Ensure the employment of an adequate number of research assistants for each department within the faculty.

Strategic Objective 2.6: Facilitate the utilization of regional resources and expertise.

Strategic Objective 2.7: Provide opportunities for students and faculty to enhance their skills in languages such as Arabic and English.

STRATEGIC GOAL 3: Enhance the quality of faculty members' research and development competencies.

Strategic Objective 3.1: Encourage faculty researchers to engage in high-quality national and international publishing.

Stratejik Objective 3.2: Improve the quality and quantity of national and international publications and research conducted by faculty researchers.

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

Strategic Objective 3.4: Notify relevant authorities to advocate for a separate session or inclusion of specific questions related to Arabic and theology in university entrance exams to better recruit successful students and researchers at the undergraduate level.

STRATEGIC GOAL 4: Enhance quality and efficiency in academic research

Strategic Objective 4.1: Monitor and regularly conduct improvement efforts on faculty members' research performance.

Strategic Objective 4.2: Increase the number of value-adding projects in faculty researchers' areas of expertise.

Strategic Objective 4.3: Raise the proportion of academic studies published by faculty members in high-quality journals indexed nationally and internationally by 10%.

Strategic Objective 4.4: Encourage faculty members and researchers to collaborate on joint projects.

Strategic Objective 4.5: Ensure the continuity of research activities by identifying, supporting, and training successful students starting from the undergraduate level.

D- SOCIAL CONTRIBUTION DEVELOPMENT COMMITTEE

STRATEGIC GOAL 1: Strengthen the ties between the faculty and society within the framework of social responsibility.

Strategic Objective 1.1: Organize activities and seminars on social harmony, tolerance, and dialogue with diverse cultural groups

Strategic Objective 1.2: Raise awareness about the role of religion in social life through events.

Strategic Objective 1.3: Increase the number of social responsibility and community contribution projects.

STRATEGIC GOAL 2: Transform the faculty's academic knowledge into societal benefits, strengthen spiritual awareness, and support disadvantaged groups through religious education, guidance, and social responsibility projects.

Strategic Objective 2.1: Collaborate with institutions like local and district Mufti Offices, Provincial and District National Education Directorates, and research centers for conferences, seminars, and other educational activities.

Strategic Objective 2.2: Monitor societal needs and contribute to national academic platforms and local/national media activities.

Strategic Objective 2.3: Encourage student participation in NGOs that support disadvantaged groups.

STRATEGIC GOAL 3: Effectively manage the faculty's societal contribution processes to serve society, address social problems with solutions rooted in religious and ethical values, and enhance social solidarity.

Strategic Objective 3.1: Conduct surveys and field research to identify societal needs and challenges.

Strategic Objective 3.2: Organize seminars and training programs on religion, ethics, and social responsibility to foster awareness.

Strategic Objective 3.3: Develop and implement social responsibility projects in collaboration with students and academic staff.

Strategic Objective 3.4: Promote dialogue and understanding among individuals from diverse beliefs and cultures.

Strategic Objective 3.5: Design service projects for the elderly, children, and disadvantaged groups to enhance social solidarity.

Stratejik Objective 3.6: Conduct academic research on societal contribution processes and disseminate findings.

Strategic Objective 3.7: Establish partnerships with NGOs, local governments, and other academic institutions for collaborative projects.

Strategic Objective 3.8: Encourage voluntary projects involving students and academic staff to promote community service.

Strategic Objective 3.9: Collaborate with media to publicize societal contribution projects and maximize their impact.

Strategic Objective 3.10: Implement regular evaluation and feedback processes to measure the impact of projects.

STRATEGIC GOAL 4: Leverage the faculty's academic and cultural expertise to enlighten and inform society.

Strategic Objective 4.1: Educate socially conscious, responsible individuals capable of addressing societal challenges and providing solutions.

Strategic Objective 4.2: Increase the number of societal contribution and sensitivity projects.

Strategic Objective 4.3: Expand public-facing religious and scientific activities while leading multidisciplinary programs to provide accurate knowledge.

Strategic Objective 4.4: Integrate education, research, and societal contribution to share knowledge for the public good.

STRATEGIC GOAL 5: Share the faculty's academic and professional expertise with society to contribute to regional development and promote religious and cultural values in everyday life.

Strategic Objective 5.1: Foster collaboration between faculty researchers and local, regional, national, and international institutions to organize activities and projects for societal benefit.

Strategic Objective 5.2: Identify and address religious issues and societal needs with a healthy perspective and actionable solutions.

Strategic Objective 5.3: Increase research activities contributing to societal benefit and ensure open access to results while monitoring researcher performance.

E- MANAGEMENT SYSTEM DEVELOPMENT COMMITTEE

STRATEGIC GOAL 1: Strengthen and Enhance Academic and Administrative Operations.

Strategic Objective 1.1: Develop an annual activity plan at the start of each year and share it with all internal and external stakeholders.

Strategic Objective 1.2: Foster participatory governance by involving stakeholders in decision-making for management operations.

Strategic Objective 1.3: To oversee all administrative operations performed by academic and administrative management channels using a variety of tools to ensure accountability in management.

Strategic Objective 1.4: To ensure auditability in management, managerial operations carried out during the year shall be evaluated by internal and external stakeholders in the last month of each calendar year.

STRATEGIC GOAL 2: To enhance the competencies of academic and administrative staff, establish and implement a fair and transparent performance evaluation process, improve staff satisfaction and job satisfaction, develop recruitment processes and human resources policies, and create systematic programs for the continuous training and development of staff.

Strategic Objective 2.1: Ensure that all administrative staff participate in at least one training program annually in their field within 5 years.

Strategic Objective 2.2: Establish and implement a comprehensive performance evaluation system to improve the efficiency of administrative staff within 5 years.

Strategic Objective 2.3: Increase current staff satisfaction by 80% at the end of 5 years.

Strategic Objective 2.4: Accelerate the current recruitment process and reduce its duration by 30% within 5 years.

Strategic Objective 2.5: Develop and implement regular and continuous training programs within 5 years.

STRATEGIC GOAL 3: To manage the financial resources of the Faculty of Theology effectively, ensure the achievement of the faculty's academic and administrative goals through efficient use of resources, and secure long-term sustainability and financial transparency.

Strategic Objective 3.1: Provide recommendations to the administration to ensure the faculty's financial independence and sustainability.

Strategic Objective 3.2: Ensure the achievement of the faculty's academic and administrative goals through efficient use of resources.

Strategic Objective 3.3: To ensure long-term sustainability and financial transparency, provide requests and recommendations to the faculty administration and conduct regular reporting on these matters.

STRATEGIC GOAL 4: To enhance information management at the Faculty of Theology through a centralized and integrated system, accelerate access to information, improve the efficiency of academic and administrative processes, and provide training and user support programs for the information management system.

Strategic Objective 4.1: Establish and integrate a centralized information management system within the faculty.

Strategic Objective 4.2: Accelerate information access processes and optimize information usage.

Strategic Objective 4.3: Ensure users can effectively utilize the information management system.

STRATEGIC GOAL 5: To ensure information security and confidentiality.

Strategic Objective 5.1: Enhance information security and ensure data confidentiality.

STRATEGIC GOAL 6: To provide recommendations and requests to the faculty administration regarding the improvement of the suitability, quality, and continuity of service goods.

Strategic Objective 6.1: Provide recommendations to ensure that the goods and services procured annually by the Rectorate are monitored for suitability by the faculty administration and receive feedback.

Strategic Objective 6.2: Conduct evaluation meetings to improve the quality of procured goods and services and submit a report to the relevant units of the Rectorate (e.g., the Administrative and Financial Affairs Department) at the end of each year,

Strategic Objective 6.3: Minimize disruptions (e.g., internet services, corridor cleaning, restroom and sink cleanliness, air conditioner efficiency, etc.),

STRATEGIC GOAL 7: To inform the public about the activities of the faculty.

Strategic Objective 7.1: Maintain and improve the existing channels used to inform the public.

Strategic Objective 7.2: Identify and implement modern and effective methods for public communication.

STRATEGIC GOAL 8: To strengthen accountability toward academic and administrative staff as well as students.

Strategic Objective 8.1: Ensure that the decisions made by the administration regarding staff and students are open to questioning.

F- INTERNATIONALIZATION COMMITTEE

STRATEGIC GOAL 1: As Dicle University Faculty of Theology, to effectively and efficiently utilize tools that can represent the institution in the international academic community in terms of faculty members, students, and academic programs. The objectives set to achieve this goal are:

Strategic Objective 1.1: Make it clear in its communication with faculty members that the institution valuesinternational collaboration.

Strategic Objective 1.2: Prepare students for exchange programs such as Erasmus to help them gain an international identity.

Strategic Objective 1.3: Convey to faculty members that internationalization is a core institutional value.

Strategic Objective 1.4: Inform and encourage faculty members to participate in Erasmus staff exchange programs to enhance their international experience.

Strategic Objective 1.5: Enhance the safety and security of international students and visiting academics.
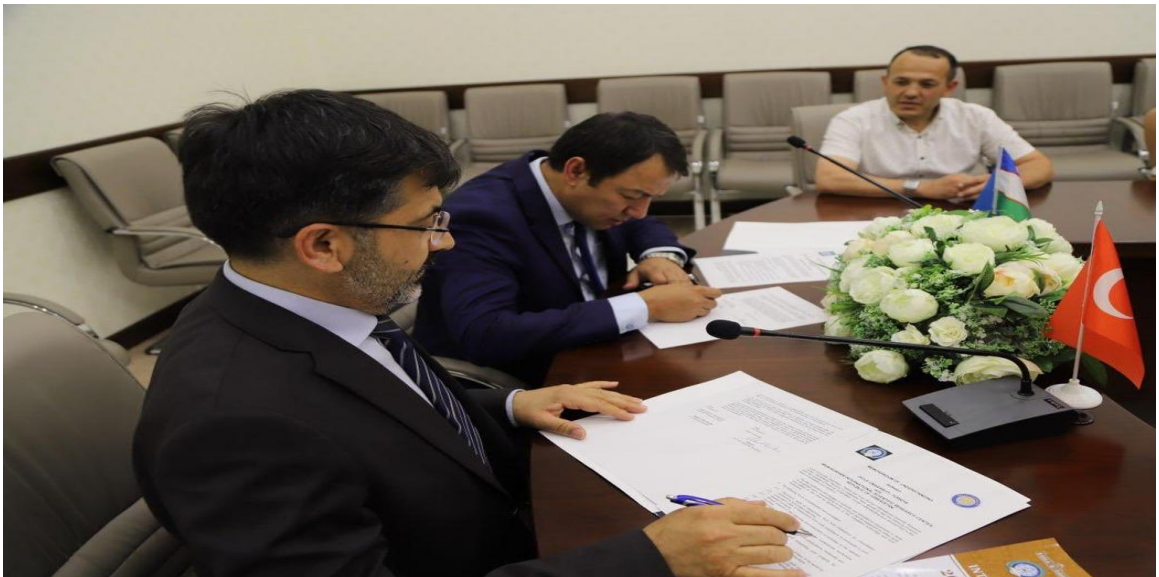
Strategic Objective 1.6: Facilitate student participation in international competitions, and

intellectual, and academic activities to ensure the institution's representation in the global community.

Strategic Objective 1.7: Establish new partnership protocols to increase the institution's international stakeholders.

Strategic Objective 1.8: Adapt academic programs to align with Erasmus learning mobility to enhance the institution's international accessibility.

Strategic Objective 1.9: Support and promote international collaboration by providing accessible information on faculty development, existing programs, and partnership opportunities, as well as offering assistance with identifying international grants, proposal writing, logistics, and networking.

Strategic Objective 1.10: Increase faculty participation in international publications and academic activities through awards and incentives.

Strategic Objective 1.11: Expand and diversify access to study abroad programs, which are high-impact experiential learning practices.

Strategic Objective 1.12: Attract and support international students.

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

Strategic Objective 1.14: Support and encourage international collaboration among faculty members, while fostering mentorship, cooperative projects, and expertise sharing among academic units.

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