

Dicle University
Faculty of Theology
Daytime Education
Self-Assessment Report
(2024)

İÇİNDEKİLER

INFORMATION ABOUT THE INSTITUTION	5
A. QUALITY ASSURANCE SYSTEM	7
A.1. Mission and Strategic Objectives	7
A.1.1. Mission, Vision, Strategic Objectives and Goals	7
A.1.2. Quality assurance, education, research and development, social contribution and management system policies	20
A.1.2. Quality assurance, education, research and development, social contribution and management system policies	23
A.1.3. Corporate Performance Management	25
A.1.3. Corporate Performance Management	26
A.2. INTERNAL QUALITY ASSURANCE	28
A.2.1. Quality Commission	28
A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)	30
A.2.3. Leadership and Quality Assurance Culture	33
A.3. PARTNER PARTICIPATION: PARTICIPATION OF INTERNAL AND EXTERNAL PARTNERS IN QUALITY ASSURANCE, EDUCATION AND TRAINING, RESEARCH AND DEVELOPMENT, SOCIAL CONTRIBUTION, MANAGEMENT AND INTERNATIONALIZATION PROCESSES	34
A.3. Participation of Internal and External Partners in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes	37
A.4. INTERNATIONALIZATION	40
A.4.1. Internationalization Policy	40
A.4.2. Management and Organizational Structure of Internationalization Processes	40
A.4.3. Internationalization Resources	42
A.4.4. Monitoring and Improving Internationalization Performance	43
B. EDUCATION AND TRAINING	44
B.1. PROGRAM DESIGN AND APPROVAL	44
B.1.1. Program Design and Approval	44
B.1.2. Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes) and Compliance with IAA Criteria	47
B.1.3. Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes	50
B.1.4. Program Structure and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Professional Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Get to Know Different Disciplines)	52
B.1.6. Measurement and Evaluation	57
B.2. STUDENT ADMISSION AND DEVELOPMENT	60
B.2.1. Student Admission and Recognition and Crediting of Prior Learning	60
B.2.2. Recognition and Certification of Diplomas, Degrees, and Other Qualifications	64
B.3. STUDENT-CENTERED LEARNING, TEACHING, AND ASSESSMENT	66
B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning-Oriented)	66
B.3.2. Assessment and Evaluation	69
B.3.3. Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)	73
B.3.4. Academic Advising	75
B.4. FACULTY MEMBERS	77
B.4.1. Appointment, Promotion, and Assignment Criteria	77
B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment, Innovative Approaches, Material Development, Competence Building, and Quality Assurance System)	80
B.4.3. Incentives and Awards for Educational Activities	84
B.5. LEARNING RESOURCES	87
B.5.1. Learning Resources	87

B.5.2. Social, Cultural, and Sports Activities	90
B.5.3. Facilities and Infrastructure (Cafeteria, Dormitory, Technology-Equipped Study Areas, Medical Services, etc.)	94
B.5.4. Barrier-Free Faculty	96
B.5.5. Guidance, Psychological Counseling, and Career Services	97
B.6. PROGRAM MONITORING AND UPDATING	100
B.6.1. Monitoring and Updating of Program Outcomes	100
B.6.2. Graduate Tracking System	103
C. RESEARCH AND DEVELOPMENT	105
C.1. RESEARCH STRATEGY	105
C.1.1. The Institution's Research Policy, Goals, and Strategy	106
C.1.2 Management and Organizational Structure of Research and Development Processes	109
C.1.3. The Relationship of Research with Local, Regional, and National Needs and Demands	111
C.2. RESEARCH RESOURCES	114
C.2.1. Research Resources: Physical, Technical, Financial	114
C.2.2. Internal University Resources (BAP)	116
C.2.3. Orientation Towards External University Resources (Methods and Supports)	119
C.2.4. Research Policy, Objectives, and Strategy-Aligned Graduate Programs	121
C.3. RESEARCH COMPETENCE	124
C.3.1. Research Competence of Faculty Members and Its Improvement	124
2024.....	124
C.3.1. Research Competence of Teaching Staff and Its Development.....	124
C.3.2. National and International Joint Programs and Joint Research Units	125
2024.....	126
C.4. RESEARCH PERFORMANCE	128
C.4.1. Faculty Performance Evaluation.....	128
C.4.2. Evaluation of Research Performance and Improvement Based on Results.....	129
C.4.3. Research Budget Performance	131
D. SOCIAL CONTRIBUTION	133
D.1. SOCIAL CONTRIBUTION STRATEGY	133
D.1.1 Social Contribution Policy, Goals, and Strategy.....	133
D.1.2. Management and Organizational Structure of Societal Contribution Processes	136
D.2. SOCIAL CONTRIBUTION RESOURCES	139
D.2.1 Resources.....	139
D.3. SOCIAL CONTRIBUTION PERFORMANCE	142
D.3.1. Monitoring and Improving Social Contribution Performance	142
E. MANAGEMENT SYSTEM	144
E.1. STRUCTURE OF MANAGEMENT AND ADMINISTRATIVE UNITS	144
E.1.1. Management Model and Administrative Structure	144
E.1.2. Process Management.....	146
E.2. RESOURCE MANAGEMENT	148
E.2.1. Human Resources Management.....	148
E.2.2. Management of Financial Resources.....	151
E.3. INFORMATION MANAGEMENT SYSTEM	155
E.3.1. Integrated Information Management System	155
E.3.2. Information Security and Reliability	158
E.4. SUPPORT SERVICES	161
E.4.1. Compliance, Quality, and Continuity of Services and Goods	161
E.5. PUBLIC INFORMATION AND ACCOUNTABILITY	162
5.1. Public Information.....	162
E.5.1. Public Information.....	163
E.5.2. Accountability Methods	165
CONCLUSION AND EVALUATION.....	167

A. QUALITY ASSURANCE SYSTEM.....	167
A.1 Strengths of the Institution	167
A.2 Areas for Improvement in the Institution:.....	168
B. EDUCATION AND TEACHING	168
B.1 Strengths of the Institution	168
B.2 Areas for Improvement in the Institution.....	168
D.1 Strengths of the Institution	170
D.2 Areas for Improvement in the Institution.....	170
E. MANAGEMENT SYSTEM	170
E.1 Strengths of the Institution.....	170
APPENDIX 2 PERFORMANCE INDICATORS	171
INSTITUTION INFORMATION	171
A. QUALITY ASSURANCE SYSTEM	175
B. EDUCATION AND TEACHING	180
INDICATOR	180
D. COMMUNITY CONTRIBUTION.....	186
INDICATOR	186
E. MANAGEMENT SYSTEM	191

INFORMATION ABOUT THE INSTITUTION

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2. Historical Development

Our History

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

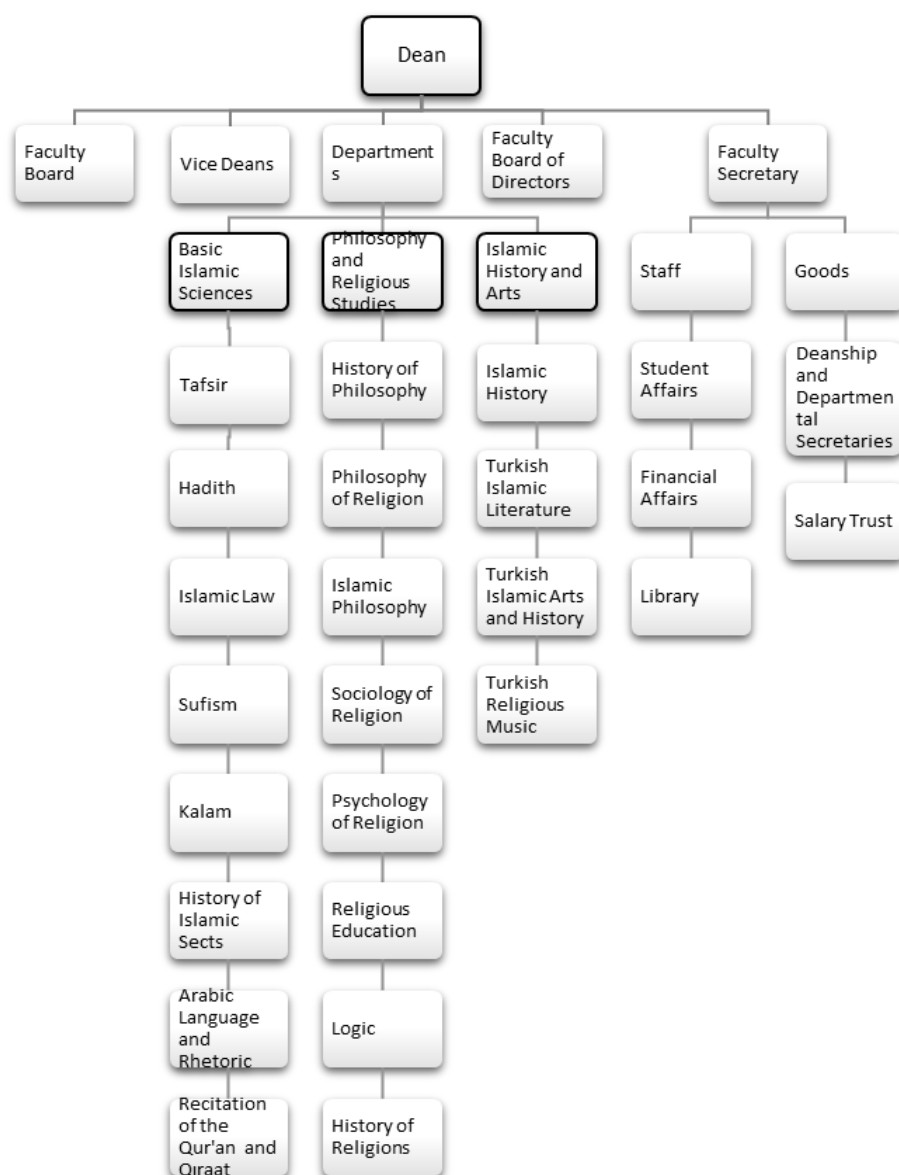
Our faculty started its educational activities in the 1993-1994 academic year with 28 students. It produced its first graduates in June 1998. In addition to the Theology Undergraduate program of our faculty, the Primary School Religious Culture and Ethics Education program was opened in the 1999-2000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

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

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

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

Organizational Chart of Academic and Administrative Units



3. Mission, Vision, Values and Goals

Our Mission

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

Our Vision

To be a distinguished Faculty of Theology that shares the knowledge and values it produces in the fields of General Theology and Basic Islamic Sciences at national and international levels, and whose

theologians, religious educators and competent religious officials equipped with classical and contemporary knowledge and thoughts are held up as exemplary and whose membership is honored.

Our Values

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

Our Goals

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

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

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

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

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

Our faculty determines its mission and vision, strategic goals and objectives within the framework of Strategic Plans prepared every five years. While preparing these plans, our faculty's mission, vision, goals and objectives were determined in accordance with the mission and vision of Dicle University ([See Evidence 1](#)). This process was carried out within the framework of the Quality Assurance System Commission meetings held in December 2021 ([See Evidence 2](#)) and the prepared strategic plans ([See Evidence 3](#)). The determined mission and vision were published on our faculty's official website ([See Evidence 4](#)) and included in the Quality Handbook prepared in 2023 ([See Evidence 5](#)).

Our faculty operated in line with the 2015-2019 Strategic Plan ([See Evidence 6](#)), and since 2020, it has taken the 2020-2024 Strategic Plan ([See Evidence 7](#)) as a basis. As of 2024, it was decided to update the strategic plan in the meetings held with the quality commissions under the leadership of the Strategic Plan Commission ([See Evidence 8, 9](#)). In the same period, in the activity planning meeting organized by the Quality Assurance System Development Commission ([See Evidence 10](#)), it was decided to obtain opinions from internal and external partners while preparing the strategic plan and Quality Handbook. During this process, the members of the Quality Assurance System Development Commission, the Strategic Plan Commission and the Quality and Accreditation Commission carried out joint studies; the mission, vision, history and previous strategic plans of our faculty were evaluated and strategic goals, targets and performance indicators were determined ([See Evidence 11](#)). During the creation of the strategic plan, the relevant commissions submitted suggestions to the Strategic Plan Commission on strategic goals ([See Evidence 12, 13](#)) and these suggestions were evaluated in the commission.

In this direction, the Dicle University Faculty of Theology 2025-2029 Strategic Plan was updated; A strategic plan covering all areas, with clearer and more distinct performance indicators and quality targets, has been prepared and put into practice. Our faculty determines its mission, vision, strategic goals and targets within the framework of the Quality Handbook and Strategic Plan and carries out all

its activities in this direction. Accordingly, the vision and mission of our faculty are as follows:

OUR VISION

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

OUR MISSION

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

Our faculty has earned the right to receive the international accreditation document in 2024 with the decision of the Board of Directors of the IAA ([See Evidence 14](#)). Accordingly, the strategic goals and objectives of our faculty are determined in line with its vision and mission and are organized within the framework of the Strategic Plan prepared every five years. The strategic plan of our faculty is updated every five years and designed as a road map that ensures the achievement of the determined goals. Processes such as the creation of annual activity plans, preparation of the Quality Handbook and preparation of SAC reports are carried out in line with the goals and principles in the strategic plan. In this process, Dicle University's 2025-2029 Strategic Plan ([See Evidence 15](#)) is taken as the basis.

The Quality Management System (QMS) is used to monitor goals and objectives ([See Evidence 16](#)). Quality targets are determined every year in the faculty and an Annual Target Action Plan is prepared in line with these targets ([See Evidence 17](#)). At the end of the year, the realization of the determined targets is evaluated and all processes are carried out in coordination with the university's Quality Development Units. The quality targets determined for 2024 ([See Evidence 18](#)) were reviewed at the end of the year and added to the QMS automation system.

All activities in the faculty are carried out based on the determined strategic plan and quality targets. The evaluations made at the end of the year and the prepared performance reports guide the improvement works to be carried out in the next period. In this context, performance reports were prepared to cover two periods and uploaded to the QMS automation system for 2024 ([See Evidence 19](#)).

In this context, the institution's current goals and strategic targets for 2024 are specified in the 2025-2029 Strategic Plan as follows:

Our Purpose, Strategic Targets and Performance Indicators

Strategies for Developing Quality Assurance System

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

Objective 1.1: To ensure the dissemination of quality culture.

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

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

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

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

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

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

Strategies for Improving Education and Training

Objective 1: To develop and strengthen teaching activities.

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

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

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

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

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

Objective 2.3: To develop students' foreign language proficiency.

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

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

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

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

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

Objective 3.5: To utilize effective education-training practices.

Objective 3.6: To organize student symposiums.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 6.1: To continue academic counseling after students graduate.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 8.2: To facilitate access to learning resources.

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 11.2: To organize student symposiums.

Objective 11.3: To organize certified events for students.

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

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

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

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

Research and Development Strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategies to Improve Social Contribution

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Management System Development Strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 5: To ensure information security and confidentiality.

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

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

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

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

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

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

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

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

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

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

Internationalization Strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 1.14: To support and encourage international studies and collaboration among faculty members, and provide consultancy, collaboration and expertise sharing among academic units.

In line with the determined strategic goals and objectives, our faculty carries out studies covering all areas such as quality assurance strategies, education-training strategies, scientific research strategies, social contribution and public relations strategies and human resources management strategies. In this context, as in previous years, various activities are carried out in line with the goals and objectives determined within the scope of the Strategic Plan in 2024.

In accordance with the above-mentioned goals and objectives, various studies have been carried out in our faculty in 2024 and these studies are still actively continuing. Within the framework of **Education and Training Development Strategies**, various studies have been carried out in order to increase the quality of academic programs, evaluate educational processes, receive student and graduate feedback, support the development of the teaching staff and contribute to strategic planning. In this context, program outcomes were reviewed in accordance with IAA criteria and meetings were held with internal and external partners in this direction. Compulsory and elective courses were restructured, course contents, teaching methods, learning outcomes and ECTS loads were reviewed. Measurement and evaluation processes were improved, student workload was balanced and feedback was received by organizing surveys and focus group meetings for current students and graduates. Surveys conducted to measure diploma, diploma supplement and transcript satisfaction were reviewed, meeting hours with students' academic advisors were organized and announced. It was ensured that surveys were conducted regularly at the end of each semester and the results were

shared with the faculty administration. The mechanism established to evaluate complaints and demands was reviewed, and seminars and meetings were organized to increase the competencies of academic staff. Participation in Erasmus mobility, academic exchange programs and training of trainers projects was encouraged. Educational materials and systems were reviewed to increase the effectiveness of the distance education process, and efforts were made to move the Faculty of Theology library to a larger area, increase academic resources and improve e-resource access. Information and incentive efforts were carried out so that students could benefit more effectively from the central library, and the internet infrastructure was strengthened and educational processes were supported. Arabic workshops were organized to make preparatory class education more effective, and additional Arabic courses were opened in the summer months. A more inclusive educational environment was created for disabled students, and efforts were made to renew the Barrier-Free University Award application. The faculty's standard staff plans were prepared, and appointment and promotion criteria were updated. Surveys were conducted to increase communication with graduates, organize events and obtain the opinions of graduates in line with the faculty's strategic goals, and feedback was received from the National Education Directorate and the Mufti's Offices on the performances of intern students. Finally, studies were carried out to establish an information management system in order to monitor the level of achievement of the learning outcomes of the courses ([See Evidence 20](#)).

Within the scope of **Research and Development Strategies**, various activities have been carried out in order to encourage academic research, increase the number and quality of scientific publications, improve the performance of researchers and strengthen national/international collaborations. In this context, it was aimed to increase the number of publications in national and international citation indexes, and seminars were organized within the scope of scientific study and publication preparation trainings for academic staff. In addition, participation in events such as Erasmus Personnel Week was encouraged and international academic mobility was supported. Various seminars were organized within the scope of DÜBAP (Scientific Research Projects) for the development of Scientific Research Strategies, and systematic and regular follow-up of research processes was ensured. Local, regional and national needs were taken into consideration while directing academic studies, projects were supported in line with DÜBAP Procedures and Principles, and financial assistance such as conferences, travel and expert invitations were provided. In order to strengthen the research infrastructure, appropriate physical areas and financial resources were created within the faculty, and collaborations with the Erasmus office and international academic programs were increased. The participation of academics in scientific activities abroad was encouraged, collaborations with research centers outside the university were developed and information events were organized about research opportunities abroad. In order to strengthen the research identity of the faculty, collaborations were made with external partners, consultancy and orientation services were provided for graduate students, and academic development of students was supported in collaboration with Dicle University Social Sciences Institute. Graduate students were encouraged to contribute to the Faculty Journal, and seminars were organized by the editors for this process. Seminars and training programs were organized to increase the research competence of faculty members, and performance indicators of researchers were evaluated regularly in semi-annual or yearly periods. It was aimed to increase financial support for academic research, funds for researchers were expanded, and informative seminars were organized where DÜBAP-supported researchers could present their work ([See Evidence 21, 22](#)).

Within the scope of **Social Contribution Development Strategies**, various activities have been carried out to support academic and social development, increase student-teacher interaction and encourage scientific, cultural and artistic activities. In this context, sharing of academic knowledge has been encouraged through conferences and scientific communication has been increased. Seminars aimed at providing knowledge and skills to participants within and outside the faculty have been organized, and course-supporting activities have been carried out with the contributions of faculty members and external partners. Competitions were organized to develop students' cooperation and

communication skills, and book analyses were conducted under the moderation of faculty members in order to develop academic thinking. Various events were organized by clubs in order to develop a culture of cooperation and sharing among students, and iftar organizations were held to strengthen spiritual and social solidarity. Faculty members were encouraged to participate in television programs in order to increase knowledge sharing, and radio programs were organized for students and faculty members to perform music, read poetry and the Quran. In addition, sermon activities were held to develop students' and academics' religious expression and oratory skills ([See Evidence 23](#)).

In line with the **Management System Development Strategies**, various activities have been carried out in order to improve institutional functioning, improve academic and administrative processes and provide a more efficient working and learning environment for staff and students. In this context, seminars were organized on the use of EnVision Electronic Mail Service and Electronic Document Management System (EBYS), and days and hours for meetings with academic staff outside of class were determined. Academic and administrative staff were given incentive awards, and studies were conducted for more effective use of the faculty website. Information activities were carried out on issues such as software used in distance education, course security and cyber attacks. The status of materials such as air conditioners, computers, printers and furniture used within the faculty was reviewed, and a new canteen was planned for the faculty. Public information methods and the accountability of the faculty were evaluated, and suggestion and request boxes were positioned and activated. In addition, studies were conducted to follow up on the feedback from surveys regarding service areas ([See Evidence 24, 25](#)).

Within the framework of **Internationalization Strategies**, various activities have been carried out in order to develop internationalization processes, increase academic mobility and strengthen international collaborations. In this context, management of internationalization processes was ensured, Erasmus Projects Information Meeting was organized and 4th International Staff Meeting was held. In addition, an international academic experience sharing conference was organized and knowledge and experience transfer was ensured among academicians. In order to manage the institution's international activities more effectively, meetings were held with the Erasmus office, decisions taken by the Erasmus Commission were evaluated and decisions taken in meetings with academicians who went abroad and came abroad and internship mobility experiences were reviewed ([See Evidence 26](#)).

Table 1: Mission, vision, strategic goals and objectives

Sub-Criterion Topic:	A.1.1. Mission, vision, strategic goals and objectives
Initial Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Commissions Face to Face and Online Meetings (Quality Assurance System Development Commission Meetings (05.01.2024, 04.01.2024, 08.01.2024, 19.02.2024, 02.10.2024)) Strategic Plans - Quality Manuals Strategic Plans Quality Manuals Event Examples Activities to Improve Education and Training

	Activities to Improve Research and Development Activities to Improve Social Contribution Activities to Improve Management System Activities to Improve Internationalization
Performance Indicators:	Number of Strategic Plan Meetings Education and Training Development Commission Strategic Plan Meeting Minutes (04.10.2024) Quality Assurance System Commission Strategic Plan Meeting (02.10.2024) Strategic Plan Preparation Work Meetings (18.09.2024) Strategic Plan Commission and Quality Development and Accreditation Commissions Strategic Plan Preparation Meeting Minutes (04.09.2024) Quality Target Numbers: 2024 Quality Target Number 25
Evaluation and Improvement:	End of Term Management System Commission Strategic Plan Proposal Meeting (03.10.2024) Quality Assurance System Commission Meeting (04.01.2024) Review Meetings: (2024) End of 2024 Commissions Activity Evaluation Meetings Example: 1 , 2 , 3 , 4 , 5 , 6 , 7

Maturity Level

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

Evidences:

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

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

Evidence 3: [2020-2024 Strategic Plan](#)

Evidence 4: [Faculty of Theology Mission and Vision](#)

Evidence 5: [2023 Quality Handbook](#)

Evidence 6: [2015-2019 Strategic Plan](#)

Evidence 7: [2020-2024 Strategic Plan](#)

Evidence 8: [Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes](#)

Evidence 9: [Strategic Plan Preparation Studies Meeting](#)

Evidence 10: [Quality Assurance System Development Commission Activity Planning Meeting](#)

Evidence 11: [Strategic Plan Commission and Quality Development and Accreditation Commissions Strategic Plan Preparation Meeting Minutes](#)

Evidence 12: [Education and Teaching Development Commission Strategic Plan Proposal Meeting](#)

Evidence 13: [Quality Assurance System Development Commission Strategic Plan Proposals Meeting Minutes](#)

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

Evidence 15: [2025-2029 Strategic Plan](#)

Evidence 16: [Quality Management System](#)

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

Evidence 18: [Quality Targets](#)

Evidence 19: [Quality Management System](#)

Evidence 20: [Education and Training Development Commission Evaluation Meeting](#)

Evidence 21: [Research and Development Commission Evaluation Meeting 1](#)

Evidence 22: [Research and Development Commission Evaluation Meeting 2](#)

Evidence 23: [Social Contribution Development Commission Evaluation Meeting](#)

Evidence 24: [Management System Development Commission Evaluation Meeting 1](#)

Evidence 25: [Management System Development Commission Evaluation Meeting 2](#)

Evidence 26: [Internationalization Commission Evaluation Meeting](#)

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

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

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

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

1- To develop and disseminate knowledge.

- To provide researchers with fast, easy and versatile access to information.
- To make the information obtained accessible to more people by publishing it in journals scanned by national and international indexes.

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

- To make changes in the course curriculum and elective courses depending on new developments
- To prepare students for academia with courses on academic research methods and techniques.
- To ensure that students participate in domestic and international exchange programs such as Erasmus, Farabi and Mevlana.
- To cooperate with student clubs and class representatives to exchange information and inform students about new developments.

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

- To publish in national and international journals that are competent in their fields.
- Our Education and Training Policy ([See Evidence 9](#)):
- To conduct education and training activities with an experienced academic staff.
 - To graduate our students with sufficient academic knowledge and competence.
 - To consider the expectations of students and the needs of the field during education and training processes.
 - To enable our students to read and design the future by benefiting from past experiences.
 - To conduct education and training activities with an understanding that prioritizes cooperation with different disciplines.
 - To train students who are researchers and entrepreneurs who are sensitive to issues in the field and actively take part in producing solutions for these issues.
 - To integrate the academic-oriented program with social, cultural and artistic activities that will ensure the development of our students in different aspects.

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

- To increase the quality and quantity of scientific knowledge produced in our faculty.
- To support the necessary infrastructure works for our faculty to increase its academic performance.
- To create external resource financing opportunities through collaborations for research and development activities.
- To update postgraduate education activities in a way that supports students' research and development aspects.

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

- To carry out and continuously improve education and research activities in accordance with national and international quality principles.
- To implement practices that create social value based on collaboration with internal and external partners, to implement practices that will measure and further develop satisfaction.
- To train individuals who have the knowledge, skills, behavior and general culture of the profession and are sensitive to the environment.
- To be a faculty that meets the expectations and needs of service recipients, focuses on continuous improvement and partner satisfaction.

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

- To ensure that faculty bodies work in accordance with the legislation, fairly, complement each other and in coordination.
- To take equal opportunities, freedom of expression, critical thinking and participatory and transparent management as a basis.
- To make the institution and its institutional activities and recognition visible by using communication tools.
- To use financial resources effectively, transparently and efficiently.
- To monitor the performance of our faculty's partners and provide the necessary support and improvements.

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

- To carry out education-training and research activities in the field of theology by taking into

account local, regional and international needs.

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

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

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

Certain targets have been established in our faculty in 2024, taking into account quality policies. These targets have been planned to cover all areas, and a total of 25 quality targets have been determined ([See Evidence 15](#)). These are;

1. Organizing a competition among our faculty students to memorize and recite the Quran beautifully; giving awards to the students who come first, second and third (Goal: 1, Review Period: 1, Realized Value: 1).
2. Organizing an organization under the name of "Faculty of Theology Student Symposium" where the articles, reports and theses prepared by graduate students will be presented and giving plaques to the first three students who are ranked (Goal: 1, Review Period: 2, Realized Value: 1).
3. Recruiting academic staff to departments where there are no lecturers or members in our faculty or where the number is insufficient (Goal: 10, Review Period: 6, Realized Value: 10).
4. Giving certificates of appreciation to faculty staff who are successful in their duties (Goal: 10, Review Period: 2, Realized Value: 10+).
5. Establishing a Quran Workshop and Arabic Language Laboratory (Goal: 1, Review Period: 6, Realized Value: 1).
6. Organizing events to increase the motivation of administrative and academic staff working in our faculty (Goal: 6, Review Period: 1, Realized Value: 6+).
7. Registering the Faculty of Theology Journal in TR Index and subscribing to several indexes (Goal: 1, Review Period: 6, Realized Value: 1).
8. In 2024, moving the library within the faculty from the first floor to the ground floor to a larger area and equipping it with study desks (Goal: 1, Review Period: 2, Realized Value: 0).
9. Establishing the Dicle Faculty of Theology Graduates and Members Association (Goal: 1, Review Period: 1, Realized Value: 1).
10. Organizing an iftar dinner for 2,000 people for both faculty students and students across the university during the month of Ramadan in 2024 (Goal: 20, Review Period: 1, Realized Value: 20).
11. Transcribing 20 volumes of Diyarbakır Sharia Records and Diyarbakır Jurisprudence Records and publishing them in 5 volumes (Goal: 2, Review Period: 6, Realized Value: 2).
12. Building a reading hall in our faculty in line with the increasing number of students (Goal: 2, Review Period: 2, Realized Value: 2).
13. Organizing a panel on world women's issues in cooperation with the Women's Issues Research Center (DÜKSAM) on the occasion of March 8 International Women's Day (Target: 1, Review Period: 1,

Realized Value: 1).

14. Accrediting the 1st education program within the scope of our faculty's quality and accreditation studies (Target: 1, Review Period: 1, Realized Value: 1).

15. Organizing a conference and event on March 18 Çanakkale Victory (Target: 1, Review Period: 1, Realized Value: 0).

16. Raising awareness among our students on the fight against drugs by requesting experts from the Police Department within the scope of March 1-7 Yeşilay Week (Target: 1, Review Period: 1, Realized Value: 1).

17. Organizing library visits with students on the occasion of Library Week in the last week of March and raising awareness about reading books (Target: 1, Review Period: 1, Realized Value: 0).

18. Organizing conferences and events within the scope of July 15 Democracy and National Unity Day (Target: 1, Review Period: 4, Realized Value: 1).

19. Collaborating with Dicle Science, Knowledge and Solidarity Association, one of our faculty's partners, to send 10 students to Jordan for Arabic language education (Target: 1, Review Period: 5, Realized Value: 4).

20. Organizing Arabic, Persian and English language courses for students studying at our faculty (Target: 1, Review Period: 6, Realized Value: 2).

21. Within the scope of our faculty's social activities, our professors will organize panels, workshops and symposiums on social media channels and in various institutions and organizations and carry out activities in the light of authentic information (Target: 1, Review Period: 6, Realized Value: 10+).

22. Organizing an international symposium in the fall semester of 2024 (Target: 1, Review Period: 6, Realized Value: 0).

23. Strengthening relations with graduates by coming together at an iftar program during Ramadan 2024 (Target: 1, Review Period: 1, Realized Value: 1).

24. Ensuring that professors working at our faculty give Ramadan talks in mosques and on various TV channels during the month of Ramadan (Target: 10, Review Period: 1, Realized Value: 10+).

25. Organizing an Arabic Preparatory Workshop in cooperation with Dicle Science, Knowledge and Solidarity Association, one of the partners of our faculty (Goal: 1, Review Period: 2, Realized Value: 1).

Among these goals, goal number 14 is among the goals that are in line with the Quality Assurance Development Policy. The goals that are in line with the Education and Training Development Policy are 1, 2, 3, 6, 7, 9, 14, 17, 19, 20, 21, 22, 23 and 25. The goals that are in line with the Research and Development Policy are 2, 3, 6, 7, 11, 21 and 22. The goals that are in line with the Social Contribution Development Policy are 1, 2, 9, 10, 13, 15, 16, 17, 18, 21 and 24. Targets in line with the Management System Development policy are targets 4, 5, 8 and 12. Targets in line with the internationalization policy are determined as 19 and 22.

The targets in question have been shaped in a way that they are compatible with the institutional policies. Whether these targets have been achieved or not is evaluated in the Re-Review meetings of our faculty ([See Evidence 16](#)). When we look at these targets, we see that 21 out of 25 targets have been achieved. In this case, it can be said that 84% of the targets have been achieved. In addition, the activities carried out in line with the targets are examined and deficiencies are identified. Various suggestions have been presented by the committees in order to eliminate the identified deficiencies ([See Evidence 17](#)).

Table 2: Quality assurance, education, research and development, social contribution and management system policies

Sub-Criterion Topic:	A.1.2. Quality assurance, education, research and development, social contribution and management system policies
Initial Planning Meeting:	December 2021

Application Areas:	All units of the faculty
Monitoring Mechanisms:	Quality Assurance System Development Commission Face to Face and Online Meetings Quality Assurance Development Commission Meetings Quality Policies Quality Policy, Education-Training Policy, Research Development Policy, Quality Assurance Policy, Management System Policy, Social Contribution Policy, Internationalization Policy
Performance Indicators:	Quality Policies Published on the Faculty's Official Website Target Numbers Determined in Accordance with Quality Policies 1- Targets in line with the policy on education and training (14 from 2024 Targets) 2- Targets in line with Research and Development Policies (7 from 2024 Targets) 3- Targets related to Quality Assurance Policy (1 from 2024 Targets) 4- Targets in line with the Management System Policy (4 from 2024 Targets) 5- Targets in line with the Social Contribution Policy (11 from 2024 Targets) 6- Targets in line with Internationalization Policies (2 from 2024 Targets)
Evaluation and Improvement:	End of Term Quality Studies General Evaluation Meetings (01.06.2024), (08.06.2024) Quality and Accreditation High Commission Process Evaluation Meeting (05.12.2024) YGG (Review of Management) Meeting Activity Evaluation Meetings (example 1 , 2 , 3 , 4 , 5 , 6 , 7)

Maturity Level

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

Evidences:

Evidence 1: [2023 Quality Handbook](#)

- Evidence 2: [2025-2029 Strategic Plan](#)
- Evidence 3: [Dicle University Quality Policy](#)
- Evidence 4: [Dicle University Education and Training Policy](#)
- Evidence 5: [Dicle University Research and Development Policy](#)
- Evidence 6: [Dicle University Social Contribution Policy](#)
- Evidence 7: [Dicle University Faculty of Theology Policies](#)
- Evidence 8: [Our Quality Policy](#)
- Evidence 9: [Our Education and Training Policy](#)
- Evidence 10: [Our Research and Development Policy](#)
- Evidence 11: [Our Quality Policy](#)
- Evidence 12: [Our Management System Policy](#)
- Evidence 13: [Our Social Contribution Policy](#)
- Evidence 14: [Our Internationalization Policy](#)
- Evidence 15: [Quality Goals](#)
- Evidence 16: [YGG Meeting](#)
- Evidence 17: [2024 Activity Evaluation Meeting Example](#)

A.1.3. Corporate Performance Management

Institutional performance management in our faculty is carried out to measure and monitor the implementation of the practices in our faculty in accordance with the strategic goals and objectives. In this process, the current 2024 Quality Handbook (See [Evidence 1](#)) and the 2020-2024 Strategic Plan (See [Evidence 2](#)) are taken as the basis in the first stage. Since 2024 is the last year of the Strategic Plan in question, the strategic plan was updated this year and the 2025-2029 Strategic Plan (See [Evidence 3](#)) was created. In this strategic plan, data and comparisons regarding the performance management of the institution from previous years were presented more clearly. The 2025-2029 Strategic Plan is very important in carrying out the institutional performance management of our faculty in this regard.

Institutional performance management in our faculty is carried out through the Dean's Office, Department Heads, Department Heads, Quality and Accreditation Commissions, and some sub-Unit Commissions. The performance of the institution was monitored and evaluated in several ways in 2024.

The most general evaluation of our faculty's performance is included in the Annual Activity Reports. The 2024 annual activity report (See [Evidence 4](#)) was prepared by the Annual Activity Report Preparation Committee (See [Evidence 5](#)). This report is important both in terms of our faculty's accreditation studies and our university's quality and management studies. For this reason, it was shared with the senior management and published on our faculty's official website. There is a lot of data about our faculty in the annual activity report. This report includes data on the physical conditions of our faculty after the reinforcement of our building against earthquakes in 2024. In addition, the Annual Activity Report includes statistics on the number of both active and graduated students related to education and training, and information such as student success rates. In addition, the report includes performance indicators such as annual academic publications and participation in national and international meetings, the number of projects carried out, and the number of faculty journal publication indexes regarding academic performance in the field of research and development. In

particular, the numbers of student clubs in our faculty and the number of social, cultural, education-training activities carried out by these clubs are included in the report in a table. The year 2024 has been a special year in terms of performance management for our faculty. Because, as a result of the evaluations of the İAA team that visited our faculty at the end of 2023 and made evaluations, our faculty was accredited by İAA in 2024 (See [Evidence 6](#)). Our faculty, with its staff who carry out quality processes, has provided mentoring services to various programs of our university and the Faculties of Theology or Islamic Sciences of other universities on the subject of quality and accreditation and shared its experiences on quality processes (See [Evidence 7](#)).

Quality Management System (QMS) automation is important in the performance management of our faculty. In monitoring and measuring the performance of our faculty, a lot of information is entered into the QMS automation system. First of all, the Unit System Performance Report was prepared in 2024 (See [Evidence 8](#)). The processes for 2024 were monitored and data was entered into the QMS automation. When we look at these processes, there are 19 Associate-Undergraduate Education Processes and 4 Purchasing Processes (See [Evidence 9, 10](#)). Information about this is monitored and approved by the Quality Development Coordination Office affiliated to the Rectorate. Revision Meetings were held in our faculty in 2024 as a result of semi-annual processes (See [Evidence 11](#)). Apart from these, the level of satisfaction with the institution's performance was determined through survey studies conducted with partners (See [Evidence 12](#)).

In addition to these, the Reward and Incentive Commission (See [Evidence 13](#)) held various meetings in 2024 regarding the monitoring and measurement of performance in our faculty (See [Evidence 14](#)). The Reward and Incentive directive was prepared (See [Evidence 15](#)) and some awards were made in our faculty according to this directive. As a result, plaques were presented to some faculty members of our faculty (See [Evidence 16](#)). Quality Commissions are also of great importance in monitoring and measuring performance in various areas in our faculty. Quality Commissions have monitored and evaluated how and to what extent the activities they determined for 2024 were realized in 2024, depending on the type of activity, in semi-annual or yearly periods (See [Evidence 17, 18, 19, 20, 21, 22](#)). At the end of these monitoring and evaluation processes, both how the performances in our faculty were realized were revealed and measures were determined on how to eliminate deficiencies in this regard, if any.

Table 3: Corporate Performance Management

Sub-Criterion Topic:	A.1.3. Corporate Performance Management
Initial Planning Meeting:	December 2021
Application Areas:	All units of the faculty
Monitoring Mechanisms:	Quality and Accreditation Commissions Strategic Plans Quality Handbook Annual Activity Reports (2024 Annual Activity Report) Performance Reports 2024 Unit System Performance Report-1 2024 Unit System Performance Report-2 2024 Monitored Processes

Performance Indicators:	Performance Indicators in the Strategic Plan (p.27-37) Performance Indicators in Annual Activity Reports Annual numbers of performance and activities related to education and training, research and development, social contribution, management system, internationalization are included in activity reports. (2024 Annual Activity Report)
Evaluation and Improvement:	End of Term Review Meetings (2024) 2024 Activity Evaluation Reports and Meeting Minutes Examples 1, 2, 3, 4, 5, 6 .

Maturity Level:

Some indicators and mechanisms have been defined to monitor performance in the institution. There are applications made to monitor these indicators. The aim of the current applications is to cover all areas/processes. There are examples in this regard. However, although there are some deficiencies in the evaluation of performance, it is seen that measures are taken to eliminate these deficiencies.

Evidences:

Evidence 1: [Quality Handbook](#)

Evidence 2: [2020-2024 Strategic Plan](#)

Evidence 3: [2025-2029 Strategic Plan](#)

Evidence 4: [2024 Annual Activity Report](#)

Evidence 5: [Annual Activity Report Preparation Commission](#)

Evidence 6: [İAA Accreditation Certificate](#)

Evidence 7: [Accreditation Seminar Given by Assoc. Abdussamet Kaya at Adıyaman Faculty of Islamic Sciences](#)

Evidence 8: [2024 Unit System Performance Report](#)

Evidence 9: [2024 Processes Monitored](#)

Evidence 10: [2024 Process Activity Monitoring Form](#)

Evidence 11: [2024 Review Meeting](#)

Evidence 12: [Satisfaction Surveys](#)

Evidence 13: [Award and Incentive Commission](#)

Evidence 14: [Award and Incentive Commission Meeting](#)

Evidence 15: [Award and Incentive Procedures and Principles Directive](#)

Evidence 16: [Plaque Presentation to Faculty Members](#)

Evidence 17: [Quality Assurance System Development Commission 2024 Activity Report](#)

Evidence 18: [Internationalization Commission Spring Term 2024 Activity Evaluation Meeting Minutes](#)

Evidence 19: [Education and Training Development Commission 2024 Activity Evaluation Meeting Minutes](#)

Evidence 20: [Social Contribution Development Commission 2024 Activity Evaluation Meeting Minutes](#)

Evidence 21: [Research and Development Commission 2024 Activity Evaluation Meeting Minutes](#)

Evidence 22: [Management System Commission 2024 Activity Evaluation Meeting Minutes](#)

A.2. Internal Quality Assurance

The internal quality assurance of our faculty is in unity with the quality processes of Dicle University Rectorate. In 2024, our University has been entitled to receive Institutional Accreditation for two years within the scope of the "Institutional Accreditation Program" implemented by the Higher Education Quality Council (YÖKAK) to increase the quality of higher education institutions and contribute to quality assurance (See [Evidence 1](#)). At the same time, our faculty has also been accredited by İAA and has achieved success in external evaluation. Both of these situations show that the practices in our faculty are carried out within the framework of certain quality standards. The internal quality in our faculty is guaranteed within the framework of the Quality Handbooks and Strategic Plans prepared by our institution and shared with the quality units of the Rectorate, and the processes regarding quality, education-training, internationalization, social contribution, research-development and management system in our institution are monitored according to certain standards.

A.2.1. Quality Commission

Various quality commissions have been established in our faculty for the implementation, monitoring and evaluation of quality processes. In this regard, the Quality and Accreditation High Commission in particular carries out the coordination activities of quality studies. The commissions, the numbered decision of the Faculty Board of Directors by which they were established and their job descriptions are published on our faculty's official website (See [Evidence 2](#)). These commissions and their job descriptions are also briefly included in our faculty's quality brochure. This brochure contains information about the management, planning, implementation and evaluation of quality processes (See [Evidence 3](#)).

The commissions in our faculty are as follows:

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

Apart from these, there are Unit Commissions (See [Evidence 4](#)) in our faculty. These are composed of the following commissions:

- 1-Bologna Coordination (BEK) Commission
- 2-Sporting Activities Commission

- 3-Curriculum Update and Compatibility Commission
- 4-Website Commission
- 5-Annual Activity Report Preparation Commission
- 6-Unit Academic Incentive Application and Review Commission
- 7-Education and Training Commission
- 8-Social Media Accounts Commission
- 9-Faculty Bulletin Commission
- 10-Promotion Culture Art Organization Events and Alumni Relations Commission
- 11-Survey Preparation and Evaluation Commission
- 12-Award and Incentive Unit Commission
- 13-DİFAV Publishing House Commission
- 14-Social Mediation Commission
- 15-International Relations Erasmus Farabi Mevlana Commission

These commissions in our faculty have personally conducted the quality processes in 2024. It is seen that the dean's office, academic staff and administrative staff, as well as students as internal partners, are included in the commissions. The commissions have taken part in the planning, implementation and evaluation processes within the framework of quality studies in 2024. It is seen that internal and external partners participate in the planning and monitoring of these processes (See [Evidence 5, 6, 7](#)). Ultimately, the commissions play a direct role in the planning and evaluation of the practices in our faculty (See [Evidence 8, 9, 10, 11, 12, 13](#)).

Not only the quality commissions, but also the board of directors, department chairs and department chairs participate in the practices carried out within the framework of quality in our faculty. In particular, correspondence regarding quality related to the department is managed by the department chairs (See [Evidence 14](#)). In addition, the course evaluation surveys applied to students are evaluated by the academic boards according to the department of the relevant course (See [Evidence 15](#)).

Table 4: Quality Commission

Sub-Criterion Topic:	A.2.1. Quality Commission
Initial Planning Meeting:	December 2021
Application Areas:	Academic Staff Administrative Staff Students
Monitoring Mechanisms:	Quality Commissions Quality Commissions Meeting Minutes (Example 1 , 2 , 3) Academic Board Meeting Minutes (Example 1) Departmental Articles (Example 1 , 2)
Performance Indicators:	Number of Meetings

	Number of Reports
Evaluation and Improvement:	End of Term 2024 Activity Evaluation Reports and Meeting Minutes Example 1 , 2 , 3 , 4 , 5 , 6).

Maturity Level:

The quality commission carries out its work systematically and within the scope of holistic quality management in the institution in line with its authorities, duties and responsibilities; the findings obtained from the implemented practices are tried to be monitored by both the quality commissions and the academic units.

Evidences:

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

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

Evidence 3: [Quality Brochure](#)

Evidence 4: [Unit Commissions](#)

Evidence 5: [External Stakeholders Meeting](#)

Evidence 6: [Education and Training Development Commission, Planning Meeting with Stakeholders](#)

Evidence 7: [Social Contribution Development Commission, Planning Meeting with Stakeholders](#)

Evidence 8: [Quality Assurance System Development Commission 2024 Activity Report](#)

Evidence 9: [Internationalization Committee. 2024 Spring Semester Activity Evaluation Meeting Minutes](#)

Evidence 10: [Education and Training Development Commission 2024 Activity Evaluation Meeting Minutes](#)

Evidence 11: [Social Contribution Development Commission 2024 Activities Evaluation Meeting Minutes](#)

Evidence 12: [Research and Development Commission 2024 Activities Evaluation Meeting Minutes](#)

Evidence 13: [Management System Commission 2024 Activities Evaluation Meeting Minutes](#)

Evidence 14: [Department of Basic Islamic Sciences Academic Publication Cover Letter](#)

Evidence 15: [Minutes of the Academic Board of the Department of Philosophy and Religious Studies for the Spring Semester 2024](#)

A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)

Our Institution's Quality Handbook (See [Evidence 1](#)) and our Faculty's strategic plan covering the period 2025-2029 (See [Evidence 2](#)) provide a strong basis and assurance for our Faculty in quality processes. Our Faculty carries out internal quality assurance mechanisms in harmony with all its sub-units. The Quality Handbook is monitored by the departments in the institution (Basic Islamic Sciences, Philosophy and Religious Studies, Islamic History and Arts) in accordance with the goals and performance indicators determined by the Faculty. (See [Evidence 3](#)). As a result of the collaborative work carried out, our Faculty has gained an institutional structure with the Quality Accreditation process. Within the scope of this process, necessary measures have been taken to ensure that even changes in senior management positions such as the Dean's Office and the Faculty Secretary do not cause disruptions in the administrative and operational processes within the Faculty. In order to ensure organizational stability and continuity, five basic commissions have been established in line with the Quality and Accreditation studies. One of these commissions, the Quality Assurance System Commission, tries to implement activities regarding monitoring the activities of other commissions

(See [Evidence 4](#)). The monitoring, tracking and scheduling of PUKÖ cycles are planned for 2024. According to this plan, a calendar has been created for the process regarding quality and PUKÖ cycles in our faculty within 2024 (See [Evidence 5](#)). The Quality and Accreditation High Commission has been effective in monitoring PUKÖ cycles (See [Evidence 6](#)). Following this calendar, the commissions have organized meetings to plan the activities. The Research and Development Commission has organized an activity planning meeting for the first six months (See [Evidence 6](#)). It is aimed to take into consideration local, regional and national needs and priorities while developing research and development activities. In this context, it is planned to carry out some local and national activities related to the field in the academic environment by determining local, regional and national needs in order to contribute to the academy with national and international publishing activities with the aim of increasing the quality of Research Strategies (See [Evidence 7](#)). In addition, the Research and Development Commission met online with its internal and external partners on 10.07.2024 at 13.00 to plan its activities for the second half of 2024 (See [Evidence 8](#)).

The Education and Training Development Commission convened online at 21:00 on 13.01.2024 to discuss the activities of the first six months in the Activity Planning meeting (See [Evidence 9](#)). Within the scope of the activity evaluation meeting, the commission evaluated the activities of reviewing the course variety within the framework of the strategic goals of our faculty, taking steps towards the needs of the students and arranging the course durations and exam calendar in this context. The commission members emphasized that the planned activity in question should be designed by taking into account the conditions of the day and that the relevant partners should fully fulfill their duties in this regard. (See [Evidence 10](#)) The Quality Assurance System Development Commission convened online with its partners to discuss the activities to be carried out in 2024 in order to effectively and actively follow the quality processes. (See [Evidence 11](#))

The Social Contribution Development Commission met online to discuss activities to be carried out with internal and external partners and to increase scientific communication, encourage knowledge sharing in the field of research and contribute to the development of the academic community (See [Evidence 12](#)).

The Internationalization Commission met online with internal and external partners to plan the activities for 2024 in order to manage the institution's internationalization processes and to discuss the planning of the first six months of activities of 2024 in order to manage the institution's internationalization processes with partners (See [Evidence 13, 14](#)).

The Management System Commission met online to discuss the 2024 activity plan with partners (See [Evidence 15](#)). In addition, the commission organized meetings for the second semi-annual activity planning. (See [Evidence 16](#)).

Within the framework of these plans, the quality commissions prepared various reports and meeting minutes for the applications carried out in our faculty and the evaluation of these applications. The following meeting minutes can be looked at on this subject: Education and Training Development Commission, meeting minutes on implementation, control, and prevention for the first six months of 2024 (See [Evidence 17](#)); Social Contribution Development Commission, meeting minutes on implementation, control, and prevention for the first six months of 2024 (See [Evidence 18](#)); Research and Development Commission, meeting minutes on implementation, control, and prevention for the first six months of 2024 (See [Evidence 19](#)); Management System Development Commission, meeting minutes on implementation, control, and prevention for the first 6 months of 2024 (See [Evidence 20](#)); Internationalization Commission, meeting minutes on implementation, control, and prevention for the first six months of 2024 (See [Evidence 21](#)). In addition, the Quality Assurance Development Commission prepared the 2024 activity report (See [Evidence 22](#)) and held an evaluation meeting with the other commission chairs on this report (See [Evidence 23](#)). Similar processes related to the commissions were also organized as a second six-month period by the commissions that planned their activities as semi-annual processes in 2024 (See [Evidence 24, 25](#)). As a

result of all these practices and meetings, it was seen that internal quality assurance mechanisms were carried out in our faculty, PUKÖ cycles were followed in activities and practices, and calendars were made.

Table 5: Internal quality assurance mechanisms (PUKÖ cycles, calendar, structure of academic and administrative units)

Sub-Criterion Topic:	A.2.2. Internal quality assurance mechanisms (PUKÖ cycles, calendar, structure of academic and administrative units)
Initial Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Assurance System Development Commission Quality Handbook Strategic Plan Academic Board Meeting Minutes (sample-1) (Management Review Meetings Sample-1) Satisfaction surveys (Administrative Staff Satisfaction Survey, Academic Staff Satisfaction Survey, Student Satisfaction Surveys) External Partner Participation Meetings (sample-1))
Performance Indicators:	Satisfaction survey results (Example-1, Example-2, Example-3) Meeting Numbers
Evaluation and Improvement:	End of Term 2024 End of Commissions Activity Evaluation Meetings (Example 1, Example 2 Example 3)

Maturity Level

Internal quality assurance systems are regularly implemented within the institution within the framework of established procedures and quality management principles. In this context, data obtained from the activities carried out are monitored and the analysis results are evaluated in cooperation with the relevant partners. Although there are some deficiencies in the applications regarding evaluation with the partners, improvement efforts are being implemented in all processes. In addition, internal quality standards that cover all units and activity processes of the institution, are compatible with strategic goals and sustainable have been effectively established throughout the institution.

Evidences:

Evidence 1: [Quality Handbook](#)

Evidence 2: [Strategic Plan](#)

- Evidence 3: [Faculty of Theology Department Heads' Job Description Meeting Minutes](#)
- Evidence 4: [Quality and Accreditation Commissions](#)
- Evidence 5: [Quality and Accreditation Commissions 2024 Activities Workflow Calendar](#)
- Evidence 6: [Quality and Accreditation High Commission Process Evaluation Meeting Minutes](#)
- Evidence 7: [Research and Development Commission Meeting Minutes](#)
- Evidence 8: [Research and Development Commission Meeting Minutes](#)
- Evidence 9: [Education and Training Development Commission Meeting Minutes](#)
- Evidence 10: [Education and Training Development Commission Meeting Minutes](#)
- Evidence 11: [Quality Assurance System Meeting Minutes](#)
- Evidence 12: [Social Contribution Development Commission Meeting Minutes](#)
- Evidence 13: [Internationalization Commission Meeting Minutes](#)
- Evidence 14: [Internationalization Commission Meeting Minutes](#)
- Evidence 15: [Minutes of the First Semi-Annual Planning Meeting of the Management System](#)
- Evidence 16: [Minutes of the Meeting of the Management System Commission](#)
- Evidence 17: [Minutes of the Meeting of the Education and Training Development Commission for 2024 Activities](#)
- Evidence 18: [Minutes of the Meeting of the Social Contribution Development Commission for 2024 Activities](#)
- Evidence 19: [Minutes of the Meeting of the Research and Development Commission for 2024 Activities](#)
- Evidence 20: [Minutes of the Meeting of the Management System Commission for 2024 Activities](#)
- Evidence 21: [Internationalization Commission Spring Term 2024 Activity Evaluation Meeting Minutes](#)
- Evidence 22: [Quality Assurance System Development Commission 2024 Activity Report](#)
- Evidence 23: [Quality Assurance System Development Commission 2024 Activities Evaluation Meeting](#)
- Evidence 24: [Research and Development Commission 2024 Activities Second Semi-Annual Evaluation Meeting Minutes](#)
- Evidence 25: [Management System Commission 2024 Activities Second Semi-Annual Evaluation Meeting Minutes](#)

A.2.3. Leadership and Quality Assurance Culture

Our faculty has secured the establishment of Quality Targets at the process level in line with the Strategic Plan published by Dicle University (See [Evidence 1](#)). In accordance with the decision taken in the 8th article of the 2024 activity plan meeting with the partners of the Quality Assurance System Development Commission, a seminar on the Leadership Approach was planned to be organized (See [Evidence 2](#)). Within the framework of this plan, an “Effective Leadership Training” seminar was held by Dr. İsmet KAYA for our academic staff in the field of Quality Assurance System related to Quality and Accreditation in our faculty (See [Evidence 3](#)).

Table 6: Leadership and Quality Assurance Culture

Sub-Criterion Topic:	A.2.3. Leadership and Quality Assurance Culture
Initial Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Commissions , Face-to-face and Online Meetings Quality Assurance System Development Commission Meetings
Performance Indicators:	Meeting Numbers
Evaluation and Improvement:	Quality System Development Commission Activity Planning Meeting Minutes

Maturity Level:

There is a corporate culture that ensures sustainable high quality in the institution and a leadership approach that coordinates quality work and adopts quality processes in line with values and expectations compatible with this culture. The leadership and quality assurance culture is being monitored and evaluated together with partners within the scope of holistic quality management in the institution.

Evidences:

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

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

Evidence 3: [Effective Leadership Training Seminar](#)

Evidence 4: [Quality Development Commission](#)

A.3. Partner Participation: Participation of Internal and External Partners in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes

Our faculty divides its partners into two categories as internal and external partners, as defined in the Quality Handbook; it attaches importance to partner opinions and participation in the execution, control and auditing of internal operational processes (See [Evidence 1](#)). In line with the monitoring and feedback on the aforementioned processes, improvements that can be made to increase partner participation in decision-making and management processes in our faculty are emphasized in the 2024 activity report (See [Evidence 2](#)). In addition, the 2025-2029 Strategic Plan emphasizes the importance of implementing practices that create social value based on cooperation with internal and external partners, for measuring satisfaction and ensuring further development (See [Evidence 3](#)). The principles to be followed in order to improve partner participation and related recommendations are frequently emphasized in the relevant quality commission meetings (See [Evidence 4](#)). The Quality Handbook provides guidance on how our faculty manages processes related to partner participation and how it includes partners in decision-making processes (See [Evidence 5](#)). Within this framework, our faculty organizes various meetings to ensure and increase the participation of internal and external partners in internal processes (See [Evidence 6](#)). Accordingly, it attaches importance to determining the opinions and expectations of partners through various meetings and surveys (See [Evidence 7](#)). Similarly, digital platforms such as web pages and e-mails were used to receive feedback from partners regarding complaints, suggestions, and satisfaction, as well as face-to-face meetings (See [Evidence 8](#)). The

opinions and expectations that emerge as a result of this feedback are determined and reports are prepared on the strengths and weaknesses of the institution.

Internal Partners

The faculty has determined its academic and administrative staff and students as internal partners. These are the people who are directly affected by all kinds of services and activities carried out in the faculty. Our faculty values and encourages the active participation of internal partners, consisting of students, academic staff and administrative staff, in all processes. In this context, implementing practices that create social value based on cooperation with internal and external partners, measuring satisfaction and implementing practices that will further improve it have been determined as a quality policy (See [Evidence 9](#)). In addition, our faculty also strives to improve the relationships among internal partners. In this context, some reminders are made at the beginning of the academic year regarding the importance given to improving the communication and interaction of academic staff with students (See [Evidence 10](#)).

Academic and Administrative Staff; As a branch of internal partners, it is aimed for them to contribute to the functioning of our faculty's Quality Assurance, Education and Training, Research and Development, Social Contribution, Management System and Internationalization processes, and to conduct the controls and monitoring to be carried out, with their opinions and evaluations (See [Evidence 11](#), [Evidence 12](#)). Our faculty makes various improvements at certain intervals in order to make the participation of all its partners more effective and sustainable (See [Evidence 13](#)). In this context, an online meeting was held on 25.06.2024 with the academic staff working in the quality and accreditation commissions regarding the increase and improvement of the participation of the faculty's internal partners in the processes related to the faculty's functioning (See [Evidence 14](#)).

In order to ensure the participation of internal partners in the process and to ensure their contribution to institutional success, the Dean's Office holds academic general assembly meetings with academic staff at the beginning of each new education-training term (See [Evidence 15](#), [Evidence 16](#)); and administrative staff at the beginning of the fall and spring semesters (See [Evidence 17](#)). Through these meetings, administrative and academic staff are informed about the plans, activities to be carried out and the control and evaluation processes related to the Quality and Accreditation process. Therefore, the Dean's Office attaches importance to the direct involvement of internal partners in the decision-making process, the implementation and improvement of the decisions taken. In addition to these meetings, various in-service courses have been designed with the aim of strengthening the institutional belonging of the staff and increasing institutional success (See [Evidence 18](#)).

The Faculty records the feedbacks within the scope of criticism, demands and suggestions that emerge from the surveys, e-mails or various meetings it conducts for internal partners for evaluation; it attaches importance to the demands, requests and complaints of internal partners and sees these as conditions for increasing and maintaining quality (See [Evidence 19](#)). Through these steps, the participation of internal partners in the processes and decision-making mechanisms planned to improve the quality of our faculty is ensured, the data obtained from these interactions are evaluated together with the partners, and measures are taken according to the results (See [Evidence 20](#), [Evidence 21](#)).

Students; The Dean's Office holds regular meetings with student representatives and Faculty Club Presidents in order to exchange information and opinions about the faculty's vision, mission and quality policies, and records the recommendations and suggestions of the representatives and presidents on behalf of all students who are included in the internal partners in these meetings (See [Evidence 22](#)). In addition, the Dean's Office has created a WhatsApp group in order to communicate more quickly with student club representatives. In addition, students' thoughts and evaluations on various issues have been recorded through meetings with class representatives at certain periods throughout 2024 (See [Evidence 23](#)).

Our Faculty conducts Course Evaluation Surveys and student satisfaction surveys twice a year, in the Spring and Fall semesters, for all students (See [Evidence 24](#)). Thanks to these surveys, it is aimed to take into account the criticisms and suggestions of students, who are internal partners of the faculty, and it is planned to include them in every stage of the processes such as management, implementation and decision-making in the faculty. In this context, surveys are conducted twice a year as of 2020 and the satisfaction of the students is monitored (See [Evidence 25](#), [Evidence 26](#)). The results of the course evaluation surveys are evaluated by the academic board of the relevant Departments (See [Evidence 27](#)).

In order to strengthen the students' contact and communication with the academic staff, the faculty members were asked to hang the interview registration forms on their doors, indicating the student interview days and times, and this practice was put into practice (See [Evidence 28](#)). In order to strengthen the participation of students in decision-making processes, the Dean's Office receives the opinions and suggestions of the students on issues such as the balanced distribution of the course program and the distribution of courses according to credit weight during the education-training process through various communication channels. Similarly, the demands from the students are taken into consideration in the preparation of exam programs and the determination of elective courses and planning is carried out (See [Evidence 29](#)).

Internal Partners

It consists of formal and non-formal education institutions that directly or indirectly benefit from our faculty's services, as well as non-faculty institutions and organizations that support the faculty in various ways. As one of its external partners, the faculty uses an alumni tracking system for sustainable relationships with its former students (See [Evidence 30](#)). In this context, it uses various data collection tools such as surveys and suggestion forms (See [Evidence 31](#)). Similarly, our institution organizes joint academic events with the Dicle Theology Alumni and Members Association (DİFAM DER) and holds consultation meetings to increase cooperation (See [Evidence 32](#)). Our faculty attaches importance to discussing the graduates' educational processes at D.Ü. Faculty of Theology and their experiences after graduation, identifying successful and developmental aspects in these processes, and exchanging views on solving encountered problems (See [Evidence 33](#)).

The development of faculty-society cooperation is emphasized in our faculty's strategic plan. It is accepted that dynamic relations to be established with external partners will create the conditions for achieving this (See [Evidence 34](#)). Similarly, our policies in the fields of quality assurance, education and training, research and development, social contribution, management and internationalization emphasize the implementation of activities with partner participation. Our faculty has prepared partner lists regarding the partner groups stated in the Quality Handbook (See [Evidence 35](#)).

Visits have been made to some institutions and organizations recognized as external partners by our institution, and bilateral protocols and collaborations have been made within this framework (See [Evidence 36](#)). For example, the protocol signed with the Turkish Religious Foundation in 2021 and still in force includes negotiations on possible cooperation issues and exchange of ideas on the contributions to be provided by supporting cooperation opportunities with mutual agreements and programs (See [Evidence 37](#)). In addition, the agreement with the Religious Specialization Center, which started in 2023 and is still in effect, shows the importance our faculty attaches to interaction with its external partners in terms of scientific and academic cooperation (See [Evidence 38](#)).

According to the protocol signed by our faculty with the Diyarbakır Branch of the Society for the Dissemination of Science in 2024, each party will be able to conduct joint scientific, social and cultural studies at the other's location (See [Evidence 39](#)). Another external partner of the faculty, the Dicle University Faculty of Theology Development Foundation, continues to provide scholarship assistance to students in need at our faculty, supports the organization of various seminars, courses, competitions and the conduct of overseas education activities for them (See [Evidence 40](#)).

Within the scope of the protocol signed with the Diyarbakır Yenişehir District Mufti's Office, another external partner, in 2021 and still in effect, our faculty has undertaken education, accommodation and scholarship support in order to contribute to the academic and cultural development of students (See [Evidence 41](#)). The social contribution activities carried out at our faculty have been carried out in cooperation with our internal and external partners. In this context, our faculty has organized many events and developed projects in cooperation with student clubs in 2024. All the activities in question can be accessed from our faculty's social media pages. (See [Evidence 42](#)).

Feedback from partners plays an important role in identifying deficiencies and determining the improvement activities to be carried out. For this purpose, activities aimed at developing the partner network and increasing their impact on the functioning of the faculty are also detailed in the 2024 Faculty of Theology Bulletin (See [Evidence 43](#)). In addition, our internal and external partners can also report their requests, complaints and satisfactions via our faculty's e-mail address ilahiyat@dicle.edu.tr. While all these processes and practices related to internal and external partners are monitored by the faculty's quality and accreditation commissions, evaluation meetings are held at the end of 2024 and the measures to be taken are specified, and importance is given to the completion of the PUKÖ cycle (See [Evidence 44](#))

Table 7: Participation of Internal and External Partners in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes

Sub-Criterion Topic:	A.3. Participation of Internal and External Partners in Quality Assurance, Education and Training, Research and Development, Social Contribution, Management and Internationalization Processes
Initial Planning Meeting:	December 2021
Application Areas:	All Units of the Faculty
Monitoring Mechanisms:	Quality Commissions Satisfaction Surveys: Faculty of Theology 2023-2024 Spring Semester Administrative Staff Satisfaction Survey Faculty of Theology 2023-2024 Spring Semester Student Satisfaction Survey Faculty of Theology 2023-2024 Spring Semester Academic Staff Satisfaction Survey Faculty of Theology 2023-2024 Spring Semester Course Evaluation Form Wish and Suggestion Forms Wish and Suggestion Box
Performance Indicators:	Partner Meetings and Reports: Quality Assurance System 2023 Activity Evaluation Meeting Minutes (02.01.2024)

	Quality Assurance System Commission 2024 Activity Planning Meeting Minutes (08.01.2024) Quality Assurance System Commission Strategic Plan Meeting Minutes (02.10.2024) Quality Assurance System Suggestions and Measures Submission of Commission Opinions to the Dean's Office for Information and Approval Minutes (05.01.2024) Quality Assurance System 2023 Activities Open to Development Aspects and Improvement Measures Meeting Minutes (04.01.2024) Faculty of Theology 2024 Unit Activity Report Survey Results (Example 1, 2, 3)
Evaluation and Improvement:	End of Term Review Meetings: 2024 End of 2024 Commissions Activity Evaluation Meetings Example: 1 , 2 , 3 , 4 , 5

Maturity Level:

In all processes carried out in our faculty, the participation of partners in decision-making and operational mechanisms is ensured, and the results and partner opinions related to the management of research and development processes in the institution are systematically monitored, all developments are evaluated together with the partners and necessary measures are taken.

Evidences:

Evidence 1: [Dicle University Faculty of Theology 2023 Quality Handbook](#)

Evidence 2: [Dicle University Faculty of Theology 2024 Activity Report](#)

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

Evidence 4: [Quality Assurance System Development Commission Meeting Minutes \(08.01.2024\)](#)

Evidence 5: [Dicle University Faculty of Theology 2023 Quality Handbook](#)

Evidence 6: [Spring Term Quality Studies General Evaluation Meeting \(01.06.2024\)](#)

Evidence 7: [2021-2022 Spring Academic Advisor Evaluation Survey](#)

Evidence 8: [2024-2025 Fall Term Student Club Representative Meeting \(09.10.2024\)](#)

Evidence 9: [Dicle University Faculty of Theology Our Quality Policy](#)

Evidence 10: [2024 Academic Board Spring Semester Beginning of Term Meeting \(09.02.2024\)](#)

Evidence 11: [Faculty of Theology 2023-2024 Spring Semester Academic Staff Satisfaction Survey](#)

Evidence 12: [2024-2025 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey](#)

Evidence 13: [Success and Award Affairs 2025](#)

Evidence 14: [Spring Semester Quality Studies General Evaluation Meeting 25.06.2024](#)

- Evidence 15: [Academic Board Meeting 2024 Spring Semester](#)
- Evidence 16: [Academic Board Meeting 2024 Fall Semester](#)
- Evidence 17: [Administrative Staff Fall Semester Term Meeting 27.09.2024](#)
- Evidence 18: [Administrative Staff In-service Training 16.04.2024](#)
- Evidence 19: [Quality Assurance System Commission 2024 Activity Planning Meeting](#)
- Evidence 20: [Minutes of Presentation of Quality Assurance System Suggestions and Measures Committee Opinions to the Dean's Office for Information and Approval](#)
- Evidence 21: [Minutes of Quality Assurance System 2023 Activities' Developmental Aspects and Improvement Measures Meeting](#)
- Evidence 22: [Student Clubs Meeting 2024 Spring Term](#)
- Evidence 23: [2024-2025 Fall Term Student Class Representative Meeting](#)
- Evidence 24: [Faculty of Theology 2023-2024 Spring Term Course Evaluation Form](#)
- Evidence 25: [Faculty of Theology 2023-2024 Spring Term Student Satisfaction Survey](#)
- Evidence 26: [2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey](#)
- Evidence 27: [Evaluation of Course Evaluation Surveys by Departments](#)
- Evidence 28: [Academic Board Meeting 2024 Spring Semester](#)
- Evidence 29: [2024 Student Class Representatives Meeting](#)
- Evidence 30: [Dicle University Alumni Portal](#)
- Evidence 31: [Dicle University Proposal Form](#)
- Evidence 32: [Dicle University Faculty of Theology 2024 Bulletin](#)
- Evidence 33: [Consultation Meeting with Alumni 15.12.2024](#)
- Evidence 34: [Dicle University Faculty of Theology 2025-2029 Strategic Plan](#)
- Evidence 35: [Dicle University Faculty of Theology 2023 Quality Handbook](#)
- Evidence 36: [Dicle University Faculty of Theology National and International Collaborations](#)
- Evidence 37: [Protocol Signed Between the Turkish Religious Foundation and Dicle University Faculty of Theology, 2018](#)
- Evidence 38: [Protocol on Scientific and Academic Cooperation between Dicle University Faculty of Theology and Diyarbakır Religious Higher Education Center](#)
- Evidence 39: [Protocol on Scientific and Academic Cooperation between Dicle University Faculty of Theology and Diyarbakır Branch of the Society for the Dissemination of Knowledge](#)
- Evidence 40: [Dicle University Foundation of Theology](#)
- Evidence 41: [Protocol on Education and Accommodation of Theology Students between Dicle University Faculty of Theology and Diyarbakır Yenişehir District Mufti's Office](#)
- Evidence 42: [Official X Account of Dicle University Faculty of Theology](#)
- Evidence 43: [Bulletin of Dicle University Faculty of Theology 2024](#)
- Evidence 44: [Quality and Accreditation Top Commission Process Evaluation Meeting 05.12.2024](#)

A.4. Internationalization

A.4.1. Internationalization Policy

As stated in our faculty's 2020-2024 strategic plan (See [Evidence 1](#)), our basic internationalization policy is to establish and develop international collaborations in line with our university's internationalization goals and our faculty's mission and vision. In order to follow this policy, our faculty aims to develop and maintain international collaborations in line with the general goals of our university. Internationalization also constitutes an important component of our faculty's mission and vision (See [Evidence 2](#)).

Increasing the number of qualified researchers in order to bring scientific knowledge to world standards constitutes one of our faculty's internationalization policies. This goal is clearly stated in our faculty's 2020-2024 strategic plan (See [Evidence 3](#)). In addition, this issue is particularly emphasized in both our faculty's quality handbook (See [Evidence 4](#)) and quality brochure (See [Evidence 5](#)).

Table 8: Internationalization Policy

Year:	2024
Sub-Criterion Topic:	A.4.1. Internationalization Policy
Initial Planning Meeting:	June 2023
Application Areas:	Academic Staff and Students
Monitoring Mechanisms:	Internationalization Commission End of Term Meetings
Performance Indicators:	Annual Erasmus student-academic participation numbers End of term evaluation meeting minutes
Evaluation and Improvement:	July-December End of term evaluation meeting minutes

Maturity Level:

The practices carried out in line with the internationalization policy of our faculty are monitored systematically and in accordance with the institution's internal quality assurance system, and measures are taken by evaluating them together with the partners.

Evidences:

Evidence 1: [2020-2024 Strategic Plan](#)

Evidence 2: [Faculty Vision-Mission Document](#)

Evidence 3: [2020-2024 Strategic Plan](#)

Evidence 4: [Quality Handbook](#)

Evidence 5: [Quality Brochure](#)

A.4.2. Management and Organizational Structure of Internationalization Processes

The management and organizational structure of our faculty's internationalization processes are included in the Quality Handbook (See [Evidence 1](#)). Accordingly, the management of internationalization

processes consists of the dean, the relevant vice dean and the internationalization committee (See [Evidence 2](#)). The internationalization committee basically monitors the internationalization processes of our faculty and reports the necessary plans, implementations and collaborations to the dean's office. The internationalization committee organizes internationalization activities with the support of the University External Relations Office (See [Evidence 3](#)). It also contributes to the increase of internationalization-oriented collaborations by receiving opinions and suggestions from the International Advisory Board (See [Evidence 4](#)). The internationalization committee actively cooperates with the dean's office and the university external relations office in organizing and announcing the activities, receiving feedback and implementing the necessary measures. Meetings have been organized to consult with external partners on internationalization processes. (See [Evidence 5](#)). The opinions and suggestions of external partners are taken into consideration in the implementation of internationalization activities. The internationalization commission organizes seminars to promote internationalization processes, in close cooperation with the University External Relations Erasmus Office, which is an external partner, especially in student and staff exchange movements. (See [Evidence 6](#)). The Unit Quality Coordination Office monitors and controls the work related to internationalization resource processes and submits its suggestions for improvements to the Dean's Office in the form of a report to be discussed in the Quality Commission. The Commission meets in July and December, examines the reports received from the coordinators, and reports its evaluations to the Dean's Office. The Dean's Office makes the necessary improvements by receiving the opinions of the partners in line with the evaluations of the Commission.

Table 9: Management and Organizational Structure of Internationalization Processes

Year:	2024
Sub-Criterion Topic:	A.4.2. Management and Organizational Structure of Internationalization Processes
Initial Planning Meeting:	June 2023
Application Areas:	Academic Staff and Students
Monitoring Mechanisms:	Internationalization Commission Dicle University International Office
Performance Indicators:	Establishment of Unit Commissions International Relations Erasmus, Mevlana and Farabi Commission and Activities of the Commission Unit Quality and Development Commission and Activities of the Commission
Evaluation and Improvement	Minutes of the end-of-term evaluation meeting

Maturity Level:

As foreseen in our faculty's quality manual and strategic plan, the results and partner opinions related to the management of internationalization processes are systematically monitored and evaluated together with the partners and measures are taken.

Evidences:

Evidence 1: [Quality Manual](#)

Evidence 2: [Internationalization Commission](#)

Evidence 3: [Unit Erasmus Coordination](#)

Evidence 4: [International Advisory Board](#)

Evidence 5: [Consultation Meeting with External Partners](#)

Evidence 6: [Student and Staff Mobility Information Seminar](#)

A.4.3. Internationalization Resources

Our faculty has sufficient physical and technological infrastructure and human resources (See Evidence 1) for internationalization activities. However, the main internationalization source of our faculty is the financial support provided by the university. Grants obtained through Erasmus exchange programs, scholarships provided by TÜBİTAK, international support provided by Dicle Theology Foundation (See Evidence 2) to students and faculty members, and opportunities provided by other public institutions and organizations are also among the internationalization sources.

Table 10: Internationalization Resources

Year:	2024
Sub-Criterion Topic:	A.4.3. Internationalization Resources
Initial Planning Meeting:	June 2023
Application Areas:	Academic staff, administrative staff and students,
Monitoring Mechanisms:	Internationalization Commission University External Relations Office
Performance Indicators:	Annual Erasmus budget used for education and training abroad Annual Erasmus student-academic participation number
Evaluation and Improvement:	End of Term End of Term Evaluation Meeting Minutes

Maturity Level:

In our faculty's quality manual and strategic plan, internationalization resources are managed in a way that supports internationalization activities, including physical, technical and financial. The findings obtained from all these applications are systematically monitored and the monitoring results are evaluated together with the partners, precautions are taken and resources are diversified in line with the needs/demands.

Evidences:

Evidence 1: [Faculty Introduction Bulletin](#)

Evidence 2: [Dicle Theology Foundation \(DİFAV\)](#)

A.4.4. Monitoring and Improving Internationalization Performance

Various commissions have been established within our faculty to monitor and improve internationalization performance. The internationalization commission (See [Evidence 1](#)) is at the forefront of these commissions. In addition, unit Erasmus and Mevlana coordinators (See [Evidence 2](#)) have been determined to organize internationalization processes. The internationalization commission, in cooperation with the Erasmus and Mevlana coordinators and the university external relations office, carries out the performance monitoring of internationalization activities and takes the necessary measures. They present the necessary improvement suggestions to the dean's office. These processes are discussed in detail in our faculty's Quality Handbook (See [Evidence 3](#)). In addition, the internationalization commission organizes information seminars to introduce and encourage internationalization processes for both students and academic staff (See [Evidence 4](#)). In addition, the internationalization commission holds meetings with the faculty administration for the control, precautions and improvement of internationalization processes (See [Evidence 5](#)). One of the most important indicators of internationalization performance is the faculty's hosting of international events. In this context, Dr. Lukasz Piatak, a faculty member of the Department of Arabic and Islamic Studies at Adam Mickiewicz University in Poland, visited our faculty in 2024 and gave a lecture (See [Evidence 6](#)). In addition, within the scope of Erasmus K131 staff mobility (receiving training), between February 28 and March 8, 2024, our faculty's Basic Islamic Sciences Arabic Language and Rhetoric Department Res. Asst. Cennet Asana visited the Department of Arabic Linguistics at the Faculty of Arabic Islamic Studies at Cadiz University in Spain (See [Evidence 7](#)).

Table 11: Monitoring and Improving Internationalization Performance

Year:	2024
Sub-Criterion Topic:	A.4.4. Monitoring and Improving Internationalization Performance
Initial Planning Meeting:	June 2023
Application Areas:	Academic staff, Students
Monitoring Mechanisms:	Internationalization Commission University External Relations Office
Performance Indicators:	End of term evaluation meeting minutes Internationalization Committee Erasmus Information meetings National and International Collaborations
Evaluation and Improvement:	End of Term

Maturity Level:

As stated in our faculty's quality manual and strategic plan, the internationalization performance of the units (Commission, coordination, collaborating center, etc.) working in line with the internationalization targets is monitored and evaluated and used in decision-making processes.

Applications related to this are regularly monitored and the monitoring results are evaluated together with the partners and precautions are taken.

Evidences:

Evidence 1: [Internationalization Commission](#)

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

Evidence 3: [Quality Handbook](#)

Evidence 4: [International Experience Sharing Seminar](#)

Evidence 5: [Quality Accreditation Processes Evaluation Meeting](#)

Evidence 6: [Dr. Lukasz Piatak Conference](#)

Evidence 7: [Res. Asst. Cennet Asena's Visit to Cadiz University in Spain](#)

B. EDUCATION AND TRAINING

B.1. Program Design and Approval

B.1.1. Program Design and Approval

The defined process regarding the design and approval of the programs carried out in our institution is included in the Dicle University Faculty of Theology Quality Handbook (See [Evidence 1](#)). In the program design, the Turkish Higher Education Qualifications Framework (TYYÇ), Dicle University Quality Handbook, the goals in the 2020-2024 Dicle University Faculty of Theology Strategic Plan, and our Institution's Education-Training Policies, Objectives and Goals have been taken into consideration. (See [Evidence 2](#), [Evidence 3](#), [Evidence 4](#), [Evidence 5](#)). With the prepared lesson plans, student workloads have been determined for each course in accordance with ECTS and balanced, and the content, plan and details of the courses have been processed in our Institution's Bologna Information System in an accessible manner (See [Evidence 6](#)).

The Faculty's program objectives and outcomes, program-specific criteria and course outcomes are carried out on the basis of PUKÖ. In this context, in the 2020-2024 Faculty of Theology Strategic Plan, under the title of "Strategic Goal 1. To improve our faculty program by reviewing it every year within the Turkish Higher Education Qualifications Framework", the programs implemented in our institution have been systematically reviewed since 2022 and measures are taken in line with the deficiencies identified (See [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#)).

In order to determine the satisfaction level of our institution's internal partners, academic and administrative staff, students and other internal partners, and to monitor the application results regarding program design and approval, course evaluation and satisfaction surveys are systematically organized every year and shared on the Faculty website in an accessible manner (See [Evidence 13](#)). Our institution also applied a survey to graduate students in 2024 to monitor the results of the program design and to determine the level at which the outputs were achieved, and organized focus group meetings with students from our internal partners and graduates from our external partners (See [Evidence 14](#), [Evidence 15](#), [Evidence 16](#)). In order to review, evaluate the program design and monitor its results, a meeting was held with our institution's external partners, including the Provincial Mufti's Office, principals and representatives of schools affiliated with the Ministry of National Education, and representatives of partner NGOs, and it was decided to take certain measures as a result of these evaluations (See [Evidence 9](#), [Evidence 11](#)).

Arabic Preparatory Class was added to the faculty's curriculum in the 2017 academic year with the Regulation on the Principles to be Followed in Foreign Language Teaching and Teaching in a Foreign Language in Higher Education Institutions dated March 23, 2016. The procedures and principles regarding this class have been recorded with the Preparatory Class Education-Teaching and Exam Directive, and the Preparatory Classes Handbook has been prepared and made accessible to all partners on the theology homepage (See [Evidence 17](#), [Evidence 18](#), [Evidence 19](#)).

Table 1: Design and Approval of Programs

Year:	2024
Sub-Criterion Topic:	B.1.1. Design and Approval of Programs
Initial Planning Meeting:	November 2018
Application Areas:	Programs Implemented in the Faculty of Theology Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Education and Teaching Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria
	November-December Education and Training Development Commission Activity Planning Meeting 13.01.2024 Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024 External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22)

Evaluation and Improvement:	Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024
	Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024
	Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024
	Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024
	External Partners Meeting 21.11.2024
	Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024
	Consultation Meeting with Graduates 15.12.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

In the institution, applications are carried out in line with defined and systematic processes regarding the design and approval of the program. Monitoring of application results is carried out with the participation of partners and measures are taken as a result of evaluations.

Evidences:

- Evidence 1: [Dicle University Faculty of Theology Quality Handbook](#)
- Evidence 2: [Turkish Higher Education Qualifications Framework](#)
- Evidence 3: [Dicle University Quality Handbook](#)
- Evidence 4: [2020-2024 Dicle University Faculty of Theology Strategic Plan](#)
- Evidence 5: [Our Quality Policy](#)
- Evidence 6: [Bologna Information System](#)
- Evidence 7: [Education and Training Development Commission Activity Planning Meeting 13.01.2024](#)
- Evidence 8: [Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024](#)
- Evidence 9: [External Partners Meeting 13.06.2024 \(2024 Faculty Bulletin p.22\)](#)
- Evidence 10: [Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024](#)
- Evidence 11: [External Partners Meeting 21.11.2024](#)
- Evidence 12: [Education and Training Development Commission 2024 Second Semi-Annual](#)

Activities Evaluation Meeting Minutes 29.01.2025

Evidence 13: Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results

Evidence 14: 2023-2024 Spring Semester Faculty of Theology Graduate Student Satisfaction Survey

Evidence 15: 2024-2025 Fall Semester Faculty Class Representatives Meeting 10.10.2024

Evidence 16: Consultation Meeting with Graduates 15.12.2024

Evidence 17: Rules to be Followed in Foreign Language Teaching and Teaching in a Foreign Language in Higher Education Institutions Regulation on Principles

Evidence 18: Dicle University Faculty of Theology Harp Preparatory Class Education-Teaching and Exam Directive

Evidence 19: Preparatory Classes Handbook

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

The process related to the program objectives and outcomes carried out in our institution is included in the Dicle University Faculty of Theology Quality Handbook and the processes related to the program objectives and outcomes of the institution are managed as planned in line with the Dicle University Faculty of Theology Quality Handbook (See [Evidence 1](#)). The defined process related to the program objectives, learning outcomes and program qualifications of our institution has been determined by considering the program outcomes/qualifications of the institution, the Turkish Higher Education Qualifications Framework (TYYÇ) and the situations and problems that graduates of the relevant department/program may encounter in their professional lives (See [Evidence 2](#)). The compliance of the program objectives and outcomes of the institution with the TYYÇ and IAA criteria has been defined and shared openly on the Faculty website (See [Evidence 3](#), [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Evidence 7](#)).

The program objectives and outcomes of the faculty, program-specific criteria and course outcomes are carried out based on PUKÖ. In 2023, the program implemented in our institution was reviewed, program outcomes and measurable learning outcomes of the program were determined as program competencies, the relationship between TYYÇ and the Program Competencies of the Course was evaluated and the curriculum program was structured in accordance with these competencies. However, deficiencies were identified in terms of monitoring the results and determining the extent to which the outcomes were achieved. In this direction, within the scope of the aim of “Strategic Goal 1. To improve our faculty program by reviewing it every year within the framework of the Turkish Higher Education Competencies Framework” under the title of developing/strengthening education-training activities in the 2020-2024 Faculty of Theology Strategic Plan, focus group meetings were organized with students from the internal partners of our Faculty and graduates from the external partners and surveys were conducted in order to review the program outcomes, objectives and discipline-specific criteria, monitor the results and determine the extent to which the outcomes were achieved and make the necessary improvements (See [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#)).

Table 2: Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes) and Compliance with IAA Criteria

Year:	2024
Sub-Criterion Topic:	B.1.2. Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes) and Compliance with IAA Criteria
Initial Planning Meeting:	November 2018
Application Areas:	Programs Implemented in the Faculty of Theology Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Education and Teaching Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria Faculty of Theology Program Outcomes and TYYÇ Matrix Discipline-Specific Criteria and İAA Discipline-Specific Criteria Matrix Program Objectives and Discipline-Specific Criteria Matrix Program Outcomes and Discipline-Specific Criteria Matrix Program Outcomes and İAA Outcomes Matrix Program Objectives and Program Outcomes Matrix
	November-December Education and Training Development Commission Activity Planning Meeting 13.01.2024 Quality and Accreditation Commissions 2024 Spring

Evaluation and Improvement:	Term Activities End of Term Meeting Minutes 08.06.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024
	External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22)
	Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024
	Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024
	Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024
	Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024
	External Partners Meeting 21.11.2024
	Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024
	Consultation Meeting with Graduates 15.12.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

The objectives and outcomes of the programs and their compliance with the IAA criteria have been defined and announced as open to access on the Faculty website. The application results covering all areas related to compliance with the IAA criteria are monitored, evaluated together with the partners and necessary measures are taken.

Evidences:

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

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

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

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

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

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

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

Evidence 8: [Consultation Meeting with Alumni 12/15/2024](#)

Evidence 9: [External Partners Meeting 06/13/2024 \(2024 Faculty Bulletin p.22\)](#)

Evidence 10: [External Partners Meeting 21.11.2024](#)

Evidence 11: [Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results](#)

B.1.3. Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes

The processes related to determining and updating program objectives, program outcomes, program-specific criteria and course outcomes in our institution are defined in the PUKÖ-based education-training directive. The matching of course outcomes in our institution with program outcomes and discipline-specific outcomes is included in the Dicle University Faculty of Theology Quality Manual (See [Evidence 1](#)).

The program outcomes and discipline-specific outcomes of our institution's course outcomes have been matched and published on the Faculty's official website (See [Evidence 2](#)). In 2024, the outcomes, program outcomes, discipline-specific criteria, course syllabuses and program details of the courses given in the institution were updated by the academicians who taught the course and the course information packages were processed in the Bologna Information System and shared with the public (See [Evidence 3](#)). In line with the target of “Strategic Goal 1. To improve our faculty program by reviewing it every year in line with the Turkish Higher Education Qualifications Framework (TYYÇ)” included in the strategic plan of the faculty, the activities carried out in 2024 were controlled and evaluated and some deficiencies were identified in the course information packages. In this context, the dean’s office requested the academicians who teach the courses to complete the deficiencies identified in the elective and compulsory course information packages in 2024 and the deficiencies were eliminated and defined in the system (See [Evidence 4](#), [Evidence 5](#)). Our institution has conducted surveys and organized meetings with internal and external partners regarding the implementations of the program’s course outcomes, program outcomes and discipline-specific outcomes related to education and training and the monitoring and evaluation of these implementations (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

Table 3: Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes

Year:	2024
Sub-Criterion Topic:	B.1.3. Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes
Initial Planning Meeting:	November 2018
Application Areas:	Programs Implemented in the Faculty of Theology Faculty of Theology Curriculum Faculty of Theology Course Information Packages
	Education and Teaching Development Commission

Monitoring Mechanisms:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria Faculty of Theology Program Outcomes and TYYÇ Matrix Discipline-Specific Criteria and İAA Discipline-Specific Criteria Matrix Program Objectives and Discipline-Specific Criteria Matrix Program Outcomes and Discipline-Specific Criteria Matrix Program Outcomes and İAA Outcomes Matrix Program Objectives and Program Outcomes Matrix
Evaluation and Improvement:	November-December Matching Faculty Courses with Program Outcomes Education and Training Development Commission Activity Planning Meeting 13.01.2024 Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024 External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22) Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024 Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024

	Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024
	Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024
	External Partners Meeting 21.11.2024
	Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024
	Consultation Meeting with Graduates 15.12.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

The course outcomes of the programs have been matched with the program outcomes and this matching has been announced on the Faculty website in an accessible manner. All applications covering the matching of the course outcomes of the programs with the program outcomes are systematically monitored and the monitoring results are evaluated with the partners and necessary measures are taken.

Evidences:

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

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

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

Evidence 4: [Education and Teaching Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024](#)

Evidence 5: [Education and Teaching Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025](#)

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

Evidence 7: [External Partners Meeting 13.06.2024 \(2024 Faculty Bulletin p.22\)](#)

Evidence 8: [External Partners Meeting 21.11.2024](#)

Evidence 9: [Consultation Meeting with Alumni 15.12.2024](#)

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

Our institution bases and implements the Dicle University Undergraduate Education-Teaching and Examination Regulation in all work and transactions related to teaching processes. A balanced curriculum has been created by taking into account the institution's teaching objectives, and the content and plan of the courses have been included in the Dicle University Associate and Undergraduate Education-Teaching and Examination Regulation in a way that will ensure the implementation of this curriculum. Here, the purpose, content,

category, learning outcomes, teaching methods, subjects, resources, contribution levels to the institution's program outcomes, evaluation system, and ECTS-Workload activity have been defined in separate tabs and made accessible to all partners. (See [Evidence 1](#)) Course contents have been created with the aim of providing the institution's program outcomes to students in a fourteen-week period, and student workloads have been determined for each course in a balanced and compatible manner in accordance with ECTS (See [Evidence 2](#)).

Under the title of developing/strengthening education-training activities (S.H.2.) “Strategic Goal 2. Developing participatory and active learning-based processes in courses and extracurricular activities”, in addition to compulsory courses, elective courses are also opened according to the interests and needs of students, taking into account student participation and opinions, and efforts are made to develop their personal and professional competencies. In addition, at the end of each academic term, students are asked for their evaluations and opinions about the courses they take, and a student satisfaction survey is conducted to obtain students’ evaluations about the courses (See [Evidence 3](#), [Evidence 4](#)).

Active and multifaceted participation of students in the learning process is ensured by using different strategies such as assignments and presentations that facilitate learning processes. Students can choose courses from the elective course pool offered by the university in the fields they are interested in and in different disciplines in line with the university’s possibilities (See [Evidence 5](#), [Evidence 6](#)). In addition, there is a common elective course pool in order to provide students with cultural depth and help them get to know different disciplines (See [Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

Students are guided in terms of elective courses through academic advisors in accordance with the Dicle University Student Advisory Directive (See [Evidence 4](#)). Advisors assist students in monitoring the priority order of courses to be taken, in organizing course programs, and in implementing the decisions taken by the authorized boards of the institution, and in providing communication between the institution's administration and students. This address also includes university common elective courses belonging to various faculties of the university. Thus, our faculty students have the opportunity to take courses from different fields and have an interdisciplinary approach. This supports our educational aim of raising cultured, socially integrated, participatory, sharing and compromising individuals (See [Evidence 10](#))

Table 4: Program Structure and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Professional Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Get to Know Different Disciplines)

Year:	2024
Sub-Criterion Topic:	B.1.4. Program Structure and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Professional Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Get to Know Different Disciplines)
Initial Planning Meeting:	November 2018
Application Areas:	Programs Implemented in the Faculty of Theology,

	Faculty of Theology Curriculum, Faculty of Theology Course Information Packages,
Monitoring Mechanisms:	Education and Training Development Commission, Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files 2023-2024 Fall Courses and Information Packages in the Theology Program
Evaluation and Improvement:	November-December Education and Training Development Commission Activity Planning Meeting 13.01.2024 Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024 External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22) Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024 Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024 Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024 Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024 External Partners Meeting 21.11.2024 Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024 Consultation Meeting with Graduates 15.12.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

Applications regarding program structure and balance are systematically monitored in all areas and the results of this monitoring are evaluated together with partners, precautions are

taken and continuously updated.

Evidences:

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

Evidence 2. [Bologna system.](#)

Evidence 3. [Surveys.](#)

Evidence 4. [Associate and Undergraduate Education, Teaching and Exam Regulation.](#)

Evidence 5. [Faculty of Theology preparatory class education, teaching and exam regulation.](#)

Evidence 6. [Elective course.](#)

Evidence 7. [Faculty of Theology professional practice activities.](#)

Evidence 8. [Faculty of Theology teaching practice activities.](#)

Evidence 9. [Faculty of Theology special education practice activities.](#)

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

B.1.5. Design Based on Student Workload

Our institution pays attention to the accuracy and practical application of ECTS workloads during the preparation process. Again, our institution prepares workloads by taking into account all internal and external gains and considering the course as a whole. The European Credit Transfer System (ECTS), which is a credit system based on student workload, is used as the basis for theoretical/practical courses and internship applications that must be completed for graduation from the Theology undergraduate program of our institution (See [Evidence 1](#)). In addition to the diploma and grade status documents according to the Dicle University Diploma Directive, our students who graduate from our faculty are also given an ECTS-based Diploma Supplement with international validity (See [Evidence 2](#); [Evidence 3](#)). The success criteria and evaluation principles of the courses given are specified in the course information packages in the Bologna Information System (See [Evidence 4](#)). These course information packages are updated as needed. Our institution has conducted surveys and organized meetings with internal and external partners regarding the implementation of the program's design outputs based on student workload and the monitoring and evaluation of these implementations (See [Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#)).

In addition, based on the decision numbered 75850160-104.01.07.01-43446 taken by the Council of Higher Education on 23.06.2017, teaching field knowledge courses are given to third and fourth year students in our faculty instead of elective courses. The ECTS of these courses are determined by taking into account the students' participation in courses and exams, homework and internship periods and based on student workload.

Table 5: Design Based on Student Workload

Year:	2024
Sub-Criterion Topic:	B.1.5. Design Based on Student Workload

Initial Planning Meeting:	<u>November 2018</u>
Application Areas:	<u>Programs Implemented in the Faculty of Theology,</u> <u>Faculty of Theology Curriculum,</u> <u>Faculty of Theology Course Information Packages,</u>
Monitoring Mechanisms:	<u>Education and Training Development Commission, Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys</u>
Performance Indicators:	<u>Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results</u> <u>Course Evaluation Files 2023-2024 Fall</u> <u>Courses and Information Packages in the Theology Program Course Evaluation Files 2022-2023 Fall</u> <u>Courses and Information Packages in the Theology Program</u> <u>Course and Program Outcome Table 2022</u> <u>Faculty of Theology Program Objectives</u> <u>Faculty of Theology Program Outcomes</u> <u>Faculty of Theology Discipline-Specific Criteria</u>
Evaluation and Improvement:	November-December <u>Education and Training Development Commission Activity Planning Meeting 13.01.2024</u> <u>Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024</u> <u>Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024</u> <u>External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22)</u> <u>Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024</u> <u>Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024</u> <u>Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024</u>

	Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024
	External Partners Meeting 21.11.2024
	Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024
	Consultation Meeting with Graduates 15.12.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

The student workload application implemented in the program is systematically monitored and the monitoring results are evaluated together with the partners and precautions are taken.

Evidences:

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

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

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

Evidence 4. [Bologna system](#).

Evidence 5. [Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024](#)

Evidence 6. [Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025](#)

Evidence 7. [Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results](#)

Evidence 8. [External Partners Meeting 13.06.2024 \(2024 Faculty Bulletin p.22\)](#)

Evidence 9. [External Partners Meeting 21.11.2024](#)

Evidence 10. [Alumni Consultation Meeting 15.12.2024](#)

B.1.6. Measurement and Evaluation

The measurement and evaluation of the courses given in our faculty are carried out according to the course information packages on the Bologna page and in accordance with the Dicle University Associate and Undergraduate Education-Teaching and Examination Regulation (See [Evidence 1](#)) of our university. Accordingly, the effect of the exams determined in the mid-term/annual evaluation on the success grade is 40%, and the effect of the mid-term/end-of-year exam on the success grade is 60%. Our institution, which applies the relative evaluation method in determining the success grade, makes the evaluation by taking into account the statistical distribution of the grades and the class average. Absolute evaluation is made in determining the institutional success grade. The success of the student is determined by evaluating the mid-term grades together with the end-of-term or summer program exams. Mid-term grades consist of the grades given to quizzes, assignments,

projects, term papers, reports and the like, at least one of which must be a mid-term exam grade. The effect of the student's end-of-term or summer program exam results on the course success grade is 60%, provided that the student gets at least 60 points from these exams; The student's midterm exam is 40%. In order for a student to be considered successful in a course; 60% of the final exam or summer program final exam, provided that they receive at least 60 points from these exams, and the total of 40% of the success they have shown in midterm exams, quizzes, reports and similar exams during the term, i.e. their overall grade, must be at least 60. Our institution has conducted surveys and organized meetings with internal and external partners regarding the implementation of the program's measurement and evaluation outputs in relation to education and training, and the monitoring and evaluation of these implementations (See [Evidence 2](#), [Evidence 3](#), [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Evidence 7](#)).

Table 6: Measurement and Evaluation

Year:	2024
Sub-Criterion Topic:	B.1.6. Measurement and Evaluation
Initial Planning Meeting:	Decision of Dicle University Faculty of Theology regarding the duties of the Education and Training Commission, dated 22.11.2018 and numbered 2018/22-03
Application Areas:	Programs Implemented in the Faculty of Theology, Faculty of Theology Curriculum, Faculty of Theology Course Information Packages,
Monitoring Mechanisms:	Education and Training Development Commission, Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files 2023-2024 Fall Courses and Information Packages in the Theology Program Course Evaluation Files 2022-2023 Fall Courses and Information Packages in the Theology Program Course and Program Outcome Table 2022 Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria

	Table of Course and Program Outcome Met by the Course 2022 Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement:	November-December Education and Training Development Commission Activity Planning Meeting 13.01.2024 Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024 External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22) Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024 Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024 Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024 Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024 External Partners Meeting 21.11.2024 Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024 Consultation Meeting with Graduates 15.12.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

The findings obtained from the applications related to the measurement and evaluation system designed in the program are monitored and the monitoring results are evaluated together with the partners and precautions are taken.

Evidences:

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

Evidence 2. [Education and Training Development Commission 2024 Second Semi-Annual](#)

Activities Planning Meeting Minutes 10.06.2024

Evidence 3. Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Evidence 4. Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results

Evidence 5. External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22)

Evidence 6. External Partners Meeting 21.11.2024

Evidence 7. Alumni Consultation Meeting 15.12.2024

B.2. Student Admission and Development

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

The process of student admission to undergraduate programs is carried out and carried out according to the exams conducted by the Center for Assessment, Selection and Placement (ÖSYM). The Education and Training Development Commission brought to the agenda that the student quotas were more than the capacity of our faculty and should be reduced, and this issue was discussed with our internal and external partners. The decisions taken in our activity plan and evaluation meetings with internal and external partners were shared with the dean's office, and the dean's office forwarded the suggestions to reduce the quotas to YÖK (See [Evidence 1](#) and [Evidence 2](#)). YÖK made the final decision regarding the quotas. Students who were entitled to receive undergraduate education according to their Verbal (SÖZ) scores and preference orders in the exam conducted by ÖSYM, registered on the announced dates with the requested documents in accordance with the principles determined by the Council of Higher Education (YÖK), ÖSYM and the Rectorate (Articles on Entrance to Higher Education Related to Education and Training of the Higher Education Law No. 2547) (See [Evidence 3](#)).

In our faculty, in the fall semester of the 2024-2025 academic year, 160 students were accepted to the first education program and no students were accepted to the second education program. However, last year, 310 students were accepted to the first education program and 160 students were accepted to the second education program. Therefore, the first education program quota was reduced by 150 and the quota of 160 students accepted to the second education program last year was completely reduced and no students were accepted to this program. 16 students were accepted to the first education program from the Vocational and Technical Secondary Education Institutions (MTOK) quota. The quota decreased by 14 compared to the 30 students accepted last year. No students were accepted to the second education program for this quota. As a result, only students were accepted to the first education program in formal education. The total number of these students was 176. The decrease from last year's quota of 520 to 344 has been an important and remarkable gain in terms of the education and quality standards provided in our faculty. (See [Evidence 4](#)). In the fall semester of the 2024-2025 academic year, 150 students were admitted to the Theology Undergraduate Completion (ILITAM) program with DGS scores and 15 students were admitted to the formal education first education program. No students were admitted to the evening education program. The number of students admitted with DGS decreased by 125 compared to the previous year and became 165 (See [Evidence 5](#)).

Arabic Proficiency

In order to determine their Arabic proficiency, an exemption exam was administered to students who were eligible to study at our faculty on September 19, 2024, and students who scored 60 or higher on this exam were exempted from the preparatory class. This year, 13 students passed the exemption exam (See [Evidence 6](#)). The Arabic proficiency process is carried out in accordance with the D.U. Faculty of Theology Compulsory Foreign Language Preparatory Class Education-Teaching and Exam Directive (See [Evidence 7](#)). In order to determine the grades of students receiving preparatory education at our institution, a three-stage exam is administered in preparatory classes: a quiz in the middle of the first semester, a midterm at the end of the semester, and a final at the end of the second semester. Students' preparatory class grades are determined based on 20% of each of the quiz and midterm exam grades and 60% of the final exam grades (See [Evidence 7](#)). After these evaluations, students with a grade average of 60 or higher are transferred to the next grade, and students with a grade below 60 are left to repeat the preparatory class for another year.

Adaptation

In our faculty, the processes related to adaptation and recognition of previous learning are carried out in accordance with the D.U. Associate and Undergraduate Units Course Exemption and Adaptation Procedures Directive (See [Evidence 8](#)). The dates and steps to be followed for the 2024-2025 academic year fall semester course exemption procedures have been published on our faculty website. Students have completed their adaptation application procedures according to this calendar. (See [Evidence 9](#))

All adaptation procedures in our institution are carried out by the Adaptation Committee. In the adaptations of the courses previously taken by students who came to our faculty through horizontal transfer, the course content and credit eligibility were taken into consideration and the grades that were considered successful were transferred in the same way. This transfer was made by combining the grades of the courses taught in divided courses. Compulsory courses were counted as is, and elective courses were counted as the same or equivalent, and if the student had previously taken more compulsory courses than those accepted as compulsory in our faculty, he/she was also exempted from the elective courses that were suitable for these courses.

Transfer and adaptation procedures of students who have completed the Open Education Theology Associate Degree Program and who have earned the right to study at the institution by being successful in the Vertical Transfer Exam have been carried out by the Adaptation Commission in accordance with the D.U. Associate and Undergraduate Units Course Exemption and Adaptation Procedures Directive.

Care has been taken to ensure that the content of the courses taken by students who started studying at our faculty in different departments they previously studied is compatible with the content of our faculty curriculum. In addition, necessary exemption procedures have been carried out in the courses of Atatürk's Principles and Revolution History, Turkish Language, Foreign Language and Basic Information Technologies, which are required to be taught by the YÖK (See [Evidence 8](#)).

Student Admission with Transfer

In our institution, the processes of accepting students through horizontal transfer are carried out based on the D.U. Horizontal Transfer Regulation (See [Evidence 10](#)). The

documents requested for horizontal transfer applications and the application method are announced on the Student Affairs Department (ÖİDB) website. The 2024-2025 academic year fall semester Yataş Transfer application calendar was published on our university website on 03.06.2024 (See [Evidence 11](#)).

The Student Affairs Department (ÖİDB) checks whether the students who apply for horizontal transfer meet the conditions. The evaluation and scoring of the applications are carried out by the institution's Adaptation Committee. In the adaptation of students coming through Horizontal Transfer, the course content and credit eligibility are taken into consideration and the grades that are considered successful are entered into the automation system. After the evaluation scores obtained are ranked from largest to smallest, the students who will transfer within the quota are ranked starting from the highest score. In case of equal evaluation scores in inter-institutional or international horizontal transfers, priority is given to the student with the higher central placement score. The announcement regarding students who will register for the fall semester of the 2024-2025 academic year with horizontal transfer was published on our university website on 20.08.2024 (See [Evidence 12](#)).

YÖS (Foreign Student Exam)

Our institution has a defined process for the admission of foreign students who want to study. Our faculty has accepted international students according to the D.U. Associate and Undergraduate Degree Foreign or Foreign Student Admission Directive according to the results they received through YÖS. (See [Evidence 13](#)) The application announcement for foreign students who want to apply to our institution was published on our university's website on 05.07.2024 (See [Evidence 14](#)). Similarly, Dicle University Associate and Undergraduate International Student 2024-2025 Academic Year Application Guide has been published on our university website (See [Evidence 15](#)).

YÖS was conducted simultaneously by ÖSYM in many centers in Turkey and abroad. All current announcements regarding the exam, exam center, subjects, exam guide and exam calendar, exam application conditions, fees and details regarding the procedures have been announced on ÖSYM's website (See [Evidence 16](#)).

Table 7: Student Admission and Recognition and Crediting of Prior Learning

Year:	2024
Sub-Criterion Topic:	B.2.1. Student Admission and Recognition and Crediting of Prior Learning
Initial Planning Meeting:	November 2018
Application Areas:	All Academic Departments and Units, All students receiving formal and distance education
Monitoring Mechanisms:	Education and Training Development Commission Dean's Office , Student Affairs , DÜİF Student satisfaction and course evaluation, Academic Staff, Academic Advisor Satisfaction, Academic Staff Satisfaction, Graduate Student Evaluation Surveys

Performance Indicators:	Preparatory Exemption Exam Results: 2024-2025 , Academic Advisor Satisfaction Survey: 2023-2024 (Spring) Academic Advisor Satisfaction Survey: 2024-2025 (Fall) Vertical Transfer Exam Results Diploma/Transcripts Information on Exam Ranks of YÖK Placed Students Education and Training Development Commission 2024 Activities Evaluation Meeting 10.07.2024
Evaluation and Improvement:	Beginning of Term Meetings of Education and Training Development Commission with External Partners: 13.06.2024 (DÜİF 2024 Faculty Bulletin p.22), 21.11.2024 , 15.12.2024 (Consultation Meeting with Graduates) Meetings of Education and Training Development Commission: 13.01.2024 (Activity Planning Meeting), 10.07.2024 (Spring Term Activities Evaluation Meeting) 04.10.2024 (Strategic Plan Meeting Minutes) Meetings of Quality and Accreditation Commissions: 08.06.2024 (Spring Term Activities End of Term Total) 25.06.2024 (Spring Term Activities End of Term Total) 04.09.2024 (Fall Term Beginning of Term Meeting Minutes) 15.12.2024 (Quality and Accreditation High Commission Process Evaluation Meeting)

Maturity Level:

The institution implements defined criteria and processes regarding student admission, recognition and crediting of prior learning. However, the results of these practices are not monitored.

Evidences:

Evidence 1. [Education and Training Development Commission 2024 second semi-annual activity evaluation meeting](#)

Evidence 2. [Education and Training Development Commission 2024 activities evaluation meeting](#)

Evidence 3. [YÖK 2024 YKS Exam guide](#)

Evidence 4. [Student quotas placed in 2024 higher education undergraduate programs](#)

- Evidence 5. [DGS Preference guide](#)
- Evidence 6. [Arabic preparatory exemption exam results](#)
- Evidence 7. [Preparatory class education-training and exam directive](#)
- Evidence 8. [D.Ü. Adaptation directive](#)
- Evidence 9. [D.Ü. Course exemption and adaptation work calendar](#)
- Evidence 10. [D.Ü. Transfer regulation](#)
- Evidence 11. [Transfer announcement](#)
- Evidence 12. [Transfer evaluation results](#)
- Evidence 13. [Foreign student admission guide](#)
- Evidence 14. [International student application announcement](#)
- Evidence 15. [Foreign student application, admission and registration conditions guide](#)

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

At our institution, diplomas and other documents are prepared in accordance with the D.Ü. Diploma Directive. To graduate, a student must complete 240 ECTS credits and have a minimum GPA of 2.00 out of 4.00. Graduation eligibility is verified through the table available in the EBS system (See [Evidence 1](#)).

Students who meet all graduation requirements are awarded a Bachelor's Diploma. The diploma is single-sided, with no information on the back. The front side includes the student's national ID number, full name, institution name, graduation date, diploma number, document date and number, and the names, titles, and signatures of the approving authorities. Information on the diploma and temporary graduation certificate is recorded based on the graduation date. Diplomas do not include a photograph or graduation GPA (See [Evidence 1](#)).

The Diploma Supplement is provided alongside the diploma to students who have successfully completed their registered programs. It follows a format developed by the European Commission, the Council of Europe, and UNESCO/CEPES. The Diploma Supplement contains the logo of Dicle University, graduation date, diploma number, level of the awarded degree, transcript details, and information about the national education system.

The benefits of the Diploma Supplement include ensuring transparency in higher education, facilitating recognition of educational documents like diplomas, promoting mobility, and making lifelong learning more accessible. It also provides fair, reliable, and competent information about the obtained diploma and skills. The Diploma Supplement facilitates the academic and professional recognition of the diploma but does not replace it or guarantee international academic recognition. It is signed by the Head of the Student Affairs Department (See [Evidence 2](#)).

Table 8: Recognition and Certification of Diplomas, Degrees, and Other Qualifications

Year:	2024
Sub-Criterion Topic:	B.2.2. Recognition and Certification of Diplomas, Degrees, and Other Qualifications

Initial Planning Meeting:	November 2018
Application Areas:	All academic departments and units, including students enrolled in both formal and distance education programs
Monitoring Mechanisms:	Education and Teaching Development Commission Student Advisors Faculty of Theology Graduate Survey: 2023-2024 (Spring) Student Satisfaction Surveys
Performance Indicators:	Student Satisfaction Survey Results: 2023-2024 (Spring), 2024-2025 (Fall) Academic Advisor Satisfaction Survey: 2023-2024 (Spring), 2024-2025 (Fall) Faculty of Theology Graduate Survey: 2023-2024 (Spring)
Evaluation and Improvement:	End-of-term evaluations Meetings with External Stakeholders by the Education and Teaching Development Commission: 13.06.2024 (DÜİF 2024 Faculty Bulletin, p.22) 15.12.2024 (Consultation Meeting with Alumni) Education and Teaching Development Commission Meetings: 13.01.2024 (Activity Planning Meeting) 10.07.2024 (Spring Term Activity Evaluation Meeting) 04.10.2024 (Strategic Plan Meeting Minutes) Quality and Accreditation Commission Meetings: 08.06.2024 (End-of-Spring-Term Activity Evaluation Meeting) 25.06.2024 (End-of-Spring-Term Activity Evaluation Meeting) 04.09.2024 (Beginning-of-Fall-Term Meeting Minutes) 15.12.2024 (Quality and Accreditation Upper Commission Process Evaluation Meeting)

Maturity Level:

The criteria and processes related to the recognition and certification of diplomas, degrees, and other qualifications are clearly, comprehensively, and consistently defined and implemented within the institution. However, there is no monitoring of the outcomes of these implementations.

Evidences:

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

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

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

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

Our institution has a well-defined process regarding teaching methods and techniques. This process is included in the 2020-2024 Dicle University Faculty of Theology Strategic Plan and the Dicle University Faculty of Theology Quality Handbook (See: [Evidence 1](#), [Evidence 2](#), [Evidence 3](#), and [Evidence 4](#)). Some collaborations with other institutions have been made to achieve our educational goals (See: [Evidence 5](#) and [Evidence 6](#)).

In our faculty, students are provided with opportunities for individual learning through planning, doing, experiencing, and taking initiative. Especially through club activities, students actively plan, do, experience, observe, make decisions, and evaluate, enabling effective learning. This contributes to students becoming more active in learning and developing interdisciplinary collaboration skills (See: [Evidence 7](#)).

In 2024, our students, through clubs, have carried out numerous educational, cultural, social, and community service activities, including trips, reading sessions, charity events, panels, conferences, workshops, exhibitions, and more. These activities significantly contribute to students' active, interactive, and experiential learning. To further integrate with society and enhance students' social engagement, visits were made to orphanages, village schools, and families in need, and charity sales were organized by students to provide aid (See: [Evidence 8](#)).

As part of the Dicle Theology Academic Support Program (DİADEP), conducted in collaboration with Dicle Science and Wisdom Youth and Solidarity Association, successful students participating in the program were sent to Egypt on July 4, 2024, for a seven-week Arabic Education Program. This program was designed to enhance students' Arabic language proficiency and strengthen their academic knowledge in Islamic sciences. The program not only improved Arabic language skills but also provided cultural awareness and academic development opportunities (See: [Evidence 8](#)).

As part of the Guidance and Communication Course, a visit to the TRT Regional Directorate was organized on January 14, 2024, to help students actively develop their communication skills in a professional environment (See: [Evidence 8](#)).

Other Student-Centered Learning Activities in 2024:

(A summary of major events, workshops, panels, charity events, and student-centered learning initiatives.)

Our faculty has adopted a student-centered education model. Active learning methods and

techniques have been applied, particularly in Arabic and pedagogical formation courses, since 2021. This focus is also highlighted in the Dicle University Education and Teaching Strategy Document, which emphasizes the importance of incorporating student-active learning practices (See: [Evidence 9](#)).

To enhance the teaching competencies of academic staff, the university administration has organized “Training of Trainers” programs for all faculty members, with announcements made by the Rectorate (See: [Evidence 10](#)).

Under the Strategic Plan, the Research Methods and Publication Ethics courses aim to guide students toward conducting scientific research. Teaching methods and techniques are chosen to improve students’ skills in self-directed learning, observation, project activities, critical thinking, teamwork, and effective use of technology. Faculty members have confirmed that a student-centered learning approach is adopted in these courses, with assignments and projects reflecting this methodology (See: [Evidence 11](#)).

Our faculty encourages interdisciplinary studies by supporting students' participation in Mevlana and Erasmus+ exchange programs (See: [Evidence 12](#)). Announcements and coordination of these exchange programs are managed by Dicle University International Relations Office (See: [Evidence 13](#)).

Students are also guided by faculty members in teaching internships and professional training in accordance with Dicle University's Vocational Education and Internship Regulations (See: [Evidence 14](#)). Additionally, various pedagogical training activities are conducted to improve students’ knowledge and skills in teaching practice (See: [Evidence 15](#)).

Table 9: Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning-Oriented)

Year:	2024
Sub-Criterion Topic:	B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning-Oriented)
Initial Planning Meeting:	2020-2024 DÜİF Strategic Plan (pp. 17-18)
Application Areas:	Faculty of Theology Course Programs
Monitoring Mechanisms:	Education and Teaching Development Commission Dean’s Office Quality and Accreditation Commissions Academic Staff Student Satisfaction Surveys Graduate Student Satisfaction Survey Graduate Student Learning Outcomes Achievement Survey

	Academic Staff Satisfaction Surveys
Performance Indicators:	<p>Student Satisfaction Survey Results: 2023-2024 (Spring), 2024-2025 (Fall)</p> <p>Academic Advisor Satisfaction Survey: 2023-2024 (Spring), 2024-2025 (Fall)</p> <p>Faculty of Theology Graduate Student Survey: 2023-2024 (Spring)</p> <p>Academic Staff Satisfaction Rates: 2024-2025 (Fall)</p> <p>Education and Teaching Strategy Document (p. 11) (2020)</p> <p>Education and Teaching Development Commission Activity Evaluation Meeting: 10.07.2024</p>
Evaluation and Improvement:	<p>End of Semester</p> <p>Meetings of the Education and Teaching Development Commission with External Stakeholders:</p> <p>13.06.2024 (DÜİF 2024 Faculty Bulletin p.22)</p> <p>21.11.2024</p> <p>15.12.2024 (Consultation Meeting with Alumni)</p> <p>Meetings of the Education and Teaching Development Commission:</p> <p>13.01.2024 (Activity Planning Meeting)</p> <p>10.07.2024 (Spring Term Activity Evaluation Meeting)</p> <p>04.10.2024 (Strategic Plan Meeting Minutes)</p> <p>Meetings of the Quality and Accreditation Commissions:</p> <p>08.06.2024 (End of Spring Term Activities Meeting)</p> <p>25.06.2024 (End of Spring Term Activities Meeting)</p> <p>04.09.2024 (Beginning of Fall Term Meeting Minutes)</p>

	15.12.2024 (Quality and Accreditation High Commission Process Evaluation Meeting)
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Maturity Level:

In all areas, current teaching methods and techniques that ensure active and interactive student participation, encourage interdisciplinary work, and focus on research/learning and student-centered education are being implemented, and some results have been obtained from these applications. However, the monitoring of these results is not being conducted.

Evidences:

- Evidence 1. [Dicle University Faculty of Theology Quality Handbook](#)
- Evidence 2. [Course Information Packages](#)
- Evidence 3. [Our Quality Policy](#)
- Evidence 4. [Quality and Accreditation Commissions](#)
- Evidence 5. [National and International Collaborations of Our Faculty](#)
- Evidence 6. [Continuous Education Center](#)
- Evidence 7. [DÜİF 2024 Bulletin](#) (pp. 44-58)
- Evidence 8. [DÜİF 2024 Activity Report](#) (pp. 24-33)
- Evidence 9. [Dicle University Education and Teaching Strategy Document](#)
- Evidence 10. [Trainer Training Certificate](#)
- Evidence 11. [Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting](#)
- Evidence 12. [Erasmus Student Mobility Seminars](#)
- Evidence 13. [Erasmus Student Mobility Applications](#)
- Evidence 14. [Implementation Principles for Vocational Training and Internship Education](#)
- Evidence 15. [Conference on the Vision of the Teaching Profession and Instruction](#)

B.3.2. Assessment and Evaluation

Educational activities in our faculty are carried out according to the Undergraduate Education Process (see [Evidence 1](#)), Graduate Education Process (see [Evidence 2](#)), and Distance Education Process (see [Evidence 3](#)) in the relevant units. Different methods and techniques, such as classical exams, multiple-choice, true-false, process-based assessment (projects, presentations, assignments, quizzes, etc.), are used to determine the targeted learning outcomes and competencies in program and course outputs. At the beginning of the semester, instructors refer to the course information packages for each course, sharing the syllabus with students and providing preliminary information about the assessment methods, techniques, and processes (see [Evidence 4](#)).

Our university attaches great importance to assessment and evaluation. For this purpose, the "Department of Measurement and Evaluation" has been established (see [Evidence 5](#)). There are numerous student-centered assessment and evaluation applications across all fields

in our university, and some results have been obtained from these applications. This is also clearly reflected in student satisfaction surveys (see [Evidence 6](#)). These applications are also effectively carried out in our Faculty of Theology.

For example, in Arabic preparatory classes, a placement exam is conducted first, and students who score 60 out of 100 are exempted from the preparatory class. Exams are conducted in accordance with the relevant regulations (see [Evidence 7](#)). The assessment and evaluation criteria for undergraduate education are based on Article 14 and Paragraph 3 of Article 44 of Law No. 2547 on Higher Education. These regulations are still in effect (see [Evidence 8](#)).

One of the undergraduate courses, Rhetoric and Professional Practice, offers students active learning by combining theoretical knowledge with practical applications at our faculty's practice mosque (see [Evidence 9](#)). Furthermore, within the framework of a protocol signed with the Diyarbakır Provincial Mufti's Office, students are assigned to mosques and Quran courses in central districts of Diyarbakır every spring semester to deliver at least one sermon and khutbah (see [Evidence 10](#)). The findings obtained from these well-established practices are systematically monitored, and the monitoring results are evaluated together with stakeholders, leading to necessary measures being taken within the PUKÖ (Plan-Do-Check-Act) cycle (see [Evidence 11](#)). In this course, students are informed about how assessment and evaluations will be conducted through a grading rubric shared via WhatsApp.

The assessment and evaluation process in our faculty is continuously reviewed through student satisfaction surveys. The process is designed to support students' self-development and ensure they achieve course learning outcomes (see [Evidence 12](#)). Additionally, in order to improve assessment and evaluation methods and techniques, planning is conducted in coordination with the faculty administration, faculty members, and department heads.

Students can track faculty members' assessment and evaluation processes through the Student Information System (OBS) (see [Evidence 13](#)) and ALMS (see [Evidence 14](#)). In this context, whether the program and course learning outcomes have been achieved is checked using multiple criteria such as midterms, assignments, oral exams, and presentations/design projects. The assessment and evaluation activities used to achieve course outcomes in our faculty are conducted in five stages by faculty members. At the end of the semester, students' academic performance is evaluated as Pass/Fail. The goal of this student-centered assessment and evaluation process is to diversify the system so that students with different characteristics and levels can be assessed in the most effective way possible.

The assessment and evaluation process in our faculty is carried out within the framework of a student-centered policy. Therefore, the process is structured to support students' self-development and help them achieve course learning outcomes. In this context, program outcomes and course achievements are systematically monitored and improved when necessary. As a result, as a reflection of the student-centered assessment and evaluation process, it is clear which teaching method or technique is used at what level for each course learning outcome. This provides a holistic view of the assessment and evaluation process (see [Evidence 15](#)). Course exemptions are also handled through application documents provided to students (see [Evidence 16](#)).

Table 10: Assessment and Evaluation

Year	2024
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Sub-Criterion Topic:	B.3.2. Assessment and Evaluation
Initial Planning Date:	November 2018
Application Areas:	All Courses in the Faculty Ensuring Active Student Participation in the Teaching Process
Monitoring Mechanisms:	Dean's Office Quality Commission Quality Improvement and Control Commission Education and Teaching Development Commission Student Satisfaction Surveys 2019 Student Satisfaction Surveys 2020 Student Satisfaction Surveys 2021 Student Satisfaction Surveys 2022-2023 Graduate Student Satisfaction Survey 2023 Academic Staff Satisfaction Surveys 2022-2023 Academic Staff Satisfaction Survey 2023 Administrative Staff Satisfaction Surveys 2020, 2021, 2022, 2023 Results of Dicle University Faculty of Theology Student, Academic Staff, and Graduate Student Satisfaction and Course Evaluation Surveys
Performance Indicators:	<p>Student Satisfaction Rates:</p> <p>2019: 53%</p> <p>2020: 63%</p> <p>2021: 62%</p> <p>2022-2023: 59%</p> <p>Graduate Student Satisfaction Rate 2023: 68%</p> <p>Academic Staff Satisfaction Survey:</p> <p>2022-2023: 67%</p> <p>2023: 71%</p>

	<p>Administrative Staff Satisfaction Surveys:</p> <p><u>2020: 84%</u></p> <p><u>2021: 86%</u></p> <p><u>2022: 81%</u></p> <p><u>2023: 80%</u></p> <p><u>2024: 84%</u></p> <p><u>Results of Dicle University Faculty of Theology Student, Academic Staff, and Graduate Student Satisfaction and Course Evaluation Surveys</u></p>
<p>Evaluation and Improvement</p>	<p>End of Term</p> <p><u>Education and Teaching Development Commission Activity Planning Meeting: 13.01.2024</u></p> <p><u>Quality and Accreditation Commissions Spring 2024 End-of-Term Meeting Minutes: 08.06.2024</u></p> <p><u>External Stakeholders Meeting: 13.06.2024 (2024 Faculty Bulletin, p.22)</u></p> <p><u>Quality and Accreditation Commissions Spring 2024 End-of-Term Meeting Minutes: 25.06.2024</u></p> <p><u>Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting: 10.07.2024</u></p> <p>Quality and Accreditation Commissions Fall 2024 Semester <u>Kick-off Meeting Minutes: 04.09.2024</u></p> <p><u>Education and Teaching Development Commission Strategic Plan Meeting Minutes: 04.10.2024</u></p> <p><u>External Stakeholders Meeting: 21.11.2024</u></p> <p><u>Quality and Accreditation Upper Commission Process</u></p>

Maturity Level:

Findings obtained from practices related to collecting feedback from all student groups in all programs (using validated and reliable tools) are being monitored. In 2024, it is aimed to systematically evaluate these monitoring results together with stakeholders and take necessary measures.

Evidences:

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

Evidence 2 [Satisfaction Surveys](#)

Evidence 3. [External Stakeholders Meeting \(21.11.2024\)](#)

Evidence 4. [Suggestion and Complaint Boxes](#)

Evidence 5. [Suggestion and Complaint Form](#)

Evidence 6. [Graduate Survey Form](#)

Evidence 7. [Consultation Meeting with Alumni \(15.12.2024\)](#)

Evidence 8. [Education and Teaching Development Commission 2023 Activity Evaluation Meeting Minutes](#)

Evidence 9. [Education and Teaching Development Commission 2023 Meeting Minutes on Areas for Improvement and Preventive Measures](#)

Evidence 10. [Education and Teaching Development Commission 2023 Meeting Minutes on Submission of Recommendations and Measures to the Dean's Office](#)

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

Our students can communicate their requests, suggestions, complaints, and thoughts to institutional authorities through various channels. While there are multiple ways for students to submit their requests, all submissions are archived in a single digital database by the responsible institutional officer. The submitted requests are reviewed by the relevant officer and forwarded to the appropriate faculty or university authority. These channels include: 1- Quality Management Information System (See [Evidence 17](#)) 2-Complaint, Suggestion, Request, and Satisfaction (ŞÖİM) Box (See [Evidence 18](#)) 3- Institutional Email Address (See [Evidence 19](#)) 4- Satisfaction Surveys 5- "I Have a Suggestion" Button on the Faculty Website (See [Evidence 20](#)) All collected feedback is reviewed, and when necessary, Corrective and Preventive Actions (DÖF) are taken (See [Evidence 21](#)).

For the evaluation of instructors teaching courses, the faculty collaborates with the

Student Affairs Department to conduct surveys (See [Evidence 22](#)). These surveys are systematically monitored by the relevant units, and the results are evaluated with stakeholders to implement necessary improvements (See [Evidence 23](#)). Additionally, suggestion, complaint, and feedback boxes (See [Evidence 24](#)) and forms are placed on classroom floors to ensure students' participation in the decision-making process.

Another mechanism established to monitor and update faculty programs is the Graduate Survey (See [Evidence 25](#), [Evidence 26](#)). Through surveys conducted with our alumni as external stakeholders (See [Evidence 27](#), [Evidence 28](#)), their professional development is assessed, and the quality of our program is determined.

Table 11: Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)

Year	2024
Sub-Criterion Topic:	B.3.3. Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)
Initial Planning Date:	December 2021
Application Areas:	Suggestion and Complaint Box
Monitoring Mechanisms:	Dean's Office Quality Commission Quality Development and Control Commission Education and Teaching Development Commission,
Performance Indicators:	Tracking of Suggestion and Complaint Box Requests and Outcomes from the Suggestion and Complaint Box in 2024
Evaluation and Improvement:	End of Semester Review Requests and Outcomes from the Suggestion and Complaint Box in 2024

Maturity Level:

Findings from practices for collecting feedback from all student groups in all programs (including tools with proven validity and reliability) are monitored. The results of these monitoring activities are evaluated, and measures are taken accordingly.

Evidences:

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

Evidence 2. [Student Satisfaction Survey](#)

Evidence 3. [Student Satisfaction Survey Form](#)

Evidence 4. [Suggestion and Complaint Boxes](#)

Evidence 5. [Suggestion Form](#)

Evidence 6. [Graduate Survey Form](#)

Evidence 7. [Graduate Satisfaction Survey 1](#)

Evidence 8. [Graduate Satisfaction Survey 2](#)

Evidence 8. [Education and Teaching Development Commission 2023 Activity Evaluation Meeting Minutes](#)

Evidence 9. [Education and Teaching Development Commission 2023 Open Areas for Improvement and Measures Meeting Minutes](#)

Evidence 10. [Education and Teaching Development Commission 2023 Proposals and Measures Presentation Meeting Minutes to the Dean's Office](#)

B.3.4. Academic Advising

In our faculty, upon a student's registration at the institution, an orientation training is provided (see [Evidence 29](#)). Students are assigned academic advisors to address their learning and other concerns. These advisors conduct their counseling through specific modules available to them. The Advising Management System begins with the course registration process for both the advisor and student (see [Evidence 30](#)). Academic advising approval is required for all online registrations and related processes. The advisor evaluates the appropriateness of course selections according to the relevant regulations and provides the "Course Selection Approval." They also approve requests for "Registration in a Missed Course" and course enrollment or withdrawal during the "Add-Drop Week." All of these are conducted online through the OBS system. The processes related to academic advising are carried out based on the Dicle University Academic Advisor Guidelines (see [Evidence 31](#)) and Dicle University Quality Handbook (see [Evidence 32](#)).

In order for the advising service to be effective, the office hours when faculty members provide advising outside of class are announced to students. The advising days and times for each faculty member are written separately in the course schedules, and additionally, the DÜFRM-048 Academic Advisor-Student Meeting Record Form (see [Evidence 33](#)) is used to document these sessions. For graduate students, the process of assigning thesis advisors is carried out according to LUE-IA-006 (see [Evidence 34](#)) and Graduate Thesis Advisor Assignment Workflow, and Advisor Change Form using the LÜE-IA-002 Advisor Change Workflow (see [Evidence 35](#)).

Additionally, questions related to academic advising are included in the Student Satisfaction Survey to more effectively track the advising services (see [Evidence 36](#) and [Evidence 37](#)). The results obtained are monitored through these surveys, and these evaluation results are reviewed with stakeholders to take necessary actions (see [Evidence 38](#)). During the 2024 Spring semester's initial meeting, concerns raised by students in the Puko cycle were discussed in the Academic Board Meeting, and necessary advice and warnings were provided by the Dean's Office to faculty members (see [Evidence 39](#)). All processes related to this follow the guidelines in the Dicle University Quality Handbook (see [Evidence 40](#)).

Table 12: Academic Advising

Year	2024
Sub-Criterion Topic:	B.3.4. Academic Advising
Initial Planning Date:	2015
Application Areas:	Academic Personnel Administrative Personnel Courses
Monitoring Mechanisms:	Educational and Teaching Committees, Quality Improvement Committees Educational and Teaching Development Committee, Quality and Accreditation Committees. Student Satisfaction Surveys 2024-2025
Performance Indicators:	Academic Personnel Satisfaction Surveys 2024-2025 Academic Advisor Satisfaction Surveys 2024-2025 Student Survey Results 2024-2025 Administrative Personnel Satisfaction Surveys 2024-2025 2020: 84%, 2021: 86%, 2022: 81%, 2023: 80%, 2024: 84%
Evaluation and Improvement:	End of Term Educational and Teaching Development Meeting: 30.08.2023 Educational and Teaching Development Meeting: 04.10.2024

Maturity Level:

The findings obtained from the academic advisory practices carried out at our faculty are monitored. The results of these follow-ups are evaluated, and preventive measures are taken.

Evidences:

Evidence 1. [Orientation Training](#)

Evidence 2. [Dicle University Student Advisory Regulation](#)

Evidence 3. [Academic Advisor and Student Interview Record Form](#)

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

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

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

Evidence 7. [Scoring Tables](#)

Evidence 8. [Dicle University Meeting Minutes Form](#)

Evidence 9. [Spring Semester Academic Council Meeting at the Beginning of the Term](#)

Evidence 10. [Dicle University Faculty of Theology Quality Handbook](#)

B.4. Faculty Members

B.4.1. Appointment, Promotion, and Assignment Criteria

The defined processes regarding appointments, promotions, and assignments for our faculty are outlined in the Quality Handbook (See [Evidence 1](#)). These defined processes are implemented as shown in the workflow diagrams (See [Evidence 2](#)). Furthermore, appointments, promotions, and assignments are made in accordance with the objectives outlined in the strategic plan (See [Evidence 3](#)). Plans for new appointments are designed according to the "Regulation on Determining and Using the Norm Positions of Academic Staff in Higher Education Institutions" (See [Evidence 4](#)).

The Educational and Teaching Development Committee met with department heads to discuss and update the criteria for faculty recruitment and external assignments in line with the fifth goal of the 2020-2024 strategic plan: "Increase the number and improve the quality of academic staff in the required areas." The department heads indicated that priority would be given to the departments lacking sufficient staff, and that the norm position planning would be prepared accordingly. Furthermore, based on consultations with the department heads and the faculty, it was planned that if needed, the rectorate would be asked to make adjustments to the criteria for external appointments (See [Evidence 5](#)).

In this context, each department consulted its subunits, conducted norm position planning, and submitted the decisions to the faculty administration. The positions approved by the faculty and university management boards, along with their justifications, were reported to the Higher Education Council (YÖK). The positions approved by YÖK were then announced by the rectorate. The process involved consultation with academic staff at every level, from department heads to academic staff in the respective units (See [Evidence 6](#), [Evidence 7](#)).

As part of the strategic plan's goal to increase the number and improve the quality of academic staff, 10 new academic staff positions were created and promotions were made in 2024 (See [Evidence 8](#)).

Appointments, promotions, and assignments are made in accordance with Articles 23, 24, and 26 of the Higher Education Law No. 2547 and the relevant provisions of the Regulation on Appointment and Promotion to the Faculty of Academic Staff (See [Evidence 9](#), [Evidence 10](#)). The university's own criteria for appointment and promotion are also considered during these processes (See [Evidence 11](#)).

External assignments are made in accordance with Articles 31 and 40 of the Higher Education Law No. 2547. These assignments are planned according to the needs of the faculty's departments, and the approval of the public institution where the expert holds their position is obtained (See [Evidence 12](#)). In 2024, Dr. Bahadır Opus, Director of the Diyarbakır Religious Higher Specialization Center, Dr. Selahattin Yılmaz, Deputy Mufti of Diyarbakır, and Dr. M. Şafi Bilik, Mufti of the Diyarbakır Yenışehir District, were appointed to teach in their

areas of expertise (See [Evidence 13](#)).

The recruitment of foreign academic staff on contract is carried out in accordance with the Council of Ministers' Decision on the Employment of Foreign National Academic Staff in Higher Education Institutions (See [Evidence 14](#)) and the "Dicle University Contracted Foreign National Academic Staff Employment Regulation" (See [Evidence 15](#)).

At our institution, there is significant alignment between the academic staff's areas of expertise and the courses they teach. With the appointment of new academic staff and promotions in 2024, the teaching staff has been further strengthened. In the future, we aim to improve this alignment by hiring staff in areas where academic departments need reinforcement (See [Evidence 16](#)).

The institution monitors all these processes through satisfaction surveys conducted with academic staff (See [Evidence 17](#)) and students (See [Evidence 18](#)). Furthermore, the appointment and promotion processes of academic staff are evaluated in periodic meetings held by the Faculty Administration, Quality Committee, and Educational and Teaching Development Committee, with follow-up measures taken based on the results. For instance, the Educational and Teaching Development Committee, in its meeting on 10.07.2024, evaluated the updates to the faculty's academic staff norms and criteria for appointment, promotion, and assignment, based on a decision made in consultation with stakeholders (See [Evidence 19](#)).

Table 13: Appointment, Promotion, and Assignment Criteria

Year:	2024
Sub-Criterion Topic:	B.4.1. Appointment, Promotion, and Assignment Criteria
Initial Planning Date:	2021
Application Areas:	Academic Staff , Department Academic Boards
Monitoring Mechanisms:	Faculty Administration , Quality Committee , Educational and Teaching Development Committee Satisfaction Surveys Teaching Staff Satisfaction Surveys: Spring 2023-2024 , Fall 2024-2025 Student Satisfaction Surveys: Spring 2023-2024 , Fall 2024-2025
Performance Indicators:	Satisfaction Survey Participation Rates Academic Staff Satisfaction Survey Rates: Spring 2023-2024 , Fall 2024-2025 Student Satisfaction Survey Rates: Spring 2023-2024 , Fall 2024-2025

Evaluation and Improvement:	End of Term Meetings
	Educational and Teaching Development Committee 2024 Spring Term Activity Evaluation Meeting: 10.07.2024 Educational and Teaching Development Committee 2024 Second Half-Year Activity Evaluation Meeting: 29.01.2025

Maturity Level:

Our institution monitors the results of the criteria applied for appointments, promotions, and assignments, and measures are taken based on the results obtained through evaluations.

Evidences:

Evidence 1: [Quality Handbook](#)

Evidence 2: [Workflow Diagrams](#)

Evidence 3: [2020-2024 Strategic Plan](#) (p. 20)

Evidence 4: [Regulation on Determining and Using Teaching Staff Norms in State Higher Education Institutions](#)

Evidence 5: [Educational and Teaching Development Committee Activity Planning Meeting, 13.01.2024](#) (No.19)

Evidence 6: [2024 Norm Staff Planning](#)

Evidence 7: [2024 Research Assistant and Lecturer Norm Staff](#)

Evidence 8: [2024 Faculty Bulletin](#) (p. 44)

Evidence 9: [Higher Education Council Law No. 2547](#)

Evidence 10: [Civil Servants Law No. 2914](#)

Evidence 11: [Dicle University Faculty of Theology Promotion and Appointment Criteria Regulation](#) (2023)

Evidence 12: [Higher Education Council Law No. 2547](#)

Evidence 13: [Faculty of Theology Program](#)

Evidence 14: [Principles for Employing Foreign National Academic Staff in Higher Education Institutions - Council of Ministers Decision](#)

Evidence 15: [Dicle University Faculty of Theology Foreign National Contracted Academic Staff Regulation](#)

Evidence 16: [Academic Staff](#)

Evidence 17: Teaching Staff Satisfaction Surveys Spring [2023-2024](#), [Fall 2024-2025](#)

Evidence 18: Student Satisfaction Surveys, Spring [2023-2024](#), [Fall 2024-2025](#)

Evidence 19: [Educational and Teaching Development Committee 2024 Spring Activity Evaluation Meeting, 10.07.2024](#)

Evidence 20: [Civil Servants Law No. 2914](#)

Evidence 21: [Regulation on Career Advancement and Title Change](#)

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

The competence of the teaching staff is crucial not only for educational activities but also for scientific work. Therefore, our faculty attaches great importance to the competence of its teaching staff and designs practices that will improve teaching competences. These practices are implemented in accordance with the defined processes outlined in the Quality Handbook (See [Evidence 1](#)).

The planning, implementation, monitoring, and evaluation of the teaching staff's competences are coordinated by the Faculty Administration, Quality Committee, and Educational and Teaching Development Committee, with participation from both internal and external stakeholders. The Quality and Accreditation High Committee, under the leadership of the Faculty Administration, started a process planning for quality activities in 2024 (See [Evidence 2](#)). In this context, meetings were held with accreditation committees, and consultations took place to review and implement plans (See [Evidence 3](#)).

The Educational and Teaching Development Committee organized a 2024 activity planning meeting on January 13, 2024, with participation from stakeholders. In the meeting, plans were made after consulting the views of the stakeholders regarding educational processes. Based on discussions with department heads, steps were taken to increase the competence and efficiency of teaching staff. As a result, some planning measures were taken in line with the goals of strengthening educational activities and increasing the number and qualifications of teaching staff in the 2020-2024 strategic plan (See [Evidence 4](#)).

In the planning process, teaching staff were encouraged to participate in Erasmus staff mobility, teaching/learning mobility (KA131), and other projects during the 2024 spring and fall terms. The training of trainers was also promoted among academic staff, and their opinions were solicited in the planning and improvement stages of faculty processes. Furthermore, to improve teaching staff's competencies in distance education, feedback was gathered from our external stakeholder, DUZEM, and it was decided to share the system introduction videos on DUZEM's website with the faculty's academic staff.

Additionally, following discussions with the Head of the Department of Arabic Language and Rhetoric and the Coordinator of Preparatory Classes, it was decided to organize an Arabic workshop in the 2024 spring term to enhance the effectiveness of language teaching in the preparatory class, as well as social activities to orient students and additional Arabic language courses during the summer (See [Evidence 5](#)).

As part of the planning process, the Faculty Administration held an online informational meeting with faculty members who had previously participated in international education (See [Evidence 6](#)). Experienced faculty members also shared their experiences with the 3005 and 2209-A TÜBİTAK Research Projects Support Program for Theology (See [Evidence 7](#)), and the university's Erasmus office (See [Evidence 8](#)) made necessary announcements.

To ensure the widespread application of the training of trainers program among academic staff, the certification of this program was added as a new criterion in the university's promotion, appointment, and assignment criteria (See [Evidence 9](#)). Thus, over time, this will apply to all academic staff. In terms of planning and improving faculty processes, teaching staff were consulted regarding quality efforts (See [Evidence 10](#)) and staffing planning (See

[Evidence 11](#)).

In quality studies, part of the faculty staff has been actively involved in planning, implementation, and monitoring processes, which ensures that everyone contributes to the improvement of these processes. The Faculty Administration has also informed academic staff about the effective use of the ALMS system, encouraging them to watch the system usage videos on DUZEM's website (See [Evidence 12](#)).

In preparation for more effective language teaching in the preparatory class, as planned, an Arabic workshop titled "I. Arabic Preparatory Training for Theology Faculties" will be held on May 4-5, 2024, at the 15 July Culture and Congress Center (See [Evidence 13](#)). This workshop will bring together 50 experts in the field, providing a comprehensive platform for discussing the past, present, and future of Arabic preparatory training and making significant contributions to the faculty's Arabic preparation program.

Moreover, social activities were organized to enhance student motivation and improve relationships between students and teaching staff in the preparatory class (See [Evidence 14](#)). An additional Arabic language course was held during the summer, running from July 7 to September 7, 2024, with twenty students participating in the program (See [Evidence 15](#)).

Under the quality objectives, successful students continuing in the Dicle Theology Academic Support Program (DİADEP), in cooperation with the Dicle Science and Solidarity Youth and Assistance Association, were sent to Egypt on July 4, 2024, for a 7-week Arabic Education Program (See [Evidence 16](#)).

In addition to all of these, faculty members are encouraged to participate in scientific work to improve their knowledge and skills, with the necessary resources provided for relevant assignments. They are also encouraged to engage in activities in visual, social, or printed media channels as part of the academic-community interaction, and each department has made its own planning in this regard (See [Evidence 17](#)).

Various courses and club activities have been conducted, with nearly 100 events taking place in 2024 (See [Evidence 18](#)). Announcements were made and participation was encouraged for activities through the Continuing Education Center (See [Evidence 19](#)).

While there are some shortages of teaching staff in certain departments, the number of staff is not creating significant issues in carrying out educational, teaching, and academic activities. Where teaching staff shortages exist, lessons are supported by staff from related departments. To improve language education in the preparatory class, foreign national teaching staff whose native language is Arabic have also been assigned (See [Evidence 20](#)). The recruitment of these teaching staff is carried out in accordance with the "Regulation on Employing Foreign National Academic Staff in Higher Education Institutions" set by YÖK (See [Evidence 21](#)) and the "Dicle University Contracted Foreign National Academic Staff Employment Regulation" prepared by the university's rectorate (See [Evidence 22](#)).

Our institution provides distance education opportunities to students through the Dicle University Distance Education Research and Application Center (DUZEM) within the framework of the ILITAM program (See [Evidence 23](#)). This system, which started in March 2020, continued to be used during the global pandemic and the aftermath of the February 6, 2023, earthquake centered in Kahramanmaraş-Pazarcık.

In our institution, the Dicle University Faculty of Theology Foundation Publications and Faculty of Theology Publications are active. The Dicle University Faculty of Theology

Foundation, established in 2023, aims to contribute to the academic world by organizing national and international symposiums, seminars, and panels, as well as publishing books in various fields of social sciences. To date, nearly 70 books have been published under the Faculty of Theology Publications, and many of these are available on the faculty's website as open-access for researchers. Among these publications is the Dicle Theology Journal (e-ISSN: 2667-6273), which publishes articles in Turkish, Arabic, Persian, and English and is indexed by several international databases.

With the establishment of the foundation, the aim is to publish books in Turkish, English, Arabic, Kurdish, and Persian under the "Dicle University Faculty of Theology Publications" and "Dicle University Faculty of Theology Foundation Publications (DİFAV Press)" and to achieve international publishing status. A DİFAV Publishing Commission has been established, and details of the commission have been shared on the website (See [Evidence 24](#)).

All these activities are monitored through satisfaction surveys conducted at the end of events (See [Evidence 25](#)), as well as surveys for students (See [Evidence 26](#)) and teaching staff (See [Evidence 27](#)). The results are tracked and evaluated by the Faculty Administration, Quality Committee, and Educational and Teaching Development Committee, and measures are taken accordingly. The Quality and Accreditation High Committee held meetings in the 2024 spring (See [Evidence 28](#)) and fall terms (See [Evidence 29](#)) under the Faculty Administration's leadership, following up on the accreditation committees' processes. Furthermore, the Educational and Teaching Committee also met at the end of both the spring (See [Evidence 30](#)) and fall terms of the same year to evaluate activity planning. Based on the evaluations, it was checked whether the plans were implemented, and measures were taken for plans that were missing or not implemented in the following year.

In quality studies, it was noted that a certain portion of staff was excluded from the process. Notifications were made to the Faculty Administration for the active involvement of these staff members in quality studies, and measures have been taken to address this issue in 2025.

In addition to all of these activities, the performance of teaching staff is measured through course evaluation surveys conducted with students. The results of these surveys are shared with the relevant teaching staff (See [Evidence 31](#)).

Table 14: Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition, and Quality Assurance System)

Year:	2024
Sub-Criterion Topic:	B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition, and Quality Assurance System)
Initial Planning Date:	2020
Application Areas:	The Faculty of Theology Curriculum , Academic Staff , Students

Monitoring Mechanisms:	Dean's Office, Quality Commission, Educational Development Commission Faculty Satisfaction Surveys for 2023-2024 Spring, 2024-2025 Fall Student Satisfaction Surveys for 2023-2024 Spring, 2024-2025 Fall Student Course Evaluation Surveys Educational Development Commission's 2024 Spring Term Activity Evaluation Meeting, July 10, 2024 General Evaluation Meeting for Spring Term Quality Activities, Process Evaluation Meeting of the Quality and Accreditation Upper Commission
Performance Indicators:	Academic Staff Satisfaction Survey Rates for 2023-2024 Spring, 2024-2025 Fall Obtaining Trainer Certification Student Satisfaction Survey Rates for 2023-2024 Spring, 2024-2025 Fall
Evaluation and Improvement:	End of Term Educational Development Commission's 2024 Spring Term Activity Evaluation Meeting, 10.07.2024 General Evaluation Meeting for Spring Term Quality Activities, Process Evaluation Meeting of the Quality and Accreditation Upper Commission, Educational Development Commission's 2024 Second Half-Year Activity Evaluation Meeting, 29.01.2025

Maturity Level:

Our institution monitors the practices implemented to improve the teaching competence of its faculty members, evaluates the outcomes, and takes necessary measures accordingly.

Evidences:

Evidence 1: [Quality Manual](#)

Evidence 2: [2024 Workflow Calendar of Quality and Accreditation Commissions](#)

Evidence 3: [General Evaluation Meeting for Spring Term Quality Activities, Process Evaluation Meeting of the Quality and Accreditation Upper Commission](#)

Evidence 4: [2020-2024 Strategic Plan](#) (pp. 30-31)

Evidence 5: [Educational Development Commission Activity Planning Meeting](#) (January 13, 2024)

Evidence 6: [Online Information Meeting](#)

Evidence 7: [TÜBİTAK Research Project Support Programs \(3005 and 2209-A\) Experience Sharing for Theology](#)

Evidence 8: [Dicle University Erasmus Office, Erasmus Institutional Introduction Seminars](#)

Evidence 9: [Dicle University Promotion and Appointment Criteria for Faculty Membership \(2023\)](#)

Evidence 10: [2024 Evidence Repository](#)

Evidence 11: [2024 Norm Staff Planning](#)

Evidence 12: [Memo on More Efficient Use of ALMS](#)

Evidence 13: [First Theology Faculties Arabic Preparatory Education Workshop](#)

Evidence 14: [Official Instagram Account of the Faculty of Theology](#)

Evidence 15: [2024 Faculty Bulletin](#) (p. 31)

Evidence 16: [2024 Quality Objectives](#)

Evidence 17: [2024 Social and Academic Activity Planning – Philosophy and Religious Studies, Islamic History and Arts, and Basic Islamic Sciences](#)

Evidence 18: [2024 Activity Report](#) (pp. 23-33)

Evidence 19: [Continuing Education Application and Research Center](#)

Evidence 20: [Academic Staff](#)

Evidence 21: [Council of Ministers Decision on Employment of Foreign Faculty Members in Higher Education Institutions](#)

Evidence 22: [Dicle University Directive on Contracted Employment of Foreign Faculty Members](#)

Evidence 23: [Dicle University Distance Education Application and Research Center](#)

Evidence 24: [DİFAV Publishing House](#)

Evidence 25: [See the 2024 Evidence Repository for various surveys conducted after events](#)

Evidence 26: Student Satisfaction Surveys ([Spring 2023-2024](#), [Fall 2024-2025](#))

Evidence 27: Faculty Satisfaction Surveys ([Spring 2023-2024](#), [Fall 2024-2025](#))

Evidence 28: [General Evaluation Meeting for Spring Term Quality Activities](#)

Evidence 29: [Process Evaluation Meeting of the Quality and Accreditation Upper Commission](#)

Evidence 30: [Educational Development Commission 2024 Spring Term Activity Evaluation Meeting \(July 10, 2024\)](#)

Evidence 31: Student Course Evaluation Survey Results ([Spring 2023-2024](#), [Fall 2024-2025](#))

Evidence 32: [Erasmus/Staff Mobility](#)

B.4.3 Incentives and Awards for Educational Activities

The defined processes related to incentives and awards for educational activities in our

institution are included in the Quality Manual (See [Evidence 1](#)).

At the beginning of each year, the institution plans the academic incentive allowance and informs the academic staff about the necessary steps to follow (See [Evidence 2](#)). As stated in the Strategic Plan, the faculty effectively benefits from the scientific research incentive mechanism (See [Evidence 3](#)). The processes related to this matter are reviewed and evaluated by the Unit Academic Incentive Application and Review Commission in accordance with defined procedures (See [Evidence 4](#)). This commission examines applications and submits the final results to the rectorate via the academic incentive automation system.

In addition to these, the faculty also has unique incentive and award practices. These are planned, implemented, and evaluated collaboratively by the Dean's Office, Quality Commission, Unit Academic Incentive Application and Review Commission, and the Educational Development Commission.

On January 13, 2024, during a stakeholder meeting, the Educational Development Commission discussed creating a faculty-specific incentive and award mechanism to improve research activities, increase the quantity and quality of publications, and encourage faculty members to publish in international and national citation-indexed journals (See [Evidence 5](#)).

It was noted that previous planning efforts had been made but were not implemented due to the inactivity of the Award and Incentive Commission. Therefore, it was decided to revitalize the commission and implement previous plans by the end of the 2024 academic year.

During the General Evaluation Meeting on Quality Activities (June 8, 2024), the issue was revisited, and it was decided to re-establish the Award and Incentive Commission. In the second-term planning meeting of 2024, the commission was updated, and it was determined that new incentive measures would be introduced in the Fall 2024 semester (See [Evidence 6](#)).

On July 10, 2024, at the Educational Development Commission's Activity Evaluation Meeting, it was emphasized that the Award and Incentive Commission was officially updated on June 13, 2024, as per the decision of the Faculty Administrative Board (2024/58) (See [Evidence 7](#) and [Evidence 8](#)). On December 24, 2024, the Award and Incentive Commission decided to present plaques of achievement to: Faculty members ranking in the top three in academic incentive points, Those publishing in Q1 and Q2 indexed international journals, Faculty members participating in cultural and social activities, Heads of quality and accreditation commissions for their contributions (See [Evidence 9](#)). Following these decisions, plaques of achievement were awarded to successful faculty members (See [Evidence 10](#)). Additionally, certificates of appreciation were given to employees who demonstrated excellence (See [Evidence 11](#)). Moreover, faculty members excelling in teaching, research, and social contribution are recognized on the institution's official social media accounts (See [Evidence 12](#), [Evidence 13](#)). Regular faculty bulletins (See [Evidence 14](#)) and promotional booklets (See [Evidence 15](#)) are also used for this purpose. Faculty members are officially congratulated by the dean's office on occasions such as: Promotion to a higher academic rank, Appointment to an administrative position, Successful completion of postgraduate theses.

The Dean's Office, Quality Commission, Academic Incentive Application and Review Commission, and Educational Development Commission monitor and evaluate these practices, taking necessary measures based on the results. Faculty satisfaction surveys are

also considered in these evaluations (See [Evidence 16](#)). At the beginning of 2024, the Educational Development Commission planned a faculty-specific incentive and award mechanism (See [Evidence 5](#)) and monitored its implementation through activity evaluation meetings at the end of both the Spring (See [Evidence 8](#)) and Fall 2024 semesters (See [Evidence 17](#)). Necessary precautions were taken to ensure the proper execution of this plan.

Table 15: Incentives and Evaluation for Educational Activities

Year:	2024
Sub-Criterion Topic:	B4.3. Incentives and Evaluation for Educational Activities
Initial Planning Meeting:	2019
Application Areas:	Academic Staff , Departmental Academic Boards
Monitoring Mechanisms:	Award and Incentive Committee Educational Development Committee Academic Staff Satisfaction Surveys (Spring 2023-2024 , Fall 2024-2025)
Performance Indicators:	Academic Staff Satisfaction Rates (Spring 2023-2024 , Fall 2024-2025)
Evaluation and Improvement:	January - July Award and Incentive Committee Meeting (24.12.2024) General Evaluation Meeting for Spring Term Quality Studies (08.06.2024) Educational Development Committee 2024 Spring Term Activity Evaluation Meeting (10.07.2024) Educational Development Committee 2024 Second Half-Year Activity Evaluation Meeting (29.01.2025)

Maturity Level:

Our institution systematically monitors the findings obtained from the practices related to incentivizing and rewarding academic staff. The results of these evaluations are assessed, and necessary measures are taken accordingly.

Evidences:

Evidence 1: [Quality Handbook](#)

Evidence 2: [2024 Academic Incentive Payment Application Schedule](#)

Evidence 3: [Faculty Strategic Plan \(p. 33\)](#)

Evidence 4: [Academic Incentive Regulation 1](#), [Academic Incentive Regulation 2](#)

Evidence 5: [Educational Development Committee Activity Planning Meeting \(Decision No: 21\) – 13.01.2024](#)

Evidence 6: [General Evaluation Meeting on Spring Term Quality Studies – 08.06.2024, Educational Development Committee Second Half-Year Activity Planning Meeting – 10.06.2024](#)

Evidence 7: [2022 ÖDR Report \(p. 37-38\)](#)

Evidence 8: [Educational Development Committee Meeting – 12.09.2023](#)

Evidence 9: [Unit Committees](#)

Evidence 10: [Educational Development Committee Spring Term Activity Evaluation Meeting \(Decision No: 21\) – 10.07.2024](#)

Evidence 11: [Award and Incentive Committee Meeting – 24.12.2024](#)

Evidence 12: [2024 Faculty Bulletin \(p. 23\)](#)

Evidence 13: [2024 Quality Objectives](#)

Evidence 14: [Faculty of Theology Official Twitter Account](#)

Evidence 15: [Faculty of Theology Official Instagram Account](#)

Evidence 16: [Faculty Bulletins](#)

Evidence 17: [Promotional Booklets](#)

Evidence 18: Academic Staff Satisfaction Surveys ([Spring 2023-2024](#), [Fall 2024-2025](#))

Evidence 19: [Educational Development Committee Second Half-Year Activity Evaluation Meeting – 29.01.2025](#)

B.5. Learning Resources

B.5.1. Learning Resources

The defined processes related to learning resources such as classrooms, reading rooms, computer laboratories, and libraries are included in the Quality Handbook (See [Evidence 1](#)). Our faculty has: 24 classrooms, 4 amphitheatres, 2 conference halls, 1 computer laboratory, 66 academic staff offices, 1 archive room, 2 reading rooms (See [Evidence 2](#)). Our faculty prioritizes the use of modern technological tools in education. Classrooms and the computer laboratory are equipped with state-of-the-art equipment. 14 projectors are available in the classrooms to facilitate more effective lecture delivery by academic staff. Additionally, our faculty has a Qira'at Reading Room, where courses such as Tashih-i Huruf are conducted. These courses focus on perfecting Quranic recitation, mastering Tajweed rules, and enhancing voice modulation for proper Quranic pronunciation.

Our university also hosts a Career Planning and Research Center (See [Evidence 3](#)) and a Continuing Education and Research Center (See [Evidence 4](#)), where various educational programs, seminars, and courses are offered. As part of an agreement between Dicle University Rectorate and the Provincial Mufti's Office, certain sections of the Selahattin Eyyubi Mosque Complex have been allocated to our Faculty of Theology. This complex includes: 3 administrative offices, 6 classrooms, 1 traditional (oriental) room, A kitchen and Restrooms. The Faculty of Theology organizes social, cultural, and academic events here as part of the University-City Collaboration Initiative to bring faculty members' academic expertise to the

community. These events started in October 2024 and will continue to expand in 2025 (See [Evidence 16](#)).

Library and Digital Resources

The faculty library and the central university library are among our most significant learning resources (See [Evidence 5](#)). Our faculty library contains resources in various disciplines, including: Islamic Sciences (Tafsir, Hadith, Fiqh, Kalam, Sufism), History, Geography, Sociology, Philosophy, Ethics, Rhetoric, and Biographies, Dictionaries, Periodicals, Encyclopedias, and Theses

All library materials are cataloged in the Yordam Library Automation System and are accessible online. University academic and administrative personnel, as well as students, can borrow materials, while external researchers can only access and photocopy resources on-site. Total library materials: 23,212, 21,430 books, 16,565 Turkish, 5,898 Arabic, 557 other languages, 1,587 theses (bachelor's, master's, and doctoral), 195 periodicals. Books are classified using the Dewey Decimal Classification System. The library is open Monday–Friday, from 08:00 to 17:00. Faculty members can borrow 10 books for 30 days, graduate students 6 books for 21 days, and undergraduate students 3 books for 15 days. Our library collaborates with Ali Emîrî Central Library and other university libraries to facilitate interlibrary loans (See [Evidence 6](#)).

Strategic Planning and Evaluation of Learning Resources

The Dean's Office, Quality Commission, and Educational Development Committee work in coordination to plan, implement, monitor, and evaluate the management and utilization of learning resources.

The Quality Commission has held meetings in Spring (See [Evidence 7](#)) and Fall 2024 (See [Evidence 8](#)) to activate and guide accreditation committees. The Educational Development Committee also gathered stakeholders on 13.01.2024 to discuss learning resources and incorporated their feedback into planning.

One of our 2020-2024 strategic goals is to enhance education and learning by improving students' access to course materials and increasing library documents by 2% annually (See [Evidence 9](#)).

To enrich the faculty library, faculty members were asked to recommend books, and additional electronic resources were acquired with the support of DİFAV Publishing. Due to the increasing number of students, plans were made to relocate the library to a larger space in Spring 2024, but this was later reconsidered due to spatial constraints (See [Evidence 11](#)).

To promote e-learning, students were introduced to e-resource guides, database tutorials, and digital library access. These resources were made available on the university library's website (See [Evidence 10](#)).

Monitoring and Student Feedback

To assess the effectiveness of learning resources: Satisfaction surveys were conducted among students (See [Evidence 13](#)) and academic staff (See [Evidence 14](#)). The Dean's Office, Quality Commission, and Educational Development Committee monitored whether plans were implemented and took corrective measures where necessary (See [Evidence 15](#)). These efforts ensure continuous improvement in the quality and accessibility of learning resources.

Table 16: Learning Resources Monitoring Processes

Year:	2024
Sub-Criterion Topic:	B.5.1. Learning Resources Monitoring Processes
Initial Planning Meeting:	<u>2022</u>
Application Areas:	<u>All Physical Areas of the Faculty</u>
Monitoring Mechanisms:	Faculty Satisfaction Surveys: <u>Spring 2023-2024, Fall 2024-2025</u> Student Satisfaction Surveys: Spring <u>Spring 2023-2024, Fall 2024-2025</u>
Performance Indicators:	Faculty Satisfaction Survey Results: <u>Spring 2023-2024, Fall 2024-2025</u> Student Satisfaction Survey Results: <u>Spring 2023-2024, Fall 2024-2025</u> <u>2024 Faculty Bulletin</u> <u>2024 Activity Report</u>
Evaluation and Improvement	Process Activity Monitoring Form <u>Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting: 10.07.2024</u> <u>General Evaluation Meeting of Quality Studies for the Spring Term 2024: 08.06.2024</u>

Maturity Level:

In our institution, learning resources are managed to ensure they are sufficient in both quality and quantity and are also accessible in all areas. The results of the implemented practices are monitored, and based on the findings, necessary measures are taken. When there are any needs or demands, resources are diversified accordingly.

Evidences:

Evidence 1: Quality Handbook

Evidence 2: 2024 Activity Report (pp. 10-11)

Evidence 3: Career Planning Application and Research Center

Evidence 4: Continuing Education Application and Research Center

Evidence 5: Central Library / Faculty of Theology Library

Evidence 6: Dicle University Library and Documentation Department Directive

Evidence 7: General Evaluation Meeting of Quality Studies for the Spring Term

Evidence 8: [Process Evaluation Meeting of the Quality and Accreditation Higher Commission](#)

Evidence 9: [Faculty Strategic Plan \(pp. 30-32\)](#)

Evidence 10: [Education and Teaching Development Commission Activity Planning Meeting \(January 13, 2024, Decision no: 17-18\)](#)

Evidence 11: [DİFAV Publishing House](#)

Evidence 12: [Central Library Announcement](#)

Evidence 13: Student Satisfaction Surveys ([Spring 2023-2024](#), [Fall 2024-2025](#))

Evidence 14: Faculty Satisfaction Surveys (Spring [2023-2024](#), [Fall 2024-2025](#))

Evidence 15: [Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting \(July 10, 2024\)](#)

Evidence 16: [2024 Faculty Bulletin \(p. 7\)](#)

B.5.2. Social, Cultural, and Sports Activities

Our faculty supports social, cultural, and sports activities to contribute to students' development. The social and cultural activities organized within the faculty are conducted in accordance with the Dicle University Student Communities and Clubs Directive (See [Evidence 1](#)). Students and staff of our faculty, located on the central campus, can benefit from all the social, cultural, and sports facilities offered by the university. Additionally, various opportunities are available within the faculty for student use.

During the Education and Teaching Development Meeting on January 13, 2024, it was requested that student clubs operating within the faculty submit their activity plans to the faculty administration at the beginning of each semester. At the commission meeting on July 10, 2024, these plans were evaluated (See [Evidence 2](#), [Evidence 3](#)). The faculty website prepares informative news articles about the events held, sharing them with photos on the website and social media accounts, ensuring public awareness of the events.

In 2024, numerical differences were observed in social, cultural, and sports activities between the Spring and Fall semesters. This discrepancy was influenced by the fact that education was conducted at the Faculty of Economics during the Spring term. The lack of dedicated conference halls and activity spaces for Faculty of Theology students, the shared use of spaces with other faculty students, and the follow-up of permission processes negatively impacted the quantity and quality of activities. However, with the completion of structural reinforcement work on the Faculty of Theology building in the new academic year, students have been able to participate more actively in social and cultural activities.

In Fall 2024, Dicle University Rectorate assigned the Selahaddin Eyyubi Mosque-Complex Education Center to the Faculty of Theology. Due to its location in the city center, some student activities started to be held there. Additionally, the Imam Shafi'i Research Center was relocated to this complex. This strengthened the connection between faculty students and the city, making it easier for them to access Diyarbakır's social and cultural opportunities (See [Evidence 4](#)).

Our faculty provides various opportunities that support students' academic, social, cultural, and sports development. Sports activities are organized by the Sports Activities Commission, while cultural activities are managed by the Promotion, Culture, Arts, Organization, Events,

and Alumni Relations Commission (See [Evidence 5](#)).

Student clubs within our faculty contribute to social responsibility projects, such as visiting rural schools and providing support to students, thereby strengthening the bond between the university and society (See [Evidence 6](#)). Additionally, faculty students actively participate in football tournaments organized by Dicle University.

Our faculty encourages social awareness and collaborates with stakeholders to increase public knowledge and consciousness regarding religious matters. Various joint projects have been carried out with the Diyarbakır Provincial Directorate of National Education and the Diyarbakır Provincial Mufti's Office. On November 21, 2024, at the Faculty of Theology External Stakeholders Meeting, the Provincial Mufti, National Education Branch Manager, and representatives from NGOs participated, discussing the protocol signed between the Faculty of Theology and the Mufti's Office, evaluating ongoing activities, and deciding to expand the scope of cooperation (See [Evidence 7](#)).

Moreover, to support academic studies on the Shafi'i school of thought, which is widely practiced in the region, the Imam Shafi'i Research Center was established within the faculty, organizing various academic and cultural activities. Similarly, the Qur'an Recitation and Recitation Practices and Research Center at the university organizes events such as Qur'an recitation competitions (See [Evidence 8](#)).

To meet students' housing and educational needs, services continue under protocols signed with the Diyarbakır Religious Higher Specialization Center and the Dicle Association (See [Evidence 9](#)). Additionally, an educational cooperation protocol was signed with the Diyarbakır Branch of the İlim Yayma Cemiyeti, aiming to support students' academic and professional development through complementary courses, seminars, and cultural activities (See [Evidence 10](#)).

The faculty boasts a rich library collection and extensive resources. Students have unrestricted access to the library's materials (See [Evidence 11](#)). The faculty library is connected to Ali Emîrî Central Library and collaborates with other university libraries, enabling students and faculty to borrow books from different institutions.

The faculty also supports financially disadvantaged students through the Faculty Social Assistance and Support Activities Unit, in collaboration with the Dicle University Theology Foundation, evaluating scholarship applications and identifying students in need (See [Evidence 12](#)). In the 2023-2024 academic year, scholarship interviews were completed, and eligible students were reported to the foundation. As of 2024, 110 students receive scholarships (See [Evidence 13](#)).

Additionally, during Ramadan, faculty members provided direct or mediated assistance to students in need. Social and cultural activities were also planned, with Dicle University Theology Foundation providing both financial and moral support (See [Evidence 14](#)).

In accordance with the faculty's mission and vision, an iftar program was organized for university students, sponsored by Mehmet Cansız Foundation. In 2023, iftar gatherings were held in the faculty courtyard, while in 2024, they were conducted in the University Central Dining Hall to accommodate a larger student body. Plans for the 2025 Ramadan iftar program have already been finalized (See [Evidence 15](#), [Evidence 16](#)).

All faculty activities align with the Quality Handbook's defined process guidelines, considering policies, goals, and strategies for social contribution. A key initiative in this regard

has been live streaming faculty events on the Faculty YouTube channel, enhancing public engagement (See [Evidence 17](#)).

The Faculty YouTube channel and other social media accounts are actively managed by a designated unit, broadcasting events live or making them available later (See [Evidence 18](#)).

To assess student satisfaction, activities are monitored through student satisfaction surveys. Results from the 2023-2024 Fall Student Satisfaction Survey showed 59% of students found student club activities sufficient (Question 9), while in the 2023-2024 Spring survey, this increased to 64%. Similarly, responses to the question about cultural, sports, and artistic opportunities provided by the university (Question 10) showed 59% satisfaction in Fall 2023 and 64% in Spring 2024, indicating increasing satisfaction (See [Evidence 19](#), [Evidence 20](#)).

To address student club activities and challenges, a meeting with student club representatives was held on October 9, 2024, where 10 active student clubs participated (See [Evidence 21](#)).

Additionally, faculty departments plan social activities at the beginning of each academic year, categorized into internal faculty events, external stakeholders, NGOs, media, and social media (See [Evidence 22](#), [Evidence 23](#), [Evidence 24](#)).

Table 17: Social, Cultural, and Sports Activities

Year:	2024
Sub-Criterion Topic:	B.5.2. Social, Cultural, and Sports Activities
Initial Planning Meeting:	2019
Application Areas:	All Physical Areas of the Faculty , Students
Monitoring Mechanisms:	<p>Faculty Satisfaction Surveys: Spring 2023-2024, Fall 2024-2025</p> <p>Student Satisfaction Surveys: Spring 2023-2024, Fall 2024-2025</p> <p>Research and Development Commission</p>
Performance Indicators:	<p>Numerical Data on Learning Resources</p> <p>Faculty Satisfaction Survey Results: Spring 2023-2024, Fall 2024-2025</p> <p>Student Satisfaction Survey Results: Spring 2023-2024, Fall 2024-2025</p> <p>2024 Faculty Bulletin</p> <p>2024 Activity Report</p> <p>Process/Activity Monitoring Report 2021, p. 8</p> <p>Process/Activity Monitoring Report 2022, p. 7</p> <p>Department of Basic Islamic Sciences 2024 Academic and</p>

	Social Activities Planning Table Department of Islamic History and Arts 2024 Academic and Social Activities Planning Table Department of Philosophy and Religious Studies 2024 Academic and Social Activities Planning Table
Evaluation and Improvement:	Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting (10.07.2024) Spring Term General Evaluation Meeting on Quality Studies (08.06.2024) 2022 Internal Audit Report (13.05.2022, p.4) Management Review Meeting (13.06.2022) Education and Teaching Development Commission Meeting (05.01.2024) Faculty of Theology Clubs Meeting (09.10.2024) Consultation Meeting with Alumni (15.12.2024)

Maturity Level:

Social, cultural, and sports activities within the institution are managed institutionally (in alignment with institutional objectives). Support is provided for their implementation, administrative organization is established, and systematic monitoring is conducted on all related practices. The findings obtained from these implementations are systematically tracked, evaluated with stakeholders, and necessary measures are taken. Resources are diversified based on needs and demands.

Evidences:

- Evidence 1- [Dicle University Student Communities/Clubs Directive](#)
- Evidence 2- [Education and Teaching Development Commission Meeting \(13.01.2024\)](#)
- Evidence 3- [Education and Teaching Development Commission Meeting \(10.07.2024\)](#)
- Evidence 4- [Faculty of Theology Bulletin, p. 7](#)
- Evidence 5- [Promotion, Culture, Arts, Organization, Events, and Alumni Relations Commission](#)
- Evidence 6- [Faculty of Theology Bulletin, p. 53](#)
- Evidence 7- [Education and Teaching Development Commission Meeting \(30.08.2023\)](#)
- Evidence 8- [Faculty of Theology Bulletin, p. 17](#)
- Evidence 9- [Protocols](#)
- Evidence 10- [Collaboration Protocol](#)
- Evidence 11- [2020-2024 Dicle University Faculty of Theology Strategic Plan, p. 32](#)
- Evidence 12- [Dicle University Theology Foundation](#)

Evidence 13- [Faculty of Theology Bulletin, p. 34](#)

Evidence 14- [Faculty of Theology Bulletin, Issue 3 \(2023\), p. 11](#)

Evidence 15- [Iftar Meal Service](#)

Evidence 16- [Lilafix Cosmetics Protocol](#)

Evidence 17- [YouTube](#)

Evidence 18- [Social Media Channels](#)

Evidence 19- [Fall Semester Student Satisfaction Survey Result \(2023-24 Academic Year\)](#)

Evidence 20- [Spring Semester Student Satisfaction Survey Result \(2023-24 Academic Year\)](#)

Evidence 21- [Faculty of Theology Clubs Meeting \(09.10.2024\)](#)

Evidence 22- [Department of Basic Islamic Sciences 2024 Academic and Social Activities Planning Table](#)

Evidence 23- [Department of Islamic History and Arts 2024 Academic and Social Activities Planning Table](#)

Evidence 24- [Department of Philosophy and Religious Studies 2024 Academic and Social Activities Planning Table](#)

B.5.3. Facilities and Infrastructure (Cafeteria, Dormitory, Technology-Equipped Study Areas, Medical Services, etc.)

Students of our faculty have access to all social areas within the campus. The use of these spaces is regulated according to predetermined procedures.

Due to the earthquake on February 6, 2023, structural reinforcement efforts continued in the faculty building during the Spring 2024 semester. During this period, Faculty of Theology education was temporarily conducted in the Faculty of Economics building. By the Fall semester, the necessary renovations were completed, and the new academic term started as planned and organized in the Faculty of Theology building (See [Evidence 1](#)).

Among the planned renovations at the end of 2023—library, photocopy center, and cafeteria—the cafeteria was successfully renewed in 2024. Alongside structural reinforcement efforts, it is intended that other projects will be implemented, ensuring the continuity of the modernization process. Accordingly, the modern and technological infrastructure provided in reading halls is planned to be extended to the library and photocopy center next year.

As part of facility and infrastructure evaluations, the 2023 Fall Semester Student Satisfaction Survey included related questions. According to the survey results, in which 2,800 students participated, 57% of students expressed satisfaction with services provided in campus facilities such as cafeterias, cafes, and restaurants. In the 2024 Fall Semester Student Satisfaction Survey, satisfaction with the same question increased to 61%, indicating that our faculty administration's efforts in facilities and infrastructure were successful (See [Evidence 2](#), [Evidence 3](#)).

On October 10, 2024, a meeting was held with class representatives, during which students reported facility and infrastructure issues to the faculty administration and presented solutions. Problems related to the cafeteria and dining hall were resolved swiftly as

a result of this discussion. The faculty administration's commitment to addressing student concerns in a solution-oriented manner plays a crucial role in ensuring institutional sustainability (See [Evidence 4](#)).

Dicle University adheres to its quality policy in pursuit of its mission, vision, and objectives. Our faculty, aligned with these principles and strategies, aims to establish an effective quality management system for continuous development. Student feedback on provided services is collected, and the findings are published on the university's website (See [Evidence 5](#)).

Table 18: Facilities and Infrastructure

Year:	2024
Sub-Criterion Topic:	B.5.3. Facilities and Infrastructure (Cafeteria, Dormitory, Technology-Equipped Study Areas, Medical Center, etc.)
Initial Planning Meeting:	2022
Application Areas:	All Physical Areas of the Faculty
Monitoring Mechanisms:	Education and Teaching Development Commission Faculty Satisfaction Surveys: Faculty member satisfaction surveys: Spring 2023-2024, Fall 2024-2025 Student satisfaction surveys: Spring 2023-2024, Fall 2024-2025
Performance Indicators:	Numerical Data on Learning Resources Survey Results: Faculty Satisfaction Surveys: Spring 2023-2024 , Fall 2024-2025 Student Satisfaction Surveys: Spring 2023-2024 , Fall 2024-2025 2024 Faculty Bulletin 2024 Activity Report Process Activity Monitoring Form
Evaluation and Improvement:	Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting (10.07.2024) Spring Term General Evaluation Meeting on Quality Studies (08.06.2024) Class Representatives Meeting: 10.10.2024

Maturity Level:

The institution has planning in place for establishing facilities and infrastructure with appropriate quality and quantity. However, there are no implemented applications in line with these plans.

Evidences:

Evidence 1- [Building Reinforcement Procedures](#)

Evidence 2- [Fall 2023 Student Satisfaction Survey](#)

Evidence 3- [Fall 2024 Student Satisfaction Survey](#)

Evidence 4- [Class Representatives Meeting \(10.10.2024\)](#)

Evidence 5- [Survey Results from Previous Years](#)

B.5.4. Barrier-Free Faculty

Our faculty has implemented various arrangements considering the needs of individuals with disabilities. Within this scope: The building entrances and exits have been designed to be accessible to individuals with disabilities. Special walking paths for visually impaired individuals have been established within the faculty and its garden. An elevator has been installed to facilitate access to upper floors. Tactile guide signs with raised letters have been added at the entrance to assist visually impaired individuals in using the elevator.

In our faculty's open parking area, designated parking spaces have been allocated for individuals with disabilities. Yellow tactile paving has been applied to frequently used sidewalks within the campus. Ramps and existing restrooms have been adapted for disabled access, and elevators have been improved for more convenient use. Various efforts are being carried out to ensure that individuals with disabilities have full and equal access to the university campus's physical areas, academic opportunities, and socio-cultural activities. In this regard, during the "2020 Barrier-Free University Awards" organized by the Council of Higher Education (YÖK) in June 2020, Dicle University achieved significant success by winning six different "Barrier-Free University Flag Awards." As part of these awards, our faculty was also honored with the "Orange Flag Award" in the category of accessibility in facilities (See: [Evidence 1](#)).

During the Education and Teaching Development Commission meeting held on January 13, 2024, new planning for "Barrier-Free Faculty" initiatives was proposed. In this context, it was suggested that the faculty should reapply for the Orange Flag Award, which is due for renewal. A request was submitted to the dean's office, and it was decided that this initiative would be carried out in coordination with the Education and Teaching Development Commission and the Dean's Office starting from September of the fall semester.

At the Education and Teaching Development Commission meeting on July 10, 2024, it was reported that a meeting had taken place between Reyhan Gül Güven, the Director of Dicle University's Center for Disability Studies and Research, and the Dean's Office. However, due to delays in the renovation work of the Faculty of Theology building, the relevant application could only be made after a six-month preparation period in January 2025. During this period, the necessary improvements were completed, and the application for the Orange Flag Award was submitted (See: [Evidence 2](#), [Evidence 3](#)).

Table 19: Barrier-Free Faculty

Year:	2024
Sub-Criterion Topic:	B.5.4. Barrier-Free Faculty
Initial Planning Meeting:	2020
Application Areas:	Relevant Physical Areas of the Faculty
Monitoring Mechanisms:	Education and Teaching Development Commission Student Satisfaction Surveys: Fall 2022-2023 , Spring 2022-2023 , Spring 2023-2024 , Fall 2024-2025
Performance Indicators:	Faculty Satisfaction Surveys: Spring 2023-2024 , Fall 2024-2025 Student Satisfaction Surveys: Spring 2023-2024 , Fall 2024-2025 2024 Faculty Bulletin 2024 Activity Report Process Activity Monitoring Form
Evaluation and Improvement:	Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting (10.07.2024) Spring Term General Evaluation Meeting on Quality Studies (08.06.2024)

Maturity Level:

The findings obtained from the implementation of the accessible faculty practices across all institutional spaces are systematically monitored. Based on the monitoring results, necessary measures are taken.

Evidences:

Evidence 1- [News Article on the Faculty of Theology Website](#)

Evidence 2- [Education and Teaching Development Commission Meeting \(13.01.2024\)](#)

Evidence 3- [Education and Teaching Development Commission Meeting \(10.07.2024\)](#)

B.5.5. Guidance, Psychological Counseling, and Career Services

At our faculty, guidance, psychological counseling, and career services are provided through academic advisors assigned to each student. Within the framework of the Advisory Management System, students are matched with an academic advisor from the moment they enroll. These advisors help students benefit from guidance and career services, encourage them to develop research habits, and foster lifelong learning skills. This process is carried out in accordance with the Dicle University Student Advising Directive (See [Evidence 1](#)).

In 2024, the Council of Higher Education (YÖK) decided to discontinue new student

admissions for evening education programs. This decision is expected to improve the efficiency of guidance services for students. In previous years, with a student population approaching 4,000 and only 85 faculty members, it was clear that delivering equal and effective counseling services was challenging. However, in 2024, the number of new students admitted to the Faculty of Theology was only 204, allowing for a more effective orientation and counseling process by the Preparatory Unit (See [Evidence 2](#)).

Supporting students academically, psychologically, and socially during their research activities is one of our faculty's priorities. Awareness programs are conducted to facilitate students' adaptation to the faculty and enhance their sense of belonging. Additionally, students in need of psychological support are referred to the Psychological and Social Counseling Application and Research Center, where professional psychologists are available (See [Evidence 3](#)).

Academic advisors inform students about the administrative and academic units of the university and provide guidance on regulations, program changes, student exchange programs (domestic and international), lateral transfers, and career planning (See [Evidence 4](#)). The advisory activities are conducted by faculty members and monitored through the Student Information System (See [Evidence 5](#)).

In 2024, counseling services were conducted with a multi-faceted approach, including academic counseling, individual counseling, and peer counseling. Peer counseling was particularly planned to facilitate the integration of international students into the faculty, enhance counseling services, and improve student satisfaction. According to the Academic Advisor Evaluation Survey, the satisfaction rates for advisory services were: Fall 2023: 54%, Spring 2024: 49% Fall 2024: 54% The difference in survey results may be attributed to the fact that, due to the earthquake damage, the faculty building was unavailable, and academic staff were unable to use their offices during the Spring 2024 semester, preventing regular advisory sessions. Moreover, a detailed analysis of the survey results shows that 30% of students reported never meeting with their advisor. This indicates that the academic counseling system is relatively effective only during course registration periods but is not utilized by students during other times.

This issue has been raised in previous years, with recommendations that faculty members should receive in-service training on advisory services. However, in 2024, it appears that the administration did not implement this recommendation. It is crucial to coordinate with the Faculty of Education and the Student Affairs Office to organize the necessary training and briefing sessions (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#)).

In addition to regular guidance and counseling services, specialized counseling services are also provided based on students' needs. For example, guidance and counseling support is provided by the relevant coordination office for events organized by student clubs (e.g., conferences, trips). Feedback from students is collected, and survey results are published on the university's website.

To improve access to guidance and counseling services, a Guidance and Counseling Coordination Unit was established within the faculty, led by Professor Dr. Davud İŞIKDOĞAN from the Department of Religious Education, along with a team of faculty members. In 2024, a dedicated office was allocated to this coordination unit, ensuring that faculty students receive the necessary guidance and support (See [Evidence 9](#)).

On July 10, 2024, a decision was made to request the dean's office to organize seminars and meetings for faculty members to enhance the effectiveness and fairness of academic counseling services. This initiative aims to strengthen guidance, psychological counseling, and career services in 2024 (See [Evidence 10](#)).

Table 20: Guidance, Psychological Counseling, and Career Services

Year:	2024
Sub-Criterion Topic:	B.5.5. Guidance, Psychological Counseling, and Career Services
Initial Planning Meeting:	2018
Application Areas:	Undergraduate and Graduate Students
Monitoring Mechanisms:	Commission for the Development of Education and Teaching Student Satisfaction Surveys: Fall 2022-2023 , Spring 2022-2023 , Spring 2023-2024 , Fall 2024-2025 Student Advisors
Performance Indicators:	Student Satisfaction Surveys: Fall 2022-2023 , Spring 2022-2023 , Spring 2023-2024 , Fall 2024-2025 2024 Faculty Bulletin 2024 Activity Report Academic Advisor Evaluation Survey: Fall 2023 Academic Advisor Evaluation Survey: Spring 2024 Academic Advisor Evaluation Survey: Fall 2024
Evaluation and Improvement:	Education and Teaching Development Commission 2024 Spring Term Activity Evaluation Meeting (10.07.2024) Spring Term General Evaluation Meeting on Quality Studies (08.06.2024) 2024-2025 Academic Board Meeting Quality and Accreditation Commissions – Spring 2024 Term Activities End-of-Term Meeting: 25.06.2024 Consultation Meeting with Alumni: 15.12.2024

Maturity Level:

All units within the institution provide appropriately qualified and adequately resourced

guidance, psychological counseling, and career services, which are managed holistically. The results of these services are systematically monitored, and necessary measures are taken based on evaluations.

Evidences:

- Evidence 1- [Dicle University Student Counseling Directive](#)
- Evidence 2- [2024 Faculty Bulletin, p. 31](#)
- Evidence 3- [Psychological and Social Counseling Application and Research Center](#)
- Evidence 4- [Erasmus Information Meetings](#)
- Evidence 5- [2024-2025 Academic Board Meeting](#)
- Evidence 6- [Academic Advisor Evaluation Survey \(Fall 2023\)](#)
- Evidence 7- [Academic Advisor Evaluation Survey \(Spring 2024\)](#)
- Evidence 8- [Academic Advisor Evaluation Survey \(Fall 2024\)](#)
- Evidence 9- [Guidance and Counseling Coordination Members](#)
- Evidence 10- [Commission for the Development of Education and Teaching Meeting \(10.07.2024\)](#)

B.6. Program Monitoring and Updating

B.6.1. Monitoring and Updating of Program Outcomes

The Theology Program is implemented at our institution, with its objectives and outcomes defined in the Faculty of Theology Quality Handbook (See [Evidence 1](#)). The monitoring and updating processes for the program are outlined in the Education-Teaching and Examination Regulations (See [Evidence 2](#)).

Our program is periodically reviewed at the end of each term in accordance with the Turkish Higher Education Qualifications Framework (TYYÇ) and the objectives set by the Bologna Process. The program's purpose is regularly updated in alignment with the institution's vision and mission (See [Evidence 3](#)) and quality policy (See [Evidence 4](#)). The program objectives (See [Evidence 5](#)), program outcomes (See [Evidence 6](#)), and discipline-specific criteria (See [Evidence 7](#)) are reviewed at the end of each academic year.

The courses taught each term, students' grade point averages, course information packages, students' achievement levels regarding program outcomes, and course evaluation files are systematically collected and made available online on the institution's website (See [Evidence 8](#)).

The institution maintains communication with external stakeholders, such as local representatives of the Ministry of National Education and the Presidency of Religious Affairs, where our graduates are employed. The Commission for the Development of Education and Teaching holds meetings with external stakeholders throughout the year to organize joint activities and gather feedback. Discussions are held on areas where graduates' academic and professional competencies can be improved, as well as measures to enhance the academic and professional qualifications of current students (See [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#)).

The current students and graduates of our institution are assessed in collaboration with

internal and external stakeholders, including representatives from the Diyarbakır Provincial Mufti's Office and the Diyarbakır Provincial Directorate of National Education. The Plan-Do-Check-Act (PDCA) cycle is applied to monitor progress and implement necessary measures.

For instance, in meetings with the Head of the Arabic Language and Rhetoric Department and the Coordinator of the Preparatory Classes, it was identified that more effective language instruction was needed. As a result, the institution organized an Arabic Language Workshop in Spring 2024, focusing on improving the preparatory class curriculum. Additionally, social activities were planned to support the orientation of preparatory class students, and extra Arabic language courses were scheduled for the summer (See [Evidence 13](#)). The Theology Faculties' Arabic Preparatory Education Workshop was successfully held on May 4-5, 2024, as planned (See [Evidence 14](#)).

Similarly, to support students' academic development, a National Student Symposium on Religion and Civilization was organized on May 20-21, 2024 in collaboration with Dicle University Faculty of Theology and external stakeholders, including the Diyarbakır Provincial Directorate of National Education, Diyarbakır Provincial Mufti's Office, Diyarbakır Religious Higher Specialization Center, and Diyarbakır Yenişehir District Mufti's Office (See [Evidence 15](#)).

Table 21. Monitoring and Updating of Program Outcomes

Year:	2024
Sub-Criterion Topic:	B.6.1. Monitoring and Updating of Program Outcomes
Initial Planning Meeting:	November 2018
Application Areas:	Programs Implemented in the Faculty of Theology Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Education and Teaching Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria
	November-December Education and Training Development Commission

Evaluation and Improvement:	Activity Planning Meeting 13.01.2024
	Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024
	External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22)
	Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024
	Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024
	Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024
	Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024
	External Partners Meeting 21.11.2024
	Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024
	Consultation Meeting with Graduates 15.12.2024
	Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025

Maturity Level:

Program outputs in the institution are systematically monitored on an annual basis in accordance with the educational and teaching policies and objectives. These monitoring results are evaluated in collaboration with both internal and external stakeholders, including current students, alumni, representatives from the Diyarbakır Provincial Mufti and Diyarbakır Provincial Directorate of National Education. The evaluation is conducted through the PDCA (Plan-Do-Check-Act) cycle, and necessary measures are taken accordingly.

Evidences:

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

Evidence 2: [Dicle University Associate and Undergraduate Education-Teaching and Examination Regulation](#)

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

Evidence 4: [Dicle University Faculty of Theology Quality Policy](#)

Evidence 5: [Dicle University Faculty of Theology Program Objectives](#)

Evidence 6: [Dicle University Faculty of Theology Program Outputs](#)

Evidence 7: [Faculty of Theology Discipline-Specific Criteria](#)

Evidence 8: [Course Evaluation Files](#)

Evidence 9: [Education and Teaching Development Commission Activity Planning Meeting, 13.01.2024](#)

Evidence 10: [Alumni Consultation Meeting, 15.12.2024](#)

Evidence 11: [External Stakeholders Meeting, 13.06.2024 \(2024 Faculty Bulletin p.22\)](#)

Evidence 12: [External Stakeholders Meeting, 21.11.2024](#)

Evidence 13: [Education and Teaching Development Commission Activity Planning Meeting, 13.01.2024](#)

Evidence 14: [Dicle University Faculty of Theology 2024 Activity Report](#)

Evidence 15: [Dicle University Faculty of Theology 2024 Activity Report](#)

B.6.2. Graduate Tracking System

The processes related to alumni and the graduate tracking system are determined in accordance with PDCA principles and implemented in line with the goals and strategic objectives outlined in the Quality Handbook and the 2025-2029 Strategic Plan (See [Evidence 1](#); [Evidence 2](#)). Following meetings with the Education and Teaching Development Commission, it was discussed that alumni of the Faculty of Theology have deficiencies in Arabic, Quran recitation, and some academic skills. Measures to help improve these skills were debated in these meetings (See [Evidence 3](#); [Evidence 4](#); [Evidence 5](#); [Evidence 6](#)).

Our institution conducts an alumni survey at the end of each year, as well as surveys on the level of achievement of the program's teaching objectives. These surveys aim to involve all stakeholders in the education-teaching process, and the results are published on the institution's main page under "Survey Results" (See [Evidence 7](#)). Additionally, surveys are conducted for almost all events held at the institution, and feedback from all participants about the events is gathered. These results are also published on the institution's main page (See [Evidence 8](#)). Furthermore, an additional survey is conducted to assess how alumni evaluate the activities of the faculty and clubs in terms of quantity and quality. The results of this survey are made available on the faculty's main page (See [Evidence 9](#)).

Table 22. Graduate Tracking System

Year:	2024
Sub-Criterion Topic:	B.6.2. Graduate Tracking System
Initial Planning Meeting:	August 2023
Application Areas:	Programs Implemented in the Faculty of Theology

	Faculty of Theology Curriculum Faculty of Theology Course Information Packages
Monitoring Mechanisms:	Education and Teaching Development Commission Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Surveys
Performance Indicators:	Dicle University Faculty of Theology Student, Academic Staff and Graduate Student Satisfaction and Student Course Evaluation Survey Results Course Evaluation Files Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria
Evaluation and Improvement:	<p>November-December</p> Education and Training Development Commission Activity Planning Meeting 13.01.2024 Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 08.06.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Planning Meeting Minutes 10.06.2024 External Partners Meeting 13.06.2024 (2024 Faculty Bulletin p.22) Quality and Accreditation Commissions 2024 Spring Term Activities End of Term Meeting Minutes 25.06.2024 Education and Training Development Commission 2024 Spring Term Activities Evaluation Meeting 10.07.2024 Quality and Accreditation Commissions 2024 Fall Term Beginning of Term Meeting Minutes 04.09.2024 Education and Training Development Commission Strategic Plan Meeting Minutes 04.10.2024 External Partners Meeting 21.11.2024 Quality and Accreditation High Commission Process Evaluation Meeting Minutes 05.12.2024

	Consultation Meeting with Graduates 15.12.2024 Education and Training Development Commission 2024 Second Semi-Annual Activities Evaluation Meeting Minutes 29.01.2025
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Maturity Level:

At the end of each academic year, in line with the program goals (education and teaching policies and objectives), the institution collects feedback from internal and external stakeholders through surveys on student satisfaction, course evaluation, academic advisors, academic, administrative, and support staff, and alumni. Meetings and consultations with alumni are conducted, and any deficiencies related to students' competencies and qualifications are identified. Measures to overcome these deficiencies are determined, and the process is monitored and followed to ensure it progresses as planned.

Evidences:

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

Evidence 2: [Faculty of Theology 2025-2029 Strategic Plan](#)

Evidence 3: [Education and Teaching Development Commission Activity Planning Meeting, 13.01.2024](#)

Evidence 4: [Alumni Consultation Meeting, 15.12.2024](#)

Evidence 5: [External Stakeholders Meeting, 13.06.2024 \(2024 Faculty Bulletin p.22\)](#)

Evidence 6: [External Stakeholders Meeting, 21.11.2024](#)

Evidence 7: [Dicle University Faculty of Theology Student, Academic Staff, and Alumni Satisfaction and Student Course Evaluation Surveys](#)

Evidence 8: [Dicle University Faculty of Theology 2024 Event Survey Results](#)

Evidence 9: [Dicle Theology 2024 Alumni Survey Results on Faculty and Club Activities \(Area, Number, and Quality\)](#)

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

Dicle University has a research strategy for conducting research and development activities (See [Evidence 4](#); [Evidence 5](#)). Our faculty has prepared a strategic plan within this framework, aligned with its adopted quality policy (See [Evidence 5](#); [Evidence 6](#)). Accordingly, the faculty plans and implements its activities with the aim of meeting both national and international expectations. To implement and monitor these activities, the Research and Development Commission has been established (See [Evidence 1](#)). Additionally, to ensure the efficient and planned execution of activities, the Quality Handbook has been prepared, and strategic goals for both education and research activities have been set. According to this, the institution's Research and Development Strategy is aligned with the objectives outlined in the 2024-2025 Strategic Plan: Goal 1: To develop research activities, increase the quantity and quality of publications, Goal 2: To engage in research and development activities in collaboration with external stakeholders (See [Evidence 15](#); [Evidence 16](#); [Evidence 7](#)).

Our faculty has set the following strategic goals in the 2023 Quality Handbook to ensure that activities are carried out in a healthy, planned, and efficient manner (See [Evidence 10](#); [Evidence 7](#))

Strategic Goal 1: Strengthening the faculty's research and development activities in line with

national and international standards:

Strategic Objective 1.1: Increase the number of publications made by faculty researchers in high-impact journals in national and international citation indexes.

Strategic Objective 1.2: Bring the faculty journal to national and international indexes.

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

Strategic Objective 1.4: Produce at least 15% of the graduate theses completed each year as publications.

Strategic Objective 1.5: Ensure academic staff participation in domestic and international activities that will enhance their professional experience.

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

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

According to the updated Quality Handbook (2023), our institution's research strategy has been developed in line with the university's research strategy (See [Evidence 7](#)). Some of the research strategies are included among the research goals. The foundation of our institution's research goals is based on the Dicle University Faculty of Theology strategic plan. Research goals and strategies are prepared as five-year programs by consulting internal and external stakeholders. During the preparation of these programs, the current situation is compared with the information from previous strategic documents. Performance evaluation data and internal evaluation reports are taken into account during this updating process. The updated programs regarding the institution's research goals and strategies are reviewed by the Quality and Development Commissions. The final version of the necessary updates on the institution's research and development strategy is submitted to the Dean's Office as a report (See [Evidence 15](#); [Evidence 16](#)). Accordingly, the updated research and development policy of our faculty, which is published on the website, is as follows:

1. To increase the quantity and quality of scientific knowledge produced in the faculty.
2. To support infrastructure work necessary to improve the faculty's academic performance.
3. To create external funding opportunities for research and development activities through collaborations.
4. To update graduate education activities to support students' research and development aspects (See [Evidence 6](#); [Evidence 16](#)).

The policies and priorities defined according to 2023 Unit Activity Report are as follows:

1. To support scientific research.
2. To address the lack of academic and administrative staff.
3. To apply universal standards in education and teaching.
4. To adopt a participatory management approach.
5. To encourage successful students and academic and administrative staff.
6. To organize conferences, symposia, seminars, and other social and cultural activities at the national and international levels (See [Evidence 12](#); [Evidence 16](#)).

The goals defined according to our institution's Goal 1 Strategic Objective 6 "To continuously update educational programs to support research and development in the context of national needs and future expectations" are as follows:

1. To continuously update the institution's educational programs to support research and development.

2. To ensure that academic staff conduct their academic activities according to specific needs and within a plan.

3. To encourage undergraduate students to pursue graduate education.

4. To develop the competence of graduate students in project-making within research and development activities (See [Evidence 7](#)).

The goals defined according to our institution's Goal 2 Strategic Objective 1 "To offer solutions to local and regional problems and propose improvements through research and development activities in collaboration with external stakeholders" are as follows:

1. To strengthen collaborations with national and international external stakeholders and contribute to the increased activities of the Research and Development Commission and the Research-Application Centers of the university.

2. To increase the quantity of high-quality and efficient research and development activities and develop opportunities for public adaptation.

3. To enhance the opportunities for academic staff and students to benefit from national and international funds and increase the number of funds accessed (See [Evidence 7](#)).

The research strategy principles and goals for 2025-2029 defined in line with the framework opinions of "2025-2029 Dicle University Faculty of Theology Strategic Plan" are as follows:

In addition, in alignment with the university's higher education-related goals (See [Evidence 14](#)), our faculty's Research and Development (R&D) Strategy, prepared within the framework of the university's Research and Development Strategy (See [Evidence 5](#)), is outlined in the 2023 Quality Handbook, 2024-2029 Strategic Plan, and 2021, 2022, and 2023 Activity Reports as follows:

a. Strategic Goal 1.1: Increase the number of publications made by faculty researchers in high-impact journals in national and international citation indexes.

b. Strategic Goal 1.2: Bring the faculty journal to national and international indexes.

c. Strategic Goal 1.3: Encourage faculty researchers to carry out regional and local studies.

d. Strategic Goal 1.4: Produce at least 15% of the graduate theses completed each year as publications.

f. Strategic Goal 1.5: Ensure academic staff participation in domestic and international activities that will enhance their professional experience.

g. Strategic Goal 1.6: Increase the number of scientific books and conference papers, in addition to scientific journal articles (See [Evidence 5](#); [Evidence 7](#); [Evidence 11](#); [Evidence 13](#); [Evidence 12](#)).

Table 1: The Institution's Research Policy, Goals, and Strategy

Year:	2024
Sub-Criterion Topic:	C.1.1. The Institution's Research Policy, Goals, and Strategy
Initial Planning Meeting:	November 2021
Application Areas:	Academic and Administrative Staff , Students , Alumni

Monitoring Mechanisms:	Research and Development Commission Identification of Academic Staff's Scientific Research Activities Academic Staff Satisfaction Survey Management Review Meetings Monitoring of the Process in the R&D Commission's WhatsApp Group Information and Evaluation Meetings of the Quality and Accreditation Commissions
Performance Indicators:	R&D Commission 2021 Activity Evaluation Minutes (pp.1-4) R&D Commission 2022 Activity Evaluation Minutes (pp.1-8) 2019-2022 Activity Reports: (2019 p.18, 2020 p.18, 2021 pp.19-20, 2022 pp.24-26) Targeted Publication Numbers by Year (2020-2024) (p.1) Academic Staff Publication Tables (2021, 2022) External Stakeholders Satisfaction Rate Fall Semester 2022, Spring Semester 2023
Evaluation and Improvement:	Quality and Accreditation Commission Presidents Meetings: (23.12.2022, 06.01.2023, 19.01.2023, 26.01.2023, 02.02.2023) R&D Commission Meeting Minutes: 29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021 09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023 R&D Commission 2023 Activity Evaluation Meeting Minutes R&D Commission 2023 Activity Improvement and Suggestions Meeting Minutes R&D Commission 2023 Activities: Proposals and Suggestions to be Presented to the Dean's Office Meeting Minutes

Maturity Level:

The research policy, strategy, goals, and related practices adopted by all areas within the institution are planned, implemented, systematically monitored, and based on the monitoring results, measures are taken to cover all areas and programs. In this context, it is assessed that our institution has been successful in meeting its needs.

Evidences:

Evidence 1: [DÜ Faculty of Theology Research and Development Commission](#)

Evidence 2: [R&D Commission 2021 Activity Evaluation Minutes](#)

Evidence 3: [R&D Commission 2022 Activity Evaluation Minutes](#)

Evidence 4: [Dicle University Research and Development Strategy Document 2024](#)

Evidence 5: [D.Ü. Faculty of Theology Strategic Plan 2025-2029](#)

Evidence 6: [DÜ Faculty of Theology Quality Policy](#)

Evidence 7: [DÜ Faculty of Theology Quality Handbook 2023](#)

Evidence 8: [DÜ Faculty of Theology Quality Handbook 2021](#)

Evidence 10: [Dicle University Faculty of Theology 2024 Activity Report](#)

Evidence 11: [DÜ Faculty of Theology 2021 Activity Report](#)

Evidence 12: [DÜ Faculty of Theology 2023 Activity Report](#)

Evidence 13: [DÜ Faculty of Theology 2022 Activity Report](#)

Evidence 14: [YÖK Strategic Plan 2024-2028](#)

Evidence 15: [R&D Commission External Stakeholder Meeting](#)

Evidence 16: [Faculty of Theology External Stakeholder Meeting Minutes](#)

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

The management and organizational structure of the research and development processes in our faculty are defined in the Quality Handbook (See [Evidence 1](#); [Evidence 2](#)). Accordingly, the management and organization of the institution's research and development processes are carried out by the Research and Development Commission (See [Evidence 3](#)). The commission encourages the participation of an external stakeholder in its activities. When decisions made by the commission are related to external stakeholders, their opinions are sought. In these meetings, where the R&D Commission aims to benefit from different ideas through broad participation, the decisions taken are submitted to the dean's office for approval. Necessary procedures are carried out for the implementation of improvement suggestions deemed appropriate by the dean's office. If needed, the Research and Development Commission collaborates with the Quality and Development Commissions to implement the improvement proposals (See [Evidence 2](#); [Evidence 9](#)).

The commission organizes the faculty's research and development activities and records the activities carried out. The archive of the faculty's scientific activities related to research and development is maintained by this unit. The commission meets as needed to discuss ongoing work and make decisions about future actions. The commission's recommendations and necessary measures are submitted for the dean's information and approval (See [Evidence 2](#); [Evidence 9](#); [Evidence 10](#)).

As defined in the Quality Handbook (See [Evidence 2](#)), the Research and Development Commission, which manages the research and development processes in the institution, consults with the Academic Quality Monitoring and Strategic Planning Commission (See [Evidence 5](#)), the Quality and Development Commissions, and the Accreditation Commissions when necessary. Additionally, the participation of an external stakeholder from the Directorate of Religious Affairs and the Provincial Directorate of National Education is supported in the commission's activities. If necessary, decisions taken by the commission are also presented to external stakeholders for their general views. In these meetings, which aim to benefit from diverse perspectives, the decisions made are submitted to the dean's office for approval (See [Evidence 2](#); [Evidence 10](#)).

There are also other committees within the university that monitor research and development activities. For example, DÜBAP (Dicle University Scientific Research Projects Coordination Office) is an institutional example (See [Evidence 7](#)). Some academic activities in our faculty have been carried out within this framework and continue to be conducted. Likewise, the Quality Coordination Research and Development Working Group, which oversees the monitoring, evaluation, and implementation of

measures to improve quality, has been formed under the rectorate (See [Evidence 6; p.54](#)).

The Faculty Journal, which aims to become one of the leading research publication organs in the field of theology in Turkey, is managed by the Editorial Board. The process has been completed by uploading the previous issues of the journal to the Dergi Park system (See [Evidence 4](#)). Moreover, applications for indexing the journal in national and international indexes have started to yield results. This year, our journal has started to be indexed in Index Copernicus, Sobiad, Turkish Education Index, and Academic Resource Index. DOI numbers have been obtained for articles (See [Evidence 8](#)). As of 2024, the TR index membership process has also begun (See [Evidence 11](#)).

Table 2: Management and Organizational Structure of Research and Development Processes

Year:	2024
Sub-Criterion Topic:	C.1.2. Management and Organizational Structure of Research and Development Processes
Initial Planning Meeting:	November 2021
Application Areas:	Academic and administrative staff , students , alumni
Monitoring Mechanisms:	Research and Development (R&D) Commission Quality and Accreditation Commissions' Information and Evaluation Meetings
Performance Indicators:	R&D Commission Activity Evaluation Reports: 2021 Activity Evaluation Report (pp. 1-4) 2022 Activity Evaluation Report (pp. 1-8) Activity Reports (2019-2022): 2019 (p.18) , 2020 (p.18) , 2021 (pp.19-20) , 2022 (pp.24-26)
Evaluation and Improvement:	R&D Meeting Minutes: 29.11.2021 , 07.12.2021 , 24.12.2021 , 29.12.2021 09.07.2023 , 31.07.2023 , 10.09.2023 , 11.09.2023 Key R&D Commission Meetings (2023): 2023 Activity Evaluation Meeting Minutes Discussion on Areas for Improvement & Preventive Measures Submission of Suggestions and Preventive Measures to the Dean's Office

Maturity Level:

Our Strategic Plan and Quality Manual define the processes for managing research and development activities. These processes are implemented in parallel with institutional policies and are periodically monitored and evaluated to take necessary precautions.

Evidences:

Evidence 1: [Dicle University Faculty of Theology Quality Manual - 2021](#)

Evidence 2: [Dicle University Faculty of Theology Quality Manual - 2023](#)

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

Evidence 4: [Dicle University Faculty of Theology Journal](#)

Evidence 5: [Faculty Unit Commissions](#)

Evidence 6: [Dicle University Internal Evaluation Report 2019](#)

Evidence 7: [DÜBAP \(Scientific Research Projects Coordination Unit\)](#)

Evidence 8: [Dicle Theology Activity Reports 2023](#)

Evidence 9: [Faculty External Stakeholders Meeting](#)

Evidence 10: [Accreditation Commissions External Stakeholders Meeting](#)

Evidence 11: [Dicle Faculty of Theology Journal TR Index Membership](#)

C.1.3. The Relationship of Research with Local, Regional, and National Needs and Demands

As stated in our Quality Manual, research activities are carried out with consideration of local, regional, and national needs and demands (See [Evidence 1](#), [Evidence 2](#)). To ensure that research aligns with these needs, the Research and Development Commission (See [Evidence 3](#)) collaborates with other faculty commissions (See [Evidence 4](#), [Evidence 3](#)) and submits necessary proposals and regulations to the dean's office for approval (See [Evidence 2](#), [Evidence 5](#), [Evidence 6](#)).

All academic activities within our faculty are conducted in a structured, organized, efficient, and productive manner through established commissions and the Quality Manual (See [Evidence 2](#)). Following our R&D policy and strategy, we organize symposiums, conferences, panels, seminars, and talks that address these demands and priorities. Additionally, our faculty members conduct academic research within this framework (See [Evidence 7](#)). Faculty members have participated in various research projects funded by university-internal (BAP) and external (TÜBİTAK) sources (See [Evidence 7](#)). Furthermore, the Imam Shafi'i and Shafi'ism Research Center (İŞAMER) was established to study Shafi'i jurisprudence, which is widely followed in the region (See [Evidence 8](#)). Additionally, our faculty hosts the Qur'an Recitation and Tajweed Research and Practice Center (See [Evidence 9](#)) and the Alevism and Ahlul Bayt Culture Research and Application Center, which contribute both regionally and nationally (See [Evidence 10](#)). Student Clubs and Faculty Activities In 2024, numerous activities were conducted through student clubs (See [Evidence 7](#)).

Our faculty established the Dicle University Faculty of Theology Development Foundation (DİFAV) in 2023, under which a publishing house was founded. Named DİFAV Publishing, it aims to serve the academic community through symposiums, seminars, and publications in various fields of social sciences. In 2023, it published 28 scholarly records, 41 journals, and nearly 70 books. These publications are open-access on the faculty's official website (See [Evidence 11](#)). Dicle Faculty of Theology Journal is also published under this initiative. Although currently operating at a national level, DİFAV Publishing aims to expand internationally, publishing books in Turkish, English, Arabic, Kurdish, and Persian. A DİFAV Publishing Commission has been established, and details about its operations are shared on our website (See [Evidence 11](#), [Evidence 7](#)).

Major Research and Development Projects Our faculty has been conducting the Diyarbakır Sharia Court Records and Diyarbakır Legal Registers projects for a long time with the support of the Karacadağ Development Agency (See [Evidence 12](#)) and DÜBAP (See [Evidence 13](#)). These projects have resulted in multiple published volumes (See [Evidence 14](#), [Evidence 15](#), [Evidence 7](#)).

Our institution also engages in collaborations with external stakeholders through various agreements and protocols (See [Evidence 16](#)).

Our faculty aims to consider local, regional, and national needs and priorities in research and development (See [Evidence 2](#), p.73). Faculty members contribute by organizing conferences, panels, and TV programs to disseminate academic knowledge to the public (See [Evidence 17](#), [Evidence 18](#)).

Academic and Social Activities (2024)

1. Religion and Civilization National Student Symposium (See [Evidence 19](#))
2. 1st Workshop on Arabic Preparatory Education in Theology Faculties (See [Evidence 20](#))
3. Panel: "Our Prophet and Personality Development" (held at Academy Center Selahaddin-i Eyyubi Seminar Hall) – Speaker: Prof. Dr. Musa Bağcı (See [Evidence 21](#))
4. 2nd Academy-Madrasa Meetings: The Future of Madrasa Workshop (See [Evidence 22](#))
5. Dicle Theology Academy Development Seminars (See [Evidence 23, p.16](#))
6. Regional Finals of the Qur'an Recitation Competition (See [Evidence 24](#))
7. Panel on Gaza as a Symbol of Resistance (See [Evidence 25](#))
8. March 8 International Women's Day Panel: "Being a Woman in War" (in memory of women who lost their lives in Palestine) (See [Evidence 18, p.18](#))
9. Panel on Faith Crisis and Solution Proposals (See [Evidence 18, p.19](#))
10. Consumer Rights Panel in collaboration with the Ministry of Trade (See [Evidence 26](#))
11. 4th Session of "From Dicle to Meriç: Academy Turkey Graduate Courses" (See [Evidence 27](#))

Table 3: The Relationship of Research with Local, Regional, and National Needs and Demands

Year:	2024
Sub-Criterion Topic:	C.1.3. The Relationship of Research with Local, Regional, and National Needs and Demands
Initial Planning Meeting:	November 2021
Application Areas:	Academic and administrative staff , students , alumni
Monitoring Mechanisms:	Research and Development (R&D) Commission Information and Evaluation Meetings of the Quality and Accreditation Commissions
Performance Indicators:	Research and Development Commission 2021 R&D Commission Activity Evaluation Reports Minutes (pp.1-4) 2022 Activity Evaluation Report (pp. 1-8) Activity Evaluation Minutes (pp.1-8) Activity Reports (2019-2022): (2019 (p.18), 2020 (p.18), 2021 (pp.19-20), 2022 (pp.24-26)

Evaluation and Improvement:	<p>R&D Meeting Minutes:</p> <p>29.11.2021, 07.12.2021, 24.12.2021, 29.12.2021</p> <p>09.07.2023, 31.07.2023, 10.09.2023, 11.09.2023</p> <p>R&D Commission 2023 Activity Evaluation Meeting Minutes</p> <p>R&D Commission 2023 Activity Improvement and Development Measures Meeting Minutes</p> <p>R&D Commission 2023 Activity Proposals and Precautionary Measures Submission to the Dean's Office Meeting Minutes</p>
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Maturity Level:

Our institution has defined processes regarding the relationship between research and local, regional, and national needs and demands in our Quality Handbook and Strategic Plan. In parallel, various implementations are carried out. These practices are periodically monitored, and the results are evaluated with stakeholders to take necessary measures.

Evidences:

- Evidence 1: [DÜ Faculty of Theology Quality Handbook - 2021](#)
- Evidence 2: [DÜ Faculty of Theology Quality Handbook - 2023](#)
- Evidence 3: [Quality Accreditation Commissions](#)
- Evidence 4: [Dicle Theology Unit Commissions](#)
- Evidence 5: [Faculty of Theology External Stakeholders Meeting](#)
- Evidence 6: [Accreditation Commissions External Stakeholders Meeting](#)
- Evidence 7: [Dicle University Faculty of Theology 2024 Activity Report](#)
- Evidence 8: [Imam Shafii Research Center \(İŞAMER\)](#)
- Evidence 9: [Qur'an Recitation and Research Center](#)
- Evidence 10: [Alevism and Ahl al-Bayt Culture Research Center](#)
- Evidence 11: [DİFAV Publishing House](#)
- Evidence 12: [Karacadağ Development Agency](#)
- Evidence 13: [Dicle University BAP \(Scientific Research Projects\) Automation System](#)
- Evidence 14: [Diyarbakır Sharia Register](#)
- Evidence 15: [Diyarbakır Ahkam \(Rulings\) Registry](#)
- Evidence 16: [National and International Collaborations](#)
- Evidence 17: [Events](#)
- Evidence 18: [DÜ Faculty of Theology Bulletin Issue 4 – 2024](#)
- Evidence 19: [Religion and Civilization National Student Symposium](#)
- Evidence 20: [1st Arabic Preparatory Education Program for Theology Faculties](#)
- Evidence 21: [Panel on “Our Prophet and Personality Development”](#)
- Evidence 22: [Workshop on the Future of the Madrasa](#)
- Evidence 23: [Dicle Theology Academy Development Seminars](#)

Evidence 24: [Qur'an Recitation Competition](#)

Evidence 25: [Panel on "Gaza: Symbol of Resistance"](#)

Evidence 26: [Consumer Rights Panel](#)

Evidence 27: ["From Dicle to Meriç" Academy Turkey Graduate Courses](#)

C.2. Research Resources

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

Our faculty building was damaged in the February 6, 2023 earthquake and continued education online until the end of the term. In 2023, a restructuring project was initiated to reinforce the faculty building against earthquakes (See [Evidence 1](#)). During the reinforcement process, educational activities were temporarily relocated to the Faculty of Economics and Administrative Sciences. As of the second half of 2024, the strengthening process has been completed, and the faculty resumed all academic and institutional activities in its own building.

Our faculty provides researchers with 1 library containing 23,212 materials (See [Evidence 3](#)), 1 computer laboratory, Modern classrooms with sufficient equipment (See [Evidence 4](#)). Additionally, Dicle University's Central Library, located within the campus, supports researchers with 142,884 books, 60,673 e-books, 22,533 periodicals, 12,833 journals, 7,175 theses, 3,026 e-theses, 1,551 non-book electronic resources, 90 non-book printed resources, 3 handwritten manuscripts (See [Evidence 5](#))

For the 2024-2025 academic year, our faculty has 3,816 students, including 2,463 full-time students, 1,353 İlitam (distance learning theology) students, including 10 international students (See [Evidence 6](#)). To support students' study environments, the faculty provides reading rooms, a dedicated faculty library, access to Ali Emiri Central Library and M&E Cansız Library (opened on 08.10.2024) (See [Evidence 7](#)). Continuous improvements are made to ensure our faculty meets expectations in terms of physical and technical infrastructure (See [Evidence 8](#)).

According to the 2024 Faculty Activity Report, the faculty includes 24 classrooms, 4 amphitheatres, 2 conference halls, 1 meeting room, 66 academic staff offices, 6 administrative staff offices (See [Evidence 2](#)). The allocation and use of office space and technological equipment (computers, printers, etc.) are regulated by the Dean's Office.

Regular internal information sessions are held to inform faculty members about research opportunities. Announcements related to research are also published on the faculty website (See [Evidence 9](#)). Additionally, faculty members are financially supported for conferences, presentations, and training sessions. Requests for funding are evaluated by the Faculty Administrative Board, and necessary support is provided accordingly.

In 2024, the faculty funded: 1 national symposium, 1 international event, 11 national conferences, 8 panels, 3 discussions, 12 presentations, 3 exhibitions, 1 cultural trip, 1 workshop, 17 community service programs, 3 social activities, 55 quality and accreditation commission and stakeholder programs. A total of 116 academic and institutional activities were organized in 2024 (See [Evidence 10](#)).

Our faculty also participates in exchange programs such as Erasmus (See [Evidence 11](#)), Farabi (See [Evidence 12](#)), Mevlana (See [Evidence 13](#)). Informational meetings are held to ensure effective and equal access to these educational and financial support programs for faculty and students (See [Evidence 14](#)). Our faculty's research and development (R&D) activities are conducted under the university's framework. Financial and technical support for researchers is provided through: The university's academic incentive system (See [Evidence 15](#)) Scientific Research Projects (BAP) (See [Evidence 16](#)).

To support seminars, courses, and meetings, facilities at Selahattin Eyyubi Mosque Theology

Complex include: 1 conference hall, 1 meeting room, Classrooms. Activities such as Shafii Research Center seminars, discussions in cooperation with the Diyarbakır Mufti's Office, and weekend development courses for students are also held in these facilities (See [Evidence 17](#), [18](#), [19](#), [20](#), [21](#)).

Table 4: Research Resources: Physical, Technical, Financial

Year:	2024
Sub-Criterion Topic:	C.2.1. Research Resources: Physical, Technical, Financial
Initial Planning Date:	November 2021
Application Areas:	Academic and Administrative Staff , Students
Monitoring Mechanisms:	Research and Development Commission Academic Staff
Performance Indicators:	2024 Academic Staff Survey 2024 Administrative Staff Survey Spring 2024 Academic Staff Satisfaction Survey on Physical, Technical, and Financial Resources Spring 2024 Faculty of Theology Administrative Staff Satisfaction Survey
Evaluation and Improvement:	End-of-Year Quality and Accreditation Commission Chair Meetings: (23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (04.01.2024), (05.01.2024), (07.01.2024) (01.06.2024), (08.06.2024) R&D Meeting Minutes: Meeting Minutes: 09.07.2023 Meeting Minutes: 31.07.2023 Meeting Minutes: 10.09.2023 Meeting Minutes: 11.09.2023 R&D Planning and Evaluation Meeting Minutes: Planning Meeting for 2024 Activities (First Half-Year) Evaluation Meeting for 2024 Activities (First Half-Year) Planning Meeting for 2024 Activities (Second Half-Year) Evaluation Meeting for 2024 Activities (Second Half-Year)

Maturity Level

Our Quality Handbook and Strategic Plan define specific processes regarding the physical, technical, and financial aspects of research. These processes are complemented by practical implementations that are periodically monitored and evaluated with stakeholders to take necessary

measures. As a result, the faculty provides academic and administrative staff, as well as students, with the appropriate physical, technical, and financial resources needed to sustain research and development activities. Financial resources are managed in a balanced manner across different fields, prioritizing key research areas while ensuring that all units receive the necessary support. Additionally, resources are diversified in response to emerging needs and demands.

Evidences:

Evidence 1: Physical, Technical, and Financial Resources of the Faculty: Building Structure (2022), Faculty Library, BAP, DİVAF<https://www.dicle.edu.tr/tr/birimler/ilahiyat-fakultesi/sayfalar/galeri-7991>

Evidence 2: [Library Orientation](#)

Evidence 3: [Librarian and Author Events](#)

Evidence 4: [Database Usage Presentation](#)

Evidence 5: [Database Access Link](#)

Evidence 6: HyperKitap Database Subscription

Evidence 7: [Central Management Expenditure Documents Regulation](#)

Evidence 8: [Dicle Theology Academic Support Program](#)

Evidence 9: [Protocol on Theology Academy Execution between TDV-DÜ Faculty of Theology](#)

Evidence 10: [Protocol on Student Accommodation between DÜ Faculty of Theology and Diyarbakır Yenişehir Mufti's Office](#)

Evidence 11: [Protocol on Scientific and Academic Collaboration between DÜ Faculty of Theology and Diyarbakır Provincial Mufti's Office](#)

Evidence 12: [Protocol on IASKS Activity Collaboration between DÜ Faculty of Theology and DiGED](#)

Evidence 13: [Protocol on Scientific and Academic Collaboration between DÜ Faculty of Theology and İlim Yayma Association](#)

Evidence 14: [M&E Cansız Foundation Iftar Program](#)

Evidence 15: [Social Sciences Researcher Information Seminars](#)

Evidence 16: [2024 Graduate Thesis Awards](#)

Evidence 17: [Budget Preparation Studies for the 2023-2025 Period](#)

Evidence 18: [2025-2029 Strategic Plan of DÜ Faculty of Theology](#)

Evidence 19: [DÜ Faculty of Theology Shafi'i Studies Research and Practice Center \(İŞAMER\)](#)

Evidence 20: [DÜ Faculty of Theology Quran Recitation and Reading Research and Practice Center](#)

C.2.2. Internal University Resources (BAP)

Scientific Research Projects (BAP), which are supported by the university budget, provide financial support to faculty researchers for their academic work (See [Evidence 1](#)). To ensure the continuity of research and development activities, the faculty follows the BAP Regulations and Procedures (See [Evidence 2](#)) and supports various academic activities, including projects, conferences, travel, expert invitations, and personal research funds (See [Evidence 3](#)).

The faculty operates in accordance with the relevant regulations of Dicle University Scientific Research Projects Coordination Unit (See [Evidence 4](#)). Faculty members and students track their research applications and results via the BAP Automation System, which follows a predefined workflow (See [Evidence 5](#)). Researchers apply to the BAP Unit for support (See [Evidence 6](#)) and utilize the allocated BAP budget to meet their needs (See [Evidence 7](#)).

The faculty ensures that academic staff are informed about project calls and funding opportunities via the Electronic Information System (EBYS) to encourage engagement with internal university resources (See [Evidence 8](#)). In 2023, two projects received BAP funding (See [Evidence 9](#)). In 2024, the number of supported projects increased: 4 graduate thesis projects, 6 research projects, 1 journal support Project, 2 event organization projects, a total of £1,950,000 was allocated for these initiatives (See [Evidence 10](#), pp. 41-42). 1 financial support grant was provided for other national institutions.

The Research and Development Commission oversees the monitoring of completed and ongoing projects (See [Evidence 11](#)). Academic staff are required to report their research activities annually. The faculty's research performance is assessed based on annual activity reports, which are published on the faculty's website (See [Evidence 12](#), [Evidence 13](#)).

Additionally, researchers are encouraged to collaborate with faculty-affiliated student clubs, and these activities are supported by the institution (See [Evidence 14](#)).

Table 5: Processes for Monitoring Internal University Resources

Year:	2024
Sub-Criterion Topic:	C.2.2. Processes for Monitoring Internal University Resources
Initial Planning Date:	November 2021
Application Areas:	All Academic Departments
Monitoring Mechanisms:	Academic Staff Surveys Academic Staff Focus Group Discussions Internal and External Stakeholder Focus Group Discussions Administrative Staff Focus Group Discussions
Performance Indicators:	Academic, Administrative Staff, and Student Surveys Faculty of Theology 2024-2025 Fall Semester Academic Staff Survey Faculty of Theology 2024-2025 Fall Semester Student Satisfaction Survey Results Graduate Students' Satisfaction Survey of DÜ Social Sciences Institute (2024) DÜ Faculty of Theology 2024 Annual Activity Report

Evaluation and Improvement:	End-of-Year
	<p><u>Meetings of the Quality and Accreditation Commission Chairs:</u></p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (<u>04.01.2024</u>), (<u>05.01.2024</u>), (<u>07.01.2024</u>) (<u>01.06.2024</u>), (<u>08.06.2024</u>)</p> <p>R&D Meeting Minutes:</p> <p><u>Meeting Minutes: 09.07.2023</u></p> <p><u>Meeting Minutes: 31.07.2023</u></p> <p><u>Meeting Minutes: 10.09.2023</u></p> <p><u>Meeting Minutes: 11.09.2023</u></p> <p>R&D Planning and Evaluation Meeting Minutes:</p> <p><u>Planning Meeting for 2024 Activities</u> (First Half-Year)</p> <p><u>Evaluation Meeting for 2024 Activities</u> (First Half-Year)</p> <p><u>Planning Meeting for 2024 Activities</u> (Second Half-Year)</p> <p><u>Evaluation Meeting for 2024 Activities</u> (Second Half-Year)</p>

Maturity Level

The institution has established processes for internal university resources (BAP) as defined in our Quality Manual and Strategic Plan. Parallel to these processes, practical applications are implemented, monitored periodically, and evaluated with stakeholders to take necessary measures. These efforts indicate that the institution has sufficient internal university resources to support research and development activities, and these resources are systematically tracked. Monitoring results are evaluated with stakeholders, and necessary precautions are taken based on current conditions.

Evidences:

Evidence 1: Faculty Activity Reports (2019, 2020, 2021, 2022, 2023, 2024)

Evidence 2: Erasmus Student Mobility Orientation Seminars

Evidence 3: DÜBAP Coordination Unit Working Directive

Evidence 4: Central Administration Expenditure Documents Regulation

Evidence 5: Ongoing Research Projects

Evidence 6: TÜBİTAK Project Announcements

Evidence 7: Movable Property Regulation

Evidence 8: Faculty of Theology Award and Incentive Guidelines

Evidence 9: R&D Commission Evaluation Report (2024)

Evidence 10: Internal and External Stakeholder Meetings (13.06.2024), (21.11.2024)

Evidence 11: First Arabic Preparatory Class Workshop

Evidence 12: Student Symposium on Religion and Civilization

Evidence 13: Second International Madrasa and Academia Meetings

Evidence 14: Faculty Clubs' Activities (See 2024 Activity Report)

C.2.3. Orientation Towards External University Resources (Methods and Supports)

To ensure the sustainability of its research and development activities, the faculty actively promotes the utilization of external university resources. In this regard, the faculty engages in discussions and establishes protocols with internal and external stakeholders to facilitate research projects and student studies in a secure environment.

The faculty has a cooperation protocol with Karacadağ Development Agency, supporting the ongoing projects (See [Evidence 1](#)): Diyarbakır Sharia Court Records (See [Evidence 2](#)), Diyarbakır Ahkam Registers (See [Evidence 3](#)). These projects are backed by institutions such as Ministry of Industry and Technology (T.C. Sanayi ve Teknoloji Bakanlığı) (See [Evidence 4](#)) Diyarbakır Governorship (See [Evidence 5](#)) Dicle University Rectorate (See [Evidence 6](#)) Karacadağ Development Agency (See [Evidence 7](#)) DÜBAP Presidency (See [Evidence 8](#)). As of now, 10 volumes of the Diyarbakır Sharia Court Records (expected to reach 150 volumes) have been published, and the transcription process has been largely completed.

Financial and Educational Support for Students to provide academic, social, cultural, and financial support to students, a Diyanet Theology Academy Program Execution Protocol was signed between Turkey's Diyanet Foundation and Dicle University Faculty of Theology in 2018 (See [Evidence 9](#)). Under this agreement, students continue to receive scholarships, housing, and supplementary education. In 2024, 55 students (33 female, 25 male) were enrolled in the Diyanet Theology Academy, with an additional 15 female students in the Theology Hafiz Program (See [Evidence 10](#)).

New collaboration protocols with external stakeholders are being developed to expand academic and financial support opportunities (See [Evidence 11](#)). In 2023-2024, the faculty officially established the Dicle Theology Foundation, with the backing of faculty members, industrial professionals, and philanthropists (See [Evidence 12](#)). This foundation provides scholarships to students (See [Evidence 13](#)) Supports researcher training programs (See [Evidence 14](#)) Expands its service area with donations from benefactors.

To enhance the professional experience of academic staff, their participation in domestic and international academic events is encouraged. The faculty's research performance is evaluated annually based on activity reports (See [Evidence 15](#), p. 40). Each year, faculty members report on their research activities, which are [published online](#) at the end of the year.

Table 6: Orientation Towards External Sources (Methods and Support)

Year:	2024
Sub-Criterion Topic:	C.2.3. Processes for Monitoring External University Resources
Initial Planning Meeting:	November 2021
Application Areas:	All Academic Departments
Monitoring Mechanisms:	Academic Staff Surveys Academic Staff Focus Group Discussions Internal and External Stakeholder Focus Group Discussions Administrative Staff Focus Group Discussions

Performance Indicators:	Trends in University Research Resources Over the Years – 2024 Diversity and usage data of external sources utilized by faculty members Number of applications for external funding and statistical data on external funding support (pp. 41-42)
Evaluation and Improvement:	<p>End-of-Year</p> <p>Meetings of the Quality and Accreditation Commission Chairs:</p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (04.01.2024), (05.01.2024), (07.01.2024) (01.06.2024), (08.06.2024)</p> <p>R&D Meeting Minutes:</p> <p>Meeting Minutes: 09.07.2023</p> <p>Meeting Minutes: 31.07.2023</p> <p>Meeting Minutes: 10.09.2023</p> <p>Meeting Minutes: 11.09.2023</p> <p>R&D Planning and Evaluation Meeting Minutes:</p> <p>Planning Meeting for 2024 Activities (First Half-Year)</p> <p>Evaluation Meeting for 2024 Activities (First Half-Year)</p> <p>Planning Meeting for 2024 Activities (Second Half-Year)</p> <p>Evaluation Meeting for 2024 Activities (Second Half-Year)</p>

Maturity Level

The processes related to the institution's orientation towards external resources (methods and support) are defined in our Quality Handbook and Strategic Plan. In parallel with these, various implementations exist. These implementations are periodically monitored, evaluated with stakeholders, and necessary measures are taken. In this context, the institution has access to external resources that support its research and development activities in line with institutional objectives. Findings obtained from practices that support the use of these resources are systematically monitored, and monitoring results are evaluated with stakeholders to ensure continuous improvement.

Evidences:

Evidence 1: [Unit Academic Incentive Application and Review Commission](#)

Evidence 2: [2025-2029 DÜ Faculty of Theology Strategic Plan](#)

Evidence 3: [DÜ Faculty of Theology 2024 Activity Report](#)

Evidence 4: [Diyarbakır Sharia Registers \(Web publication\)](#)

Evidence 5: [Diyarbakır Court Records \(Web publication\)](#)

Evidence 6: [Republic of Turkey Ministry of Industry and Technology](#)

Evidence 7: [Governorship of Diyarbakır](#)

Evidence 8: [Dicle University Rectorate](#)

Evidence 9: [Karacadağ Development Agency](#)

Evidence 10: [DÜBAP Presidency](#)

Evidence 11: [National and International Collaborations of DÜ Faculty of Theology](#)

Evidence 12: [Theology Academy Program Execution Protocol](#)

Evidence 13: [DÜ Faculty of Theology 2024 R&D Activity Evaluation Report](#)

Evidence 14: [DÜ Faculty of Theology Development Foundation](#)

Evidence 15: [Cooperation Protocol Between Dicle University, Turkey-Imam Bukhari International Scientific Research Center, and Uzbekistan](#)

Evidence 16: [Protocols Signed with Provincial and District Mufti Offices of Diyarbakır](#)

C.2.4. Research Policy, Objectives, and Strategy-Aligned Graduate Programs

As stated in our 2025-2029 Strategic Plan, our faculty is committed to adapting to new developments and ensuring compliance with emerging quality standards. In line with this vision, various strategic goals and objectives have been established, primarily focusing on enhancing teaching processes. Our quality policy aims to strengthen institutional identity and capacity, ensure continuous improvement in teaching quality, enhance educational activities, and advance research efforts (See [Evidence 1](#)).

Undergraduate and graduate programs in our faculty are regularly reviewed based on updated data. The results of these evaluations are utilized to increase program efficiency and ensure their relevance in social life. Since program qualifications are designed by considering external stakeholders' expectations, necessary collaborations are established to meet students' and society's needs. The definition, assessment, and revision of program objectives, outcomes, criteria, and course achievements are monitored by the Education and Curriculum Development Commission, following the Plan-Do-Check-Act (PDCA) cycle (See [Evidence 2](#)). The academic performance of faculty members and students engaged in research is monitored by the Research and Development Commission (See [Evidence 3](#)).

To adapt to changing needs and goals, curriculum adjustments are made when necessary, ensuring students acquire the skills required for professional practice after graduation. Additionally, our faculty aims to increase both the quality and quantity of graduate studies. Each department organizes informational seminars for students on research activities (See [Evidence 4](#)).

To implement and enhance the faculty's research policy, objectives, and strategies, the following departments collaborate closely with the Institute of Social Sciences, Basic Islamic Sciences (See [Evidence 4](#)), Philosophy and Religious Studies, Islamic History and Arts (See [Evidence 5](#)). When conditions allow, graduate students are admitted to the relevant departments, and enhancement efforts are meticulously carried out by the Research and Development Commission for underperforming disciplines. As of the 2024-2025 academic year, the number of students enrolled in graduate programs at our faculty is listed below (See [Evidence 6](#)).

Table 4: Number of Students Enrolled in Graduate Programs (2024-2025 Academic Year)

PROGRAM NAME	Thesis-Based Master's	Non-Thesis Master's	PhD
Basic Islamic Sciences	123	9	151
Philosophy and Religious Studies	74	-	27

Islamic History and Arts	47	-	6
TOTAL	244	9	184

Within our faculty, several graduate programs are available in the main disciplines under the three departments (Basic Islamic Sciences, Philosophy and Religious Studies, Islamic History and Arts) affiliated with the Institute of Social Sciences. The necessary processes for improvement and development are monitored by the relevant commissions in accordance with the required conditions (See [Evidence 7, p. 35](#)).

To contribute to the education of our research staff and students in 2024, the DÜ Institute of Social Sciences organized several academic programs under different projects. These include the Institute-Student Meetings Project, which featured sessions such as “Orientation” and “Current Research, Methods, and Techniques in Social Sciences: Subject Detective Work”. In addition, under the Dicle-Meriç Academy Turkey Graduate Courses Project, programs like “First Lesson” and “Methodology in Scientific Research: Example from Fiqh Science” were held. Furthermore, an academic seminar titled “Introduction and Use of the Current Version of Turnitin Software” was conducted for academic staff (See [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#)).

Table 7: Graduate Programs Aligned with the Institution's Research Policy, Objectives, and Strategy

Year:	2024
Sub-Criterion Topic:	C.2.4. Graduate Programs Aligned with the Institution's Research Policy, Objectives, and Strategy
Initial Planning Date:	November 2021
Application Areas:	All Academic Departments
Monitoring Mechanisms:	Research and Development Commission Academic Staff Surveys Academic Staff Focus Group Discussions
Performance Indicators:	End-of-Term Satisfaction Survey for Graduate Students (2024) Dicle University Faculty of Theology Academic Staff Survey for Fall 2024 Semester

Evaluation and Improvement:	End-of-Year
	Meetings of the Quality and Accreditation Commission
	Chairs:
	(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (04.01.2024), (05.01.2024), (07.01.2024) (01.06.2024), (08.06.2024)
	R&D Meeting Minutes:
	Meeting Minutes: 09.07.2023
	Meeting Minutes: 31.07.2023
	Meeting Minutes: 10.09.2023
	Meeting Minutes: 11.09.2023
	R&D Planning and Evaluation Meeting Minutes:
Planning Meeting for 2024 Activities (First Half-Year)	
Evaluation Meeting for 2024 Activities (First Half-Year)	
Planning Meeting for 2024 Activities (Second Half-Year)	
Evaluation Meeting for 2024 Activities (Second Half-Year)	

Maturity Level

Our institution has defined processes in our Quality Handbook and Strategic Plan for graduate programs that align with our research policy, objectives, and strategy. These processes are regularly monitored, and actions are taken based on periodic evaluations with stakeholders. In this context, the outputs of graduate programs, which are in line with and supportive of the institution's research policy, objectives, and strategies, are systematically monitored. The results are evaluated with stakeholders, and necessary measures are taken. Suggestions and requests for addressing existing deficiencies are reported to the Department Heads and the DÜ Institute of Social Sciences through the Faculty Dean's office.

Evidences:

Evidence 1: [DÜ Faculty of Theology 2024 Activity Report](#)

Evidence 2: [Quality Handbook](#)

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

Evidence 4: [D.Ü. Faculty of Theology Units](#)

Evidence 5: [D.Ü. Institute of Social Sciences Departments/Scientific Branches](#)

Evidence 6: [D.Ü. Institute of Social Sciences](#)

Evidence 7: D.Ü. Institute of Social Sciences [Workflow Charts](#)

Evidence 8: D.Ü. Faculty of Theology 2024 R&D Activity Evaluation Minutes: ([First Half](#), [Second Half](#))

Evidence 9: [Research and Development Commission](#)

Evidence 10: [Central Library Turnitin Plagiarism Program Seminar](#)

Evidence 11: Institute-Student Meetings (See [Evidence 10](#), [Evidence 11](#))

Evidence 12: Graduate Courses in Dicle-Meriç Academy Turkey (See [Evidence 8](#), [Evidence 9](#))

C.3. Research Competence

C.3.1. Research Competence of Faculty Members and Its Improvement

In accordance with the guidelines outlined in the Quality Handbook, our institution has assigned the Research and Development Commission to monitor the process of improving the research competence of faculty members (See [Evidence 1](#)). According to the 2024 activity evaluation results, there are a total of 81 faculty members and researchers in the faculty (See [Evidence 2](#)). Additionally, as of 2023, our university has updated and re-enforced the Promotion and Appointment Guidelines for Faculty Members to enhance the qualifications of academic staff (See [Evidence 3](#)).

As mentioned in the Quality Handbook and the D.Ü. Faculty of Theology 2020-2024 Strategic Plan, various targets and plans have been set to increase the number of quality publications (See [Evidence 1](#), [Evidence 4](#)). Accordingly, 79 publications were published by our faculty members in 2024. Moreover, to enhance the research competence of academic staff, the faculty has continued to organize seminars, courses, and symposiums with the support and participation of internal and external stakeholders. A total of 116 academic and social responsibility events, including seminars, symposiums, conferences, panels, social activities, educational courses, and workshops, were held in 2024 (See [Evidence 2](#)).

Additionally, new bilateral agreements have been signed with several universities abroad, and some faculty members have traveled abroad for research purposes under the ERASMUS program.

The faculty also assists its researchers in the project stage by providing financial support when necessary through TÜBİTAK and BAP Coordination. In 2024, 4 graduate projects, 6 research projects, 2 event organization projects, and 1 journal support project were funded by BAP. There is also 1 national and international project supported by external funds (See [Evidence 2](#)).

The 2020-2024 Strategic Plan includes strategic goals aimed at improving research activities, such as increasing the number of publications in national and international journals indexed in citation databases and increasing the number of publications in high-impact journals with high citation rates (See [Evidence 4](#)).

To improve the research competence of faculty members, the R&D Commission plans to organize educational seminars for academic staff. To support this, the University's Science and Technology Application and Research Center coordinated an online "Scientific Publication Preparation" training by Prof. Dr. Feyyaz DURAP (See [Evidence 6](#)). Additionally, under the Graduate Courses in Dicle-Merîç Academy Turkey, a scientific event titled "Methodology in Scientific Research: Example from Fiqh Science" was held by Prof. Dr. Yunus APAYDIN at the institution's conference hall (See [Evidence 6](#)).

Table 8: Research Competence of Teaching Staff and Its Development

Year:	2024
Sub-Criterion Topic:	C.3.1. Research Competence of Teaching Staff and Its Development
Initial Planning Date:	November 2021
Application Areas:	Academic Staff and Students
Monitoring Mechanisms:	Research and Development Commission

Performance Indicators:	D. Ü. Faculty of Theology 2024 Activity Report 2024 Academic Staff Survey 2024 R&D Activities Planning and Evaluation Reports 2024 Spring Faculty of Theology Administrative Staff Satisfaction Survey
Evaluation and Improvement:	<p>End of the Year</p> <p>Meetings of the Quality and Accreditation Commission Chairs:</p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (04.01.2024), (05.01.2024), (07.01.2024), (01.06.2024), (08.06.2024)</p> <p>R&D Meeting Minutes:</p> <p>Meeting Minutes: 09.07.2023</p> <p>Meeting Minutes: 31.07.2023</p> <p>Meeting Minutes: 10.09.2023</p> <p>Meeting Minutes: 11.09.2023</p> <p>R&D Planning and Evaluation Meeting Minutes:</p> <p>2024 Activity Planning Meeting (First Half of the Year)</p> <p>2024 Activity Evaluation Meeting (First Half of the Year)</p> <p>2024 Activity Planning Meeting (Second Half of the Year)</p> <p>2024 Activity Evaluation Meeting (Second Half of the Year)</p>

Maturity Level

The institution has defined processes regarding the research competence of teaching staff and its development, as outlined in its Quality Handbook and Strategic Plan. In line with this, the institution implements various practices, which are periodically monitored and evaluated together with stakeholders to take necessary measures.

Evidences:

Evidence 1: [DÜ Faculty of Theology Quality Handbook 2023](#)

Evidence 2: [DÜ Faculty of Theology 2024 Activity Evaluation Minutes](#)

Evidence 3: [DÜ Guidelines for Promotion and Appointment to Faculty Positions](#)

Evidence 4: [DÜ Faculty of Theology Strategic Plan 2020-2024](#)

Evidence 5: [DÜ Faculty of Theology R&D Commission 2024 Activity Planning Meeting Minutes](#)

Evidence 6: [DÜ Faculty of Theology R&D Commission 2024 Activity Evaluation Meeting Minutes](#)

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

Our faculty encourages researchers to participate in research and development activities by

strengthening collaborations with external stakeholders while considering national and international needs and priorities. To this end, it has signed protocols with various institutions and units to enhance cooperation (See [Evidence 1](#)).

The Theology Academy Program Executive Protocol, signed between the Turkish Religious Foundation and Dicle University Faculty of Theology in 2018, continues to be implemented in 2024 to provide academic, social, cultural, and financial support to students pursuing their studies in our faculty (See [Evidence 2](#)).

As part of a joint research project conducted by our faculty members, the Diyarbakır Shar'iiyya Registers and Ahkam Registers Project continues with the support of the Dicle University Rectorate, Karacadağ Development Agency, and DÜBAP Presidency. The project involves research on court archive documents from the Ottoman period (16th century–early 20th century). These documents shed light on the region's social, economic, and legal history, offering valuable insights into its historical and cultural structure (See [Evidence 3](#)). The reviewed documents have been digitized to facilitate easy access for researchers (See [Evidence 4](#)).

In line with Strategic Goal 1, which aims to collaborate with external stakeholders to offer solutions to local and regional issues through research and development activities, the Imam Shafi'i and Shafi'ism Studies Application and Research Center (İŞAMER) was established in 2021 through the initiative and cooperation of the faculty's academic staff (See [Evidence 5](#)). Given the high number of Shafi'i followers in the region, the workshops conducted at the faculty play a crucial role in training experts in the field. Additionally, İŞAMER supports Islamic Law curricula in theology programs and continues its activities in 2024 (See [Evidence 6](#)).

As stated in the Quality Handbook, the Dean's Office is responsible for overseeing national and international research units and joint programs, while relations with international stakeholders are managed through the University's External Relations Office. The evaluation, reporting, and implementation of necessary measures are carried out through the joint efforts of the Research and Development Commission and other relevant committees (See [Evidence 7](#)).

In this context, the Faculty's R&D Commission has planned activities to raise awareness among researchers about considering local needs and collaborating effectively with external stakeholders. The University's External Relations Office has been tasked with organizing information sessions for relevant researchers (See [Evidence 8](#)).

Within this framework, as part of the 5th International Staff Week, the faculty's researchers and students were invited to attend an institutional promotional event conducted by the External Relations Office, which serves as one of our external stakeholders (See [Evidence 9](#)).

Table 9: National and International Joint Programs and Joint Research Units

Year:	2024
Sub-Criterion Topic:	C.3.2. National and International Joint Programs and Joint Research Units
Initial Planning Date:	November 2021
Application Areas:	All Academic Departments
Monitoring Mechanisms:	Research and Development Commission

Performance Indicators:	D. Ü. Faculty of Theology National and International Collaborations D. Ü. Faculty of Theology 2024 Activity Report 2024 R&D Activities Planning and Evaluation Reports
Evaluation and Improvement:	<p>End of the Year</p> <p>Meetings of the Quality and Accreditation Commission Chairs:</p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (04.01.2024), (05.01.2024), (07.01.2024)</p> <p>R&D Meeting Minutes:</p> <p>Meeting Minutes: 09.07.2023</p> <p>Meeting Minutes: 31.07.2023</p> <p>Meeting Minutes: 10.09.2023</p> <p>Meeting Minutes: 11.09.2023</p> <p>R&D Year-End Evaluation Meeting Minutes:</p> <p>2024 Activity Planning Meeting (First Half of the Year)</p> <p>2024 Activity Evaluation Meeting (First Half of the Year)</p> <p>2024 Activity Planning Meeting (Second Half of the Year)</p> <p>2024 Activity Evaluation Meeting (Second Half of the Year)</p>

Maturity Level

Institutional processes related to national and international joint programs and research units are defined in the institution's Quality Handbook and Strategic Plan. In line with these, the institution has implemented practices that are periodically monitored, evaluated with stakeholders, and improved as necessary. Within this framework, multiple research activities such as participation in research networks and collaborations with national and international joint programs and research units are continuously tracked. The results of these evaluations are used to implement necessary improvements.

Evidences:

Evidence 1: [DÜ Faculty of Theology National and International Collaborations](#)

Evidence 2: [Academy Program Protocol Between DÜ Faculty of Theology and Diyanet Foundation](#)

Evidence 3: [Diyarbakır Şer'iyye Sicilleri](#)

Evidence 4: [Diyarbakır Şer'iyye Sicilleri and Ahkam Defterleri Website](#)

Evidence 5: [DÜ Faculty of Theology Imam Shafi'i and Shafi'ism Research and Application Center \(İŞAMER\)](#)

Evidence 6: [DÜ Faculty of Theology Shafi'i Fiqh Workshop](#)

Evidence 7: [DÜ Faculty of Theology Quality Handbook 2023](#)

Evidence 8: [DÜ Faculty of Theology R&D Commission 2024 Activity Planning Meeting Minutes](#)

Evidence 9: [DÜ Faculty of Theology R&D Commission 2024 Activity Evaluation Meeting Minutes](#)

C.4. Research Performance

C.4.1. Faculty Performance Evaluation

The Research and Development Commission is responsible for monitoring completed and ongoing research projects conducted by faculty researchers (See [Evidence 1](#)). Each year, academic personnel are required to provide information on their research activities. The faculty's research performance is assessed annually based on data included in the activity reports. These reports are published as the Year-End Activity Report and Self-Assessment Report on the faculty's website (See [Evidence 2](#); [Evidence 3](#)).

Following the procedures defined in the Strategic Plan (See [Evidence 4](#)), the faculty continuously monitors and evaluates staff performance, developing methods to support academic growth. Annual data is collected on each academic unit's research output, including Publications in indexed journals National and international conference presentations Books and book chapters Projects led or contributed to Graduate student supervision Scientific and artistic activities. These data are evaluated by the Research and Development Commission and submitted to the Strategy Development Department (See [Evidence 5](#)).

To enhance faculty performance, the faculty supports an academic incentive program, which is overseen by the Academic Incentive Application and Review Committee (See [Evidence 6](#)).

Since 2021, the D. Ü. Institute of Social Sciences has been implementing an Award Program for Outstanding Theses to promote high-quality academic work (See [Evidence 7](#)). Additionally, the Research and Development Commission organizes various training seminars to increase academic publication and project performance among faculty and students (See [Evidence 8](#)) while considering faculty requests and suggestions (See [Evidence 9](#)).

According to 2024 academic book, project, and publication statistics, the following research outputs were achieved Basic Islamic Sciences: 4 research projects, 32 publications, 15 conference presentations (See [Evidence 10](#)) Philosophy and Religious Studies: 2 research projects, 17 publications, 2 conference presentations (See [Evidence 11](#)) Islamic History and Arts: 1 research project, 4 publications, 6 conference presentations (See [Evidence 12](#)). In total: 7 research projects, 52 publications, and 23 conference presentations were completed.

Table 10: Faculty Academic Publication Performance Evaluation

Year:	2024
Sub-Criterion Topic:	C.4.1. Faculty Academic Publication Performance Evaluation
Initial Planning Meeting:	November 2021
Application Areas:	Faculty Academic Staff
Monitoring Mechanisms:	Research and Development Commission Academic Staff and Department Chairs
Performance Indicators:	Faculty Academic Staff Situation Analysis: Targeted Number of Publications by Year (2020-2024) (p. 30) Faculty Publication Table (2024) (pp. 40-42)

<p>Evaluation and Improvement:</p>	<p>End-of-Year</p> <p><u>Quality and Accreditation Commission Chair Meetings:</u></p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (<u>04.01.2024</u>), (<u>05.01.2024</u>), (<u>07.01.2024</u>), (<u>01.06.2024</u>), (<u>08.06.2024</u>)</p> <p>R&D Meeting Minutes:</p> <p><u>Meeting Minutes: 09.07.2023</u></p> <p><u>Meeting Minutes: 31.07.2023</u></p> <p><u>Meeting Minutes: 10.09.2023</u></p> <p><u>Meeting Minutes: 11.09.2023</u></p> <p>Year-End R&D Evaluation Meeting Minutes:</p> <p><u>2024 Activity Planning Meeting</u> (First Half of the Year)</p> <p><u>2024 Activity Evaluation Meeting</u> (First Half of the Year)</p> <p><u>2024 Activity Planning Meeting</u> (Second Half of the Year)</p> <p><u>2024 Activity Evaluation Meeting</u> (Second Half of the Year)</p>
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Maturity Level:

The institution has defined processes regarding the performance evaluation of academic staff, as outlined in our Quality Handbook and Strategic Plan. Parallel to these, various practices are in place. These practices are periodically monitored and evaluated in collaboration with stakeholders, and necessary measures are taken accordingly. To monitor and assess the research and development performance of academic staff, structured processes (such as regulations, guidelines, process definitions, assessment tools, manuals, recognition and reward systems, and incentive mechanisms) are implemented comprehensively. In this regard, all academic staff members' research and development activities are evaluated with stakeholders, and appropriate measures are taken when needed.

Evidences:

Evidence 1: [2025-2029 Dicle University Faculty of Theology Strategic Plan](#)

Evidence 2: [Quality Handbook](#)

Evidence 3: [Research and Development Commission](#)

Evidence 4: Faculty Activity Reports ([2019](#), [2020](#), [2021](#), [2022](#), [2023](#), [2024](#))

Evidence 5: [Academic Incentive Application and Review Commission](#)

Evidence 6: [Dicle University Thesis Awards](#)

Evidence 7: Department of Basic Islamic Sciences – Number of Projects and Publications (2024)

Evidence 8: [Department of Philosophy and Religious Studies – Number of Projects and Publications \(2024\)](#)

Evidence 9: [Department of Islamic History and Arts – Number of Projects and Publications \(2024\)](#)

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

To monitor both individual academic achievements and the overall research activities of the faculty, a Research and Development Commission has been established (See [Evidence 1](#)). This

commission evaluates the research and publications of faculty members and develops necessary improvement programs and plans to enhance academic performance.

At the end of each year, the faculty prepares a Faculty Activity Report that includes academic publications and research activities of the faculty members (See [Evidence 2](#)). This report is published on the faculty's website. Additionally, an overview of faculty members' annual academic work and their participation in social and cultural events is shared in the faculty newsletter (See [Evidence 3](#)).

The faculty continuously updates records of the research and publications carried out by its academic staff throughout the year. For this purpose, YÖKSİS, the national academic database, is primarily used to register publication information (See [Evidence 4](#)).

In 2023 and 2024, meetings were held to analyze the research performance of faculty members and to develop improvement strategies based on these analyses (See [Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#)).

Table 11: Evaluation of Research Performance and Improvement Based on Results

Year:	2024
Sub-Criterion Topic:	C.4.2. Evaluation of Research Performance and Sustainable Improvement of Results
Initial Planning Meeting:	November 2021
Application Areas:	Academic Staff
Monitoring Mechanisms:	Research and Development Commission Academic Personnel and Department Chairs
Performance Indicators:	<p>Current Status Analysis of Faculty Academic Staff:</p> <p>Targeted Number of Publications by Year (2020-2024) (p. 30)</p> <p>Faculty Members' Publication Table (2024) (pp. 40-42)</p> <p>Faculty Year-End Activity Reports:</p> <p>Faculty of Theology 2019 Activity Report</p> <p>Faculty of Theology 2020 Activity Report</p> <p>Faculty of Theology 2021 Activity Report</p> <p>Faculty of Theology 2022 Activity Report</p> <p>Faculty of Theology 2023 Activity Report</p> <p>Faculty of Theology 2024 Activity Report</p>

<p>Evaluation and Improvement:</p>	<p>Year-End Meetings:</p> <p><u>Quality and Accreditation Commission Chair Meetings:</u></p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (04.01.2024), (05.01.2024), (07.01.2024), (01.06.2024), (08.06.2024)</p> <p>R&D Meeting Minutes:</p> <p><u>First Meeting Minutes: 09.07.2023</u></p> <p><u>Second Meeting Minutes: 31.07.2023</u></p> <p><u>Third Meeting Minutes: 10.09.2023</u></p> <p><u>Fourth Meeting Minutes: 11.09.2023</u></p> <p>R&D Year-End Evaluation Meeting Minutes:</p> <p><u>2024 Activity Planning Meeting</u> (First Half of the Year)</p> <p><u>2024 Activity Evaluation Meeting</u> (First Half of the Year)</p> <p><u>2024 Activity Planning Meeting</u> (Second Half of the Year)</p> <p><u>2024 Activity Evaluation Meeting</u> (Second Half of the Year)</p>
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Maturity Level:

The institution has defined processes for evaluating research performance and making improvements based on results, as outlined in our Quality Handbook and Strategic Plan. In parallel, various practices are in place. Special attention is given to ensuring that research performance monitoring and evaluation practices are conducted comprehensively across all fields. These practices are periodically reviewed and assessed with stakeholders, and necessary measures are taken accordingly.

In this context, the institution has established monitoring and evaluation mechanisms to assess and improve research performance. Accordingly, academic studies and practices are regularly monitored and shared with stakeholders. The data obtained from these processes are evaluated collaboratively with stakeholders, and necessary measures are implemented when needed.

Evidences:

Evidence 1: Faculty Activity Reports ([2019](#), [2020](#), [2021](#), [2022](#), [2023](#), [2024](#))

Evidence 2: [Faculty of Theology Bulletin Issue 4 \(2024\)](#)

Evidence 3: [Research and Development Commission](#)

Evidence 4: [Request Letter for Updating YÖKSİS Information](#)

Evidence 5: [2024 Activity Planning Meeting](#) (First Half of the Year)

Evidence 6: [2024 Activity Evaluation Meeting](#) (First Half of the Year)

Evidence 7: [2024 Activity Planning Meeting](#) (Second Half of the Year)

Evidence 8: [2024 Activity Evaluation Meeting](#) (Second Half of the Year)

C.4.3. Research Budget Performance

Our faculty's researchers are funded through Dicle University Scientific Research Projects (BAP) (See [Evidence 1](#)). Faculty of Theology academic staff can equally benefit from the funding opportunities provided by DÜBAP (See [Evidence 4](#)) and TÜBİTAK (See [Evidence 6](#)) for their planned

publications, research, and projects.

The research and procurement expenses of our faculty members are financed by central funds. Additionally, travel and similar expenses required for academic work and publications are covered in accordance with Law No. 6245 on Travel Allowances (See [Evidence 9](#)).

The establishment of the Dicle University Faculty of Theology Research Foundation and its mission to support the academic work of faculty members serve as an encouraging initiative to enhance researchers' academic performance (See [Evidence 10](#)).

Table 12: Research Budget Performance

Year:	2024
Sub-Criterion Topic:	C.4.3. Research Budget Performance
Initial Planning Meeting:	November 2021
Application Areas:	Academic Staff Graduate Students
Monitoring Mechanisms:	Research and Development Commission Academic and Administrative Staff
Performance Indicators:	<p>Budget Allocation for Academic Staff and Graduate Students' Research Projects and Other Scientific Activities:</p> <p>R&D Commission Activity Evaluation Minutes:</p> <p>2024 Activity Evaluation Meeting (First Half of the Year)</p> <p>2024 Activity Evaluation Meeting (Second Half of the Year)</p> <p>Projects and Academic Activities Supported by DÜBAB:</p> <p>2024 Activity Report (pp. 37-40)</p> <p>Projects Supported by TÜBİTAK:</p> <p>2024 Activity Report (pp. 37-40)</p> <p>Central Budget Expenditures:</p> <p>2018, 2019, 2020 (pp. 18-19), 2021, 2022, 2023, 2024 (p. 38)</p>

<p>Evaluation and Improvement:</p>	<p>Year-End Meetings:</p> <p><u>Quality and Accreditation Commission Chair Meetings:</u></p> <p>(23.12.2022), (06.01.2023), (19.01.2023), (26.01.2023), (02.02.2023), (<u>04.01.2024</u>), (<u>05.01.2024</u>), (<u>07.01.2024</u>), (<u>01.06.2024</u>), (<u>08.06.2024</u>)</p> <p>R&D Meeting Minutes:</p> <p><u>First Meeting Minutes: 09.07.2023</u></p> <p><u>Second Meeting Minutes: 31.07.2023</u></p> <p><u>Third Meeting Minutes: 10.09.2023</u></p> <p><u>Fourth Meeting Minutes: 11.09.2023</u></p> <p>R&D Year-End Evaluation Meeting Minutes:</p> <p><u>2024 Activity Planning Meeting</u> (First Half of the Year)</p> <p><u>2024 Activity Evaluation Meeting</u> (First Half of the Year)</p> <p><u>2024 Activity Planning Meeting</u> (Second Half of the Year)</p> <p><u>2024 Activity Evaluation Meeting</u> (Second Half of the Year)</p>
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Maturity Level

Our institution has defined processes regarding research budget performance in the Quality Handbook and the Strategic Plan. The institution implements monitoring and evaluation practices for research budget performance, which are periodically reviewed and assessed with stakeholders to take necessary measures. In this context, research budget performance is monitored and evaluated, and the outcomes are utilized when making necessary decisions regarding budget allocation and content. However, there is room for improvement in the systematic monitoring of these practices.

Evidences:

Evidence 1: Dicle University – Scientific Research Projects Coordination Office

Evidence 2: Quality Handbook

Evidence 3: Faculty Activity Reports (2019, 2020, 2021, 2022, 2023, 2024)

Evidence 4: DÜBAP Coordination Unit Working Directive

Evidence 5: Central Government Expenditure Documents Regulation

Evidence 6: TÜBİTAK Project Announcement

Evidence 7: DÜ Faculty of Theology Award and Incentive Procedures

Evidence 8: R&D Commission Evaluation Report (2024)

Evidence 9: Travel Allowance Law No. 6245

Evidence 10: DÜ Faculty of Theology Development Foundation

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

D.1.1 Social Contribution Policy, Goals, and Strategy

Our faculty adopts a value-based approach in developing its social contribution strategy. Our primary objective is to contribute to social development through education and research activities

while assuming a leadership role in society. In this regard, it is a strategic priority to use our academic and professional expertise effectively in collaboration with society and to support regional development.

Our faculty's social contribution strategy is shaped around three main objectives:

1. Transforming educational and research activities into social benefits
2. Contributing to regional development
3. Establishing continuous improvement and feedback mechanisms

Academic work is conducted not only at a theoretical level but also to produce practical and applicable outcomes. Projects are developed to address socio-economic needs and contribute to sustainable development goals. Our faculty evaluates the effectiveness of social contribution activities through regular analysis and improvement processes. Various joint projects are developed with societal stakeholders to provide concrete solutions.

In this framework, collaborations with local governments, NGOs, and the private sector are established to implement sustainable projects. To raise social awareness in education, culture, environment, and health, seminars, workshops, and social responsibility projects are organized. To share academic knowledge with society, open-access resources and educational materials are developed.

To ensure the effectiveness and sustainability of social contribution activities, specific control mechanisms and precautionary measures are implemented. Regular evaluation meetings are held ([see Evidence 1](#)), where successes and challenges in activities are discussed, goals are reviewed, and corrective actions are taken when necessary.

Stakeholder feedback is collected and analyzed to improve social contribution activities and develop new strategies to enhance the faculty's societal impact. Our faculty prioritizes not only academic success but also its engagement and contributions to society.

The fundamental principle of our social contribution strategy is to serve society through scientific knowledge and academic expertise, producing lasting and sustainable solutions. Through the mechanisms we have developed, we aim to make our social contribution activities more effective and efficient.

The faculty's social contribution policy, goals, and strategies, developed through consultations with internal and external stakeholders, are detailed in the Quality Handbook ([see Evidence 2](#)). The key strategies are as follows:

1. Conducting scientific research to identify society's religious issues, developing solutions, and creating a long-term roadmap.
2. Shaping religious sciences and guidance activities according to regional dynamics and social needs with contemporary and effective approaches.
3. Facilitating access to academic and scientific studies for individuals interested in the field, thereby increasing academic support.
4. Conducting services in accordance with legal and ethical principles, respecting human, animal, and environmental rights, and being sensitive to cultural and spiritual values.
5. Effectively using mass communication tools to systematically and accurately convey religious knowledge to society, especially utilizing social media and digital platforms.
6. Analyzing faculty-led social activities to provide support in necessary areas and maximize social impact.
7. Collaborating with public institutions, research centers, and NGOs to develop and implement

projects that increase social benefits.

8. Encouraging students to participate in social responsibility projects through training and activities that foster social awareness.

9. Enhancing students' professional competencies and aligning them with their skills and interests for better integration into the labor market.

10. Assigning students active roles in social responsibility projects to support their social, psychological, and ethical development.

11. Evaluating the social impact of national and international scientific events and planning strategic initiatives based on this data.

12. Leveraging scientific and technological advancements to promote innovative and sustainable applications in education and public service.

13. Documenting social contribution events such as symposiums, workshops, and conferences and sharing these materials on the faculty's website and social media platforms.

Social Contribution Goals in the 2025-2029 Strategic Plan ([see Evidence 3](#)):

1. Expanding social responsibility projects through agreements with the governor's office and other official institutions.

2. Accurately identifying and addressing society's religious needs.

3. Effectively using mass communication tools for public religious services.

4. Increasing satisfaction levels in social services.

5. Strengthening collaborations between the Faculty of Theology and public institutions to connect students with different segments of society.

Additionally, courses related to social contribution, such as Public Speaking, Professional Practice, and Guidance and Communication in Religious Services, are included in the faculty curriculum ([see Evidence 4](#)).

Furthermore, several official agreements have been signed with institutions and NGOs, such as:

- Melik Ahmet Anatolian Imam Hatip High School (Feb 2021) for student projects and academic support ([see Evidence 5](#)).

- Dicle İlim İrfan Youth and Solidarity Association (Nov 2021) for joint academic and cultural activities ([see Evidence 6](#)).

- Diyarbakır Yenişehir District Mufti's Office (Oct 2021) to support student development ([see Evidence 7](#)).

- Diyarbakır Provincial Mufti's Office (Feb 2022) for educational collaboration ([see Evidence 8](#)).

- Diyarbakır Higher Religious Specialization Center (Sep 2023) for academic cooperation ([see Evidence 9](#)).

- İlim Yayma Society Diyarbakır Branch (Nov 2024) for joint academic efforts ([see Evidence 10](#)).

- Mehmet Esra Cansız Foundation (2023-2024 academic year) for student meal services during Ramadan ([see Evidence 11](#)).

Table 1. Social Contribution Policy, Goals, and Strategy (2015)

Year:	2024
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Sub-Criterion Topic:	D.1.1. Social Contribution Policy, Goals, and Strategy (2015)
Initial Planning Meeting:	2015
Application Areas:	University Campus (Classrooms and Conference Halls) Public Spaces (Cultural Centers, Schools, and Mosques)
Monitoring Mechanisms:	Social Contribution Commission Surveys Focus Group Discussions Meeting Reports
Performance Indicators:	Faculty of Theology Activity Reports: 2021 Faculty of Theology Activity Report 2022 Faculty of Theology Activity Report 2023 Faculty of Theology Activity Report
Evaluation and Improvement:	Evaluation Meeting on Social Contribution Activities (July-December 2023)

Maturity Level:

Our faculty carries out various activities and practices approved by stakeholders as a component of the Faculty of Theology's social contribution strategy. The relevant commission periodically monitors these activities and collaborates with stakeholders to implement necessary improvement measures in areas open to development.

Evidences:

- Evidence 1: [2023 Social Contribution Commission Activity Evaluation Meeting](#)
- Evidence 2: [Quality Manual](#)
- Evidence 3: [2025-2029 Strategic Plan](#)
- Evidence 4: [Course Information Package](#)
- Evidence 5: [Protocol Signed Between Melik Ahmet Anatolian Imam Hatip High School](#)
- Evidence 6: [Protocol Signed with Dicle İlim İrfan Youth and Solidarity Association](#)
- Evidence 7: [Protocol Signed with Diyarbakır Yenisehir District Mufti's Office](#)
- Evidence 8: [Protocol Signed with Diyarbakır Provincial Mufti's Office](#)
- Evidence 9: [Protocol Signed with Diyarbakır Religious High Specialization Center](#)
- Evidence 10: [Protocol Signed with İlim Yayma Cemiyeti Diyarbakır Branch](#)
- Evidence 11: [Protocol Signed with Mehmet Esra Cansız Foundation](#)

D.1.2. Management and Organizational Structure of Societal Contribution Processes

Our faculty is nourished by the traditional and cultural knowledge of the society it is part of while also benefiting from contemporary scientific approaches. In this regard, it aims to be a leading scientific center in the region. Social contribution processes are managed and implemented systematically and sustainably in cooperation with stakeholders. In this framework, our faculty, under the leadership of the dean's office, consults with non-governmental organizations, public institutions, and other

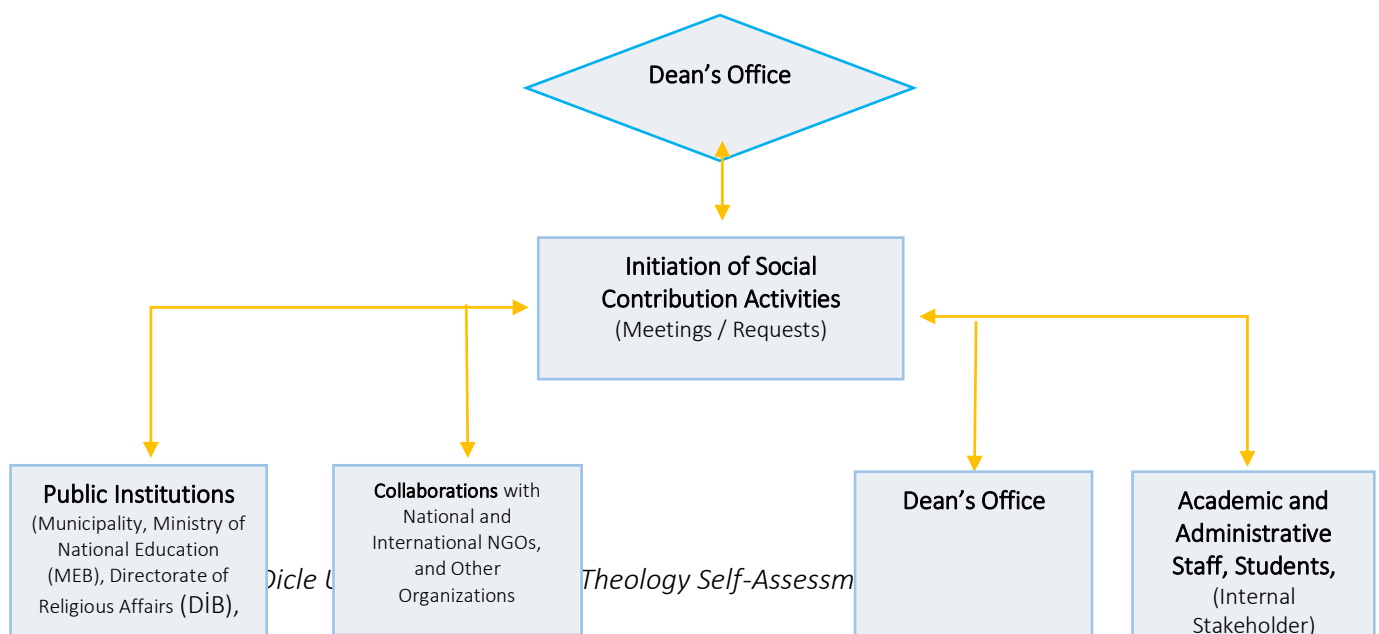
stakeholders to take the necessary steps for planning social contribution activities. After the planning phase, external stakeholder requests are considered, and activities and projects addressing societal needs are implemented.

In line with the strategic plan (see [Evidence 1](#)), our faculty aims to enhance the effectiveness of these activities and services, strengthening faculty-city collaboration. To ensure the quality of the services provided to society, the faculty continuously develops and improves its service strategy based on feedback collected from internal and external stakeholders and updates it through planning and needs analysis. In all community service activities, the faculty operates within the framework of legal and ethical principles, respecting cultural and moral values. In this context, our faculty organizes programs, panels, symposiums, conferences, and discussion sessions in coordination with internal and external stakeholders. The Social Contribution Development Commission is responsible for planning, executing, monitoring, and controlling all these social activities.

In line with the strategic plan, key activities undertaken include:

- Strengthening collaboration with local institutions: The 2024 International Academy-Madrasa Meetings-II Workshop was held on December 7-8, 2024 (see [Evidence 1](#)).
- Enhancing social solidarity through service projects for the elderly, children, and disadvantaged groups: The Colors of Life (YAREN) Club organized the event "Touching Barrier-Free Hearts" on Tuesday, December 10, 2024, at 13:00 (see [Evidence 2](#)).
- Raising awareness in religion, ethics, and social responsibility through seminars and educational programs: On December 8, 2024, at 15:30, Lecturer Mehmet Şevket Arıkan delivered a seminar on "The Art of Calligraphy from Past to Present" (see [Evidence 3](#)).
- Promoting interactive learning in religious and ethical education: In the "Teaching Principles and Methods" course, faculty students conducted an effective presentation using the dramatization method (see [Evidence 4](#)).
- Developing joint projects through collaboration with NGOs, local governments, and other academic institutions: The "Consultation Meeting with External Stakeholders" of the Faculty of Theology at Dicle University was held on Thursday, November 21, 2024, at 11:00, with the participation of representatives from public institutions and non-governmental organizations (see [Evidence 5](#)).
- Academic and intellectual collaboration with NGOs: A protocol on "Scientific and Academic Cooperation" was signed between Dicle University Faculty of Theology and İlim Yayma Cemiyeti Diyarbakır Branch (see [Evidence 6](#)).

MANAGEMENT AND ORGANIZATONAL STRUCTURE OF SOCIAL CONTRIBUTION PROCESSES



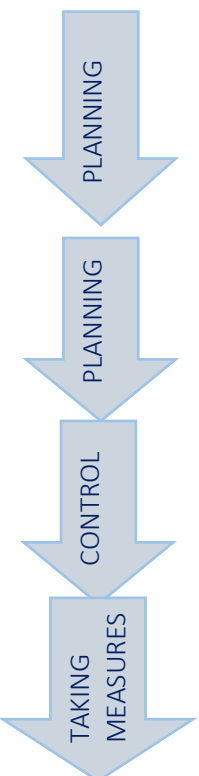
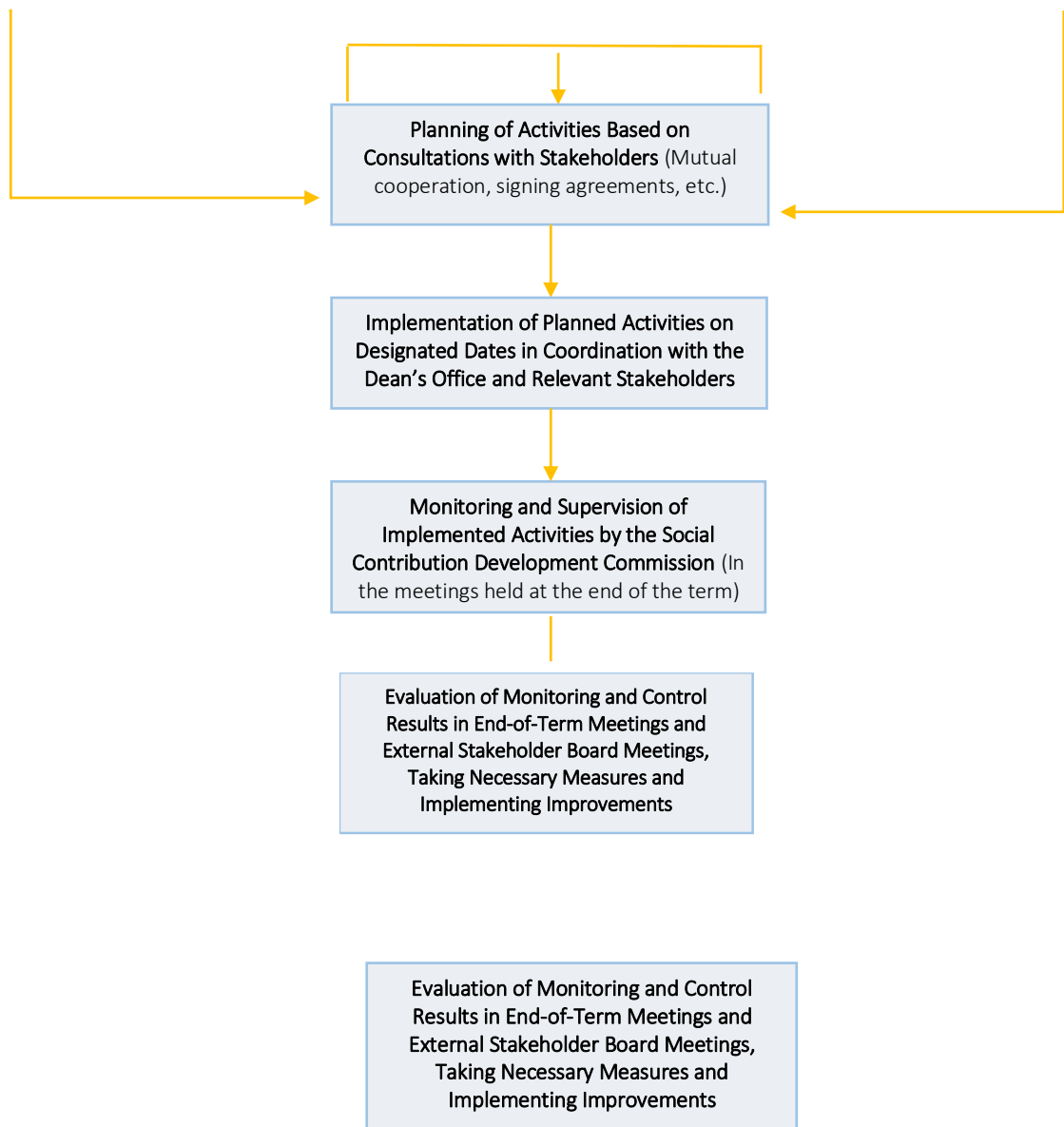


Table 2: Management of Social Contribution Processes and its Organizational Structure

Year:	2024
Sub-Criterion Topic:	D.1.2. Management of Social Contribution Processes and its Organizational Structure
Initial Planning Meeting:	2015
Application Areas:	Faculty and External Stakeholders (Diyarbakır Provincial and District Muftis , Diyarbakır Provincial Directorate of National Education) NGOs (DİGED), Research Centers (İŞAMER , DÜKAMER) Alumni Students
Monitoring Mechanisms:	Social Contribution Commission Focus Group Interviews
Performance Indicators:	Satisfaction Surveys End-of-Term Evaluation Meetings
Evaluation and Improvement:	July-December Accreditation and Quality Development/Improvement Meetings

Maturity Level:

A planning framework exists for managing and structuring social contribution processes. The institution has developed plans for integrating and managing social contribution processes in alignment with local, regional, and national needs and demands, as well as integrating them with other processes (education, research, and development). While there have been implementations based on these plans, some applications do not yet encompass all units. The management and organizational structure of social contribution processes has been implemented in accordance with institutional preferences, covering all areas, and has yielded certain results.

Evidences:

Evidence [1: International Academy-Madrasa Meetings-II](#)

Evidence [2: Touching Hearts Without Barriers](#)

Evidence [3: The Art of Calligraphy from Past to Present](#)

Evidence [4: Effective Presentation Through Dramatization](#)

Evidence [5: Consultation Meeting with External Stakeholders](#)

Evidence [6: Protocol on Scientific and Academic Cooperation](#)

D.2. Social Contribution Resources

D.2.1 Resources

Our faculty possesses the necessary physical and technical infrastructure to carry out social contribution activities. This includes two conference halls with capacities of 250 and 100 people, a practice mosque, a practice center within the Selahaddin Eyyubi Complex, and a well-stocked library. Additionally, our faculty has a broad academic and administrative staff ([See Evidence 1](#), [Evidence 2](#)), which enables the effective execution of social contribution activities.

In line with the Strategic Plan, the faculty aims to enhance the effectiveness of these services and strengthen faculty-city cooperation to achieve the set objectives ([See Evidence 3](#)).

The Dicle University Faculty of Theology Foundation, established in 2023, plays a crucial role in providing financial support through donations ([See Evidence 4](#)). Moreover, the financial resources required for social contribution activities such as symposiums, conferences, and workshops are covered by the university budget when needed.

Additionally, official institutions such as the Provincial Directorate of National Education, the Provincial Mufti's Office, as well as the Diyanet Foundation and other external stakeholders provide financial resources to support these activities through protocols and joint initiatives ([See Evidence 5](#)).

For social contribution activities carried out by our students, necessary expenses are covered by student clubs ([See Evidence 6](#)) or by financial resources obtained through their own personal skills, networks, and initiatives.

In collaboration with internal and external stakeholders, our faculty plans to continue organizing scientific meetings, symposiums, congresses, workshops, and panels in the upcoming academic year, as in previous years. The activities carried out so far stand as strong evidence of these efforts ([See Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

Table 3: Social Contribution Resources

Year:	2024
Sub-Criterion Topic:	D.2.1. Resources
Initial Planning Meeting:	2015
Application Areas:	University Rectorate Public Institutions and Organizations (Diyarbakır Provincial and District Mufti Offices , Diyarbakır Provincial Directorate of National Education) NGOs (DİGED) Research Centers (İŞAMER , DÜKAMER) Alumni Association (DİFAM-DER) Dicle University Faculty of Theology Development Foundation (DİFAV).

Monitoring Mechanisms:	Social Contribution Development Commission Satisfaction Surveys Focus Group Meetings with Academic Staff Focus Group Meetings with External Stakeholders
Performance Indicators:	End-of-Term Evaluation Meetings Meeting Records
Evaluation and Improvement	Minutes of the 2023 Activity Evaluation Meeting Minutes of the Meeting on Areas for Improvement and Measures for Activities Conducted in 2023 Minutes of the Meeting on Presenting Suggestions and Measures for 2023 to the Dean's Office

Maturity Level:

To sustain the social contribution activities targeted within the faculty's strategic plan, our faculty possesses not only the potential to promptly secure adequate physical, technical, and financial resources when needed but also has a sufficient number of academic and administrative staff to ensure continuity and prevent any disruptions. However, the ongoing efforts to monitor the outcomes of resource utilization remain limited.

Evidences:

Evidence 1: [Faculty Academic Staff List](#)

Evidence 2: [Faculty Administrative Staff List](#)

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

Evidence 4: [Dicle University Theology Foundation](#)

Evidence 5: [Collaborations and Protocols](#)

Evidence 6: [Student Clubs](#)

Evidence 7: [Workshop on "The Future of Madrasas" Conducted within Protocols](#)

Evidence 8: [Conference by Assoc. Prof. Dr. Mutlu SAYLIK at Selahaddin Eyyubi Dormitory](#)

Evidence 9: [Conference by Dr. Lecturer Osman YAĞMUR, Organized by Bilge and Dicle Youth Clubs](#)

D.3. Social Contribution Performance

D.3.1. Monitoring and Improving Social Contribution Performance

Our faculty has planned a series of social contribution activities based on regional and urban needs, both within and beyond the institution. While planning these activities, the needs and demands of target audiences inside and outside the university are considered. Meetings with internal and external stakeholders are held according to the needs and demands identified by the Social Contribution Commission. As a result of these meetings, collaborations and protocols are established (See [Evidence 1](#)).

In focus group meetings, the implementation and control reports of planned activities are evaluated, and the next six-month planning is carried out (See [Evidence 2](#)). To implement these activities, faculty members and administrative staff actively collaborate with student clubs. Moreover, administrative units, staff, students, and external guests are invited to ensure mutual interaction in these social contribution activities (See [Evidence 3](#)).

Within the faculty's quality assurance units, the Social Contribution Commission presents its activities in alignment with its Social Contribution Policy, Strategic Plan, and Objectives through Social Contribution Performance Indicators. A periodic schedule has been established in the Strategic Plan for monitoring social contribution performance and evaluating planned activities. According to this schedule, Performance Indicators are assessed every six months (See [Evidence 4](#)).

To track these processes, the Dicle University Quality Information Management System (KBYS) is used, and satisfaction surveys (See [Evidence 5](#)) are conducted and evaluated during joint group meetings with stakeholders (See [Evidence 6](#)).

Activities organized by faculty units for social contribution are recorded by the faculty's administrative staff and shared on the institution's website, social media accounts, and YouTube channel. This ensures that the events and activities reach the public at both local and national levels (See [Evidence 7](#)). Social media subscriptions, video views, and engagement statistics are monitored and analyzed by the Social Contribution Commission (See [Evidence 8](#)).

Additionally, monthly and annual bulletins feature social contribution activities to ensure they are documented and monitored (See [Evidence 9](#)).

Table 4: Monitoring and Improving Social Contribution Performance

Sub-Criterion Topic:	D.3.1. Monitoring and Improving Social Contribution Performance
Initial Planning Meeting:	2015
Application Areas:	Social Contribution Commission Internal Stakeholders: Academic and Administrative Staff Faculty Clubs External Stakeholders: University Rectorate Public Institutions and Organizations: Diyarbakır Provincial and District Mufti Offices Diyarbakır Provincial Directorate of National Education

	Yenişehir District Mufti Office NGOs: DİGED DİFAV Diyanet Foundation Alumni Association Research Centers: İŞAMER DÜKAMER
Monitoring Mechanisms:	Social Contribution Development Commission Satisfaction Surveys: Academic and Administrative Staff
Performance Indicators:	Monitoring Social Media Engagement: Analysis of subscriptions, views, and engagement statistics on the institution's news, announcements , and events web page, YouTube channel , Instagram , Twitter , and Facebook pages.
Evaluation and Improvement:	July - December Reports (by the Social Contribution Commission) 2024 Activity Evaluation Report Report on Areas for Improvement and Corrective Measures for Activities Conducted in 2024 Report on Suggestions and Measures for 2024 Submitted to the Dean's Office

Maturity Level:

In addition to the activities and events organized by the Social Contribution Commission, the social contribution performances of all faculty quality commissions are monitored and evaluated. Evaluation results are discussed together with the institution's administrative units and stakeholders. Necessary measures are taken collectively to resolve any issues.

Evidences:

Evidence 1: [2023 Quality Handbook](#)

Evidence 2: [2024 Activity Report](#)

Evidence 3: [2025-2029 Strategic Plan](#)

Evidence 4: [2024 Activity Bulletin](#)

Evidence 5: [2024 Activity Plan](#)

Evidence 6: [Satisfaction Surveys](#)

Evidence 7: [Statistics of Dicle Theology YouTube Channel](#)

Evidence 8: [Dicle Theology Facebook Account](#)

Evidence 9: [Dicle Theology Instagram Account](#)

Evidence 10: [Dicle Theology Twitter Account](#)

Evidence 11: [External Stakeholders Meeting 1](#)

Evidence 12: [External Stakeholders Meeting 2](#)

Evidence 13: [External Stakeholders Iftar Event](#)

Evidence 14: ["Nûra İslamê \(The Light of Islam\)" program, moderated by Assoc. Prof. Dr. Rifat Ablay, broadcast every Friday at 17:55 on TRT Kürdî](#)

Evidence 15: [Conference titled "The Conquest of Mecca and the War Ethics of the Prophet" by Faculty Dean Prof. Dr. H. Musa Bağcı on 31.12.2024 at Süleyman b. Halid KYK Girls' Dormitory](#)

Evidence 16: [Presentation by Diyarbakır Provincial Mufti Celal Büyük on "The Prophet \(PBUH\) and Youth" as part of the "My Campus, My Mosque" Project on 30.12.2024 at Selahattin Eyyubi Mosque Theology Complex](#)

Evidence 17: ["Mecelle-i Ahkamı Adliye" panel organized by Mâverâ Youth Club](#)

Evidence 18: [Charity bazaar organized by Hayra Bir Adım Club for underprivileged village schools](#)

Evidence 19: [Events of Bir Damla Club at Ahsen Quran Course under the Diyarbakır Provincial Mufti Office](#)

Evidence 20: [Religious recital by Dr. Rifat Ablay at the Sur Cultural Route Festival](#)

Evidence 21: [Social Entrepreneurship Academy Certification Program](#)

Evidence 22: [University-City Meetings](#)

Evidence 23: [Conference titled "Mevlana and Humanity" delivered by Dr. Murat Özyayın at Diyarbakır D-Type T1 and T2 Closed Prisons](#)

Evidence 24: [Panel titled "Gaza: The Symbol of Resistance" organized in cooperation with the Dicle University Faculty of Theology and the Diyarbakır Youth and Sports Directorate](#)

Evidence 25: [Presentation titled "The Importance of Jerusalem to the Ottomans and Their Determination to Defend It: Reflections on Today" by Prof. Dr. Davud Işıkdöğün at the 9th Scholars' Meeting organized by the Union of Scholars and Madrasahs \(İTTİHADUL ULEMA\)](#)

E. MANAGEMENT SYSTEM

E.1. Structure of Management and Administrative Units

Dicle University Faculty of Theology has structured its management and administrative organization in line with the strategic goals defined in its Quality Handbook (See [Evidence 1](#), p.96; [Evidence 2](#), p.26).

E.1.1. Management Model and Administrative Structure

Dicle University Faculty of Theology has maintained its management model and administrative structure in accordance with the quality policies set by Dicle University in general and the Faculty of Theology in particular (See [Evidence 3](#), [Evidence 4](#)). The institution's policies and strategic goals in management and administrative areas have been implemented in alignment with the faculty's vision and mission (See [Evidence 5](#), [Evidence 6](#)).

As a result of these efforts, on 18.05.2024, the IAA (Institutional Accreditation Agency) decided to accredit our faculty through Decision No. 008. The accreditation certificate was formally presented to our faculty on 05.06.2024 (See [Evidence 7](#), [Evidence 8](#)).

To ensure the achievement of its goals and establish a lasting institutional culture, our faculty has closely monitored all governance processes through its previously established quality and accreditation units and commissions (See [Evidence 9](#)). Accordingly, all units involved in quality processes have regularly conducted both planning and evaluation meetings, submitting their reports to the relevant authorities. These reports have been systematically archived on the faculty's website (See [Evidence 10](#)).

The Management System Development Commission convened on 05.01.2024 and 01.07.2024 to plan the next six months (See [Evidence 11](#), [Evidence 12](#)). Similarly, on 27.06.2024 and 27.12.2024, the commission evaluated the implementation of planned actions and compiled its findings into reports for the administration (See [Evidence 13](#), [Evidence 14](#)). The activities of quality unit commissions and accreditation commissions were reviewed in a general meeting (See [Evidence 15](#)).

Our faculty has continued to strengthen its communication with external stakeholders. On 21.11.2024, external stakeholders were consulted, and their feedback and recommendations were compiled into a report (See [Evidence 16](#)).

Additionally, while maintaining strong interaction with institutions providing religious education and training, our faculty has expanded its network by signing new protocols with civil society organizations involved in social responsibility projects. For example, on 20.11.2024, an academic cooperation protocol was signed with the İlim Yayma Cemiyeti Diyarbakır Branch (See [Evidence 17](#)). Under this protocol, both institutions agreed to organize joint events in their areas of need and support the academic development of students and scholarship recipients (See [Evidence 18](#)).

Furthermore, the Ramadan Iftar Program, hosted by our faculty and funded by the Mehmet-Esra Cansız Foundation, was officially recorded through a protocol by our university's rectorate. The foundation provided students with high-quality meals during the event (See [Evidence 19](#)).

Table 1: Management Model and Administrative Structure

Year:	2024
Sub-Criterion Topic:	E.1.1. Management Model and Administrative Structure
Initial Planning Date:	05.01.2024 , 01.07.2024
Application Areas:	Academic and Administrative Staff Students
Monitoring Mechanisms:	Management System Development Commission Satisfaction Surveys for Academic and Administrative Staff and Students
	Management Satisfaction Rates of Academic and Administrative Staff and Students: Academic Staff Satisfaction Survey – Fall 2024

Performance Indicators:	Administrative Staff Satisfaction Survey – Fall 2024 Student Course Evaluation Survey – Fall 2024 Student Satisfaction Survey – Fall 2024 Academic Advisor Evaluation Survey
Evaluation and Improvement:	Minutes of the First Semi-Annual Evaluation Meeting – 2024 Minutes of the Second Semi-annual Evaluation Meeting – 2024

Maturity Level:

The findings obtained from the implementation of the management model and administrative structure, which encompass all units and areas of our faculty, are systematically monitored. Stakeholder opinions are collected, and the monitoring results are evaluated together with stakeholders. Necessary measures are taken, and updates are made in line with needs and demands.

Evidences:

Evidence 1: [Quality Manual](#)

Evidence 2: [Strategic Plan](#)

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

Evidence 4: [Dicle University Faculty of Theology Quality Policy](#)

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

Evidence 6: [Dicle University Faculty of Theology Mission Statement](#)

Evidence 7: [IAA Accreditation Decision](#)

Evidence 8: [IAA Accreditation Certificate Ceremony](#)

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

Evidence 10: [Evidence Repository](#)

Evidence 11: [First Half of 2024 Activity Planning Meeting](#)

Evidence 12: [Second Half of 2024 Activity Planning Meeting](#)

Evidence 13: [First Half of 2024 Evaluation Meeting](#)

Evidence 14: [Second Half of 2024 Evaluation Meeting](#)

Evidence 15: [Spring 2024 General Quality Evaluation Meeting](#)

Evidence 16: [External Stakeholders Consultation Meeting](#)

Evidence 17: [Protocol with the İlim Yayma Cemiyeti \(Foundation for Spreading Knowledge\)](#)

Evidence 18: [Protocol with the İlim Yayma Cemiyeti \(Repeated\)](#)

Evidence 19: [Protocol with the Mehmet-Esra Cansız Foundation](#)

E.1.2. Process Management

Our faculty continues to implement process management based on the quality policy declared on its website and the Quality Manual (See [Evidence 1](#), [Evidence 2](#)). The commissions established by the administration ensure that risk management is placed on a solid foundation and that administrative

processes are monitored efficiently (See [Evidence 3](#)). In this context, a management review meeting was held, and the identified issues were reported and submitted to the relevant authorities (See [Evidence 4](#)).

Additionally, the Quality and Accreditation Higher Commission conducted a process evaluation meeting, reaffirming its commitment to closely monitoring the Plan-Do-Check-Act (PDCA) cycle (See [Evidence 5](#)).

The planning, implementation, monitoring, and corrective action stages of ongoing administrative processes, along with the responsible units and commissions, are clearly outlined in the Dicle Faculty of Theology Quality Brochure and publicly shared on the faculty's website (See [Evidence 6](#)). The duties of each individual, board, and commission have been officially recorded through meeting minutes (See [Evidence 7](#)).

Internal stakeholders, including academic and administrative staff, participated in satisfaction surveys, where it was determined that their opinions on workflow processes were considered and that they continued to be involved in decision-making (See [Evidence 8](#)). Similarly, current students and alumni were consulted, ensuring that they remain engaged in monitoring institutional processes (See [Evidence 9](#)).

Table 2: Process Management

Year:	2024
Sub-Criterion Topic:	E.1.2. Process Management
Initial Planning Date:	05.01.2024 , 01.07.2024
Application Areas:	Academic and Administrative Staff Students
Monitoring Mechanisms:	Management System Development Commission Satisfaction Surveys for Academic and Administrative Staff and Students
Performance Indicators:	Management Satisfaction Rates for Academic and Administrative Staff and Students: Academic Staff Satisfaction Survey – Fall 2024 Administrative Staff Satisfaction Survey – Fall 2024 Student Course Evaluation Survey – Fall 2024 Student Satisfaction Survey – Fall 2024 Academic Advisor Evaluation Survey
Evaluation and Improvement:	Minutes of the First Half of 2024 Evaluation Meeting Minutes of the Second Half of 2024 Evaluation Meeting

Maturity Level:

The results related to the processes managed across all units and areas within the institution are systematically monitored using Performance Indicators. Stakeholder opinions are gathered, and the results of the monitoring are evaluated together with stakeholders. Measures are taken, and updates are made according to needs/requests.

Evidences:

Evidence 1: [Dicle University Faculty of Theology Quality Policy](#)

Evidence 2: [Dicle University Faculty of Theology Quality Handbook](#)

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

Evidence 4: [Management Review Meeting](#)

Evidence 5: [Quality and Accreditation Higher Commission Process Evaluation Meeting Minutes](#)

Evidence 6: [Dicle Theology Quality Brochure](#)

Evidence 7: [Committee, Unit, and Commission Responsibilities Minutes](#)

Evidence 8: [Academic and Administrative Staff Satisfaction Surveys](#)

Evidence 9: [Student Satisfaction Surveys](#)

E.2. Resource Management

E.2.1. Human Resources Management

In our faculty, human resources management is detailed and transparently addressed in the Quality Handbook. All processes are carried out within the framework of the "Human Resources Regulation" (See [Evidence 1](#) and [Evidence 2](#)). The activities conducted by the faculty are shaped in accordance with the principles and objectives outlined in the 2020-2024 Dicle University Faculty of Theology Strategic Plan (See [Evidence 3](#)). Efforts continue towards the preparation of the 2025-2029 Strategic Plan (See [Evidence 4](#)). Furthermore, in order to implement the strategic goals, satisfaction surveys were conducted with academic staff and students to gather their opinions (See [Evidence 5](#)).

The academic and administrative staff of our faculty continued to develop in 2023 and 2024. In 2023, the number of administrative staff remained at 11, while in 2024, it was updated to 12. Changes in titles occurred within the academic staff; in 2023, our total staff consisted of 17 professors, 15 associate professors, 23 assistant professors, 12 instructors, and 14 research assistants, totaling 81 members. By 2024, this remained the same with 17 professors, 17 associate professors, 22 assistant professors, 12 instructors, and 14 research assistants (See [Evidence 6](#), [Evidence 7](#)).

Our faculty has continued to collaborate with external stakeholders, taking new steps in this area in 2024. Collaborative projects were developed with various institutions and organizations, and consultation meetings were held to ensure the continuity of these partnerships (See [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#)).

Personnel employment, appointments to senior positions, and processes regarding personnel rights are conducted in accordance with the relevant legal regulations. Academic appointments and promotions are carried out within the framework of the Council of Higher Education (YÖK) criteria and the "Promotion and Appointment Criteria for Faculty Members" approved by the Senate (See [Evidence 13](#)).

The Faculty of Theology at Dicle University adopts a holistic management approach focused on efficiency and effectiveness. In this context, human resources management is handled systematically and sustainably in line with the In-Service Training Regulation, addressing issues such as promotion, title changes, and in-service training. Throughout these processes, institutional transparency and stakeholder satisfaction are prioritized, and decision-making mechanisms are shaped based on

objective criteria (See [Evidence 14](#)).

The Dean's Office organizes meetings with academic and administrative staff at the beginning of each academic year to assess their requests and suggestions. These meetings are held to strengthen institutional belonging and encourage institutional success. Additional meetings are organized when necessary to ensure more efficient management of processes. Moreover, all human resources activities are meticulously followed, recorded, and periodically reported. Indeed, activity reports for 2021, 2022, and 2023 have been regularly prepared and published (See [Evidence 15](#), [Evidence 16](#), [Evidence 17](#), [Evidence 18](#), [Evidence 19](#), [Evidence 20](#)). Similarly, the activities of 2024 have also been reported and published. These reports allow for systematic and transparent monitoring of institutional activities and contribute to more effective planning of future work (See [Evidence 21](#), [Evidence 22](#), [Evidence 23](#), [Evidence 24](#)). Additionally, the management system committee regularly prepares strategic plans and activity evaluation reports in the relevant area (See [Evidence 25](#), [Evidence 26](#), [Evidence 27](#), [Evidence 28](#), [Evidence 29](#)).

Table 3: Human Resources Management

Year:	2024
Sub-Criterion Topic:	E.2.1. Human Resources Management
Initial Planning Meeting:	December 2021 (pp. 7-9)
Application Areas:	Academic , Administrative , and Auxiliary Staff , Students
Monitoring Mechanisms:	Management System Improvement Commission Management Review Meetings: 2022/1 , 2022/2 , 2023 Academic , administrative , and auxiliary staff , and student satisfaction surveys
Performance Indicators:	Academic, administrative, and auxiliary staff, student satisfaction rates 2023-2024 Fall Semester Faculty of Theology Student Satisfaction Survey: 58% 2023-2024 Spring Semester Faculty of Theology Student Satisfaction Survey: 63% 2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey: 60% Faculty of Theology 2023-2024 Spring Semester Student Course Evaluation Survey Result Faculty of Theology 2024-2025 Fall Semester Student Course Evaluation Survey Result 2023-2024 Fall Semester Academic Advisor Evaluation Survey: 54% 2023-2024 Spring Semester Academic Advisor Evaluation Survey:

	49%
	2024-2025 Fall Semester Academic Advisor Evaluation Survey:
	54%
	2023-2024 Fall Semester Faculty of Theology Academic Staff
	Satisfaction Survey: 70%
	2023-2024 Spring Semester Faculty of Theology Academic Staff
	Satisfaction Survey: 65%
	2024-2025 Fall Semester Faculty of Theology Academic Staff
	Satisfaction Survey: 62%
	2023-2024 Fall Semester Faculty of Theology Administrative Staff
Evaluation and Improvement:	Satisfaction Survey: 77%
	2023-2024 Spring Semester Faculty of Theology Administrative
	Staff Satisfaction Survey: 87%
	2024-2025 Fall Semester Faculty of Theology Administrative Staff
	Satisfaction Survey: 84%
	2023-2024 Spring Semester Faculty of Theology Graduate Stage
	Student Satisfaction Survey: 62%
	End of Year
	Management System Commission 2024 Annual Activity
	Evaluation Meeting
	Management System Commission 2024 Annual Activity Planning
	Meeting
	Management System Commission Strategic Plan Proposal
	Meeting
	Management System Commission 2024 Second Half-Year Activity
	Planning Meeting
	Management System Commission 2024 Second Half-Year Activity
	Evaluation Meeting

Maturity Level

In the institution, the results of human resources management practices covering all units are systematically monitored, stakeholders' opinions are gathered, and the monitoring results are evaluated together with the stakeholders. Necessary measures are taken, and updates are made in line with needs/requests.

Evidences:

Evidence 1: [Quality Handbook 2023](#)

Evidence 2: [Human Resources Directive](#)

Evidence 3: [2020-2024 Dicle University Faculty of Theology Strategic Plan](#)

Evidence 4: [2025-2029 Strategic Plan Draft Preparation Meeting](#)

- Evidence 5: [Surveys](#)
- Evidence 6: [D.Ü. Academic and Administrative Staff 2023](#)
- Evidence 7: [D.Ü. Academic and Administrative Staff 2024](#)
- Evidence 8: [External Stakeholders Diyanet Academy Protocol](#)
- Evidence 9: [External Stakeholders Imam Hatip High School Protocol](#)
- Evidence 10: [External Stakeholders Mufti's Office Protocol](#)
- Evidence 11: [External Stakeholders Ilim Yayma Society Protocol](#)
- Evidence 12: [External Stakeholders Consultation Meeting \(21.11.2024\)](#)
- Evidence 13: [Criteria for Promotion and Appointment to Faculty](#)
- Evidence 14: [Legislation, Laws, Decrees, Regulations, Directives, Procedures, and Principles](#)
- Evidence 15: [Management System Development Commission 2021 Activity Evaluation Minutes](#)
- Evidence 16: [Management System Development Commission 2022 Activity Evaluation Minutes](#)
- Evidence 17: [DÜ Faculty of Theology 2023 Activity Report](#)
- Evidence 18: [Management System 2023 Activity Evaluation Meeting Minutes](#)
- Evidence 19: [Management System Commission 2023 Areas for Development and Improvement Measures Minutes](#)
- Evidence 20: [Management System Commission 2023 Recommendations and Measures Submitted for Deanery Information and Approval Meeting Minutes](#)
- Evidence 21: [2024 Faculty of Theology Unit Activity Report](#)
- Evidence 22: [Spring Semester Quality Activities General Evaluation Meeting](#)
- Evidence 23: [Academic Council Meeting Spring 2024](#)
- Evidence 24: [Academic Council Meeting Fall 2024](#)
- Evidence 25: [Management System Commission 2024 Activity Evaluation Meeting](#)
- Evidence 26: [Management System Commission 2024 Activity Planning Meeting](#)
- Evidence 27: [Management System Commission Strategic Plan Proposal Meeting](#)
- Evidence 28: [Management System Commission 2024 Second Half-Year Activity Planning Meeting](#)
- Evidence 29: [Management System Commission 2024 Second Half-Year Activity Evaluation Meeting](#)

E.2.2. Management of Financial Resources

At our faculty, the supervision of financial resources is carried out based on the Public Financial Management and Control Law No. 5018 and the Preliminary Financial Control Directive established under this law. In this context, preliminary financial controls carried out in the expenditure units are meticulously examined by the Internal Control and Preliminary Financial Control Directorate under the Strategy Development Department. Transactions are evaluated based on compliance with legislation, and principles of effectiveness and efficiency (See: [Evidence 1](#) and [Evidence 2](#)). All legal regulations and directives related to financial resource management are accessible in the Regulations section of the Strategy Development Department's website and in the Laws section of the Administrative and Financial Affairs Department's webpage.

The management of movable and immovable assets at our faculty is carried out in accordance with Law No. 5018 and relevant legal regulations. In this framework, necessary procedures are monitored through the Movable Property Registration and Management System (TKYS) module in the Ministry of Treasury and Finance's Public Expenditure and Accounting Information System (KBS). Regular reporting of movable inventory processes is made to the Rectorate, and all inventory transactions are controlled in harmony with the accounting system. At the end of the year, detailed account statements and summary statements of movable property management are prepared through KBS and submitted to the Rectorate (See: [Evidence 3](#) and [Evidence 4](#)).

Financial resource management at our faculty is carried out within the framework of established procedures, and budget analyses are performed at the end of each year. The existing evidence includes a detailed breakdown of expenditure tables from the last three years, which highlight budget increases and improvements in various expenditure items such as personnel payments, travel expenses, service procurements, consumables, and maintenance and repairs. As of 2018, the faculty's total expenditure was recorded as 6,038,991.76 TL, while the budget allocated for 2019 was 7,166,474.45 TL, and 8,949,766.83 TL for 2020 (See: [Evidence 5](#)). When reviewing the annual financial plans, it can be observed that there has been a continuous increase in the faculty's financial resources. For example, the allocated budget for 2021 was set at 11,950,480.00 TL, and in 2022, this figure rose to 20,826,435.00 TL (See: [Evidence 6](#) and [Evidence 7](#)). The 2023 budget reached a total of 43,426,000.00 TL (See: [Evidence 8](#)). The 2024 budget increased to 90,597,500 TL (See: [Evidence 9](#)).

Expenditures at our faculty are financed by resources obtained from the supplementary budget. This budget is shaped by the Ministry of Finance based on requests submitted by universities for the previous year and allocated to relevant institutions at the beginning of the year. The allocation of resources is under the authority of the Rectorate, and it is distributed to faculties according to determined criteria. In our faculty, the financial affairs unit plans the expenditure categories of the budget by considering elements such as spending data from previous years and inflation forecasts. At the end of each year, the financial planning for the following year is created and submitted to the university administration. During this process, the existing budget is analyzed, necessary adjustments are made, and new requests are generated based on financial needs. Additionally, legal frameworks such as procurement procedures, preliminary financial control processes, and supplier evaluation criteria are meticulously applied (See: [Evidence 10](#), [Evidence 11](#), [Evidence 12](#), [Evidence 13](#)). Moreover, the management process of financial resources is regularly monitored and recorded (See: [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 17](#), and [Evidence 18](#))

Table 4: Management of Financial Resources

Year:	2024
Sub-Criterion Topic:	E.2.2. Management of Financial Resources
Initial Planning Meeting:	December 2021 (pp. 7-9)
Application Areas:	Academic , Administrative , and Auxiliary Staff , Students
Monitoring Mechanisms:	Management System Improvement Commission Management Review Meetings: 2022/1 , 2022/2 , 2023 Academic, administrative, and auxiliary staff, and student satisfaction surveys

Performance Indicators:	<u>Academic, administrative, and auxiliary staff, student satisfaction rates</u>
	<u>2023-2024 Fall Semester Faculty of Theology Student Satisfaction Survey: 58%</u>
	<u>2023-2024 Spring Semester Faculty of Theology Student Satisfaction Survey: 63%</u>
	<u>2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey: 60%</u>
	<u>Faculty of Theology 2023-2024 Spring Semester Student Course Evaluation Survey Result</u>
	<u>Faculty of Theology 2024-2025 Fall Semester Student Course Evaluation Survey Result</u>
	<u>2023-2024 Fall Semester Academic Advisor Evaluation Survey: 54%</u>
	<u>2023-2024 Spring Semester Academic Advisor Evaluation Survey: 49%</u>
	<u>2024-2025 Fall Semester Academic Advisor Evaluation Survey: 54%</u>
	<u>2023-2024 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 70%</u>
	<u>2023-2024 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey: 65%</u>
	<u>2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 62%</u>
	<u>2023-2024 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 77%</u>
	<u>2023-2024 Spring Semester Faculty of Theology Administrative Staff Satisfaction Survey: 87%</u>

	2024-2025 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 84% 2023-2024 Spring Semester Faculty of Theology Graduate Stage Student Satisfaction Survey: 62%
Evaluation and Improvement:	<p>End of Year</p> Management System Commission 2024 Annual Activity Evaluation Meeting Management System Commission 2024 Annual Activity Planning Meeting Management System Commission Strategic Plan Proposal Meeting Management System Commission 2024 Second Half-Year Activity Planning Meeting Management System Commission 2024 Second Half-Year Activity Evaluation Meeting

Maturity Level

Within the institution, financial resource management practices are carried out meticulously to cover all areas. The results obtained in this process are regularly monitored, stakeholder opinions are gathered, and the monitoring results are reviewed with stakeholders to take necessary precautions.

Evidences:

Evidence 1: [Public Financial Management and Control Law No. 5018](#)

Evidence 2: [Pre-Financial Control Directive](#)

Evidence 3: [Ministry of Treasury and Finance's Public Expenditure and Accounting Information System \(KBS\)](#)

Evidence 4: [Movable Property Registration and Management System \(TKYS\)](#)

Evidence 5: [Faculty of Theology Budget Expenditures 2018-2019-2020](#)

Evidence 6: [Faculty of Theology Budget Expenditures 2021](#)

Evidence 7: [Faculty of Theology Budget Expenditures 2022](#)

Evidence 8: [Faculty of Theology Budget Expenditures 2023](#)

Evidence 9: [Faculty of Theology Budget Expenditures 2024](#)

Evidence 10: [Procurement Process](#)

Evidence 11: [Procurement Forms 2024](#)

Evidence 12: [Goods Procurement Process](#)

Evidence 13: [Supplier Evaluation Directive](#)

Evidence 14: [Management System Commission 2024 Annual Activities Planning Meeting](#)

Evidence 15: [Management System Commission Strategic Plan Proposal Meeting](#)

Evidence 16: [Management System Commission 2024 Second Half-Year Activity Planning Meeting](#)

Evidence 17: [Management System Commission 2024 Second Half-Year Activities Evaluation Meeting](#)

Evidence 18: [Management System Commission 2024 Activity Evaluation Meeting](#)

E.3. Information Management System

E.3.1. Integrated Information Management System

In our faculty, there are various digital information management tools such as the Personnel Information System (See [Evidence 1](#)), Student Information System (OBS) (See [Evidence 2](#)), Graduate Information System (See [Evidence 3](#)), Management Information System (See [Evidence 4](#)), Electronic Document Management System (EBYS) (See [Evidence 5](#)), and Learning Management System (ALMS) (See [Evidence 6](#)). Through these systems, data is collected and processed in a digital environment. The entered information is automatically backed up, ensuring data security. Distance education activities are coordinated by Dicle University Distance Education Application and Research Center (DÜZEM) (See [Evidence 7](#)). Moreover, processes and practices for collecting, recording, updating, and sharing institutional information (Performance Indicators, regulations, guidelines, evaluation reports, etc.) are found on the Quality Development Coordinator's webpage (See [Evidence 8](#) and [Evidence 9](#)).

In order to ensure the continuity of the software, necessary updates are regularly made to comply with changing regulations. Additionally, the servers, backup devices, and other hardware supporting automation systems are renewed and capacity is increased according to technological innovations and growing needs. Among the mentioned systems, those that are interrelated have been integrated. For example, ALMS and OBS systems work in harmony (See [Evidence 10](#)). Data entry related to administrative and academic activities is carried out in an integrated manner, and processes are recorded (See [Evidence 11](#), [Evidence 12](#), [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), and [Evidence 17](#)).

Table 5: Integrated Information Management System

Year	2024
Sub-Criterion Topic:	E.3.1. Integrated Information Management System
Initial Planning Meeting:	December 2021 (pp. 7-9)
Application Areas:	Entire University
Monitoring Mechanisms:	Management System Improvement Commission Academic, administrative, and auxiliary staff, and student satisfaction surveys

Performance Indicators:	<u>Academic, administrative, and auxiliary staff, student satisfaction rates</u>
	<u>2023-2024 Fall Semester Faculty of Theology Student Satisfaction Survey: 58%</u>
	<u>2023-2024 Spring Semester Faculty of Theology Student Satisfaction Survey: 63%</u>
	<u>2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey: 60%</u>
	<u>Faculty of Theology 2023-2024 Spring Semester Student Course Evaluation Survey Result</u>
	<u>Faculty of Theology 2024-2025 Fall Semester Student Course Evaluation Survey Result</u>
	<u>2023-2024 Fall Semester Academic Advisor Evaluation Survey: 54%</u>
	<u>2023-2024 Spring Semester Academic Advisor Evaluation Survey: 49%</u>
	<u>2024-2025 Fall Semester Academic Advisor Evaluation Survey: 54%</u>
	<u>2023-2024 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 70%</u>
	<u>2023-2024 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey: 65%</u>
	<u>2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 62%</u>
	<u>2023-2024 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 77%</u>

	2023-2024 Spring Semester Faculty of Theology Administrative Staff Satisfaction Survey: 87%
	2024-2025 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 84%
	2023-2024 Spring Semester Faculty of Theology Graduate Stage Student Satisfaction Survey: 62%
Evaluation and Improvement:	End of Year
	Management System Commission 2024 Annual Activity Evaluation Meeting
	Management System Commission 2024 Annual Activity Planning Meeting
	Management System Commission Strategic Plan Proposal Meeting
	Management System Commission 2024 Second Half-Year Activity Planning Meeting
	Management System Commission 2024 Second Half-Year Activity Evaluation Meeting

Maturity Level

There is no fully integrated information management system that covers all areas and supports all processes within the institution. However, some practices exist to ensure the integrated use of existing systems. Additionally, efforts are made to monitor the outcomes of information system usage.

Evidences:

Evidence 1: [Personnel Information System](#)

Evidence 2: [OBS \(Student Information System\)](#)

Evidence 3: [Alumni Information System](#)

Evidence 4: [Management Information System](#)

Evidence 5: [EBYS \(Electronic Document Management System\)](#)

Evidence 6: [ALMS \(Learning Management System\)](#)

Evidence 7: [DÜZEM \(Dicle University Distance Education Application and Research Center\)](#)

Evidence 8: [Quality Development Coordination Office](#)

Evidence 9: [IT Department Request Application](#)

Evidence 10: [Example of Integrated Information](#)

Evidence 11: [Quality Handbook 2023](#)

Evidence 12: [Dicle University Faculty of Theology 2020-2024 Strategic Plan](#)

Evidence 13: [Management System Commission 2024 Activity Evaluation Meeting](#)

Evidence 14: [Management System Committee 2024 Activity Planning Meeting](#)

Evidence 15: [Management System Commission Strategic Plan Proposal Meeting](#)

Evidence 16: [Management System Commission 2024 Second Half-Year Activity Planning Meeting](#)

Evidence 17: [Management System Commission 2024 Second Half-Year Activities Evaluation Meeting](#)

E 3.2. Information Security and Reliability

Information security in our faculty is managed by the IT Department (See [Evidence 1](#)). The processes and policies in this area are established by the IT Department, and our faculty implements these processes and policies according to the workflows determined by the department (See [Evidence 2](#)).

Email addresses provided by the IT Department are shared only with the Communication Coordination Office and are not disclosed to any other individuals, units, or institutions. Additionally, the authority and responsibility for mass email distribution rest solely with the IT Department.

Servers operated by the IT Department perform regular backups according to predetermined backup policies. These backup procedures and overall information security are meticulously maintained by the department (See [Evidence 3](#)).

Confidential data collected within the scope of all faculty activities can only be accessed by authorized personnel and is not shared with third parties. The faculty processes and shares data with external institutions, individuals, or organizations in compliance with the Law No. 6698 on the Protection of Personal Data (See [Evidence 4](#)).

Information security and reliability are ensured under the framework of the Electronic Signature Law No. 5070 (See [Evidence 5](#)). User access activities are recorded in accordance with the Law No. 5651 on the Regulation of Publications on the Internet and Combating Crimes Committed through These Publications (See [Evidence 6](#)).

Software, hardware, and service procurements comply with Public Procurement Law No. 4734, Public Procurement Contracts Law No. 4735, Public Financial Management and Control Law No. 5018, and other relevant regulations. Technical specifications prepared for these procurements include detailed security and confidentiality measures (See [Evidence 7](#), [Evidence 8](#), and [Evidence 9](#)).

Exam results are announced and stored through the OBS (Student Information System) (See [Evidence 10](#)). Instructors enter exam scores into the OBS system within the designated time frame. Only the instructor of the course or an authorized individual can enter scores. Once uploaded, grades cannot be altered by instructors. However, in case of an error, instructors are allowed to correct grades within a specified period. To rectify incorrect grades, instructors must fill out a grade correction form, which is reviewed by the Faculty Administrative Board. If approved, the correction is forwarded to the Student Affairs Office.

Students can track their grades throughout the semester via the OBS system. Announced grades are accessible only to the authenticated student logging into the system with their username and password. Apart from the student, only the course instructor and the course coordinator can access the grades.

As a result, all necessary processes and distance education procedures have been established by our institution to ensure information security and reliability, and their implementation is regularly monitored (See [Evidence 11](#) - [Evidence 21](#)).

Table 6: Information Security and Reliability

Year:	2024
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Sub-Criterion Topic:	E.3.2. Information Security and Reliability
Initial Planning Meeting:	December 2021 (pp. 7-9)
Application Areas:	Entire University
Monitoring Mechanisms:	Management System Improvement Commission Academic, administrative, and auxiliary staff, and student satisfaction surveys
Performance Indicators:	Academic, administrative, and auxiliary staff, student satisfaction rates 2023-2024 Fall Semester Faculty of Theology Student Satisfaction Survey: 58% 2023-2024 Spring Semester Faculty of Theology Student Satisfaction Survey: 63% 2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey: 60% Faculty of Theology 2023-2024 Spring Semester Student Course Evaluation Survey Result Faculty of Theology 2024-2025 Fall Semester Student Course Evaluation Survey Result 2023-2024 Fall Semester Academic Advisor Evaluation Survey: 54% 2023-2024 Spring Semester Academic Advisor Evaluation Survey: 49% 2024-2025 Fall Semester Academic Advisor Evaluation Survey: 54% 2023-2024 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 70% 2023-2024 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey: 70%

	Staff Satisfaction Survey: 65%
	2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 62%
	2023-2024 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 77%
	2023-2024 Spring Semester Faculty of Theology Administrative Staff Satisfaction Survey: 87%
	2024-2025 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 84%
	2023-2024 Spring Semester Faculty of Theology Graduate Student Satisfaction Survey: 62%
Evaluation and Improvement:	End of Year
	Management System Commission 2024 Annual Activity Evaluation Meeting
	Management System Commission 2024 Annual Activity Planning Meeting
	Management System Commission Strategic Plan Proposal Meeting
	Management System Commission 2024 Second Half-Year Activity Planning Meeting
	Management System Commission 2024 Second Half-Year Activity Evaluation Meeting

Maturity Level:

The security and reliability of institutional information are monitored across the entire institution and in all areas. To ensure information security and reliability, the processes determined by the relevant department are implemented.

Evidences:

Evidence 1: [Department of Information Technologies](#)

Evidence 2: [Department of Information Technologies Workflow Diagrams](#)

Evidence 3: [Department of Information Technologies Server Systems Unit](#)

Evidence 4: [Personal Data Protection Law](#)

Evidence 5: [Electronic Signature Law](#)

Evidence 6: [Law on the Regulation of Publications on the Internet and Combating Crimes](#)

Committed Through These Publications

Evidence 7: [Public Procurement Law](#)

Evidence 8: [Public Procurement Contracts Law](#)

Evidence 9: [Public Financial Management and Control Law](#)

Evidence 10: [Student Information System \(OBS\)](#)

Evidence 11: [Quality Handbook 2023](#)

Evidence 12: [Dicle University Faculty of Theology 2020-2024 Strategic Plan](#)

Evidence 13: [Distance Education Process](#)

Evidence 14: [Distance Education Management System Software Procurement Technical Specifications](#)

Evidence 15: [Distance Education Contract](#)

Evidence 16: [DÜ Electronic Document Management System \(EBYS\) and Signature Authorization Directive](#)

Evidence 17: [Management System Commission 2024 Activity Evaluation Meeting](#)

Evidence 18: [Management System Committee 2024 Activity Planning Meeting](#)

Evidence 19: [Management System Commission Strategic Plan Proposal Meeting](#)

Evidence 20: [Management System Commission 2024 Second Half-Year Activity Planning Meeting](#)

Evidence 21: [Management System Commission 2024 Second Half-Year Activities Evaluation Meeting](#)

E.4. Support Services

E.4.1. Compliance, Quality, and Continuity of Services and Goods

The procurement of services within our institution is carried out in accordance with the principles and procedures of Law No. 4734 on Public Procurement ([See Evidence 1](#)). The technical specifications, quality standards, and other required criteria of the procured goods and services are defined in the technical specifications document ([See Evidence 2, Article 10](#)), ensuring their compliance and continuity.

The compliance and quality of goods and services are determined by acceptance committees ([See Evidence 4](#)) within the framework of procurement regulations ([See Evidence 3](#)).

At Dicle University, budget-allocated units follow the DÜ-SAT-PRS-001 Procurement Process ([See Evidence 5](#)) and DÜ-FRM-017 Procurement Request Form ([See Evidence 6](#)) to verify the compliance of direct procurements with pre-determined conditions. Additionally, the DÜ-FRM-019 Supplier Information Form ([See Evidence 7](#)) is completed for each procurement to evaluate supplier performance. The suitability of services and goods is also monitored through satisfaction surveys ([See Evidence 8](#)).

Table 7: Compliance, Quality, and Continuity of Goods and Services

Year:	2024
Sub-Criterion Topic:	E.4.1. Compliance, Quality, and Continuity of Goods and Services
Initial Planning Date:	December 2021 (pp. 7-9)

Application Areas:	Outsourced Goods and Services
Monitoring Mechanisms:	Management System Development Commission Academic and Administrative Personnel , and Student Satisfaction Surveys
Performance Indicators:	Academic and Administrative Personnel and Student Management Satisfaction Rates: 2023-2024 Fall Semester İlahiyat Faculty Academic Personnel Satisfaction Survey: 70% 2023-2024 Spring Semester İlahiyat Faculty Academic Personnel Satisfaction Survey: 65% 2024 Spring Semester Administrative Personnel Satisfaction Survey 2023-2024 Fall Semester İlahiyat Faculty Student Satisfaction Survey: 58% 2023-2024 Spring Semester İlahiyat Faculty Student Satisfaction Survey: 63%
Evaluation and Improvement:	End of Year 2024 Activity Evaluation Meeting Minutes

Maturity Level:

Our institution maintains close collaborations with suppliers to ensure the quality of all externally procured services and goods. Supplier performance and satisfaction are systematically monitored, evaluated in coordination with stakeholders, and necessary measures are taken. The forms related to the purchasing process are listed in the Evidence section.

Evidences:

[Evidence 1: Public Procurement Law No. 4734](#)

[Evidence 2: Technical Specifications Document \(Article 10\)](#)

[Evidence 3: Procurement Regulations](#)

[Evidence 4: Acceptance Committees](#)

[Evidence 5: DÜ-SAT-PRS-001 Procurement Process](#)

[Evidence 6: DÜ-FRM-017 Procurement Request Form](#)

[Evidence 7: DÜ-FRM-019 Supplier Information Form](#)

[Evidence 8: Forms Related to the Purchasing Process](#)

E.5. Public Information and Accountability

5.1. Public Information

Our institution engages in various activities to inform the public about its operations. In addition to our official faculty website ([See Evidence 1](#)), we utilize multiple social media platforms, including Facebook ([See Evidence 2](#)), Twitter ([See Evidence 3](#)), Instagram ([See Evidence 4](#)), and YouTube ([See Evidence 5](#)). Furthermore, our faculty publishes periodic reports to inform the public about its

monthly and annual activities, including:

- DÜ Faculty of Theology Quality Handbook 2021 ([See Evidence 6](#))
- DÜ Faculty of Theology Quality Handbook 2023 ([See Evidence 7](#))
- Faculty Bulletin 2021 ([See Evidence 8](#))
- Faculty Bulletin 2022 ([See Evidence 9](#))

Additionally, the faculty annually shares its activities in a digitally printed report ([See Evidence 10](#)).

The faculty's strategic plans are also made publicly available on its official website, including:

- Strategic Plan 2015-2019 ([See Evidence 11](#))
- Strategic Plan 2020-2024 ([See Evidence 12](#))
- Faculty Bulletin 2024 ([See Evidence 13](#)).

Table 8: 5.1. Public Information

Year	2024
Sub-Criterion Topic:	E.5.1. Public Information
Initial Planning Meeting:	December 2021 (pp. 7-9)
Application Areas:	Entire University
Monitoring Mechanisms:	Management System Development Commission Academic and administrative staff and student satisfaction surveys
Performance Indicators:	Academic, Administrative, and Student Satisfaction Surveys 2023-2024 Fall Semester Faculty of Theology Student Satisfaction Survey: 58% 2023-2024 Spring Semester Faculty of Theology Student Satisfaction Survey: 63% 2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey: 60% 2023-2024 Spring Semester Faculty of Theology Course Evaluation Survey Results 2024-2025 Fall Semester Faculty of Theology Course Evaluation Survey Results Academic Advising Evaluation Surveys 2023-2024 Fall Semester Academic Advising Evaluation Survey: 54% 2023-2024 Spring Semester Academic Advising Evaluation Survey: 49% 2024-2025 Fall Semester Academic Advising Evaluation Survey: 54% Academic Staff Satisfaction Surveys 2023-2024 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 70%

	2023-2024 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey: 65% 2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 62% Administrative Staff Satisfaction Surveys 2023-2024 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 77% 2023-2024 Spring Semester Faculty of Theology Administrative Staff Satisfaction Survey: 87% 2024-2025 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 84% Graduating Student Satisfaction Survey 2023-2024 Spring Semester Faculty of Theology Graduating Student Satisfaction Survey: 62%
Evaluation and Improvement:	2024 Annual Evaluation Meeting of the Management System Commission 2024 Annual Planning Meeting of the Management System Commission Strategic Plan Proposal Meeting of the Management System Commission 2024 Second Half-Year Activity Planning Meeting of the Management System Commission 2024 Second Half-Year Activity Evaluation Meeting of the Management System Commission

Maturity Level:

The findings related to the institution's public information activities are monitored, stakeholder opinions are gathered, and the monitoring results are evaluated together with stakeholders to take necessary measures.

Evidences:

- Evidence 1: [DÜ Faculty of Theology Website](#)
- Evidence 2: [DÜ Faculty of Theology Facebook Page](#)
- Evidence 3: [DÜ Faculty of Theology Twitter Account](#)
- Evidence 4: [DÜ Faculty of Theology Instagram Account](#)
- Evidence 5: [DÜ Faculty of Theology YouTube Channel](#)
- Evidence 6: [Quality Handbook-2021](#)
- Evidence 7: [Quality Handbook-2023](#)
- Evidence 8: [Faculty Bulletin-2021](#)
- Evidence 9: [Faculty Bulletin-2022](#)

Evidence 10: [2022 Annual Activity Report](#)

Evidence 11: [Strategic Plan-2015-2019](#)

Evidence 12: [Strategic Plan-2020-2024](#)

Evidence 13: [Faculty Bulletin-2024](#)

E.5.2. Accountability Methods

In terms of accountability methods, a "Bir Önerim Var" (I Have a Suggestion) button is available on the university's official website ([See: Evidence 1](#)), which also serves the same function on the faculty's official website ([See: Evidence 2](#)).

To facilitate the communication of students, academic, and administrative staff's requests and suggestions to the administration, a Suggestion and Complaint Box ([See: Evidence 3](#)) has been placed at the entrance of the faculty. These requests and suggestions are classified by the relevant faculty member and forwarded to the dean's office. The dean's office takes the necessary actions regarding these requests and suggestions ([See: Evidence 3; Evidence 4, pp. 12-14](#)).

Additionally, the faculty employs passive accountability methods (which do not involve penal sanctions). In this context, various surveys are conducted and answered by faculty members and students ([See: Evidence 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16](#)).

Table 9: Accountability Methods

Year	2024
Sub-Criterion Topic:	E.5.2. Accountability Methods
Initial Planning Meeting:	December 2021 (pp. 7-9)
Application Areas:	Faculty of Theology
Monitoring Mechanisms:	Commission for Improving the Management System Academic and Administrative Staff and Student Satisfaction Surveys
Performance Indicators:	Academic, Administrative, and Student Satisfaction Surveys 2023-2024 Fall Semester Faculty of Theology Student Satisfaction Survey: 58% 2023-2024 Spring Semester Faculty of Theology Student Satisfaction Survey: 63% 2024-2025 Fall Semester Faculty of Theology Student Satisfaction Survey: 60% 2023-2024 Spring Semester Faculty of Theology Course

	Evaluation Survey Results 2024-2025 Fall Semester Faculty of Theology Course Evaluation Survey Results Academic Advising Evaluation Surveys 2023-2024 Fall Semester Academic Advising Evaluation Survey: 54% 2023-2024 Spring Semester Academic Advising Evaluation Survey: 49% 2024-2025 Fall Semester Academic Advising Evaluation Survey: 54% Academic Staff Satisfaction Surveys 2023-2024 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 70% 2023-2024 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey: 65% 2024-2025 Fall Semester Faculty of Theology Academic Staff Satisfaction Survey: 62% Administrative Staff Satisfaction Surveys 2023-2024 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 77% 2023-2024 Spring Semester Faculty of Theology Administrative Staff Satisfaction Survey: 87% 2024-2025 Fall Semester Faculty of Theology Administrative Staff Satisfaction Survey: 84% Graduating Student Satisfaction Survey 2023-2024 Spring Semester Faculty of Theology Graduating Student Satisfaction Survey: 62%
	End-of-Year Activities: 2024 Annual Evaluation Meeting of the Management System Commission 2024 Annual Planning Meeting of the Management System Commission Strategic Plan Proposal Meeting of the Management

Evaluation and Improvement:

	System Commission 2024 Second Half-Year Activity Planning Meeting of the Management System Commission 2024 Second Half-Year Activity Evaluation Meeting of the Management System Commission
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Maturity Level:

The findings obtained as a result of the institution's accountability activities are monitored, stakeholder opinions are collected, and the monitoring results are evaluated together with stakeholders to take necessary measures.

Evidences:

Evidence 1: ["I Have a Suggestion" Button](#)

Evidence 2: [" I Have a Suggestion\)"](#)

Evidence 3: [Suggestion and Complaint Box](#)

Evidence 4: [Faculty of Theology 2022 Suggestion and Complaint Monitoring Table](#)

Evidence 5: [Faculty of Theology 2022-2023 Fall Semester Student Satisfaction Survey](#)

Evidence 6: [2023 Spring Semester Faculty of Theology Academic Staff Satisfaction Survey](#)

Evidence 7: [Faculty of Theology 2021-2022 Spring Semester Student Course Evaluation Survey Result](#)

Evidence 8: [Faculty of Theology 2022-2023 Fall Semester Student Course Evaluation Survey Result](#)

Evidence 9: [2024 Fall Semester Student Satisfaction Survey](#)

Evidence 10: [2024 Fall Semester Student Course Evaluation Survey](#)

Evidence 11: [2024 Spring Semester Student Course Evaluation Survey](#)

Evidence 12: [2024 Spring Semester Administrative Staff Satisfaction Survey](#)

Evidence 13: [2024 Administrative and Support Staff Satisfaction Survey](#)

Evidence 14: [2024 Spring Semester Academic Staff Satisfaction Survey](#)

Evidence 15: [2024 Fall Semester Academic Staff Satisfaction Survey](#)

Evidence 16: [2024 Fall Semester Academic Advisor Evaluation Survey](#)

CONCLUSION AND EVALUATION

A. QUALITY ASSURANCE SYSTEM

A.1 Strengths of the Institution

- The faculty's accreditation by the IAA (International Accreditation Agency) in 2024,
- The university's accreditation by YÖKAK (Higher Education Quality Assurance Agency) in 2024,

- The 2025-2029 Strategic Plan updated by the Strategic Planning Commission and the Quality and Accreditation Commissions,
- The presence of a Quality Management System (KYS) automation to track and evaluate performance,
- The performance management system is carried out collaboratively by the Dean's Office and faculty unit commissions, with various active commissions working on it,
- Quality goals are set to cover all areas and evaluated at the end of the relevant periods,
- The Quality and Accreditation Commissions track the P-D-C-A (Plan-Do-Check-Act) cycles and document them regularly,
- A work schedule has been defined for the P-D-C-A cycles,
- The Quality and Accreditation Steering Committee monitors and evaluates the quality commissions on the P-D-C-A cycles,
- A regulation defining the procedures for the Reward and Incentive System related to Performance Management,
- Defined processes and practices for developing and spreading Leadership Culture,
- A survey system is in place to collect and evaluate the views and suggestions of internal and external stakeholders, and cooperation with the Quality Development Coordination Office is maintained,

A.2 Areas for Improvement in the Institution:

- The internalization of the quality culture by all members of the institution,
- Improved coordination between the Quality and Accreditation Commissions,
- Better coordination between department and division heads and quality units in performance management and evaluation,
- More active evaluation of survey results collected from internal and external stakeholders.

B. EDUCATION AND TEACHING

B.1 Strengths of the Institution

- Sufficient number of faculty members,
- Variety of learning resources,
- Program goals, learning outcomes, and qualifications updated according to the Turkish Higher Education Qualifications Framework (TYÇ), with stakeholders involved in the monitoring process for corrective actions,
- Assessment and evaluation methods adopted and substantiated by faculty members,
- A system for student feedback has been established and is actively processed,
- Academic Advising has been implemented systematically for several years,
- All accreditation commissions work in a coordinated and harmonious manner, embracing quality.

B.2 Areas for Improvement in the Institution

- Since quality work is primarily carried out by research assistants and teaching assistants, the contributions of senior staff may not be as visible, which may lead to challenges in properly implementing the planning, implementation, control, and corrective action steps,
- Improving the current practices regarding faculty members' competency and diversifying and spreading the "train-the-trainer" practices,
- Developing the institution's reward and incentive mechanisms,
- Reducing the number of students accepted at the undergraduate level,

- Expanding the scope and improving the quality of student-centered teaching practices,
- Enhancing the coordination and information-sharing activities of the Measurement and Evaluation Department with faculty members,
- Diversifying the measurement and evaluation techniques and tools,
- Ensuring that the student feedback evaluation and feedback processes operate effectively and qualitatively,
- Continuing Academic Advising services after graduation,
- Implementing updates and improvements in the theology program based on alumni feedback.

C. RESEARCH AND DEVELOPMENT

C.1 Strengths of the Institution

- Having its own well-defined research policy, strategy and objectives and conducts activities in accordance with these defined processes,
- Ensuring effective stakeholder participation in the design and approval of planned programs,
- Having research centers that can produce solutions to the local problems of the region in terms of religion and culture,
- Offering researchers a wide range of research and application areas,
- Having in-university resources that provide financial support to its researchers,
- Having external resources to support the academic studies of researchers such as theses, projects, etc. and attempts to increase them continuously,
- Encouraging its academic staff to use external resources,
- Having sufficient graduate programs to train academic and expert staff,
- Strengthening cooperation with external stakeholders by considering regional, national and international priorities in the institution's research and development activities,
- Signing protocols that will provide support for research programs in order for the institution to carry out national and international joint programs,
- The scientific and academic studies of the staff of our institution being open to access,
- Regular monitoring of the annual academic studies of the institution's researchers and reflecting them in annual reports,
- Providing technical and financial support to the academic staff and graduate students of the institution by DÜBAB.

C.2 Areas for Improvement in the Institution:

- Demonstrating practical ways to use R&D activities more effectively,
- Maintaining the R&D activities of the institution through effective cooperation on both national and international scales,
- Using the research centers of the institution effectively and producing activities,
- Signing protocols with more external stakeholders through the research centers owned by the institution,
- The institution increases the variety of opportunities for the individual studies of academic staff,
- Some of the Agency's resources were cut within the scope of the "Savings Circular Measures",
- The institution has academic staff who can ensure the use of non-university resources,
- Providing the institution's academic staff with the necessary training in project production in order to use non-university resources more effectively,
- Encouraging graduate students to participate in projects,
- Providing more opportunities to access online databases,

- Making the institution's collaborations with external stakeholders more comprehensive and continuous,
- Measuring the impact of activities and analyzing participation levels to identify areas for improvement,
- Increasing the motivation and performance of academic staff and graduate students,
- Determining the academic activities of the institution by considering regional and national needs,
- Providing alternative funding sources that can support the academic and scientific studies of the institution's researchers,
- Providing financial support for faculty researchers to produce scientific and academic publications through Dicle University Faculty of Theology Development Foundation, which operates within the institution

D. SOCIAL CONTRIBUTION

D.1 Strengths of the Institution

The faculty systematically and sustainably carries out social contribution activities in line with the university's strategic goals. These include:

- Social contribution policies are defined in the Strategic Plan and Quality Handbook and are regularly evaluated and improved,
- Activities are carried out in accordance with quality standards through the Social Contribution Development Commission,
- Collaborations with public institutions, NGOs, and academic units to implement effective local and national projects,
- Academics provide consultancy to student clubs to contribute to quality social responsibility projects,
- The faculty's foundation supports the sustainability of social contribution activities with financial support,
- Social contribution activities are disseminated to large audiences through digital platforms, and feedback is evaluated.

D.2 Areas for Improvement in the Institution

- Social contribution activities should fully align with the P-D-C-A cycle,
- Strengthening resource management and developing sustainable financing models,
- Supporting community interaction processes with more systematic feedback mechanisms,
- Encouraging academic staff to participate more in social contribution projects,
- Using digital platforms more effectively to increase educational content,
- Creating incentive programs to ensure greater student participation in social projects,
- Expanding social contribution activities by increasing national and international collaborations.

E. MANAGEMENT SYSTEM

E.1 Strengths of the Institution

The faculty's strengths in the management system include:

- Monitoring and documenting human resources activities and publishing activity reports,

- Managing integrated processes related to administrative and academic activities and documenting them,
- Decisions related to human resources are implemented within defined processes and monitored,
- Activities and productivity are ensured through procedures such as promotion, title changes, and in-service training,
- Gathering feedback from stakeholders and collaborating with external stakeholders,
- Financial resources are audited according to the university's pre-financial control processes, ensuring compliance with relevant regulations,
- Information security processes and policies are followed and implemented across the institution,
- Financial resource management follows predefined processes, with annual budget control,
- Policies and strategic goals related to management and administrative areas are designed and implemented in line with the faculty's vision and mission,
- Various information management systems (Personnel Information System, Student Information System, Graduate Information System, Management Information System, Electronic Document Management System, Learning Management System) are in place, with relevant systems integrated,
- Integrated applications to ensure information security and reliability,
- The communication methods used for information are up-to-date and continuous.

E.2 Areas for Improvement in the Institution

- Increasing the sensitivity and support provided for elevating quality in the faculty,
- Insufficient personnel to ensure smooth operation of administrative tasks and cleaning services,
- Increasing the number of periodic consultative meetings with external stakeholders,
- Establishing a periodic exchange of views with academic, administrative, and service staff,
- Ensuring that the faculty maintains its consistent and transparent approach to accountability and identifying and implementing quality methods,
- Increasing the number of academic, administrative, and service staff, and providing necessary financial support for the professional development of academic and administrative staff (in-service training and certifications),
- Supporting personnel with training on new developments in information and technology,
- Expanding the integrated information management system to cover the entire institution and all areas,
- Ensuring the effective use of the information system in decision-making and tracking its outcomes,
- Diversifying accountability methods and sharing them transparently with stakeholders,
- Monitoring and evaluating information security and reliability practices systematically and taking preventive actions based on feedback from stakeholders.

Appendix 2 PERFORMANCE INDICATORS

Institution Information

Indicator

Institution Information	Description	Achieved in 2021	Targeted in 2022	Achieved in 2022	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Status (Successful or Needs Improvement)
1. Number of Programs		3	-	3	.	3	.	3	Needs Improvement
2. Number of Departments		3	.	3	.	3	.	3	Successful
3. Number of Disciplines (Fields of Study)		20	.	20	.	20	.	20	Successful
4. Number of Language Laboratories		0	.	0	.	0	.	0	Needs Improvement
5. Number of Research and Application Centers in Collaboration		2	.	2	.	3	.	3	Needs Improvement
6. Number of Master's Programs		3	.	3	.	3	.	3	Needs Improvement
7. Number of Doctoral Programs		3	.	3	.	3	.	3	Needs Improvement
8. Total Educational Space (Classrooms, etc.) (m²)		1400	.	1400	.	1400	.	1400	Needs Improvement

9. Total Research Space (Labs, Library, etc.) (m²)		1824	-	1824	-	1824	-	1824	Needs Improvement
10. Total Administrative Space (m²)		375	-	375	-	375	-	400	
11. Total Social Space (Canteen, Cafeteria, Dining Hall, Sports Areas, etc.) (m²)		708	-	708	-	708	-	575	Needs Improvement
12. Other Spaces		-	-	-	-	-	-	-	
13. Total Space (m²)		27000	-	27000	-	2700	-	4200	Successful
14. Number of Undergraduate Students		1600	-	1743	-	4069	-	3816	Successful
15. Number of International Students		11	-	1	-	35	-	10	Needs Improvement
16. Total Number of Undergraduate Students		1611	-	1744	-	4069	-	2463	Successful
17. Number of Thesis-Based Master's Students		76	-	158	-	63	-	107	Successful
18. Number of Non-Thesis Master's Students		0	-	39	-	20	-	-	Needs Improvement
19. Total Number of Master's Students		76	-	197	-	83	-	107	Successful
20. Number of Doctoral Students		27	-	148	-	22	-	38	Successful

21. Number of Undergraduate Graduates		204	.	247	.	499	.	491	Successful
22. Number of Master's Graduates		21	.	25	.	48	.	58	Successful
23. Number of Doctoral Graduates		12	.	9	.	7	.	16	Successful
24. Total Number of Graduates		237	.	281	.	554	.	565	Successful
25. Number of Undergraduate Students Who Left the Institution		25	.	172	.	107	.	84	Needs Improvement
26. Number of Master's Students Who Left the Institution		17	.	28	.	35	.	25	Needs Improvement
27. Number of Doctoral Students Who Left the Institution		7	.	17	.	10	.	11	Needs Improvement
28. Total Number of Students Who Left the Institution Annually (Excluding Graduates)		24	.	217	.	152	.	120	Needs Improvement
29. Number of Faculty Members in Undergraduate Programs		44	.	49	.	54	.	21	Needs Improvement
30. Number of Non-Faculty Teaching Staff in Undergraduate Programs		22	.	24	.	11	.	60	Needs Improvement
31. Number of International Teaching Staff		1	.	2	.	2	.	2	Needs Improvement

32. Total Number of Faculty Members		44	.	49	.	54	.	21	Needs Improvement
33. Total Number of Teaching Staff		63	.	73	.	24	.	81	Needs Improvement
34. Total Number of Administrative Staff		19	.	17	.	17	.	17	Needs Improvement
35. Ratio of (Research Space (m ²)) / (Total Teaching Staff)		$\frac{1824}{63}=28.9523$	.	$\frac{1824}{73}=25.0000$	.	$\frac{1824}{78}=23.3846154$	.	$\frac{1824}{81}=22.518518$	Needs Improvement
36. Ratio of (Educational Space (m ²)) / (Total Number of Students)		$\frac{1400}{741}=1.8893387$	.	$\frac{1400}{1712}=0.81775$	.	$\frac{1400}{4069}=0.3440648$	.	$\frac{1400}{3961}=0.353446$	Successful
37. Ratio of (Administrative Space (m ²)) / (Total Number of Students)		$\frac{375}{1741}=0.2154508$	.	$\frac{400}{1712}=0.2336454$	.	$\frac{375}{4069}=0.09216024$	.	$\frac{400}{3961}=0.1009846$	Successful
38. Ratio of (Social Space (m ²)) / (Total Number of Students)		$\frac{708}{1741}=0.40666$	.	$\frac{1083}{1712}=0.6325934$	.	$\frac{708}{4069}=0.17399853$	.	$\frac{575}{3961}=0.14516536$	Needs Improvement
39. Ratio of (Total Space (m ²)) / (Total Number of Students)		$\frac{27000}{1741}=15.508$	.	$\frac{27000}{1712}=15.771$	.	$\frac{27000}{4069}=6.635536$	.	$\frac{4200}{3961}=1.06033$	Successful
40. Number of Administrative Staff		16	.	17	.	17	.	17	Needs Improvement

A. Quality Assurance System

Indicator

A. Quality Assurance System	Description	Achieved in 2021	Targeted in 2022	Achieved in 2022	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Status (Successful or Needs Improvement)
1. Percentage of Educational and Teaching Goals Achieved in the Institution's Strategic Plan								%85	Needs Improvement
2. Percentage of Research Goals Achieved in the Institution's Strategic Plan								%85	Needs Improvement
3. Percentage of Administrative Goals Achieved in the Institution's Strategic Plan	Enter the percentage of completion for strategic goals							%83	Needs Improvement
4. Percentage of Social Service Goals Achieved in the Institution's Strategic Plan								%81	Needs Improvement
5. SCOPUS (SCIMAGO)								-	Needs Improvement
6. Web of Sciences (RUR)								-	Needs Improvement

7. Number of Activities (Meetings, Workshops, etc.) Organized Annually by Your Institution to Promote Quality Culture	Enter the number of meetings, workshops, etc., organized or conducted by your institution under the relevant indicator between January 1 and December 31							2	Needs Improvement
	These activities must be of an institutional nature.								Needs Improvement
	Meetings referred to as 'institutional quality commissions' held within your institution are not meant here.							-	Needs Improvement
8. Number of Annual Feedback and Evaluation Meetings with Internal Stakeholders Regarding Quality Processes							-	18	Needs Improvement
9. Number of Annual Feedback and Evaluation Meetings with External Stakeholders Regarding Quality Processes								4	Needs Improvement

10. Academic Staff Satisfaction (%)	Enter the number of feedback and evaluation meetings conducted for internal stakeholders (students, administrative staff, academic staff, etc.).							%65	Needs Improvement
11. Administrative Staff Satisfaction Rate (%)	Enter the number of feedback and evaluation meetings your institution has held with external stakeholders (e.g., MoNE, DiB).							%84	Needs Improvement
12. Overall Student Satisfaction (%)	Enter the academic staff satisfaction results (in percentage) regarding the activities carried out by your institution.							%63	Needs Improvement
13. Number of Incoming Erasmus Students	Enter the administrative staff satisfaction results (in percentage) regarding the activities carried out by your institution.								Needs Improvement

14. Number of Outgoing Erasmus Students	Enter the overall student satisfaction results (in percentage) regarding the activities carried out by your institution.							1	Needs Improvement
15. Number of Incoming Farabi Students							-	-	Needs Improvement
16. Number of Outgoing Farabi Students							-	-	Needs Improvement
17. Number of Incoming Mevlana Students							-	-	Needs Improvement
18. Number of Outgoing Mevlana Students							-	-	Needs Improvement
19. Total Number of Incoming Students from Student Exchange Programs							-	-	Needs Improvement
20. Total Number of Outgoing Students from Student Exchange Programs							1	1	Needs Improvement
21. Number of Incoming Erasmus Teaching Staff							-	-	Needs Improvement
22. Number of Outgoing Erasmus Teaching Staff							2	2	Needs Improvement

23. Number of Incoming Mevlana Teaching Staff	Enter the number of teaching staff coming to your institution and going from your institution under the relevant indicator.						-	-	Needs Improvement
24. Number of Outgoing Mevlana Teaching Staff							-	-	Needs Improvement
25. Total Number of Incoming Teaching Staff from Teaching Staff Exchange Programs							-	-	Needs Improvement
26. Total Number of Outgoing Teaching Staff from Teaching Staff Exchange Programs							2	2	Needs Improvement

B. Education and Teaching

Indicator									
B. Education and Teaching	Description	Achieved in 2021	Targeted in 2022	Achieved in 2022	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Status (Successful or Needs Improvement)

1. Number of Bachelor's programs / Master's programs / Doctoral programs visible on the institution's website with completed program information packages		2	2	3		3		3	Successful
2. Percentage of student satisfaction with the program they are enrolled in (regarding learning-teaching methods, general competency acquisition)		%71	%85			%59		%62	Needs Improvement
3. Does the program allow double major?	Yes	-	-	-	-	-	-	-	Needs Improve
4. Does the program allow minor?	No	-	-	-	-	-	-	-	Needs Improve
5. Number of students pursuing a double major in Bachelor's programs	-	-	10	-	-	3	-	3	Needs Improve
6. Number of students pursuing a minor in Bachelor's programs	-	-	5	-	-	-	-	-	Needs Improve
7. Ratio of students pursuing a double major to total number of Bachelor's students	-	-	-	-	-	3	-	3	Needs Improve
8. Ratio of students pursuing a minor to total number of Bachelor's students	-	-	5	-	-	-	-	-	Needs Improve
9. Ratio of students admitted to Master's programs to total applicants for Master's programs		147/76	160	-	-	-		45/260	Needs Improvement

10. Ratio of students admitted to Doctoral programs to total applicants for Doctoral programs		84/27	95	-	-	-	-	25/80	Successful
11. Number of interdisciplinary Master's programs with thesis		-	-	-	-	-	-		Needs Improve
12. Number of interdisciplinary Master's programs without thesis		-	-	-	-	-	-		Needs Improve
13. Number of interdisciplinary Doctoral programs		-	-	-	-	-	-		Needs Improve
14. Ratio of students placed in Bachelor's programs to the total number of students applying for Bachelor's programs		452	470	554	-	603		426/710	Needs Improvement
15. Number of training programs organized for trainers in the institution		25	30	-	-	-	-	-	Needs Improvement
16. Number of faculty members trained under the trainer training program		8	10	-	-	-	-	-	Needs Improvement
17. Satisfaction rate with the trainer training program (%)		-	-	-	-	-	-		Needs Improve
18. Average rating from faculty evaluation surveys (student evaluations) (%)		%73	%80	-	-	%76	-	%77	Needs Improvement
19. Average rating from academic advisor evaluation surveys (student evaluations)		%48	%60	%48	%60	%53	%60	%54	Successful

20. Thesis management (ongoing Master's and Doctoral thesis supervision)		115	156	147	128	119	132	121	Needs Improvement
21. Average weekly teaching hours of faculty members teaching courses for two terms		15	12.5	-	-	-	-	-	Needs Improvement
22. Ratio of total classroom area (m²) to total number of students in full-time education		28/2081=74.32	38/2100	40/2372	-	40/2684	-	40/2463	Needs Improvement
23. Ratio of relevant program-related resources in the institution's library to total number of students		18350/2081=8.817	19000/2100	21269	-	21412	-	21430/3816	Successful
		18350/3700=	19000/3800	21269/3753	-	21412/4069	-	5,615	Successful
24. Ratio of relevant program-related e-resources in the institution's library to total number of students		-	-	-	-	-	-	-	Needs Improvement
25. Number of program students participating in student club activities		9	15	9	-	11	-	11	Successful
26. Number of student projects		267	270	-	-	280	-	-	Successful
27. Number of accredited programs listed in the university's Higher Education Programs and Quotas Guide for applicants with accreditation		1	2	-	-	-	-	0	Needs Improvement

28. Employer stakeholder satisfaction with the qualifications of graduates (e.g., Ministry of National Education, Religious Affairs) (%)		-	-	-	-	-	-	1	Needs Improvement
29. Ratio of graduates placed through KPSS exams to total graduates who took the KPSS exam		-	-	-	-	%40	-		iyileştirilmeye açık
30. MBSTS		-	-	-	-	-	-	-	Successfull
31. Number of memorized students at the time of program enrollment		-	-	-	-	-	-	-	iyileştirilmeye açık
32. Number of students who have reached the graduation stage among memorized students		-	15	56	-	61	-	53	Needs Improvement
33. Number of students who have taken the YDS-YÖKDİL exams		-	-	-	--	-	-	65	Needs Improve
34. Number of students who have taken the YDS-YÖKDİL exams		-	-	-	-	-	-		Needs Improve
35. Number of graduates employed		-	-	-	-	-	-		Needs Improve
36. Percentage of graduates continuing with postgraduate studies		-	-	-	-	-	-	-	Needs Improve
37. Number of members in the alumni association		367	380	-	-	-	-	-	Needs Improve

38. Number of graduates from the Religious Higher Specialization Education Center		-	-	-	-	54	-	-	Needs Improvement
39. Ratio of students graduating within the normal study period to those who should have graduated within the normal study period		-	-						Needs Improvement
40. Ratio of student numbers in Bachelor's and Master's/Doctoral programs to the number of teaching staff		-	-	190/		184/	-	-	Needs Improvement
41. Ratio of student numbers in Bachelor's and Master's/Doctoral programs to the number of academic staff		2343/68	2350	4250/73		4556/78	-	3939/81	Needs Improvement
42. Ratio of students in postgraduate programs to students in Bachelor's programs		22343/41	223/45	4250/49	-	4556/54	-	3939/56	Needs Improvement
43. Ratio of Bachelor's students to teaching staff		261/2081	270/2090	497/3753	-	497/4069	-	3939/426	Needs Improve
44. Ratio of Doctoral graduates to academic staff		2081/68	2081/75	3753/73		4069/78		3210/81	Needs Improve
45. Ratio of Doctoral students to academic staff		12/68	16/75	12/49		13/54	-	-	Successful
46. Ratio of international students to total students		117/41	120/45	147/49		189/54			Successful
47. Ratio of Doctoral students to total (Bachelor's, Master's, Doctoral) students		27/3554	44/3926	35/3900	45/4245	35/4188	25/4018	10/23939	Needs Improvement

48. Number of Doctoral graduates		29/3554	57/3928	49/3900	34/4213	27/4188	36/3976	29/3939	Needs Improve
49. Number of students leaving the institution annually				12		13			Needs Improve
50. Ratio of foreign academic staff to total teaching staff		-	-	172		107	-	-	Needs Improve
51. Ratio of administrative staff to total student population		1/68	2/75	2/73		2/78	-	2/81	Needs Improve
52. Ratio of administrative staff to teaching staff		9/2343	11/2350	17/3753		17/4069		17/3939	Needs Improve
53. Number of Bachelor's programs / Master's programs / Doctoral programs visible on the institution's website with completed program information packages		9/68	10/75	17/73		17/78	-	17/81	Needs Improvement

D. Community Contribution

Indicator								
Community Contribution	Description							
		Achieved in 2021						
		Targeted in 2022						
		Achieved in 2022						
		Targeted in 2023						
		Targeted in 2024						
		Achieved in 2024						
	Status (Successful or Needs Improvement)							

1. Number of social responsibility projects with a budget, conducted by the institution itself			-	-	-	-	-	Needs Improvement
2. Number of social responsibility projects with a budget, conducted in collaboration with external stakeholders (excluding the Ministry of National Education (MEB) and Directorate of Religious Affairs (DİB))			-	-	-	-	-	Needs Improvement
3. Number of social responsibility projects with a budget, conducted in collaboration with the Ministry of National Education (MEB)			-	-	-	-	-	Needs Improvement
4. Number of social responsibility projects with a budget, conducted in collaboration with the Directorate of Religious Affairs (DİB)			-	-	-	-	-	Needs Improvement
5. Number of social responsibility projects without a budget, conducted in collaboration with external stakeholders (excluding MEB and DİB)			-	-	-	-	-	Needs Improvement
6. Number of social responsibility projects without a budget, conducted in collaboration with the Ministry of National Education (MEB)			-	-	-	-	-	Needs Improvement

7. Number of social responsibility projects without a budget, conducted in collaboration with the Directorate of Religious Affairs (DiB)			-	-	-	-	-	Needs Improvement
8. Number of activities conducted by program teaching staff in MEB institutions			-	-	-	-	-	Needs Improvement
9. Number of participants in activities conducted by program teaching staff in MEB institutions			-	-	-	-	-	Needs Improvement
10. Total number of hours of activities conducted by program teaching staff in MEB institutions			-	-	-	-	-	Needs Improvement
11. Satisfaction rate of participants in activities conducted by program teaching staff in MEB institutions (%)			-	-	-	-	-	Needs Improvement
12. Number of activities conducted by program teaching staff in DiB institutions			-	-	-	-	-	Needs Improvement
13. Number of participants in activities conducted by program teaching staff in DiB institutions			-	-	-	-	-	Needs Improvement
14. Total number of hours of activities conducted by program teaching staff in DiB institutions			-	-	-	-	-	Needs Improvement

15. Satisfaction rate of participants in activities conducted by program teaching staff in DiB institutions (%)			-	-	-	-	-	Needs Improvement
16. Number of social responsibility projects with a budget, conducted in collaboration with public institutions			2		2	-	-	Needs Improvement
17. Annual training hours conducted by program teaching staff in external stakeholder organizations (excluding MEB and DiB)			-	-	-	-	-	Needs Improvement
18. Number of people trained annually by program teaching staff in external stakeholder organizations			-	-	-	-	-	Needs Improvement
19. Total number of people and training hours for programs conducted by program teaching staff in external stakeholder organizations			-	-	-	-	-	Needs Improvement
20. Satisfaction rate of participants in training activities conducted by program teaching staff in external stakeholder organizations (%)			-	-	-	-	-	Needs Improvement
21. Annual training hours conducted by program teaching staff at SEM or other university centers			-	-	-	-	-	Needs Improvement

22. Number of people trained annually by program teaching staff at SEM or other university centers			-	-	-	-	-	Needs Improvement
23. Total number of people and training hours for programs conducted by program teaching staff at SEM or other university centers			-	-	-	-	-	Needs Improvement
24. Satisfaction rate of participants in community contribution activities (%)	DÜİF 2021 Annual Activity Report DÜİF 2022 Annual Activity Report DÜİF Quality Objective and Target Action Plan 2023	DÜİF 2022 Annual Activity Report DÜİF Quality Objective and Target Action Plan 2023 DÜİF 2024 Annual Event Survey Results	-	-	-	-	-	Needs Improvement
25. Number of seminars, conferences, panels, symposiums, etc., conducted by program teaching staff			-	25	-	-	7	Successful

26. Ratio of the number of seminars, conferences, panels, symposiums, etc., conducted by program teaching staff to the number of program teaching staff			-	-	-	-	-	Needs Improvement
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E. Management System

Indicator								
Research and Development	Description	Achieved in 2021	Targeted in 2022	Achieved in 2022	Targeted in 2023	Targeted in 2023	Targeted in 2024	Status (Successful or Needs Improvement))
1. Central Budget	Revenues from the central budget that are not related to research and development activities	14.281.112,00	16.198.000,00	23.198.298,00	34.821.000,00	48.000.000,00	93.003.000,00	Successful
2. Research Revenues	General research revenues will be written.	-	-					Needs Improvement

3. Community Service Revenues	General community service revenues will be written.							Needs Improvement
4. Donations	Donations transferred to the institution, conditional or unconditional, from non-governmental sources.							Needs Improvement
5. Personnel Expenses	Personnel expenses (including social security expenses).	10.245.475,90	20.284.755,00	17.932.619,02	43.004.000,00	43.001.766,91	89.599.000,00	Successful
6. Education Expenses	General education expenses will be written.	2.330.632,00	1.447.000,00	2.371.863,00	2.216.000,00	3.682.000,00	3.404.000,00	Successful
7. Research Expenses	All expenditures related to activities in the research category.							Needs Improvement
8. Community Service Expenses	All expenditures related to activities in the community service category.							Needs Improvement

9. Management Expenses	Consumption goods and materials purchases, travel expenses, service purchases, minor repairs (movable and immovable property), etc.	110.000,00	102.738,00	120.000,00	118.000,00	120.000,00	1,145,600,00	Needs Improvement
10. Investment Expenses	Expenditures related to real estate, machinery, equipment, etc.	54.050,00	65.000,00	97.024,00	100.000,00	-	-	Needs Improvement