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İlahiyat Fakültesi

SAKARYA UNIVERSITY FACULTY OF THEOLOGY

QUALITY MANUAL

2024

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SAKARYA UNIVERSITY

FACULTY OF THEOLOGY



QUALITY MANUAL

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ABBREVIATIONS

Abbreviation	Word/Phase	Turkish Abbreviation	Turkish Word/Phase
AIS	Academic Information System	ABS	Akademik Bilgi Sistemi
art.	article	md.	madde
CAPA	Corrective-Preventive Action Reports	DÖF	Düzeltilici Önleyici Faaliyet
EDMS	Electronic Document Management System	EBYS	Elektronik Belge Yönetim Sistemi
EIS	Education Information System	EBS	Eğitim Bilgi Sistemi
EMIS	Enterprise Management Information System	KYBS	Kurumsal Yönetim Bilgi Sistemi
G	Goal	H	Hedef
KALDER	Türkiye Quality Association	KALDER	Türkiye Kalite Derneği
MoNE	The Ministry of National Education	MEB	Milli Eğitim Bakanlığı
PDCA	Plan-Do-Check-Action	PUKÖ	Planlama-Uygulama-Kontrol-Önlem Alma
PoRA	Presidency of Religious Affairs	DİB	Diyanet İşleri Başkanlığı
QMIS	Quality Management Information System	KYS	Kalite Yönetim Bilgi Sistemi
R&D	Research and Development	Ar-Ge	Araştırma ve Geliştirme
SABİS	Sakarya Üniversitesi Bilgi Sistemi (SAU Information System)	SABİS	Sakarya Üniversitesi Bilgi Sistemi
SAÜDEK	Sakarya University, Academic Evaluation and Quality Development Board	SAÜDEK	Sakarya Üniversitesi Akademik Değerlendirme ve Kalite Geliştirme Kurulu
SIS	Student Information System	OBS	Öğrenci Bilgi Sistemi
ŞÖİM	Complaints, Suggestions, Requests and Satisfaction	ŞÖİM	Şikayet, İstek, Öneri, Memnuniyet
THEQF	Turkish Higher Education Qualifications Framework	TYÇÇ	Türkiye Yükseköğretim Yeterlilikleri Çerçevesi
TTO	Technology Transfer Office	TTO	Teknoloji Transfer Ofisi

QUALITY MANUAL

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

The faculty adopts a mission and vision aligned with the university's mission and vision, updating them as needed. The institution conducts all its activities in accordance with its mission and vision. It establishes its strategic objectives in alignment with the university's five main strategies and formulates its goals based on these principles. For the consistent monitoring of these principles and their integrated implementation within the university framework, the institution dynamically utilizes the EMIS (Enterprise Management Information System) and QMIS (Quality Management Information System) modules in SABIS. Through these modules, the institution actively organizes and monitors leadership management, education and training, research and development, and societal contribution processes.

Within the scope of the university's four-year strategic plan, the faculty redefines its policies, strategic objectives, and goals, and updates its achieved values. Initially, planning is conducted based on a defined process as outlined in the Quality Handbook. Implementation is monitored using two criteria: the determined goals and the achieved values. The monitoring field is the EMIS module in SABIS. When strategic objectives and goals are revised every four years, the institution incorporates feedback and recommendations from its stakeholders into the planning process.

At this stage, the Quality and Accreditation Board periodically reviews the institution's mission, vision, strategic objectives, and goals, taking stakeholder opinions into account. It then submits necessary improvement recommendations to the Dean's Office.

Subject	A.1.1. Mission, Vision, Strategic Objectives and Targets
Responsible Unit(s)	Quality and Accreditation Board
Initial Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	Academic and administrative staff, all departments, national and international
Monitoring Mechanisms	Meetings Surveys Interviews

	EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> ● Red Area Graphic data ● Survey results ● Meeting minutes ● Request for opinion results
Evaluation and Improvement Date	Evaluation: December each year Improvements: June-July 2027
Place on the Information System	SABIS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Red Area Graphic

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

The quality assurance and policies of the faculty are determined through a planned process. This planning is carried out by the faculty administration in collaboration with relevant committees within the institution. These committees form the initial phase of planning, engaging in discussions with the institution's internal and external stakeholders in a coordinated manner. At this stage, annual activity reports and self-assessment reports are also considered as established monitoring mechanisms. Finally, if necessary, improvement measures targeting policies are reported to the Dean's Office.

Policies reviewed within the framework of the strategic plan are updated in four-year cycles. During these reviews, the faculty's performance metrics and internal evaluation reports are also taken into account. The process is planned based on the Quality Handbook and the institution's strategic plan and is reviewed by the Quality and Accreditation Board. Improvements needed as a result of negotiations with internal and external stakeholders are reported to the Dean's Office.

The institution's quality assurance is based on the following principles:

1. Establishing quality as a dynamic and embedded culture throughout the institution via the quality assurance committee.
2. Ensuring that the quality assurance committee works in coordination with other working groups and committees of the faculty.
3. Evaluating negotiation results between the quality assurance committee and the institution's internal and external stakeholders to implement necessary improvements.
4. Supporting the quality assurance committee's efforts to measure satisfaction with institutional services.

Subject	A.1.2. Policies on Quality Assurance, Learning and Teaching, Research and Development, Social Contribution and Governance
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	System
Responsible Unit(s)	Quality and Accreditation Board
First Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	Academic and administrative staff, all departments
Monitoring Mechanisms	EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> Red Area Graphic data
Evaluation and Improvement Date	December each year Improvements June-July 2027
Place	SABİS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Red Area Graphic

A.1.3. Institutional performance management

Once performance indicators have been set in accordance with the objectives and strategic management, and stakeholders' contributions have been received, the faculty carries out institutional performance management in collaboration with the board responsible for quality, the faculty's Academic Activities and Social and Cultural Activities Working Group, Research and Development Working Group, Faculty Promotion and Information Working Group and its committees. In this context, the institution prepares annual activity reports and organizes joint internal self-assessment reports with the university. The institution adopts methods to measure the satisfaction of internal and external stakeholders, evaluates the monitoring results with stakeholders and plans improvements to increase satisfaction. At the end of each year, the performance data of the EMIS (Enterprise Management Information System) is entered into the system by the Quality and Accreditation Board.

Subject	A.1.3. Institutional performance management
Responsible Unit(s)	Quality and Accreditation Board
Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Academic Board; Student Representatives; Working Groups, Administrative Staff External Stakeholders: SAÜDEK (Sakarya University Academic Evaluation and Quality Improvement Committee), Advisory Board International Stakeholders: International Advisory Board

Application Areas	Academic and administrative staff, all departments
Monitoring Mechanisms	EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> Performance Indicators Realization Rate
Evaluation and Improvement Date	Evaluation: December each year Improvements June-July 2027
Place on the Information System	SABİS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate

A.2. Internal Quality Assurance

The institution bases its internal quality management on stakeholder participation and satisfaction. It sets targets and outputs for internal performance with the help of the committee responsible for quality. At this point, it cooperates with the quality commissions of the university and the coordinatorship responsible for quality. It participates in the training and meetings of the relevant coordinatorship. The relevant board is aware of the awards that the university has received after the accreditation processes, such as EFQM, TS-EN-ISO 9001, ISO 10002, EUA, KALDER (Türkiye Quality Association), etc. The faculty shares the experience and observations gained in these processes with internal working groups through the board responsible for quality. Thus, it creates an internal quality assurance integrated with the university.

A.2.1. Quality Commission

The quality commission is established in accordance with the Faculty of Theology Quality and Accreditation Board Directive and carries out its activities accordingly. The institution carries out its quality activities in cooperation with the board responsible for quality (SAÜDEK), which works in integration with university quality policies. The Dean's Office adapts the Quality and Accreditation Board to the process with various assignments and authorizations in processes that will affect the institution, such as accreditation, and strengthens it with its working directive. Board members are structured to represent the Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts at the Faculty. In addition, the Secretary of the Faculty serves as a natural member of the Board in the context of administrative support.

In this context, the quality assurance committee maintains regular cooperation with other working groups within the faculty. When necessary, the committee contributes to the faculty's decision-making process by analyzing feedback received from stakeholders. The Dean's Office ensures that necessary adjustments are made to the board and working groups in relation to staff mobility, consultations with internal and external stakeholders, and accreditation processes at the end of each academic year.

Subject	A.2.1. Quality Commission
Responsible Unit(s)	Quality and Accreditation Board
First Planning Date	February 2020

Stakeholders	Internal Stakeholders: Academic Board; Working Groups, Student Representatives, Administrative Staff External Stakeholders: Advisory Board
Application Areas	Academic and administrative staff, all departments
Monitoring Mechanisms	Meetings Interviews
Performance Indicators	<ul style="list-style-type: none"> • Annual feedback and evaluation meetings with internal and external stakeholders • Number of Quality and Accreditation Board meetings
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABIS>Enterprise Management Information System (EMIS)

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

The institution operates internal quality assurance mechanisms in harmony with all sub-units. It evaluates the requests and suggestions of the Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts. Additionally, it ensures the administrative contribution of the Faculty Secretary and relevant staff to the decision-making processes. During the development of the strategic plan, opinions are solicited from these units. Through the quality assurance committee, the institution establishes collaboration with the university's quality coordination office. The outcomes of this process are monitored annually via surveys conducted through SABIS, and measures are taken in accordance with the PDCA-based (Plan-Do-Check-Act) cycle for education and training processes.

Subject	A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)
Responsible Unit(s)	Quality and Accreditation Board
First Planning Date	December 2020
Stakeholders	Internal Stakeholders: Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts, Administrative Staff, Student Representatives External Stakeholders: SAÜDEK
Application Areas	All faculties
Monitoring Mechanisms	Surveys EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Employee satisfaction survey results

	<ul style="list-style-type: none"> • Internal control self-assessment survey results • Results obtained through risk analysis
Evaluation and Improvement Date	End of each academic year (June-July)
Place in Information Management System	SABIS>Enterprise Management Information System (EMIS)>Executive Panel>Surveys

A.2.3. Leadership and quality assurance culture

The institution has maintained an established culture of leadership and quality assurance for many years. The leadership qualities and efficiency of the current management and administrative system are monitored through leadership behavior evaluation and employee satisfaction surveys conducted at the end of the year. The Quality Accreditation Board discusses these surveys at its meetings and makes suggestions for improvement where necessary. Due to this monitoring with the university administration, the Dean's Office shares the points it deems necessary. The institution prioritizes stakeholder satisfaction in cultivating a culture of leadership. This culture is further disseminated under the leadership of the Dean's Office.

Subject	A.2.3. Leadership and Quality Assurance Culture
Responsible Unit(s)	Quality and Accreditation Board
Initial Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Academic Board; Student Representatives External Stakeholders: SAÜDEK
Application Areas	Academic and Administrative Staff
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Leader Behavior Assessment Survey Results • Employee Satisfaction Survey Results
Evaluation and Improvement Date	End of each year (June-July)
Place in Information Management System	SABIS>Enterprise Management Information System (EMIS)>Manager Panel>Surveys

A.3. Stakeholder Participation

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

internationalization

The institution places great importance on the opinions and contributions of stakeholders in conducting, monitoring, and overseeing quality assurance, education and teaching, research and development, societal contribution, management system, and internationalization processes. It makes periodic improvements based on monitoring and feedback to increase stakeholder participation in the processes.

Sakarya University (SAU) Faculty of Theology has defined and prioritized the stakeholders who receive services from the faculty (students) and provide services within the university (academic and administrative staff) as Strategic Stakeholders / Internal Stakeholders. Stakeholders other than these are defined as External Stakeholders. The Faculty allows all stakeholder groups to be involved in processes and decisions through many mechanisms and tools, summarized below.

Internal Stakeholders (Employees):

The Faculty's employees participate in the decision-making processes through mechanisms such as Academic Board Meetings, Department Council Meetings, Subcommittees and Working Groups Meetings, Employee Satisfaction Surveys, Leadership Behavior Evaluation Surveys, Internal Control Standards Self-Assessment Surveys, Written Opinion Requests, Individual Meetings, and Administrative Staff Meetings.

Academic Board Meetings are held twice a year, once at the beginning and once at the end of the academic year, under the chairmanship of the Dean of the faculty. Additional meetings may be held if needed. All academic staff attend the meeting. The academic staff is informed about the day, time, and agenda of the meeting via both e-mail and SMS. In the meetings, the Dean, Vice Deans, Heads of Departments and the Faculty Secretary provide information on all areas of the Faculty, including quality management system, education and training, social contribution, research and development and management system. The academic staff's opinions, suggestions, and wishes on these issues have been received.

Department Board Meetings are held at least once a year at the call of the Department Head. It is held under the chairmanship of the Head of the Department with the participation of the deputy heads of the department and all academic staff in the department. Decisions, opinions and suggestions regarding the issues discussed at the meeting are reported to the Dean's Office as required. The faculty has organized the Sub-Committees and Working Groups according to five main headings. Accordingly, A. Quality and Accreditation Board under the title of Quality Assurance System; B. Student Affairs Working Group and Foreign Relations and Adaptation Working Group under the title of Education and Training; C. Research and Development Working Group under the title of Research and Development; D. Academic Activities Working Group and Social and Cultural Activities Working Group, Faculty Support Working Group under the title of Social Contribution; E. Faculty Promotion and Information Group under the title of Management System. Sub-committees and Working Groups meet once a year at the beginning of the academic year. Additional meetings may be held if needed. Working groups meet under the chairmanship of the relevant Vice Dean, and boards meet under the chairmanship of the board chair/coordinator. The rapporteur reports the decisions and recommendations taken at the meetings and submitted to the Dean's Office. The Dean's Office follows up on the decisions and recommendations taken at the meetings.

In addition to these meetings, Preparatory Coordination Meetings are held in the faculty,

where issues related to preparatory classes, feedback from the students and alums stakeholders on Arabic education are discussed, and the decisions and suggestions are presented to the Dean's Office.

The Dean's Office meets with the Administrative Staff at the beginning of each academic year to receive their requests and suggestions, strengthen their institutional loyalty and provide incentives for institutional success. Additional meetings may be held if needed.

Employee Satisfaction Survey, Leader Behavior Evaluation Survey and Internal Control Standards Self-Assessment Survey are conducted at the end of each year (in December). The academic and administrative staff of the Faculty participate in these surveys. Faculty employees can submit their opinions and suggestions on many processes through these surveys. Questions with a satisfaction rate below 70% in the surveys are identified as red areas by the system. After these surveys are finalized, they are archived in the "Surveys" section on the SABİS Enterprise Management Information System (EMIS) page. In addition, the Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out Corrective-Preventive Action (CAPA) related to red areas. The Dean's Office initiates CAPA for red areas and makes the necessary improvements. CAPA processes are followed by unit managers on the SABİS Quality Management System (QMIS) page.

In case of need, the Dean's Office ensures the participation of the academic and administrative staff of the Faculty in the processes by requesting written opinions via e-mail. There is no set time and period for receiving opinions through written opinion requests.

Finally, all employees can convey their requests, complaints, suggestions, satisfaction, and request information at any time by meeting directly with the Dean and Assistant Deans or contacting them via their corporate e-mail addresses or by petition.

Internal Stakeholders (Students):

The mechanisms created for the participation of students as a body of internal stakeholders in the processes are organized into four categories.

The first category is the mechanisms open to the use of all students. All students of the Faculty are involved in the processes through mechanisms such as the Course Evaluation Survey, Student Satisfaction Survey, Administrative Services Student Satisfaction Survey, Graduation Survey and Counseling System.

Course Evaluation Surveys are surveys that students use to evaluate the instructors of their courses at the end of each semester via SABİS. Students cannot see their end-of-semester evaluation grades without filling out these surveys. The faculty awards lecturers according to the results of these surveys (For a detailed explanation, see B.4.3. Incentives and rewards for educational activities).

Student Satisfaction Survey, Administrative Services Student Satisfaction Survey and Graduation Survey are conducted at the end of each academic year (May-June). Students can express their opinions and suggestions about the faculty through these surveys. In these surveys, questions with a satisfaction rate below 70% are identified as red areas by the system. After these surveys are finalized, they are archived in the "Surveys" section on the SABİS Enterprise Management System page. In addition, the Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out Corrective-Preventive Action (CAPA) related to red areas. The Dean's Office initiates CAPA for red areas and makes the necessary improvements. CAPA processes are monitored by unit managers on

the SABİS Quality Management System page.

The second category is the Student Representatives Meeting. The faculty attaches importance to ensuring diversity and the best level of representation in the selection of student representatives. Students attending the Student Representatives Meeting, which is held once during the academic year, are elected as follows:

- (i) Faculty-student club representatives: The president of each student club in the faculty is notified to the Dean's Office to attend this meeting.
- (ii) The Dean's Office notifies two class representatives elected by the preparatory class students among themselves to attend the Student Representatives Meeting.
- (iii) Class Representatives: One student from each education class, elected by the students among themselves, is notified to the Dean's Office to attend the meeting.
- (iv) Faculty Representative: At the beginning of the academic year, the student with the highest grade point average among the fourth graders is notified by the Dean's Office to attend the meeting as the Faculty Representative.

The third category is the student affairs e-mail address. The students can send their student affairs requests (transcripts, graduation procedures, etc.) to the student affairs e-mail address (ifogrenci@sakarya.edu.tr) of the Faculty. The student affairs unit of the Faculty is responsible for resolving the requests submitted by the students through this e-mail address and forwarding them to the relevant units. Incoming e-mails must be answered within two business days at the latest. The Faculty Secretary, who has the e-mail address password, checks the response status of the e-mails by entering the e-mail address from time to time.

In the faculty, graduates are monitored through various mechanisms. One of these is the Alumni Information System serving on SABİS; the second is the Sakarya University Alumni and Members Association (İLDER); the third is the graduation surveys applied to graduated students and other mechanisms presented under the title of B.6.2. Alumni Monitoring System.

External Stakeholders:

External Stakeholders are involved in decision-making processes through mechanisms such as Advisory Board Meetings, International Advisory Board Meetings, Stakeholder Satisfaction Surveys and Employer Satisfaction Surveys.

One of the mechanisms through which external stakeholders of the faculty participate in the processes is the Advisory Board and International Advisory Board meetings.

The Faculty Advisory Board is formed and its members are determined by the decision of the Faculty Board of Directors. Upon the recommendation of the Advisory Board and the decision of the Faculty Executive Board, the members are changed and a new member is included in the board. The Advisory Board meets twice a year. Additional meetings may be held when deemed necessary. Associate Deans and at least one member from the Quality and Accreditation Board also attend the meeting. The decisions taken at the meetings are reported and submitted to the Dean's Office. The decisions taken at the meetings are reviewed at the next meeting. Thus, the participation of external stakeholders in decision-making processes is ensured. The faculty determines the structure, duties and responsibilities, working procedures and principles of the Advisory Board according to the Sakarya University Advisory Board Directive.

An international advisory board is established with the participation of international external stakeholders in order to contribute to the education, research and development and especially internationalization processes of the faculty. The board meets at least once a year. Representatives working in higher education or religious education institutions in different countries are elected as members of the International Advisory Board by the Faculty Executive Board (FEC). The inclusion of new members and the change of members is realized with the decision of the FEC. The Dean of the Faculty is the chairman of the board at the meetings. In order to ensure the coordination of the International Advisory Board with other boards in the faculty, one member from the Foreign Relations and Adaptation Group and the Quality and Accreditation Board attends the International Advisory Board meetings as a representative.

Apart from these mechanisms, the participation of external stakeholders in the faculty's processes is also ensured through surveys. The Employer Satisfaction Survey is a questionnaire assigned to the students by the institution where the senior students are trained and filled out by the Practice and Internship Officer at the end of the practice. Students who take the Rhetoric and Professional Practice course, which is opened in the 7th semester in the faculty, practice for 12 weeks in Qur'an Courses and Mosques. Qur'an Course Instructors and Imam-Khatip for the Rhetoric and Professional Practice course; I.H.L Vocational Courses Teachers and Religious Education and Religious Education Teachers are determined as Practice and Internship Officers for Teaching Practice. At the end of the semester, these officers, the managers of the Mufti's Office, and the Directorate of National Education who follow the processes are requested to fill out the Employer Satisfaction Survey. In these surveys, questions with a satisfaction rate below 70% are identified as red areas by the system. The Department of Religious Education, which coordinates the practical courses, examines the results of the Employer Satisfaction Surveys at the end of the semester and submits suggestions for improvement to the Dean's Office regarding the issues it deems deficient. The relevant committees also benefit from these surveys in the processes of monitoring and updating program objectives, outcomes, courses and course outcomes.

The Stakeholder Satisfaction Survey is completed at the end of each year (in December) by the external stakeholders, such as NGOs, Ministry of National Education, Religious Affairs and Municipalities, which benefit from the services provided by the Faculty within the scope of joint projects or projects and activities. In these surveys, questions with a satisfaction rate below 70% are identified as red areas by the system. After these surveys are finalized, they are archived in the "Surveys" section on the SABİS Enterprise Management System page. In addition, the Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out Regulatory Preventive Action (RPA) related to red areas. The Dean's Office initiates DÖF related to red areas and makes the necessary improvements. DÖF processes are followed by unit managers on the SABİS Quality Management System page.

Evaluation

Through the mechanisms mentioned above, the faculty includes stakeholder views in the execution, control and monitoring of quality assurance, education, research and development, social contribution, management system and internationalization processes. Apart from these mechanisms, the Stakeholder Opinion Analysis mechanism is also used, especially when determining the mission, vision, strategic goals and objectives determined in 5-year periods. This process is carried out under the leadership of SAÜDEK. Thus, the Faculty benefits from these opinions in its strategic goals, objectives, and other decisions.

In addition to the participation mechanisms specific for each stakeholder group above, there are also the following mechanisms that all the stakeholders can use:

Institution's website contact page

Institution e-mail address

Individual suggestion entry in the Quality Management Information System (QMIS)

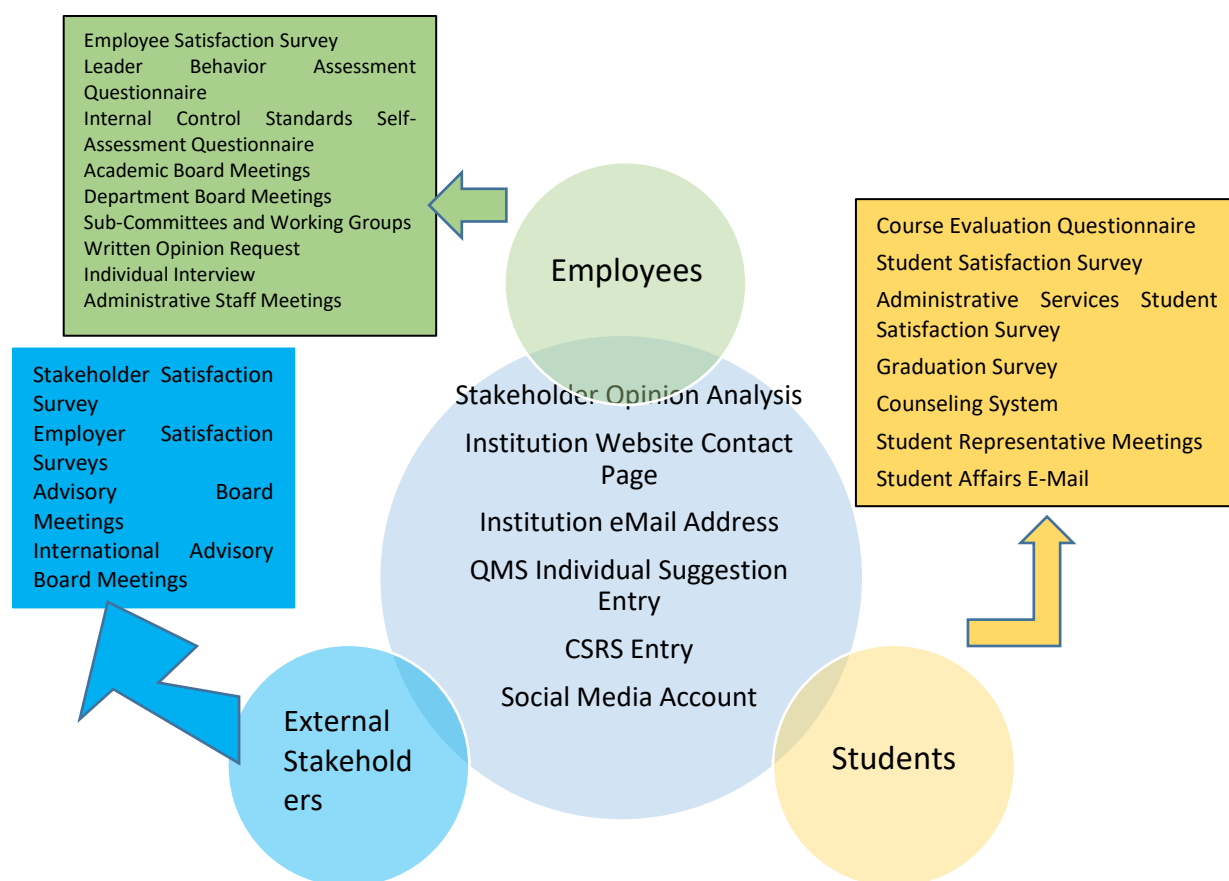
Complaint, suggestion, request and satisfaction box (ŞÖİM)

Social Media Accounts (Youtube: <https://www.youtube.com/sauilahiyatfakultesi>; Twitter: <https://twitter.com/sauif>; Facebook: <https://www.facebook.com/54sakaryailahiyat>.)
Instagram: <https://www.instagram.com/ilahiyatsau/>).

General messages via the institution website contact page, institutional e-mail address, individual suggestion entry in the Quality Management Information System and complaint, suggestion, request and satisfaction box are monitored by the Faculty secretary through the system and when the application is concluded, the result is sent to the contact information written during the application. Social media accounts officers in the Faculty Promotion and Information Working Group are responsible for responding to suggestions, requests and complaints submitted via direct messages (DM) on social media accounts.

The Quality and Accreditation Board controls the planning and implementation of processes related to stakeholder engagement and submits suggestions for improvement to the Dean's Office.

SAU Faculty of Theology Stakeholder Engagement Tools and Mechanisms



Subject	A.3.1. Participation of Internal and External Stakeholders in the Processes of Quality Assurance, Learning and Teaching, Research and Development, Governance and Internationalization
Responsible Unit(s)	Quality and Accreditation Board
Initial Planning Date	Initial planning: July 2018 First update: February 2020 Second update: November 2023
Stakeholders	Internal stakeholders: Academic Board, Student Representatives, Administrative staff External stakeholders: Advisory Board International Stakeholders: International Advisory Board
Areas of Implementation	All units and all staff at the faculty
Monitoring Mechanisms	Meetings

	Surveys EMIS performance monitoring QMIS, ŞÖİM, web page and social media accounts
Performance Indicators	<ul style="list-style-type: none"> • Number of annual feedback and evaluation meetings held with the institution's internal stakeholders within the scope of quality processes • Number of annual feedback and evaluation meetings held with external stakeholders within the scope of quality processes • Number of surveys applied to internal and external stakeholders and overall satisfaction rates • Messages received through QMIS, ŞÖİM, web page, e-mail addresses and social media and responding to them
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information Management System	SABİS> Quality Management Information System (QMIS) SABİS>Enterprise Management Information System (EMIS)>Administrator Panel>Surveys

A.4. Internationalization

The institution places great emphasis on internationalization in its strategic objectives and policies. It enhances its recognition by engaging in international activities. In the process of internationalization, the institution adopts a policy of improving and expanding some of its traditional international activities. In this context, it utilizes the university's existing international agreements and signs new protocols under these agreements. The institution invites speakers and guests to enhance its international value and recognition. Additionally, it continuously develops this policy in the academic field through international symposiums and conferences it organizes. It also conducts international academic visits at the dean level.

The institution shares updates regarding agreements and international opportunities with its stakeholders. This process is carried out in coordination with the quality assurance committee, the international advisory board, and other working groups within the faculty. Within the framework of its strategic plan, the committee collects internationalization data via SABİS and sets new goals. During this process, the institution seeks evaluations from faculty stakeholders, with whom these committees and working groups exchange views. Based on these evaluations, improvements are made in various internationalization areas, such as overseas support and new opportunities. The institution collaborates with the university's International Relations Office in international education and training activities, such as Erasmus and bilateral agreements.

A.4.1. Internationalization policy

In line with the university's strategies and goals, the institution formulates its internationalization policy and objectives within the framework of inter-university bilateral protocols. This process involves consultation with the national and international advisory boards as well as the faculty's academic staff. The institution monitors these policies and objectives through established mechanisms and takes necessary measures. Additionally, it engages in international protocols and cooperation agreements.

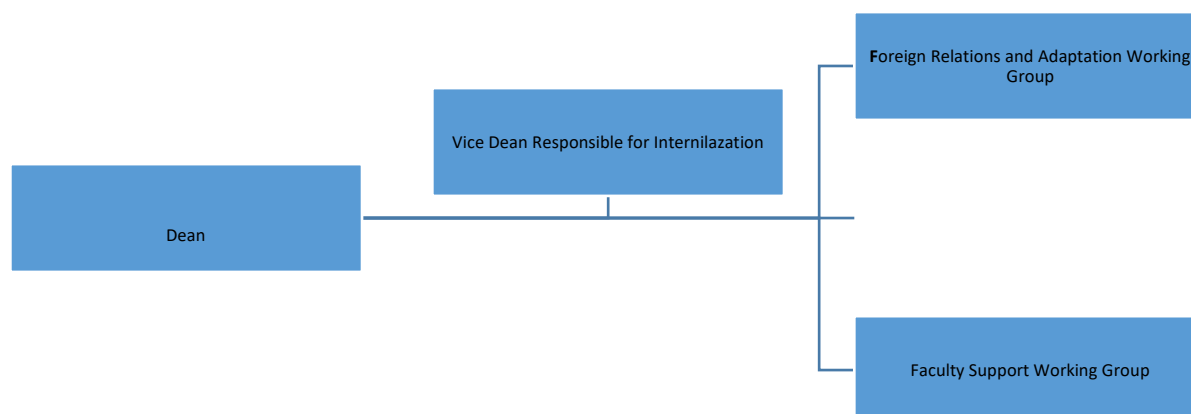
The institution oversees and improves processes based on the opinions and recommendations of the Quality and Accreditation Board, the International Relations and Academic Adjustment Working Group, and the International Advisory Board. Monitoring is conducted during meetings held each academic year.

Subject	A.4.1. Internationalization Policy
Responsible Unit(s)	Quality and Accreditation Board Foreign Relations and Adaptation Working Group International Advisory Board
First Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board
Application Areas	Academic staff and students engaged in international education/research activities
Monitoring Mechanisms	Policy documents Protocols EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> ● Internationalization Policy and Target Documents ● Number of International Protocols and Cooperation Practices ● Indicators on Internationalization Policies
Evaluation and Improvement Date	Evaluation: End of each academic year (June-July) Improvement: Every five years (July 2027)
Place on the Information Management System	SABIS>Enterprise Management Information System (EMIS)>Executive Panel>Process Management>Number of International Activities

A.4.2. Management and organizational structure of internationalization processes

The organizational structure for internationalization consists of the dean, the relevant vice dean, Foreign Relations and Adaptation Working Group and the Faculty Support Working Group. The relevant groups and boards systematically follow the process management and make necessary improvements through meetings held every academic year. The International Advisory Board is included in the process. At the Quality and Accreditation Board meetings, the management and organizational structure of the internationalization process are

evaluated through Student Satisfaction and Graduation surveys.



Subject	A.4.2. Management and Organizational Structure of Internationalization Processes
Responsible Unit(s)	Quality and Accreditation Board Foreign Relations and Adaptation Working Group Faculty Support Working Group
First Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board International Stakeholders: International Advisory Board
Application Areas	Academic staff and students engaged in international education/research activities
Monitoring Mechanisms	Meetings Surveys
Performance Indicators	<ul style="list-style-type: none"> • Number of working group meetings with internal stakeholders • Student Satisfaction Survey results • Student Graduation Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information Management System	SABIS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan

A.4.3. Internationalization resources

The institution's internationalization resources include the budget provided by the university, as well as the study-abroad activity scholarships provided by the faculty foundation and the budget obtained through bilateral agreements. The faculty's internationalization resources also include projects written under the Erasmus program, bilateral agreements, the Theology Foundation, TÜBİTAK, and university support. Resource monitoring and improvement are ensured through meetings held by Foreign Relations and Adaptation Working Group and the Faculty Support Working Groups. Internationalization resources are evaluated during meetings of the Quality and Accreditation Board through the Graduation and Satisfaction Surveys.

The Faculty Support Working Group contributes to the internationalization budget by providing resources to the faculty foundation. The faculty also benefits from the university's Erasmus Exchange Program resources. The institution collaborates with foreign universities on various Erasmus projects to provide overseas opportunities for faculty members and students. The writing and monitoring of projects are carried out by the relevant members of Foreign Relations and Adaptation Working Group. The Research and Development Working Group contributes to the process by organizing activities aimed at increasing international publications and research.

Subject	A.4.3. Internationalization Resources
Responsible Unit(s)	Quality and Accreditation Board Foreign Relations and Adaptation Working Group Faculty Support Working Group Research and Development Working Group
First Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board External Stakeholders: Faculty Foundation; Advisory Board International Stakeholders: International Advisory Board
Application Areas	Staff and students engaged in international education and research activities, international institutions and organizations
Monitoring Mechanisms	Surveys Budget items statistics EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> Resources for Erasmus projects Resources provided through the Foundation Resources provided through bilateral agreements

	<ul style="list-style-type: none"> • Tübitak and University supports • Graduation and Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information Management System	SABİS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan Tables>Number of International Activities SABİS>Enterprise Management Information System (EMIS)>Administrator Panel>Surveys

A.4.4. Monitoring and improving the internationalization performance

The institution monitors its internationalization performance through the Performance Monitoring platform in the Enterprise Management Information System (EMIS). At the end of each academic year, data related to internationalization performance is collected by the Quality and Accreditation Board and entered into the EMIS system. Based on this data, the Red Area graphs are reviewed, necessary improvements are made, and the goals for the following year are set and entered into the system.

Efforts to enhance the institution's internationalization performance are ongoing. The institution's internationalization performance is regularly brought up for discussion at the Academic General Assembly, Advisory Board, and International Advisory Board meetings, and it is evaluated together with stakeholders. Additionally, the institution's internationalization performance is regularly reported to higher-level units through Unit Activity Reports. The institution's internationalization performance is also evaluated through Student Satisfaction and Surveys during Quality and Accreditation Board meetings, and necessary improvement suggestions are forwarded to the Dean's Office.

Subject	A.4.4. Monitoring and improving the internationalization performance
Responsible Unit(s)	Quality and Accreditation Board Foreign Relations and Adaptation Working Group
First Planning Date	December 2020
Stakeholders	Internal Stakeholders: Faculty Support Working Group, External Stakeholders: Faculty Foundation International Stakeholders: International Advisory Board
Application Areas	Academic staff, students, all departments
Monitoring Mechanisms	Meetings Surveys EMIS performance monitoring International activity documents TUBITAK, Web of Science and Scopus statistics

Performance Indicators	<ul style="list-style-type: none"> ● Number International activities ● Red Area Graph data ● Number of meetings with stakeholders ● Student Satisfaction Survey results ● Student Graduation Survey results ● TUBITAK Competency Analysis Report by Field ● Web of Science / Scopus Data
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information Management System	SABİS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate

B. LEARNING AND TEACHING

B.1. Design and Approval of the Program

The institution's undergraduate program is designed in accordance with the faculty's mission and program objectives. Program outcomes are defined as measurable learning outcomes/program competencies, and the curriculum is structured accordingly. In determining the program's learning outcomes, the Turkish Higher Education Qualifications Framework and the Field Competencies are taken into account. Learning outcomes are defined for each course in line with the program's learning outcomes, and teaching methods and assessment methods are determined to ensure that students achieve these learning outcomes. Course contents are created with the goal of ensuring that program learning outcomes are achieved by students over a fourteen-week period. With the prepared course plans, student workload is determined in a balanced and coordinated manner in accordance with the ECTS for each course. To ensure the implementation of the course plan, the content and plan of the courses are entered into the Sakarya University Information System, and this information is made accessible to all stakeholders (<https://ebs.SABİS.sakarya.edu.tr/>).

The institution's program objectives and outcomes, the determination, control, and updating of program-specific criteria and course competencies, are carried out in accordance with the PDCA based Education-Teaching Process Regulation.

B.1.1. Design and approval of the program

In the institution, programs are designed in line with the faculty's mission and program objectives. The regulations, guidelines, and senate principles that link all units within the university, implemented according to the institution's needs, are particularly programmed and approved within the framework of SAU Process and PDCA criteria. The design of the program takes into account the faculty's education and teaching policies and, in particular, the institution's first strategy and the goals under this strategy for the years 2023-2027. The design and approval of programs in the faculty are carried out in accordance with the following principles:

- The program's objectives must align with the institution and faculty's mission,

- The program's objectives must highlight the distinctions from other programs in the field,
- There must be coherence (consistency) between the program's objectives and the program learning outcomes (Program outcomes must cover the necessary knowledge, skills, and behaviors to achieve the program's objectives),
- The program learning outcomes must comply with the appropriate level of the Turkish Higher Education Qualifications Framework (THEQF) and field competencies,
- The program must have a course plan that supports and contributes to achieving the program learning outcomes,
- The relationship and consistency between program learning outcomes and course learning outcomes must be established,
- The use of the AIS (Academic Information System) to ensure the implementation of the course plan,
- The measurement and evaluation process should be linked to the achievement of program objectives,
- Course learning outcomes, course content, teaching-learning approaches, and assessment methods must be consistent,
- Student workload credits must be defined in a balanced and coherent way at every level of the program,
- Student workload credits should be defined for professional practices, exchange programs, internships, and projects,
- Program outcomes (including generic and field-specific competencies) and the in-class/out-of-class activities used to achieve them should be carried out,
- Activities aimed at enabling students to gain research competence should be conducted at every level of education,
- 21st-century competencies should be reflected in the program outcomes,
- Results from current assessment and evaluation practices should be used to continuously improve the program,
- Stakeholder involvement, particularly graduates, in program development should be ensured,
- The program should be updated periodically based on the needs of internal and external stakeholders.

The process of designing and approving programs is carried out as follows:

1. Collaboration with Stakeholders:

- 1.1. Collecting the opinions and suggestions of relevant stakeholders through various methods (e.g., surveys, committee/commission meeting decisions, stakeholder visits).
- 1.2. Evaluating the stakeholders' opinions and suggestions within the scope of the relevant activity.

2. Opening New Departments, Programs, or Artistic Fields: In accordance with the application dates announced annually by the Higher Education Council (YÖK) through the

Academic Unit Tree Management System (ABAYS), the Rectorate sends the application file to the Faculty in writing. This file includes the timeline and conditions for opening new departments, programs, or artistic fields. The Faculty follows the steps below based on the Rectorate's instructions:

- 2.1. Deciding on the new department, program, or artistic field to be opened, based on stakeholder expectations, suggestions, and existing conditions.
- 2.2. Defining the objectives, goals, program qualifications, and course syllabus for the new department, program, or artistic field.
- 2.3. Determining the objectives, content, learning outcomes, and ECTS workload of the courses to be offered.
- 2.4. Preparing the application file in accordance with YÖK's application guidelines, which includes information such as internship and graduation requirements and physical infrastructure details, and submitting it to the relevant committee (Departmental Board).
- 2.5. The relevant committee (Departmental Board) evaluates the proposal.
- 2.6. If the evaluation is positive, the file is submitted to the Dean's Office (Faculty Board).
- 2.7. If the Faculty Board evaluates the proposal positively, it is forwarded to the Rectorate for Senate review. If the evaluation is negative, a decision is made not to open the proposed department, program, or course.
- 2.8. If the Senate evaluates the proposal positively, an application is made to YÖK. If negative, the Faculty is informed.
- 2.9. If YÖK approves the application, the new department, program, or artistic field is announced and promoted by the Faculty, and the new course syllabus is entered into the EIS (Education Information System) by the Dean of Student Office.
- 2.10. If the application is rejected, the Faculty is informed.
- 2.11. The course descriptions for all courses in the new department, program, or artistic field are entered into the EIS by the Department/Program Chair.
- 2.12. Course notes and presentations for the new department, program, or artistic field are prepared.
- 2.13. The timeline for opening new departments, programs, or artistic fields may vary each year based on the application dates announced by YÖK.

3. Opening New Courses and Updating Existing Courses:

The processes for opening new courses and updating existing courses begin in May and conclude in August. A detailed schedule, prepared by the Rectorate considering the Academic Calendar, is sent to the Dean of Student Office. The Dean of Student Office communicates the schedule and instructions to the Faculty Dean, the relevant Associate Dean, and the Faculty Secretary. Unit managers are responsible for monitoring the following steps:

- 3.1. In May, reviewing the current course plan in line with stakeholder expectations and suggestions, as well as current conditions, to decide on new or updated courses.
- 3.2. If the proposal involves updating existing courses, making the necessary updates in the EIS in July.
- 3.3. If the proposal involves opening a new course, the instructor responsible for the course determines its objectives, weekly content, resources, learning outcomes, teaching and assessment methods, and ECTS workload, and completes the relevant course proposal form in May.
- 3.4. Submitting the course proposal form to the relevant committee (Departmental

Board) in May.

3.5. If the committee evaluates the proposal positively, forwarding it to the Dean's Office (Faculty Board) in May; if negative, informing the proposing instructor.

3.6. If the Faculty Board evaluates the proposal positively, forwarding it to the Rectorate for Senate review between May and June; if negative, informing the department.

3.7. If the Senate evaluation is positive, the Dean of Student Office enters the course descriptions into the EIS. If negative, the Dean's Office is informed.

3.8. If the course is for formal education, the course coordinator prepares lecture notes and presentations between June and July.

3.9. The Dean of Student Office sends a notice to the Faculty in July regarding the entry of the new courses' objectives, weekly content, resources, learning outcomes, teaching and assessment methods, and ECTS workload into the EIS.

3.10. The Faculty forwards the notice to the coordinators of the new courses.

3.11. In July and as needed, coordinators make necessary updates to the EIS for existing courses.

3.12. In August, the Dean of Student Office informs the Faculty about updating programs and the system being open for these updates.

4. Preparation of Course Schedules:

4.1. The Dean of Student Office sends a notice to the relevant Associate Dean regarding the principles of course schedule preparation and the final deadline for entering the schedules into the Student Information System (SABIS), considering the announcement dates in the SAU Academic Calendar.

4.2. The Associate Dean forwards the notice to the personnel responsible for preparing the schedule (assigned by the Faculty Education Committee).

4.3. The Associate Dean collects the demands of the instructors who will teach during the relevant semester.

4.4. After evaluating these demands, the data is provided to the responsible personnel to begin preparing the schedule.

4.5. The draft schedule is shared with instructors for review and feedback.

4.6. Necessary adjustments are made based on feedback received.

4.7. The final schedule is shared with instructors, and they are requested to align their graduate programs accordingly.

4.8. After all corrections and final checks, the weekly schedule is submitted to a higher authority for approval. As of the Fall 2022-2023 semester, the process no longer requires Faculty Board approval but is directly submitted to the Student Support Coordination Office and then to the Senate.

4.9. Before submission to the Senate, the finalized schedule must be entered into SABIS by the responsible personnel by the deadline specified by the Dean of Student Office. If any errors or omissions are detected in the SABIS entries, the relevant personnel are informed via email.

4.10. In accordance with the University Academic Calendar, the schedules are communicated to faculty members via email and to students through the Faculty's website at least two weeks before the start of course registration. The schedules are accessible on the Faculty's website under the "Student - Course Schedules" section and are published before the minimum period set for each semester.

4.11. a) During the academic year, midterm exams are held in the 8th or 9th week

according to the Faculty's preference. The exam program prepared by the department secretariat is sent to the academic staff to be checked by the relevant Vice Dean. Necessary corrections are made in line with the incoming change requests. At least one week before the midterm exams, the exam schedule is announced to the academic staff via e-mail and on the Faculty web page. If there is a need for an update in the program, the revised version is announced again in the specified manner. Similar processes are followed in the final exam program. However, the final exam program is announced to the instructors via e-mail and on the Faculty web page at least two weeks before the start of the final exams date announced in the Academic Calendar of the University.

b) In order to conduct the exams in a fair and healthy manner and to maintain an equal practice during the exam, the "Formal Education Examination Principles", prepared by the Dean's Office, are notified to the lecturers and research assistants via e-mail and to the students via the Faculty website before each exam (midterm and final).

Similar to the mid-year (midterm) and end-of-year (final) exam programs listed above, excuse exams (only the midterm exams of the Fall-Spring semester and the final exams of the Summer semester are held. As of the Spring semester 2022-2023, there is no final make-up exam.), make-up, single course exam (a second single course exam can be held when necessary for students whose internship and evaluation procedures have been completed and / or who have graduated due to the late arrival of grades received from other universities in summer education), the application announcements and exam programs of the exams held as a result of individual application such as the additional time exam of students whose maximum period will expire, the acquisition of previous education exam, the preparatory class exemption exam are announced in the Announcements section on the website of the faculty. The midterm excuse exam program for university common courses is made by the Dean of Students' Office, and all other exam programs are made by the faculty.

In addition to accessing all course and exam schedules from the Announcements section of the faculty's website, students can also access the course schedule and exam schedule in the SIS (Student Information System) system (<https://obs.SABİS.sakarya.edu.tr>), where SABİS login is requested.

In meetings held by academic boards, working groups, student stakeholders and external stakeholders, suggestions for improvement are received regarding the design and approval of programs. Requests, complaints and suggestions regarding the design and approval of programs are submitted to the Dean's Office through meetings with internal and external stakeholders, satisfaction surveys and other feedback mechanisms. Suggestions for improvement at the initiative of the Faculty are approved by the Faculty Board and implemented. However, suggestions for improvement on matters at the initiative of the University are either taken directly to the Senate by the Dean or forwarded to this board or to the Dean of Students by the faculty representative who is a member of the Education and Training Update and Evaluation Board. The proposals accepted by the Education and Training Update and Evaluation Board are decided in draft form after the approval of the Senate. The Dean of Students' Office also activates the suggestions for improvement that it can realize directly, but if Senate approval is required, it takes them to the Senate.

Subject	B.1.1. Design and Approval of the Program
Responsible Unit(s)	Heads of Department Vice Dean for Education Faculty Board SAU Education and Training Update and Evaluation Board
First Planning Date	First Planning July 2018 First Update: November 2023 Second Update: August 2024
Stakeholders	Internal Stakeholders: Academic Board, Department Boards and Student Representatives External Stakeholders: Advisory Board
Application Areas	All Departments of the Faculty
Monitoring Mechanisms	Surveys Education Information System
Performance Indicators	<ul style="list-style-type: none"> • Number of new and closed elective courses • Number of Cross-Minor programs • Graduation Surveys results • Double Major and Minor satisfaction results in the Student Satisfaction Survey • Number of undergraduate programs that have completed the program information package and can be monitored on the institution's web page
Evaluation and Improvement Date	May-August of each year
Place on the Information System	Education Information System (EIS) SABIS>EMIS>Administrator Panel>Surveys

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

The program objectives of the institution are defined as general statements describing the career goals and professional expectations that graduates are expected to achieve in the near future. Program outcomes consist of the knowledge, skills, and competencies students are expected to acquire by the time they graduate. The faculty's program objectives, program outcomes, and program-specific criteria are determined in alignment with IAA outcomes and

criteria, considering stakeholders' views within the framework of the Turkish Higher Education Qualifications Framework (THEQF) and the PDCA-Based Education Process Guidelines. Under the coordination of the Quality and Accreditation Board, the alignment is reviewed and monitored in June of the final year of a four-year cycle in collaboration with other stakeholders, and necessary improvement suggestions are submitted to the Dean's Office. The monitoring and evaluation of program objectives and outcomes are conducted through graduation and satisfaction surveys, employer satisfaction surveys, stakeholder meetings, and data obtained from the Program Learning Outcomes module in the AIS system.

Subject	B.1.2. Program's Objectives, Outcomes (Program Outcomes and Discipline-specific Outcomes) and Compliance with IAA Criteria
Responsible Unit(s)	Quality and Accreditation Board
Initial Planning Date	Initial Planning: May-June 2020 Update: June 2024
Stakeholders	Internal stakeholders: Academic Board, Student Representatives External stakeholders: Advisory Board
Application Areas	All departments in the faculty, academic staff
Monitoring Mechanisms	Surveys Academic Information System
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation Survey results • Overall success rates of program outcomes • Employer satisfaction survey results
Evaluation and Improvement Date	Evaluation: At the end of each academic year Improvement: June every four years
Place on the Information System	SABİS>Academic Information System (AIS)>EIS>Accreditation>Output Reports SABİS>Education Information System (EIS)>Faculty of Theology>Department of Theology>Theology (New Plan)> <u>Program Outcomes</u>

B.1.3. Alignment of course achievements with program outcomes

The institution has defined processes for identifying and updating program objectives, program outcomes, program-specific criteria, and course learning outcomes (See B.1.2). The Head of the Department is responsible for determining, in collaboration with internal

stakeholders, the outcomes of departmental courses (aligned with the THEQF in terms of knowledge, skills, and competencies) that will fulfill program outcomes during Department Council meetings.

The course outcomes approved in the Department Council are forwarded to the Faculty Council for approval. The Dean's Office is responsible for preparing an appropriate environment for student-centered education, training instructors, organizing the course schedule, and handling other tasks to ensure the implementation of course outcomes. The assessment of course outcomes is carried out through exams, assignments, practices, and projects. The data collected are evaluated in department council meetings. Measures are taken for outcomes identified as problematic in their realization. Course outcomes deemed insufficient or excessive are updated and submitted to the Faculty Council. The Dean's Office is responsible for implementing these updates and measures to achieve improvements.

Following the Quality and Accreditation Board's notification to the Dean's Office regarding courses with incomplete mappings, the Dean's Office informs course coordinators of the incomplete mappings via email and requests that these mappings be completed.

Subject	B.1.3. Alignment of Course Achievements with Program Outcomes
Responsible Unit(s)	Department Boards Dean's Office Quality and Accreditation Board Course Coordinators
Initial Planning Date	Initial Planning: May-June 2020 Update: October 2024
Stakeholders	Internal stakeholders: Teaching Staff
Application Areas	All Departments of the Faculty
Monitoring Mechanisms	Education Information System Academic Information System
Performance Indicators	<ul style="list-style-type: none"> Number of Courses with Outcomes Matched with Program Outcomes and Discipline Specific Outcomes Achievement level graphs for course outcomes
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABIS>EIS>Theology New Plan > <u>Course Prog. Contribution to Outcomes</u> SABIS > Academic Information System (AIS) > EIS > Accreditation > Output Reports

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

The institution adheres to and implements Sakarya University's Undergraduate Education, Training, and Examination Regulation. The curriculum, designed with a balance that takes into account the institution's educational objectives, ensures the implementation of course content and plans, which are made available through Sakarya University's Education Information System.

The purpose, content, category, learning outcomes, teaching methods, topics, resources, contribution levels to the institution's program outcomes, evaluation system, and ECTS workload effectiveness of each course are defined in separate tabs and made accessible to all stakeholders. Course content is developed to ensure that the institution's program outcomes are achieved over a 14-week period. For each course, student workloads are determined in alignment with ECTS standards, ensuring balance and compatibility.

At the end of each semester, meetings are held by the Department Chairs of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Studies. During these meetings, feedback is sought from faculty members on compulsory and elective courses, learning outcomes, methods and techniques used, student performance, and other relevant issues. Based on these evaluations, improvements are made to courses, elective course offerings are adjusted according to student interest and orientation, and inactive courses are removed from the system, ensuring control and the implementation of necessary measures. These matters are also reviewed during the academic general assembly.

When conducting evaluations, attention is given to the balance between compulsory and elective courses, the balance of field and professional knowledge with general education courses, as well as opportunities for students to gain cultural depth and exposure to different disciplines. Additionally, the institution collects pre-registration forms from students to determine elective courses to be offered in the following semester.

Elective courses are approved for inclusion only if they align with the institution's policies and educational objectives, and there is a defined process in place for this. Towards the end of each semester, the Department Chairs of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Studies invite faculty members to propose new courses in addition to the existing offerings for the upcoming semester. Faculty members submit their proposals to the relevant department chairs, who evaluate them and forward the selected courses to the Faculty Administrative Board. If approved by the Faculty Administrative Board, the courses are submitted to the Rectorate for Senate approval. Once accepted by the Senate, the courses are added to the pool of elective courses.

Student feedback on the structure of the program and balance of course distribution (including the balance between compulsory and elective courses, field and professional knowledge with general education courses, opportunities for cultural depth, and exposure to different disciplines) is collected through graduation and student satisfaction surveys. These inputs are evaluated during Quality and Accreditation Board and Department Council meetings, and recommendations for improvement are made accordingly.

Subject	B.1.4. Structure of the Program and Balance in the Distribution of
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	Courses
Responsible Unit(s)	Department Boards Faculty Board of Directors Quality and Accreditation Board
Initial Planning Date	Initial planning: May-June 2020 Update: October 2024
Stakeholders	Internal stakeholders: Teaching Staff, Students
Application Areas	All departments in the Faculty
Monitoring Mechanisms	Surveys Elective course forms
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation Survey results • Pre-Request Form for Elective Courses
Evaluation and Improvement Date Evaluation	End of each academic year (June-July)
Place on the Information System	SABİS > Education Information System (EIS) > Lecture Plan

B.1.5. Student workload-based design

The faculty has a defined process for calculating the credit values (ECTS) of the courses based on student workload. This process is prepared in accordance with the principles outlined in the Sakarya University Undergraduate and Associate Degree Education, Training, and Examination Regulation, and the Sakarya University Assessment and Evaluation Directive. The ECTS values of all courses are shared through the Education Information System (EIS). The faculty provides practical learning opportunities related to the profession. Additionally, variations arising from distance education are also taken into account.

In this process, the goal is to achieve the learning outcomes for students within a 14-week period, and course plans are determined in accordance with ECTS by considering all in-class and out-of-class activities. Efforts are made to ensure that these workloads are accurate and practically applicable.

The institution adopts an education and teaching approach that recognizes prior learning. This practice regulates the exemption and adaptation principles for courses taken at any higher education institution recognized or accredited by the Council of Higher Education (YÖK). Every student newly enrolled in the institution has the right to apply for this process. Additionally, care is taken to include the ECTS load of students studying abroad through exchange

programs. After students return from an exchange program, the Academic Recognition Certificate is issued, ensuring that the courses taken during the exchange are recognized by the institution.

For graduation, students who meet all conditions for graduation are awarded a "Bachelor's Degree" and a "Diploma Supplement" in accordance with the guidelines specified in the Sakarya University Diploma, Graduation Certificate, and Other Documents Regulation.

The course coordinator determines the evaluation groups, ECTS workload, course category, assessment and evaluation methods, exams, and document procedures by consulting with all faculty members who will teach the course. It is essential to offer as much diversity as possible in the assessment and evaluation methods.

Student workload-based design and ECTS workloads are monitored and evaluated in the department councils by considering faculty member opinions, student feedback, surveys, and external stakeholder opinions. Updates are made when necessary, and the information is entered into the EIS system. The EIS system is regularly checked by the Dean's Office and the Quality and Accreditation Board. Identified deficiencies are communicated to the course coordinators, and necessary adjustments are made.

Subject	B.1.5. Student Workload-based Design
Responsible Unit(s)	Dean's Office Course Coordinators Department Boards Quality and Accreditation Board
Initial Planning Date	Initial Planning: December 2020 Update: October 2024
Stakeholders	Internal Stakeholders: Teaching Staff, Student Representatives External Stakeholders: Dean of Students, Department of Student Affairs
Application Areas	All Departments of the Faculty, all students, all courses
Monitoring Mechanisms	Feedbacks Surveys
Performance Indicators	<ul style="list-style-type: none"> • Student Feedback • Graduation Survey results
Evaluation and Improvement Date	End of Each Academic Year (June-July)

B.1.6. Assessment and evaluation

The institution adopts and applies the Sakarya University Assessment and Evaluation Directive. Information about the assessment and evaluation tools to be used for each course is provided in the course information packages and published in the Education Information System (EIS). The midterm and final assessments can be done through tests, classical exams, quizzes, assignments, oral exams, performance tasks (such as practical applications, workshops, seminars), and project activities, with a focus on measuring knowledge, skills, and competencies. Faculty members assess each course's learning outcomes in two stages. A mandatory assessment activity is conducted in the midterm. In distance education, two assessment activities, including a final exam, are conducted for each course. Diversity in assessment activities is essential, aligned with the course content and objectives.

The contribution percentages (weights) of midterm/semester and final (end-of-semester) assessment results to the final grade are determined by the course coordinator before the start of the academic year and are taken into account during the evaluation. The midterm/semester assessments contribute at least 40% to the final grade. The final exam also contributes at least 40% to the final grade. The determination of the final grade follows the steps outlined in the Flexible Relative Evaluation System specified in the Sakarya University Assessment and Evaluation Directive. The class's performance level, statistical distribution of grades, and the class average are considered during evaluation. At the end of the relative evaluation, the final grade for the course is assigned according to the grading system mentioned in the directive. Semester and final grade lists, including letter grades (absolute arithmetic average, relative arithmetic average, absolute standard deviation, relative standard deviation, absolute maximum value, relative maximum value, as well as students' midterm grades, final exam grades, absolute grade, relative grade, absolute letter grade, and relative letter grade), are signed by the relevant faculty member for each group and submitted to the Student Affairs unit in one copy. These grades are also archived electronically in the SABIS system.

Students who have the right to attend the final exam but fail due to any reason (GR), as well as those who fail with grades FF, FD, or YZ, are entitled to retake the exam. The retake exam grade is used to recalculate the absolute grade in place of the final exam grade. The student's letter grade is determined based on the relative distribution of the new absolute grade at the end of the retake exam.

Students have the right to appeal their exam results. Appeals must be submitted within 5 working days after the exam result is announced, via a petition sent to the faculty's official email address. If students wish to further appeal the decision, they can submit another petition to the Rectorate within 7 days of the result announcement.

Midterm exams are held in the 8th or 9th week of the semester, depending on the faculty's preference. The exam schedule prepared by the department secretary is sent to academic staff for review by the Vice Dean. Necessary corrections are made based on change requests. The exam schedule is sent to faculty members via email and published on the Faculty's website at least one week before the exam. If any updates to the schedule are required, the revised

schedule is announced again. A similar process is followed for the final exam schedule, which is announced at least two weeks before the start of the final exams, according to the University's Academic Calendar. To ensure fairness and consistency in conducting exams, the "Face-to-Face Examination Guidelines" prepared by the Dean's Office are sent to the academic staff and research assistants via email, and to the students via the Faculty's website. The coordination between exam questions and Learning and Program Outcomes is communicated to the course coordinators.

In the case of distance education, the institution frequently consults with stakeholders through institutional email and meetings regarding assessment and evaluation. Requests are reviewed, and improvements are made accordingly. For online assessments, the institution follows the guidelines determined by the Sakarya University Senate and leaves the selection of assessment methods for midterm evaluations to the course coordinators. In this context, the decision regarding the exam type and duration lies with the course coordinators. The same type of exam is applied across all sections of a course, with the exam duration determined based on factors such as the number of questions and length. Considering possible technical difficulties students may face during system login and the slight differences between the system time and the student's local time, the exam end time is adjusted with an extra precautionary time to avoid any student distress. The online system allows students to report issues such as system access problems or disconnections to the relevant course instructor through a "report issue" button or email. This also requires the course coordinator or assigned faculty member to be actively present at their computer to monitor the exam.

For students with valid excuses, the "grant additional time" option can be used in the exam system to give extra time, or the "grant right" option can be used to allow the exam to be rescheduled within a new time window, or a new make-up exam can be arranged.

The institution's assessment and evaluation system is monitored through student satisfaction and graduation surveys, and necessary improvements are made.

Subject	B.1.6. Assessment and Evaluation
Responsible Unit(s)	Course Coordinators Department Boards Academic Board Faculty Board
First Planning Date	First Planning September 2019 First Update: November 2023 Second Update: August 2024
Stakeholders	Internal stakeholders: Teaching Staff
Application Areas	All departments in the Faculty

Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Graduation Survey results • Student Satisfaction Survey results
Evaluation Date	End of each academic year (June-July)
Place on the Information System	Education Information System > Theology (New Plan) > Assessment and Evaluation

B.2. Student Admission and Progression

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

Undergraduate student admissions are conducted regularly by the Measurement, Selection, and Placement Center (ÖSYM). Taking physical facilities and the number of academic staff into account, student quotas are determined by the Faculty Board. These quotas are then submitted to the Rectorate, and the Council of Higher Education (YÖK) makes the final decision. Students who qualify for admission based on their verbal studies (SÖZ) scores and preferences in the exam conducted by ÖSYM register during the dates announced annually, in accordance with the principles determined by YÖK, ÖSYM, and the Rectorate ([Articles on Admission to Higher Education in the Higher Education Law No. 2547](#)). Students are required to submit the necessary documents during registration.

The processes related to the recognition of prior formal, non-formal, and informal learning are carried out in accordance with the [Sakarya University Directive on Prior Learning Recognition, Credit Transfer, and Adaptation Procedures](#). Applications for recognition of prior learning are submitted online via SABİS before the start of the academic year, on the dates announced in the academic calendar. During the application process, students are required to submit relevant Education Certificates or Reference Letters obtained from authorized educational institutions or public institutions. These documents are evaluated based on their ability to demonstrate the knowledge, skills, competencies, activities, and duration of work/education. After evaluation, the names of accepted applicants, exam schedules, exam dates, and results are announced on the institution's website according to the specified timeline.

Arabic Proficiency

An Arabic proficiency exam is conducted formally for each student who gains the right to study at the faculty under the prior learning recognition. Students who score 70 or above are exempt from the preparatory class. Accordingly, at the beginning of the academic year, a two-stage Arabic proficiency and placement exam is conducted by the Preparatory Class Exam Commission to determine students for Level 1, Level 2, and those exempt from the preparatory class.

Student Admission via Horizontal Transfer

The institution adopts and implements the principles of horizontal transfer in accordance with the [Sakarya University Horizontal Transfer Senate Principles](#). The required documents and

application procedures for horizontal transfer are announced on the Student Affairs Department's website. Application dates are specified in the academic calendar. Applications that pass the preliminary review by the Student Affairs Department (SAD) are accepted if they meet the requirements and are forwarded to the institution's Adaptation Commission for content evaluation and scoring. Students eligible for horizontal transfer are determined based on their evaluation scores, ranked from highest to lowest within the quota. A reserve list is also announced. In cases of equal evaluation scores for inter-institutional or international horizontal transfers, priority is given to the student with the higher central placement score. The Adaptation Commission submits the finalized list to the Faculty Administrative Board, which makes the decision and forwards it to the Student Affairs Department. The lists are then published on the SAD website.

Adaptation

Another process related to the prior learning recognition is adaptation. All adaptation procedures are carried out by the institution's Adaptation Commission. For students transferring via horizontal transfer, the courses they have previously taken are evaluated for compatibility with the courses offered at the institution in terms of content and credits. Successfully completed courses are transferred directly. If courses are divided into multiple parts, their grades are combined. Mandatory courses are recognized as equivalent, and elective courses are also recognized if they are the same or equivalent. If a student has previously taken more mandatory courses than required by the institution, they may also be exempted from elective courses that align with these. Similar processes are applied to students who have completed the Open Education Theology Associate Degree Program and successfully passed the Vertical Transfer Exam to enroll in the institution or have registered from other departments.

Double Major and Minor Programs

The institution offers various double major and minor programs, which are implemented in accordance with the Directive announced by the Student Affairs Department. It encourages successful students to pursue education in double major and minor programs within other undergraduate programs of interest and facilitates their course schedules and exam calendars. Processes related to common or equivalent courses in double major and minor programs are managed in accordance with the Directive.

Applications for double major and minor programs and the requirements for application, placement, and registration are announced on the institution's website each academic year, including details to inform and guide students. Applications are submitted online via the SABİS Student Information System (SIS) on the dates specified in the academic calendar. The list of primary and reserve students who qualify for registration is published at <http://ogrisl.sakarya.edu.tr/>.

Exam For Foreign Students For Higher Education in Türkiye (TR-YÖS)

The institution admits international students based on the results of the Exam For Foreign Students For Higher Education in Türkiye (TR-YÖS). All current announcements, exam centers, topics, exam guides, schedules, application requirements, fees, and procedures are provided at <https://tryos.osym.gov.tr/>.

The Dean's Office considers student satisfaction surveys and consults with stakeholders during Academic General Assemblies, Departmental Meetings, Advisory Board Meetings, and

Preparatory Class Coordination Meetings. Feedback and suggestions from stakeholders are taken into account to make necessary improvements.

Subject	B.2.1. Student Admission and Recognition of Prior Learning (Skills and Knowledge Obtained from Formal, Informal and Non-formal Learning)
Responsible Unit(s)	Dean's Office Foreign Relations and Adaptation Working Group Arabic Preparatory Coordinatorship Heads of Department
Initial Planning Date	Initial Planning: June 2020 Update: October 2024
Stakeholders	Internal stakeholders: Student Affairs Working Group, Academic Board, Student Representatives External stakeholders: Advisory Board, Student Affairs Department
Application Areas	All departments in the faculty, all students
Monitoring Mechanisms	Surveys Application and success documents Academic Information System
Performance Indicators	<ul style="list-style-type: none"> • Prior Learning Recognition Application and Success Rates • Student Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS > Academic Information System > <u>Prior Learning Recognition</u>

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

The institution implements the issuance of diplomas and other documents in accordance with the Sakarya University Directive on the Principles for Issuing Diplomas, Graduation Certificates, and Other Documents. A total of 240 ECTS credits and a minimum GPA of 2.00 out of 4.00 are required for a student to graduate. Students' eligibility for graduation is checked against the table in the Education Information System (EIS), and their transcripts are individually reviewed by the institution's Student Affairs Unit to ensure there are no missing courses.

For students who fulfill all the requirements for graduation, a "Bachelor's Degree Diploma" and a "Diploma Supplement" are issued in accordance with the provisions specified in the relevant directive. The printing process for diplomas and diploma supplements is carried out by the SAÜ Student Affairs Department.

Before receiving their diplomas, students must complete several steps. First, they must fill out the graduation satisfaction survey and the Clearance Form available on SABİS. They must then have the form signed at the Student Affairs Department's Consultation and Fees Office to confirm that they have no outstanding debts. Finally, they submit the form along with their student ID card to the institution's Student Affairs Unit. Afterward, they apply to the Diploma Service of the Student Affairs Department to receive their diploma in person by signing for it. The dates for diploma distribution are announced in the academic calendar separately for the fall, spring, and summer terms.

The institution adheres to and implements the SAU Advisory Directive for matters related to academic advising. Upon a student's enrollment, academic staff members designated by the Student Affairs Working Group are assigned as advisors to assist students with their education and career planning. Transparency in advising is ensured through a special module called the "Advising Management System" within the SABİS Academic Information System.

Double Major Diplomas and Minor Certificates

The institution offers various double major and minor programs, which are implemented in accordance with the directive announced by the Student Affairs Department. Double major students who meet the conditions specified in the directive are awarded a diploma, while minor program students are awarded a "Minor Certificate."

Academic Recognition Certificate

Full academic recognition is granted for credits successfully completed by students participating in mobility programs. Following the students' return from the exchange program, an Academic Recognition Certificate is issued in this context. This certificate includes the courses the student successfully completed, the ECTS credit amounts and grades for these courses, and the courses from which the student is exempted at the University, along with their ECTS credit amounts and grades. The Academic Recognition Certificate serves as a complementary annex to the Learning Agreement and guarantees the recognition of the courses taken by the student during the exchange program by the institution.

Field of Interest Certificate

The institution's students who take at least four elective courses and a final project from Interdisciplinary Fields of Interest or other fields, with a total of no less than 20 ECTS credits, and successfully meet the conditions specified in the relevant directive, are entitled to receive a Field of Interest Certificate. Students are not required to submit any application prior to course selection to obtain this certificate.

Social Transcript

The institution has implemented the Social Transcript system as of the 2019-2020 Academic Year. Students who document their social activities during the academic term and enter them into SABİS by the final exam dates are eligible to receive a Social Transcript Certificate, provided they meet the necessary conditions as determined by the evaluation of the relevant Vice Dean.

Student satisfaction regarding these processes is monitored through satisfaction and graduation surveys. The feedback from these surveys and the opinions of internal and external stakeholders are evaluated by the Student Affairs Working Group and the Dean's Office. Based on this feedback, the Dean's Office takes the necessary steps for improvement.

Subject	B.2.2. Recognition and Certification of Degrees, Diplomas and Other Qualifications
Responsible Unit(s)	Department of Student Affairs Dean's Office Student Affairs Working Group
Initial Planning Date	Initial Planning: December 2020 Update: October 2024
Stakeholders	Internal stakeholders: Academic Board, Student Representatives External stakeholders: Advisory Board, Student Affairs Department
Application Areas	All departments in the faculty, all students
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Graduation Survey results • Student Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SAU > Student Affairs Department > Diploma Procedures

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

B.3.1. Teaching methods and techniques

The institution conducts the education and teaching process in line with its adopted student-centered active learning methods. This process embraces a system that places the student at the center to ensure they achieve the program objectives and learning outcomes. In this way, the institution, which has adopted a student-centered model in terms of teaching methods and techniques, has been implementing Active Learning as an institutional project since 2016. Programs are carried out through the [Education Information and Education Support](#) systems, where course materials are shared.

Each exam question is associated with course outcomes, and the achievement of course outputs by students is monitored through teaching methods and techniques, allowing the identification of successful and unsuccessful areas. In this context, tools designed as significant factors in assessments, such as assignments, presentations, and performance tasks (considered as midterm or final exams), have been effectively utilized to ensure students actively participate in the course. This has created an environment where students can learn through understanding and comprehension.

Instead of a teaching model solely based on direct instruction/lecturing, an interactive education model is preferred alongside traditional education. Teaching and learning methods and strategies are selected to enhance students' skills such as self-study, observation, project activities, presentation, critical thinking, teamwork, and effective use of information technology. Courses are conducted in a way that encourages students to take an active role in the learning process. The teaching methods that can be followed in courses are listed under the "Theology (New Plan)" / "Teaching Methods" section in the Education Information System (EIS). Additionally, information about the teaching methods and techniques applied in each course is provided in the course information package under the "Teaching Methods-Assessment Methods" section in EIS.

The faculty encourages students to take the course of the "Graduation Project" course and the TÜBİTAK 2209-A project program, which encourage students to actively participate in the teaching process by promoting research and project work. The "Graduation Project" course, offered in the final year (8th semester), aims to equip students with academic writing techniques and research methods and to ensure they continue these skills in their future academic endeavors. The progress of this course is meticulously monitored.

The "Graduation Project" course is conducted in collaboration with the instructor and the student under their supervision. There are optional "Research Methods" and "Project Preparation and Management" courses at the faculty to prepare students for the "Graduation Project". The following method is used to assign advisors for the graduation project: At the beginning of the 7th semester for the fall term and the 8th semester for the spring term, students fill out the Advisor Preference Form, which is announced in the "Announcements" section of the Faculty's website, and submit it to the Department Secretariat by the specified deadline. Students can choose up to five advisors. To ensure effective advising management, the number of students each instructor can supervise is limited to 10. In the fall semester, due to the nature of the course being chosen mostly by students nearing the maximum duration of their studies or retaking the course, a small number of students are assigned to faculty members by the department based on the order of application, following a different procedure than in the spring semester. Students are matched with one of the instructors on their preference list, starting with their first choice as much as possible. In case of preference conflicts, the student with the higher GPA is given priority. The advisor-student list determined by the Department Heads is shared on the Faculty's website, and instructors are also informed via email.

Students taking the Graduation Project course participate in the Graduation Project Defense Exam, held during the final exam period, to experience the academic environment of postgraduate and subsequent academic work and to become familiar with the procedures of the thesis defense. This oral exam is conducted with the participation of three jury members, including the advisor and an instructor appointed by the Dean's Office. The Faculty's website publishes general information about the exam, relevant dates, and announcements containing details such as the advisor, defense date and time, student name-surname-number, and jury members.

The "2209-A University Students Research Projects Support Program," conducted by TÜBİTAK's Scientist Support Programs Department (BİDEB), allows undergraduate students to apply for research projects. Students in the faculty are encouraged by faculty members to submit project applications.

Subject	B.3.1. Teaching Methods and Techniques
Responsible Unit(s)	Dean's Office Department Boards
First Planning Date	First Planning Date: December 2020 Update: August 2024
Stakeholders	Internal Stakeholders: Academic Board, Student Affairs Working Group, Student Representatives External Stakeholders: Education Support Coordinatorship, Education and Training Update and Evaluation Board
Application Areas	All departments, all courses, all academic staff and students at the Faculty
Monitoring Mechanisms	Surveys Education Information System
Performance Indicators	<ul style="list-style-type: none"> • Student graduation survey results • Number of students benefiting from the applied education model • Number of academic staff advising the applied education model
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABIS>Education Information System > Teaching Methods

B.3.2. Assessment and evaluation

The institution has a defined process for assessment and evaluation within the framework of student-centered teaching methods and techniques. In these processes, which can be monitored by both instructors and students through SABIS, various methods are offered to measure and evaluate success. In this context, whether program and course learning outcomes have been achieved is checked using criteria such as midterm exams, quizzes, assignments, oral exams, projects/designs, and performance tasks. In this student-centered assessment and evaluation process, the system is diversified with different weightings to ensure the most accurate evaluation of students with varying characteristics and levels.

To ensure the consistency and reliability of assessment and evaluation, the same type of exam is applied, and the same duration is set for all sections of the same course.

The Dean's Office monitors the institution's student-centered assessment and evaluation process through course satisfaction, student satisfaction, and graduation surveys conducted with students at the end of the semester. Based on the results of these surveys, the course coordinator will be notified of areas that need to be changed or improved. The outcomes of the requested improvements are checked in the course surveys of the following semester.

Subject	B.3.2. Assessment and evaluation
Responsible Unit(s)	Dean's Office Course Coordinators Department Boards Academic Board
Initial Planning Date	Initial Planning: December 2020 Update: November 2023
Stakeholders	Stakeholders: Student Affairs Working Group, Student Representatives External Stakeholders: Dean of Students
Application Areas	All departments, all courses, all academic staff and students at the Faculty
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Graduation Survey results • Course Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS>Academic Information System (AIS)> EIS>Surveys>Course Surveys

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

The faculty students can convey their requests, suggestions, complaints, and opinions to institutional authorities through various channels. While there are multiple ways for students to submit these requests, all submissions are archived in a single digital pool by the responsible institutional authority. Requests included in the system are reviewed by the authorized personnel and forwarded to the relevant office or responsible person within the faculty or university. These channels include:

1. Complaint, Suggestion, Request, and Satisfaction (ŞÖİM) Box: A ŞÖİM box is available in the faculty. Applications submitted to this box are opened monthly by personnel from the university's Strategic Planning and Quality Management Systems Branch Directorate. These applications are handed over to the administrative quality representative of the faculty with a formal report and are then added to the pool of requests and complaints in the Quality Management Information System.
2. Applications via the Quality Management Information System: Students can submit their requests, complaints, or suggestions online 24/7 at <http://kys.sakarya.edu.tr/tr/Talep/Sikayet>. Integrated with the Sakarya University Student Information System, this system ensures that applications are quickly

forwarded to the relevant authorities. According to institutional policy, submissions to the system are resolved within seven days and monitored by senior management. Students can track the status of their applications at any time using the "Application Number" provided by the system and can also check the outcome through the same platform.

3. Students can also submit their complaints and requests via the institution's official email address, the student affairs email address, or the administrators' personal email addresses. The official email address is regularly monitored by the faculty secretary, and actions are taken based on the requests. The student affairs email address is managed by the student affairs staff, with the faculty secretary also having access to the account and conducting regular checks.
4. Students can convey their complaints and suggestions through face-to-face meetings with institutional representatives.
5. Students can also submit their requests and complaints through the institution's official social media accounts.
6. Requests and complaints submitted through CiMER are also evaluated and responded to by the Dean's Office.

At the beginning of each academic year, the institution organizes an "Orientation Meeting for Preparatory Classes" to provide new students with essential information about the faculty. This includes details on the mechanisms available for student feedback. Students are also informed about how to access announcements via the faculty website and social media accounts.

Student satisfaction is actively measured within the university through student satisfaction surveys. Course-instructor and university satisfaction surveys are conducted regularly, either online via SABIS or in person. To maximize participation and gather feedback from all students, the course-instructor evaluation surveys conducted through SABIS are designed so that students must complete the survey before viewing their grades. The faculty administration evaluates suggestions, complaints, and requests collected through these surveys, and corrective-preventive actions (CAPA) are implemented when necessary.

The university also has a Student Dean's Office, which works in coordination with the Student Affairs Office to address student feedback and resolve issues through new improvements. The Student Dean's Office facilitates the Student Senate, which helps gather student opinions and communicate decisions made by senior management to students. Through the members of the Student Senate, students are given the opportunity to participate in decision-making processes.

Subject	B.3.3. Student Feedback (Surveys on Courses, Instructors, Programs, Satisfaction Levels; Systems for Requests and Suggestions)
Responsible Unit(s)	Dean's Office Students' Dean
First Planning Date	July 2019

Stakeholders	Internal stakeholders: Student Affairs Working Group, Academic Board and Student Representatives, Faculty Student Affairs Unit
Application Areas	All students
Monitoring Mechanisms	Meetings Surveys EMIS performance monitoring QMIS, ŞÖİM and e-mail accounts
Performance Indicators	<ul style="list-style-type: none"> • Total number of applications made through ŞÖİM and EMIS Wish, Complaint System • Number of applications received through ŞÖİM and EMIS Wish, Complaints System that were resolved • Total number of requests received to the student affairs e-mail address and the number of e-mails answered • Number of meetings held with student representatives • Student satisfaction survey results • Course survey results
Evaluation and Improvement	In case of needed
Place on the Information System	SABİS>Quality Management Information System (QMIS) SABİS>Academic Information System>EIS>Accreditation>Course Surveys

B.3.4. Academic consultancy

The institution bases and implements its academic advising practices on the SAU Consultancy Directive. Upon a student's enrollment, faculty members designated by the Student Affairs Working Group, taking into account their course loads, are assigned as advisors to assist students with their education, learning and career planning. Transparency in advising is ensured through a special module called the "Consultancy Management System" within the SABİS Academic Information System. The Consultancy Management System requires the academic advisor's approval to validate all online registration and similar processes.

At the beginning of each semester, the advisor evaluates the student's academic status together with the student during the course selection process and informs them about the courses they need to take. The advisor approves or rejects the student's course selection based on its compliance with the relevant regulations. Throughout the process, students can seek support from their advisor via email or in person if they encounter any problems. During the "Excused Course Registration" and "Add-Drop Week," the advisor approves course withdrawal or registration requests. The advisor also provides recommendations regarding elective courses that align with the student's areas of interest. Additionally, the academic advisor guides students throughout their education on topics such as adapting to university life, professional development, and career planning.

The institution also organizes student programs related to academic advising, professional development, and career planning.

For students participating in exchange programs, advising services are provided by the institution's Guest Student Coordination Office.

To ensure the effective execution of the advising system and maintain the dynamism of mechanisms for monitoring and taking necessary measures, the institution specifically assigns the Student Affairs Working Group. This group conducts the necessary work for advising planning and ensuring the smooth operation of the advising system, facilitates communication with international students, and administers surveys to measure student satisfaction. The results of these surveys are compiled into a report and presented to the Dean's Office. The institution also processes data related to students from other committees and groups and submits it to the relevant parties.

In managing the process, the Dean's Office holds an annual meeting with the Student Affairs Working Group to improve the advising system. During this meeting, necessary measures are taken based on the requests from group members and advisors. Additionally, academic advising matters are discussed and evaluated in Departmental Board meetings.

Subject	B.3.4. Academic Consultancy
Responsible Unit(s)	Student Affairs Working Group Dean's Office Guest Student Coordinatorship Department Boards
Initial Planning Date	Initial planning: December 2020 Update: October 2024
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives
Application Areas	All students
Monitoring Mechanisms	Surveys Academic Information System
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Number of Programs Conducted in the Context of Academic Advising
Evaluation and Improvement Date	Beginning of each academic year (September)
Place on the Information System	SABIS>Academic Information System (AIS)>Counseling Management>Career Counseling

B.4. Teaching Staff

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

The institution has defined processes for appointment, promotion, and assignment. The minimum requirements for promotion and appointment to faculty positions have been established to ensure that candidates applying for these positions possess sufficient qualifications and to maintain objectivity in the application process. These criteria aim to

provide a framework for candidates to prepare themselves and evaluate their status, encourage scientific research, and ensure that faculty members feel ready to participate in a competitive academic environment.

These criteria, in addition to the requirements specified in the relevant articles of the Regulation on Promotion and Appointment to Faculty Positions, prepared under Articles 23, 24, and 26 of Law No. 2547 and based on subparagraph 4 of paragraph (a) of Article 65 of the same law, include the minimum conditions additionally required by Sakarya University. These minimum conditions are outlined in the "Criteria for Promotion and Appointment" prepared by the University. The appointment, promotion, and assignment processes are carried out with input from stakeholders within the university. As stated in Article 4 of the institution's human resources policy, these processes are based on academic performance evaluation results (appointment criteria).

Under the provisions of the "Regulation on Determining and Using Faculty Norm Positions in State Higher Education Institutions," department heads submit requests for needed positions to the Dean's Office at the beginning of each year, taking into account requests from academic departments and the decision of the department board. Position requests deemed appropriate by the Faculty Administrative Board are forwarded to the Rectorate. Positions approved by the Rectorate are submitted to the Council of Higher Education (YÖK) for approval. Once approved by YÖK, the positions are announced by the Rectorate. After announcing the positions, candidates applying for faculty positions submit the required information and documents specified in Law No. 2547, the Regulation on Promotion and Appointment to Faculty Positions, and the Criteria for Promotion and Appointment of Sakarya University to the relevant unit.

As of 2024, to enhance transparency in the position request processes, it has been decided to utilize the data and information available in the SABİS/Academic Activities module. This process is carried out through the "My Requests" section under the Academic Activities module, where candidates applying for positions fill in information such as Faculty/Department/Title/Title Date/Academic Department-Program.

The points required for appointment criteria are calculated based on research-based publications, scientific activities, research and project work, and educational activities. In the scoring process, research-based publications indexed in recognized databases, conference presentations, citations indexed in databases, research projects, journal editorships and peer reviews, and conference activities are taken into account. For educational activities, supervising doctoral and master's theses is considered a primary activity, along with teaching undergraduate and graduate courses.

In the institution, the principle of assigning academic staff to courses related to their field of expertise is adopted for course assignments. If there are not enough faculty members in a specific field, the need for courses is first met by academic staff from related fields within the faculty. If this is not possible, academic staff from outside the faculty are assigned to courses in accordance with Article 31 of Law No. 2547.

The defined process for selecting and inviting external academic staff to teach courses is as follows: Academic departments submit their requests for academic staff to the relevant departments. The decisions made by the department are forwarded to the Faculty Administrative Board, which then submits them to the University Administrative Board. Upon approval, the academic staff member is assigned to teach courses in the relevant department

of the institution.

Subject	B.4.1. Recruitment, Appointment, Promotion and Teaching Assignment Criteria
Responsible Unit(s)	Dean's Office Department Boards
Initial Planning Date	Initial planning: July 2019 Update: August 2024
Stakeholders	Internal Stakeholders: Academic Board
Application Areas	All academic staff at the faculty
Monitoring Mechanisms	Surveys Statistics
Performance Indicators	<ul style="list-style-type: none"> • Annual appointment, promotion and assignment statistics • Employee Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABIS>Academic Activities>Application and Promotion of Academic Staff> Academic Staff Application System

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

The institution has established a process aligned with its educational policy to enhance the teaching competence of its academic staff. Accordingly, as an institution that adopts a student-centred education model, we aim for the academic staff to possess teaching competence that equips students not only with professional skills but also with qualifications suited to the requirements of the modern age and lifelong learning abilities. In the processes related to teaching competence, the institution adheres to its Education and Training Policies (Art. 1, Art. 2) and Education and Training Goals (Art. 3).

For each course offered in the academic programs, the institution ensures the presence of an academically qualified expert in the relevant field. The distribution of academic staff is organized based on the intensity of courses within the academic departments. The institution may also invite individuals whose contributions are deemed beneficial to the educational processes. In this context, particular importance is given to employing native Arabic-speaking academic staff in preparatory classes to enhance Arabic proficiency, which forms the foundation of theological education.

The curriculum, course materials, teaching methods, and other aspects are prepared based

on active learning principles. Academic staff determine the content and topics of their courses accordingly and request assignments, projects, and similar extracurricular activities within the same framework, updating them in line with advancements in educational technologies.

The institution measures the teaching competence of its academic staff through course-instructor satisfaction surveys conducted with students. These surveys, which are a prerequisite for students to view their exam results, include various questions about the instructor teaching the course. The two instructors who receive the highest scores in the Instructor Evaluation Survey are rewarded by the Dean's Office. Additionally, through employee satisfaction surveys, academic staff are asked questions about improving their teaching competence, and their feedback is used to shape related practices.

The institution monitors the teaching competence of its academic staff using data obtained from these surveys. Furthermore, activities aimed at enhancing the competence of educators and TÜBİTAK's field-based competence analysis reports are considered during the monitoring process. The Dean's Office reviews the results of this monitoring, and for areas identified as lacking, workshops, seminars, conferences, courses, and similar training sessions are planned by the Dean's Office through the Academic and Social Activities Working Group (renamed the Academic Activities Working Group as of 2024), incorporating feedback from internal stakeholders.

Subject	B.4.2. Teaching Competence (Active Learning, Distance Learning, Assessment and Evaluation, Innovative Approaches, Material Development, Skills to Equip Students with Competencies and Quality Assurance System)
Responsible Unit(s)	Dean's Office Department Boards Academic Activities Working Group
Initial Planning Date	Initial planning: December 2020 Update: August 2024
Stakeholders	Internal Stakeholders: Academic Board
Application Areas	All academic staff at the faculty
Monitoring Mechanisms	Surveys Educators' education statistics Tübitak data
Performance Indicators	<ul style="list-style-type: none"> ● Faculty member evaluation survey results ● Activities to increase the competence of trainers in the institution ● <u>Tübitak field-based competency analysis</u> reports ● Employee Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)

Place on the Information System

SABİS>Education Support System
SAÜSEM>Education, Courses and Examination Services
Candidate Operations Panel> Application Procedures

B.4.3 Incentives and awards for learning and teaching activities

The institution's incentive and reward mechanisms are as outlined below:

1. At the end of each semester, based on the results of surveys in which students evaluate the instructors of the courses they have taken, Education-Teaching Awards are given to the instructor with the highest survey score for the fall and spring semesters separately during the Academic Council meeting at the end of the academic year. If an instructor teaches multiple courses, the course with the highest survey score is taken into account for the award. If multiple instructors share the highest score, all of them receive the award.

Students must complete the course survey on SABİS at the end of the semester in order to access their letter grades. Course surveys are calculated separately for each section, and the results are automatically recorded in SABİS. Instructors can log into SABİS to view the results of all surveys at the following link: <https://akreditasyon.SABİS.sakarya.edu.tr/Rapor/Anket>. An example of a course survey result is shown in the table below:

Instructor: PROF. DR. NAME SURNAME (1st Education, Group A)			
Num ber	Question	Participa nt	Avarage Score
1	The instructor regularly attends class on time	50	9,25 / 10
2	The instructor is well-prepared for each class.	50	9,25 / 10
3	The instructor demonstrates competence in course delivery and in answering course-related questions.	50	9,1 / 10
4	The instructor encourages participation by incorporating diverse perspectives and comments in the class.	50	8,95 / 10
5	The instructor communicates clearly and effectively with students.	50	9 / 10
6	The instructor effectively utilizes teaching technologies (e.g., projectors, visual aids) during the course.	50	8,95 / 10
7	The instructor manages class time efficiently.	50	9,25 / 10
8	The assignments and exams prepared by the instructor align with the course content.	50	8,85 / 10

9	The instructor evaluates assignments and exams objectively.	50	8,55 / 10
10	I would be glad to take another course with this instructor.	50	8,45 / 10

2. Academic staff members who achieve success in areas such as education, research, and community contribution are acknowledged by the Dean's Office through a congratulatory email sent to all staff and celebratory messages shared on social media accounts. For instance, congratulatory messages are sent in cases such as the successful completion of a master's or doctoral thesis, significant achievements in education, the successful execution of a project in research and development activities, a change in academic title, or appointment to a higher position within the faculty or another institution. Additionally, academic staff members who achieve success in these areas are recognized and commended during the Faculty Academic General Assembly.
3. At the end of each year, the average number of publications per department is calculated using the Web of Science database. Researchers who publish above the departmental average receive a congratulatory message from the Rector via the EDMS system. Researchers whose publication count is below the departmental average receive a message expressing the expectation of their contributions to enhancing the university's success.
4. Academic staff members who rank first in the Academic Incentive score ranking established by the Council of Higher Education (YÖK) are also recognized by the faculty. At the end of the academic year, during the Academic Council meeting, the Academic Incentive Award is presented. The award is given in two separate categories:
 - (a) Academic staff (Research Assistants, Lecturers, and Instructors)
 - (b) Faculty members (Assistant Professors, Associate Professors, and Professors).

The award is granted to the highest-ranking individual in each category.
5. The university offers award systems such as the "Science, Art, and Young Scientist Awards" and the "Academic Award," which are open to applications from all academic staff. Among the faculty members who apply for these awards, those who rank first in the categories of (a) Science Award, Art Award, (b) Young Scientist Award, and (c) Periodic Achievement Award, based on the scores announced by the university, are recognized and awarded during the Academic Council meeting held at the end of the academic year.

These incentive and reward mechanisms are illustrated as follows:

1. Educational Awards

(The award given according to the results of the survey in which the students evaluate the instructor of the course they have taken)

2. Dean's Congratulatory Message

(Congratulation messages sent to academic and administrative staff via e-mail, faculty website, social media accounts)

3. Rectorate Congratulatory Letter

[For all Academic Staff via EDMS]

4. Academic Incentive Awards

[Categories: 1. Instructor (Res. Assistant, Teaching Assistant and Lecturer); 2. Faculty Member (Dr. Lecturer, Associate Professor and Prof.)]

5. Science, Art and Young Scientist Awards

(Categories: 1. Science Award, Art Award; 2. Young Scientist Award; 3. Term Achievement Award.)

SAU Faculty of Theology Incentive and Award Mechanism

The Quality and Accreditation Board evaluates the incentive and rewarding mechanisms in collaboration with the stakeholders by taking into account the employee surveys (especially question 10 in the Employee Satisfaction Survey, "Employee performance is appreciated by the managers"), the requests and suggestions received through the system and the general practices of the university, and submits its recommendations for improvements and necessary actions to be taken to the Dean's Office within the year.

Subject	B.4.3 Incentives and Awards for Learning and Teaching Activities
Responsible Unit(s)	Dean's Office Quality and Accreditation Board
Initial Planning Date	Initial planning: May 2020 Update: August 2024
Stakeholders	Internal stakeholders: Academic Board
Application Areas	Academic staff, all departments
Monitoring Mechanisms	Surveys

	Award mechanisms and statistics
Performance Indicators	<ul style="list-style-type: none"> ● Staff Satisfaction Survey results ● Number of awarded academic staff ● Number of incentive mechanisms
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS> Academic Information System (AIS)>EIS> Accreditation> Course Surveys

B.5. Learning Resources

B.5.1. Learning resources

The institution plans and implements learning resources aligned with the second objective of the Educational and Instructional Goals (to increase the use of new approaches, techniques, and tools in educational and instructional programs and to adapt learning environments accordingly).

The faculty's learning resources include classrooms, a library, meeting rooms, and practice rooms. These practice rooms feature student community rooms for active communication, a marbling workshop, and a music room designed to help students to develop their artistic skills. A faculty member is assigned to each room to oversee their use. Students can contact these assigned faculty members to access and use these rooms.

The institution has 26 classrooms, 7 of which are designated for preparatory classes and equipped with computers and soundproofing. Of the 26 classrooms, 6 have a capacity of 35 students, 15 have a capacity of 60 students, and 5 have a capacity of 80 students. All classrooms are equipped with projectors and sound systems. The classrooms in the institution are of adequate quantity and quality for students. With the projectors available in every classroom, the students have the opportunity to develop effective presentation skills.

In addition to classrooms, the following practice rooms are available for students to spend their time productively: 1 soundproof Music Room meeting studio standards, 1 Marbling Workshop, 2 Reading Rooms, 2 Meeting Rooms and 4 Seminar Rooms, 1 Student Representation and Student Clubs Room, 1 Arabic Seminar Room, 1 Conference Hall with a capacity of 350+, 1 Library, 1 Photocopy Room, 2 Prayer Rooms.

The use of classrooms in the institution follows a defined process. Weekly class schedules are prepared by a Student Affairs working group member under the supervision of the relevant Vice Dean before the semester begins. While preparing the schedule, classrooms are assigned based on student numbers. The draft schedule is shared with all academic staff at least one and a half months before the start of the academic calendar for review. The final version is prepared based on feedback, and the information is entered into the SABİS system. This process is also applied when preparing the exam schedule.

Since the faculty library is affiliated with the Sakarya University Central Library and all activities

are conducted in accordance with the library's regulations and guidelines . The library includes periodicals, reference materials, theses, lending, and reference units. Books are organized using the Dewey Decimal Classification system and are made available to readers and researchers through an open-shelf system. Additionally, there is access to information about resources in other libraries and numerous digital archives. Books and other materials not available in the library but found in other university libraries can be obtained through interlibrary loans upon request by researchers and lent to the users. The lending system in the library operates according to a defined process. Academic staff can borrow up to 15 books for 60 days, administrative staff and graduate students can borrow up to 15 books for 30 days, and associate, undergraduate, and special-status (e.g., Erasmus, Farabi) students can borrow up to 8 books for 15 days. Researchers who are not members of the faculty can benefit from the library but are not allowed to borrow books.

The library has 10 laptops available for borrowing for up to 30 days on a first-come, first-served basis, managed by the library staff. Additionally, 3 cameras and 1 video camera are available for lending to students upon request.

In response to internal stakeholders' requests, "Online Library Database Usage" and "Library Documentation Training" sessions are provided anytime.

Learning resources include both physical facilities and educational programs that support formal education. In this context, the faculty offers the following programs: The Sakarya University Faculty of Theology Academic Support Program (SADEP), established and actively maintained under the leadership of institutional research assistants; the Theology Academy Program, jointly conducted with the Presidency of Religious Affairs; the Simultaneous Theology and Memorization Education Project, jointly conducted with the Sakarya Provincial Mufti's Office as an external stakeholder. Additionally, online lessons recorded during the pandemic and earthquake periods have been archived in the SABİS system. Faculty members can share these links when needed, providing students with alternative learning resources.

The Dean's Office determines all processes related to the use of learning resources within the faculty. The Educational Support Working Group monitors Student Satisfaction and Graduation Surveys, and necessary improvements are made based on feedback and suggestions from internal stakeholders.

Subject	B.5.1. Learning Resources
Responsible Unit(s)	Dean's Office Education Support Working Group
Initial Planning Date	Initial planning: September 2020 Update: August 2024
Stakeholders	Internal Stakeholders: Students, Academic and administrative staff External Stakeholders: Sakarya University Library and Documentation Department

Application Areas	All Faculty
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Student Graduation Survey results
Evaluation and Improvement Date	End of Each Academic Year (June-July)
Place on the Information System	Sakarya University Information System (SABİS)>Library SABİS >Manager's Notebook

B.5.2. Social, cultural and sportive activities

The Academic and Social Activities Working Group (renamed in 2024 as the Academic Events Working Group & the Social and Cultural Activities Working Group) is responsible for planning, preparing, promoting, and announcing all faculty-related activities. The group also monitors and evaluates these activities after their completion. The group also submits necessary measures and improvements to the Dean's Office. All activities align with the institution's social contribution policies, goals, and strategies.

Students and staff on the main campus have access to all of the university's social, cultural, and sports facilities. Additionally, the faculty itself offers various opportunities. In this context, a shared "club room" has been allocated by the Dean's Office for use by all student clubs to support their activities. Regular communication and consultation are maintained with student club representatives, and joint activities are organized with these clubs. No classes are scheduled on Wednesdays between 1:00 PM and 5:00 PM, as this time is reserved for social and cultural activities.

Social, cultural, and sports activities are planned based on feedback and requests from students, student communities, faculty academic staff, and external stakeholders. The faculty has established several traditional social, cultural, and sports activities. Among the most prominent are competitions such as Quran recitation, poetry and debates, table tennis tournaments, cultural and artistic trips, art exhibitions, conferences, and departmental seminars. Additionally, the faculty provides various scholarship opportunities to students in need as part of social activities. These scholarship activities are carried out meticulously by the Scholarship Committee under the Faculty Support Working Group and are reviewed in accordance with the Sakarya University Faculty of Theology Foundation Scholarship Guidelines. In this process, scholarship application forms are first evaluated, followed by interviews, and monthly scholarships are provided to students in need throughout the academic year by the Sakarya University Faculty of Theology Foundation.

During the planning and development of activities, feedback from internal and external stakeholders, as outlined in the diagram below, is collected throughout the year and included in the agenda of upcoming meetings. All requests are evaluated during the meetings of the Academic and Social Activities Working Group (renamed in 2024 as the Academic Events Working Group & the Social and Cultural Activities Working Group) with the participation of

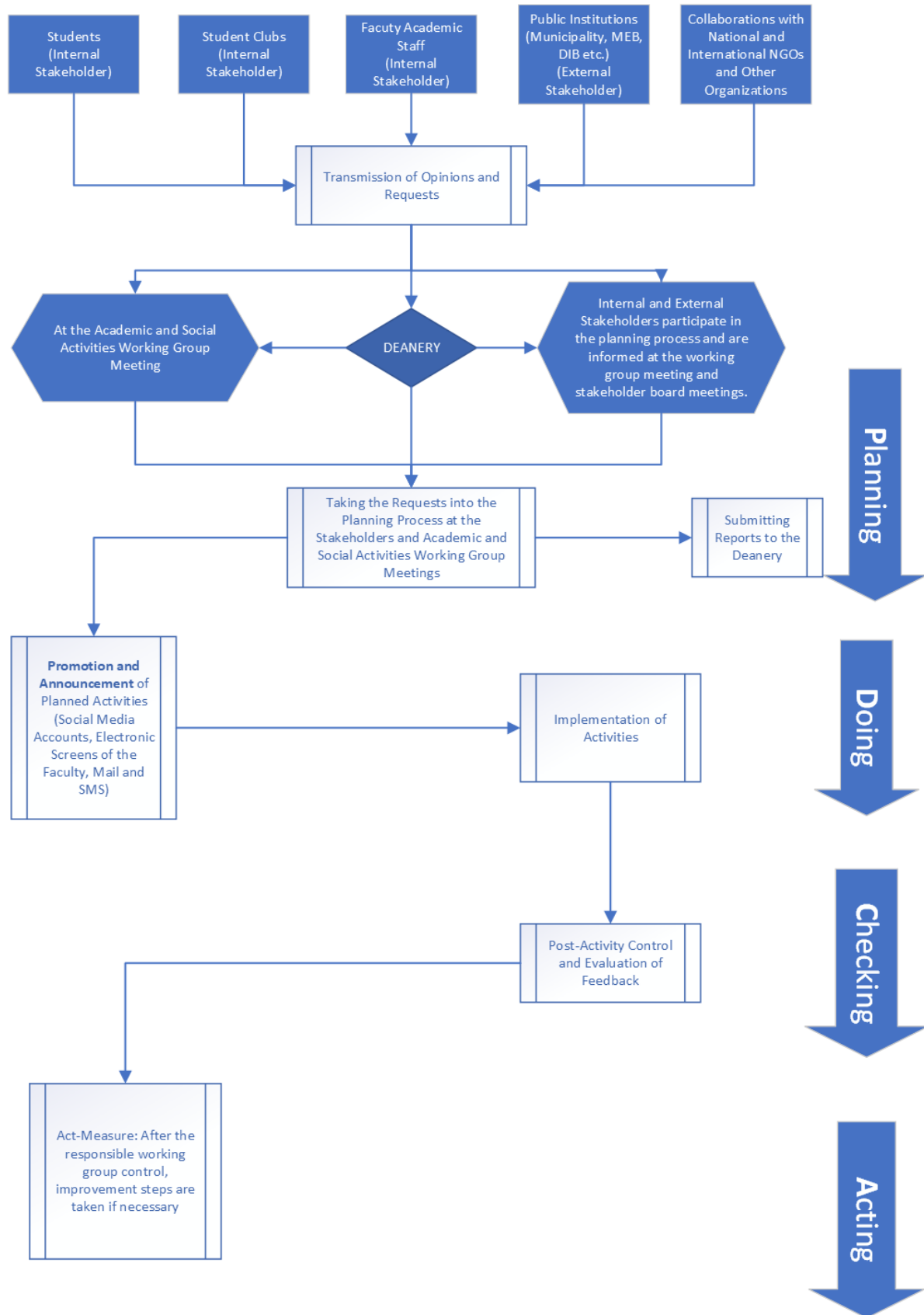
the Dean's Office internal and external stakeholders, initiating the planning process.

Planned activities are announced in advance through social media, faculty electronic screens, email, and SMS. On the scheduled date and time, the activities are carried out as planned. Following each activity, the Faculty Promotion and Information Group prepares a news article detailing the event, accompanied by photos, which are shared on the faculty's website and social media accounts to inform the public about the event.

Activities are broadcast live on the faculty's YouTube channel, whether online or in-person. Afterward, the Academic and Social Activities Working Group collects feedback on equipment improvements and individual responses received by the Dean's Office, either in person or via email. These results are evaluated in stakeholder meetings and compiled into an annual report for the Dean's Office. Additionally, data on the "target-achieved" outcomes of activities conducted throughout the year are entered into the university's EMIS system, and the resulting data is used for monitoring purposes. The Dean's Office shares the outcomes of social, cultural, and sports activities with academic staff during the Academic General Assembly Meeting, and the meeting minutes are recorded.

To monitor and evaluate its activities, the university conducts an annual "Student Satisfaction Survey," which includes specific questions (24-25, 41-44) directly related to this topic. The results of these sections are periodically reviewed, and plans and improvements are made to address deficiencies and take necessary measures. This monitoring process is overseen by the Academic and Social Activities Working Group (renamed in 2024 as the Academic Events Working Group & the Social and Cultural Activities Working Group). Following the evaluations conducted after activities, the Dean's Office takes appropriate actions based on the findings.

B. 5.2. Cultural and Sportive Activities Processes (Based on PDCA Cycle)



Subject	B.5.2. Social, Cultural and Sportive Activities
Responsible Unit(s)	Dean's Office Academic Activities Working Group Social and Cultural Activities Working Group Academic Board
Initial Planning Date	Initial Planning Date: September 2020 Update: August 2024
Stakeholders	Internal Stakeholders: Student organizations External Stakeholders: Advisory Board, Public institutions and organizations (Municipality, MoNE, PoRA, etc.); National NGOs International Stakeholders: International Advisory Board; International NGOs
Application Areas	All faculties; regional, national and international area
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Student Graduation Survey results
Evaluation and Improvement Date	Beginning of each academic year (September)
Place on the Information System	SABİS>Enterprise Management Information System(EMIS)>Administrator Panel>Surveys

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

The institution is located within the Sakarya University campus, allowing all students and staff to benefit from the available facilities and infrastructure. These include social and sports services, healthcare, cafeteria, accommodation, and library services.

Reservations for social facilities are managed through the SABİS module. Students and staff can access healthcare services at the Medico-Social Center free of charge by presenting their identification. Student satisfaction with these services is monitored through surveys and the Suggestion and Complaint Box. The University's Health, Culture, and Sports Department implements necessary measures and improvements based on the feedback received.

The university provides wireless internet services to students, staff, and guests through a total of 679 Wireless Access Points (613 indoor and 66 outdoor).

Additionally, the institution provides several dedicated facilities to support various activities.

These include soundproof and technology-equipped classrooms for active learning, a marbling workshop to develop artistic skills, a professional studio-style music room to enhance musical abilities, a faculty-specific cafeteria, and conference halls.

Internal adjustments are made regularly to improve facilities and infrastructure. For example, in 2023, safety measures were enhanced by installing mesh-style barriers between floors and staircases to close gaps.

Monitoring of facilities and infrastructure is conducted through student satisfaction and graduation surveys. The Social and Cultural Activities Working Group is responsible for reviewing the relevant survey items. Based on suggestions from internal stakeholders, the Dean's Office manages the planning, implementation, evaluation, and improvement of internal facilities and infrastructure."

Subject	B.5.3. Facilities and Infrastructure (Cafeterias, dormitories, study halls equipped with technologies, health centers etc.)
Responsible Unit(s)	Dean's Office Social and Cultural Activities Working Group
Initial Planning Date	Initial Planning Date: September 2020 Update: August 2024
Stakeholders	Internal stakeholders: Academic and Administrative Staff, Students External stakeholders: Medico-Social Center, The University's Health, Culture, and Sports Department
Application Areas	Whole university
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Student Graduation Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS >Department of Sports and Culture SABİS >Food Menu

B.5.4. Accessible Faculty

The implementation of accessible faculty processes is based on the 4th objective of the Educational and Instructional Goals (to develop and expand student support services, such as student counseling, accessible faculty, and career counseling, with a focus on diversity).

To manage accessible faculty processes, Sakarya University has established the Accessible Life and Support Coordination Unit, which collaborates with the institution. This unit aims to identify the academic, administrative, physical, psychological, accommodation, and social needs of higher education students with disabilities, determine the necessary actions to meet these needs, plan, implement them, and improve these actions, and evaluate their outcomes of the efforts. The activities of the university and the faculty in this area are evaluated by the Council of Higher Education (YÖK) Commission for Students with Disabilities through the Barrier-Free University Flag and Badge awards.

The faculty is designed with accessibility for individuals with disabilities as a priority. There are specially designed walking paths for visually impaired individuals both inside the faculty building and in the garden. Additionally, elevators are available to ensure easy access to upper floors, and these elevators are equipped with Braille alphabet guides for visually impaired users. Parking spaces are reserved for drivers with disabilities. Accessibility arrangements, including yellow tactile paving and restrooms specifically designed for individuals with disabilities, have been implemented in the institution's frequently used indoor and outdoor areas.

Students with disabilities can apply to the Health, Culture, and Sports Department (SKS) to be exempt from second education tuition fees or to benefit from other disability-related accommodations. The SKS Department identifies students with disabilities and informs the faculty accordingly. Students with disabilities can submit their requests, complaints, and suggestions to the Dean's Office through the mechanisms outlined in the "A.3.1. Stakeholder Participation" section, which addresses student participation in processes.

The faculty has two representatives affiliated with the university's disability unit. When necessary, requests from students with disabilities are forwarded to the university's disability unit through these faculty representatives. During Student Affairs Working Group meetings, the results of the Student Satisfaction Survey, particularly the questions related to individuals with disabilities, are reviewed, and improvement suggestions are submitted to the Dean's Office.

Subject	B.5.4. Accessible Faculty
Responsible Unit(s)	Dean's Office Faculty Disability Representatives Student Affairs Working Group
Initial Planning Date	Initial planning: September 2020 Update: August 2024
Stakeholders	Internal stakeholders: Students, academic and administrative staff External stakeholders: University Accessible Life and Support Coordination Office
Application Areas	All Faculty
Monitoring Mechanisms	Surveys YÖK data

Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • YÖK Accessible University Flag and Insignia awards
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS >Manager's Notebook http://www.engelsiz.sakarya.edu.tr/

B.5.5. Guidance, psychological counseling and career services

The Institution carries out its guidance, psychological counseling and career services through the advisors assigned to each student and the Student Affairs Working Group in accordance with Counseling Management System and Academic Activities Working Group. Among the main duties and policies of this group are planning the counseling and carrying out the necessary studies for the healthy conduct of the counseling, ensuring communication with foreign students in the Institution, preparing and administering surveys to measure student satisfaction and presenting the results to the Institution as a report. In order to provide better guidance to students from abroad, a Guest Student Coordinatorship was also established. Guidance activities for foreign students are carried out under the management of the Guest Student Coordinatorship.

In the context of career and guidance services, trainings are provided for students in the Faculty every year through an in-house arrangement, and participant feedback and requests are collected through post-training surveys and evaluated in the Student Affairs Working Group.

The academic advisor assigned during the student's registration provides support to the student in terms of guidance and career services; encourages the student to gain a lifelong habit of learning and research. In case of failure, it directs the student to the relevant units to receive social and psychological guidance on the causes and solutions of failure. It also informs the student about the administrative and academic units of the University, and changes in the legislation and program along with directing the student for domestic/international exchange programs, minor, lateral transfer opportunities and conditions, as well as career planning.

In addition, psychological counseling services are provided to the students of the Institution through psychologists working in the guidance center and Medical Center within the Rectorate. Also, faculty students are directed to the University Career Coordination Office in order to benefit from career support services. The Institution has a Career Coordinator Representative to manage the process. "The Student Affairs Working Group plans and carries out career and counseling activities for the Institution."

The Institution measures the processes related to guidance, psychological counseling, and career services through Student Satisfaction Surveys. In addition to the surveys, it organizes surveys as a feedback tool for the services it offers to its students, it collects information requests, feedback on satisfaction, complaints, and suggestions online through the Quality Management Information System, and in line with the data obtained from this feedback, necessary arrangements are made, and measures are taken by the relevant unit. The Student Affairs Working Group provides guidance for monitoring and improvement processes.

Subject	B.5.5. Guidance, psychological counseling and career services
Responsible Unit(s)	Career Coordinator Representative Student Affairs Working Group Academic Activities Working Group
Initial Planning Date	Initial Planning: September 2020 Update: August 2024
Stakeholders	Internal Stakeholders: Department Boards, Academic Board, Student Representatives External Stakeholders: University Medico Social Center, University Career Services Coordinatorship
Application Areas	All students
Monitoring Mechanisms	Surveys Event statistics
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Post-event survey results
Evaluation and Improvement Date	Every July
Place on the Information System	SABIS>Academic Information System (AIS)>Counseling Management

B.6. Monitoring and Review of Programs

In order to incorporate new content into education, studies are carried out every year to update the course plans and programs. In accordance with the call issued by the Rectorate in May, the work for the updating of course plans is carried out in the Faculty. Opinions of stakeholders are discussed, and changes are submitted to the Faculty Board of Directors in line with their suggestions and proposals. The proposals evaluated in the Faculty Board of Directors are processed into SABIS by the Dean of Student Affairs after the approval of the Senate.

B.6.1. Monitoring and review of program outcomes

In the Institution, the processes related to the program objectives, program outputs, program-specific criteria, and the determination and updating of course outcomes are defined in the PDCA Based Education and Training Process Directive. Accordingly, internal stakeholders meet

to discuss the program teaching outputs (face-to-face, online or in writing) and propose them to the Faculty Board, and the outputs are determined.

At the end of each semester, the Quality and Accreditation Board examines the graphs of the contribution of each compulsory and elective course offered in the relevant semester to the program outcomes by clicking the Output Reports on the [SABIS Accreditation](#) page at the end of each semester and the graphs of the Program Outcomes Overall Success Rates, Program Outcomes Weighted Overall Success Rates and Program Outcomes Overall Success Rates including Contribution Level.

Moreover, it examines the level of attainment of program outcomes by students who have reached the graduation stage from the same page. In order to create these graphs from this page, it is necessary to select the contribution of the questions of the exams defined for each course opened in the relevant period to the program outcomes and learning outcomes (Question-Program/Learning Outcome Matching). Before the final exams begin, the Dean's Office sends an e-mail to the students about how to make these mappings and the importance of doing so. After the final touches are made to the courses, the Quality and Accreditation Committee checks whether the graphics of the courses have been created and reports to the Dean's Office. The Dean's Office sends a reminder e-mail to the coordinators of these courses.

At the end of the fall and spring semesters, the Quality and Accreditation Board examines the graphs of the program outcomes and prepares some suggestions to improve the program outcomes that are below average or at the lowest level. At the monitoring meeting held at the end of the spring semester, the Quality and Accreditation Board prepares its recommendations by taking into account the data from (a) Employer Satisfaction Surveys, (b) Stakeholder Satisfaction Survey, (c) Student Satisfaction Survey and (d) Graduation Survey. If these suggestions for improvement are specific to activities on how to raise the levels of low-level outputs, they are submitted directly to the Dean's Office. If the Quality and Accreditation Board's recommendations for improvement are to update some program outputs, then it prepares a draft of the final change proposals by taking the opinions of the stakeholders at the Academic Board Meeting, Student Representatives Meeting and Advisory Board Meeting held in May-June of the last year of each four-year period and submits it to the Dean's Office. The program outcomes decided by the Faculty Board are announced on the Faculty page and entered into the EIS in July.

Subject	B.6.1. Monitoring and Review of Program Outcomes
Responsible Unit(s)	Quality and Accreditation Board Academic Board Dean's Office
Initial Planning Date	May-June 2020
Stakeholders	Internal stakeholders: Student Representatives External stakeholders: Advisory Board

Application Areas	All departments in the Faculty, Academic Staff
Monitoring Mechanisms	Surveys Academic Information System Education Information System
Performance Indicators	<ul style="list-style-type: none"> • Employer (MoNE, PoRA) Satisfaction Survey results • Overall success rates of program outcomes • Achievement rates of program outcomes on the basis of courses • The level of attainment of program outcomes by students who have reached the graduation stage
Evaluation and Improvement Date	Evaluation: At the end of each academic year (June-July) Improvement: June every four years
Place on the Information System	SABİS>Academic Information System (AIS)>EIS>Accreditation>Output Reports SABİS>Education Information System (EIS)>Faculty of Theology>Department of Theology>Theology (New Plan)>Program Outcomes

B.6.2. Alumni tracking system

Faculty graduates are monitored through various mechanisms:

First, the Graduate Information System has been established through SABİS in order to collect the necessary information of all graduates and to take measures in line with the data obtained. All students who have graduated are transferred to this system. The current e-mail address and phone number of the students are obtained in the surveys applied to the students who graduate and come to receive their diplomas. Graduates are then asked to enter their information into the Graduate Information System using this contact information. Those who register by logging into the system can benefit from many opportunities offered to students. In addition, the requests submitted to the University regarding job postings and internship opportunities are shared with the graduates to help them evaluate career opportunities and contribute to their employment.

Second: Alumni are monitored through Sakarya University Faculty of Theology Alumni and Members Association (İLDER). The President of İLDER is involved in decision-making processes as a member of the Faculty Advisory Board, which consists of external stakeholders.

Third: The level of job placement of the Faculty graduates is monitored through the data announced by job seeker and employer network websites. The employment of the Faculty graduates is monitored by examining the "Employer Preference Index" data in the "Career Planning-Employers' Preference-University and Department Index" tab announced every year by Kariyer.net, one of the human resources websites with the largest network of job seekers and employers in Türkiye. Kariyer.net's related index tries to determine the rate at which graduates get a job within the first 2 years following their graduation and which university or

department graduates' employers are more interested in.

The fourth is the Graduation Surveys administered to graduating students when they go to receive their diplomas. Graduation Surveys for new graduates are administered by SAÜDEK. After these surveys are finalized, they are archived in the "Surveys" section on the SABİS Enterprise Management System page. In addition, Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out Corrective-Preventive Action Reports (CAPA) related to red areas. The Dean's Office initiates CAPA related to red areas and makes the necessary improvements. CAPA processes are followed by unit managers on the SABİS Quality Management System page. The Quality and Accreditation Board of the Faculty also discusses the graduate surveys at the end of the year and submits improvement suggestions to the Dean's Office regarding the issues that are open to improvement.

The fifth is the Telegram Channel named SAU Theology Graduates, which was created by the Faculty to communicate faster with its graduates. Students who have reached the graduation stage are encouraged to join this Telegram Channel. The organization of the events to be held with the graduates is done through this Telegram Channel.

The sixth is the Graduate Success Atlas data on the YÖKATLAS web page, which is monitored to check the KPSS success levels of the graduates.

The Quality and Accreditation Board and the Student Affairs Working Group (which has Alumni Relations Coordinator) examine the data obtained from graduates through various mechanisms, share them with the relevant boards and working groups in the Institution, and prepare a report on the necessary changes and measures to be taken in the graduate monitoring system, considering the suggestions and requests from these boards, and submit it to the Dean's Office in June.

Subject	B.6.2. Alumni Tracking System
Responsible Unit(s)	Quality and Accreditation Board Student Affairs Working Group
Initial Planning Date	May-June 2020
Stakeholders	Internal stakeholders: Academic Board, Student Representatives External stakeholders: Advisory Board
Application Areas	All departments in the Faculty, all students
Monitoring Mechanisms	Surveys Academic Information System Kariyer.net YÖK ATLAS Alumni Information System
Performance Indicators	<ul style="list-style-type: none"> • Satisfaction level of employer stakeholders (MoNE, PoRA, etc.) with the qualifications of graduates (in %) • Graduate Survey results • Overall success rates of program outcomes

	<ul style="list-style-type: none"> • Graduate students' level of attainment of program outcomes • Number of students registered in the Alumni Information System • Kariyer.net job placement rates • YÖK ATLAS KPSS success rates • Proportion of graduates continuing postgraduate education
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS>Enterprise Management System>Executive Panel>Surveys>Graduation Surveys SABİS>Academic Information System (AIS)>EIS>Accreditation>Outcome Reports>Student Program Output Transcript

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

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

In addition to education and training, the Institution has paid attention to the importance it attaches to conducting research and development activities within the framework of its strategic plan and transforming them into social benefit and has paid attention to the inclusion of statements related to research in both its old and new mission and vision texts. In this regard, it determines its research and development policy, strategy and goals together with its stakeholders. While formulating its research and development policy, strategy and objectives, the Institution aims to achieve the priorities determined by taking into account the importance of (i) compatibility with education and training activities; (ii) establishing cooperation networks with other institutions and centers; (iii) providing all kinds of support necessary to develop the competencies of the research staff and to increase their research performance in line with these competencies with a non-intrusive management approach; and (iv) that these are texts known and adopted by researchers and stakeholders.

The research policy, goals and strategies of the Institution are updated in 5-year periods by taking stakeholder opinions through internal and external stakeholder meetings and stakeholder opinion analysis. During these reviews, the performance values of the Faculty (EMIS Red Area Chart) and internal evaluation reports are also taken into consideration. The process of updating the research objectives and strategies of the Institution is carried out simultaneously with all units of the University under the coordination of SAUDEK. The most effective tool used for stakeholder participation in the process of updating strategies and objectives in the SAUDEK coordination is the method of analyzing stakeholder opinions. This method is applied by directing the questions prepared differently for each stakeholder to internal and external stakeholders and analyzing the collected answers. The Quality and Accreditation Board controls and monitors the process in cooperation with the R&D Working Group; improvements deemed necessary as a result of discussions and surveys with internal and external stakeholders are reported to the Dean's Office. Necessary actions are taken to put the improvement suggestions deemed appropriate by the Dean's Office into action.

The Research Innovation Policy, prepared by taking the opinions of internal and external stakeholders, is as follows:

1. To strengthen the research ecosystem that will enable researchers to transform their ideas on research and innovation into projects or scientific studies.
2. To coordinate research and innovation activities at the Faculty in line with sustainable development goals and national priorities.
3. To take multidisciplinary international and national collaborations as a basis within the scope of research and innovation activities and to provide the necessary environments.
4. To create a research facility in the Faculty where researchers and strategic stakeholders are appreciated and encouraged and an open scientific environment is created. Provide support in terms of guidance, financial and intellectual property rights to maintain a sustainable research environment and conditions.
5. To adopt a continuous improvement approach by periodically evaluating the research footprint of the Faculty.

The research and development goals of the Faculty, which were prepared by taking the opinions of internal and external stakeholders, are as follows:

1. To increase the research and innovation outputs of the Faculty through high-quality publications.
2. To increase knowledge production through national and international projects, scientific and artistic activities.
3. To increase scientific and innovative outputs that create added value within the scope of research activities and to provide the necessary environments for technology transfer.
4. Strengthen structural, sustainable and systematic collaborations with stakeholders in the research and innovation ecosystem.
5. To ensure sustainability by strengthening and supporting the research competence of the Faculty.

Subject	C.1.1. The Institution's Research Policy, Objectives and Strategy
Responsible Unit(s)	Quality and Accreditation Board R&D Working Group Faculty Board
Initial Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	Academic staff, all departments

Monitoring Mechanisms	Surveys EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Rate of realization of the 2nd and 3rd strategies related to social contribution on the Red Area Graph • Employee Satisfaction Survey results • Leader Behavior Satisfaction Survey results
Evaluation and Improvement Date	Next Strategic Plan Amendment Period: 2027
Place on the Information System	SABIS>Enterprise Management Information System (EMIS)

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

The management of R&D processes at the Institution is carried out by the R&D Working Group and the Quality and Accreditation Board, using R&D-related performance indicators and survey results on the SABIS Enterprise Management Information System page. The group convenes at least once a year at the beginning of the Fall semester, and additional meetings may be held if needed. In the meetings, based on the Institutional research performance data through EMIS and the news about research activities shared on the Faculty website, the research and development activities carried out during the year are evaluated by taking into account the annual targets, the reasons for the unachieved targets are examined, and necessary improvement suggestions are prepared by taking into account the proposals from other boards and working groups. The decisions taken by the R&D Working Group are submitted to the Dean's Office for approval. Necessary actions are taken to implement the improvement suggestions deemed appropriate by the Dean's Office. The implementation of the improvement suggestions is monitored with the cooperation of the Vice-Dean to whom the R&D Working Group is affiliated and the group coordinator. In addition, the process of organizing symposiums, panels and workshops that also have a research and development aspect is carried out in cooperation with the Academic and Social Activities Working Group and the Dean's Office. On the other hand, a faculty member or other institution with a research proposal can directly submit this request to the Dean's Office. The Dean's Office evaluates the compatibility of such requests with the policies, strategy and goals of the Faculty and their relationship with institutional priorities in the upper boards and coordinates the process for implementation if deemed appropriate. In addition, the R&D Working Group carries out its activities in line with strategic goals in cooperation with units such as the Technology Transfer Office (TTO) and the Dean of Research.

Subject	C.1.2 Management and organizational structure of research-development processes
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board

	R&D Working Group Faculty Board
Initial Planning Date	Initial planning July 2018 Interim update: December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	Academic staff, all departments
Monitoring Mechanisms	Meetings
Performance Indicators	<ul style="list-style-type: none"> • Number of R&D Working Group meetings • Number of meetings to monitor performance indicators
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABIS>Enterprise Management Information System (EMIS)>Administrator Panel>Process Management>Processes>Faculty of Theology>Research and Development Process

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

The Faculty has adopted it as a policy to take into account regional, national and international needs and priorities in its research and development activities. In line with this policy, the importance of responding to local/regional/national needs and demands is emphasized in meetings related to research activities in the Faculty and activities within this framework are prioritized. In the process of determining strategic goals, the Institution also determines the list of needs and demands every 5 years with the contributions of Academic Staff, students and external stakeholders. The needs and demands determined in line with the strategic goals of the Faculty are as follows: Sakarya's religious, national, historical and cultural values as local priorities; the current religious problems of our country, the religious and philosophical dimensions and background of current problems (radical religious movements, family, youth, divorce, all kinds of violence, current fiqh problems, easy access to authentic religious knowledge, religious abuse, natural disasters, etc.) as national priorities; the problems faced by Islam worldwide in the global era (Islamophobia, the position of circumcision in religion, youth, etc.) as international priorities.

The R&D working group controls and monitors this criterion in 5-year periods when the strategic objectives are updated. Since this process is carried out simultaneously across the University, the process calendar is shared with the units by the Rectorate in the year of the update. In addition, the committees consisting of internal stakeholders and external stakeholders of the Faculty present their suggestions for improvement regarding the local/regional/national needs and demands of the Faculty and the research activities compatible with them to the Dean's Office at their annual meetings. The implementation process of the submitted improvement suggestions is carried out by the Dean's Office in

cooperation with the relevant committees.

Subject	C.1.3. Relation of Research Activities to Local/Regional/National Development Goals
Responsible Unit(s)	The Dean's Office R&D Working Group
Initial Planning Date	Initial planning: July 2018
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives, Faculty Journal Board External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	Academic and Administrative Staff, all departments
Monitoring Mechanisms	EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Number of conferences, workshops and symposiums organized in line with regional, national and international demands and needs • Number of publications in line with regional, national and international demands and needs • Number of projects realized in line with regional, national and international demands and needs
Evaluation and Improvement Date	Next Strategic Plan Amendment Period: 2027
Place on the Information System	SABİS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan Tables>Number of R&D Activities

C.2 Research Resources

C.2.1. Physical, Technical, Financial Research Resources

In order to support its staff's research, the institution offers them financial, technological, and physical resources. The Dean's Office sets the guidelines for how the offices that are supplied as physical facilities should be used and distributed. Furthermore, upon request, the institution gives academic and administrative staff members desktop or laptop computers and printers so they can conduct research. In addition to the central budget, the Institution negotiates with external stakeholders to fund the research of Academic Staff. External stakeholders support activities such as symposiums, workshops and seminars. It encourages academic staff to get funding for their initiatives from TÜBİTAK, BAP, government agencies, and non-governmental organizations. The Faculty Foundation also supports faculty's research activities. The ADAPTO Technology Transfer Office, BAP, and other Rectorate divisions provide project support.

The R&D Working Group is responsible for the process related to physical, technical and financial research resources. At the meetings of the Quality and Accreditation Board, Advisory Board, and International Advisory Board, the R&D Working Group presents its thoughts, recommendations, and ideas about this criterion to the Dean's Office. The Dean's Office makes the necessary improvements by taking into account the suggestions from the Boards, Working Groups and external stakeholders and the results of the Employee Satisfaction Survey.

Subject	C.2.1. Physical, Technical, Financial Research Resources
Responsible Unit(s)	The Dean's Office R&D Working Group Quality and Accreditation Board
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Student Representatives, Advisory Board External Stakeholders: Faculty Foundation International Stakeholders: International Advisory Board
Application Areas	All Faculty, National Priority Area, International Priority Area
Monitoring Mechanisms	EMIS performance monitoring Surveys Budget items statistics
Performance Indicators	<ul style="list-style-type: none"> • Average annual total budget of completed externally funded projects • Total budget of ongoing externally funded projects • Employee Satisfaction Survey results
Evaluation and Improvement Date	End of Each Academic Year (June-July)
Place on the Information System	SABIS>Enterprise Management Information System>Strategic Management>Goal Monitoring

C.2.2. Intra-university resources (Scientific Research Projects)

Faculty members receive funding for their projects in accordance with the Scientific Research Projects (BAP) Directive, which is connected to the university budget, so they can support their scientific research.

The faculty encourages and directs academic staff to university resources and sends them an email with all pertinent announcements, particularly project calls pertaining to BAP.

Requests from faculty members pertaining to their areas of study that call for in-university purchases are taken into account and sent to the Rectorate or the unit responsible for the Rectorate. Additionally, support for thesis projects is encouraged for students enrolled in graduate programs within the Faculty.

All completed or ongoing BAP projects conducted by the Faculty Academic Staff are regularly monitored annually by the R&D Working Group. The BAP Supported Projects page systematically examines these figures and takes the appropriate action.

In order to increase the contribution of Academic Staff to project development, the R&D Working Group also takes the necessary steps to organize various informative trainings and seminars on the type of project requested by the staff according to the results of the surveys it will conduct.

Subject	C.2.2. Intra-university Resources (Scientific Research Projects)
Responsible Unit(s)	The Dean's Office R&D Working Group Academic Staff (Individual application)
Initial Planning Date	July 2018
Stakeholders	Internal Stakeholders: Academic Staff External Stakeholders: Advisory Board; University BAP Coordinatorship
Application Areas	All Faculty
Monitoring Mechanisms	Meetings EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Number of R&D Working Group meetings • Number of meetings to monitor performance indicators • Number of BAP Supported Projects
Evaluation and Improvement Date	Beginning of Each Academic Year (September)
Place on the Information System	SABIS>Enterprise Management Information System (EMIS) BAP Supported Projects page

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

The University Scientific Research Coordinatorship determines the External Project Incentive System, which is followed by the faculty. Additionally, the Faculty supports the processes of ongoing projects and uses email to direct its Academic Staff to external resources by announcing and encouraging project applications and research programs conducted by reputable institutions.

The R&D Working Group continues to monitor externally funded projects as previously done by the faculty quality ambassadors. The R&D Working Group follows the calls for projects in the field of theology, examines them and informs the faculty members via the heads of the pertinent departments. At the meetings, the committee notes the shortcomings in the focus on non-university resources and, after gathering input from the relevant parties, makes recommendations for enhancements to the Dean's Office. Under the direction of the R&D

Working Group, a variety of trainings and seminars are arranged in the event that the monitoring indicates a decline in the number of external projects.

By signing bilateral protocols and forming national and international partnerships, particularly in the areas of organization and funding, the faculty gains access to a variety of external resources for its non-external projects.

Subject	C.2.3. Use of Extra-university resources (Support Units and Methods)
Responsible Unit(s)	The Dean's Office R&D Working Group Academic Staff (Individual application)
Initial Planning Date	July 2018
Stakeholders	Internal Stakeholders: Academic Board External Stakeholders: Advisory Board International Stakeholders: Internal Advisory Board
Application Areas	All Faculty
Monitoring Mechanisms	Meetings EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Number of R&D Working Group meetings • Number of meetings to monitor performance indicators • Number of Externally Funded Projects
Evaluation and Improvement Date	Beginning of Each Academic Year (September)
Place on the Information System	SABIS>Enterprise Management Information System (EMIS) <u>External Project Incentive System</u>

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

When the conditions required for the opening of a graduate program in the departments affiliated to the Institute of Social Sciences and operating within the Faculty of Theology are completed, the necessary steps are taken immediately to open graduate education for that program. The decision of the department board is taken by the head of the department where the applications for opening a graduate program are made. After that, it and the application files are sent to the Institute of Social Sciences. In addition to these, efforts are made to launch new interdisciplinary graduate programs that align with the faculty's research policy, objectives, and strategy when it is thought necessary.

Heads of departments and divisions are responsible for graduate programs in line with the research policy, goals and strategy of the Institution. The Unit Quality Coordinatorship monitors the process in terms of quality and submits its findings and proposals to the Dean's Office for discussion at the Quality Commission. The Commission examines the reports from the coordinatorships and reports its evaluations to the Dean's Office. By considering stakeholder opinions, the Dean's Office makes the required adjustments in accordance with

the commission's evaluations.

Along with launching graduate programs, the Faculty Advisory Board develops a list of potential graduate thesis topics. Stakeholders are asked to suggest new thesis topics at the graduate level in accordance with the mission-vision, strategy, goals and policies of the faculty, especially for social contribution and local, regional and national needs and demands, and are encouraged to work on these topics by sharing them with the Academic General Assembly and Department Chairs.

Subject	C.2.4. Graduate Programs in line with Institutional Research Policy, Objectives and Strategy
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board Department Board
Initial Planning Date	Initial Planning: December 2020 Update: November 2023
Stakeholders	Internal Stakeholders: Department Heads External Stakeholders: Advisory Board
Application Areas	All Faculty
Monitoring Mechanisms	Social Science Institute statistics Surveys Dean of Students statistics
Performance Indicators	<ul style="list-style-type: none"> • Number of Related Graduate Programs • Number of Graduate Alumni • Survey results • Number of National and International Students
Evaluation and Improvement Date	Next Strategic Plan Amendment Period: 2027
Place on the Information System	Sakarya University Action Plan Dean of Research Sakarya University Technology Transfer Office Dean of Students

C.3. Research Competencies

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

The Institution has a defined process for the development of research competence of Academic Staff. This process is based on the association of institutional goals as well as individual goals. Individual performance is monitored through SABİS and in this way, the achievement of institutional goals is observed. The Institution carries out the process of developing the research competence of Academic Staff on three bases. First, this issue is taken into consideration when creating the criteria that the institution accepted for initial appointments and academic promotions, and the development of this competency is given

top priority in every update. Individual academic training and the organization of various activities (training, seminars, courses, etc.) with the assistance and participation of internal and external stakeholders constitute another issue that the institution adopts as a fundamental policy on the development of research competencies of Academic Staff. Lastly, when assessing and fostering research competency, the institution takes individual performance metrics into account.

Within the framework of the Institution's research and development policy, it provides the necessary support and opportunities for researchers to conduct qualified academic studies and shares the results with the society. The Institution ensures the participation of Academic Staff in research and development studies by strengthening their cooperation with external stakeholders. Ultimately, one of the institution's policies in this area is to support and encourage academic staff in the areas identified through social collaborations.

The R&D Working Group monitors the research competence of the Institution through annual academic performance indicators, surveys conducted through EMIS and TÜBİTAK University Area-Based Competence Analysis. It convenes to discuss the outcomes of these indicators as well as the actions and enhancements that should be made in response to them. The Dean's Office is informed of the decisions made at these meetings regarding improvement, and it makes the necessary arrangements.

Subject	C.3.1. Research Competencies of Teaching Staff and Improvement of Research Competencies
Responsible Unit(s)	The Dean's Office R&D Working Group
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	All teaching staff
Monitoring Mechanisms	EMIS performance monitoring Surveys Research education statistics
Performance Indicators	<ul style="list-style-type: none"> • Number of activities carried out to improve the research competence of Academic Staff • Satisfaction rates of Academic Staff regarding the activities carried out to improve research competence • TÜBİTAK University Area-Based Competency Analysis
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS> Enterprise Management Information System> Strategic Management> Reports> Strategic Plan Tables> R&D Indicators

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

The Institution signs protocols with various institutions and units and contributes to various researches in order to implement research and development policies such as taking into account regional, national and international needs and priorities in research and development studies; strengthening cooperation with external stakeholders and ensuring their participation in research and development studies. The R&D and Foreign Relations and Adaptation Working Group makes activity proposals and plans for the establishment of national and international joint programs and participation in joint research units. For decision-making, the Dean's Office forwards the plans to the Faculty Executive Board. The Dean's Office is in charge of carrying out the decisions that have been made.

Furthermore, R&D and Foreign Relations and Adaptation Working Group organize meetings at the beginning of each academic year. Along with this Working Group, the current cooperation activities are reviewed, and evaluations are made for future cooperation activities by taking opinions at the meetings held with external stakeholders at the end of the semester. Moreover, at the meetings held with the International Advisory Board, the board's recommendations and ideas about collaborative programs and research units are also taken into consideration.

Subject	C.3.2. National and International Joint Programs and Joint Research Units
Responsible Unit(s)	The Dean's Office R&D Working Group Foreign Relations and Adaptation Working Group
Initial Planning Date	July 2018
Stakeholders	Internal Stakeholders: Department Boards, Academic Board, Student Representatives External Stakeholder: Advisory Board International Stakeholders: International Advisory Board
Application Fields	All Departments of the Faculty
Monitoring Mechanisms	Protocols Research and Application Center statistics

Performance Indicators	<ul style="list-style-type: none"> • Number of Cooperation Protocols • Number of Joint Collaborations of Research and Application Centers
Evaluation and Improvement Date	Beginning of each academic year (September)
Place on the Information System	

C.4. Research Performance

C.4.1. Performance review of teaching staff

The Institution has defined processes in place to monitor the research and development performance of Academic Staff. There is a mechanism for monitoring the academic activities of the Academic Staff within SABİS used by the University. This system, which is included in SABİS as a section under the heading of academic activities and performance and works in integration with YÖKSİS, ensures that all academic activities of Academic Staff can be monitored. This system has been prepared by taking into account the 88 categories in the scoring and evaluation system to be taken into account in the appointment and promotion of the Faculty Members and the URAP Evaluation System, which carries out the ranking of universities in Türkiye. Publications in international databases such as indexed articles, proceedings, letters to the editor, abstracts, technical notes, etc. and their citations are periodically retrieved from the Web of Science database and updated automatically.

The Dean's Office monitors the Faculty performance evaluation process through the R&D Working Group. This working group monitors the performance indicators of the Academic Staff on the system and organizes meetings where the results of the performance indicators and the demands and suggestions of the Academic Staff regarding research are discussed. At these meetings, the working group reports to the Dean's Office about the improvements and corrections to be made. As a result of this report, the controls of the applications that have been improved are discussed at the next meeting.

The University also has defined processes that aim to improve the academic performance of Academic Staff through awards. In this regard, the Faculty members at the University are given awards defined by the "Sakarya University Science, Art and Young Scientist Awards Directive". The awards given in three categories under the name of Science Award/Art Award, Young Scientist Award, Periodic Achievement Award are evaluated based on the following types.

- "Science Citation Index (SCI)" "Social Sciences Citation Index (SSCI)", "Arts and Articles published in journals indexed in Humanities Citation Index (AHCI).
- Original works in the field of science and art, including books and book chapters
- Completed externally funded projects
- Artistic activities

e) Restricted Citation in the application form.

The awards given to the candidates as a result of their personal application are in the form of documents and financial support, and the amount of financial support is determined by the Rectorate each year.

Apart from these general awards, the Institution also has an independent awarding system. In three different categories, namely Science Award/Art Award, Young Scientist Award, Periodic Achievement Award, the Academic Staff who rank first according to the scores announced by the University are awarded at the Academic Board held at the end of the academic year. Likewise, the Academic Staff who rank first in the academic incentive point ranking are also awarded by the Institution at the academic board. In order to increase competitiveness, awards are given in two categories: (i) Academic Staff (Research Assistant, Instructor and Lecturer) and (ii) Academic Staff (Assistant Professor, Associate Professor and Professor).

Subject	C.4.1. Performance Review of Teaching Staff
Responsible Unit(s)	The Dean's Office R&D Working Group
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Department Boards
Application Areas	All Teaching Staff
Monitoring Mechanisms	EMIS performance monitoring Web of Science, SciVal, Incites statistics
Performance Indicators	<ul style="list-style-type: none"> • Number of national and international papers presented by Academic Staff • Number of articles published in indexed journals by Academic Staff • Number of national and international books published by Academic Staff • Number of national and international projects realized by Academic Staff • Number of the Faculty Members awarded by the Faculty • Number of awards received from other institutions and organizations • Number of letters of appreciation given by the Rectorate to the Faculty Members who published articles in journals within the scope of Web of Science above the department average • Web of Science Publication Performance • SciVal • Incites
Evaluation and Improvement Date	End of each year (December)

Place on the Information System	SABİS>Enterprise Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate
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C.4.2. Review and outcome-based improvement of research performance

The Sakarya University Quality Management Information System is used to track the research performance of the faculty. Here, the number of completed activities and the faculty's research strategic plan targets are monitored.

During the year, the Faculty requests that the information on the research publications of the Faculty Academic Staff be updated via YÖKSİS and SABİS Academic Activities and Performance page. Apart from this, it also requests information on the number of ongoing projects via e-mail at various times.

The relevant Faculty R&D Working Group keeps an eye of the research performance of the Faculty Members on a qualified basis. Faculty research performance is monitored through research performance systems such as Web of Science, SciVal and Incites, as well as other evaluation systems such as SCIMAGO and TÜBİTAK University Area-Based Competency Analysis platform, and the results are shared with the public. At this point, one of the most important mechanisms monitored is the "Employee Satisfaction Survey" and YÖKSİS and SABİS Academic Activities and Performance systems. The R&D Working Group evaluates these data at meetings with the participation of the Dean's Office and stakeholders, and decides what actions to take based on the situation that develops and submits these recommendations for improvements and measures to the Dean's Office.

Subject	C.4.2. Review and Outcome-based Improvement of Research Performance
Responsible Unit(s)	The Dean's Office R&D Working Group Academic Board Department Boards
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Department Boards
Application Areas	All Academic Staff
Monitoring Mechanisms	EMIS performance monitoring TÜBİTAK and YÖKSİS statistics SciVal, Incites, SCIMAGO statistics SABİS Academic Activities and Performance module Surveys
Performance Indicators	<ul style="list-style-type: none"> • Annual research performance of the Faculty Academic Staff (see section C.4.1.) and periodic information requests • Publication performance in Web of Science • TÜBİTAK University Area-Based Competency Analysis • SciVal

	<ul style="list-style-type: none"> • Incites • SCIMAGO • Number of Research Activities in the Faculty Bulletin • Research Performance of Academic Staff on <u>YÖKSİS</u> Page • <u>SABİS Academic Activities and Performance</u> Annex-1 Performance Indicators, "3. Research and Development" • Employee Satisfaction Survey results
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS>Corporate Management Information System (EMIS)>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate) SABİS Academic Activities and Performance

C.4.3. Research budget performance

In the annual budget planning process, the institution submits a budget request to the Strategy Development Department every three months for costs including travel, maintenance and repair, consumer goods and material purchases, and service purchases. An additional budget request is made in the event that one is required. In order to offer funding for research activities, the faculty collaborates with a number of research centers, non-governmental organizations, foundations, and other organizations in addition to the central budget. The performance of the faculty research budget is tracked and managed by the R&D Working Group.

Subject	C.4.3. Research Budget Performance
Responsible Unit(s)	Strategy Development Department The Dean's Office R&D Working Group
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Administrative Staff External Stakeholders: Public Institutions and Civil Society Organizations
Application Areas	All Faculty
Monitoring Mechanisms	Surveys Budget item statistics EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Employee Satisfaction Survey results • Budget allocated from the central budget for research activities • Budget provided outside the central budget for research activities

	<ul style="list-style-type: none"> Number of Academic Staff Engaged in Activities Abroad
Evaluation and Improvement Date	End of Each Academic Year (June-July)
Place on the Information System	SABIS>Enterprise Management Information System>Manager Panel>Process Management>Process Performance

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

D.1.1. Social contribution policy, objectives and strategy

In order to fulfil the academic expectations of society and to impart genuine religious knowledge by interacting with the religious life of the community, the Faculty engages in a number of social service-related activities and takes into account the involvement of the community in its operations. Measures are taken to encourage faculty members and students to participate in social responsibility initiatives. The Faculty's social contribution strategy, goals and policies are determined in consultation with internal and external stakeholders.

The Faculty's mission and strategic goals include "social contribution".

The social contribution policy of the Faculty, prepared in consultation with internal and external stakeholders, is as follows:

- 1) To manage social contribution activities at the Faculty institutionally through defined processes.
- 2) To maintain stakeholder-oriented, transparent and accountable governance in accordance with the Faculty's responsibilities towards its stakeholders.
- 3) Prioritizing local and regional needs in the field of religious sciences.
- 4) To develop solutions to the religious problems of the society by taking into account the suggestions of internal and external stakeholders and to identify research and development focal points.
- 5) To present the findings of the scientific studies carried out to the society and to carry out academic and social activities open to the public.
- 6) Encouraging and supporting Academic Staff in the areas identified through social collaborations.
- 7) To inform and raise awareness of the society on religious issues by using mass media effectively.

The Faculty's strategy and goals for social contribution, prepared in consultation with internal and external stakeholders, are as follows

- 1) G.3.1.: Improve institutional governance structure to enhance community relations and ensure sustainability; share more faculty data to ensure accountability and transparency.
- 2) G.3.2.: To strengthen cooperation, partnerships and coordination with internal and external stakeholders of the Faculty.

3) G.3.3.: To increase green campus practices that contribute to reducing the ecological footprint on campus, increase energy efficiency, and are compatible with smart technologies.

Each of the Faculty's education and research policies includes items related to the social contribution policy.

In order to contribute to society, the faculty records most of its events on video, particularly conferences, workshops, and symposiums. The pertinent movies are subsequently posted on the Faculty's YouTube channel.

Subject	D.1.1. Social contribution policy, objectives and strategy
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board Working Groups Related to Social Contribution
Initial Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> Red Area Graph data
Evaluation and Improvement Date	Next Strategic Plan Amendment Period: 2027
Place on the Information System	SABIS>Enterprise Management Information System (EMIS)

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

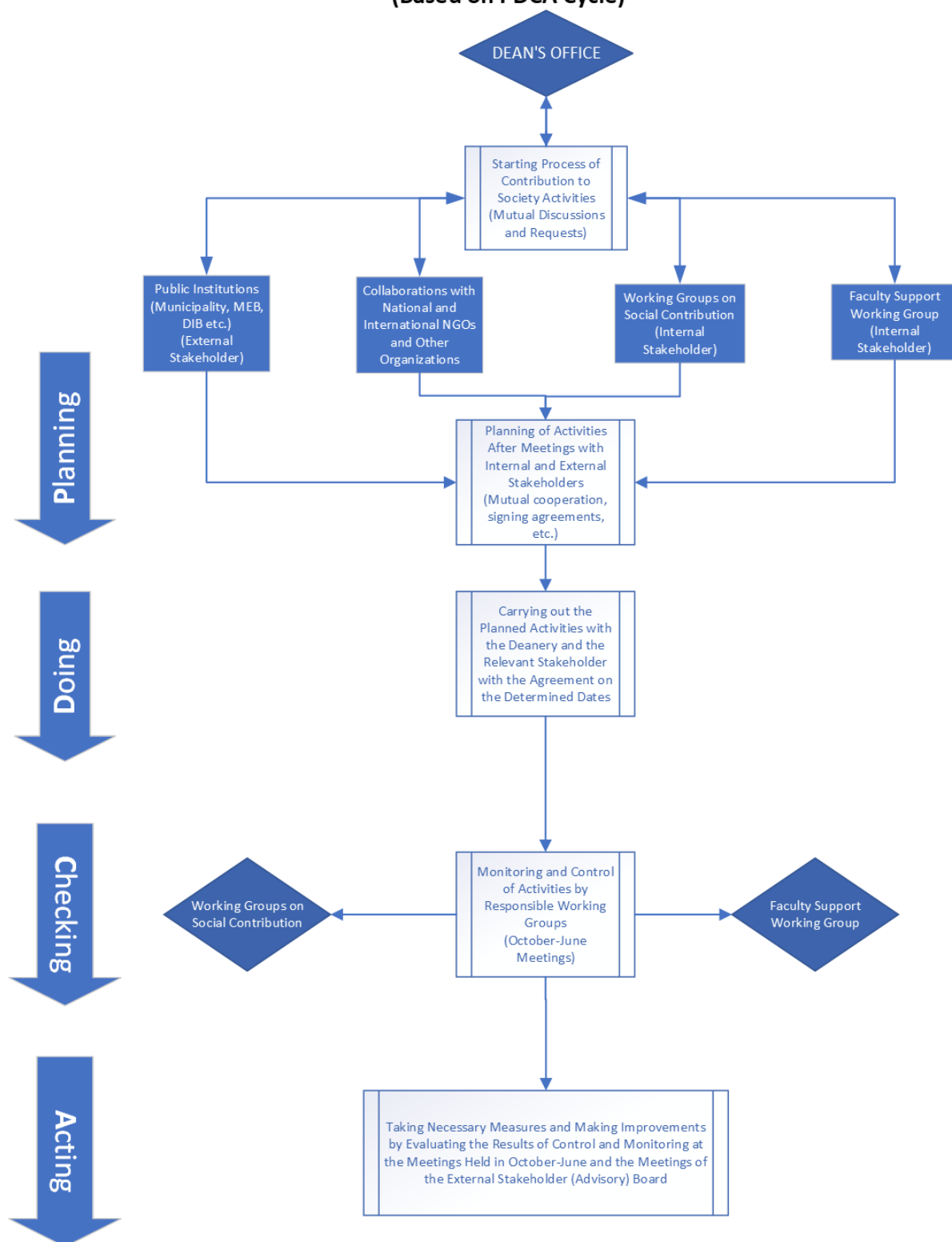
Social contribution processes at the Faculty are carried out in two ways: First, the Dean's Office takes the necessary steps to initiate activities for social contribution by exchanging views with relevant NGOs, institutions or organizations. Secondly, community-oriented activities are organized in line with requests from external stakeholders of the Faculty or various institutions and organizations. At this point, correspondence is made and necessary collaborations are made to put the plans into action.

The Faculty has two groups, the Academic Activities Working Group and the Social and Cultural Activities Working Group, which carry out or monitor social contribution processes. These two groups can be found in the Faculty working boards and groups directive under the heading "Boards and Working Groups Related to Social Contribution". The relevant working groups convene at least once a year (at the beginning of the fall semester) to discuss activities and

processes related to social contribution. In addition, a satisfaction survey is applied to stakeholders regarding the institution's social contribution activities and the satisfaction rates are monitored by the relevant working groups.

At the end of each year, at the Quality Accreditation Board meeting attended by the Dean's management, social contribution performance indicators and next year's targets are entered into the information management system. In addition, as a new application, the Faculty members record their activities related to social contribution and sustainability in the Social Contribution and Sustainability Module on SABIS, and these data are periodically monitored.

D.1.2. Management and Organizational Structure of Social Contribution Processes (Based on PDCA Cycle)



Subject

D.1.2. Management and Organizational Structure of Social Contribution Processes

Responsible Unit(s)	Quality and Accreditation Board Working Groups on Social Contribution
Initial Planning Date	Initial planning: July 2018 Interim update: December 2020
Stakeholders	Internal Stakeholders: Academic Board External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	Surveys Meetings SABIS Meetings Social Contribution and Sustainability module
Performance Indicators	<ul style="list-style-type: none"> • Number of meetings of Working Groups on Social Contribution • Number of meetings to monitor performance indicators • SABIS Social Contribution and Sustainability Module Data • Stakeholder Satisfaction Survey results
Evaluation and Improvement Date	Beginning of Fall semester (September)
Place on the Information System	SABIS>Enterprise Management Information System (EMIS)>Executive Panel>Process Management>Processes>Faculty of Theology>Practice and Community Service Process

D.2. Social Contribution Resources

D.2.1. Resources

In order to increase the effectiveness of social service activities and to raise awareness of social responsibility, support is received from the University in addition to the physical, technical and financial facilities of the Faculty in social projects with social content. The responsible parties for the social contribution resources of the Faculty are the Dean's Office, Working Groups on Social Contribution (internal stakeholders) and external stakeholders (NGOs, public institutions and organizations, etc.).

The Faculty cooperates with the SAU Faculty of Theology Foundation, the municipality, various NGOs, institutions and organizations in finding resources for social activities, and signs bilateral protocols when necessary. In the carrying out of these activities, it receives support from the aforementioned sources, especially in terms of organization and financing. At the planning stage of each activity for social contribution, the Faculty makes a planning for the resources of these activities in its agreements with institutions, organizations and NGOs and makes decisions on the source of the activity with the responsible partner at this planning stage. Since the activities are carried out in cooperation with institutions and organizations other than the Faculty, the provision of resources may take place at different times. When necessary, issues related to the provision of new resources and the use of existing resources are evaluated and carried out by the Dean's Office and the Working Groups on Social

Contribution.

In events for social contribution in which the Faculty is a direct or stakeholder; if the event is to be held physically, the Faculty conference hall and meeting rooms are allocated for this purpose, and if the event is to be held online, the Faculty Zoom account and the Faculty YouTube channel are edited for live broadcasting.

Subject	D.2. Resources
Responsible Unit(s)	The Dean's Office Working Groups on Social Contribution
Initial Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Working Groups on Social Contribution External Stakeholders: Relevant Public Institution or NGOs etc.
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	Meetings EMIS performance monitoring
Performance Indicators	<ul style="list-style-type: none"> • Number of meetings of Academic and Social Activities Working Group and Faculty Support Working Group • Number of resources provided for social contribution
Evaluation and Improvement Date	End of each Academic Year (June-July)
Place on the Information System	SABİS>Enterprise Management Information System (EMIS)

D.3. Social Contribution Performance

D.3.1. Monitoring and improvement of social contribution performance

The goals and performance indicators determined within the scope of the Faculty's goals and strategies for social contribution are reported periodically (December-January) by the Quality and Accreditation Board through Sakarya University Quality Information Management System (EMIS) and it is evaluated whether the social contribution goals are achieved at the meetings of the Working Groups on Social Contribution. At the point of monitoring, the Faculty also requests information via e-mail in December-January about the social contribution activities of the academic staff for the previous year and is periodically asked to enter their activities into the Social Contribution and Sustainability Module on SABİS. Recently created at the beginning of each year, the information collected for the previous year is compiled and published in the faculty bulletin and also shared as a pdf document on the Faculty website.

Based on the data obtained, various improvement decisions are taken and implemented in

consultation with stakeholders at working groups and advisory board meetings.

Subject	D.3.1. Monitoring and Improvement of Social Contribution Performance
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board Working Groups on Social Contribution
Initial Planning Date	Initial planning: July 2018 First update: December 2020 Second update: November 2023
Stakeholders	Internal Stakeholders: Academic Board; Student Communities External Stakeholders: Advisory Board
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	EMIS performance monitoring SABİS Community Contribution and Sustainability module Faculty Bulletin
Performance Indicators	<ul style="list-style-type: none"> • Red Area Graph data • Number of activities related to Social Contribution • Social Contribution Activities in the Faculty Bulletin • SABİS Community Contribution and Sustainability Module
Evaluation and Improvement Date	End of each academic year (June-July)
Place on the Information System	SABİS>Enterprise Management Information System (EMIS)>Executive Panel>Process Management>Processes>Faculty of Theology>Practice and Community Service Process

E. GOVERNANCE SYSTEM

The Faculty has determined a management system in accordance with its goals, strategic objectives, policies and core values. The core values determined by the Faculty are universality of science, academic freedom, governance, continuous development, institutional transparency, cooperation with stakeholders and teaching values. Administrative and managerial goals are defined as improving the functioning of the Faculty, increasing institutional belonging, and continuously improving institutional capacity and human resources by considering the quality policies within the framework of these policies, faculty advisory boards and working groups operate in cooperation with the administrative staff.

E.1. Structure of Management and Administrative Units

E.1.1. Management model and administrative structure

The Faculty establishes new coordinators, commissions, boards and working groups with a participatory approach in line with its mission, vision and strategic goals in terms of management in accordance with the Higher Education Law No. 2547 and the Decree Law No. 124 on the Principles Regarding the Establishment and Duties of Higher Education Superior Institutions and the Administrative Organization of Higher Education Institutions. The institution establishes the International Advisory Board and the Faculty Advisory Board in order to consult with non-governmental organizations, public institutions and other external stakeholders in order to increase the effectiveness and quality of education, training, research and development, social and cultural activities. The boards, which come together under the chairmanship of the Dean and the relevant Vice-dean, consist of the Faculty Secretary and other officials and representatives of public and civil institutions and organizations that are close stakeholders of the Faculty. In addition, the institution signs protocols with non-governmental organizations and public institutions to increase cooperation in various fields. The Dean's Office is responsible for the process related to the management model and administrative structure. Sakarya University Faculty of Theology adopts a management model that ensures the participation of all stakeholders in the processes.

In order to realize its mission and vision, the organization establishes different boards and working groups in line with its strategic objectives, except for the management structure based on legislation when necessary. Likewise, it designs the boards accordingly. The members of the Quality and Accreditation Board consist of members from the departments of Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts within the Faculty. The Dean's Office monitors the duties and terms of office of the personnel assigned to the groups and boards established within the Faculty. The Dean's Office controls and monitors the management approach at the end of each year by taking into account the results of the Employee Satisfaction Survey, Leader Behavior Evaluation Survey and Stakeholder Satisfaction Survey in administrative processes. The surveys are evaluated by the Quality and Accreditation Board and suggestions for improvement are presented to the Dean's Office. Taking into account the suggestions from stakeholders, the Dean's Office makes the necessary improvements.

Subject	E.1.1. Management Model and Administrative Structure
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	December 2020
Stakeholders	Internal stakeholders: Academic and Administrative Staff
Application Areas	All Faculty
Monitoring Mechanisms	Surveys

Performance Indicators	<ul style="list-style-type: none"> • Leader Behavior Assessment Survey results • Employee Satisfaction Survey results • Stakeholder Satisfaction Survey results
Evaluation and Improvement Date	End of Each Academic Year (June-July)
Place on the Information System	https://if.sakarya.edu.tr/ > Administration

E.1.2. Process management

Since all management approaches, especially strategic management, process management and risk management, implemented institutionally at Sakarya University are compatible with internal control standards, action plans, monitoring and evaluation of these plans are carried out within the relevant approach. The organization defines all processes in the Quality Manual. The institution manages the processes in line with the quality manual, directives and regulations. In the Faculty, all processes such as education and training processes, research and development processes, application and social service processes, administrative and support processes and managerial processes are monitored through the Enterprise Management Information System, the faculty website and the Electronic Document Management System. In process management, the Dean's Office controls and monitors the management process at the end of each year, taking into account the results of the internal control self-assessment survey, Employee Satisfaction Survey, Leader Behavior Evaluation Survey and Stakeholder Satisfaction Survey. The surveys are evaluated by the Quality and Accreditation Board and improvement suggestions are presented to the Dean's Office. Taking into account the suggestions from stakeholders, the Dean's Office makes the necessary improvements.

Subject	E.1.2. Process management
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	July 2020
Stakeholders	Internal stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board
Application Areas	All employees, students
Monitoring Mechanisms	Surveys
Performance Indicators	<ul style="list-style-type: none"> • Internal Control Self-Assessment Survey results • Leader Behavior Assessment Survey results • Employee Satisfaction Survey results • Stakeholder Evaluation Survey results
Evaluation and Improvement Date	End of each year (December)

Place on the Information System	<ul style="list-style-type: none"> • SABİS> Enterprise Management Information System (EMIS)>Process Management • SABİS> Enterprise Management Information System (EMIS)>Executive Panel>Process Management
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E.2. Resource Management

E.2.1. Human resources management

The organization has a detailed defined process for human resources management. In this respect, Sakarya University, to which the institution is affiliated, has a "Human Resources Directive". Within this defined process, human resources policy and objectives are also set out. The directive includes regulations on staffing (job analysis, human resources planning, recruitment and selection, appointments) and personnel development and evaluation (meeting the training needs of personnel and personnel development, career development). This directive covers administrative, contracted personnel and permanent workers working in administrative units of the Institution.

The goal of human resources management is to increase the productivity, job satisfaction and motivation of the personnel by creating a consistent and fair structure, and to ensure that they are individuals with high organizational commitment and self-development. The updated policies of Human Resources management can be listed as follows:

- 1) To approach human resources as a corporate value by planning the medium and long-term human resources needs in line with the mission and vision of the organization and to evaluate performance, provide necessary support and offer development opportunities to ensure personal development.
- 2) Implementing multi-directional communication with all employee groups within the governance approach.
- 3) To plan and carry out training and development in line with corporate objectives and individual development needs, taking into account the principles of equal opportunity and inclusiveness.
- 4) To base personal development, promotion, empowerment, appreciation and recognition practices on performance evaluation results.
- 5) To provide a safe and healthy work environment for all personnel through occupational health and safety practices.

The institution also has a defined process for personnel recruitment. In this respect, until the end of December every year, administrative personnel needs are notified in writing or verbally to the Personnel Department of the University in terms of quality and quantity. Personnel procurement of the institution is carried out in line with human resources planning within the framework of the Civil Servants Law No. 657, Labor Law No. 4857 and related legislation. There are different ways in the process of recruiting administrative personnel requested by the institution from the Personnel Department. These are open recruitment, transfer, title change and promotion in position. Apart from these, contracted personnel and permanent labor recruitment options are also available.

The Dean's Office holds a meeting with the Administrative Staff once at the beginning of each

academic year in order to receive their requests and suggestions, to strengthen their institutional belonging and to encourage them for institutional success. Additional meetings may be held if needed.

The organization also attaches importance to and encourages the training that administrative staff will receive on various subjects. In this respect, there are defined processes about the training that administrative staff will receive. In this regard, first of all, in order to determine the training needs, Sakarya University In-Service Training Branch Directorate requests information about which personnel will receive which training from the Institution. The administrative staff working in the institution also choose the training they want to receive on the training list predetermined by the In-Service Branch Directorate. After the training needs analysis is completed, annual training plans and programs are prepared. After the training programs are implemented, the level of learning and the effectiveness of the training program are measured. Then, within the scope of the evaluation of the training, the extent to which what is learned during the training process is reflected in the work is determined.

In the Faculty, human resources management, with administrative staff appointments and training at the center, is monitored by the Dean's Office and the Personnel Department under the structure of the University. The Dean's Office notifies the Personnel Department of the personnel shortage that it notices during the administrative functioning of the institution. The requests submitted in December are taken into consideration by the Personnel Department in the University's next Administrative Staff recruitment. Administrative Staff also fill out the Employee Satisfaction Survey, so the Dean's Office monitors the satisfaction level of Administrative Staff through this survey. In addition, students' satisfaction with administrative services is monitored through the administrative services Student Satisfaction Survey. These surveys are evaluated by the Dean's Office and the Quality and Accreditation Board.

Subject	E.2.1. Human resources management
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	Initial Planning: December 2020 Update: November 2023
Stakeholders	Internal stakeholders: Academic Board, Department Boards External stakeholders: University Personnel Department, Advisory Board
Application Areas	All Academic and Administrative Staff
Monitoring Mechanisms	Meetings Surveys
Performance Indicators	<ul style="list-style-type: none"> • Number of Meetings with Administrative Staff • Employee Satisfaction Survey results • Administrative Services Student Satisfaction Survey results
Evaluation and Improvement	End of each year (December)

Date	
Place on the Information System	SABİS> Manager's Notebook> Personnel SABİS>Enterprise Management Information System (EMIS)> Manager Panel>Surveys

E.2.2. Management of financial resources

The management of financial resources in the organization is carried out in accordance with established processes. Management of movable and immovable resources and purchasing transactions are carried out as required by the relevant legislation and are subject to the internal audit process. Faculty expenses are covered from the annexed budget. The distribution of the budget provided by the Ministry of Finance to the faculties is under the authority and discretion of the Rectorate. The institution is audited by the Sakarya University Rectorate, Strategy Development Department, which has the authority to determine the amounts of financial resources.

Works and transactions related to the Faculty budget are under the authority and responsibility of the Dean. The Dean is also the expenditure authority. Related expenditures are made after the approval of the expenditure authority and the realization officer (Faculty Secretary). The financial officer makes the estimated distribution of the budget by line items, taking into account factors such as previous years' data and inflation expectations. At the end of the relevant year, the budget planning for the following year is prepared and the relevant budget planning is notified to the university. Thus, at the end of each year, the financial situation of that year is evaluated, and the budget request is realized by taking into account the improvements deemed necessary. General expenses of the Faculty such as heating, electricity, water, maintenance, etc. are covered from the relevant budget. In this framework, the Faculty budget is requested in advance. The process of requesting and budget planning is determined by the legislation. The guidance on Budget Call and Budget Planning determined by the Budget and Accrual Branch Directorate of the Department of Administrative and Financial Affairs is followed. In cases where budget appropriations are insufficient, additional appropriations are requested from Sakarya University Strategy Development Department in accordance with the provisions of the relevant legislation and the needs are met by transferring resources from the university budget. In this direction, the Public Expenditure and Accounting Information System (KBS) and Integrated Financial Management System (MYS), which are affiliated with the Ministry of Treasury and Finance, are used like all public institutions.

In addition to the budget processes carried out by the University, the Faculty has outsourced budget items.

- Sakarya University Faculty of Theology Foundation provides financial resources for the faculty's teaching processes, scholarships and organising social-cultural activities.
- TUBITAK, ERASMUS, etc. contribute to the research and development processes of the faculty members through project supports, and the materials purchased through these projects are recorded as faculty fixtures at the end of the project.
- External stakeholders (e.g. Provincial Mufti's Office, Provincial Directorate of National Education, Turkish Religious Foundation, NGOs) also contribute to the faculty.

In the Faculty, the Unit Activity Report, which includes budget implementation results, explanations on basic financial statements, financial audit results, etc., is submitted annually to the Rectorate Strategy and Development Department. The Faculty can request additional appropriation from the university through the Electronic Document Management System (EDMS) in SABİS if the budget provided by the University does not meet the needs. While all these processes are being carried out, the relevant legislation is meticulously followed. These processes are monitored and evaluated by the Quality and Accreditation Board through the Dean's Office, the Internal Control Standards Self-Assessment Survey and the Administrative Services Student Satisfaction Survey.

Subject	E.2.2. Management of Financial Resources
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	Initial Planning: December 2020 Update: November 2023
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Accrual Unit, Expenditure Officer, Realization Officer, Movable Registration Officer and Movable Control Officer External Stakeholders: Faculty Foundation, Sakarya University Department of Administrative and Financial Affairs, Sakarya University Department of Strategy Development, Rectorate, Republic of Türkiye Ministry of Treasury and Finance
Application Areas	All Departments of the Faculty
Monitoring Mechanisms	Surveys Budget item statistics
Performance Indicators	<ul style="list-style-type: none"> • Unit Annual Report • Additional Budget Requests • Administrative Services Student Satisfaction Survey • Internal Control Standards Self-Assessment Survey
Evaluation and Improvement Date	End of each year (December)
Place on the Information System	Enterprise Management Information System>Manager Panel>Process Management>Process Performance

E.3. Information Management System

E.3.1. Integrated information management system

The Faculty has an integrated information management system. This system, which supports the acquisition, storage, use, processing and evaluation of institutional information, is operated through SABİS (Sakarya University Information System) software created and

developed by BAUM (Computer Research and Application Center) affiliated to Sakarya University. SABİS software includes:

- Student Information System
- Academic Information System
- Lesson Plans and Programs
- Course Enrollment Statistics
- Recognition of Prior Learning
- Education Information System
- Education Support System
- Additional Course
- Academic Activities
- Academic Incentive
- BAP
- Alumni Information System
- Community Contribution and Sustainability
- Manager's Notebook
- Enterprise Management System
- Quality Management Information System
- IT Work Request
- Web Site Management
- Personnel Information System
- Lodging
- Student Communities
- Electronic Document Management System (EDMS), etc.

Through this system, course plans and programs can be published, course registrations, add-delete transactions, sharing of course documents, online course opportunities, appointment requests, exam schedule and grades can be announced. Through the system, data on important activities and processes of the Institution are collected, analyzed, reported and used for strategic management.

The Dean's Office is responsible for the Integrated Information Management System and processes carried out through SABİS. The Dean's Office and the Quality and Accreditation Board evaluate the internal control standards self-assessment questionnaire and the requests, complaints and suggestions received from internal and external stakeholders and ensure that the issues deemed necessary are corrected by forwarding and following up with the relevant units of the University.

Subject	E.3.1. Integrated Information Management System
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	December 2020
Stakeholders	Internal stakeholders: Academic and Administrative Staff, Students External stakeholders: <u>UZEM (Distance Education Research and Application Center)</u> , <u>BAUM (Computer Research and Application Center)</u> , <u>Department of Information Processing</u>
Application Areas	All Departments of the Faculty
Monitoring Mechanisms	Surveys SABİS
Performance Indicators	<ul style="list-style-type: none"> • Internal Control Standards Self-Assessment Survey results • Improvements made upon requests, complaints and suggestions received from Internal and External Stakeholders
Evaluation and Improvement Date	End of Each Academic Year (June-July)
Place on the Information System	<u>Sakarya University Information System (SABİS)</u>

E.3.2. Information security and reliability

In the Faculty, processes related to information security and reliability are carried out in cooperation with units of the University such as the Department of Information Technologies. The Institution determines policies within the framework of laws and regulations regarding information security. Data requiring confidentiality in the context of institutions are not shared with third parties. Within this framework, legal texts such as the Personal Data Protection Law No. 6698, the Electronic Signature Law No. 5070, the Public Financial Management and Control Law No. 5018, the Regulation on the Principles and Procedures Determining the Rules of Official Correspondence, and the Regulation on the Procedures and Principles Regarding Internal Control and Preliminary Financial Control are taken into consideration and regulations on information security are made and followed in all processes of the Faculty.

The Faculty carries out the confidentiality of teaching processes and the announcement and storage of grades through SABİS (Sakarya University Information System). Between certain dates, the faculty members enter exam grades into SABİS. It is not possible to enter grades other than the instructor teaching the course. Students can see the grades they have received during the semester through OBS (Student Information System) in SABİS. Only students who are authenticated in the system with their username and password can see these grades. Apart from the students taking the course, only the course coordinator and the instructor can see the grades of all students.

In distance education processes, security and confidentiality measures regarding access to content such as student information, course registrations, and exams are carried out in cooperation with the University Distance Education Research and Application Center (UZEM).

The e-mail addresses opened by the Department of Information Technologies cannot be collectively given to any person, unit or institution other than the SAU Communication Coordinatorship. The authority and responsibility to send mass e-mails to all users in the Faculty belongs to the SAU Communication Coordination Office and the Dean's Office.

In the Organization, backup operations are carried out in order to ensure data reliability within the framework of the aforementioned legislation. These backups are evaluated by the IT Department only in cases that may arise from legal conditions and a decision may be taken to restore them in accordance with the legislation.

The priority areas information security labeling system created by the Council of Higher Education (YÖK) on information security and reliability is taken into consideration.

The Dean's Office is responsible for processes related to information security and reliability. Requests from internal and external stakeholders, and issues identified by the Dean's Office and the Quality and Accreditation Board are forwarded to the relevant units of the University to ensure that measures are taken, and improvements are made.

Subject	E.3.2. Information Security and Reliability
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Students, Academic and Administrative Staff External Stakeholders: Sakarya University Department of Information Processing, Sakarya University Communication Coordination Office, Distance Education Research and Application Center
Application Areas	All Data Sources and Data
Monitoring Mechanisms	YÖK data
Performance Indicators	<ul style="list-style-type: none"> Higher Education Council (YÖK) Priority Areas Information Security Label
Evaluation and Improvement Date	As Needed
Place on the Information System	

E.4. Support Services

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

The suitability, quality and continuity of services and goods in the Faculty are carried out and monitored in coordination with the Tender Branch Directorate of the Department of Administrative and Financial Affairs within the framework of Public Procurement Law No. 4734, State Procurement Law No. 2886 and related regulations.

The purchases needed by the units of the Institution are notified to the Spending Authority (Dean of the Faculty). Purchase requests from the units are evaluated in terms of approximate cost. The Spending Authority (Dean of the Faculty) decides on the purchases in line with the figure determined in the new budget each year, considering stakeholder opinions. Offers are received from suppliers (approved and/or new suppliers). Samples are requested from the products deemed necessary. The collected offers and approved samples are evaluated by the Inspection and Acceptance Commission and submitted to the Expenditure Officer. The supplier is decided. Products/services are requested from the supplier selected by the expenditure authority. In case of nonconformity in the products or services received from suppliers, an inappropriate product report is filled. The annual performance of suppliers is evaluated according to the supplier evaluation form. Approved supplier lists are re-published according to supplier performance scores. Suppliers prior to the publication of this process are directly recorded in the approved supplier list. Company information that is removed or included from the approved supplier list during the year is recorded on the list.

Since the Faculty is located within the campus and close to the support services in terms of transportation, it receives services from the University cafeterias. In addition, tenders, leasing and service procurement are made by the Rectorate for the canteen service provided in the building attached to the Faculty.

The appropriateness, quality and continuity of services and goods are monitored through Student and Employee Satisfaction Surveys. In addition, processes are monitored by the Dean's Office and the Quality and Accreditation Board and Corrective and Preventive Action (CAPA) are organized when necessary.

Subject	E.4.1. Suitability, Quality and Continuity of Goods and Services
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board
Initial Planning Date	Initial Planning: June 2020 Update: June 2024
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Rectorate, <u>Department of Administrative and Financial Affairs</u> , <u>Purchasing Branch Directorate</u> , <u>Tender Branch Directorate</u>
Application Areas	All Departments of the Faculty
Monitoring Mechanisms	Surveys QMIS CAPA

Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Employee Satisfaction Survey results • Number of Corrective and Preventive Actions (CAPA)
Evaluation and Improvement Date	End of Each Year (December)
Place on the Information System	SABİS>SAU at a Glance>Infrastructure and Resources>Technological Resources

E.5. Public Information and Accountability

E.5.1. Public information

The Institution shares information about its education and training programs and all academic, social and cultural activities with the public in a clear, accurate, up-to-date and easily accessible manner. In addition to the University's Corporate Communication Policy, the Faculty's Corporate Communication Policy regarding these processes is also defined, and these policies are taken as basis for Public Disclosure processes.

The official web address and social media accounts of the Institution regularly share announcements and news about the activities of the Institution with the public. In addition, the local and national press is also informed at the point of publicizing academic, social and cultural activities.

The Faculty Promotion and Information Group is responsible for ensuring timeliness, supervision and organization of information sharing. The relevant working group is responsible for collecting information and materials to prepare bulletins, brochures and digital materials promoting the Institution and its activities; updating the official website of the Institution, translating the necessary sections into English; ensuring that the activities of the Institution and news about the Institution are published on the SAU News portal, the Faculty website and the official social media accounts of the Faculty, as well as ensuring that they reach the archive team. In addition, it also carries out the activities of introducing the Faculty to domestic and international students and other guests who visit the Faculty.

The Institution has a board called Academic Activities Working Group, which organizes activities such as symposiums, panels, conferences, seminars, courses, etc. within the Faculty. The Faculty Promotion and Information Group carries out the promotion and announcement of these activities in cooperation with the Academic Activities Working Group. These working groups are also responsible for communicating student club activities to the relevant units. The Faculty Promotion and Information Group and the Academic Activities Working Group hold regular meetings at least once a year under the chairmanship of the relevant Vice-Dean. The Dean's Office is responsible for the execution of the decisions taken at the meeting.

The organization uses social media effectively, considers the feedback of its followers and takes necessary correction-prevention actions. By following social media statistics, it cares about the breadth of the audience reached by its announcements. In this context, the Institution has the opportunity to announce its activities to a wider audience by ensuring that all academic and social activities are shared on Sakarya University (SAU) communication channels. The usernames of the social media accounts of the Institution are given below:

- Facebook : [54sakaryailahiyat](#)
- X : [sau_if](#)
- Youtube. : [sauilahiyatfakultesi](#)
- Instagram : [ilahiyatsau](#)

The Institution uses the e-mail groups created at the corporate e-mail address (if@sakarya.edu.tr) and the mass SMS sending service to inform the public. Thus, academic and social activities are announced to Students, Administrative and Academic Staff through mass mail and SMS groups and necessary information is provided.

Public information activities are monitored through the Student Satisfaction Survey, Stakeholder Satisfaction Survey, social media follower statistics, sharing comments and viewership data. Within this framework, the Faculty Promotion and Information Working Group and the Quality and Accreditation Board evaluate the survey results and content data in their meetings and submit their suggestions for improvement and correction to The Dean's Office.

Subject	E.5.1. Public Information
Responsible Unit(s)	The Dean's Office Faculty Promotion and Information Group Quality and Accreditation Board Academic Activities Working Group
Initial Planning Date	December 2020
Stakeholders	Internal stakeholders: Teaching Staff, Administrative Staff, Students External stakeholders: SAU Communication Coordinatorship
Application Fields	All Departments of the Faculty
Monitoring Mechanisms	Surveys Faculty web page Social media accounts statistics
Performance Indicators	<ul style="list-style-type: none"> • Student Satisfaction Survey results • Stakeholder Satisfaction Survey results • Faculty Bulletin Activities • Social Media Followers • YouTube Channel Data
Evaluation and Improvement Date	End of Each Academic Year (June-July)

Information Governance Place in the System	<u>SAU Faculty of Theology</u> <u>SAU Faculty of Theology Bulletin</u>
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E.5.2. Accountability methods

The accountability methods of the organization to internal and external stakeholders are designed and implemented. They are systematic, realized within the framework of the announced timetable, and those responsible are clear. Its effectiveness is evaluated by the feedback received.

The Institution has official communication tools. Questions and problems sent via the message tab on the official website or directly to the official e-mail address (if@sakarya.edu.tr) are answered by the Faculty Secretary.

Apart from these, wishes, suggestions and complaints are received from the Individual Suggestion Entry field in the Quality Management Information System (QMIS). It is the responsibility of the Faculty Secretary to respond to the messages sent from this area and the message is entered into the system within 7 (seven) working days. Students can see the application and its result through the system.

There is a complaint, Suggestion, Request and Satisfaction (SRS) box in the Faculty. The applications, which are opened regularly every month by the staff members from the Strategic Planning and Quality Management Systems Branch Directorate of the University and delivered to the administrative quality ambassador of the Faculty with a report and processed, are added to the requests and complaints pool, which includes the applications received through the computerized QMIS. In addition, it is possible for internal stakeholders to make suggestions about education-training, research and development, examination services and administrative processes through the "Individual Suggestion Entry" tab on the Enterprise Management Information System (EMIS).

In addition, questions sent to the official e-mail address of student affairs office (ifogrenci@sakarya.edu.tr) are returned by the student affairs staff.

The Institution shares all its activities with the public through its social media accounts as well as its website. Questions received via direct message (DM) on social media accounts are answered by the social media account managers in the Faculty Promotion and Information Working Group.

In addition, applications made through CIMER (Presidential Communication Center) are also forwarded to the Institution through the Rectorate. The Faculty Secretary is responsible for responding to these applications within two weeks and notifying the Rectorate.

The Dean's Office is responsible for overseeing the Institution's accountability methods and their functioning. The Quality and Accreditation Board evaluates these processes and process-related surveys (Internal Control Standards Self-Assessment Survey, Student Satisfaction Survey, Stakeholder Satisfaction Survey) at its meetings. The board presents the evaluation results and improvement suggestions to the Dean's Office.

Subject	E.5.2. Accountability methods
Responsible Unit(s)	The Dean's Office Quality and Accreditation Board Faculty Promotion and Information Working Group
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Social Studies Group External Stakeholders: Rectorate, International Advisory Board, Strategic Planning and Quality Management Systems Branch Directorate, CIMER
Application Fields	All Departments of the Faculty, All Students, Local and National Press
Monitoring Mechanisms	Surveys EMIS, QMIS, CIMER, email accounts statistics
Performance Indicators	<ul style="list-style-type: none"> • Internal Control Standards Self-Assessment Survey results • Student Satisfaction Survey results • Stakeholder Satisfaction Survey results • QMIS, EMIS and CIMER Applications and Responding to them • Requests, Complaints and Suggestions to the Faculty Mail and Student Affairs Mail Address and Responding to them
Evaluation and Improvement Date	End of Each Academic Year (June-July)
Place on the Information System	SAU > Faculty of Theology > Contact SABIS > Quality Management Information System>Individual Suggestion