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Bilgilerini ve gereğini rica ederim.

Prof. Dr. Mehmet Sıraç ÖZERDEM
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BS9HVSJ573* Pin Kodu : 29942 Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5539&eD=BS9HVSJ573&eS=977888>
Adres: Dicle Üniversitesi Rektörlüğü, 21280-Diyarbakır
Telefon: +90 412 241 10 05 Faks: +90 412 248 91 91
e-Posta: gensek@dicle.edu.tr Elektronik Ağ: <http://www.dicle.edu.tr>
Kep Adresi: dicleuniversitesi@hs01.kep.tr

Bilgi için: Hilal Gökçe Ölmez
Unvanı: Bilgisayar İşletmeni



Tel No: 2264

Sayı : 43-016-081-108

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Konu : Dicle Üniversitesi İlahiyat Fakültesi 2024 İzlemesi

DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Üniversiteniz İlahiyat Fakültesine ait normal öğretim ilahiyat programının 2024 İzleme Raporu ekte sunulmuştur. İzleme Raporunun ilahiyat fakültesinin İAA akreditasyonu menüsünde izleme raporları bölümünde yayımlanması ve gerekli önlemlerin alınması hususunda gereğini bilgilerinize arz ederim.


Prof. Dr. Halis AYDEMİR
İAA Yön. Kur. Bşk.

Ek: Dicle Üniversitesi İlahiyat Fakültesi Normal Öğretim 2024 İzleme Raporu

**DICLE UNIVERSITY FACULTY OF THEOLOGY
MONITORING REPORT (MR)
(Normal Education Theology Programme)**

Monitoring Report

- Assoc. Prof. Dr. Bahar Çelik (IAA Monitoring Evaluator)

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A.1. Mission and Strategic Objectives

The faculty has defined and published its quality assurance policies and strategies for the implementation of the policies as a component of its strategic management.

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

Maturity level

1	2	3	4	5
The institution does not have any mission, vision or strategic objectives that are defined within the scope of the strategic plan.	The institution has a mission, vision and strategic objectives that are defined within the scope of the strategic plan. But no practice is available to implement these or the existing practices do not cover all the fields.	The institution has some practices implemented in the entire institution in line with the institution's strategic objectives and targets defined within the scope of the strategic plan, and certain results have been obtained from these practices. But necessary mechanisms for the monitoring of the strategic plan have not been formed and/or strategic plan have not been employed in any decision-making process.	The practices that cover all the fields in line with the institution's strategic objectives and targets defined within the scope of the strategic plan are systematically monitored in compliance with the institution's internal quality assurance system. The monitoring results are evaluated with stakeholders to take necessary measures.	Matured and sustainable practices to realize the strategic objectives and targets as part of the strategic plan are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

Meeting with stakeholders to review the previous strategic plan.

Preparing a new strategic plan.

Program's Scheduled Action Plan for 2024

Five separate meetings were organized in January, February and October 2024, and first, discussions were held in sub-commissions, and then these discussions and suggestions were evaluated in the quality commission.

A new strategic plan was prepared in 2024 and the strategic objectives, targets and performance indicators in this strategic plan were revised.

Assessments regarding planning:

The Faculty was observed to have worked intensively on this sub-criterion in 2024. It acted in parallel with the university's strategic plan and prepared the 2025-2029 Strategic Plan in a similar manner. It revised the strategic goals, objectives, and performance indicators with stakeholder participation. It appears that the 2025-2029 Strategic Plan will be the basis for the new planning period.

Assessments regarding the self-assessment report:

The faculty's new self-assessment report demonstrates an improvement over the previous report. It demonstrates a better understanding of quality assurance efforts within the faculty. However, it needs to be demonstrated that stakeholder participation is carried out more widely and systematically.

A.1.2. Policies on quality assurance, learning and teaching, research and development, social contribution and governance system

Maturity level

1	2	3	4	5
The institution does not have any defined policy.	The institution has defined policies in some of the main headings including quality assurance, learning and teaching, research and development, social contribution and governance system. However, these policies have not been employed in any planning or decision-making process.	The institution has practices implemented in all the fields in line with the defined policies, and certain results have been obtained from these practices. But necessary mechanisms to monitor their results are not available.	The relations between the institutional policies in all the fields are established, and this integrated structure guides the internal quality assurance system. The results are monitored and evaluated with stakeholders to take necessary measures.	Matured and sustainable practices in line with the institutional policies in all the fields are adopted in the entire institution and taken as a basis in decision-making processes. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
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		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
			Monitor	

Program's 2024 Goals

Review of the faculty's quality assurance, education-training, research-development, social contribution and management system policies.

Program's Scheduled Action Plan for 2024

A general evaluation was conducted twice in June and once in December. No revisions were made to the policies, but objectives for each policy were defined.

Assessments regarding planning:

It is considered a positive development that the faculty associates its policies with its strategic goals and objectives, establishes a systematic monitoring mechanism by determining performance indicators, and takes the strategic goals and objectives of the university into account when creating these strategic goals and objectives.

Assessments regarding the self-assessment report:

The faculty has policies for quality assurance, education, research and development, social contribution, and a management system. These policies are included in the handbook, the self-assessment report, and the faculty website. According to the self-assessment report, active work on this sub-criterion was carried out in 2024, and monitoring procedures were implemented.

A.1.3. Institutional performance management

Maturity level

1	2	3	4	5
The institution does not have any Performance Management practice or Performance indicators defined in compliance with the strategic plan.	Some indicators and mechanisms are defined to monitor the performance in the institution. But no practice is available to monitor these indicators or the existing practices do not cover all The fields/processes (quality assurance system, learning and teaching, research and development, Social contribution and Governance system).	Performance indicators and key performance indicators are defined in all the fields. However, the monitoring of these indicators are not systematic or do not cover all the fields.	All performance indicators related to all the fields/processes are systematically monitored in line with the institution's internal quality assurance system. The results are evaluated with stakeholders and employed in decision-making processes, and necessary measures are taken with regard to performance management.	Matured and sustainable institutional performance management in line with the institutional goals is adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	Member 1			
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	Member 4			
	CC Decision			
	IAC Decision			
	Monitor			

Program's 2024 Goals

Revise the quality manual.

Restructure performance management according to the 2023 PAR report.

Develop monitoring mechanisms that include stakeholders.

Program's Scheduled Action Plan for 2024

The quality manual has been revised.

Processes for each key criterion (quality assurance, education, research, management system, social contribution) have been defined, and review meetings have been planned.

A total of six meetings were held with stakeholders in 2024.

Assessments regarding planning:

The faculty's work on this sub-criterion has been positively received. The establishment of an activity report preparation committee to increase the effectiveness of activity reports, and the preparation of the report by this committee, demonstrates that the faculty is taking the 2023 PAR report into consideration, and this is considered highly valuable. However, the monitoring and evaluation of performance management across all processes remains a significant area for improvement.

Assessments regarding the self-assessment report:

The self-assessment report should provide a separate description of each key criterion, describing how performance management is implemented in relation to these criteria. Monitoring research-related activities solely and monitoring and evaluating academic staff's scientific achievements demonstrates that other criteria, such as education and social contribution, are being overlooked.

A.2. Internal Quality Assurance

The faculty has established an internal quality assurance system and enabled the continuous improvement of its processes by reviewing them through this system. The authorities, duties and responsibilities of the institution's quality commission has defined and quality assurance culture has disseminated in the institution.

A.2.1. Quality Commission

Maturity level

1	2	3	4	5
The institution does not have a Quality Commission responsible for Maintaining Quality Assurance processes.	The duties, authorities and responsibilities and the organizational structure of the institution's Quality commission are defined. However, the Quality commission does not play an active role in planning and/or decision-making processes related to these duties, authorities And responsibilities.	The quality commission conducts its activities as part of its duties, authorities and responsibilities in an inclusive, participative and transparent manner. However, these practices are not executed as part of the integrated quality management in the institution and the results of the practices are not monitored.	The quality commission is systematically conducting their works in line with their duties, authorities and responsibilities and in the scope of the integrated quality management in the institution. The findings obtained from these practices are monitored and the monitoring results are evaluated to enable improvement.	Sustainable and integrated practices of the quality commission that are in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations in quality management, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

Planning new term activities in line with goals.

Involving stakeholders in committee activities.

Program's Scheduled Action Plan for 2024

The quality commission and its sub-working groups held six meetings in 2024.

The academic board and students were also included in the 2024 meetings.

Assessments regarding planning:

The faculty's committees are actively involved in quality processes, and numerous support committees have been established to increase the effectiveness of their activities, and they maintain effective communication with these committees. The inclusion of students and the academic board in committee work has been welcomed.

Assessments regarding the self-assessment report:

The faculty has a quality commission and sub-working groups. Each commission includes student members. However, there is no evidence of how commission members are monitored or whether the results of the monitoring are incorporated into improvement processes.

A.2.2. Internal quality assurance mechanisms (PDCA cycles, calendar, structure of units)

Maturity level

1	2	3	4	5
The institution does not have any internal quality assurance system or mechanisms.	The institution has internal quality assurance mechanisms but they do not cover all the fields/processes (learning and teaching, research and development, social contribution, governance system).	The institution has internal quality assurance mechanisms (processes, PDCA cycles, authorities, duties and responsibilities, quality tools) that cover all the fields and processes; and certain results have been obtained from the applications of these mechanisms. But they are not executed as part of the integrated Quality management of the institution and the results of these practices are not monitored.	The internal quality assurance mechanisms that cover all the fields/processes in the institution are systematically conducted in line with the defined processes and an integrated quality management approach. The findings obtained from these practices are monitored and the monitoring results are evaluated with stakeholders to enable improvement.	Sustainable and integrated internal quality assurance practices that cover all the fields and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations in quality management, some of which serve as a model for other institutions.
		Member 1		
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		Member 3		
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		CC Decision		
		IAC Decision		
Monitor				

Program's 2024 Goals

There is no planning for an internal quality assurance system.

Program's Scheduled Action Plan for 2024

There is no action regarding an internal quality assurance system.

Assessments regarding planning:

There is no information regarding the faculty's actions regarding its internal quality assurance system. Conditional accreditation does not mean that the faculty has fully implemented its internal quality assurance system. It should describe how the areas of improvement identified in several sub-criteria were improved and what was done during this period.

Assessments regarding the self-assessment report:

There is no information regarding the faculty's actions regarding its internal quality assurance system.

A.2.3. Leadership and quality assurance culture

Maturity level

1	2	3	4	5
The institution does not have an Institutional culture or Leadership approach that complements the quality assurance culture in the institution.	Some plans have been made to establish an institutional culture and leadership approach that complement the quality assurance culture in the institution. But these plans are not put into practice, or the existing practices do not cover all the fields and units.	The institution has an institutional culture and leadership approach that complement the quality assurance culture in the institution and cover all the units and processes. Certain results have been obtained from the activities conducted in this scope. But these practices are not executed as part of the integrated quality management of the institution and their results are not monitored.	The institution has an institutional culture that enables the permanence of high quality and a leadership approach that enables the coordination of quality efforts in line with the institutional values and expectations and embraces the quality processes. Leadership and quality assurance culture are monitored as part of the integrated quality management perspective of the institution, evaluated with stakeholders, and necessary measures are taken according to the monitoring results.	Sustainable and matured institutional quality culture and leadership approach that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations for strengthening its quality culture and leadership approach, some of which serve as a model for other institutions.
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	Monitor			

Program's 2024 Goals

Planning a seminar on leadership approaches.

Program's Scheduled Action Plan for 2024

In 2024, the entire faculty received training titled "Effective Leadership Training."

Assessments regarding planning:

Although the faculty's self-evaluation report includes a planning table, it is not explained how the plans in this table were realized.

Assessments regarding the self-assessment report:

The improvements made to the mechanisms that will ensure the spread of a quality culture within the faculty, and the mechanisms by which these improvements are monitored, should be described in detail. The leadership approach demonstrated during this process and the mechanisms for evaluating that leadership approach are expected to be described.

A.3. Stakeholder Participation

The faculty can ensure the internal and external stakeholders' contribution and participation in the quality assurance system.

A.3.1. Participation of internal and external stakeholders in the processes of quality assurance, learning and teaching, research and development, governance and internationalization

Maturity level

1	2	3	4	5
The institution does not have mechanisms or implementations that would Enable stakeholder participation in all the processes maintained in the institution (quality assurance, learning and teaching, research and development, Social contribution, governance system, internationalization)	The institution has defined its stakeholders, conducted stakeholder analyses and has a set of defined processes for stakeholder participation. But no practice related to these processes is available or the existing practices do not cover all the processes, fields and stakeholder groups.	Participation of stakeholders, who have been determined in relation to the processes maintained in the institution, in processes and decision-making mechanisms have been enabled and some application results have been obtained from this interaction. But these practices are not executed as part of the integrated quality management of the institution and their results are not monitored.	The stakeholder participation in all the processes and decision-making steps of the institution is maintained as part of the integrated quality management in the institution and the findings obtained from stakeholder participation practices are monitored and evaluated with stakeholders. Necessary measures are taken according to the monitoring results.	The stakeholder participation in all the processes and decision-making steps of the institution is enabled with matured and sustainable practices and adopted in the entire institution. The institution has innovative implementations for strengthening stakeholder participation, some of which serve as a model for other institutions.
	Member 1			
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	Member 4			
	CC Decision			
	IAC Decision			
		Monitor		

Program's 2024 Goals

Involving stakeholders in all processes.

Program's Scheduled Action Plan for 2024

The 2024 action plan outlines how stakeholders will be included in all processes.

Assessments regarding planning:

The faculty actively engaged with stakeholders and monitored the process in 2024.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty identified its stakeholders and presented evidence of how it engaged with each stakeholder. The faculty's commitment to stakeholder engagement and the development of mechanisms to enhance it were evaluated positively. However, there is insufficient evidence to ensure that stakeholder engagement is systematic.

A.4. Internationalization

The faculty is periodically reviewing and continuously improving the activities it maintains in line with its internationalization strategy and objectives.

A.4.1. Internationalization policy

Maturity level

1	2	3	4	5
The institution does not have a Defined internationalization policy.	The institution has a defined internationalization policy. But no implementation related to this policy is available.	The institution has some practices in line with the internationalization policy that considers the aspects of learning and teaching, research and development and social contribution; and certain results have been obtained from them. But the results of these practices are not monitored.	The practices conducted in line with the institution's internationalization policy are monitored in a systematic manner and in compliance with the institution's internal quality assurance system. These practices are evaluated with stakeholders to take necessary measures.	The institution's specific internationalization model is adopted in the entire institution. The institution has innovative implementations with regard to its internationalization model, some of which serve as a model for other institutions.
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	Monitor			

Program's 2024 Goals

Increasing the number of qualified researchers to raise scientific knowledge to world standards.

Program's Scheduled Action Plan for 2024

According to the plan, no actions were taken in 2024.

Assessments regarding planning:

The faculty has determined the policies and goals it has set in accordance with its internationalization policy and incorporated them into its annual plans. It has also established performance indicators related to these goals, which are also included in its strategic plan. However, it is unclear how it is acting on this roadmap.

Assessments regarding the self-assessment report:

The institution's report includes policies, goals, and performance indicators related to internationalization. The plan table also includes annual plans and monitoring mechanisms. However, it does not describe which activities were undertaken throughout the year or how these activities were evaluated with stakeholder participation.

A.4.2. Management and organizational structure of internationalization processes

Maturity level

1	2	3	4	5
The institution does not have any plans for the management and organizational structure of internationalization processes.	The institution has plans for the management and organizational structure of internationalization processes. But no implementation with regard to these plans is available.	Some results have been obtained by implementing the management and organizational structure of the internationalization processes in accordance with the institutional preferences. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the internationalization processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.	The management of internationalization processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
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		Member 3		
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		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

Under the Internalization Committee, it is aimed to organize seminars to raising awareness for the internalization activities.

Program's Scheduled Action Plan for 2024

The internationalization committee has established a structure to work together with the foreign relations coordinatorship and, through this structure, has organized information training for the units on exchange programs and international projects.

Assessments regarding planning:

An examination of the evidence in the self-assessment report reveals that faculty-level training programs are provided. However, these training programs are primarily focused on exchange programs. However, the training is expected to include a wide range of topics, including international collaborations, international projects, and collaborative research.

Assessments regarding the self-assessment report:

A review of the self-assessment report revealed no discrepancies from reports prepared in previous years. The 2023 PAR report addressed areas for improvement related to this sub-criterion. The faculty is expected to provide detailed explanations of the improvements made, how they engaged stakeholders, and how and when they monitored these areas.

A.4.3. Internationalization resources

Maturity level

1	2	3	4	5
The institution does not have sufficient physical, technical and financial resources in terms of quality and quantity to maintain its internationalization activities.	The institution has plans to obtain sufficient physical, technical and financial resources in terms of quality and quantity to maintain its internationalization activities. But these plans are not put into practice.	The sufficient physical, technical and financial resources in terms of quality and quantity to maintain the institution's internationalization activities are provided. But the results with regard to the use of these resources are not monitored.	The physical, technical and financial resources in the institution are managed in a way to support the internationalization activities. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The sufficient physical, technical and financial resources in terms of quality and quantity are managed in the institution in line with the institutional goals (internationalization policy and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 4		
		CC Decision		
		IAC Decision		
Monitor				

Program's 2024 Goals

In the new term report of the faculty, no stated purpose regarding internationalization resources could be seen for 2024.

Program's Scheduled Action Plan for 2024

The faculty's new term report does not include a stated goal regarding internationalization resources. Consequently, the action plan for 2024 is also missing.

Assessments regarding planning:

The faculty has not set any annual goals or developed an action plan to address them. Accreditation would have required a description of the faculty's annual plans, how they were determined, and where and how stakeholders were involved in the process.

Assessments regarding the self-assessment report:

The faculty has cited grants obtained through Erasmus exchange programs, scholarships provided by TÜBİTAK, international support provided by the Dicle Theology Foundation to students and faculty, and opportunities provided by other public institutions and organizations as internationalization resources. However, no evidence has been found for any support other than that provided by the Dicle Theology Foundation. The faculty is expected to describe the physical, technical, and financial resources it identifies annually as internationalization resources, explain the mechanisms used to identify these resources, how it engages stakeholders in this process, and how it monitors these resources at the end of each term.

A.4.4. Monitoring and improving the internationalization performance

Maturity level

1	2	3	4	5
The institution does not have any plans or defined processes to monitor and evaluate its internationalization performance.	The institution has plans and defined processes to monitor and evaluate its internationalization performance. But these plans and processes are not put into practice.	The practices regarding the monitoring and evaluation of the institution's internationalization performance cover all the fields. But their results are not monitored or employed in decision-making processes.	The internationalization performance of the institutional units (<i>Commission, coordinator, cooperating center, etc.</i>) that work for internationalization goals is monitored, evaluated and employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices regarding the monitoring and evaluation of the internationalization performance of the units working for internationalization goals and institutional goals (internationalization policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

The faculty has established processes and a monitoring schedule for monitoring internationalization performance in its quality manual. This monitoring process is carried out through the internationalization committee. However, when examined by year, no target for 2024 was identified.

Program's Scheduled Action Plan for 2024

The faculty has implemented numerous internationalization-related initiatives throughout the year. However, these activities appear not to have been implemented within the framework of an action plan. The faculty's action plan for 2024 has not been found.

Assessments regarding planning:

The faculty has defined the processes and monitoring schedule for monitoring internationalization performance in its quality manual. This monitoring process is carried out through an internationalization committee. However, an examination of the years reveals no targets for 2024. Although the quality manual indicates that monitoring was conducted with stakeholders, the self-assessment report does not reveal how stakeholders were included in the performance monitoring processes in 2024. Performance monitoring is expected to be planned for each year and carried out in accordance with the plan schedule. The plan table indicates that the monitoring process is conducted at the end of each semester. However, an examination of the self-assessment report reveals no monitoring process was conducted at the end of each semester.

Assessments regarding the self-assessment report:

The self-assessment report is expected to explain how, when, and by whom the stages defined in the quality manual were implemented. It is also expected to explain the objectives and action plan for which the implementations were implemented. However, an examination of the self-assessment report reveals that it only describes the implementations carried out throughout the year. This is considered inconsistent with the PDCA cycle. The evidence presented in the self-assessment report indicates that the quality and accreditation commissions held an activity evaluation meeting in June 2024. However, no evidence was found regarding which stage of the internationalization process this meeting covered, what issues were discussed at this meeting, or what decisions were made at the end of the evaluation.

B.1. Design and Approval of The Program

The faculty has designed its Islamic sciences higher education programs in accordance with the programs' objectives, programs' outcomes and discipline-specific outcomes. The faculty has defined processes for the design and approval of the programs. The programs' outcomes must be aligned with the IAA Criteria. As well as the faculty must align the courses' achievements with the programs' outcomes.

B.1.1. Design and approval of the program

Maturity level

1	2	3	4	5
The institution does not have defined and systematic processes regarding the design and approval of program.	The institution has defined and systematic processes regarding the design and approval of program, but they do not cover all the fields.	The institution has conducted some implementations in line with the defined processes related to the design and approval of all the program and certain results have been obtained from these implementations. But their results are not monitored.	The practices regarding the design and approval of program are systematically monitored and evaluated with the participation of stakeholders to take necessary measures.	Sustainable and matured practices on the design and approval of program, which are undertaken with the participation of stakeholders, are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
			Monitor	

Program's 2024 Goals

To improve our faculty program by reviewing it every year within the Turkish Higher Education Qualifications Framework

Program's Scheduled Action Plan for 2024

Activity 1. Hold regular meetings with internal and external stakeholders to improve the faculty program.

Activity 1. Conduct activities to enable students to share their experiences in religious institutions.

Activity 3. Encourage students to participate in internal and external projects.

Activity 4. Organize student symposiums.

Activity 5. Organize certified events for students.

Activity 6. Organize extracurricular activities that will ensure active student participation.

Activity 7. Organize Arabic courses with Arabic lessons.

Activity 8. Organize English courses with English lessons.

Activity 9. Organize Persian courses with Persian lessons.

Activity 10. Encourage students to take national and international foreign language proficiency exams.

Assessments regarding planning:

The Faculty has implemented and monitored its planned actions for 2024.

Assessments regarding the self-assessment report:

The faculty conducted course evaluation and satisfaction surveys, which were shared on its website, to assess the satisfaction level of students and other internal stakeholders, including academic and administrative staff, and to monitor the results of the program design and approval process. Furthermore, a survey was administered to graduating students in 2024 to monitor the results of the program design and determine the level of achievement of its outcomes. Focus group meetings were held with students, representing our internal stakeholders, and alumni, representing our external stakeholders. Meetings were held with our institution's external stakeholders, including the Provincial Mufti's Office, directors and representatives of institutions affiliated with the Ministry of National Education, and representatives of stakeholder NGOs, to review and evaluate the program design and monitor its results. However, no evidence was found as a result of this monitoring as to what kind of improvement had been made.

B.1.2. Program's objectives, outcomes (program outcomes and discipline-specific outcomes) and compliance with IAA Criteria

Maturity level

1	2	3	4	5
The program objectives, outcomes and compliance with IAA criteria are not defined in the institution.	The program objectives, outcomes and compliance with IAA criteria are defined in the institution. But they are not applied in all the fields.	The program objectives, outcomes and compliance with IAA criteria are defined, published and associated with the practices related to learning and teaching. But the results of these practices are not monitored.	The practices that encompass all the fields regarding the program objectives, outcomes and compliance with IAA criteria are systematically monitored and evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on the program objectives, outcomes and compliance with IAA criteria are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

To improve our faculty program by reviewing it every year according to the Turkish Higher Education Qualifications Framework.

Program's Scheduled Action Plan for 2024

To hold regular meetings with internal and external stakeholders to improve the faculty program.

Assessments regarding planning:

The faculty's program objectives, learning outcomes, and program competencies have been determined by considering the institution's program outcomes/competencies, the Turkish Higher Education Qualifications Framework, and the situations and problems that graduates of the relevant department/program may encounter in their professional lives. The alignment of the faculty's program objectives and outcomes with the Turkish Higher Education Qualifications Framework and İAA criteria has been defined and shared openly on the faculty's website.

Assessments regarding the self-assessment report:

In 2023, the Faculty reviewed the implemented program. Program outcomes and measurable learning outcomes were identified as program competencies. The relationship between the Turkish Higher Education Qualifications Framework and the Course Program Competencies was evaluated, and the curriculum was structured in accordance with these competencies. Subsequent monitoring identified shortcomings, and, in this context, focus group meetings were held and surveys were conducted with students (internal stakeholders) and graduates (external stakeholders).

B.1.3. Alignment of course achievements with program outcomes

Maturity level

1	2	3	4	5
Course achievements are not aligned with the program outcomes and the discipline-specific outcomes in the program.	Course achievements are aligned with the program outcomes and the discipline-specific outcomes in the program.	The course achievements that clearly specify the cognitive level (Bloom level) of the courses are aligned with the program outcomes and the discipline-specific outcomes in the program and this alignment is published and reflected on the practices related to learning and teaching (course profiles and curricula etc.) But the results of these practices are not monitored.	The practices that cover all the fields related to the alignment of course achievements with the program outcomes and the discipline-specific outcomes in the program are systematically monitored in compliance with the institution's internal quality assurance system and the monitoring results are evaluated with stakeholders to take necessary measures.	Course achievements are aligned with the program outcomes and the discipline-specific outcomes in a clear, practical and sustainable manner and this alignment is internalized in all the fields. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

To improve our faculty program by reviewing it every year within the Turkish Higher Education Qualifications Framework.

Program's Scheduled Action Plan for 2024

To hold regular meetings with internal and external stakeholders to improve the faculty program.

Assessments regarding planning:

In 2024, information regarding the outcomes, program outcomes, discipline-specific criteria, course syllabi, and program details of the courses offered at the institution was updated by the faculty members, and the course information packages were entered into the Bologna Information System and shared with the public. In line with the Faculty's strategic plan's goal of "improving our Faculty program by reviewing it annually within the Turkish Higher Education Qualifications Framework," a control and evaluation of the activities carried out in 2024 was conducted, and some deficiencies in the course information packages were identified. Accordingly, the Dean's Office requested that the academics teaching the elective and compulsory course information packages be addressed in 2024. These deficiencies were addressed and incorporated into the system. The Faculty conducted surveys and held meetings with internal and external stakeholders regarding the educational applications of the program's course outcomes, program outcomes, and discipline-specific outcomes, and the monitoring and evaluation of these applications.

Assessments regarding the self-assessment report:

The self-assessment report outlined the faculty's strategic goal and action plan for this goal, outlining the implementations implemented throughout the year with evidence. However, the monitoring revealed no evidence of any improvements.

B.1.4. Structure of the program and balance in the distribution of courses

(balance between compulsory and elective courses, balance between field-specific knowledge and general knowledge courses, acquiring cultural competence, opportunities to familiarize students with different disciplines)

Maturity level

1	2	3	4	5
The balance in the distribution of courses is not taken into consideration in any fields in the program.	The institution has developed plans regarding the structure of the program and distribution of courses, but they do not cover all the fields.	Program and course info packages are designed in consideration of the program structure and balance in the distribution of courses (balance between field-specific and professional knowledge and general knowledge courses, cultural competence, opportunities to familiarize students with different disciplines etc.). But the results of these practices are not monitored.	The practices on program structure and balance in all the fields are systematically monitored and the monitoring results are evaluated with stakeholders and continuously updated by taking necessary measures.	Sustainable and matured practices on the program structure and balance in line with the institutional goals (learning and teaching policy) are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
Member 2				
Member 3				
Member 4				
CC Decision				
IAC Decision				
	Monitor			

Program's 2024 Goals

To develop processes based on participatory and active learning in classes and extracurricular activities.

Program's Scheduled Action Plan for 2024

To organize activities to provide students with access to experience in religious institutions.

To improve students' foreign language proficiency by 10%.

To organize Arabic courses with Arabic lessons.

To organize English courses with English lessons.

To organize Persian courses with Persian lessons.

Assessments regarding planning:

Students are given the opportunity to choose from a pool of elective courses in areas of interest and across various disciplines, in accordance with the university's resources. Additionally, a pool of common elective courses is offered to help students gain cultural depth and gain an understanding of different disciplines.

Assessments regarding the self-assessment report:

The faculty offers students the opportunity to choose courses based on their interests and areas of expertise, using both university and faculty-based courses. However, no evidence has been found regarding the number of elective courses, how these courses are selected, when and by whom the course evaluation surveys for these courses are evaluated, and how they are incorporated into the improvement process.

B.1.5. Student workload based design

Maturity level

1	2	3	4	5
Student workload based design is not available in the program.	Some plans have been made for student workload based design in the program, but they do not cover all the fields or are not implemented in all the practices related to learning and teaching.	Student workload is defined in the program, shared with stakeholders (through program and course info packages) and employed in all practices related to learning and teaching (student mobility, recognition of prior learning etc.). However, its results and related implementations are not monitored.	Student workload practice applied in the program, is systematically monitored, and the monitoring results are evaluated with stakeholders to take necessary measures.	Student workload practice is adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

To improve our faculty program by reviewing it every year according to the Turkish Higher Education Qualifications Framework.

Program's Scheduled Action Plan for 2024

To hold regular meetings with internal and external stakeholders to improve the faculty program.

Assessments regarding planning:

Faculty courses have been defined in accordance with ECTS workloads and added to the Bologna Information Package. Furthermore, the process for defining ECTS workloads for new courses has been defined.

Assessments regarding the self-assessment report:

The self-assessment report clearly describes how workloads are determined and what procedures are followed for new courses. However, there is no evidence of how students are included in the ECTS workload determination process, where and how stakeholders are involved in this process, or what improvements have been made to date.

B.1.6. Assessment and evaluation

Maturity level

1	2	3	4	5
The institution does not have competency-based assessment and evaluation approach in the program.	The institution has designed a competency-based assessment and evaluation system for its program. But this design does not cover all the fields.	The design for a competency-based assessment and evaluation system covers all the fields in the program and some results have been obtained from the implementation of this design. But the results of this system are not monitored.	The findings obtained from the practices related to the assessment and evaluation system designed for all the fields are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The assessment and evaluation system that is designed for the program in a sustainable manner and in line with the institutional goals is adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
Member 2				
Member 3				
Member 4				
CC Decision				
IAC Decision				
Monitor				

Program's 2024 Goals

To develop processes based on participatory and active learning in classes and extracurricular activities.

Program's Scheduled Action Plan for 2024

Organizing certified activities for students.

Organizing extracurricular activities that will encourage active student participation.

Improving students' foreign language proficiency by 10%.

Encouraging students to take national and international foreign language proficiency exams.

Assessments regarding planning:

The faculty should define activities for measuring and evaluating program design, course distribution balance, and program review processes and include them in the quality handbook.

Assessments regarding the self-assessment report:

An examination of the faculty report revealed that B.1.6 was not understood as a structure encompassing the measurement and evaluation processes for competency-based skills, considering program design, program review, and course distribution balance. It is recommended that the faculty revise the rubric for this subcriterion and update both the handbook and the self-assessment report.

B.2. Student Admission and Progression

The faculty has set out a list of open criteria for student admissions, and consistently and permanently employed the predefined and published rules relating to the certification of degrees, diplomas and other qualifications. However, the faculty can develop to employ the predefined and published rules relating to the recognition of the prior informal and non-formal learning.

B.2.1. Student admission and recognition of prior learning (skills and knowledge obtained from formal, informal and non-formal learning)

Maturity level

1	2	3	4	5
The criteria and processes for student admission and recognition of prior learning have not been defined in the institution.	The institution has defined and published a set of criteria and processes for student admission and recognition of prior learning, but they do not cover all the fields in the institution.	The defined criteria and processes for student admission and recognition of prior learning are applied in the institution. However, the results of the related implementations are not monitored.	The findings obtained from the practices related to student admission and recognition of prior learning are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	The practices on student admission and recognition of prior learning are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

The Faculty has already defined the processes for student admission and recognition and credit of prior learning and included them in the quality manual. There are no specific goals for 2024.

Program's Scheduled Action Plan for 2024

The Faculty has already defined the processes for student admission and recognition and credit of prior learning and included them in the quality manual. There are no specific action plans for 2024.

Assessments regarding planning:

The faculty has defined and incorporated into its quality manual processes such as student placement, horizontal transfer, admission of international students, and foreign language exemptions. It has also secured admissions processes with relevant guidelines.

Assessments regarding the self-assessment report:

The faculty described in its self-assessment report how it implemented various student admissions processes. However, no evidence was found regarding practices or informal or non-formal processes.

B.2.2. Recognition and certification of degrees, diplomas and other qualifications

Maturity level

1	2	3	4	5
The criteria and processes for the recognition and certification of degrees, diplomas and other qualifications have not been defined in the institution.	The institution has defined and published a set of criteria and processes for the recognition and certification of degrees, diplomas and other qualifications.	The criteria and processes that are defined in a clear, comprehensive and consistent manner for the recognition and certification of degrees, diplomas and other qualifications are applied in the institution. However, the results of the related implementations are not monitored.	The findings obtained from the practices related to the recognition and certification of degrees, diplomas and other qualifications are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	Matured practices on the recognition and certification of degrees, diplomas and other qualifications are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

The Faculty has already defined the processes for student admission and recognition and credit of prior learning and included them in the quality manual. There are no specific goals for 2024.

Program's Scheduled Action Plan for 2024

The Faculty has already defined the processes for student admission and recognition and credit of prior learning and included them in the quality manual. There are no specific action plans for 2024.

Assessments regarding planning:

The Faculty has defined and incorporated into its quality manual the processes for the recognition and certification of diplomas, degrees, and other qualifications. It has also secured admission processes with relevant guidelines.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty described how it implemented the processes related to the recognition and certification of diplomas, degrees, and other qualifications. It presented its practices with evidence. However, there is no evidence regarding how and with whom these processes are monitored, and how the monitoring results are incorporated into the improvement processes.

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

The faculty has to guarantee that the students achieve the targeted programs' objectives and outcomes during their study periods. It must employ practices that contain active learning strategies and methods during this process. A student-centered and competency-based approach must be considered in assessment and evaluation processes.

B.3.1. Teaching methods and techniques

(active, interdisciplinary studies; interactive, research/learning-oriented methods)

Maturity level

1	2	3	4	5
The institution does not have student-centered approaches in its learning and teaching processes.	Some plans have been made to implement student-centered approaches in the institution's learning and teaching processes, but these plans are not put into practice or the existing practices do not cover all the fields.	Up-to-date, research/learning- and student- oriented teaching methods and techniques that promote interdisciplinary studies and provide active and interactive student participation are applied in the learning and teaching processes of all the fields and some results have been obtained from these practices. But their results are Not monitored.	The findings obtained from the practices related to up-to-date, research/learning- and student- oriented teaching approach that promotes interdisciplinary studies and provides active and interactive student participation are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	Matured practices on the teaching methods and techniques are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	Member 1			
	Member 2			
	Member 3			
	Member 4			
	CC Decision			
	IAC Decision			
		Monitor		

Program's 2024 Goals

To develop processes based on participatory and active learning in classes and extracurricular activities.

Program's Scheduled Action Plan for 2024

To organize activities to enable students to share in the experience of religious institutions.

To ensure that students participate in internal and external projects.

To organize student symposiums.

To organize certified events for students.

To organize extracurricular activities that will encourage active student participation.

To organize Arabic courses with Arabic lessons.

To organize English courses with English lessons.

To organize Persian courses with Persian lessons.

Assessments regarding planning:

In 2024, the faculty organized various educational, cultural, social, and social responsibility activities through clubs, including trips, readings, charity bazaars, panels, conferences, workshops, exhibitions, and more, to provide students with hands-on learning. Furthermore, to strengthen students' social skills, orphanages, village schools, and families in need were visited, and charity bazaars were organized. A visit to Egypt was also made in 2024 to improve students' language skills and provide them with the opportunity to explore different cultures. It is aimed to develop the measurement and evaluation competencies of the faculty members by providing training of trainers. In the faculty, it is aimed to direct students to conduct scientific studies through Research Methods and Publication Ethics courses within the framework of the strategic plan.

Assessments regarding the self-assessment report:

The faculty noted their activities throughout the year in their self-assessment report. However, there was no evidence of how these activities were evaluated, how stakeholders were included in monitoring processes, and how monitoring results were incorporated into improvement processes. Additionally, no evidence was found on how student-centered learning methods were implemented at the course level.

B.3.2. Assessment and Evaluation

Maturity level

1	2	3	4	5
The institution's program do not have plans or defined processes on student-Centered assessment and evaluation.	The institution's program have some plans and defined processes for student-centered assessment and evaluation, but these plans are not put into practice or the existing practices do not cover all the fields.	Practices on student-centered assessment and evaluation are available in all the fields and some results have been obtained from these practices. But the results of this assessment and evaluation system are not monitored.	The findings obtained from the matured practices related to student-centered assessment and evaluation in all the fields are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on the student-centered assessment and evaluation are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
Member 2				
Member 3				
Member 4				
CC Decision				
IAC Decision				
		Monitor		

Program's 2024 Goals

The Faculty has already defined the processes for measurement and evaluation in the quality manual. There are no specific goals for 2024.

Program's Scheduled Action Plan for 2024

The Faculty has already defined the processes for measurement and evalua in the quality manual. There are no specific action plans for 2024.

Assessments regarding planning:

Measurement and evaluation activities, as well as educational and training activities, at the faculty are conducted in accordance with the Undergraduate Education Process, Graduate Education Process, and Distance Education Process of the relevant units. Assessment processes utilize various methods and techniques, including traditional, multiple choice, true-false, and formative assessment (projects, presentations, assignments, quizzes, etc.), to determine the learning outcomes and competencies targeted for the program and course outcomes. Furthermore, these processes are incorporated into the Bologna Information Package and shared with students. A "Department of Measurement and Evaluation" has been established at the university, enabling faculties to benefit from this department.

Assessments regarding the self-assessment report:

At the faculty, measurement and evaluation processes are defined in the quality manual, and the practices related to these processes are included in the self-assessment report. However, the self-assessment report did not identify monitoring and improvement processes. Similarly, there was no evidence of how stakeholders were included in monitoring processes and how monitoring results were incorporated into improvement processes.

B.3.3. Student feedback (Surveys on courses, instructors, programs, satisfaction levels; systems for requests and suggestions)

Maturity level

1	2	3	4	5
The institution does not have any mechanisms to receive student feedback.	The institution has formed a set of mechanisms to receive student feedback (about courses, instructors, degree program, services and overall satisfaction level etc.). But no practice is available in this regard or the existing practices do not cover all the units.	Student feedback (about courses, instructors, degree program, services and overall satisfaction level etc.) is systematically received (at the end of each semester or academic year). But the feedback is not employed in the decision-making processes that aim improvement.	The findings obtained from the practices related to receiving feedback from all student groups in the program (valid and reliable practices that contain different instruments) are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on receiving student feedback are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

The Faculty has already defined the processes for measurement and evaluation in the quality manual. There are no specific goals for 2024.

Program's Scheduled Action Plan for 2024

The Faculty has already defined the processes for measurement and evalua in the quality manual. There are no specific action plans for 2024.

Assessments regarding planning:

Student requests and complaints are received through the Quality Management Information System, and requests submitted to the system are reviewed by an authorized official and then forwarded to the relevant authority or responsible person within the faculty or university. This system also includes a complaint, suggestion, request, and satisfaction (ŞÖİM) box, email address, satisfaction surveys, and a "I have a suggestion" button on the faculty's website. The faculty's self-assessment report cites more general practices rather than providing evidence of actions taken in 2024. The evidence for specific years is insufficient.

Assessments regarding the self-assessment report:

At the faculty, student feedback processes are defined in the quality manual, and the practices related to these processes are included in the self-assessment report. However, the self-assessment report did not identify monitoring and improvement processes. Similarly, there was no evidence of how stakeholders were included in monitoring processes and how monitoring results were incorporated into improvement processes.

B.3.4. Academic consultancy

Maturity level

1	2	3	4	5
The institution does not have a defined academic consultancy process.	The institution has a defined academic consultancy process. But no practice is available in this regard or the existing practices do not cover all the fields.	The institution has academic consultancy practices and some results have been obtained from these practices, but the results are not monitored.	The findings obtained from the practices related to academic consultancy are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on academic consultancy are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

The Faculty has already defined the processes for measurement and evaluation in the quality manual. There are no specific goals for 2024.

Program's Scheduled Action Plan for 2024

The Faculty has already defined the processes for measurement and evalua in the quality manual. There are no specific action plans for 2024.

Assessments regarding planning:

At the faculty, students received orientation training upon registration. This orientation program also included academic advising processes. Advisors provided their advising services through a module available to them on the system. Student advising procedures were based on the Dicle University Academic Advisor Directive and the Dicle University Quality Handbook. To ensure effective student access to advisors, students were informed of the hours during which faculty members would provide advising outside of class.

Assessments regarding the self-assessment report:

At the faculty, academic advisory processes are defined in the quality manual, and the practices related to these processes are included in the self-assessment report. However, the self-assessment report did not identify monitoring and improvement processes. Similarly, there was no evidence of how stakeholders were included in monitoring processes and how monitoring results were incorporated into improvement processes.

When the self-assessment report was examined, it was determined that only information about the student's registration and course adding processes was included, and the processes regarding how their academic career development was supported were not explained.

B.4. Teaching Staff

The faculty must be fair and transparent in all the processes pertaining to the recruitment, appointment, promotion and assignments of the teaching staff and must provide more opportunities to continuously improve their teaching skills and competencies.

B.4.1. Recruitment, appointment, promotion and teaching assignment criteria

Maturity level

1	2	3	4	5
The institution does not have defined criteria or processes for the recruitment, appointment, promotion and course assignment of teaching staff.	The institution has defined its criteria for the recruitment, appointment, promotion and course assignment of teaching staff, but field-specific necessities have not been analyzed in the planning stage.	The institution's recruitment, appointment, promotion and course assignment criteria, which are defined for all the fields and recognized by stakeholders, are implemented and employed in decision-making processes (teaching staff's recruitment, appointment, promotion, course assignments etc.). But the results of these practices are not monitored.	The results of the practices related to recruitment, appointment, promotion and course assignment criteria are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on recruitment, appointment, promotion and course assignment in all the fields are adopted in the entire institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
			Monitor	

Program's 2024 Goals

To develop/strengthen education and training activities.

Program's Scheduled Action Plan for 2024

To increase the number of teaching staff and improve their quality in required fields.

Assessments regarding planning:

The Education and Training Development Commission met with department heads to discuss and update the criteria for faculty recruitment and external faculty appointments, in accordance with the fifth objective of "increasing the number and improving the quality of faculty in required fields," which was determined as "developing/strengthening education and training activities" under the heading of education and training strategies in the faculty's 2020-2024 strategic plan. Furthermore, following consultation with the department heads and the dean's office, a plan was made that the rectorate has the authority to update the appointment, promotion, and assignment criteria. If the faculty's opinion is requested, the necessary adjustments regarding external appointment criteria will be communicated to the rectorate. In this context, each department consulted its subunits, developed standard staff plans, and reported them to the dean's office through the department board's decision. Positions deemed appropriate by the dean's office and the university's executive boards were reported to the Council of Higher Education (YÖK) along with their reasoned decisions, and positions approved by the Council of Higher Education (YÖK) were announced by the rectorate. Thus, in line with the strategic goal of "increasing the number and improving the quality of faculty in required fields," as outlined in the strategic plan, ten new positions and staff promotions were made to the faculty in 2024.

Assessments regarding the self-assessment report:

The Faculty stated and provided evidence that it has implemented the appointment, promotion, promotion, and external assignment processes for faculty members within the framework of relevant legislation. Furthermore, it met with faculty members to review the appointment and promotion processes for 2024, developing and implementing a new term plan. Actions were taken in line with the new plan in 2024.

B.4.2. Teaching competence (Active learning, distance education, assessment and evaluation, innovative approaches, material development, skills to equip students with competencies and quality assurance system)

Maturity level

1	2	3	4	5
The institution does not have any plans to improve the teaching competence of its teaching staff.	The institution has developed plans to improve the teaching competence of its teaching staff such as innovative approaches, material development, skills to equip students with competencies, and quality assurance system. But these plans are not put into practice or the existing practices (training for trainers events) do not cover the entire institution.	The institution has some practices to improve the teaching competence of its teaching staff that cover all the fields. But the results of these practices are not monitored.	The findings obtained from the practices aiming to improve the teaching competence of the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices aiming to improve the teaching competence of the institution's teaching staff are adopted in the entire institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
Member 2				
Member 3				
Member 4				
CC Decision				
IAC Decision				
	Monitor			

Program's 2024 Goals

Developing and strengthening education and training activities.
To increase the number of teaching staff and improve their quality in required fields.

Program's Scheduled Action Plan for 2024

To plan the new term by meeting with stakeholders regarding education and training processes.

Assessments regarding planning:

Decisions were made to encourage academic staff to participate in projects such as Erasmus staff mobility and teaching/training mobility during the spring and fall 2024 semesters, to expand the use of training for instructors among academic staff, and to consult faculty members in planning and improving processes at the faculty. Furthermore, to improve faculty members' competencies in distance education, the opinion of DUZEM, an external stakeholder, was sought, and the system introduction videos on DUZEM's website were shared with faculty members. Following a meeting with the head of the Arabic Language and Rhetoric Department and the preparatory class coordinator, it was decided to organize an Arabic workshop focusing on preparatory class education in the spring 2024 semester to ensure more effective language teaching in the preparatory class. Furthermore, the Dean's Office held an online information meeting with faculty members who have previously traveled abroad to encourage academic staff to participate in international training. Finally, the Dean's Office provided training for instructors to enhance their assessment and evaluation competencies.

Assessments regarding the self-assessment report:

The self-assessment report outlines the faculty's plans and implementation of the appointment, promotion, and assignment processes for academic staff in 2024. It also conducted evaluations using satisfaction surveys. However, it does not explain how the evaluation results are incorporated into monitoring processes, nor does it address reward and incentive mechanisms.

B.4.3. Incentives and rewards for learning and teaching activities

Maturity level

1	2	3	4	5
The institution does not have any incentive or reward mechanism for its teaching staff.	The institution has developed plans to create incentive and reward mechanisms for its teaching staff. But these plans are not put into practice or the existing practices do not cover all the fields.	The incentive and reward practices for the teaching staff are maintained in consideration of the teaching staff's competencies and in a fair and transparent manner and cover all the fields. But the results of these practices are not monitored.	The findings obtained from the practices related to incentive and rewarding mechanisms for the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on incentive and rewarding mechanisms for the institution's teaching staff are adopted in all the fields of the institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

Implementation of previous plans by the Dean's Office and the Reward and Incentive Unit Commission by the end of the 2024 Academic Year.

Program's Scheduled Action Plan for 2024

Updating the Rewards and Incentives commission.

Developing a faculty-specific reward and incentive system.

Assessments regarding planning:

The Rewards and Incentives Commission has been updated. The Awards and Incentives Unit Commission convened in 2024 and decided to award plaques of achievement to faculty members who rank in the top three in academic incentive scores, faculty members who have published in international journals at Q1 and Q2 levels, faculty members who participate in cultural and social activities, and the chairs of the quality and accreditation commissions for their work. As a result of these decisions, plaques of achievement were presented to academic staff who achieved success at the faculty. The goal was also to award certificates of appreciation to employees who were successful in their duties, and certificates of appreciation and plaques were presented to these staff members. Faculty members who achieved success in any area, such as teaching and learning, research, and social contribution, were congratulated on the faculty's official social media accounts.

Assessments regarding the self-assessment report:

The self-assessment report presented examples and evidence of how the faculty implemented the processes outlined in the quality manual. It also provided evidence of evaluating reward and incentive mechanisms with stakeholders. The evaluations also presented practices and evidence of improvements made by 2024.

B.5. Learning Resources

The faculty has the necessary resources and infrastructure to maintain its educational activities and has guaranteed that the learning opportunities are suitable and accessible for all students.

B.5.1. Learning resources

Maturity level

1	2	3	4	5
The institution does not have learning resources of sufficient quantity and quality (classrooms, laboratories, libraries, studios, course books, human resources, learning support etc.) to maintain its learning and teaching activities.	The institution has developed plans to create learning resources of sufficient quantity and quality to maintain its learning and teaching activities. But these plans are not put into practice or the existing practices do not cover all the units.	The institution provides learning resources of sufficient quality and quantity by setting a balance among the fields. But the results with regard to the use of these resources are not monitored.	The learning resources in all the fields of the institution are managed in a way to ensure their accessibility and suitability in terms of quality and quantity. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The suitable and accessible learning resources are managed in all the fields of the institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

Developing and strengthening education and training activities.

Program's Scheduled Action Plan for 2024

Facilitating student access to course resources and increasing the number of documents in the library by 2% each year.

Assessments regarding planning:

According to the faculty's objectives and action plan in 2024, preparations began to move the Faculty of Theology library to the ground floor, but this decision was later abandoned due to the disadvantages of the ground floor. Meanwhile, DIFAV Publishing House has strengthened the library's e-resources by publishing nearly seventy e-books. To ensure students use the central library more effectively, necessary information and announcements regarding e-resource user guides, database training presentations, and database user guides were made as planned, and students were encouraged to use the central library more effectively.

Assessments regarding the self-assessment report:

The self-assessment report includes the faculty's plans for the year and the actions taken in accordance with these plans. It also includes end-of-term monitoring and evaluation processes and the measures taken.

B.5.2. Social, cultural and sportive activities

Maturity level

1	2	3	4	5
The institution does not have social, cultural and sportive activities of sufficient quality and quantity.	The institution has developed plans to organize social, cultural and sportive activities of sufficient quality and quantity (providing space, funds and guidance support etc.). But these plans are not put into practice.	The institution organizes social, cultural and sportive activities of sufficient quality and quantity. But the results of these practices and activities are not monitored.	The social, cultural and sportive activities of sufficient quality and quantity in the institution are managed in line with the institutional goals (supports are provided for their execution, administrative organization is available etc.). The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The social, cultural and sportive activities of sufficient quality and quantity in the entire institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			CC Decision	
			IAC Decision	
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Program's 2024 Goals

Integrating the academically focused curriculum with social, cultural, and artistic activities that will foster the diverse development of our students.

Developing our students' perspectives in diverse ways.

Program's Scheduled Action Plan for 2024

Organizing activities to foster students' personal and social development.

Assessments regarding planning:

The faculty has carried out sociocultural, social, and artistic activities throughout the year in accordance with its objectives and activity plan. However, sporting activities appear to be limited.

Assessments regarding the self-assessment report:

In its self-assessment report, the Faculty described the activities it carried out in 2024, how these activities were evaluated, by whom, and how the monitoring stages were carried out by involving stakeholders in the processes.

B.5.3. Facilities and infrastructure (cafeterias, dormitories, study halls equipped with technologies, health centers etc.)

Maturity level

1	2	3	4	5
The institution does not have facilities and infrastructure of sufficient quality and quantity (cafeterias, dormitories, study halls equipped with technologies; health, transportation and IT services).	The institution has developed plans to create facilities and infrastructure of sufficient quality and quantity. But these plans are not put into practice.	The institution has established facilities and infrastructure of sufficient quality and quantity. But the results with regard to the use of these facilities and infrastructure are not monitored.	The physical resources and spaces in the institution are managed in an integrative manner in order to provide facilities and infrastructure of sufficient quality and quantity in the institution. The results obtained with regard to the use of all the facilities and infrastructure are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The suitable and accessible facilities and infrastructure are managed in the institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			IAC Decision	
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Program's 2024 Goals

Implementation of projects and the ongoing modernization process.

Program's Scheduled Action Plan for 2024

The modern, technological infrastructure provided in the reading rooms should be implemented similarly in the library and photocopy center.

Assessments regarding planning:

Because the faculty building was affected by the earthquake, it was reinforced and moved to a new building in 2024. During the move, projects such as a photocopy center, a canteen, and a new library were also implemented.

Assessments regarding the self-assessment report:

The faculty has planned, implemented, and evaluated its processes in accordance with its policy. Based on monitoring results, some improvements have been made, and evidence of these improvements is presented in the self-assessment report.

B.5.4. Accessible Faculty

Maturity level

1	2	3	4	5
The institution does not have any plans for accessible faculty practices.	The institution has developed plans for accessible faculty practices. But these plans are not put into practice.	The accessible faculty practices in the institution cover all the places, but the results of these practices are not monitored.	The findings obtained from the accessible faculty practices that cover the entire institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The accessible faculty practices that cover the entire institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			IAC Decision	
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Program's 2024 Goals

To receive the Orange Flag award.

Program's Scheduled Action Plan for 2024

To complete the necessary infrastructure for the Orange Flag award.

Assessments regarding planning:

Special parking spaces have been designated for individuals with disabilities in the faculty's open-air parking lot. Yellow tape has been applied to frequently used sidewalks on campus, ramps and existing restrooms have been made accessible to people with disabilities, and elevators have been made more user-friendly. The faculty applied for the Orange Flag Award and was awarded the Orange Flag Award in the accessibility category.

Assessments regarding the self-assessment report:

The self-assessment report includes planning and implementation processes, as well as monitoring and improvement processes. To apply for the new Orange Flag awards, the Faculty Education and Training Development Commission, the Dean's Office, and the Dicle University Disability Application and Research Center Directorate collaborated to plan, complete the process, and submit the application.

B.5.5. Guidance, psychological counseling and career services

Maturity level

1	2	3	4	5
The institution does not have any plans to provide guidance, psychological counseling or career services of sufficient quality and quantity.	The institution has developed plans to provide guidance, psychological counseling and career services of sufficient quality and quantity. But these plans are not put into practice.	The institution provides guidance, psychological counseling and career services of sufficient quality and quantity. But the results of these practices are not monitored.	The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the institution are managed in an integrative manner (or presence of a center within the university that coordinates these services.) The results obtained with regard to these services are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			IAC Decision	
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Program's 2024 Goals

It is planned to facilitate the adaptation of foreign students to the faculty, to make counseling services more effective and to increase student satisfaction, especially through peer counseling.

Program's Scheduled Action Plan for 2024

Making guidance, psychological counseling, and career services more effective in 2024.

Assessments regarding planning:

To make guidance and counseling services more accessible to students, a team of academics has been established within the faculty's Guidance and Counseling Coordination Office. Additionally, a dedicated office has been allocated to the Guidance and Counseling Office, effective 2024.

Assessments regarding the self-assessment report:

The self-assessment report includes planning, implementation, and monitoring processes related to guidance, psychological counseling, and career services. Furthermore, based on the findings of the monitoring, various improvements were implemented, and these improvements are presented in the self-assessment report along with the evidence.

B.6. Monitoring and Review of Programs

The programs must to be reviewed and updated periodically. The faculty must consult its graduates on a regular basis to ensure that the programs has ultimately reached their educational objectives and respond to the needs of students and society.

B.6.1. Monitoring and review of program outcomes (This also covers foreign language education in preparatory classes.)

Maturity level

1	2	3	4	5
The institution does not have any mechanisms for the monitoring and review of program outcomes.	The institution has developed some mechanisms regarding the monitoring and review of program outcomes (defined processes and performance indicators). But no practice is currently available.	The institution has introduced some practices for the monitoring of program outcomes in the institution and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making and updating processes.	All program outcomes in the institution are systematically monitored (annually and periodically at the end of the program period) in line with the institutional goals (learning and teaching policy and objectives). The monitoring results are evaluated and updated with stakeholders.	Monitoring all program outcomes in a sustainable manner and in line with institutional goals is guaranteed in the institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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	Member 2			
	Member 3			
	Member 4			
	CC Decision			
	IAC Decision			
	Monitor			

Program's 2024 Goals

To improve our faculty program by reviewing it every year within the framework of Turkish Higher Education Qualifications.

Program's Scheduled Action Plan for 2024

Periodic review of the objectives and achievements defined within the scope of the Turkish Higher Education Qualifications Framework and the Bologna process at the end of each term.

Assessments regarding planning:

The faculty organized an Arabic workshop for the spring 2024 semester, focusing on preparatory class education. It also decided to organize social activities to orient preparatory class students and to offer additional Arabic language courses during the summer months. To support students' academic development, the "National Student Symposium on Religion and Civilization" was held in May in collaboration with Dicle University Faculty of Theology and external stakeholders: the Diyarbakır Provincial Directorate of National Education, the Diyarbakır Provincial Mufti's Office, the Diyarbakır Religious Higher Education Center, and the Diyarbakır Yenişehir District Mufti's Office.

Assessments regarding the self-assessment report:

The faculty's self-evaluation report included plans for 2024 and various practices. However, no concrete evidence was found on how and by whom these practices were monitored, or how the findings from these monitoring results were incorporated into improvement processes.

B.6.2. Alumni tracking system

Maturity level

1	2	3	4	5
The institution does not have an alumni tracking system.	The institution has developed plans to establish an alumni tracking system. But these plans are not put into practice.	The institution has practices related to alumni tracking system and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making processes.	Graduates in the program are systematically monitored in line with the institutional goals (learning and teaching policy and objectives), and necessary measures are taken according to the monitoring results.	The institution has guaranteed the monitoring of graduates in the program in line with the institutional goals and graduates have become a component of the institution's quality assurance system. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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	Member 2			
	Member 3			
	Member 4			
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	IAC Decision			
	Monitor			

Program's 2024 Goals

To contribute to the professional development and employment of our graduates.

Program's Scheduled Action Plan for 2024

To coordinate our graduates by establishing a graduate tracking working group.

To organize annual meetings with our graduates.

Assessments regarding planning:

There is no sufficient level of implementation in the faculty to meet the determined action plans.

Assessments regarding the self-assessment report:

In the self-evaluation report, no concrete evidence was found regarding how and by whom the graduates were monitored, how many of the graduates were currently in contact, which communication tools were used, how the graduates' opinions were received and monitored, and how their results were incorporated into the improvement processes.

C.1. Research Strategy

The faculty has a research policy, strategic aims and R&D activities. However, they need to be aligned with local, regional and national priorities. Moreover, they need to have social impacts.

C.1.1. The institution's research policy, objectives and strategy

Maturity level

1	2	3	4	5
The institution does not have a defined research policy, strategy and objectives.	The institution has a research policy, strategy and objectives that define its research approach, principles adopted in research activities, priorities in research and preferences in managing research resources. But no implementation or mechanism is available to put them into practice.	The institution has some practices carried out in line with its defined research policy, strategy and objectives. But the results of these practices are not evaluated.	The practices related to the research policy, strategy and objectives, which are adopted in all the fields of the institution, are systematically monitored and necessary measures that cover all the fields and programs are taken according to the monitoring results.	It is guaranteed in the institution that the research activities of the institution can create values and turn them into societal benefits in line with the institution's research policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

To develop research activities and increase the number and quality of publications.

To engage in research and development activities in collaboration with external stakeholders.

Program's Scheduled Action Plan for 2024

To increase the number of publications in journals listed in international and national citation indexes.

To increase the number of highly cited publications in high-impact journals.

To produce publications of at least 10% of completed graduate theses each year.

To move the faculty journal to national and international indexes.

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

Assessments regarding planning:

The Faculty has defined its research strategy, policies and targets in line with its objectives and its performance indicators.

Assessments regarding the self-assessment report:

The self-assessment report outlines the faculty's strategic goals and objectives, along with performance indicators and plans related to these objectives. The faculty also defined its research strategy in its 2024-2029 strategic plan, outlining the mechanisms through which it will be implemented and monitored.

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

Maturity level

1	2	3	4	5
The institution does not have plans for the management and organizational structure of its research-development processes.	The institution has developed plans for the management and organizational structure of its research-development processes. (the position in the non-interventional/interventional spectrum, the way of designing the motivation and guidance function, how short- and long-term goals are clearly defined, research management team and the definition of their tasks). But these plans are not put into practice or the existing practices do not cover all the fields.	Some results have been obtained by implementing the management and organizational structure of the research and development processes in accordance with the institutional preferences in all the fields. But their results are not monitored.	The outcomes and stakeholder opinions with regard to the management of the research and development processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.	The management of research and development processes covers all the fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals (research policy, objectives and strategy). The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

To develop research activities and increase the number and quality of publications.

To engage in research and development activities in collaboration with external stakeholders.

Program's Scheduled Action Plan for 2024

To develop infrastructure projects that will contribute to our faculty's research identity.

To support the professional development of our school's administrative staff.

Assessments regarding planning:

An organizational structure has been established and its roles and responsibilities defined for the goals and plans included in the strategic plan. Furthermore, collaboration with the university's research units is planned to contribute to institutional goals.

Assessments regarding the self-assessment report:

The self-assessment report outlined the roles and responsibilities of the research-related organizational structure, its implementation throughout the year, and its collaborations with university research units. However, no evidence was found regarding the monitoring of this organizational structure, the evaluation of results with stakeholders, and their inclusion in monitoring processes.

C.1.3. Relation of research activities to local/regional/national development goals

Maturity level

1	2	3	4	5
The institution does not consider the local, regional or national development goals and changes in the planning, execution and management of its research activities.	The institution considers the local, regional and national development goals and changes in the planning, execution and management of its research activities. But these practices do not cover all the fields or are not reflected on the institution's research policy, objectives and strategy.	The institution considers the local, regional and national development goals and changes in the planning, execution and management of its research activities in all relevant fields. But the results of these practices are not monitored.	The research outputs in the institution are systematically monitored in accordance with the institution's internal quality assurance system and the local, regional and national development goals. The monitoring results are evaluated with stakeholders to take necessary measures.	The evaluation of the research activities' competition level (national/international) and socio-economic and cultural contributions to local, regional and national development goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

To develop research activities and increase the number and quality of publications.

To engage in research and development activities in collaboration with external stakeholders.

Program's Scheduled Action Plan for 2024

To consider local needs when developing research activities and to collaborate effectively with external stakeholders to this end.

To ensure that research activities can be translated into outcomes that address social problems and contribute to the public benefit.

Assessments regarding planning:

The faculty has included goals related to local, regional, national, and international priorities in its 2024-2029 strategic plan. The addition of issues not included in the previous strategic plan to the new one has been welcomed. In addition, cooperation with external stakeholders regarding the determined targets was established and implementations were carried out.

Assessments regarding the self-assessment report:

The faculty included its goals and practices for 2024 in its self-assessment report. Partnerships with stakeholders and their outcomes were also noted. However, no evidence was found to monitor the outcomes of these practices and collaborations and to incorporate them into improvement processes.

C.2. Research Resources

The faculty has physical infrastructure and financial resources for research and development activities and using them effectively. However, research policies of the institution must encourage cooperation with external stakeholders and securing non-institutional funds.

C.2.1. Physical, technical and financial research resources

Maturity level

1	2	3	4	5
The institution does not have physical, technical and financial resources of sufficient quantity and quality to maintain its research and development activities.	The institution has developed plans to create physical, technical and financial resources of sufficient quantity and quality to maintain its research and development activities. But these plans are not put into practice or the existing practices do not cover all the fields.	The institution provides physical, technical and financial resources of sufficient quantity and quality by setting a balance among the fields in order to maintain its research and development activities. But the results with regard to the use of these resources are not monitored.	The research resources in the institution are managed in a way to support the primary research areas and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The physical, technical and financial resources of sufficient quantity and quality in all the fields of the institution are managed in line with the institutional goals (research policy, objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

To develop research activities; to increase the number and quality of publications.

Program's Scheduled Action Plan for 2024

To develop infrastructure studies that will contribute to the researcher identity of our faculty.

Assessments regarding planning:

Because its building was damaged during the earthquake, the faculty was forced to operate in a different building. Therefore, instead of meeting its 2024 target, the faculty aimed to renovate and move to the new building. A site visit in 2023 revealed that the faculty was attempting to provide education by sharing a single building with three other faculties. Furthermore, the faculty's earthquake-affected building was visited, and it was determined that none of the building's facilities could be used.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty included evidence of the practices implemented throughout the year to increase research resources. These practices appear to be aligned with the faculty's strategic goals and objectives. However, no evidence was found regarding monitoring research resource processes, evaluating their results with stakeholders, and integrating them into improvement processes. Although evaluation meetings were held, it is unclear whether these meetings were systematic and whether their results were incorporated into improvement processes.

C.2.2. Intra-university resources (scientific research projects)

Maturity level

1	2	3	4	5
The institution does not have intra-university resources for its research and development activities.	The institution has intra-university resources of for its research and development activities. But the institution's researchers do not benefit from these resources.	The institution has intra-university resources of sufficient quality and quantity for its research and development activities. The institution's researchers do benefit from these resources. But the results with regard to the use of these resources are not monitored.	The findings obtained regarding the use of intra-university resources in the institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The institution's researchers benefit from intra-university resources that encompass all the fields in line with the institutional goals (research policy, objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
Monitor				

Program's 2024 Goals

The faculty's goals for 2024 were not found.

Program's Scheduled Action Plan for 2024

The faculty has no goals for 2024, and therefore, no action plan related to these goals was found.

Assessments regarding planning:

The faculty does not have 2024 goals, objectives, or action plans for the management of internal resources. Although the processes are defined in the quality manual, the stages implemented in 2024 are not understood.

Assessments regarding the self-assessment report:

The faculty demonstrated its management of scientific research projects involving in-house resources. However, it is necessary to explain not only the applications submitted by academic staff but also the planning made at the beginning of the year and the actions taken accordingly. The faculty also stated that in-house resources were monitored by the Research and Development Committee. However, a review of the self-assessment report revealed no evaluation or improvement processes undertaken during 2024.

C.2.3. Use of extra-university resources (Support units and methods)

Maturity level

1	2	3	4	5
The institution does not use extra-University resources for its research and development activities.	The institution has developed plans to create extra-university resources and methods for the use of these resources. But these plans are not put into practice or the existing practices do not cover all the fields.	The institution has developed plans to create extra-university resources and methods for the use of these resources in order to maintain its research and development activities in line with the institutional goals, and the practices related to this encompass all the fields. But the results with regard to the practices and the use of these resources are not monitored.	The findings obtained from the practices that support the use of extra-university resources in order to maintain the institution's research and development activities in line with the institutional goals are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the use of extra-university resources in order to maintain the institution's research and development activities in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions
	Member 1			
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	Member 3			
	Member 4			
	CC Decision			
	IAC Decision			
	Monitor			

Program's 2024 Goals

To ensure that academic staff participate in domestic and international activities that will enhance their professional experience.

Program's Scheduled Action Plan for 2024

Increasing the number of external protocols to support the sustainability of research and student work.

Assessments regarding planning:

The faculty has supported its students and staff by signing protocols with external stakeholders to increase external resources. It also monitors its work through annual activity reports.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty detailed the actions, collaborations, and protocols implemented throughout the year, along with supporting evidence. It also summarized and tracked the implementations throughout the year in its activity report. However, no concrete evidence was found on how and by whom the results of these implementations were evaluated, how stakeholders were engaged in the process, or how the results were incorporated into improvement processes.

C.2.4. Graduate programs in line with institutional research policy, objectives and strategy

Maturity level

1	2	3	4	5
The institution does not have graduate programs that are in compliance with the institution's research policy, objectives and strategy.	The institution has developed plans and defined processes regarding graduate programs that are in compliance with the institution's research policy, objectives and strategy. But these plans and processes are not put into practice or the existing practices do not cover all the fields.	The institution has graduate programs that are in compliance with the institution's research policy, objectives and strategy. But the results of these practices are not monitored.	The outcomes of the graduate programs in the institution that are in compliance with the institution's research policy, objectives and strategy are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Integrated and matured practices regarding the graduate programs in order to maintain the institution's research and development activities in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

No goals for 2024 was found that meets this sub-criterion.

Program's Scheduled Action Plan for 2024

No action plans for 2024 was found that meets this sub-criterion.

Assessments regarding planning:

Since the institution does not have a target set for 2024 and an action plan in line with this target, the evaluation is made in accordance with this title.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty only addressed the number of undergraduate and graduate programs and the number of students enrolled in these programs. However, this section is intended to analyze and identify regional needs, establish graduate programs that meet these needs, and monitor their outcomes. Therefore, it appears the faculty has failed to grasp this sub-criterion.

C.3. Research Competencies

The faculty must provide more opportunities to sustain and improve the research competencies of the teaching staff.

C.3.1. Research competencies of teaching staff and improvement of research competencies

Maturity level

1	2	3	4	5
The institution does not have a mechanism for the evaluation and improvement of the teaching staff's research competencies (specialties, background, numbers and distribution).	The institution has developed plans and defined processes for the evaluation and improvement of the teaching staff's research competencies. But these plans and processes are not put into practice or the existing practices do not cover all the fields.	The institution's practices for the evaluation and improvement of the teaching staff's research competencies encompass all the fields. But the results of these practices are not monitored.	The institution's practices for the evaluation and improvement of the teaching staff's research competencies are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the evaluation and improvement of the teaching staff's research competencies in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
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CC Decision				
IAC Decision				
	Monitor			

Program's 2024 Goals

Developing Research Activities; Increasing the Number and Quality of Publications.

Program's Scheduled Action Plan for 2024

Ensuring the participation of academic staff in domestic and international activities that will enhance their professional experience.

Developing infrastructure projects that will contribute to our faculty's research identity.

Assessments regarding planning:

To support the 2024 action plans, faculty members were encouraged to attend conferences, congresses, and symposiums throughout the year. Staff also received training on external projects such as the BAP Project and TUBITAK.

Assessments regarding the self-assessment report:

The faculty outlined the activities it carried out throughout the year related to this sub-criterion. It also stated that the results of these activities were monitored by the Research and Development Committee. However, a review of the self-assessment report revealed no concrete evidence regarding how activities were monitored, how stakeholders were included in the process, or how improvements were made to the results.

C.3.2. National and international Joint programs and joint research units

Maturity level

1	2	3	4	5
The institution does not have multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels.	The institution has developed plans and defined processes to have multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels. But these plans and processes are not put into practice.	The institution's practices regarding multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels encompass all the fields. But the results of these practices are not monitored.	The institution's practices regarding multiple research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the networks research activities such as establishing cooperation or participating in intra- or inter-institutional joint programs, joint research units and research networks at national and international levels in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
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		CC Decision		
		IAC Decision		
	Monitor			

Program's 2024 Goals

To provide solutions to local and regional problems and suggest improvements within the scope of research and development activities in cooperation with external stakeholders.

Program's Scheduled Action Plan for 2024

Organizing information events for relevant researchers by our university's External Relations Office in order to cooperate effectively with external stakeholders.

Assessments regarding planning:

The Faculty organized an information meeting in accordance with the action plan of our university's External Relations Office to organize information events for relevant researchers in order to cooperate effectively with external stakeholders.

Assessments regarding the self-assessment report:

An examination of the faculty's self-assessment report revealed that it only included activities conducted throughout the year, with no description of monitoring and improvement processes related to these activities. It is also expected that monitoring was conducted with stakeholder participation.

C.4. Research Performance

The faculty periodically assess and evaluate its R&D activities on the basis of relevant data and publish the results. The obtained results are employed in periodic revision and continuous improvement of the institution's R&D performance.

C.4.1. Performance review of teaching staff

Maturity level

1	2	3	4	5
The institution does not have any practice for the monitoring and review of the teaching staff's research performance.	The institution has developed plans and defined processes (directives, regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) for the monitoring and review of the teaching staff's research performance. But these plans and processes are not put into practice or the existing practices do not cover all the fields.	The institution's practices regarding the defined processes for the monitoring and review of the teaching staff's research and development performance (directives, regulations, process definitions, assessment tools, guidelines, appreciation-recognition systems, incentive mechanisms etc.) encompass all the fields. But the results of these practices are not monitored or employed in decision-making processes.	The institution's practices for the monitoring and review of the teaching staff's research and development performance that encompass all the fields are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the teaching staff's research and development performance in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
			Member 3	
			Member 4	
			CC Decision	
			IAC Decision	
			Monitor	



Program's 2024 Goals

Reporting on annual research activities.

Program's Scheduled Action Plan for 2024

Holding monitoring meetings twice a year.

Assessments regarding planning:

The Faculty held meetings twice a year and monitored the results, reporting in accordance with the activity plan.

Assessments regarding the self-assessment report:

The Faculty, through its Research and Development Committee, held both planning and results monitoring meetings for the first six months and the second six months. A meeting was also held with the Quality and Accreditation Committee Chairs to provide information about the process.

C.4.2. Review and outcome-based improvement of research performance

Maturity level

1	2	3	4	5
The institution does not have any practice for the monitoring and review of the research performance.	The institution has developed plans And defined processes for the monitoring and review of the research performance. But these plans and processes are not put into practice or the existing practices donot cover all the fields.	The institution's practices for the monitoring and review of the research performance encompass all the fields (including the research centers). But the results of these practices are not monitored or employed in decision-making processes.	The research performance of all the fields in the institution is monitored, reviewed and employed in decision-making processes (performance-based incentive-appreciation mechanisms etc.). The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the research performance in all the fields in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
			Member 3	
			Member 4	
			CC Decision	
			IAC Decision	
			Monitor	



Program's 2024 Goals

Reporting on annual research activities.

Program's Scheduled Action Plan for 2024

Holding monitoring meetings twice a year.

Assessments regarding planning:

The Faculty held meetings twice a year and monitored the results, reporting in accordance with the activity plan.

Assessments regarding the self-assessment report:

The Faculty, through its Research and Development Committee, held both planning and results monitoring meetings for the first six months and the second six months. A meeting was also held with the Quality and Accreditation Committee Chairs to provide information about the process.

C.4.3. Research budget performance

Maturity level

1	2	3	4	5
The institution does not have any practice for the monitoring of the research budget performance.	The institution has developed plans and defined processes for the monitoring of the research budget performance. But these plans and processes are not put into practice or the existing practices do not cover all the fields.	The institution has practices for the monitoring and review of the research budget performance but the results of these practices are not monitored or employed in decision-making processes.	The research budget performance of the institution is monitored, reviewed and employed in decision-making processes (budget distribution etc.). The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the research budget performance in all the units in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			Member 3	
			Member 4	
			CC Decision	
			IAC Decision	
			Monitor	

Program's 2024 Goals

Reporting on annual research activities.

Program's Scheduled Action Plan for 2024

Holding monitoring meetings twice a year.

Assessments regarding planning:

The Faculty held meetings twice a year and monitored the results, reporting in accordance with the activity plan.

Assessments regarding the self-assessment report:

The Faculty, through its Research and Development Committee, held both planning and results monitoring meetings for the first six months and the second six months. A meeting was also held with the Quality and Accreditation Committee Chairs to provide information about the process.

D.1. Social Contribution Strategy

The faculty has social contribution policy but it does not carry out its social contribution activities in accordance with its objectives, strategy and local, regional and national development goals.

D.1.1. Social contribution policy, objectives and strategy

Maturity level

1	2	3	4	5
The institution does not have a defined social contribution policy, objectives and strategy.	The institution has a social contribution policy, objectives and strategy that express its principles, priorities and preferences in the management of its resources in the context of its social contribution activities. But any mechanisms or practices to implement these are not available.	The institution has some practices regarding its defined social contribution policy, objectives and strategy. But the results of these practices are not evaluated.	The practices related to the institution's social contribution policy, objectives and strategy that are adopted by all the fields in the institution are systematically monitored. Necessary measures that encompass all the fields and programs are taken according to the monitoring results.	It is guaranteed in the institution that the social contribution activities of the institution can create values and turn them into societal benefits in line with the institution's social contribution policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	Member 1			
	Member 2			
	Member 3			
	Member 4			
	CC Decision			
	IAC Decision			
			Monitor	

Program's 2024 Goals

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

To strengthen social and spiritual awareness by transforming our faculty's academic knowledge from theoretical to social benefit, to increase public awareness through religious education and guidance services, and to support disadvantaged groups such as the poor through social responsibility projects.

To effectively manage the Faculty of Theology's social contribution processes, to serve society based on religious and ethical values, to produce sensitive solutions to social problems, and to increase social solidarity.

To share our faculty's academic and cultural knowledge with the public to enlighten and inform the public.

To contribute to the development of the region and the implementation of religious and cultural values in social life by sharing the faculty's academic and professional expertise with the public within the framework of social responsibility.

Program's Scheduled Action Plan for 2024

To prepare the new term strategic plan within the framework of these objectives.

Assessments regarding planning:

The faculty implemented action plans in line with its 2024 goals and prepared and announced the 2024-2029 Strategic Plan.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty outlined the processes involved in preparing the new term's strategic plan and, based on these processes, established and implemented its policies, goals, objectives, and performance indicators related to social contribution activities. It then integrated the previous term's strategic plan into the new strategic plan by reviewing it with its stakeholders.

D.1.2. Management and organizational structure of social contribution processes

Maturity level

1	2	3	4	5
The institution does not have plans for the management and organizational structure of its social contribution processes.	The institution has developed plans for the management and organizational Structure (processes, definition of tasks etc.) of its social contribution processes in relation to the local, regional and National development goals and in integration with the other processes (learning and teaching, research). But these plans are not put into practice or the existing practices do not cover all the units.	Some results have been obtained in the institution by implementing the management and organizational structure of the social contribution processes in accordance with the institutional preferences in all the fields. But their results are not monitored.	The results and stakeholder opinions with regard to the management of the social contribution processes in the institution are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures.	The management of social contribution processes covers all the fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	Member 1			
	Member 2			
	Member 3			
	Member 4			
	CC Decision			
	IAC Decision			
	Monitor			

Program's 2024 Goals

This sub-criterion is inherently inappropriate for preparing annual goals.

Program's Scheduled Action Plan for 2024

The faculty implemented actions in accordance with the goals and objectives in the strategic plan rather than the annual goals.

Assessments regarding planning:

The organizational structure of the faculty has been defined and announced.

Assessments regarding the self-assessment report:

The faculty has developed and shared with the public the organizational chart for its community contribution processes. While the faculty monitored activities throughout the year, there is no concrete evidence to evaluate the effectiveness of the organizational structure. This subcriterion requires the faculty to evaluate the effectiveness of the organizational structure in collaboration with its stakeholders and make improvements as needed.

D.2. Social Contribution Resources

The faculty has physical, technical and financial resources with suitable quality-quantity and they are effectively used to maintaining its social contribution activities.

D.2.1. Resources

Maturity level

1	2	3	4	5
The institution does not have physical, technical and financial resources of suitable quantity and quality to maintain its social Contribution activities.	The institution has developed plans to create physical, technical and financial resources of suitable quantity and quality to maintain its social contribution activities. But these plans are not put into practice or the existing practices do not cover all the fields.	The institution provides physical, technical and financial resources of suitable quality and quantity in order to maintain its social contribution activities. But the results with regard to the use of these resources are not monitored.	The physical, technical and financial resources in the institution are managed in a way to support the social contribution activities and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The physical, technical and financial resources of suitable quantity and quality in the institution are managed in line with the institutional goals (social contribution objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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Program's 2024 Goals

Strengthening the foundation that provides resources for social contribution activities.

Program's Scheduled Action Plan for 2024

Planning actions to increase foundation revenues.

Assessments regarding planning:

The faculty signed protocols with its external stakeholders, the Provincial Directorate of National Education, the Provincial Mufti's Office, and the Religious Affairs Foundation, to increase social contribution activities throughout the year.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty outlined the activities it implemented to increase resources for community contribution activities. The reporting process for these activities was also described. However, there was no evidence regarding which stakeholders were involved, when, and how the reporting results were evaluated, or how the evaluation results were incorporated into monitoring processes.

D.3. Social Contribution Performance

The faculty must periodically review and continuously improve the activities and maintains it in line with its social contribution strategy and objectives.

D.3.1. Monitoring and improvement of social contribution performance

Maturity level

1	2	3	4	5
The institution does not have any practice for the monitoring and improvement of its social contribution performance.	The institution has developed plans and defined processes for the monitoring and improvement of its social contribution performance. But these plans and processes are not put into practice or the existing practices do not cover all the fields.	The institution's practices for the monitoring and improvement of its social Contribution Performance encompass all the fields. But the results of these practices are not monitored or employed in decision-making processes.	The social contribution performance of all the fields in the institution is monitored, reviewed and employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices for the monitoring and review of the social contribution performance in all the fields in line with the institutional goals (social contribution policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
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IAC Decision				
	Monitor			

Program's 2024 Goals

Systematic monitoring of social contribution performance.

Program's Scheduled Action Plan for 2024

Establishment of mechanisms for monitoring social contribution performance on a six-monthly basis.

Assessments regarding planning:

The faculty held meetings every six months as stated in the action plan.

Assessments regarding the self-assessment report:

As stated in its self-assessment report, the faculty collects and reports performance indicators related to its community contribution activities every six months. However, there is no evidence that these indicators are being monitored, evaluated with stakeholders, or incorporated into improvement processes.

E.1. Structure of Management and Administrative Units

The faculty has a management structure and administrative units that enable realizing the faculty's strategic goals both qualitatively and quantitatively. The faculty has as well, defined all its processes for its practices regarding learning and teaching, research-development, social contribution and governance system. However, the results need to be monitored.

E.1.1. Management model and administrative structure

Maturity level

1	2	3	4	5
The institution does not have a management model and organizational structure that are in Compliance with its mission and enable the achievement of the strategic objectives.	The institution's management model and administrative structure that guarantee the achievement of its mission and strategic objectives have been defined with a clear explanation of all the processes and authorities, duties and responsibilities in accordance with the processes. But this model has not been put into practice or the existing practices related to this model do not cover all the units.	The institution's management model and administrative structure that guarantee the achievement of its mission and strategic objectives have been formed in accordance with the processes and encompass all the fields/units. Some results have been obtained from the related practices but these results are not monitored.	The findings obtained from the practices related to the institution's management model and administrative structure that encompass all the units and fields are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.	The institution's management model and administrative structure (institutional approach, traditions and preferences in the framework of legislative regulations), which guarantee diversity, effective decision-making, adaptability and stakeholder representation and provide suitable ground for the realization of the institutional goals, are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
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		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

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

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

To effectively manage the Faculty of Theology's financial resources, to ensure the achievement of the Faculty's academic and administrative goals through the efficient use of resources, and to ensure long-term sustainability and financial transparency.

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

To ensure information security and confidentiality.

To submit requests and recommendations to the Faculty administration regarding the availability of service products, the quality of service products, and the continuity of service products.

To inform the public about the Faculty's activities.

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

Program's Scheduled Action Plan for 2024

To ensure predictability in management, an activity plan will be developed at the beginning of each calendar year and shared with all internal and external stakeholders.

To ensure participation in management, the opinions of internal and external stakeholders will be sought at the beginning of each year to ensure joint decisions on all administrative operations to be undertaken that year.

To ensure auditability in management, the evaluation of administrative operations conducted during that year by internal and external stakeholders will be conducted within the last month of each calendar year.

Ensuring that all administrative personnel participate in at least one training program per year in their respective fields within five years.

At the end of each year, an evaluation meeting will be held to assess the quality of goods and services purchased and submit a report to the relevant units of the Rectorate.

Assessments regarding planning:

The faculty has determined its goals and objectives in accordance with the sub-criterion and included them in the strategic plan.

Assessments regarding the self-assessment report:

The faculty outlined its administrative structure and management model in its self-assessment report. It also secured its policies with strategic goals and objectives. It also conducts monitoring through biannual meetings. However, no sections were found that evaluated monitoring results through stakeholder participation and incorporated them into improvement processes.

E.1.2. Process management

Maturity level

1	2	3	4	5
The institution does not have defined processes for its practices regarding learning and teaching, research-development, social contribution and governance system.	The institution has defined processes for its practices regarding learning and teaching, research-development, social contribution and governance system. But the existing practices in this regard are not compatible with the processes or do not cover all the units.	All the processes in the institution are defined in a way to encompass all the units and fields and all the practices are implemented in line with the processes. But the Process performance results are not monitored or employed in decision-making processes.	The results regarding the processes that are managed in a way to encompass all the units and fields in the institution are systematically monitored with performance indicators and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.	The institution's process management model that is in compliance with the strategic objectives and encompasses all the fields is adopted and guaranteed in the entire institution through sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
	Member 1			
	Member 2			
	Member 3			
	Member 4			
	CC Decision			
	IAC Decision			
Monitor				

Program's 2024 Goals

The 2024 goal was not met.

Program's Scheduled Action Plan for 2024

A 2024 action plan was not found.

Assessments regarding planning:

No findings relevant to the goal were found.

Assessments regarding the self-assessment report:

The faculty did not define its processes in the self-assessment report and did not address the administrative structure for each process. Furthermore, it did not address how the management of each process was ensured.

E.2. Resource Management

The faculty has practices for the management of human and financial resources in accordance with its human resources policy and strategic objectives. Certain results have been obtained, monitored and employed in decision-making processes.

E.2.1. Human resources management

Maturity level

1	2	3	4	5
The institution does not have a defined policy or process for the management of human resources.	The institution has a defined policy and processes for the management of human resources. But no implementation or mechanism is available to put them into practice.	The institution has some practices for the management of human resources in accordance with its human resources policy and strategic objectives and certain results have been obtained from them. But the results of these practices are not monitored or employed in decision-making processes.	The results regarding the processes for the management of human resources that encompass all the units in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's human resources management model that is in compliance with the strategic objectives and encompasses all the fields is adopted and guaranteed in the entire institution through sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
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			Member 3	
			Member 4	
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			IAC Decision	
			Monitor	

Program's 2024 Goals

Strengthening the Administrative Structure through Good Management Practices.

Program's Scheduled Action Plan for 2024

Using the reward-incentive system fairly and effectively in administrative practices.

Assessments regarding planning:

The Faculty has implemented academic appointments and promotions based on merit, in accordance with its action plan. In this context, two academic staff members were granted academic promotion in 2024.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty stated that it conducts human resources management within the framework of regulations. The incentive and reward system for academic staff is also secured by regulations. The faculty also supports staff development through annual in-service training. It monitors its activities through satisfaction surveys and evaluates them at year-end review meetings to implement improvements as needed.

E.2.2. Management of financial resources

Maturity level

1	2	3	4	5
The institution does not have defined processes for the management of financial resources.	The institution has defined processes for the management of financial resources. But these processes are not put into practice, or the existing practices do not cover all the fields.	The institution has some practices for the management of financial resources in accordance with its strategic objectives and defined processes and certain results have been obtained from them. But the results of these practices are not monitored or employed in decision-making processes.	The results regarding the practices for the management of financial resources that encompass all the fields in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's management of financial resources that is in compliance with the strategic objectives and encompasses all the fields is adopted and guaranteed in the entire institution through sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
			Member 3	
			Member 4	
			CC Decision	
			IAC Decision	
			Monitor	

Program's 2024 Goals

To effectively manage the Faculty of Theology's financial resources, ensuring the faculty achieves its academic and administrative goals through the efficient use of resources, and ensuring long-term sustainability and financial transparency.

Program's Scheduled Action Plan for 2024

To make recommendations to the administration to ensure the faculty's financial independence and sustainability.

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

To submit requests and recommendations to the faculty administration and provide regular reporting to ensure long-term sustainability and financial transparency.

Assessments regarding planning:

The Faculty has implemented annual expenses based on merit and in balance between programs, in accordance with its action plan. In this context, two academic staff members were granted academic promotion in 2024.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty stated that it conducts financial resources management within the framework of regulations. It monitors its activities through annual expense reports and evaluates them at year-end review meetings to implement improvements as needed.

E.3. Information Management System

The faculty must integrate information management systems that periodically collect, store and analyse the require data and information in order to guarantee the effective management of the administrative and operational activities and enhance its processes. In addition the faculty should improve the processes and plans to enhance the information security.

E.3.1. Integrated information management system

Maturity level

1	2	3	4	5
The institution does not have Any information management system to support the acquisition, storage and usage of information.	The institution has information management systems to support the acquisition, storage and usage of information. But these systems are not integrated to each other or do not cover all the fields.	The institution has an integrated information management system that covers all the fields and supports all the processes (learning and teaching, research and development, social contribution, quality assurance) and some practices are available for the use of this system. But the information system is not employed in decision-making processes and the results regarding the use of the system are not monitored.	The results regarding the use of the integrated information management system that supports all the processes are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.	A sustainable and matured integrated information management system that is in line with the institutional goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
Member 1				
Member 2				
Member 3				
Member 4				
CC Decision				
IAC Decision				
	Monitor			

Program's 2024 Goals

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

Program's Scheduled Action Plan for 2024

To establish and integrate a central information management system within the faculty.

To accelerate information access processes and optimize information use.

To ensure that users use the information management system effectively.

Assessments regarding planning:

Taking into account the 2023 PAR report, the institution determined its goals and objectives regarding the information management system and carried out its actions in line with these goals.

Assessments regarding the self-assessment report:

The faculty has established its goals and objectives for information management systems and has conducted its activities accordingly. However, no evidence has been found regarding the integration of these systems, monitoring of these integrations, or incorporating their results into improvement processes.

E.3.2. Information security and reliability

Maturity level

1	2	3	4	5
The institution does not have any practice to provide information security and reliability.	The institution has defined processes and plans to provide information security and reliability. But these processes and plans are not put into practice or the existing practices do not cover all the fields.	The institution has integrated practices to provide information security and reliability and some results have been obtained from these practices. But the results of these practices are not monitored or used in decision-making mechanisms.	The practices to provide information security and reliability in the institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The security and reliability of the institutional information is adopted and guaranteed in the entire institution with sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
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			IAC Decision	
			Monitor	

Program's 2024 Goals

Ensuring information security and confidentiality.

Program's Scheduled Action Plan for 2024

Enhancing information security and ensuring data confidentiality.

Assessments regarding planning:

Taking into account the 2023 PAR report, the institution determined its goals and objectives regarding the information security and confidentiality and carried out its actions in line with these goals.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty stated that it conducts information security and confidentiality within the framework of regulations. It monitors its activities through annual expense reports and evaluates them at year-end review meetings to implement improvements as needed.

E.4. Support Services

The institution has guaranteed the suitability, quality and continuity of the outsourced support services.

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

Maturity level

1	2	3	4	5
The institution does not have any defined criteria or processes to evaluate the suitability and quality of the outsourced goods and support services.	The institution has defined processes and mechanisms (procurement process, suitability and quality criteria etc.) to guarantee the suitability, quality and continuity of the outsourced goods and support services. But these processes are not put into practice or the existing practices do not cover all the fields.	The institution has practices for the planning, evaluation and improvement of the quality levels of all the outsourced goods and support services in accordance with the internal quality assurance system. But the results of these practices are not monitored or employed in decision-making processes.	The institution maintains close cooperation with suppliers to guarantee the quality of all the outsourced goods and services. The performance and satisfaction levels of suppliers are systematically monitored and evaluated with stakeholders to take necessary measures.	The institution manages a supply chain to guarantee the quality levels of the outsourced goods and services in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
			Member 3	
			Member 4	
			CC Decision	
			IAC Decision	
			Monitor	

Program's 2024 Goals

Making requests and recommendations to faculty administration regarding improving the suitability of service products, improving the quality of service products, and ensuring the continuity of service products.

Program's Scheduled Action Plan for 2024

Each year, faculty administration will review the appropriateness of the goods and services provided by the Rectorate, and provide feedback.

At the end of each year, an evaluation meeting will be held to improve the quality of the goods and services purchased, and a report will be submitted to the relevant units of the Rectorate.

Minimizing disruptions (internet services, corridor cleaning, toilet bowl and sink cleaning, air conditioning efficiency, etc.)

Assessments regarding planning:

Taking into account the 2023 PAR report, the institution determined its goals and objectives regarding suitability, quality and continuity of goods and services and carried out its actions in line with these goals.

Assessments regarding the self-assessment report:

In its self-assessment report, the faculty stated that it suitability, quality and continuity of goods and services within the framework of regulations. It monitors its activities through annual expense reports and evaluates them at year-end review meetings to implement improvements as needed.

E.5. Public Information and Accountability

The faculty has published more information on its activities, including its academic programs and research and development activities, in a transparent, accurate, updated and easily accessible way. The faculty has improved its approach that enables assessing and evaluating the productivity of the managerial staff and ensure their accountability.

E.5.1. Public information

Maturity level

1	2	3	4	5
The institution does not have defined principles and mechanisms for informing the public on its activities.	The institution has designated its public information methods and processes and defined a policy to adopt informing the public on its activities as a principle. But this policy and the processes are not put into practice or the existing practices do not cover all the fields.	Some results have been obtained from the practices of public information that cover all the fields in line with the principles and processes designated to inform the public. But the results of these practices are not monitored or employed in decision-making processes.	The findings regarding the institution's public information activities are monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's public information activities are guaranteed and adopted in the entire institution with sustainable and matured practices in line with the institutional goals and values. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

To inform the public about the faculty's activities.

Program's Scheduled Action Plan for 2024

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

To identify current and effective methods used to inform the public and to take the necessary steps to implement them.

Assessments regarding planning:

Taking into account the 2023 PAR report, the institution determined its goals and objectives regarding the public information and carried out its actions in line with these goals.

Assessments regarding the self-assessment report:

The faculty has implemented programs and developed various social media tools to inform the public about its activities in line with its strategic goals and objectives. These programs are evaluated through year-end general satisfaction surveys. However, there is no evidence that the results obtained from monitoring these programs are evaluated with stakeholders and incorporated into improvement processes.

E.5.2. Accountability methods

Maturity level

1	2	3	4	5
The institution does not have accountability methods or mechanisms.	The institution has adopted accountability as a principle and designated its accountability methods and processes. But these principles and processes are not put into practice or the existing practices do not cover all the fields.	Some results have been obtained from the practices related to the institution's accountability principles and processes. But the results of these practices are not monitored or employed in decision-making processes.	The findings obtained from the institution's accountability activities are monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.	The institution's accountability principles are guaranteed and adopted in the entire institution with sustainable and matured practices in line with the institutional goals and values. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		CC Decision		
		IAC Decision		
		Monitor		

Program's 2024 Goals

Strengthen the accountability of the administration to students, as well as academic and administrative staff.

Program's Scheduled Action Plan for 2024

Ensure that decisions made by the administration regarding staff and students are questionable.

Assessments regarding planning:

Taking into account the 2023 PAR report, the institution determined its goals and objectives regarding accountability and carried out its actions in line with these goals.

Assessments regarding the self-assessment report:

The faculty has implemented programs to accountability about its activities in line with its strategic goals and objectives. These programs are evaluated through year-end general satisfaction surveys. However, there is no evidence that the results obtained from monitoring these programs are evaluated with stakeholders and incorporated into improvement processes.

