



SAKARYA
ÜNİVERSİTESİ
İlahiyat Fakültesi

SAKARYA UNIVERSITY FACULTY OF THEOLOGY

SELF-ASSESSMENT REPORT

2024

(FYK 1031 / 10)



<https://if.sakarya.edu.tr/en>



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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
p.	page	s.	sayfa
para.	paragraph	para.	paragraf
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
SAUDEK	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

GENERAL INFORMATION

INFORMATION ON THE INSTITUTION

1. Contact Information

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2. History

The Faculty was established within Sakarya University in accordance with Law No. 3837 adopted on July 3, 1992. It started its activities in the 1993-1994 academic year with three academic departments: Basic Islamic Sciences (TIB), Philosophy and Religious Sciences (FBD), and Islamic History and Arts (ITS).

The Faculty offers two different programs: the undergraduate program and evening education, and Theology Degree Completion Program (ILITAM). In addition to the compulsory courses that provide basic knowledge in the field of theology, elective courses that enable students to improve themselves are also offered in the programs. Undergraduate education is five (5) years in total with Arabic preparatory class, and quality Arabic lessons are given by the guest lecturers from Arab countries and the faculty lecturers who have been educated in Arab countries.

The graduates can attend master's and doctoral programs in the Departments of Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts within the Institute of Social Sciences of the University.

There are bilateral student and faculty exchange agreements signed between the faculty and some European Universities within the framework of the Erasmus Programme.

The Faculty is also included in the Mevlana Exchange Program, which is a student and lecturer exchange program between higher education institutions abroad. In this context, we have bilateral agreements that include scientific cooperation and student exchange with Ahmet Yassawi University (Kazakhstan), Kyrgyzstan-Türkiye Manas University (Kyrgyzstan), Osh State University (Kyrgyzstan), International Islamic University Malaysia (Malaysia), University of Malaya (Malaysia), Malaysian Islamic Sciences University (Malaysia), International Islamic University College (Malaysia), University of Jerash (Jordan), University of Zerqa (Jordan), University of Al Al-Bayt (Jordan), University of Yarmouk (Jordan), University of Mutah (Jordan), University of Tripoli (Lebanon), University of Sidi Mohamed Ben Abdellah (Morocco), Qarawiyyin University (Morocco) and An-Najah University (Palestine). In addition, with the Farabi Exchange Program, students are offered the opportunity to study at other universities in Türkiye.

Since 1996, the Faculty has been publishing a scientific peer-reviewed journal called *Sakarya Üniversitesi İlahiyat Fakültesi Dergisi* (Sakarya University Faculty of Theology Journal). The *Journal*, which includes scientific studies in Turkish, Arabic and English languages, is scanned in

national indexes as well as prestigious databases such as ESCI, DOAJ, MLA, ATLA.

The library unit of the faculty, which started to serve in the 1993-1994 academic year, was first put into service as a specialized library. In a short time, the collection was enriched with purchases, contributions and donations of the valuable scholars and reached the form of a library in 1995. As a sign of loyalty to the esteemed lecturer Osman Şekerci, who served in the faculty library in 2003 and as a faculty member in the Department of Islamic Law in the faculty between 1994-2003 and was also a founding member of Sakarya University Faculty of Theology and Qur'an Research Foundations. The library was named "Assoc. Prof. Osman Şekerci Library" in 2003.

The Faculty, which continued its educational activities in Adapazarı Ozanlar district between 1994-2017, moved to Sakarya University Esentepe Campus in 2017 and started the 2017-2018 academic year on the campus. The faculty complex, consisting of 5 adjacent blocks, occupies an area of 14 thousand square meters and includes a library of 300 square meters, a conference hall for 312 people and a cafeteria.

3. Mission and Vision

Mission

Our mission is to develop social and research-oriented individuals who have moral and aesthetic values, who have adopted a lifelong learning mindset. In addition to producing sound information in the field of religious sciences and providing social service.

Vision

Our vision is to be a faculty which is preferred because of its education and research quality, which provides solutions to the problems related to religious education, and which embraces principles of quality management.

4. Values

- Universality of the Science
- Academic Freedom
- Governance
- Continuous Improvement
- Institutional Transparency
- Cooperation with Stakeholders
- Values Education

5. Strategic Objectives

1. Achieving qualified education by providing higher education services at international standards that will provide learners with knowledge and skills for their changing needs throughout their careers as well as professional competencies.
2. Leading the regional research, development and innovation ecosystem by providing knowledge, project, technology and art production that will expand the research

footprint of the Faculty.

3. Strengthening the ties between the faculty and the society based on the understanding of social service and social responsibility and to implement the United Nations sustainable development goals in all processes with an understanding of respect for nature, human and society.
4. Increasing the international preferability, cooperation and visibility of the faculty by taking advantage of mobility programs, international collaborations and international opportunities.
5. Ensuring organizational agility and institutional quality by empowering employees and adopting change management.

6. Policies

Education Policy

1. In addition to preparing students for the future and adapting them to a lifelong-learning mentality, we are embracing a reformist education model based on competence which provides professional skills.
2. Providing a learning opportunity to all students apt to the needs of an improving and changing era through face-to-face, online and hybrid models.
3. Improving and sustaining the relationship between graduate/postgraduate education and research-development activities through applied education and new models.
4. Improving the education-training process with the attendance of students or shareholders and strengthening national-international cooperation.

Research-Innovation Policy

1. Enriching the research environment to support scholars' ideas about research and innovation to make them actualized.
2. Managing research and innovation activities in the faculty coordinated with sustainable development goals and national priorities.
3. As an extension of research and activities, providing the necessary environment and embrace multi-disciplinary and national collaborations.
4. Creating an atmosphere where researchers and strategic shareholders have been encouraged and appreciated. We are also providing support regarding guidance, financial and copyright rights to protect a sustainable research environment.
5. Assessing faculty's research footprints periodically to adopt a continuous upgrade approach.

Social Contribution Policy

1. Organizing social contribution activities on the faculty.
2. Sustaining transparent and accountable management for shareholders of the faculty.
3. Prioritizing local and regional needs in the field of religious sciences.
4. Identifying research-development focuses and providing solutions to religious problems by caring advises of shareholders from in and out.
5. Serving the results of conducting scientific research for the public and organizing public

academic/social events.

6. Guiding and supporting academic staff in the fields identified with social cooperation.
7. Informing and raising awareness of society by using mass media efficiently.

Sustainability Policy

1. Considering ecologic, economic and social dimensions of the sustainability and applying sustainable development principles to institutional applications.
2. To reduce negative ecologic effect of the faculty, considering waste management and energy efficiency and applying them to institutional applications.
3. Embracing gender equality, inclusivity, partnership for strong goals and facilities in institutional management.
4. Grounding respect to human's fundamental, social and economic rights. Spreading occupational health and safety, academic freedom and work ethic.

Internationalization Policy

1. Directing and managing internationalization applications in education, research and social contribution policies which are including students and staff who are shareholders of the faculty.
2. Benefiting cooperations, exchange programs, mutual agreements and international programs apt to changing educative paradigms.
3. Strengthen institutional sufficiency through potentiality of international specialty.
4. Improving continuously in internationalization by monitoring performance with our shareholders.

Quality Policy

1. Managing quality in the faculty in line with international and national quality assurance systems and institutionally for the future.
2. Evaluating quality by applying qualitative and quantitative methods in an integrated manner with output and process-oriented measurements and to improve quality through defined processes.
3. To keep quality improvement, continuous innovation and transformation with the voluntary participation of shareholders, by the help of change agents working in quality teams, especially quality ambassadors.
4. Adopting the quality culture which is based on securing quality and meeting shareholders' expectations in a balanced manner with a sense of responsibility towards society, as a common culture that is observed by all stakeholders, especially academics, researchers, employees and leaders.

Service Receivers' Satisfaction Policy

1. Monitoring the feedback and complaints of service recipients by securing them and to ensure that complaints are handled objectively and resolved as soon as possible.
2. Increasing current and potential customer participation and feedback in the processes by creating transparent and effective communication mechanisms with service beneficiaries.
3. Ensuring continuous improvement within the scope of corporate quality management by

measuring the quality, efficiency and effectiveness of processes, services and practices in order to realize the value propositions offered to service recipients.

Human Resources Policy

1. Approaching human resources as a corporate value by planning the medium and long-term human resources' needs according to the mission and vision of the institution and evaluating 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. Planning and actualizing training and development in line with corporate objectives and individual development needs, embracing the principles of equal opportunity and inclusiveness.
4. Grounding personal development, promotion, empowerment, appreciation and recognition practices on performance evaluation results.
5. Providing safe and healthy work environment for all staff through occupational health and safety practices.

Institutional Communication Policy

1. Creating communication environments that will enable stakeholders to strengthen the corporate culture by adopting corporate values and identity.
2. Developing policies for the promotion of the faculty to the target audience, to ensure the effective use of online communication and social media tools.
3. Supporting scientific, artistic and cultural activities at national and international level.
4. Improving communication with media branches and ensure its continuity.
5. Sharing information with public institutions and organizations and supporting institutional transparency.

7. Targets

Education Targets

1. Utilizing continuous improvement processes and strengthen internal quality assurance mechanisms to improve the quality of academic programs.
2. Increasing the use of new approaches, techniques and tools in education and training programs (innovative teaching technologies) and adapt learning environments accordingly.
3. Implementing systematic approaches to improve students' approaches to learning and academics' teaching competencies.
4. Developing and expanding student support services such as student counseling, barrier-free faculty, career counseling, etc. based on diversity.
5. Offering a variety of programs that will enable re-skilling and skill development within the scope of lifelong learning.

Research and Development Targets

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

Social Contribution Targets

1. Improving institutional governance structures to enhance community relations and ensure sustainability; share more faculty data to ensure accountability and transparency.
2. Strengthening collaboration, partnerships and coordination with internal and external stakeholders of the faculty.
3. Increasing green campus practices that contribute to reducing the ecological footprint on campus, increase energy efficiency, and are compatible with smart technologies.

Internationalization Targets

1. Increasing the number of international mobility programs.
2. Strengthening the internationalization collaborations of the faculty.
3. Strengthening the internationalization level of the faculty.
4. Strengthening the institutional capacity and competencies of the faculty within the scope of internationalization.
5. Increasing international visibility through international promotion and rankings in order to increase the international recognition of the faculty.

Administrative-Support and Managerial Targets

1. Increasing the effectiveness of Faculty Advisory Boards and Working Groups.
2. Ensuring quality by measuring the quality of institutional services and improving them together with stakeholders.
3. Managing financial resources in line with the goals of the faculty. To continuously improve the institutional capacity and human resources of the faculty.

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

As stated in the defined process in the Quality Manual (Evidence 1) and the 2022 Self-Assessment Report (Evidence 2), the mission of the Faculty is to educate researcher and social individuals with moral and aesthetic values, lifelong learning skills, and to produce healthy knowledge and social service in the field of religious sciences. The vision is to be a faculty that is preferred in the first ranks with its education and research quality, offers solutions to the problems related to religious education and training together with its stakeholders, and has adopted the principles of

total quality management ([Evidence 3](#)). It is stated in the Quality Manual that the mission, vision, strategic goals and objectives of the Institution will be updated in four (4)-year periods. Since the term of the previous strategic plan will expire in 2023, the 2023-2027 strategic plan renewal works started in September 2022 in accordance with the schedule given in the annex ([Evidence 4](#)). The steps for updating the strategic plan were taken as follows:

- a. *Drafting the strategic plan*: For this purpose, questionnaires were shared with our stakeholders with the support of Sakarya University Academic Evaluation and Quality Development Board (SAUDEK) to determine the issues that should be included in the strategic plan ([Evidence 5](#), [Evidence 6](#)).

In addition, at the academic board meeting, the strategic plan update schedule was shared with the board members and members who wanted to contribute to the process of creating the draft were requested to express their views or submit them to the Quality and Accreditation Board ([Evidence 7](#)). Based on the results of the survey conducted with our stakeholders and the opinions of the Faculty members, a draft plan was prepared by the Quality and Accreditation Board in line with the University strategic plan.

- b. *Discussion of the draft with stakeholders*: The draft prepared by the Quality and Accreditation Board was sent to the academic staff for their opinions ([Evidence 8](#)). In addition, our strategic plan and goals were discussed at the student representatives meeting ([Evidence 9](#)), advisory board ([Evidence 10](#), art. 4) and international advisory board ([Evidence 11](#)).
- c. *Finalising the draft*: After all these processes, the Quality and Accreditation Board finalised the draft plan by taking into account the opinions and suggestions of the internal and external stakeholders ([Evidence 12](#)) and submitted it to the dean's office.
- d. *Approval of the draft*: The final version of the draft received from the Quality and Accreditation Board ([Evidence 13](#)) was approved by the Faculty Board of Directors and entered into force ([Evidence 14](#)).
- e. *Adding faculty-specific indicators to Sakarya University Corporate Management Information System (EMIS)*: Since it was deemed appropriate to include some performance indicators specific to our faculty in our 2023-2027 strategic plan, unlike the performance indicators of the university in the strategic plan prepared simultaneously with SAUDEK (Sakarya University, Academic Evaluation and Quality Development Board) these indicators were notified to SAUDEK ([Evidence 15](#), [Evidence 16](#)) and they were processed into EMIS ([Evidence 17](#)) so that they could be easily controlled and monitored through information management systems.

As a result, in 2023-2027 strategic plan, it was deemed appropriate to keep the mission, vision and corporate values as in the previous plan (the processes by which the mission, vision and corporate values of the institution were determined are detailed [in the 2022 Self-Assessment Report](#)), but some changes were made in policies, strategic goals, objectives and indicators. In the attached file, the 2020-2024 and 2023-2027 strategic plans are presented comparatively ([Evidence 18](#)).

The red area graph, which provides information on the Performance Status Based on Strategies,

can be accessed via EMIS. When we look at the 2023 Red Area Graph page on the “Performance Status Based on Strategies”, we see that S3 has 74%, S5 has 64%, S1 has 57%, S2 has 39%, and S4 has 0.75% ([Evidence 19](#)). Due to errors in the process of setting and entering the targets for S1, S2 and S4, the rates of meeting the targets were low. SAUDEK was contacted about this, and it was stated that this error will be corrected ([Evidence 20](#), [Evidence 21](#)). Performance indicators for 2023 were evaluated at the Quality and Accreditation Board meeting and it was decided that some targets should be updated ([Evidence 22](#)).

In addition, the faculty presents the activities of the whole year to the University and related units in a report (see [Evidence 23](#) for the Unit Activity Report for 2023).

Maturity Level: The practices that cover all the fields in line with the institution’s strategic objectives and targets defined within the scope of the strategic plan are systematically monitored compliance with the institution’s internal quality assurance system. The monitoring results evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self Evaluation Report](#)

Evidence 3 [Faculty Mission and Vision](#)

Evidence 4 [Strategic Plan Calendar](#)

Evidence 5 [Stakeholder Opinion Survey](#)

Evidence 6 [Stakeholder Opinions Survey Information Mail](#)

Evidence 7 [2022-2023 Academic Board Meeting](#)

Evidence 8 [Academic Staff Mail](#)

Evidence 9 [Student Representatives Meeting](#)

Evidence 10 [Year 2023 Advisory Board Meeting](#)

Evidence 11 [Year 2023 International Advisory Board Meeting](#)

Evidence 12 [2023 QAB/KAK Meeting](#)

Evidence 13 [Faculty of Theology 2023-2027 Strategic Plan](#)

Evidence 14 [Faculty Administrative Board Decision](#)

Evidence 15 [EMIS Criteria](#)

Evidence 16 [EMIS Criteria 2](#)

Evidence 17 [Indicator Request Response](#)

Evidence 18 [Comparative Strategic Plans](#)

Evidence 19 [Red Area Graph](#)

Evidence 20 [SAUDEK e-Mail](#)

Evidence 21 SAUDEK e-Mail Reply

Evidence 22 2024 Quality and Accreditation Board Meeting

Evidence 23 Unit Annual Report

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

As stated in the Quality Manual (Evidence 1) and 2023 Interim Report (Evidence 2), the Faculty continues to carry out activities, monitoring and improvements in accordance with its policies in various fields in line with the renewed Strategic Plan (Evidence 3). Internal and external stakeholder participation in the processes of updating the mission and vision, strategic goals and policies of our institution is explained in detail under the section “A.1.1” The Education-Training Policy, Research-Innovation Policy, Social Contribution Policy, Sustainability Policy, Internationalization Policy, Quality Policy, Service Recipient Satisfaction Policy, Human Resources Policy, Corporate Communication Policy prepared in parallel with the renewed strategic plan of the Faculty and the Education-Training Targets, Research and Development Targets, Social Contribution Targets, Internationalization Targets, Administrative-Support and Administrative Targets (Quality Assurance and Management System) prepared on the axis of these can be accessed on the web page of the institution (Evidence 4).

It is seen in various reports that faculty policies and objectives affect the processes carried out by the faculty (Evidence 5, Evidence 6, Evidence 7, Evidence 8). To realize these policies and objectives, various improvements are made in the process. For example, as a result of consultations with internal and external stakeholders (Evidence 9, Evidence 10), an internationalization coordinatorship was established in the context of internationalization goals (Evidence 11). Similarly, in the context of research and development goals, an international publication coordinatorship was established to increase the international publication performance of the Faculty members (Evidence 12) and started its activities (Evidence 13). These improvement efforts are designed as a step that will also increase the low number of places in the red area graph (Evidence 14) (see section A.1.1 for an explanation of the lowness in the red area graph due to the disruption in the process of setting the targets).

Maturity level: The relations between the institutional policies in all the fields are established, and this integrated structure guides the internal quality assurance system. The results are monitored and evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 Quality Manual

Evidence 2 2023 Interim Report

Evidence 3 Faculty of Theology 2023-27 Strategic Plan

Evidence 4 Policy

Evidence 5 Administrative Activity Report for 2022

Evidence 6 2023 Faculty Unit Activity Report

Evidence 7 Comparative Faculty Annual Report

Evidence 8 2022 Internal Audit Report

Evidence 9 2023-2024 Academic Board Meeting

Evidence 10 2023 International Advisory Board Meeting

Evidence 11 Establishment of Internationalisation Coordinatorship

Evidence 12 Establishment of International Publication Coordination Office

Evidence 13 Activity Example

Evidence 14 Red Area Graph

A.1.3. Institutional performance management

The Institution continues to manage performance management based on the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report (Evidence 2). These data are regularly analyzed through the EMIS module specific to corporate performance and information is shared with the authorities that will take measures. Institutional performance is monitored through regular working group meetings held every year and suggestions for improvement are presented (Evidence 3, Evidence 4, Evidence 5, Evidence 6, Evidence 7). The Quality and Accreditation Board has recommended that these meetings be held at least once a year and more often if needed and that the Quality Manual be updated accordingly (Evidence 8).

The evaluation of the performance indicators by years can be monitored in annotated strategic plan (Evidence 9). Improvements made through KYBS can also be monitored (Evidence 10). Likewise, the dean's office monitors institutional performance through various tools. For example, the number of applications made in the faculty within the scope of 2209-A projects is monitored and the results are shared with the relevant stakeholders (Evidence 11). Improvements are made systematically by considering our performance indicators on a strategy basis. For example, trainings and support are organized for the preparation of national projects (Evidence 12, Evidence 13). Similarly, training activities are organized for academic staff in order to increase the number of international publications (Evidence 14, Evidence 15). As a result of consultations with the university, the Institution has developed strategies to support international publication activities (e.g. open access publication support, cash incentive payment, see Evidence 16, Evidence 17, Evidence 18). In addition, international publications of faculty members are rewarded by the Faculty (e.g. Evidence 19, Evidence 20, Evidence 21). Similarly, in the context of education and training objectives, improvement steps are taken, for example, to overcome deficiencies in foreign language education (Evidence 22, p. 2). For example, in the department meetings, all these improvements are made in the context of the Faculty's research and development, internationalization, and administrative-support and managerial goals, with the aim of raising performance indicators for 2024 and beyond.

Maturity level: All performance indicators related to all the fields/processes are systematically

monitored in line with the institution's internal quality assurance system. The results are evaluated with stakeholders and employed in decision-making processes, and necessary measures are taken with regard to performance management.

Evidence:

Evidence 1 Quality Manual

Evidence 2 2022 Self-Assessment Report

Evidence 3 Faculty Working Groups Meetings 2022

Evidence 4 Faculty Working Groups Meetings 2022

Evidence 5 Faculty Working Groups Meeting Records 2023

Evidence 6 Faculty Working Group Meeting Records 2024

Evidence 7 Faculty Working Group Meeting Records 2024

Evidence 8 Quality and Accreditation Board Meeting Records 2023

Evidence 9 Strategic Plan Performance Values

Evidence 10 Performance Improvement

Evidence 11 Performance Improvement

Evidence 12 Project Training

Evidence 13 Project Improvement

Evidence 14 Training Activity

Evidence 15 Training Activity

Evidence 16 Open Access Support

Evidence 17 Cash Incentives

Evidence 18 Publication Support

Evidence 19 Awards

Evidence 20 Awards

Evidence 21 Awards

Evidence 22 Department Meeting Sample

A.2. Internal Quality Assurance

The Institution has a planning focused on stakeholder participation and their satisfaction in its practices related to quality management as stated in the defined process in the Quality Handbook and the 2022 Self-Assessment Report. This planning is determined in accordance with the Faculty's Strategic Plan. In the Institution, decision-making processes are carried out in cooperation with the faculty management by ensuring the participation of internal and external

stakeholders through surveys. In the light of the monitoring of these issues, periodic improvements are made by the Quality and Accreditation Board regarding the deficiencies in the internal quality assurance of the institution.

A.2.1. Quality commission

As stated in the Quality Handbook (Evidence 1) and the 2022 Self-Assessment Report (Evidence 2), the Quality and Accreditation Board, which has internalized the university quality assurance, has been established in accordance with the Faculty of Theology Quality and Accreditation Board Directive (Evidence 3), which was prepared by consulting the opinions of internal and external stakeholders.

The Board is composed of members representing all departments of the Faculty (Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts). This is also taken into consideration when appointing new members (Evidence 4, art. 2). In addition, in terms of administrative support, the faculty secretary serves as a natural member of the Board (Evidence 5).

In its periodic meetings, the Quality and Accreditation Board has evaluated issues such as the participation of internal and external stakeholders, satisfaction and graduation surveys, academic awards and incentives, matching curriculum outcomes with course outcomes, applying to some of the external stakeholders to exchange ideas and holding meetings with them (Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10). In addition, the Board took decisions to make improvements in line with the programme accreditation report prepared by IAA (Evidence 11).

The Quality and Accreditation Board operates in coordination with other internal and external stakeholder groups of the Faculty. In this context, the issues that the Quality and Accreditation Board requests to be evaluated in line with the quality processes are brought up and evaluated at stakeholder meetings (Evidence 12, Evidence 13, Evidence 14).

Similarly, the Quality and Accreditation Board monitors the determination, implementation and monitoring of the Faculty's quality assurance policies and strategies and makes necessary improvements. As explained in detail under the title of "A.1.1", the Quality and Accreditation Board actively participated in the Faculty's strategic plan renewal studies and contributed to the process (Evidence 15). Likewise, the board plays an active role in eliminating the deficiencies related to quality processes. In this regard, for example, the Board contacted the relevant unit of the university regarding the issue that the strategic goals, which are also detailed in section "A.1.1", were entered incorrectly on KYBS and requested that the deficiency be corrected (Evidence 16, Evidence 17, Evidence 18, art. 2 and 3).

Every year, controls and monitoring are carried out regarding the management structure of the Faculty, and as a result of these controls, necessary changes can be made in the boards and working groups, taking into account the opinions of stakeholders. In this context, in 2024, the boards and working groups were reorganised in the context of staff mobility, consultations and accreditation processes, some new boards and working groups were formed and new members were added (Evidence 19). For example, the "Academic and Social Activities Working Group" was

divided into two as “Academic Activities Working Group” and “Social and Cultural Activities Working Group” to carry out more systematic and specific activities. Additionally, a new working group was established and several coordination were grouped under the banner of the “Education Support Working Group” in order to lessen the workload of the ‘Student Affairs Working Group’.

The current boards and working groups of the faculty are as follows (Evidence 19):

1. Quality and Accreditation Board
2. ILITAM Support Board
3. Student Affairs Working Group
4. Foreign Relations and Adaptation Working Group
5. Faculty Journal Board
6. Research and Development Working Group
7. Academic Activities Working Group
8. Social and Cultural Activities Working Group
9. Education Support Working Group
10. Faculty Support Working Group
11. Faculty Promotion and Information Group

The Quality and Accreditation Board continues to hold regular meetings with working groups, and discusses issues related to deficiencies and areas for improvement, and makes recommendations to the Dean’s office (Evidence 20, Evidence 21, Evidence 22, Evidence 23, Evidence 24, Evidence 25, Evidence 26). Between 2023 and 2024, only the Quality and Accreditation Board met twelve (12) times (see Evidence 27 for the file containing the records of the twelve [12] meetings). Working groups continue to meet at least twice a year (Evidence 19).

Maturity level: The quality commission is systematically conducting their works in line with their duties, authorities and responsibilities and in the scope of the integrated quality management in the institution. The findings obtained from these practices are monitored and the monitoring results are evaluated to enable improvement.

Evidence:

Evidence 1 Quality Manual

Evidence 2 2022 Self Evaluation Report

Evidence 3 Faculty of Theology Quality and Accreditation Board Directive

Evidence 4 Example of QAB/KAK Decisions

Evidence 5 Quality and Accreditation Board Members

Evidence 6 Sample of Quality and Accreditation Board Decisions

Evidence 7 Sample of Quality and Accreditation Board Decisions

- Evidence 8 Sample of Quality and Accreditation Board Decisions
- Evidence 9 Sample of Quality and Accreditation Board Decisions
- Evidence 10 Advisory Board Meeting
- Evidence 11 Quality and Accreditation Board Decisions
- Evidence 12 Working Group Meeting
- Evidence 13 Advisory Board Meeting
- Evidence 14 Academic Board Meeting
- Evidence 15 Strategic Plan Preparation Calendar
- Evidence 16 SAUDEK Mail
- Evidence 17 SAUDEK Mail Response
- Evidence 18 Quality and Accreditation Board Decision
- Evidence 19 Boards and Working Groups
- Evidence 20 R&D Working Group Meeting Decisions
- Evidence 21 Student Affairs Working Group Meeting Decisions
- Evidence 22 Faculty Support Working Group Decision
- Evidence 23 Academic and Social Activities Working Group Meeting Report
- Evidence 24 Foreign Relations and Adaptation Working Group Meeting Report
- Evidence 25 Faculty Promotion and Information Group Meeting Report
- Evidence 26 Social and Cultural Activities Working Group Meeting Report
- Evidence 27 Meeting Decisions

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

As stated in the Quality Handbook (Evidence 1) and 2022 Self-Assessment Report (Evidence 2), the Faculty operates internal quality assurance mechanisms.

In this context, the Department Boards of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts meet regularly and evaluate requests and suggestions (Evidence 3, Evidence 4, Evidence 5). For example, it was expressed in the Department Boards that 1002 projects should be focused on (Evidence 6, p. 2), and upon this, the Dean's office organised 1002 rapid support programme training in cooperation with the University Research Deanship (Evidence 7).

Internal quality assurance system in the institution is monitored through routine surveys. For this purpose, employee satisfaction surveys and internal control self-assessment surveys are conducted. In the 2022 internal control self-assessment survey, the satisfaction rate is 79.95% (Evidence 8), and 77.45% for 2023 (Evidence 9). In the 2022 employee satisfaction survey, the

satisfaction rate is 79.38%, and 71.79% for 2023 ([Evidence 10](#)). In both surveys, it is seen that satisfaction rates do not fall below 70%, and the decrease from 79% to 71% in the employee satisfaction survey is noteworthy. It is thought that the process of determining the new *Criteria for Promotion and Appointment to Faculty Membership*, which the university has implemented as of 2024, and the aggravated criteria have an impact on this decrease. However, the rate obtained is above 70%, which is considered sufficient for the institution. In addition, as explained in detail in section “A.1.1”, under the leadership of the Quality and Accreditation Board, academic and administrative internal stakeholders actively participated in the Faculty’s strategic plan renewal studies (see for example [Evidence 11](#), [Evidence 12](#), [Evidence 13](#)).

In the context of the internal quality assurance system, the Institution conducts risk analyses with the opinions of internal and external stakeholders. For example, a risk analysis was made to attract more successful students to the Faculty ([Evidence 14](#)) and a decision was taken to close the second education ([Evidence 15](#)). In this way, it is thought that more successful students will come to the faculty as of the 2024-2025 academic year. The Institution carries out improvement activities related to feedback from internal and external stakeholders (See ([Evidence 16](#)) for these activities). The Faculty continues to monitor and inform stakeholders about the internal quality assurance system through Academic Board Meetings ([Evidence 17](#), [Evidence 18](#)) and regular Advisory Board Meetings held every academic year ([Evidence 19](#), [Evidence 20](#), [Evidence 21](#), [Evidence 22](#)).

Maturity level: The internal quality assurance mechanisms that cover all the fields/processes in the institution are systematically conducted in line with the defined processes and an integrated quality management approach. The findings obtained from these practices are monitored and the monitoring results are evaluated with stakeholders to enable improvement.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self Evaluation Report](#)

Evidence 3 [2024 FDB Meeting](#)

Evidence 4 [2024 Islamic Arts and History Department Meeting](#)

Evidence 5 [2024 Basic Islamic Sciences Department Meeting](#)

Evidence 6 [2024 FDB Meeting](#)

Evidence 7 [Research Deanery Project Training](#)

Evidence 8 [2022 Internal Control Self-Assessment Questionnaire](#)

Evidence 9 [2023 Internal Control Self-Assessment Questionnaire](#)

Evidence 10 [2023-2021 Comparative Employee Satisfaction Survey](#)

Evidence 11 [Strategic Plan Preparation Studies](#)

Evidence 12 [Stakeholder Opinion Survey](#)

Evidence 13 [Records of Academic Board Meeting](#)

Evidence 14 Risk Information

Evidence 15 Secondary Education Programme Closure Decision

Evidence 16 Corrective and Preventive Actions

Evidence 17 Academic Board Meeting

Evidence 18 Academic Board Meeting

Evidence 19 2023 Advisory Board Meeting

Evidence 20 2024 Advisory Board Meeting

Evidence 21 2024 Advisory Board Meeting

Evidence 22 2023 International Advisory Board Meeting

A.2.3. Leadership and quality assurance culture

As can be seen in the Quality Handbook (Evidence 1) and the 2022 Self-Assessment Report (Evidence 2), the Institution plans its established quality assurance system in such a way that the leadership qualities and efficiency of the current management and administrative system can be measured and monitored.

At this point, Leader Behaviour Evaluation Surveys (Evidence 3, Evidence 4) and Employee Satisfaction Surveys (Evidence 5, Evidence 6) are regularly conducted. These surveys are based on stakeholder participation and reveal the views of internal stakeholders. The surveys, which can be accessed through the SABIS-EMIS module, are one of the main mechanisms through which this monitoring is carried out (Evidence 7). According to the results of the Leader Behaviour Evaluation Survey for 2022, the overall satisfaction rate is 85.13%, while it is 86.69% according to the 2023 survey. In the 2022 Employee Satisfaction Survey, the satisfaction rate with the management approach was 78.28%, while it was 68.87% in 2023.

According to these results, the satisfaction rate in the leader behaviour evaluation questionnaire, in which the Dean, Assistant Deans and Secretary of the Faculty were evaluated, increased slightly and rose to 86.69%. However, it is seen that there is a decrease in the satisfaction rate in the management understanding item in the employee satisfaction survey in which both faculty management and university management are evaluated. This is thought to be linked to the increase in the criteria for appointment and promotion, as mentioned in other chapters. This issue was evaluated by the Quality and Accreditation Board (Evidence 8, art. 4).

Decisions taken by the faculty management in line with the demands and needs are shared with the stakeholders (Evidence 9, Evidence 10) and necessary information continues to be provided (Evidence 11, Evidence 12). The leadership approach of the Institution is carried out in the context of a publicly accessible quality assurance culture (Evidence 13, Evidence 14), which is based on the mission and vision of the institution in line with the institutional goals (Evidence 15).

The following issues can be given as examples of the decisions and improvement activities taken by the Faculty management in the context of incoming requests and needs: For example; upon

the students' request that they had problems in catching the free time of the lecturers and therefore could not communicate effectively, boards indicating the daily schedules of all lecturers were hung in their offices and student meeting hours were determined ([Evidence 16](#)). By including the Dean and Vice Deans in this situation, it was aimed that students could easily reach the faculty administration ([Evidence 17](#)). For other improvements made based on comments and suggestions, see [Evidence 18](#), [Evidence 19](#), [Evidence 20](#), [Evidence 21](#).

It is known by other peer institutions that the Institution has a quality culture, and its practices are followed and continue to be taken as an example. In this context, peer evaluation requests are received from different faculties and these requests are met ([Evidence 22](#), [Evidence 23](#), [Evidence 24](#), [Evidence 25](#)).

As an example of leadership, the Dean of the Faculty participated in the International Advisory Board held online on 07.01.23 and 04.11.23 ([Evidence 26](#), [Evidence 27](#)) for sharing his experiences. He also chaired the meeting of the International Advisory Board of the Faculty of Sharia and Islamic Studies of Qatar University in Doha on 16 October 2023 ([Evidence 28](#)). In addition, Res. Ass. Firdevs Subaşı, a member of the Quality and Accreditation Board, has made a significant contribution to the leadership and quality assurance culture of the Institution by being awarded the International Evaluator Certificate ([Evidence 29](#)).

Maturity level: Sustainable and matured institutional quality culture and leadership approach that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations for strengthening its quality culture and leadership approach, some of which serve as a model for other institutions.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self Evaluation Report](#)

Evidence 3 [2022 Leader Behaviour Assessment Survey](#)

Evidence 4 [2023 Leader Behaviour Assessment Questionnaire](#)

Evidence 5 [2022 Employee Satisfaction Survey](#)

Evidence 6 [2023 Employee Satisfaction Survey](#)

Evidence 7 [EMIS Satisfaction Surveys](#)

Evidence 8 [Quality and Accreditation Board Decision](#)

Evidence 9 [Advisory Board Meeting Records](#)

Evidence 10 [Advisory Board Meeting Records](#)

Evidence 11 [Academic Board Meeting Records](#)

Evidence 12 [Academic Board Meeting Records](#)

Evidence 13 [Mission-Vision](#)

Evidence 14 [News Link](#)

Evidence 15 Meeting Notice

Evidence 16 CAPA Sample

Evidence 17 Study Board

Evidence 18 CAPA Sample

Evidence 19 CAPA Sample

Evidence 20 CAPA Example

Evidence 21 CAPA Example

Evidence 22 Peer Review Request

Evidence 23 Peer Review Response

Evidence 24 Peer Review Request

Evidence 25 Peer Review Response

Evidence 26 International Advisory Board

Evidence 27 International Advisory Board 2

Evidence 28 News Link

Evidence 29 Firdevs Subaşı - International Assessor Certificate

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

As stated in the Quality Manual (Evidence 1) and 2022 Self-Assessment Report (Evidence 2), the participation of internal and external stakeholders in the management and improvement of quality assurance, education and training, research and development, social contribution, management and internationalisation processes is planned, and these plans are implemented and monitored.

The Institution's strategic objectives include statements that emphasise the importance of stakeholder participation in the processes. Similarly, policies in all areas emphasise the realisation of activities with stakeholder participation (Evidence 3).

In the Institution, students and employees constitute internal stakeholders (Evidence 4), while the Ministry of National Education, the Presidency of Religious Affairs, non-governmental organisations and representatives working in higher education or religious education institutions in different countries constitute external stakeholders (Evidence 5). These stakeholders are encouraged to contribute to the decision-making processes of the institution through meetings and surveys.

Internal Stakeholders (Employees):

Internal stakeholder opinions and participation in management processes are ensured through

various tools. The first of these tools is the regular meetings.

- a. Accordingly, Academic General Assemblies continue to be 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. In these meetings, in addition to the information provided by the Dean, Vice Deans, Department Heads and Faculty Secretary, the opinions, requests and suggestions of the Academic Staff are also received. It is essential that all Academic Staff of the Faculty attend the meetings (Evidence 6). Accordingly, 3 Academic General Assembly meetings were held in the last two years (Evidence 7, Evidence 8, Evidence 9) and one meeting could not be held due to the earthquake.
- b. Department Boards meetings continue to be held at least once a year with the participation of all professors in the department, and the suggestions and requests expressed at the meetings are forwarded to the Dean's office (Evidence 10, Evidence 11, Evidence 12).
- c. Sub-Committees and Working Groups in the Faculty are determined according to five (5) main headings and the list of those working in the groups is published regularly (Evidence 13). Accordingly, 1. Quality and Accreditation Board under the title of Quality Assurance System (for some of its meetings see Evidence 14, Evidence 15, Evidence 16, Evidence 17); 2. Student Affairs Working Group (Evidence 18, Evidence 19, Evidence 20) and Foreign Relations and Adaptation Working Group (Evidence 21, Evidence 22, Evidence 23) under the title of Education and Training; 3. Research and Development Group (Evidence 24, Evidence 25, Evidence 26); 4. Under the heading of Social Contribution, there are Academic Activities Working Group and Social and Cultural Activities Working Group (Evidence 27, Evidence 28, Evidence 29), Faculty Support Working Group (Evidence 30, Evidence 31, Evidence 32); 5. Under the heading of Management System, there is Faculty Promotion and Information Working Group (Evidence 33, Evidence 34, Evidence 35). Sub-Committees and Working Groups meet once a year at the beginning of the academic year. More meetings may be organised as needed. For example, in 2024, some working groups (e.g. Research and Development Working Group) held two meetings (Evidence 36, Evidence 37).
- d. Preparatory Coordination Meetings are organised for preparatory education, which has an important place in the Faculty. All lecturers teaching in preparatory classes attend these meetings (Evidence 38, Evidence 39).
- e. The Dean continues to hold a meeting with the administrative staff once at the beginning of each academic year to receive their requests and suggestions, to strengthen their institutional belonging and to encourage them to institutional success. It is essential that all administrative staff attend these meetings (Evidence 40, Evidence 41).

In the process of obtaining stakeholders' views, various surveys are conducted through the EMIS system (Evidence 42). Accordingly, Employee Satisfaction Survey (Evidence 43, Evidence 44), Leader Behaviour Evaluation Survey (Evidence 45, Evidence 46) and Internal Control Standards Self-Assessment Survey (Evidence 47, Evidence 48) are applied at the end of each year and the results are evaluated.

The Dean ensures the participation of the Faculty's academic and administrative staff in the processes by making a Written Request for Opinion via e-mail when necessary. There is no set time limit for receiving opinions through Written Request for Opinion ([Evidence 49](#), [Evidence 50](#), [Evidence 51](#)).

Finally, all employees can convey their requests, complaints, suggestions and satisfaction, and request information at any time by meeting directly with the Dean or Assistant Deans, by contacting them via institutional e-mail addresses or by petition ([Evidence 52](#), [Evidence 53](#)).

Internal Stakeholders (Students):

Students, another internal stakeholder, are included in the management process of the Institution through various tools.

All students of the Faculty provide their feedback through Course Evaluation Questionnaires ([Evidence 54](#), [Evidence 55](#)) and Student Satisfaction Questionnaires ([Evidence 56](#), [Evidence 57](#)), Administrative Services Student Satisfaction Questionnaires ([Evidence 58](#), [Evidence 59](#)) and Graduation Questionnaires ([Evidence 60](#), [Evidence 61](#)), which are evaluated by the relevant units and improvement activities are carried out. It is essential that all students participate in these surveys.

Students can also express their opinions and suggestions through the Counselling System ([Evidence 62](#), [Evidence 63](#), [Evidence 64](#) and for more evidence, see the sections "B.3.4." and "B.3.4". Academic Counselling).

Apart from this, Student Representatives meetings are organised and students' opinions about the Faculty's education, training, etc. processes are taken. The faculty attaches importance to ensuring diversity and the best level of representation in the selection of student representatives ([Evidence 65](#)), and the class representatives elected by the students among themselves, the Faculty representative who is the student with the highest grade in the fourth year, and the representatives of the student clubs in our faculty attend the Student Representatives meetings ([Evidence 66](#), [Evidence 67](#), [Evidence 68](#)).

Another mechanism where student opinions and suggestions are received is the student affairs e-mail address. The students can send their requests related to student affairs (transcripts, graduation procedures, etc.) to the Student Affairs e-mail address of the Faculty (ifogrenci@sakarya.edu.tr) ([Evidence 69](#)). The Student Affairs Unit of the Faculty is responsible for resolving the requests submitted by the students via this e-mail address and forwarding them to the relevant units. In this context, a total of 28,669 e-mails were sent to ifogrenci@sakarya.edu.tr and all of them were answered ([Evidence 70](#), [Evidence 71](#), [Evidence 72](#)).

Graduate Monitoring Mechanisms continue to operate in our faculty. For example, as mentioned above, graduation questionnaires are applied to students who have graduated, and after graduation, they can register to the graduate information system ([Evidence 73](#), [Evidence 74](#)). Details on this issue are presented in section B.6.2.

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.

The most important mechanism through which the external stakeholders of the Faculty participate in the processes is the Advisory Board meetings ([Evidence 75](#), [Evidence 76](#)), whose structure, duties and responsibilities are determined according to the Sakarya University Advisory Board Directive ([Evidence 77](#)). It is important that the members participating in the Advisory Board include representatives of the Presidency of Religious Affairs, Ministry of National Education, Non-Governmental Organisations and Employers, and the names of the participants are mentioned in the records of each meeting (for example, see [Evidence 78](#)).

In order to contribute to the education and training, research and development and especially internationalisation processes of our faculty, an International Advisory Board was established with the participation of International External Stakeholders and continued to meet at least once a year ([Evidence 79](#), [Evidence 80](#)).

Again, the Faculty has Employer Satisfaction Surveys, which is an External Stakeholder opinion analysis mechanism. These questionnaires are filled in at the end of the practice by the Internship Officer assigned to the students by the institution where the final year students practice ([Evidence 81](#), [Evidence 82](#), [Evidence 83](#), [Evidence 84](#)). The results of the questionnaires are evaluated by the Department of Religious Education, which coordinates the practical courses ([Evidence 85](#), art. 6).

Another mechanism through which the opinions and suggestions of External Stakeholders are collected is the Stakeholder Satisfaction Surveys ([Evidence 86](#), [Evidence 87](#)). These surveys are conducted regularly every year.

Another practice related to our External Stakeholders is joint projects with External Stakeholders. For example, the “Sakarya-Karabük Religious Services Consortium” (SILK) project, coordinated by Sakarya University, with Karabük University and Sakarya Provincial Mufti’s Office as stakeholders, was accepted within the scope of Turkish National Agency Higher Education Mobility Consortium Accreditation (KA130). Within the scope of this seven (7)-year project, our students and staff were provided with the opportunity to do internship and lecture/training in various countries of Europe ([Evidence 88](#), p. 2).

Review

In addition to the participation mechanisms specific for each stakeholder group above, there are also the Request Management System through the Quality Management Information System (QMIS) ([Evidence 89](#)), the Communication Tab on the website ([Evidence 90](#)), and the Suggestion Boxes ([Evidence 91](#)) that all our stakeholders can use. Messages received from these boxes are followed up by the Faculty Secretary, directed to the relevant units and necessary feedback is provided ([Evidence 92](#), [Evidence 93](#), [Evidence 94](#), [Evidence 95](#)). In this context, 52 messages were received through this mechanism in 2023 and 31 messages in 2024. It was observed that all of these messages were returned ([Evidence 96](#), [Evidence 97](#)).

Internal and External Stakeholders sent a total of 17,094 e-mails to if@sakarya.edu.tr, the official e-mail address of the Institution ([Evidence 98](#)). Complaints, suggestions, requests and satisfaction notifications received at this address are answered by the Faculty Secretary and the

relevant Administrative Staff according to the direction ([Evidence 99](#)).

Likewise, the questions asked by direct message (DM) on social media accounts continue to be answered through the Social Media Account Managers in the Faculty Promotion and Information Working Group ([Evidence 100](#), p. 4 and 12, [Evidence 101](#)).

In the Institution, the participation of Internal and External Stakeholders in faculty decision-making processes can be exemplified in different ways. Firstly, as explained in detail in the title "A.1.1." for the Faculty, Internal and External Stakeholders were included in the update processes of the Institution's mission, vision, strategic goals and objectives within the scope of the 2023-2027 strategic plan renewal studies. In this process, Stakeholders' opinions were first analysed ([Evidence 102](#), [Evidence 103](#), [Evidence 104](#)). Afterwards, the draft created by the Quality and Accreditation Board was brought to the agenda of the Academic Staff ([Evidence 107](#)), Student Representatives ([Evidence 108](#)); Advisory Board ([Evidence 107](#), art. 4) and international advisory board ([Evidence 108](#), art. 4) for their opinions and the draft was finalised with the suggestions ([Evidence 109](#)).

In addition, there are correction activities carried out with Stakeholders' participation. The Quality and Accreditation Board has decided to make an attempt to the University Academic Evaluation and Quality Development Board SAUDEK to define course outcomes to SABIS instead of manually matching them with programme outcomes ([Evidence 110](#), art. 4). A request was submitted to SAUDEK regarding this ([Evidence 111](#)). Upon this request, "SABIS related unit" was assigned by SAUDEK and the related unit made additions to SABIS in a way that contribution levels can be determined in matching course outcomes with programme outcomes ([Evidence 112](#)).

Corrective-Preventive Actions (CAPA) for items below 70% in the most recent student satisfaction survey are examples of the improvement activities carried out according to the results of the surveys. According to the 2023 Student Satisfaction Survey, the satisfaction rate of students with canteen services was 65% ([Evidence 113](#)). Thereupon, the Dean's Office contacted the General Secretary of the University and the relevant units within the scope of CAPA and conveyed the situation ([Evidence 114](#)). The process continues to be monitored by the Quality and Accreditation Board and the Dean's Office. In the same questionnaire, in the opinions section, there is a comment "We cannot even find the lecturers in their rooms to ask questions". Upon this, it was decided to hang forms indicating student interview hours on the doors of the lecturers ([Evidence 115](#)) and implemented ([Evidence 116](#)). 2023 In the same survey, 69.05% of the respondents agreed with the statement "The means of communicating wishes/complaints are adequate". Even though the rate is close to 70%, the Dean's Office decided to inform the students about the petition and complaint opportunities ([Evidence 117](#)) and implemented it ([Evidence 118](#)). For other examples of CAPA, see [Evidence 119](#), [Evidence 120](#).

Seminars and conferences held in response to requests for conferences on the participation of Internal and External Stakeholders' suggestions in faculty decision-making mechanisms can be given as an example. In this context, our student's request to invite journalist-writer Ömer Lekesiz for a conference ([Evidence 121](#)) was welcomed by the Dean's Office and Ömer Lekesiz gave a conference at our faculty ([Evidence 122](#)). Similarly, a proposal was made in the Advisory Board to inform the students about atheism-deism and the issues that lead to them ([Evidence 123](#), p.

8), and a seminar titled “The Problem of Evil in Ishrāqi (Illuminationist) Thought”, which was thought to be related to this issue, was held (Evidence 124).

In addition, the Faculty monitors the Course Evaluation Questionnaires that students fill out each semester and rewards academic staff according to the results of these questionnaires (Evidence 125 and Evidence 126 and see the section “B.4.3.” for detailed explanation). In this way, it is seen that student opinions contribute to the operation of the reward mechanism.

Finally, in the context of considering the views of the staff, the following point can be mentioned. The need to focus on 1002 projects was expressed in the Departmental Boards (Evidence 127, p. 2), whereupon the Dean’s Office, in cooperation with the University Research Dean’s Office, organised training on the 1002 rapid support programme (Evidence 128).

As a result, it is seen that Internal and External Stakeholders contribute to the management and processes of quality assurance, education and training, research and development, social contribution, management and internationalisation processes. All these processes are also discussed and evaluated at the Quality and Accreditation Board meetings (Evidence 129).

Maturity level: The stakeholder participation in all the processes and decision-making steps of the institution is maintained as part of the integrated quality management in the institution and the findings obtained from stakeholder participation practices are monitored and evaluated with stakeholders. Necessary measures are taken according to the monitoring results.

Evidence:

Evidence 1 Quality Manual

Evidence 2 2022 Self Evaluation Report

Evidence 3 Policy

Evidence 4 Internal Stakeholders

Evidence 5 External Stakeholders

Evidence 6 Academic Staff

Evidence 7 Records of Academic Board Meeting

Evidence 8 Records of Academic Board Meeting

Evidence 9 Records of Academic Board Meeting

Evidence 10 FDB Department Meeting

Evidence 11 ITS Department Meeting

Evidence 12 TIB Department Meeting

Evidence 13 Boards and Working Groups

Evidence 14 Quality and Accreditation Board Decision

Evidence 15 Quality and Accreditation Board Decision

Evidence 16 Quality and Accreditation Board Decision

- Evidence 17 Advisory Board Meeting
- Evidence 18 Student Affairs
- Evidence 19 Student Affairs
- Evidence 20 Student Affairs
- Evidence 21 Foreign Relations and Adaptation Working Group Meeting Decision
- Evidence 22 Foreign Relations and Adaptation Working Group Meeting Decision
- Evidence 23 Foreign Relations and Adaptation Working Group Meeting Decision
- Evidence 24 R&D Working Group
- Evidence 25 R&D Working Group
- Evidence 26 R&D Working Group
- Evidence 27 Academic and Social Activities Working Group Meeting Decision
- Evidence 28 Academic and Social Activities Working Group Meeting Decision
- Evidence 29 Academic and Social Activities Working Group Meeting Decision
- Evidence 30 Faculty Support and Working Group
- Evidence 31 Faculty Support and Working Group
- Evidence 32 Faculty Support and Working Group;
- Evidence 33 Faculty Promotion and Information Working Group
- Evidence 34 Faculty Promotion and Information Working Group
- Evidence 35 Faculty Promotion and Information Working Group
- Evidence 36 Research and Development Working Group
- Evidence 37 Research and Development Working Group
- Evidence 38 Preparatory Meeting Report
- Evidence 39 Preparatory Classes Meeting
- Evidence 40 Announcement
- Evidence 41 Administrative Staff Beginning of the Year Meeting
- Evidence 42 EMIS Satisfaction Surveys
- Evidence 43 2022 Employee Satisfaction Survey
- Evidence 44 2023 Employee Satisfaction Survey
- Evidence 45 2022 Leader Behaviour Assessment Survey
- Evidence 46 2023 Leader Behaviour Assessment Questionnaire
- Evidence 47 2022 Internal Control Self-Assessment Questionnaire

- Evidence 48 2023 Internal Control Self-Assessment Questionnaire
- Evidence 49 2023-Number of In-Year Evaluations
- Evidence 50 Appointment Criteria Departmental Recommendation
- Evidence 51 Appointment Criteria
- Evidence 52 Communication with the Dean's Office
- Evidence 53 Communication with the Dean's Office 2
- Evidence 54 Autumn Term Instructor Evaluation
- Evidence 55 Spring Term Instructor Evaluation
- Evidence 56 Student Satisfaction Survey
- Evidence 57 Student Satisfaction Survey
- Evidence 58 Administrative Services Student Satisfaction Survey
- Evidence 59 Administrative Services Student Satisfaction Survey
- Evidence 60 Graduation Survey
- Evidence 61 Graduation Survey
- Evidence 62 Career Counselling
- Evidence 63 SABIS Consultancy
- Evidence 64 SABIS Consultancy
- Evidence 65 Student Representation
- Evidence 66 Class Representative Meeting
- Evidence 67 Student Representatives Meeting
- Evidence 68 Student Representatives Meeting
- Evidence 69 Student Affairs
- Evidence 70 Number of Emails to Student Affairs
- Evidence 71 Student Affairs Request-Complaint
- Evidence 72 Student Representatives Meeting
- Evidence 73 Graduate Monitoring System
- Evidence 74 Number of Graduates
- Evidence 75 SAU Advisory Board Directive
- Evidence 76 Advisory Board Meeting Records
- Evidence 77 Advisory Board Meeting Records
- Evidence 78 Advisory Board Meeting Records

- Evidence 79 International Advisory Board Meeting Records
- Evidence 80 International Advisory Board Meeting Records
- Evidence 81 Employer Satisfaction Survey
- Evidence 82 Employer Satisfaction Survey
- Evidence 83 Employer Satisfaction Survey
- Evidence 84 Employer Satisfaction Survey
- Evidence 85 Teaching Practice Information Meeting
- Evidence 86 Stakeholder Satisfaction Survey
- Evidence 87 Stakeholder Satisfaction Survey
- Evidence 89 International Advisory Board
- Evidence 90 EMIS
- Evidence 91 Faculty of Theology Contact
- Evidence 92 Suggestion Box
- Evidence 93 EMIS Suggestion Entry
- Evidence 94 Requests from WEB System
- Evidence 95 QMIS (Quality Management Information System) Sample
- Evidence 96 QMIS Sample
- Evidence 97 2023 QMIS Request List
- Evidence 98 2024 QMIS Request List
- Evidence 99 Number of Messages to Official Mail
- Evidence 100 Request Sample
- Evidence 101 SAUIF Boards and Working Groups
- Proof 102 Instagram Feedback
- Evidence 103 Stakeholder Opinion Analysis
- Evidence 104 Student Data Analysis Form
- Evidence 105 Stakeholder Opinion Analyses
- Evidence 106 Student Representatives Meeting
- Evidence 107 Advisory Board Meeting Records
- Evidence 108 International Advisory Board Meeting Records
- Evidence 109 Strategic Plan Annex
- Evidence 110 Quality and Accreditation Board Meeting Decisions

- Evidence 111 SABIS Course Learning Outcomes
- Evidence 112 Education Information System Course Outcomes and Programme Outcomes
- Evidence 113 Student Satisfaction Survey
- Evidence 114 CAPA
- Evidence 115 CAPA
- Evidence 116 CAPA Evidence
- Evidence 117 CAPA
- Evidence 118 Student Information Sharing
- Evidence 119 CAPA
- Evidence 120 CAPA
- Evidence 121 Conference Request
- Evidence 122 Announcement
- Evidence 123 Advisory Board Meeting Records
- Evidence 124 FDB Seminar
- Evidence 125 Academic Incentive
- Evidence 126 Academic Board Meeting
- Evidence 127 FDB Department Meeting
- Evidence 128 TUBITAK 1002
- Evidence 129 Quality and Accreditation Board Decision

A.4. Internationalization

A.4.1. Internationalization policy

The internationalization policy of the institution is implemented, monitored, and evaluated within the framework of the process defined in the Quality Manual (Evidence 1) and the 2022 Self-Evaluation Report (Evidence 2).

While internationalization was not addressed as a separate policy heading in the Institution's 2020 strategic plan (Evidence 3), it was addressed as a separate policy heading (Evidence 4, Evidence 5, Evidence 6, Evidence 7, Evidence 8, for detailed information on the process, see "A. 1.1."). In the strategic plan for 2023-2027, internationalization has been addressed as a separate policy (Evidence 9) and objective (Evidence 10) In this way, the Institution has shown the importance it attaches to internationalisation.

Accordingly, the internationalization policy of the Institution (Evidence 9) is as follows:

- a. To manage and promote quality internationalization practices and resources in an

integrated manner in education, research, and social contribution activities involving students and staff as stakeholders of the Faculty.

- c. To strengthen institutional competence by utilizing the potential of international expertise.
- d. To monitor the performance in the direction of internationalization and ensure its continuous improvement by evaluating it together with stakeholders.

The internationalization objectives of the institution (Evidence 10) are as follows:

- a. To increase the number of international motilities.
- b. To strengthen the internationalization collaborations of the Faculty.
- c. To strengthen the internationalization level of the Faculty.
- d. To strengthen the institutional capacity and competencies of the Faculty within the scope of internationalization.
- e. To increase international visibility through international promotion, rankings, and international visibility to enhance the international recognition of the Faculty.

This change process was realized in consultation with our stakeholders. In particular, at the meeting of the International Advisory Board on 07. 01.2023, the international strategy, policies and objectives of the Faculty were made a special agenda item (Evidence 11) and discussed in detail in the attached form (Evidence 12, Evidence 13).

Within the framework of the internationalization policy and objectives of the institution, protocol and cooperation studies are ongoing. As it will be presented in more detail in the section "A. 4.3", the ERASMUS SILK project "Sakarya-Karabük Religious Services Consortium", which the institution has made with Karabük University and Sakarya Provincial Mufti's Office, has been accepted for seven (7) years within the scope of the Turkish National Agency Higher Education Mobility Consortium Accreditation (KA130), and in this context, the students and staff of the faculty have gained the opportunity to do internships and lectures/training in Europe and different geographies (Evidence 14, Evidence 15, other protocols and cooperation studies can be seen in the section "A. 4.3").

Again, as can be seen in more detail under the section "A. 4.4" Many students and academic staff have come to the Faculty through these bilateral agreements, and many students and academic staff from our faculty have gone to educational institutions in different countries (Evidence 16, Evidence 17).

Internationalization processes are evaluated in the Quality and Accreditation Board, International Advisory Board, and Foreign Relations and Adaptation Working Groups (Evidence 18, Evidence 19, Evidence 20 , Evidence 21).

Finally, it was decided to appoint an Internationalization Coordinator Representative to contribute to the implementation processes of the Institution's internationalization policies (Evidence 22, p. 6). One of the internationalization mechanisms in the Faculty is the Guest Student Coordinatorship established for guest students (Evidence 23).

Maturity level: The practices conducted in line with the institution's internationalization policy are monitored in a systematic manner and in compliance with the institution's internal quality assurance system. These practices are evaluated with stakeholders to take necessary measures.

Evidence

- Evidence 1 Quality Manual
- Evidence 2 2022 Self Evaluation Report
- Evidence 3 Comparative Strategic Plan
- Evidence 4 Stakeholder Opinion Analysis
- Evidence 5 Student Data Analysis Form
- Evidence 6 Stakeholder Opinion Analysis
- Evidence 7 Advisory Board Meeting Records
- Evidence 8 International Advisory Board Meeting Records
- Evidence 9 Policy
- Evidence 10 Objectives
- Evidence 11 International Advisory Board Meeting
- Evidence 12 Internationalisation Strategies
- Evidence 13 International Advisory Board Meeting
- Evidence 14 International Advisory Board Meeting
- Evidence 15 Consortium
- Evidence 16 Activities Abroad
- Evidence 17 Annual Report
- Evidence 18 International Advisory Board Meeting
- Evidence 19 International Advisory Board Meeting
- Evidence 20 Quality and Accreditation Board Meeting Decisions
- Evidence 21 Foreign Relations and Adaptation Working Group Meeting
- Evidence 22 SAUIF Boards and Working Groups
- Evidence 23 Guest Student Coordination Office

A.4.2. Management and organizational structure of internationalization processes

The internationalization policy of the institution has been institutionalized within the framework of the process defined in the Quality Manual (Evidence 1) and the 2022 Self-Assessment Report (Evidence 2), and the relevant hierarchical links have been defined and operated effectively.

As stated in the Quality Manual, the organizational structure for internationalization consists of

the dean, the relevant vice dean, the Foreign Relations and Adaptation Working Group, and the Faculty Support Working Group. In the Foreign Relations and Adaptation Working Group, Mawlana, Farabi and Erasmus programme officers, overseas communication and coordination officers, and adaptation officers are members of the board ([Evidence 3](#)). The relevant committee systematically holds at least one meeting each academic year, and more if needed ([Evidence 4](#), [Evidence 5](#), [Evidence 6](#)). The board also deals with the adjustment of courses and credits taken during exchange programs ([Evidence 7](#)).

Similarly, the Faculty Support Working Group's areas of responsibility include the internationalization resources, monitoring, and improvement of the Faculty. In this direction, the board contributes to the financial support process for international activities by mediating through foundations and non-governmental organizations. The relevant committee systematically holds meetings at least once in each academic year, and more often if needed ([Evidence 8](#), [Evidence 9](#)).

As stated in section "A. 4.1", among the internationalization mechanisms in the Faculty is the Guest Student Coordinatorship ([Evidence 10](#), [Evidence 11](#)). The Guest Student Coordinatorship holds regular meetings with guest students to receive their opinions and suggestions ([Evidence 12](#), [Evidence 13](#), [Evidence 14](#)) and evaluates these opinions in its own meetings. For example, in the last meeting of this coordinatorship, it was decided to help guest students to be included in student societies in line with their talents and interests ([Evidence 15](#), art. e).

Among the internationalization mechanisms of the faculty is the appointment of an internationalization coordinator representative ([Evidence 16](#), p. 6, [Evidence 17](#)). Similarly, in order to increase the international publication performance of the faculty members in the context of research and development goals, an international publication coordinatorship was established within the Research and Development Working Group ([Evidence 18](#), p. 8) and began its activities ([Evidence 19](#), [Evidence 20](#)). In addition, in order to increase the number of international publications of the faculty members, training activities are organized ([Evidence 21](#), [Evidence 22](#)), strategies to support international publication activities are developed in cooperation with the university (for example, open access publication support, cash incentive payment, see [Evidence 23](#), [Evidence 24](#), [Evidence 25](#)) and finally, international publications of faculty members are rewarded by the faculty ([Evidence 26](#), [Evidence 27](#), [Evidence 28](#)).

Similarly, in the context of internationalization goals, improvement steps are taken to eliminate the deficiencies in foreign language education ([Evidence 29](#), p. 3).

The Faculty takes steps to contribute to international recognition through promotional activities in different languages ([Evidence 30](#), [Evidence 31](#), [Evidence 32](#), [Evidence 33](#), [Evidence 34](#)).

In addition, in the advisory board meeting of the Faculty, the work towards the internationalization goals of the Faculty is regularly evaluated ([Evidence 35](#)). The international advisory board of our faculty also evaluates the international policies, goals, and practices of the institution at its meetings ([Evidence 36](#), [Evidence 37](#)).

In addition, the management of internationalization processes and the organizational structure of the institution are discussed at the Quality and Accreditation Board meetings. One of the surveys evaluated at these meetings is the Student Satisfaction Survey. In this survey, the

participation rate of students who agreed with the statement “international exchange programmes are implemented effectively was determined to be 74. 63% in 2022 and 76. 10% in 2023 (Evidence 38, art. 39, Evidence 39, art. 39). Similarly, in the Graduation Surveys, it is seen that students believe that international co-operation opportunities are sufficient (Evidence 40, art. 20e, Evidence 41, art. 20e). During the meeting, it was evaluated that the high rates in the surveys show that the management and organizational structure of the internationalization processes are functioning (Evidence 42, art. 5 and 6).

Maturity level: The outcomes and stakeholder opinions with regard to the management of the internationalization processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 Quality Manual

Evidence 2 2022 Self Evaluation Report

Evidence 3 Foreign Relations and Adaptation Working Group Meeting

Evidence 4 Foreign Relations and Adaptation Working Group Meeting

Evidence 5 Foreign Relations and Adaptation Working Group Meeting

Evidence 6 Foreign Relations and Adaptation Working Group Meeting

Evidence 7 Erasmus Adjustment

Evidence 8 Faculty Support Working Group Meeting

Evidence 9 Faculty Support Working Group Meeting

Evidence 10 Guest Student

Evidence 11 Coordinator Appointment

Evidence 12 Visiting Students Meeting

Evidence 13 Activities with Visiting Students

Evidence 14 Activities with Visiting Students

Evidence 15 Guest Students Coordination Meeting

Evidence 16 Boards and Working Groups

Evidence 17 International Office Coordination

Evidence 18 Boards and Working Groups

Evidence 19 Publication Experience in Indexed Journals

Evidence 20 Research and Development Working Group Meeting

Evidence 21 Study Abroad Seminar

Evidence 22 Publication Experience in Indexed Journals

Evidence 23 Open Access Support

- Evidence 24 Cash Incentive Payments
- Evidence 25 Publication Support
- Evidence 26 Award
- Evidence 27 Award
- Evidence 28 Award
- Evidence 29 Department of Arabic Language and Rhetoric Meeting
- Evidence 30 Faculty Brochure
- Evidence 31 Faculty Introduction
- Evidence 32 Faculty Promotion
- Evidence 33 Faculty Promotion
- Evidence 34 Faculty Promotion
- Evidence 35 Foreign Relations and Adaptation Working Group Meeting
- Evidence 36 International Advisory Board Meeting
- Evidence 37 International Advisory Board Meeting
- Evidence 38 Student Satisfaction Survey
- Evidence 39 Student Satisfaction Survey
- Evidence 40 Graduation Survey
- Evidence 41 Graduation Survey
- Evidence 42 Quality and Accreditation Board Decision

A.4.3. Internationalization resources

The internationalization resources of the institution are carried out and evaluated within the framework defined in the Quality Manual (Evidence 1) and the 2022 Self Evaluation Report (Evidence 2).

In this context, the Faculty supports the international activities of teaching staff and students and carries out various international activities by using Erasmus projects, bilateral agreements, and resources provided through the foundation.

In 2022-2023, the following developments took place in our faculty in terms of internationalization resources:

Erasmus Projects:

- a. The “Sakarya-Karabük Religious Services Consortium” (SILK) project, coordinated by Sakarya University, with Karabük University and Sakarya Provincial Mufti’s Office as stakeholders, was accepted in 2021 within the scope of Turkish National Agency Higher Education Mobility Consortium Accreditation (KA130). This seven (7)-year

project is still ongoing, and our students and staff are provided with the opportunity to do internships and lectures/training in various countries of Europe ([Evidence 3](#), [Evidence 4](#), [Evidence 5](#)).

- b. Within the scope of Erasmus+ KA107 Student and Instructor Mobility Projects, two (2) projects submitted by the Faculty have been accepted by the National Agency. As a result of the acceptance of the projects, the opportunity to exchange undergraduate and graduate students and lecturers was obtained by receiving grant support within the scope of Erasmus + KA107/171 project between Sakarya University, Faculty of Theology, and Morocco / Sidi Muhammed Bin Abdullah University, Jordan / Yermuk University. Our lecturers and students began to benefit from the project ([Evidence 6](#), [Evidence 7](#), [Evidence 8](#)).
- c. In 2023, the same project was renamed Erasmus+ KA171, a continuation project was written for the above two projects, and a new project was written for Tunisia Zeytune University and accepted by the National Agency. This project will continue until 2026 and many students and academic staff will continue to benefit from this opportunity ([Evidence 9](#)).
- d. Bosnia and Herzegovina University of Sarajevo was included in the same project in November 2024 by applying to the National Agency, and the program will be opened for applications for students and academic staff as soon as possible ([Evidence 10](#)).

Bilateral Agreements:

Apart from these projects financially supported by Erasmus, as a result of the bilateral agreements made by our faculty, the accommodation and education fees of the students are mutually covered by the faculties. For example, an agreement was signed between Oman Sultan Qaboos University and Sakarya University, Faculty of Theology, and students began to be sent from the Spring Term of the 2022-2023 academic year ([Evidence 11](#), [Evidence 12](#)). A call was made for the same application for the 2024-2025 academic year, but it was cancelled for the time being due to the problems in accommodation ([Evidence 13](#)).

Foundation: In addition, through the Faculty Support Group, the Faculty Theology Foundation supports the students going abroad and organizes Jordanian Arabic summer courses ([Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 17](#)).

TUBITAK (The Scientific and Technological Research Council of Türkiye): Apart from these developments, one of the internationalization resources of the faculty is the overseas research grants provided by TUBITAK. In this way, the academic staff of the Faculty can obtain education and research opportunities abroad through TUBITAK projects ([Evidence 18](#)) and training activities are organized for academic staff in order to use this resource more effectively ([Evidence 19](#)).

University Supports:

As another source of internationalization, the financial support and cash incentive payments provided by the University for international open access publications can be mentioned in this context ([Evidence 20](#), [Evidence 21](#), [Evidence 22](#), [Evidence 23](#)).

In addition to all these activities, the Faculty organizes various activities through international collaborations and finances these activities together with international partner institutions (Evidence 24).

The internationalization resources of the faculty are evaluated in the meetings of the Foreign Relations and Adaptation Working Group, Faculty Support Working Group, Research and Development Working Group, and Quality, International Advisory Board, and Accreditation Board (Evidence 25, art. 1,2 and 3, Evidence 26, art. 5, Evidence 27, p. 3, Evidence 28, art. 3, Evidence 29, art. 6 and 7).

In the Student Satisfaction and Graduation surveys detailed in section “A. 4.2”, it was understood that there was a high rate of participation in the judgment that international exchange programs were carried out effectively (Evidence 30, art. 39 and 40, Evidence 31, art. 39 and 40, Evidence 32, p. 4, Evidence 33, p. 4) and this was interpreted at the Quality and Accreditation meeting as evidence that internationalization resources were used effectively. In addition, the suggestion to hold joint symposiums and congresses with international organizations, as in the past, was made and conveyed to the dean’s office (Evidence 34, art. 7).

Maturity level: The physical, technical and financial resources in the institution are managed in a way to support the internationalization activities. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence

Evidence 1 Quality Manual

Evidence 2 2022 Self Evaluation Report

Evidence 3 KA 130

Evidence 4 International Advisory Board Meeting

Evidence 5 KA108/130

Evidence 6 KA 171

Evidence 7 Announcement

Evidence 8 KA 107/171

Evidence 9 Project Acceptance

Evidence 10 KA 171

Evidence 11 Announcement

Evidence 12 Oman

Evidence 13 Announcement

Evidence 14 The Theological Foundation

Evidence 15 Theological Foundation

- Evidence 16 Theological Foundation
- Evidence 17 Foundation Announcement
- Evidence 18 TUBITAK
- Evidence 19 Study Abroad
- Evidence 20 Open Access Support
- Evidence 21 Cash Incentive Payments
- Evidence 22 Publication Support
- Evidence 23 Publication Support
- Evidence 24 Malaysia Joint Symposium
- Evidence 25 External Relations and Adaptation Working Group Meeting
- Evidence 26 Faculty Support Working Group Meeting
- Evidence 27 Research and Development Working Group
- Evidence 28 International Advisory Board Meeting
- Evidence 29 Quality and Accreditation Board Decision
- Evidence 30 Student Satisfaction
- Evidence 31 Student Satisfaction
- Evidence 32 Graduation Survey
- Evidence 33 Graduation Survey
- Evidence 34 Quality and Accreditation Board Decision

A.4.4. Monitoring and improving the internationalization performance

The internationalization performance of the institution is systematically monitored on SABIS within the framework defined in the Quality Manual (Evidence 1) and the 2022 Self-Assessment Report (Evidence 2) and improvements are made where necessary.

The internationalization culture of the institution is rooted in the past (Evidence 3) and this culture continues to be strong.

- The Dean's Office announces overseas exchange opportunities to the researchers via e-mail and thus ensures that they are informed (Evidence 4, Evidence 5). Similarly, the announcements of overseas opportunities for our students are also made on the Faculty's website and social media accounts (Evidence 6, Evidence 7).
- Seminars on foreign education and scholarship opportunities are organized in the Faculty (Evidence 8), and there are also trainings to increase the number of international publications (Evidence 9, Evidence 10). In addition, publication support activities have been developed in collaboration with the University in

order to encourage international publications (open access publication support, cash incentive payments, see [Evidence 11](#), [Evidence 12](#), [Evidence 13](#)). In addition, international publications of academic staff are rewarded by the Faculty (e. g. [Evidence 14](#), [Evidence 15](#), [Evidence 16](#)). Similarly, improvement steps are taken to overcome the deficiencies in language education, which is one of the prerequisites for internationalization ([Evidence 17](#), [Evidence 18](#)). All these activities are carried out with the aim of increasing the internationalization performance of the institution to higher levels.

- In 2022-2023, 45 students and 11 academic staff benefited from overseas activities. In this context, in the 2022-2023 academic year, forty-five (45) students travelled to Jordan, Morocco, Qatar, and Oman; eleven (11) academic staff went to various European countries ([Evidence 19](#)). In 2023-2024, fifty-one (51) students and eighteen (18) academic staff travelled abroad ([Evidence 20](#), [Evidence 21](#), [Evidence 22](#)).
- Students and lecturers from countries such as Malaysia, Jordan, Kyrgyzstan, Oman, and India have also come to the Faculty within the scope of exchange programs and bilateral agreements ([Evidence 23](#)). Within the scope of exchange programmes, fourteen (14) students came to the Faculty in 2022-2023, and three (3) students came to the Faculty through Erasmus KA107. Between 2023-2024, forty-one (41) students came to the Faculty for a short period of time, and one student came through bilateral agreements. In addition, lecturers from foreign countries have visited the Faculty for a short period of time. This has contributed to the international recognition of the Faculty. In this context, for example, Dr Abdullah al-Ansari, Dean of the Faculty of Sharia at Qatar University, visited the Faculty.
- As a result of the bilateral agreement between the University of Malaysia and Sakarya University, Faculty of Theology, fourteen (14) students came to Türkiye for summer education in 2023 ([Evidence 24](#), [Evidence 25](#)). The students were asked their opinions about the education they received at the faculty, and they gave positive feedback about the experience they gained here ([Evidence 26](#), see [Evidence 27](#) for the list of incoming students). As a result of the students expressing this positive feedback in their faculties, the visit was repeated in 2024. With this second visit, an e-mail was sent to the academic staff informing them that inter-institutional cooperation was established between the two universities and the academic staff was asked to fill out a form on which subjects joint studies could be carried out ([Evidence 28](#), [Evidence 29](#)).
- “Sakarya-Karabük Religious Services Consortium” (SILK) project, coordinated by Sakarya University with Karabük University and Sakarya Provincial Muftiate as stakeholders, was accepted within the scope of the Turkish National Agency Higher Education Mobility Consortium Accreditation (KA130). Within the scope of this seven (7)-year project, our students and staff were provided with the opportunity to do internships and lecture/training in various countries of Europe, especially in institutions affiliated to with the Presidency of Religious Affairs ([Evidence 30](#), p. 2 and 3).

- Within the scope of Erasmus+ KA107 Student and Lecturer Mobility Projects, three (3) projects submitted by the Faculty have been accepted by the National Agency. As a result of the acceptance of our projects, the opportunity to exchange students and lecturers was obtained by receiving grant support within the scope of Erasmus + KA107 project between the Faculty and Morocco / Sidi Muhammed bin Abdullah University and Jordan / Yarmouk University. Our lecturers and students began to benefit from the project. In 2023, the same project was named Erasmus+ KA171, a continuation project was written for the above two projects, and a new project was written for Tunisia Zeytune University. All three projects were accepted by the national agency ([Evidence 31](#), [Evidence 32](#), [Evidence 33](#)).
- With the leadership of the faculty, an agreement was signed between Oman Sultan Qaboos University and the University, and students started to be sent from the Spring Term of the 2022-2023 academic year ([Evidence 34](#)). As in the past, conferences and panels are organized in the Faculty with the participation of academicians from different geographies of the world as speakers. In this way, it is aimed to increase the internationalization awareness of the researchers and students of the institution. For example, on Wednesday, 2 March 2022, Dr Asif Mohiuddin gave a speech titled "Islam in Kashmir" ([Evidence 35](#)), and on 7 April 2023, Dr Aang Saeful Milah gave a talk titled "Islam in Indonesia" ([Evidence 36](#)), then on 5 October 2023, Prof. Dr. Jerzy Zdanowski gave a seminar entitled "Nûruddin al-Sâlimî and Kavâiduhu al-Fiqhiyya" ([Evidence 37](#)).
- In addition, international symposiums continue to be organized in the institution. Many researchers from abroad participate in these symposiums. "International Symposium on Mosque and Its Functions in a Changing World" ([Evidence 38](#)) and "International Symposium on the Founding Generation of Islamic Sciences, Tabiin I" ([Evidence 39](#), [Evidence 40](#)) can be given as examples.
- Among the internationalization mechanisms in the Faculty is the Guest Student Coordinatorship ([Evidence 41](#), [Evidence 42](#)). The Guest Student Coordinatorship holds regular meetings with guest students to receive their opinions and suggestions ([Evidence 43](#), [Evidence 44](#), [Evidence 45](#)) and evaluates these opinions in its own meetings. For example, in the last meeting of this coordinatorship, it was decided to help guest students to be included in student societies in line with their talents and interests ([Evidence 46](#), art. e). In addition, students were hosted in the houses of lecturers during Ramadan ([Evidence 47](#)).
- The faculty takes steps to contribute to international recognition through promotional activities in different languages ([Evidence 48](#), [Evidence 49](#), [Evidence 50](#), [Evidence 51](#), [Evidence 52](#)).

The internationalization performance of the institution is evaluated together with its actors at the annual Advisory Board ([Evidence 53](#), art. 6, [Evidence 54](#), art. 4), International Advisory Board ([Evidence 55](#), art. 2, [Evidence 56](#), art. 3) and Academic General Assembly ([Evidence 57](#), [Evidence 58](#), [Evidence 59](#)). In addition, international activities are included in the Unit Activity Report prepared by the Institution every year ([Evidence 60](#), [Evidence 61](#)).

In order to monitor and improve internationalization performance, data on internationalization performance are collected by the Quality and Accreditation Board at the end of each academic year and entered into the Institutional Management Information System (EMIS) ([Evidence 62](#)). Looking at the 2023 “Performance Status Based on Strategies” Red Area Graph, the rate of meeting the targets in the S4 heading related to internationalization is 0. 75% ([Evidence 63](#)). The rate of meeting the targets was low due to errors in the process of determining and entering this target. SAUDEK was contacted about this, and it was stated that this error would be corrected ([Evidence 64](#), [Evidence 65](#)). Performance indicators for 2023 were evaluated at the Quality and Accreditation Board meeting, and it was decided that some targets should be updated ([Evidence 66](#)).

According to the TUBITAK Field-Based Competence Analysis Report, which also includes the “Contribution to the internationalization of the country/university through international collaboration”, the Faculty, which was in the 2nd Region based on Theologies in 2021, has moved to the 1st Region by 2023 ([Evidence 67](#)).

Finally, in terms of international publications, which is an indicator of internationalization, the Faculty has been ranked 1st in the ranking of publication performance in the field of Web of Science Religion for many years ([Evidence 68](#)). In addition, Sakarya University Faculty of Theology is ranked 5th in Türkiye in the field of Religious Sciences ([Evidence 69](#)), and has been ranked 1st in Sakarya University for many years in terms of competence in the field of humanities ([Evidence 70](#)). This is an indication that the institution acts in line with its strategic objectives and prioritizes quality.

The high rate of participation in the Student Satisfaction and Graduation surveys detailed in section “A. 4.2” ([Evidence 71](#), [Evidence 72](#), [Evidence 73](#), [Evidence 74](#)) indicates the internationalization performance of the institution.

Maturity level: Sustainable and matured practices regarding the monitoring and evaluation of the internationalization performance of the units working for internationalization goals and institutional goals (internationalization policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self Evaluation Report](#)

Evidence 3 [Academic and Cultural Activities](#)

Evidence 4 [E-mail](#)

Evidence 5 [E-mail](#)

Evidence 6 [Announcement](#)

Evidence 7 [Announcement](#)

Evidence 8 [Training Announcement](#)

Evidence 9 [International Journal Publication Process](#)

Evidence 10 Publication Experience from Indexed Journals

Evidence 11 Open Access Support

Evidence 12 Cash Incentive

Evidence 13 Publication Support

Evidence 14 Award

Evidence 15 Award

Evidence 16 Award

Evidence 17 Department Meeting

Evidence 18 Announcement

Evidence 19 Students Travelling Abroad

Evidence 20 Foreign Exchange Activities

Evidence 21 Unit Report

Evidence 22 Administrative Activity Report

Evidence 23 Foreign Activities

Evidence 24 Malaya Agreement

Evidence 25 University of Malaya

Evidence 26 Student Opinions

Evidence 27 Incoming Students

Evidence 28 University of Malaya Co-operation

Evidence 29 Malaya Form

Evidence 30 International Advisory Board Meeting.

Evidence 31 KA 171

Evidence 32 Oman Announcement

Evidence 33 KA 107/171

Evidence 34 Academic and Cultural Activities

Evidence 35 Announcement

Evidence 36 International Visit

Evidence 37 Poster

Evidence 38 International Symposium

Evidence 39 International Symposium

Evidence 40 Acknowledgements

- Evidence 41 Guest Student
- Evidence 42 Coordinator Appointment
- Evidence 43 Guest Students
- Evidence 44 Guest Students
- Evidence 45 Guest Students
- Evidence 46 Guest Students
- Evidence 47 Guest Students
- Evidence 48 Brochure
- Evidence 49 Faculty Promotion
- Evidence 50 Faculty Promotion
- Evidence 51 Faculty Promotion
- Evidence 52 Faculty Promotion
- Evidence 53 Advisory Board Meeting Records
- Evidence 54 Advisory Board Meeting Records
- Evidence 55 International Advisory Board Meeting Records
- Evidence 56 International Advisory Board Meeting Records
- Evidence 57 Academic Board Meeting Records
- Evidence 58 Academic Board Meeting Records
- Evidence 59 Academic Board Meeting Records
- Evidence 60 Administrative Activity Report
- Evidence 61 Unit Annual Report
- Evidence 62 EMIS Information Entry
- Evidence 63 Red Area Graph
- Evidence 64 EMIS PERFORMANCE MONITORING
- Evidence 65 EMIS ANSWER
- Evidence 66 Quality and Accreditation Board Meeting
- Evidence 67 TUBITAK Competence Analysis
- Evidence 68 Web of Science
- Evidence 69 University Competence Chart
- Evidence 70 University Competence Chart
- Evidence 71 Student Satisfaction Survey

Evidence 72 [Student Satisfaction Survey](#)

Evidence 73 [Graduation Survey](#)

Evidence 74 [Graduation Survey](#)

B. LEARNING AND TEACHING

B.1. Design and Approval of the Program

B.1.1. Design and approval of the program

The defined process for the design and approval of programs at our institution is included in the Quality Manual ([Evidence 1](#)), SAU Process Management Manual ([Evidence 2](#), p. 15-16), and PDCA-Based Education and Training Directive ([Evidence 3](#)).

There is a harmony between the goals in the Faculty-Institutional Values-Goals ([Evidence 4](#)) tab on the website of our faculty and the programs developed in our institution. For example, the newly opened elective course "Research Methods in Education" is in line with the 1st objective of "Education and Training," the 1st and 2nd objectives of "Research and Development," the elective course "Teaching the Holy Quran with Braille Alphabet," and the 4th objective of "Education and Training." When we evaluate the institutional policies of our faculty ([Evidence 5](#)) and the programs within the faculty, we can say that the elective courses "Islam and Western Relations," "Victim Rights in Islamic Law," and "Preschool Religious and Moral Education" are compatible with the 3rd Social Contribution; "Secularization and Religion" and "Religion in a Digitalizing World" are compatible with the 4th Social Contribution. In addition to this, in accordance with Article 5 of our faculty education and training goals titled "To offer a variety of programs that will enable re-skilling and skill development within the scope of lifelong learning," there are various courses in the faculty in line with our goals and strategies as well as Double Major and Minor programs. The "Turkish-Islamic Arts Interdisciplinary Field of Interest" aligns with our 5th "Research-Innovation" policy.

The processes related to the design of programs have been diagrammed (see [Evidence 6](#)); key performance indicators in all areas have been written (see [Evidence 7](#), p. 13-14) and updated in the process (see [Evidence 8](#) for performance indicators for 2019-2024). As stated in the defined process, the program at our institution has been designed and implemented in line with the faculty mission and program objectives, as well as the educational policies, strategies, and goals. Updates to be made in the programs to cover all units in the university are carried out under the coordination of the Education and Training Update and Evaluation Board. On this board within the university, there is a member from each unit, and a member represents our faculty and participates in decision-making processes (see [Evidence 9](#)).

There is an alignment between the mission of the faculty and its objectives. The table below shows which mission is compatible with which strategic objective:

Mission	Strategic Objective
---------	---------------------

With moral and aesthetic values...	3. Strengthening the ties between the faculty and the society based on the understanding of social service and social responsibility and to implement the United Nations sustainable development goals in all processes with an understanding of respect for nature, human and society.
...to raise social and research-oriented individuals who have adopted a lifelong learning mindset...	1. Achieving qualified education by providing higher education services at international standards that will provide learners with knowledge and skills for their changing needs throughout their careers as well as professional competencies.
...and to produce sound information and social service in the field of religious sciences...	2. Leading the regional research, development and innovation ecosystem by providing knowledge, project, technology and art production that will expand the research footprint of the Faculty.

During the Academic General Assembly meeting on 01.07.2024, one of our internal stakeholders referenced the Quality and Accreditation Board's meeting held on 11.06.2024 ([Evidence 10, art. 1](#)). It was reminded that there might be discrepancies or errors in the current alignment between the program courses and their contributions to the program outcomes. As a result, the stakeholder emphasized the importance of thoroughly reviewing all alignments and making the necessary revisions (see [Evidence 11, art. 1 Quality and Accreditation studies](#)). Accordingly, all relevant adjustments should be made to ensure consistency between program learning outcomes and course learning outcomes. In the following process, the Dean's Office sent an e-mail to all faculty lecturers on 08.07.2024, reminding course coordinators to check the contribution of all compulsory and elective undergraduate courses to the Theology program outcomes and to match the course learning outcomes with the program outcomes ([Evidence 12](#)). Again, the Rectorate sent an e-mail on 05.09.2024 requesting the completion of the deficiencies in the Education Information System (EIS) ([Evidence 13](#)). Upon the e-mail from the Rectorate and the previous Quality and Accreditation Board's determination of deficiencies regarding the matching of course outcomes with program outcomes and discipline-specific outcomes, the Dean's Office sent an e-mail on 06.09.2024 to identify and eliminate all deficiencies in the course information packages on the EIS system. 09.09.2024 to identify and correct all the deficiencies in the course information packages on the EIS system to be completed by 10.09.2024 ([Evidence 14](#), [Evidence 15](#)) and the instructions to be followed were also shared with them ([Evidence 16](#)). In this process, an Excel file containing the information about the deficiencies and the responsible research assistant was sent by e-mail on 12.09.2024 ([Evidence 17](#), [Evidence 18](#)). Then, the course coordinators were asked to update the compulsory and elective courses to fill all the fields in the table. On 14.11.2024, a meeting was held under the Quality and Accreditation Board chairmanship to train the research assistants ([Evidence 19](#)). For the system to update faster, course coordinatorship was temporarily given by the relevant assignees, and faculty members

were informed about this on 15.11.2024 ([Evidence 20](#)). As a result of these processes, the deficiencies in the matching of course outcomes with program outcomes have been systematically and quickly eliminated ([Evidence 21](#), [Evidence 22](#), [Evidence 23](#)). The contributions of Compulsory and Elective Courses to Program Outcomes are presented in EIS ([Evidence 24](#)).

The institution continues to implement the New Theology Program. In our institution, the defined process specified in the Quality Manual has been followed to introduce new courses and update old courses. Our faculty has an established mechanism for designing and approving programs that have been in place for years. The processes related to the design and approval of programs have been implemented regularly every year, with the coordination of the Dean of Students Office and the provision of information about the process.

1. Our faculty continues implementing Theology (New Plan) as detailed in the 2022 Self-Evaluation Report ([Evidence 25](#)).

2. 2022-2023 Due to the regulation made by YÖK regarding formation courses, the name, ECTS, and Theoretical and Practical hours of some courses were changed, as attached ([Evidence 26](#)). In the 2023-2024 academic year, the names of some courses and ECTS of some courses were also changed ([Evidence 27](#)).

In the 2023-2024 academic year, the "Department of Reading the Holy Qur'an and the Science of Qiraat" was opened ([Evidence 28](#)).

Pursuant to the decision dated November 22, 2023, the II. Education programs in theology and theology (MTOK) within our faculty were closed ([Evidence 29](#)). Thus, as of the 2024-2025 academic year, only students are accepted to the first education program in our Faculty.

3/3.1. Elective courses are opened in our faculty in line with interest and need.

"Research Methods in Education" ([Evidence 30](#)) was introduced for our students to comprehend and understand scientific research methods, [The course was opened in the 2022-2023 academic year with the specified name and was included in the curriculum of the VIII. semester ([Evidence 31](#)), but in the 2023-2024 academic year, the name was changed to "Research Methods" and started to be taught in the curriculum of the V. semester ([Evidence 32](#)). This change can be seen in the decisions taken regarding the change of formation courses (which mentioned above in [Evidence 26](#)).

The course "Preschool Religious and Moral Education" aims to inform about the basic issues related to preschool religious and moral education. It also covers country examples of preschool religious and moral education worldwide, educational approaches, and applications of preschool religious education in Turkey ([Evidence 33](#), [Evidence 34](#)).

The course "Victim Rights in Islamic Law" seeks to educate on the victim rights in Islamic law ([Evidence 35](#), [Evidence 36](#)).

The course "Religion in a Digitalising World" aims to understand the position of religion in the context of today's digital revolution ([Evidence 37](#)). The course "Islam and Western Relations" focuses on analyzing the perception and experience of Islam in the Western world ([Evidence 38](#)). The course "Secularisation and Religion" contributes to the analysis of the visibility and impact of religion in society ([Evidence 39](#), [Evidence 40](#)).

Finally, the course "Teaching the Holy Quran with Braille" seeks to provide religious education in Braille and to support the teaching of the Holy Quran for individuals with visual impairments ([Evidence 41](#), [Evidence 42](#)).

Academic Year	Semester	Course Name
2022-2023	V	Islam and Western Relations
2022-2023	VI	Secularization and Religion
2022-2023	VII	Religion in a Digitalized World
2022-2023	VII	Victim Rights in Islamic Law
2022-2023	VIII	Research Methods in Education
2023-2024	VII	Preschool Religious and Moral Education
2024-2025	VIII	Teaching the Holy Quran with Braille Alphabet

For the details of steps 3.1. to 3.10. see the evidence above. To summarize, seven courses (electives) have been introduced in our faculty since Spring 2021-2022.

While the Teaching Practice course was offered in two semesters, semester VII and semester VIII (see [Evidence 43](#)), it has been provided only in one semester (semester VIII) since the 2023-2024 academic year, as per the relevant letter of YÖK ([Evidence 44](#)).

The planning stage of the "Secularization and Religion" course is evident in PDCA (Plan-Do-Check-Action) the course application. This document outlines the course objectives, content, and structure, indicating that the program has been carefully designed to address key issues related to secularization and religion in society. The course is already being implemented, and relevant course delivery information is available through the EIS (Educational Information System), as shown above in the evidence. This indicates that the course is actively being taught and its content is being delivered to students as planned. Regarding the monitoring and evaluation of the course, the survey results from students have shown positive feedback, with high ratings, as reflected in [Evidence 45](#). This demonstrates that the course is meeting its intended objectives in terms of student satisfaction and learning outcomes. Efforts to improve the course are ongoing. Although the course is being implemented successfully, continuous improvements are being made to enhance its functioning, including strategies to increase the overall success rate of students enrolled in the course. These efforts are aligned with the PDCA cycle's "Act" phase, where feedback and data from the "Check" phase are used to inform further refinements.

When we look at the Theology program on EIS, we see that a student studying at our faculty must take a total of 77 courses, 55 of which are compulsory basic courses, five compulsory Higher Education courses, and 17 elective courses. Thus, the students take a total of 300 ECTS courses to graduate. As for the distribution of elective courses, we see that in the V. and VI. semesters, students must choose one course from each of the 3 ECTS courses, and in the VII. and VIII.

semesters, students have to choose three courses from each of the 5 ECTS courses ([Evidence 46](#)).

3.11. As stated in Evidence 18 above, the current courses were scanned in detail in the EIS system, deficiencies were identified and noted, and instructors were informed about eliminating these deficiencies and updates.

According to the Principles and Procedures on the Use of the Turkish Qualifications Framework Logo on Higher Education Graduation Certificates, accredited programs can obtain the right to use the Turkish Qualifications Framework (TQF) logo on their graduation certificates. The Vocational Qualifications Authority (VQA) conducts the examinations in this regard. As a result of the examinations, our Faculty was added to the Turkish Qualifications Database (TQFD) on 18.07.2023 and obtained the right to use the TQF logo on graduation certificates. Among the faculties of theology and Islamic sciences, Sakarya University Faculty of Theology is currently the only one with this right ([Evidence 48](#)).

3.12. Every year, the Dean of Students Office informs the faculty that the system is open for updating the DMP and adjustment programs (e.g., for the 2022-2023 academic year, see [Evidence 49](#)). The dates and information required for application to the Double Major and Minor programs are announced on the Faculty's website (e.g., for the 2023-2024 academic year, see [Evidence 50](#), for 2024-2025, see [Evidence 51](#)). The number of quotas allocated for application to both programs is compiled from the relevant evidence and shown in the table below:

2023-2024 and 2024-2024 Academic Years Number of Double Major and Minor Faculty Quotas		
MAJOR PROGRAM		
Program	Academic Year	Quota
Faculty of Letters	2023-2024	19
	2024-2025	17
Applicants to our Faculty	2023-2024	15
	2024-2025	21
MINOR PROGRAM		
Academic Year		Quota
2023-2024		4
2024-2025		4

With regards to the results of the Student Satisfaction Survey for the last 3 years (2021-2022 academic year see [Evidence 52](#), art. 41 and art. 42; 2022-2023 see [Evidence 53](#), art. 41 and art. 42; 2023-2024 see [Evidence 54](#), art. 41 and art. 42), it is seen that students are significantly satisfied with the DMP and minor programs (between 78%-80% according to the years). The current minor ([Evidence 55](#)), DMP ([Evidence 56](#)) and areas of interest ([Evidence 57](#)) in our faculty

can be seen in the EIS system.

In our faculty, the areas of interest ([Evidence 58](#)), which were created to shape the paths to follow in the departmental elective courses in the student's career planning, are shown in the table below in two different types as intra-departmental and interdisciplinary:

AREAS OF INTEREST FOR STUDENTS OF OUR FACULTY	
Type	Area of Interest
For Faculty Students	Islamic Law Field of Interest
	Tafsir-Hadith Field of Interest
	Islamic Thought Field of Interest
Interdisciplinary Program for Faculty Students	Turkish-Islamic Arts Interdisciplinary Field of Interest (In cooperation with the Faculty of Theology & Art History Department)

4. Preparation of course, midterm, and final exam schedules continues systematically every academic year and prior to the exam:

4.1. The Dean of Students Office sends an e-mail to the Associate Dean of Students with the syllabus preparation guidelines and the deadlines for entering the syllabi into SABIS, taking into account the announcement dates of the syllabi in the SAU Academic Calendar (e.g., for the 2022-2023 Summer semester, see [Evidence 59](#)).

4.2. The associate dean forwards the letter from the Dean of Students to the staff in charge of preparing the syllabus before each semester (e.g., for the Spring semester 2023-2024, see [Evidence 60](#)).

4.3. The vice dean in charge of preparing the course schedule receives requests from the lecturers who will teach in the relevant semester (e.g., for Spring 2024-2025, see [Evidence 61](#)).

4.4. After evaluating these requests, they are forwarded to the staff member in charge of preparing the syllabus (e.g., for Spring 2022-2023, see [Evidence 62](#)). The relevant staff member then prepares the syllabus.

4.5. The prepared syllabus is sent to the lecturers for checking (e.g., for the fall semester 2023-2024, see [Evidence 63](#)).

4.6. In line with the requests for changes in the program - with justified excuses - the necessary changes are made (e.g., for the fall semester 2023-2024, see [Evidence 64](#)).

4.7. The final version of the program is sent to the lecturers, so they are asked to align their graduate programs with the undergraduate program (e.g., for Spring 2023-2024, [Evidence 65](#)).

4.8. Before the fall semester of 2022-2023, the final version of the program was first (a) discussed and approved by the Faculty Board, then (b) submitted to the Student Support Coordinatorship of the Rectorate, and (c) then submitted to the Rectorate Senate for approval. However, in the

mentioned semester and beyond, the final version of the program is submitted to the aforementioned Student Support Coordinators and then to the Senate without being discussed by the Faculty Board (e.g., for the Fall 2024-2025 semester, see [Evidence 66](#)).

4.9. After the syllabus is entered into SABIS by the staff member until the date specified by the Dean of Students Office before it is submitted to the Senate, which is the final approval unit. In the case of any errors or omissions in the SABIS entries, the Dean of Students Office sends an informative e-mail to the relevant staff (e.g., for the 2023-2024 Spring semester, see [Evidence 67](#)).

4.10. After all corrections and final checks are made, faculty members are notified via e-mail at least two weeks before the enrollment start date as stated in the University's academic calendar (e.g., for the 2023-2024 Spring semester, see [Evidence 68](#)). In addition, faculty members can access the syllabus from the SABIS - Course Plans and Programs - tab, which can only be accessed with a user login ([Evidence 69](#)); students can access the syllabus from the web page of our Faculty (e.g., for the 2024-2025 Fall semester, see [Evidence 70](#)) and SIS (Student Information System) as will be explained below.

4.11.a. The exam schedule prepared by the Department Secretariat is transferred to the relevant Assistant Dean. The draft exam schedule, including exam day, time, classroom, course, instructor, etc., is sent to the instructors via e-mail (e.g., for the 2023-2024 Fall semester, see [Evidence 71](#)). Necessary corrections are made in line with the change requests received. The final exam schedule, which includes the information of the proctor and substitute proctor in addition to the above, is sent to the instructors at least one week before the midterm exams (e.g., for the Spring semester 2023-2024 midterm, see [Evidence 72](#), [Evidence 73](#)).

The process of announcing the exam-program to the **instructors** is explained above. In addition, information about the application, principles, and program of all exams held within our faculty is available in the Announcements section of the Faculty website. Thus, **students** can access the final exam schedules from the Announcements tab on the Faculty's website (e.g., for the final exam for the 2023-2024 Spring semester, see [Evidence 74](#)) and the course schedule from the SIS (Student Information System), as will be explained below.

Similar processes mentioned in article 4.11.a. are followed for make-up exams. However, for those who wish to apply for a make-up exam, an application information announcement is made on the Announcements tab of the Faculty's web page (e.g., for the Fall 2024-2025 semester, see [Evidence 75](#)). As mentioned in the relevant announcement, students must fill out the attached form ([Evidence 76](#)) and send it to if@sakarya.edu.tr by e-mail or hand-deliver it to the Registrar's Office of our Faculty until the specified date. After the application, the program made by the Dean's Office is announced on the website (e.g., for the 2023-2024 Spring semester midterm, see [Evidence 77](#)).

Information regarding which students are eligible to take **the Make-up Exam**, along with other necessary details, is announced on the Faculty website prior to the exams. For instance, the relevant information for the 2023-2024 academic year can be found in [Evidence 78](#). Subsequently, the schedule for the make-up exams is also published on the website. As an example, the schedule for the 2023-2024 Fall semester is available in [Evidence 79](#).

The date and time of **the Single Course Exam** at the end of the semester, the date and time of the deadline for application, and the date of the announcement of the program are announced on the Faculty's website (e.g., for the end of the Spring semester 2023-2024, see [Evidence 80](#)); then the relevant program is announced on the specified date (e.g., for the Spring semester 2023-2024, see [Evidence 81](#)).

For the students who will complete **the maximum period**, the right to take a complementary exam is granted, and the dates of the exam and the application link are announced in the announcements (e.g., for the Spring Semester 2023-2024, see [Evidence 82](#)). After the applications are received, the relevant program is announced on the website (e.g., for the Spring Semester 2023-2024, see [Evidence 83](#)).

The Acquisition of Prior Learning Examination program is also announced on the website (e.g., for the 2024-2025 academic year, see [Evidence 84](#)). Prior to this, an announcement is made with information about the exam, such as the required dates, required documents, and application link (e.g., for the 2024-2025 academic year, see [Evidence 85](#)).

Those who will start their education in our faculty are compulsorily subjected to Arabic Preparatory Education, which will last for two courses (semesters). In addition, a **Preparatory Class Exemption Exam** is held at the beginning of each academic year. For those who wish to apply for this exam, a pre-announcement is made on the website of our Faculty (e.g., for the academic year 2022-2023, see [Evidence 86](#)), and then another announcement is made (e.g., for the academic year 2022-2023, see [Evidence 87](#)), which includes information such as the application link and reminder notes in addition to the information in the pre-announcement.

After announcing all the above-mentioned exam schedules, if any issues need to be revised, the current version is announced again after the revisions are made (e.g., for the midterm for the fall semester 2023-2024, see [Evidence 88](#)).

Due to disasters such as the pandemic and earthquakes, exams were administered online in some semesters (see [Evidence 89](#) for the midterm in 2022-2023 and [Evidence 90](#) for the final in 2022-2023). Instructors were also informed about this via e-mail (see [Evidence 91](#) for midterm and [Evidence 92](#) for final).

4.11.b. To conduct the exams fairly and reliable and to maintain equal practice during the exams, the "Formal Education Examination Guidelines" ([Evidence 93](#)) prepared by the Dean's Office continue to be notified to the lecturers and research assistants via e-mail before each exam (e.g., for the fall semester 2024-2025, see [Evidence 94](#)). Similar information is also provided to **students** via the website (e.g., for the final exam for the fall semester 2023-2024, see [Evidence 95](#)).

In addition to accessing all course and exam schedules from the Announcements section of the Faculty website, students can also access the syllabus and exam schedule in the SIS system (<https://obs.SABIS.sakarya.edu.tr>), where SABIS login is requested ([Evidence 96](#)).

The processes related to the design and approval of the programs were discussed at the Departmental Board meetings of our faculty and the Academic Board and end of academic year meetings in 2021 ([Evidence 97](#)), 2022 ([Evidence 98](#), art. 1, p. 2), 2023 ([Evidence 99](#), art. 3) and 2024 ([Evidence 100](#), art. 1). For example, in the report of the Academic Board meeting held in

2024, the positive impact of limiting the evaluation system to 1 midterm and 1 final exam on student satisfaction was discussed ([Evidence 101](#)).

When we take a look at the evaluation criteria (art. 4, art. 5, art. 9, art. 10, art. 11, and art. 13) that we can directly relate to the Theology program in the graduation surveys (see [Evidence 102](#) for 2021, [Evidence 103](#) for 2022, [Evidence 104](#) for 2023), it is seen that even the lowest rate is positive and the following rates are close to each other. This can be shown as an indicator of the success level of the programs designed by our Faculty. However, the change in the ratios is carefully monitored.

Maturity level: The practices regarding the design and approval of program are systematically monitored and evaluated with the participation of stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [SAU Process Management Manual](#)

Evidence 3 [PDCA Based Education and Training Directive](#)

Evidence 4 [Sakarya University Faculty of Theology Goals](#)

Evidence 5 [Sakarya University Faculty of Theology Policies](#)

Evidence 6 [Education and Training Management Process](#)

Evidence 7 [SAU Process Management Manual](#)

Evidence 8 [2019-2024 All Areas Performance Indicators](#)

Evidence 9 [Education and Training Update and Evaluation Committee](#)

Evidence 10 [Academic General Assembly Meeting Resolutions dated 2024.06.11](#)

Evidence 11 [2024.07.01 Academic Board Meeting](#)

Evidence 12 [2024.07.08 About Matching Program Outcomes](#)

Evidence 13 [On Completion of Deficiencies in the Education Information System](#)

Evidence 14 [Assignment for Updating EIS Course Information Packages](#)

Evidence 15 [2024.09.17 E-Mail for Completion of Deficiencies in EIS](#)

Evidence 16 [Directive to be followed for EIS Controls](#)

Evidence 17 [2024.09.17 E-Mail for Completion of Deficiencies in EIS](#)

Evidence 18 [EIS Course Control List](#)

Evidence 19 [EIS Update Information Meeting](#)

Evidence 20 [EIS Update - Notification of Temporary Change in Course Coordinatorship](#)

Evidence 21 [Education Information System Hadith History and Procedure](#)

Evidence 22 [Education Information System Islamic Philosophy](#)

- Evidence 23 Education Information System Oratory and Professional Practice
- Evidence 24 Contribution of the Course to Program Outcomes (Web page)
- Evidence 25 2022 Self-Assessment Report
- Evidence 26 2022-2023 Adjustment of Formation Courses
- Evidence 27 2023-2024 Adjustment of Formation Courses
- Evidence 28 Department of Holy Quran Reading and Qiraat
- Evidence 29 Secondary Education Program Closure Decision Dated 2023.11.23
- Evidence 30 Research Methods in Education Course Recommendation Form
- Evidence 31 Research Methods in Education Course EIS (Web page)
- Evidence 32 Research Methods EIS Web page
- Evidence 33 Preschool Religious and Moral Education Course Suggestion Form
- Evidence 34 Preschool Religious and Moral Education EIS (Web page)
- Evidence 35 Victim Rights in Islamic Law Course Proposal Form
- Evidence 36 Victim Rights in Islamic Law Course EIS (Web page)
- Evidence 37 Religious Education in a Digitalizing World EIS (Web page)
- Evidence 38 Islam and Western Relations Course EIS (Web page)
- Evidence 39 Secularization and Religion Course EIS (Web page)
- Evidence 40 Religion in the Digitalizing World, Islam and Western Relations, Secularization Course Recommendation Form
- Evidence 41 Course Proposal Form for Teaching the Holy Quran with Braille Alphabet
- Evidence 42 Teaching the Holy Quran with Braille Alphabet Course EIS (Web page)
- Evidence 43 Framework Procedures and Principles for the Pedagogical Formation Education Program for Graduates
- Evidence 44 About the Teaching Practice Course
- Evidence 45 2023-2024 Secularization and Religious Education Survey Results
- Evidence 46 Theology (New Plan) Lesson Plan Summary
- Evidence 47 Notifying the Instructors of the Deficiencies Detected in EIS
- Evidence 48 Right to Use the TQF Logo (Web page)
- Evidence 49 2022-2023 Dean of Students Office Declaration of Major and Minor Quotas
- Evidence 50 2023-2024 Academic Year Double Major and Minor Program Applications
- Evidence 51 2024-2025 Double Major and Minor Program Applications
- Evidence 52 2021-2022 Academic Year Student Satisfaction Survey

- Evidence 53 [2022-2023 Academic Year Student Satisfaction Survey](#)
- Evidence 54 [2023-2024 Academic Year Student Satisfaction Survey](#)
- Evidence 55 [2024-2025 EIS Minor Programs](#)
- Evidence 56 [2024-2025 EIS DMP Programs](#)
- Evidence 57 [2024-2025 EIS Areas of Interest](#)
- Evidence 58 [Areas of Interest Opened for the Students of our Faculty](#)
- Evidence 59 [2022-2023 Summer School Weekly Course Schedules](#)
- Evidence 60 [Transmission of the 2023-2024 Spring Semester Syllabus Preparation Letter to the Staff](#)
- Evidence 61 [2024-2025 Spring Semester Course Plans and Program Requests](#)
- Evidence 62 [2022-2023 Spring Semester Course Plans and Program Requests to Staff](#)
- Evidence 63 [2023-2024 Fall Semester 2023-2024 Syllabus Control](#)
- Evidence 64 [2023-2024 Fall Semester 2023-2024 Resubmission After Change](#)
- Evidence 65 [2023-2024 Spring Semester Course Schedule Final Version](#)
- Evidence 66 [Submission of 2024-2025 Fall Semester Syllabus to the Related Units of the Rectorate](#)
- Evidence 67 [2023-2024 Spring Semester Syllabus Error Report](#)
- Evidence 68 [Processing the 2023-2024 Spring Semester Course Schedule in SABIS](#)
- Evidence 69 [SABIS Course Schedule Access Tab](#)
- Evidence 70 [2024-2024 Fall 2024-2024 Syllabus Faculty Web page Announcement](#)
- Evidence 71 [2023-2024 Fall Semester Midterm Exam Schedule \(Draft\) Mail Notification](#)
- Evidence 72 [2023-2024 Spring Semester Midterm Exam Schedule Mail Notification](#)
- Evidence 73 [2023-2024 Spring Semester Midterm Exam Schedule](#)
- Evidence 74 [2023-2024 Spring Semester Final Exam Schedule Announcement \(Web page\)](#)
- Evidence 75 [2024-2025 Fall Semester Midterm Make-up Exam Announcement \(Web page\)](#)
- Evidence 76 [Compassionate Exam Application Form](#)
- Evidence 77 [2023-2024 Spring Semester Midterm Make-up Exam Schedule \(Web page\)](#)
- Evidence 78 [2023-2024 Academic Year Information on Make-up Exams Web page\)](#)
- Evidence 79 [2023-2024 Fall Semester Make-up Exam Schedule \(Web page\)](#)
- Evidence 80 [2023-2024 End of Spring Semester Single Course Exam Announcement \(Web page\)](#)
- Evidence 81 [2023-2024 Spring Semester Single Course Examination Program \(Web Page\)](#)
- Evidence 82 [2023-2024 Spring Semester 2023-2024 End of Maximum Time Additional Exams Announcement \(Web page\)](#)

Evidence 83 2023-2024 Spring Semester 2023-2024 End of Maximum Duration Additional Duration Examination Program (Web page)

Evidence 84 2024-2025 Academic Year Acquisition of Prior Learning Examination Program (Web page)

Evidence 85 2024-2025 Academic Year Recognition of Prior Learning Applications (Web page)

Evidence 86 2022-2023 Academic Year Arabic Preparatory Class Exemption Exam Preliminary Announcement (Web page)

Evidence 87 2022-2023 Academic Year Arabic Preparatory Class Exemption Exam Additional Announcement (Web page)

Evidence 88 2023-2024 Fall Semester Updated Midterm Exam Schedule (Web page)

Evidence 89 2022-2023 Spring Semester Online Midterm Exam Schedule

Evidence 90 2022-2023 Spring Semester Online Final Exam Schedule

Evidence 91 2022-2023 Spring Semester Online Midterm Exam Schedule Announcement

Evidence 92 2022-2023 Spring Semester Online Final Exam Schedule Announcement

Evidence 93 Formal Education Examination Principles

Evidence 94 2024-2025 Fall Semester Formal Education Examination Principles e-Mail Notification

Evidence 95 Rules to be Followed by Students for the Fall Semester 2023-2024 (Web page)

Evidence 96 Access to Course and Exam Schedule Tab in SIS system

Evidence 97 2021 Academic Board Meeting

Evidence 98 2022 Academic Board Meeting

Evidence 99 2023 Academic Board Meeting

Evidence 100 2024 Academic Board Meeting

Evidence 101 Implementation of Midterm-Final Only in 2023-2024 Academic Year

Evidence 102 2021 Graduation Survey

Evidence 103 2022 Graduation Survey

Evidence 104 2023 Graduation Survey

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

The processes related to the institution's program objectives and outcomes are managed as planned in the Quality Manual (Evidence 1) and PDCA-Based Education and Training Process Directive (Evidence 2).

In our faculty, program outcomes are updated every four years. In line with the planning in the Quality Manual, program outcomes continue to be monitored annually and updated every four years. In 2020, program outcomes were updated in line with stakeholders' views (see [Evidence 3](#) and [Evidence 4](#) for stakeholder engagement). In 2024, which is the next update date, the following studies were carried out regarding the update:

The Quality and Accreditation Board met on 11.06.2024, and various parameters related to the monitoring and updating program outcomes were evaluated. At the meeting, since the program outcomes are compatible with the TQF and IAA program outcomes, monitoring and improvement studies will continue at the end of each semester. Also, the matching of the contributions of the courses to the program outcomes will be reviewed, and the recommendation decision ([Evidence 5](#)) to continue the outcomes in their current form was presented to the opinions of the faculty members at the Academic General Assembly on 01.07.2024. It was accepted ([Evidence 6; Evidence 7, art. 1, p. 2, para. 5](#)). This was also presented to the Advisory Board members, and the decision was accepted (see [Evidence 8, B. Decisions, Proposals and Recommendations, art. 6](#)).

Therefore, only annual monitoring was carried out within the scope of this criterion, and various activities were carried out within the scope of matching program outcomes that were found to be missing in the program outcomes section of the course package content ([Evidence 9](#)). For example, to associate program learning outcomes with course learning outcomes and to ensure consistency, at the meeting of the Academic General Assembly of our internal stakeholders dated 01.07.2024, the aforementioned 11.06.2024 meeting of the Quality and Accreditation Board (shown in Evidence 5 above), it was reminded that there may be some errors in the matching of the contributions of the program courses to the program outcomes, and therefore all matching should be reviewed and necessary revisions should be made (shown in Evidence 6 above). In the following process, the Dean's Office sent an e-mail to all faculty lecturers on 08.07.2024, reminding course coordinators to check the contribution of all compulsory and elective undergraduate courses to the Theology program outcomes and to match course learning outcomes with program outcomes ([Evidence 10](#)). Again, the Rectorate sent an e-mail on 05.09.2024 requesting the completion of the deficiencies in the Education Information System (EIS) ([Evidence 11](#)). Upon the e-mail from the Rectorate and the previous Quality and Accreditation Board's determination of deficiencies regarding the matching of course outcomes with program outcomes and discipline-specific outcomes, the Dean's Office sent an e-mail on 06.09.2024 to identify and eliminate all deficiencies in the course information packages on the EIS system to identify and correct all the deficiencies in the course information packages on the EIS system to be completed by 10.09.2024 ([Evidence 12](#)) and the instructions to be followed were also shared with them ([Evidence 13](#)). On 12.09.2024, the assigned research assistants were notified of deficiencies and errors in the Excel file in the e-mail sent ([Evidence 14, Evidence 15](#)). Afterwards, course coordinators were asked to update the compulsory and elective courses in a way to fill all the fields in the table. The research assistants assigned to assist the course coordinators were trained at a meeting held on 14.11.2024 under the chairmanship of the Quality and Accreditation Board ([Evidence 16](#)). For the system to update faster, the relevant assignees were temporarily assigned as course coordinators, and course coordinators were informed about this via e-mail sent on 15.11.2024 ([Evidence 17](#)). As a result of these processes, the deficiencies

in the matching of course outcomes with program outcomes have been systematically and quickly eliminated (see [Evidence 18](#), [Evidence 19](#), [Evidence 20](#) for a few course examples).

In our institution, the Student Satisfaction Survey, Graduation Survey, Program Outcomes General Success Rates, and Employer Satisfaction Surveys are used annually to measure the achievement of program teaching objectives. These surveys also include some questions that show the achievement of the faculty's program objectives. In the results of the annual surveys, our faculty has carried out some activities and activities related to the questions related to the program objectives and outcomes of our faculty with a very low level of satisfaction. In the Student Satisfaction surveys (for the 2021-2022 academic year, see [Evidence 21](#); for 2022-2023, see [Evidence 22](#); for 2023-2024, see [Evidence 23](#)), in the evaluation criteria titled "Academic Facilities" between 36-42, which we think are related to the program objectives and outcomes, it is observed that the evaluation criterion "38. I am satisfied with foreign language education opportunities" is low compared to the others. When we take a look at the graduation questionnaires (for 2021 see [Evidence 24](#), for 2022 see [Evidence 25](#), for 2023 see [Evidence 26](#)), it is seen that the lowest rate is "8. I know a foreign language at the level required by my field" with 69.23%, 71.80%, and 68.90%, respectively. To improve this low rate in both types of questionnaires, various Arabic language courses were opened, some activities such as conferences, seminars, and panels related to the Arabic language were held, and the textbook was updated (For detailed information on the activities carried out, see [B.6.1](#)). One of the mechanisms developed and still used as of the 2021-2022 academic year to check program objectives and outcomes is the Employer Satisfaction surveys. These surveys were prepared to ask our stakeholders in the institution where our final-year students do their internship about their level of achievement of program objectives and outcomes. This improvement proposal was created at the Quality and Accreditation Board meeting (see [Evidence 27](#), p. 2, art. 5) and implemented by the Department of Religious Education (see [Evidence 28](#)). The Employer Satisfaction Survey, which consists of five questions, was intended to be developed in the following periods and to be able to control many of the program objectives and outcomes. Accordingly, in the semesters after the 2021-2022 academic year, the questions were improved, made more specific, and increased in number (see [Evidence 29](#) for 2022-2023 and [Evidence 30](#) for 2023-2024).

One of the instruments we use to check program objectives and outcomes is the Overall Success Rates of Program Outcomes. When we look at the last 5 semesters (Spring 2021 to Spring 2024) of these semester-based rates ([Evidence 31](#)), we see a decrease in the rates. As mentioned in the first parts of this section, we consider that the lack of association and consistency between program learning outcomes and course learning outcomes is one of the most important reasons for these low rates. As mentioned above, concrete steps have been taken to overcome this problem. To observe the success rate of this remedial step, the "General Success Rates of Program Outcomes" will be carefully monitored starting from the fall semester of 2024-2025.

Maturity level: The practices that encompass all the fields regarding the program objectives, outcomes and compliance with IAA criteria are systematically monitored and evaluated with stakeholders to take necessary measures.

Evidence:

- Evidence 1 Quality Manual
- Evidence 2 PDCA-Based Education and Training Directive
- Evidence 3 Letters Sent to Stakeholders
- Evidence 4 Stakeholders' Suggestions and Proposals
- Evidence 5 Quality and Accreditation Board Meeting Decisions dated 2024.06.11
- Evidence 6 2024.07.01 Academic Board Meeting Minutes
- Evidence 7 2024.07.01 Academic Board Meeting Decision not to change the Program Outcomes
- Evidence 8 2024.07.02 Advisory Board Meeting Minutes
- Evidence 9 EIS Theology (New Plan) Program Outcomes (Web page)
- Evidence 10 2024.07.08 About Matching Program Outcomes
- Evidence 11 2024.09.05 Rectorate Letter on Completion of Deficiencies in EIS
- Evidence 12 2024.09.06 Assignment for Updating EIS Course Information Packages
- Evidence 13 Directive to be followed for EIS Controls
- Evidence 14 2024.09.17 E-Mail for Completion of Deficiencies in EIS
- Evidence 15 EIS Course Checklist
- Evidence 16 EIS Update Information Meeting
- Evidence 17 EIS Update - Notification of Temporary Change in Course Coordinatorship
- Evidence 18 2024-2025 Academic Year Hadith History and Procedure EIS Transcript
- Evidence 19 2024-2025 Academic Year Islamic Philosophy EIS Transcript
- Evidence 20 2024-2025 Academic Year 2024-2025 Oratory and Professional Practice EIS Document
- Evidence 21 2021-2022 Academic Year Student Satisfaction Survey
- Evidence 22 2022-2023 Academic Year Student Satisfaction Survey
- Evidence 23 2023-2024 Academic Year Student Satisfaction Survey
- Evidence 24 2021 Graduation Survey
- Evidence 25 2022 Graduation Survey
- Evidence 26 2023 Graduation Survey
- Evidence 27 Quality and Accreditation Board Meeting Decisions dated 2021.06.23
- Evidence 28 2021-2022 Fall Semester Employer Satisfaction Survey (DIB)
- Evidence 29 2022-2023 Fall Semester Employer Satisfaction Survey (DIB)
- Evidence 30 2023-2024 Fall Semester Employer Satisfaction Survey (DIB)
- Evidence 31 Overall Success Rates of Program Outcomes between Spring 2021 and Spring 2023

B.1.3. Alignment of course achievements with program outcomes

The institution continues to manage the mapping of course outcomes to program outcomes and discipline-specific outcomes based on the defined process in the Quality Manual ([Evidence 1](#)) and the implementation, monitoring, auditing, and improvement processes in the Self-Assessment Report 2022 ([Evidence 2](#)).

At its meeting held on October 10, 2023, the Quality and Accreditation Board evaluated the charts in which the outcomes of both compulsory and elective courses are matched with program outcomes and discipline-specific outcomes, considering the level of maturity of the relevant criterion in the previous TDR. To address the deficiencies and problems identified as a result of the evaluations, it was decided to provide a training seminar for course coordinators on the arbitrariness of the mappings ([Evidence 3](#), art. 5). In addition, at the Quality and Accreditation Board meeting held on January 19, 2024, it was decided to attempt the University Academic Evaluation and Quality Development Board (SAÜDEK) to define the pairings related to criterion B.1.3 in SABIS instead of doing them manually ([Evidence 4](#), art. 3), and a request was submitted to SAÜDEK ([Evidence 5](#)). Upon this request, the "SABIS-related unit" was assigned by SAÜDEK, and the related unit made additions to SABIS so that the contribution levels of matching course outcomes with program outcomes could be determined. Subsequently, the training seminar for course coordinators, which was decided at the October 10, 2023 Quality and Accreditation Board meeting, was given at the Faculty Academic General Assembly on 01.07.2024 ([Evidence 6](#), p. 2).

In the following process, the Dean's Office sent an e-mail to all faculty lecturers reminding course coordinators to check the contribution of all compulsory and elective undergraduate courses to the Theology program outcomes and to match the course learning outcomes with the program outcomes ([Evidence 7](#)). Again, the Rectorate sent an e-mail requesting the completion of the deficiencies in the Education Information System (EIS) ([Evidence 8](#)).

Upon the e-mail from the Rectorate and the previous Quality and Accreditation Board's determination of deficiencies regarding the matching of course outcomes with program outcomes and discipline-specific outcomes, the Dean's Office assigned the task of identifying and eliminating all deficiencies in the course information packages on the EIS system ([Evidence 9](#)). In this process, the deficiencies were shown in an Excel file ([Evidence 10](#)). Then, course coordinators were asked to update the compulsory and opened elective courses in a way to fill all the fields in the table. This way, the deficiencies in matching course outcomes with program outcomes were eliminated ([Evidence 11](#), [Evidence 12](#), [Evidence 13](#)). In addition, the Quality and Accreditation Board has recommended removing elective courses that have been inactive for a long time ([Evidence 14](#), art. 3). The contributions of Compulsory and Elective Courses to Program Outcomes are presented in the EIS ([Evidence 15](#)).

The realization of course learning outcomes can be monitored through the Learning Outcomes Success Rates graphs in the SABIS system, and it is seen that success rates are generally above average ([Evidence 16](#), [Evidence 17](#)). These processes were evaluated at Department Boards and Quality and Accreditation Board meetings, and suggestions for improvement were presented

([Evidence 14](#), art. 1-2-3, [Evidence 18](#), art. 2 and 6, [Evidence 19](#), [Evidence 20](#), art. 1 and 11).

Maturity Level: The practices that cover all the fields related to the alignment of course achievements with the program outcomes and the discipline-specific outcomes in the program are systematically monitored in compliance with the institution's internal quality assurance system and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Faculty Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [Quality and Accreditation Board Decision dated 10.10.2023](#)

Evidence 4 [Quality and Accreditation Board Decision dated 19.01.2024](#)

Evidence 5 [Mail to SAUDEK on Matching Course Outcomes with Program Outcomes and Discipline-Specific Outcomes](#)

Evidence 6 [Faculty Academic General Assembly dated 01.07.2024](#)

Evidence 7 [Mail about Matching Program Outcomes](#)

Evidence 8 [Request for Completion of Deficiencies in EIS](#)

Evidence 9 [Assignment for Updating Course Information Packages in EIS](#)

Evidence 10 [Excel Files Showing Deficiencies in Course Information Packages](#)

Evidence 11 [Sample Lesson: Hadith History and Procedure](#)

Evidence 12 [Sample Lesson: Islamic Philosophy](#)

Evidence 13 [Sample Lesson: Oratory and Professional Practice](#)

Evidence 14 [Quality and Accreditation Board Decision dated 04.11.2024](#)

Evidence 15 [Contribution of Compulsory and Elective Courses to Program Outcomes](#)

Evidence 16 [Learning Outcomes Success Rates \(Hadith I\)](#)

Evidence 17 [Learning Outcomes Success Rates \(Oratory and Professional Practice\)](#)

Evidence 18 [Islamic History and Arts Department Meeting Minutes dated 06.11.2024](#)

Evidence 19 [Minutes of Philosophy and Religious Sciences Department Meeting dated 06.11.2024](#)

Evidence 20 [Minutes of Basic Islamic Sciences Department Meeting dated 13.11.2024](#)

B.1.4. Structure of the program and balance in the distribution of courses (balance between compulsory and elective courses, balance between field-specific knowledge and general knowledge courses, acquiring cultural competence, opportunities to familiarize students with different disciplines)

The institution continues to manage its program structure and course distribution balance based on the defined process in the Quality Manual ([Evidence 1](#)) and the implementation, monitoring, auditing, and improvement processes in the Self-Assessment Report 2022 ([Evidence 2](#))

The curriculum has been created by considering a balance that considers the institution's teaching objectives and the content and plan of the courses have been entered into Sakarya University Education Information System (EIS) ([Evidence 3](#)) to ensure the implementation of this curriculum. Here, the purpose, content, category, learning outcomes, teaching methods, subjects, resources, contribution levels to the program outcomes of the institution, evaluation system, and ECTS-Workload activity of the course are defined in separate tabs and made accessible to all stakeholders. Course contents were created to provide students with the program outcomes of the institution in a fourteen-week period, and student workloads were determined for each course in accordance with ECTS, balanced and compatible ([Evidence 3](#)).

In line with its education and training policy ([Evidence 4](#)), the institution offers students a rich pool of compulsory and elective courses ([Evidence 3](#)). Compulsory and elective courses are designed to broaden students' knowledge of the field and profession, as well as to encourage them to gain cultural depth and to have an interdisciplinary perspective. Elective courses include standard elective courses from various faculties of the university. In addition, students can also take compulsory/departmental elective courses from other faculties and departments instead of the university standard courses ([Evidence 5](#)). Thus, the students of our faculty have the opportunity to take courses from different fields, get to know various disciplines, have the chance to have an interdisciplinary approach and gain the ability to work in interdisciplinary groups. This is also seen in the Graduation Surveys, where the majority of students responded positively to the criterion "I gained the ability to work in interdisciplinary groups during my education" (satisfaction rate 79%) ([Evidence 6](#), art. 11, [Evidence 7](#), art. 11).

As stated in the Quality Manual ([Evidence 1](#)), at the end of each semester at the Departmental Board meetings and the Academic General Assembly, issues such as the current compulsory and elective courses, their achievements, methods, and techniques used, and the success of the students are brought to the agenda and stakeholders' evaluations are taken and improvements are made in the courses in line with these ([Evidence 8](#), p. 8-9, [Evidence 9](#), art. 2, [Evidence 10](#), art. 6, [Evidence 11](#), [Evidence 12](#), art. 1 and 11). In this process, course information packages in EIS were updated as detailed in section B.1.3. Conversely, the Quality and Accreditation Board recommended removing elective courses that have been inactive for a long time ([Evidence 13](#), art. 3).

In addition, changes are made in elective courses, considering students' level of interest and demand. In this context, in the 2023-2024 academic year, an elective course called "Research Methods" was opened to develop students' knowledge and opportunities to conduct research, as well as to create an infrastructure for the Graduation Study course in the 8th semester and to apply for projects such as Tübitak 2209-A ([Evidence 14](#)). Again, since the graduates of the institution are mostly employed in 4-6 year old Qur'an courses, an elective course called "Preschool Religious and Moral Education" was opened to eliminate the deficiencies in this field ([Evidence 15](#), see B.1.1 for other elective courses opened in this period). In the 2024-2025 academic year, the courses "Teaching the Holy Quran with Braille Alphabet" ([Evidence 16](#),

Evidence 17) and "Project Preparation and Management" were opened (Evidence 18). These courses contribute to the institution's mission of "raising researcher and social individuals with moral and aesthetic values, lifelong learning skills, researchers and social individuals and producing healthy knowledge and social service in the field of religious sciences" (Evidence 19) and the strategic goal of "leading the regional research, development, and innovation ecosystem by ensuring the production of knowledge, projects, technology, and art that will expand the research footprint of the Faculty" (Evidence 20).

The institution attaches importance to the Student Satisfaction Survey and Graduation Survey and makes improvements in the program by considering them. When these surveys are examined, it is seen that the students are mainly satisfied with the education provided and the opportunities provided to evaluate their extracurricular time and that they consider themselves knowledgeable and competent in their fields when they graduate (Evidence 21, art. 36-42, Evidence 22, art. 36-42, Evidence 6, art. 3, Evidence 7, art. 3). This situation was evaluated in the Department Boards of Islamic History and Arts, Philosophy and Religious Sciences, and Basic Islamic Sciences (Evidence 10, art. 6, Evidence 11, Evidence 12, art. 1 and 11).

The institution determines which elective courses its students want through the elective course prerequisite form and ensures that courses with a certain number of requests are offered (Evidence 23). With such a practice, in addition to taking into account the interests and demands of the students, the problem of possible waste of time that students may experience because any course cannot be opened due to lack of quota and then requiring them to choose among active elective courses again is overcome.

Similarly, within the framework of the Field of Interest Directive (Evidence 24), the institution has conducted special Field of Interest studies for its students. Accordingly, the institution has created and announced the Islamic Law Field of Interest, Tafsir-Hadith Field of Interest, Islamic Thought Field of Interest, and Turkish-Islamic Arts Interdisciplinary Field of Interest in cooperation with the Department of Art History (Evidence 25). The current course lists of these areas of interest can be accessed through EIS (Evidence 26). For example, the course list of Islamic Thought is presented in the evidence (Evidence 27).

Maturity Level: Sustainable and matured practices on the program structure and balance in line with the institutional goals (learning and teaching policy) are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence:

Evidence 1 Faculty Quality Manual

Evidence 2 2022 Self-Assessment Report

Evidence 3 SAU Faculty of Theology Education Information System (EIS)

Evidence 4 SAU Education and Training Policy

Evidence 5 Decision on Taking Compulsory/Departmental Elective Courses of Other Faculties and Departments

Evidence 6 2022 Graduation Survey

Evidence 7 2023 Graduation Survey

Evidence 8 Faculty Academic General Assembly dated 01.07.2024

Evidence 9 Faculty Academic General Assembly dated 02.10.2024

Evidence 10 Islamic History and Arts Department Meeting Minutes dated 06.11.2024

Evidence 11 Minutes of Philosophy and Religious Sciences Department Meeting dated 06.11.2024

Evidence 12 Minutes of Basic Islamic Sciences Department Meeting dated 13.11.2024

Evidence 13 Quality and Accreditation Board Decision dated 04.11.2024

Evidence 14 2023-2024 New Elective Course: Research Methods

Evidence 15 2023-2024 New Elective Courses: Preschool Religious and Moral Education

Evidence 16 2024-2025 New Elective Course: Teaching the Holy Quran with Braille

Evidence 17 Announcement of the Course "Teaching the Holy Quran with Braille Alphabet" and News about the Course in the Press

Evidence 18 2024-2025 New Elective Course: Project Preparation and Management

Evidence 19 Mission and Vision of the Institution

Evidence 20 Strategic Objectives of the Institution

Evidence 21 2022-2023 Student Satisfaction Survey

Evidence 22 2023-2024 Student Satisfaction Survey

Evidence 23 Pre-Request Form for Elective Courses

Evidence 24 SAU Field of Interest Directive

Evidence 25 Field of Interest Announcement

Evidence 26 SAU Faculty of Theology Education Information System (EIS) Areas of Interest

Evidence 27 2024-2025 Islamic Thought Interest Area

B.1.5. Student workload based design

The institution's design based on student workload continues to be managed in accordance with the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing, and improvement processes in the Self-Assessment Report 2022 (Evidence 2)

ECTS values of all courses are shared through the Education Information System (EIS) (Evidence 3, for examples see Evidence 4, Evidence 5). Upon the recommendation of the Quality and Accreditation Board, the Dean's Office was assigned to identify and correct the deficiencies in the EIS in detail (Evidence 6). In this process, almost all details in the course information packages were checked, and the deficiencies were shown in an Excel file (Evidence 7). Thus, courses with

missing ECTS values were also identified, and the coordinators corrected these deficiencies ([Evidence 8](#), [Evidence 9](#)).

As will be detailed in section B.2.2., our institution continues to issue undergraduate diplomas and diploma supplements to students who fulfill all the requirements for graduation ([Evidence 10](#)).

Our institution utilizes distance education opportunities with a design approach based on student workload. With this approach, university compulsory courses are offered through distance education ([Evidence 11](#)). In addition, faculty members can teach their courses via distance education when needed ([Evidence 12](#), [Evidence 13](#)).

Our institution adopts an education and training approach in which prior learning is recognized in the context of student workload-based design. This application regulates the exemption and adjustment principles for the courses that students have previously taken from any higher education institution recognized by the Presidency of the Council of Higher Education or whose equivalence is accepted. Every newly enrolled student has the right to apply for this application ([Evidence 14](#)). As will be explained in more detail and evidence will be presented in B.2.1., our institution provides recognition of prior learning ([Evidence 15](#)), Arabic exemption exam right ([Evidence 16](#), [Evidence 17](#)), adjustment ([Evidence 18](#)), student admission by transfer ([Evidence 19](#)) and academic recognition certificate ([Evidence 20](#)) for students studying in exchange programs such as Erasmus.

As much variety as possible is offered in the method of measuring and assessing achievement. For example, courses such as Oratory and Professional Practice and Teaching Practicum are assessed through performance tasks ([Evidence 21](#), [Evidence 22](#)), Qur'an courses are assessed through oral exams ([Evidence 23](#)), and other courses are evaluated through tests, classical exams, homework, and projects ([Evidence 24](#), [Evidence 25](#)).

There are opportunities for applied professional learning in our faculty. In this regard, there are Oratory and Professional Practice courses for religious services (10 ECTS) ([Evidence 21](#)), Teaching Practice courses for teaching (10 ECTS) ([Evidence 22](#)) and Graduation Study (10 ECTS) ([Evidence 26](#)), Research Methods (3 ECTS) ([Evidence 27](#)) and Project Preparation and Management (3 ECTS) ([Evidence 28](#)) courses for academic studies. Through these courses, students are prepared for the profession.

In the 2022 Graduation Survey, the overall satisfaction rate of the department was 79.03%. The participation rates for the statements "I have knowledge and competence in my field" and "The education I received from the department/program I graduated from is sufficient" were 79.77% and 76.55%, respectively ([Evidence 29](#), p. 1). In 2023, the overall satisfaction rate of the department increased to 79.22%. The rates of participation in the statements "I have knowledge and competence in my field" and "The education I received from the department/program I graduated from is sufficient" increased to 80.98% and 78.18%, respectively ([Evidence 30](#), p. 1). This shows that students consider the education they received in the context of vocational education to be sufficient at a high rate.

Taking into account the complaints of the students in the graduation surveys about the excessive workload and especially the excessive number of exams (Evidence 31), it was decided at the meeting of the University Senate on September 14, 2023, that at least one midterm and one final evaluation would be sufficient for the courses. The issue was discussed at the Faculty Board Meeting held on September 18, 2023, after the opinions of the academic staff were taken by the Department Heads (Evidence 32). It was decided that it was appropriate to make the formal education course evaluations as one midterm and one final as of the 2023-2024 academic year. This change in the number of assessments made it necessary to update the EIS ECTS-Workload Activity section (Evidence 33). With this update, students have been allocated more time for "out-of-class study activities" and social activities.

The design based on student workload is evaluated at departmental board meetings and suggestions for improvement are made (Evidence 34, art. 6, Evidence 35, Evidence 36, art. 1 and 11).

Maturity Level: Student workload practice applied in the program, is systematically monitored, and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 Faculty Quality Manual

Evidence 2 2022 Self-Assessment Report

Evidence 3 SAU Faculty of Theology Education Information System (EIS)

Evidence 4 ECTS Values of Courses (Islamic Law I)

Evidence 5 ECTS Values of Courses (Religious Education)

Evidence 6 Assignment for Updating Course Information Packages in EIS

Evidence 7 Excel File Showing Deficiencies in Course Information Packages

Evidence 8 Sample Lesson: Principles of Islamic Worship

Evidence 9 Sample Lesson: Islamic Ethical Philosophy

Evidence 10 Diploma Supplement

Evidence 11 University Compulsory Courses will be delivered by Distance Education

Evidence 12 Providing Distance Education Courses when needed-1

Evidence 13 Providing Distance Education Courses when needed-2

Evidence 14 Senate Principles on Recognition of Prior Learning

Evidence 15 Examples of Recognition of Prior Learning

Evidence 16 2024-2025 Arabic Course 1 Exemption and Placement Exam

Evidence 17 2024-2025 Arabic Course 2 Exemption and Placement Exam

Evidence 18 2023 and 2024 Adjustment Commission Decisions

- Evidence 19 Transfer Students 2024
- Evidence 20 Academic Recognition Certificate Sample
- Evidence 21 Courses with Performance Tasks in Assessment (Oratory and Professional Practice)
- Evidence 22 Courses with Performance Tasks in Assessment (Teaching Practice)
- Evidence 23 Courses with Oral Examination in Assessment (Qur'an Reading and Tajweed II)
- Evidence 24 Sample Course (Tafsir II)
- Evidence 25 Sample Lesson (History of Religions)
- Evidence 26 Practical Courses (Graduation Study)
- Evidence 27 Practicum Courses (Research Methods)
- Evidence 28 Practical Courses (Project Preparation and Management)
- Evidence 29 2022 Graduation Survey
- Evidence 30 2023 Graduation Survey
- Evidence 31 2023-2024 Fall Semester Graduation Survey (Excessive Examination and Workload Complaints)
- Evidence 32 Number of In-Year Evaluations Internal Stakeholder Opinion Request
- Evidence 33 Update on Assessment Numbers
- Evidence 34 Islamic History and Arts Department Meeting Minutes dated 06.11.2024
- Evidence 35 Minutes of Philosophy and Religious Sciences Department Meeting dated 06.11.2024
- Evidence 36 Minutes of Basic Islamic Sciences Department Meeting dated 13.11.2024

B.1.6. Assessment and evaluation

The institution continues implementing the SAU Assessment and Evaluation Directive (Evidence 1). For the courses available in the institution in previous years, midterm exams, quizzes, homework, oral exams, and performance tasks (practice, seminar) were preferred as in-year assessment activities, and at least four assessment activities were carried out for each course, excluding the final exam. In distance education during the pandemic, five assessment-evaluation activities, including the year-end exam, were applied for each course, and one of the in-year assessment activities was required to be a midterm exam.

Due to the February 6, 2023 earthquake, the Rectorate decided to hold the courses online in the Spring semester of 2022-2023, and the principles related to this were communicated to the instructors through our faculty (Evidence 2). In the semesters before the 2022-2023 Spring semester, students were held responsible for additional measurement methods such as homework, performance tasks, midterm exams, and midterm and final exams. In the Spring semester, which coincided with the post-earthquake period, the measurement method was

limited to midterm and final exams to prevent students from being victimized (Evidence 3).

In the 2022-2023 Academic Year Student Satisfaction Survey, in the question "*When you consider your student life at Sakarya University, what is the bad/negative/negative thing/issue/topic you can say about your department?*", the negative situation was generally written as too many assessment and evaluation items (Evidence 4, art. 61). A similar situation is seen in the question "*6. Considering your student life at Sakarya University, what are the three negative/negative/negative things/qualities/issues you can say about SAU?*" in the Graduation Survey (Evidence 5, p. 7).

Upon these and similar complaints, the issue was discussed at the Faculty Board Meeting held on September 18, 2023, after the opinions of the faculty members were obtained through the departments of our Faculty (Evidence 6), and it was decided that it was appropriate to make the formal education course evaluations in our Faculty as one midterm and one final as of the 2023-2024 academic year (Evidence 7, p. 2, art. 1) and all faculty members were informed about this issue via e-mail (Evidence 8). This change made it necessary to update the ECTS-Workload Activity section in the Education Information System (EIS). The changes were transferred to the EIS and can be seen in the table titled "Evaluation System" (for a sample course, see Evidence 9, Evidence 10).

Thus, the update has enabled students to allocate more time, especially for "out-of-class study activities." For example, while the participation rate in the Student Satisfaction Survey for the 2022-2023 academic year was 71.60% (Evidence 11, art. 36), this rate increased to 72.44% in 2023-2024 (Evidence 12, art. 36). In addition, in the 2023-2024 Student Satisfaction Survey, no comments were written on the question, "*When you consider your student life at Sakarya University, what is the bad/negative/negative thing/issue/topic you can say about your department?*" due to the excess of measurement and evaluation items (Evidence 13, art. 61). In the 2023-2024 Graduation Survey, in the question "*6. When you consider your student life at Sakarya University, what are the three negative/negative/negative things/attributes/topics you can say about SAU?*", it is seen that negative comments about the excess of assessment items continue to be made (Evidence 14, p. 8-9); this can be explained by the fact that the graduates of that period studied in the period when five assessment items were applied, except for their last year.

In our faculty, diversity in assessment and evaluation activities is essential in line with the content and objectives of the course. For example, in the Qur'an and Tajweed I course, the oral measurement method is used to measure the knowledge, skills, and competence of the student (Evidence 15); and in the "Rhetoric and Professional Practice" course, the method of measurement with performance tasks is emphasized (Evidence 16).

The contribution ratios (weights) of semester/year and semester/end-of-year (final) assessment results to the final grade are determined by the course coordinator before the start of the academic year, and these ratios continue to be taken as a basis for evaluation (e.g., Evidence 17, Evidence 18). Similarly, the distribution of course letter grades is archived electronically in SABIS (for a sample course, see Evidence 19). The achievement list is signed by the instructor making the evaluation, and the evaluation process is completed by submitting the grades to the student affairs unit (for an example course, see Evidence 20).

During the academic year, midterm exams are held in the 8th or 9th week, according to the Faculty's preference. To ensure that the exams are conducted fairly and reliably and to maintain equal practice during the exam, the "Formal Education Examination Guidelines" ([Evidence 21](#)) prepared by the Dean's Office (see [Evidence 22](#) for a few examples) continue to be notified to the instructors via e-mail before each exam (midterm and final). Announcements to course coordinators about matching Learning and Program Outcomes with exam questions (for detailed information, see [B.6.1.](#)) continued to be made in the Fall 2022-2023 ([Evidence 23](#)), Spring 2022-2023 ([Evidence 24](#)), Fall 2023-2024 ([Evidence 25](#)) and Spring 2023-2024 ([Evidence 26](#)) semesters as in previous semesters.

Midterm and final exams are held face-to-face, except when distance education is switched to distance education due to obligations such as pandemics and earthquakes. An exam schedule is prepared by the Dean's Office for the exams. The draft exam schedule is sent to the lecturers via e-mail to check elements such as exam day, time, classroom, course, and lecturer (for example see [Evidence 27](#)). After the checks, the final version of the schedule is sent to the lecturers again via e-mail (for example, the 2023-2024 academic year can be shown. For the fall semester midterm exam schedule, see [Evidence 28](#), [Evidence 29](#); for the final, see [Evidence 30](#), [Evidence 31](#); for the spring semester midterm, see [Evidence 32](#), [Evidence 33](#); for the final, see [Evidence 34](#), [Evidence 35](#)).

In periods when distance education is switched to distance education due to obligations such as pandemics and earthquakes, courses and exams are held online as described in the Quality Manual. The "Distance Education Student Guide" prepared by our University is followed as a guide for the reliable conduct of courses and exams ([Evidence 36](#)). Various measures have been taken to save the students from victimization using the problem report button on the system. Then, the course coordinator able to use the option of giving "additional time" or "vest" for problems such as not being able to enter the system during the exam ([Evidence 37](#)). In [Evidence 2](#), we stated that after the February 6, 2023, earthquake and the decision to hold online courses in the Spring Semester of the 2022-2023 academic year, the relevant principles regarding online education were notified to the instructors through our Faculty. In the following days, arrangements continued to improve online education quality; for example, virtual classrooms were opened by the Dean of Students Office to prevent confusion, and information was provided about this situation ([Evidence 38](#)). A Frequently Asked Questions Form was created for the lecturers presenting the course about the problems they may encounter and the procedures to follow ([Evidence 39](#)). In the semesters before the Spring 2022-2023 semester, students were held responsible for additional assessment methods such as homework, performance tasks, midterm exams, and midterm and final exams. Further decisions were made to improve online education, and the assessment method was limited to midterm and final exams to prevent students from experiencing victimization. The impact rate of the final exam was kept high, as it was anticipated that the face-to-face education and exam process was more decisive and functional at the time the decision was taken and that accommodation and attendance problems would be overcome in the months immediately following (see details in [Evidence 3](#)). In addition, the Rectorate announced the implementation principles for supporting face-to-face education with distance education ([Evidence 40](#), [Evidence 41](#)).

The assessment and evaluation system implemented in our faculty continues to be evaluated

with stakeholder opinions at the Department Boards meetings ([Evidence 42, art. 6](#); [Evidence 43, p. 1, para. 2](#); [Evidence 44, art. 11](#)) and Academic General Assemblies ([Evidence 45, art. 4, p. 5, para. 1-2](#)).

Maturity Level: The findings obtained from the practices related to the assessment and evaluation system designed for all the fields are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [SAU Measurement and Evaluation Directive](#)

Evidence 2 [Principles for Education and Training in the Spring Semester 2022-2023](#)

Evidence 3 [2022-2023 Spring Semester Online Education Additional Decisions](#)

Evidence 4 [2022-2023 Student Satisfaction Survey \(Opinions\)](#)

Evidence 5 [2022-2023 Spring Semester Graduation Survey \(Opinions\)](#)

Evidence 6 [Number of In-Year Evaluations Instructor Opinion Request](#)

Evidence 7 [2023.09.18 Faculty Board Meeting Minutes](#)

Evidence 8 [Assessment System from 2023-2024 Academic Year](#)

Evidence 9 [2023-2024 Fall Semester Hadith History and Procedure EIS \(Web page\)](#)

Evidence 10 [Hadith History and Procedure EIS-Evaluation System](#)

Evidence 11 [2022-2023 Academic Year Student Satisfaction Survey](#)

Evidence 12 [2023-2024 Academic Year Student Satisfaction Survey](#)

Evidence 13 [2023-2024 Academic Year Student Satisfaction Survey \(Opinions\)](#)

Evidence 14 [2023-2024 Spring Semester Graduation Survey \(Opinions\)](#)

Evidence 15 [2023-2024 Academic Year Quran Reading and Tajweed I EIS \(Web page\)](#)

Evidence 16 [2023-2024 Academic Year Oratory and Professional Practice EIS \(Web page\)](#)

Evidence 17 [2024-2025 Sociology of Religion EIS \(Web page\)](#)

Evidence 18 [2024-2025 Sociology of Religion EIS-Evaluation System](#)

Evidence 19 [2022-2023 Religion in a Digitalizing World End of Semester Achievement List SABIS Archive](#)

Evidence 20 [2022-2023 Religion in a Digitalizing World End of Semester Achievement List](#)

Evidence 21 [Formal Education Examination Principles](#)

Evidence 22 [Formal Education Examination Principles Mail Notification](#)

Evidence 23 [Matching Program-Learning Outcomes of 2022-2023 Fall Semester Exam Questions](#)

Evidence 24 [Matching of 2022-2023 Spring Semester Exam Questions to Program-Learning Outcomes. Matching](#)

Evidence 25 Matching of 2023-2024 Fall Semester Exam Questions with Program-Learning Outcomes

Evidence 26 Matching of 2023-2024 Spring Semester Exam Questions to Program-Learning Outcomes. Matching

Evidence 27 2023-2024 Fall Semester Midterm Exam Schedule (Draft) Mail Notification

Evidence 28 2023-2024 Fall Semester Midterm Exam Schedule Mail Notification

Evidence 29 2023-2024 Fall Semester Midterm Exam Schedule

Evidence 30 2023-2024 Fall Semester Final Exam Schedule Mail Notification

Evidence 31 2023-2024 Fall Semester Final Exam Schedule

Evidence 32 2023-2024 Spring Semester Midterm Exam Schedule Mail Notification

Evidence 33 2023-2024 Spring Semester Midterm Exam Schedule

Evidence 34 2023-2024 Spring Semester Final Exam Schedule Mail Notification

Evidence 35 2023-2024 Spring Semester Final Examination Program

Evidence 36 2021 Distance Education Student Guide

Evidence 37 Distance Education Examination System Give Rights Report Problem Options

Evidence 38 Notification of the Opening of Virtual Classes in the Spring Semester 2022-2023

Evidence 39 2022-2023 Spring Semester Frequently Asked Questions about Distance Education

Evidence 40 Implementation Principles for Supporting Face-to-Face Education with Distance Education

Evidence 41 SAU Implementation Principles for Supporting Face-to-Face Education with Distance Education

Evidence 42 2024.11.06 Islamic History and Arts Department Meeting Minutes

Evidence 43 Philosophy and Religious Sciences Department Meeting dated 2024.11.06

Evidence 44 Basic Islamic Sciences Department Meeting dated 2024.11.13

Evidence 45 2023.10.04 Minutes of Academic Board Meeting

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)

The institution continues to manage student admission and recognition and crediting of prior learning in accordance with the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing, and improvement processes in the 2022 Self-Assessment Report (Evidence 2).

The Measurement, Selection, and Placement Center (ÖSYM) regularly conducts undergraduate student intake. In 2024, the placement rate for the 185 quotas allocated to I. Education is 100% ([Evidence 3](#)).

Recognition of Prior Learning

It was announced on the institution's website on September 1, 2023, that the applications for Recognition of Prior Learning will be taken online through SABIS, and the exams will be held face-to-face, and informative application details and application exam-result schedules were presented ([Evidence 4](#)). The information that the exams will be held on 11-12 September 2023, as stated in the calendar, was announced again on the institution's website on September 8, 2023, and the exam schedule was announced ([Evidence 5](#)). Likewise, for the year 2024, an announcement was made on the faculty website on August 28, 2024, that applications for the recognition of prior learning could be made online ([Evidence 6](#)), and upon the applications received, the exam schedule for the acquisition of previous learning was announced on September 10, 2024 ([Evidence 7](#)). The recognition of the prior learning of the successful students who took the exam was realized ([Evidence 8](#)).

Arabic Exemption

Within the scope of recognizing prior learning, an exam was administered to each student to determine their Arabic proficiency, and students who scored 70 or above were exempted from the preparatory class. In the 2022-2023 academic year, 105 students took the 1st Course Exemption and Placement Examination, and 35 were successful and entitled to study the 2nd Course. 144 students took the 2nd Course Exemption and Placement Exam; 20 were successful and thus exempted from the preparatory education. Five students took the additional exemption exam, and two were successful and exempted from preparatory education ([Evidence 9](#)). 89 students took the Exemption and Placement Examination for Course 1 for the 2023-2024 academic year; 30 were successful and exempted from Course 1 ([Evidence 10](#)). 138 students took the 2nd Course Exemption Exam, and 42 were successful and exempted from the Arabic Preparatory Program ([Evidence 11](#)). In the 2024-2025 academic year, an announcement was made in advance about the Arabic exemption exam ([Evidence 12](#)). 67 students took the 1st Course Exemption and Placement Examination, and 19 were successful and exempted from the 1st Course ([Evidence 13](#)). 141 students took the 2nd Course Exemption Exam, and three were successful and exempted from Arabic Preparatory ([Evidence 14](#)).

Transfer Student Admission

The institution continues to accept students by transfer according to the defined process specified in the [Quality Manual](#) ([Evidence 1](#)). 12 students for the 2022-2023 academic year ([Evidence 15](#)), 12 students for the 2023-2024 academic year ([Evidence 16](#)) and 8 students for the 2024-2025 academic year ([Evidence 17](#)).

Adaptation

The Adjustment Commission carries out the course adjustments of students according to the defined process specified in the [Quality Manual](#) ([Evidence 1](#)). Accordingly, a total of 26 Adjustment Commission decisions were taken in 2023 and 30 in 2024 ([Evidence 18](#)).

Double Major and Minor

29 students have enrolled in our faculty so far with the double major and minor application, which started to be implemented in 2009. In 2023, 3 students enrolled in the minor program, and 2 enrolled in 2024. The remaining students are doing double major program and enrolled in our faculty in previous years ([Evidence 19](#)).

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

As of 2022, 33 students were enrolled in the institution as TR-YÖS and Turkey Scholars ([Evidence 20](#)). In 2023, this number is 38 ([Evidence 21](#)), and in 2024, it is 18 ([Evidence 22](#)).

Evaluation

Student admission and the recognition and crediting of prior learning are evaluated at the Foreign Relations and Adaptation Working Group meetings, and suggestions for improvement are made. For example, the idea to create a Frequently Asked Questions tab on the website about adjustment was forwarded to the dean's office, which started to work on this issue ([Evidence 23](#), art. 6). In addition, the issue is also brought to the agenda in other board and working group meetings as needed. For example, information on outgoing and incoming students was brought up and evaluated at the Academic General Assembly ([Evidence 24](#), p. 5) and Advisory Board ([Evidence 25](#), p. 6) meetings. Similarly, Arabic preparatory education and success rates were assessed at the Department of Arabic Language and Rhetoric meeting. It was decided to organize reinforcement courses to increase student success ([Evidence 26](#), p. 3), and the courses were announced and started to be implemented ([Evidence 27](#)).

The process is also monitored through student surveys. In the 2022-2023 Student Satisfaction Survey, the participation rates for the statements "Double Major Programs (DMP) are implemented effectively," "Minor Programs are implemented effectively," "Foreign exchange programs (Erasmus, Mevlana) are implemented effectively", "Domestic exchange programs (Farabi, YGS, DGS) are implemented effectively" were 79.05%, 77.50%, 74.63%, 75.76% respectively ([Evidence 28](#), art. 39-42). Likewise, in the 2023-2024 Student Satisfaction Survey, the participation rates for the statements "Double Major Programs (DMP) are implemented effectively," "Minor Programs are implemented effectively," "Foreign exchange programs (Erasmus, Mevlana) are implemented effectively", "Domestic exchange programs (Farabi, YGS, DGS) are implemented effectively" were 80%, 78.67%, 76.10%, 79.47% respectively ([Evidence 29](#), art. 39-42). It is seen that the rates obtained are above 70%, which is considered sufficient for the institution. Similarly, the Preparatory Class Coordinatorship conducts regular surveys and organizes preparatory class and exemption exams according to the results of these surveys ([Evidence 30](#), p. 1).

Maturity Level: The findings obtained from the practices related to student admission and recognition of prior learning are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.

Evidence

Evidence 1 [Faculty Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

- Evidence 3 I. Education Student Placement Rate
- Evidence 4 2023-2024 Recognition of Prior Learning
- Evidence 5 2023-2024 Recognition of Prior Learning Examination Program
- Evidence 6 2024-2025 Recognition of Prior Learning
- Evidence 7 2024-2025 Recognition of Prior Learning Examination Program
- Evidence 8 Examples of Recognition of Prior Learning
- Evidence 9 2022-2023 Arabic Exemption and Placement Exam
- Evidence 10 2023-2024 Arabic Course 1 Exemption and Placement Exam
- Evidence 11 2023-2024 Arabic 2nd Course Exemption and Placement Exam
- Evidence 12 2024-2025 Arabic Preparatory Class Exemption Exam Announcement
- Evidence 13 2024-2025 Arabic Course 1 Exemption and Placement Exam
- Evidence 14 2024-2025 Arabic 2nd Course Exemption and Placement Exam
- Evidence 15 Transfer Students 2022
- Evidence 16 Transfer Students 2023
- Evidence 17 Transfer Students 2024
- Evidence 18 2023 and 2024 Adjustment Commission Decisions
- Evidence 19 All Students Applying for Double Major and Minor
- Evidence 20 2022 with Incoming Students YÖS
- Evidence 21 2023 with Incoming Students YÖS
- Evidence 22 2024 Incoming Students with YÖS
- Evidence 23 Foreign Relations and Adaptation Working Group Meeting Decisions dated 02.07.2024
- Evidence 24 Faculty Academic Board dated 01.07.2024
- Evidence 25 Decisions of the Advisory Board Meeting Minutes dated 02.07.2024
- Evidence 26 Decisions of the 2nd Meeting Minutes of the Department of Arabic Language and Rhetoric dated 21.11.2024
- Evidence 27 Preparatory Class Reinforcement Courses Program Announcement
- Evidence 28 2022-2023 Student Satisfaction Survey
- Evidence 29 2023-2024 Student Satisfaction Survey
- Evidence 30 Preparatory Meeting Report dated 24.02.2024

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

The institution continues to manage the recognition and certification of diplomas, degrees, and other qualifications in accordance with the defined process in the Quality Manual (Evidence 1), the implementation, monitoring, auditing, and improvement processes in the 2022 Self-Assessment Report (Evidence 2) and the Sakarya University Directive on the Principles to be followed in the Issuance of Diplomas, Graduation Certificates and Other Documents (Evidence 3).

In the institution, an "Undergraduate Diploma" is issued to students who fulfill all the requirements for graduation. In addition to the Bachelor's Diploma, the institution also provides its students with a Diploma Supplement. The institution has been issuing the Diploma Supplement since 2009.

Diploma Supplement

23 students graduated in Fall 2022-2023, and 253 students graduated in Spring 2022-2023 (Evidence 4), 20 students in Fall 2023-2024, and 232 students in Spring 2023-2024 (Evidence 5).

As explained in section B.3.4., the institution assigns faculty members as advisors to take care of students' education and training as well as career planning. This academic counseling service, defined as monitoring the academic and career development of the student, is evaluated through student surveys. When the surveys are analyzed, it is seen that student satisfaction is high. For example, 73.45% in 2021-2022 (Evidence 6, art. 7), 70.51% in 2022-2023 (Evidence 7, art. 7) and 73.64% in 2023-2024 (Evidence 8, art. 7).

Double Major Diploma and Minor Certificate

Students who enroll in a minor program at the institution while continuing their education in another major program and successfully complete their courses here are given a "Minor Certificate" (Evidence 9). Since the implementation of the Minor Certificate is new, no student has received a certificate yet.

Similarly, we do not have any students who received a diploma in the context of a double major, as the application is still new.

Academic Recognition Certificate

The institution issued an Academic Recognition Certificate upon the return of the students who participated in the study mobility program. This document shows that student workload credits are recognized in exchange programs without the need for any additional work (Evidence 10). This document includes which courses the student has been successful in, the ECTS credits and grades of these courses, which courses the student is exempted from at the university, and the ECTS credits and grades of these courses (Evidence 11, Evidence 12).

Certificate of Interest

As explained in section B.1.4., the institution, within the framework of the Field of Interest Directive (Evidence 13), has created and announced the Interdisciplinary Field of Interest in Islamic Law, the Tafsir-Hadith Field of Interest, the Islamic Thought Field of Interest, and the Turkish-Islamic Arts Interdisciplinary Field of Interest in cooperation with the Department of Art History (Evidence 14). Students of the institution are entitled to receive a Field of Interest

Certificate if they take at least 4 elective courses and a graduation study from the Interdisciplinary Field of Interest and other fields of interest with a minimum of 20 ECTS and if they are successful within the conditions in the relevant directive (Evidence 13).

There is no need for the student to submit any application prior to course selection in order to obtain the certificate of interest. Since the application is new, no student has yet received a certificate of interest.

Social Transcript

As of the 2019-2020 academic year, the institution has started applying for social transcripts. Social transcripts are created as a result of the evaluation to be made if students enter the social activities they have done during the academic year together with their evidence through SABIS until the final dates (Evidence 15).

Since 2020, when the social transcript application started, 302 of the 367 students of the institution who applied for a social transcript have graduated (Evidence 16).

Evaluation

Students' opinions on the social transcript application are monitored through student surveys. For example, in 2021-2022, the satisfaction rate of the institution's students with the social transcript application was 76.79% (Evidence 6, art. 55), 77.61% in 2022-2023 (Evidence 7, art. 55), and 74.36% in 2023-2024 (Evidence 8, art. 55).

In addition, the satisfaction rate for the timely delivery of documents requested by students from the dean's office is 82.08% in 2021-2022 (Evidence 6, art. 2), 78.99% in 2022-2023 (Evidence 7, art. 2), and 82.44% in 2023-2024 (Evidence 8, art. 2).

The rate of agreement with the statement "Foreign exchange programs (Erasmus, Mevlana) are implemented effectively." is 76.75% in 2021-2022 (Evidence 6, art. 39), 74.63% in 2022-2023 (Evidence 7, art. 39), and 76.10% in 2023-2024 (Evidence 8, art. 39).

The agreement rate for the statement "Double Major Programs (DMP) are implemented effectively" is 78.90% in 2021-2022 (Evidence 6, art. 41), 79.05% in 2022-2023 (Evidence 7, art. 41), and 80% in 2023-2024 (Evidence 8, art. 41).

The agreement rate for the statement "Minor Programs are implemented effectively" is 78.59% in 2021-2022 (Evidence 6, art. 42), 77.50% in 2022-2023 (Evidence 7, art. 42), and 78.67% in 2023-2024 (Evidence 8, art. 42).

It is understood that all these rates are above the acceptable rate of 70% for the institution. Recognition and certification of diplomas, degrees, and other qualifications are evaluated at Student Affairs Working Group meetings, and suggestions for improvement are made (Evidence 17, p. 3).

Students continue to complete the graduation questionnaire as a condition of receiving a diploma. Through this questionnaire, the opinions of graduating students on a wide range of topics are collected (Evidence 18, Evidence 19, Evidence 20). For example, 287 students completed the graduation survey for 2023.

Maturity Level: The findings obtained from the practices related to the recognition and

certification of degrees, diplomas and other qualifications are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.

Evidence

Evidence 1 Faculty Quality Manual

Evidence 2 2022 Self-Assessment Report

Evidence 3 Sakarya University Directive on the Principles to be Followed in the Preparation of Diplomas, Graduation Certificates and Other Documents

Evidence 4 2022-2023 First and Second Cycle Fall and Spring Graduates

Evidence 5 2023-2024 First and Second Cycle Fall and Spring Graduates

Evidence 6 2021-2022 Student Satisfaction Survey

Evidence 7 2022-2023 Student Satisfaction Survey

Evidence 8 2023-2024 Student Satisfaction Survey

Evidence 9 Minor and Minor Program Directive

Evidence 10 Sakarya University Erasmus+ Program Directive

Evidence 11 Sample Academic Recognition Certificate-1

Evidence 12 Academic Recognition Certificate Sample-2

Evidence 13 SAU Field of Interest Directive

Evidence 14 Field of Interest Announcement

Evidence 15 Social Transcript Announcement

Evidence 16 Students Receiving Social Transcripts

Evidence 17 Student Affairs Working Group Meeting Decisions dated 02.07.2024

Evidence 18 2021 Graduation Survey

Evidence 19 2022 Graduation Survey

Evidence 20 2023 Graduation Survey

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

B.3.1. Teaching methods and techniques (active, interdisciplinary, interactive, research/learning-oriented methods)

As stated in the Faculty Quality Manual, our institution conducts its education and training process in line with the student-centered active learning methods it has adopted (Evidence 1). In the faculty, department committees carry out the evaluation, control and monitoring of this criterion (Evidence 2, art. 6; Evidence 3, p. 1, para. 2; Evidence 4, art. 11)

The teaching methods and techniques of all courses were determined by taking into account the

outcomes of the courses and then applied into the EIS by the coordinators. In this way, students were able to see the teaching methods of any course on the EIS. Thus, as a reflection of the student-centered assessment and evaluation system in practice at our institution, it was determined by which teaching method or technique each course outcome was achieved by the students (for example see [Evidence 5](#), [Evidence 6](#)).

Lecturers have the flexibility to change teaching and assessment methods according to the content of the course. The following steps are followed: When the instructor logs in to the EIS page and clicks on "Course Transactions", all undergraduate-graduate courses coordinated by the instructor will appear. After selecting the course he/she wants to process, click on the "Course Learning Outcomes" tab and open the "Select Teaching Methods / Measurement Methods" menu opposite the course learning outcome he/she wants to process. Here, by clicking on the "Select Verb" tab, the lecturer selects a verb from the list of verbs determined by the Rectorate and the learning method/measurement method appropriate for that verb (for detailed stages of the process see [Evidence 7](#)). In our institution, where the Classical+Active learning method is adopted, there are teaching and learning method opportunities to support students with different abilities ([Evidence 8](#)). Again, in this system, each of the exam questions is associated with the course outcomes, and the acquisition of the course outcomes by the students is monitored through teaching methods and techniques so that it can be seen which ones are successful or unsuccessful. In this respect, tools that enable students to actively participate in the course such as homework, presentations, and performance tasks, which are designed as an important factor in evaluations (midterm or final exam status), are used effectively. Thus, an environment where students can learn by understanding and comprehending is provided.

As in previous years, the outcomes were consistently processed in the SABIS system, thus a guideline was created that lecturers could systematically adhere to in teaching the course. Students, on the other hand, have learned in advance which curriculum they will follow in compulsory courses, and in elective courses, they have learned the course content and curriculum in advance and have the opportunity to choose courses in accordance with their academic aptitude and interest (for example, for the 2021-2022 academic year, see [Evidence 9](#); for 2022-2023, see [Evidence 10](#); for 2023-2024, see [Evidence 11](#); for 2024-2025, see [Evidence 12](#)).

In our institution, teaching methods and techniques are adjusted in accordance with the external and internal ECTS workload. While some methods and techniques are carried out in a process compatible with the course taught in the classroom, others are carried out outside the classroom in the form of research assignments given in accordance with the active learning policy (for sample courses, for the 2021-2022 academic year see [Evidence 13](#), [Evidence 14](#); for 2022-2023 [Evidence 15](#), [Evidence 16](#); for 2023-2024 [Evidence 17](#), [Evidence 18](#); for 2024- 2025 [Evidence 19](#), [Evidence 20](#)).

In our faculty, we can talk about the "Graduation Study" course and the TÜBİTAK 2209-A coded project program, which actively involves the student in the teaching process by encouraging research and project making. In the final year (in the VIII. semester), a course called "Graduation Thesis" aims for students to acquire academic writing techniques and research methods and to continue this in their next academic adventure, and this course is meticulously followed up

([Evidence 21](#)). As a matter of fact, one of the reasons why the elective course "Research Methods" was added to the curriculum in the 2022-2023 academic year is to prevent the problems that our students experience in research methods and techniques during the preparation of the graduation thesis and to increase the functionality of the related course (for the purpose and content of the course see [Evidence 22](#)).

The Graduation Thesis course is carried out by the instructor who is the advisor of the course and the student. The method in the determination of Graduation Thesis advisors is described below: At the beginning of the VII. semester for Fall and VIII. semester for Spring, in the Announcements section of the Faculty's web page is made an announcement (for 2021-2022 Spring see [Evidence 23](#), for 2023-2024 Fall semester see [Evidence 24](#), for 2024-2025 Fall semester see [Evidence 25](#)) which can be found an Advisor Preference Form ([Evidence 26](#)) in there. The students choose five advisors and submit this form to the Department Secretary by the deadline. In order to ensure a reliable advising process, a lecturer can consult max. 10 students (in the Fall semester, a small number of applicants who are in their last semester are distributed to one faculty member appointed by the department - again in the order of application - unlike the procedure followed in the Spring semester). As much as possible, students are matched with one of the faculty members on the preference list, starting with their first preference. In case of preference conflicts, the preference of the one with the higher grade point average is prioritized. Accordingly, the advisor-student list determined by the Department Heads is shared on the Faculty web page (for the Fall semester of 2023-2024 see [Evidence 27](#), for the spring semester of 2023-2024 see [Evidence 28](#), for the Fall semester of 2024-2025 see [Evidence 29](#)); and faculty members are notified via e-mail (for the Spring semester of 2023-2024 see [Evidence 30](#), for the Spring semester of 2024-2025 [Evidence 31](#)). In terms of numerical data, the number of students participating in the Graduation Study in Fall 2024-2025 is 31 and the number of lecturer who will advise them is 4 (for the detailed list see [Evidence 32](#)); in Spring 2024-2025, the number of students is 268 and the number of advisors is 46 (for the detailed list see [Evidence 33](#)).

In order for the students who take the graduation study to inhale the academic working environment of graduate and post-graduate studies and to gain familiarity with the procedure of thesis defense exams, they enter the Graduation Thesis Defense Examination held at the time of the final exam. This exam takes place orally with the participation of 3 jury members, including the advisor and 2 lecturers determined by the Dean's Office. General information about the exam and the announcement of the relevant dates (for the 2023-2024 Spring semester see [Evidence 34](#), for the 2024-2025 Spring semester see [Evidence 35](#)) and then the announcement, including the advisor, defense date and time, student name-surname-number and jury members are made on the website of our Faculty (for the 2021-2022 Spring semester see [Evidence 36](#), for the 2023-2024 Spring semester see [Evidence 37](#)).

Students at the undergraduate level were allowed to apply to the "2209-A University Students Research Projects Support Program" carried out by the TÜBİTAK Scientific and Technological Research Council (BİDEB) ([Evidence 38](#)). According to the "Graduation Project Directive" published as a result of the senate meeting held on 02.11.2023, students were given the opportunity to replace the "Graduation Study" course with project application texts ([Evidence 39](#), art. 9(5)). Apart from the students in our faculty who have been encouraged by the faculty lecturers to apply for projects and whose application process is ongoing, there are a total of 5

students whose projects have been accepted so far and 3 lecturers who advise them. To mention these:

the project titled "Determining the Awareness of Parents Sharing Images of Their Children on Social Media about Possible Risks" prepared by our student Merve Girengir under the supervision of Prof. Dr. Hasan Meydan ([Evidence 40](#)),

the project titled "An Investigation on the Physical Space and Equipment Conditions of 4-6 Age Qur'an Courses" prepared by our student Zeynep Rana Sarı under the supervision of Assoc. Prof. Abdurrahman Hendek ([Evidence 41](#)),

the project titled "The Problems Experienced by the Female Congregation in Mosques and the Effect of These Problems on Women's Participation in Mosque Activities" prepared by our student Gülşen Tosun under the supervision of Asst. Prof. Dr. Kübra Cevherli ([Evidence 42](#)), the project titled "Vocational Preferences of Imam Hatip High School Students and the Factors Affecting These Preferences" prepared by our student Kevser Altındağ under the supervision of Asst. Prof. Dr. Kübra Cevherli ([Evidence 43](#)),

the project titled "Religious Education in the Family: Communication Techniques and Effective Methods Appropriate to the Child's Developmental Periods" prepared by our student Şeyma Balıkçı under the supervision of Asst. Prof. Dr. Kübra Cevherli ([Evidence 44](#)) was entitled to be supported within the scope of the TÜBİTAK 2209-A University Students Support Program. Thanks to such projects, students have the opportunity to experience interdisciplinary integrative approaches that prioritize learning on the basis of practices more closely by using various research methods.

In addition, faculty members were advised to encourage students to apply to TÜBİTAK 2209-A and an information meeting was organized for lecturers about the project ([Evidence 45](#)). As a result, 53 students from our faculty - under the supervision of 28 lecturers - applied to the call for the 1st semester of this project type in 2024 ([Evidence 46](#), [Evidence 47](#)). In order for our students to actively participate in the teaching life of our students, the Dean's Office sent them an e-mail thanking them for the encouragement and support provided by the lecturers and wishing that this would be sustained ([Evidence 48](#)).

The results of the above practices, which support the active participation of students, are measured by **art. 9** in the graduation surveys. Satisfaction rates for the question "I gained the ability to research and access information during my education." are above 80% (83.18% in the 2021 survey [Evidence 49](#), 81.23% in 2022 [Evidence 50](#), 81.62% in 2023 [Evidence 51](#)). As a result of the efforts of our faculty and lecturers to ensure the continuity of participation in the TÜBİTAK project, we anticipate that students will gain academic experience by spending more time in the active field of study and thus the rate of the related problem will gradually increase.

Maturity level: The findings obtained from the practices related to up-to-date, research/learning- and student- oriented teaching approach that promotes interdisciplinary studies and provides active and interactive student participation are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.

Evidence:

- Evidence 1 [Quality Manual](#)
- Evidence 2 [2024.11.06 Islamic History and Arts Department Meeting Minutes](#)
- Evidence 3 [Philosophy and Religious Sciences Department Meeting dated 2024.11.06](#)
- Evidence 4 [Basic Islamic Sciences Department Meeting dated 2024.11.13](#)
- Evidence 5 [2024-2025 Islamic Philosophy EBS \(Web page\)](#)
- Evidence 6 [2024-2025 Islamic Philosophy EBS Teaching and Assessment Methods](#)
- Evidence 7 [Teaching Methods - Assessment Methods Access Tab](#)
- Evidence 8 [EBS Theology \(New Plan\) Education Teaching Methods \(Web page\)](#)
- Evidence 9 [2021-2022 Religious Education EBS \(Web page\)](#)
- Evidence 10 [2022-2023 Secularization and Religion EBS \(Web page\)](#)
- Evidence 11 [2023-2024 Graduation Study EBS \(Web page\)](#)
- Evidence 12 [2024-2025 Islamic History II EBS \(Web page\)](#)
- Evidence 13 [2021-2022 History of Islamic Sects EBS \(Web page\)](#)
- Evidence 14 [2021-2022 History of Islamic Sects ECTS - Workload Activity](#)
- Evidence 15 [2022-2023 Arabic Language and Literature II EBS \(Web page\)](#)
- Evidence 16 [2022-2023 Arabic Language and Literature II ECTS - Workload Activity](#)
- Evidence 17 [2023-2024 Psychology of Religion EBS \(Web page\)](#)
- Evidence 18 [2023-2024 Psychology of Religion ECTS - Workload Activity](#)
- Evidence 19 [2024-2025 Theology II EBS \(Web page\)](#)
- Evidence 20 [2024-2025 Theology II EBS ECTS - Workload Activity](#)
- Evidence 21 [2024-2025 Graduation Study EBS \(Web page\)](#)
- Evidence 22 [Research Methods Course Recommendation Form](#)
- Evidence 23 [2021-2022 Spring Semester Graduation Study Information](#)
- Evidence 24 [2023-2024 Fall Semester Graduation Study Information](#)
- Evidence 25 [2024-2025 Fall Semester Graduation Study Information](#)
- Evidence 26 [Graduation-Design Study Advisor Preference Form](#)
- Evidence 27 [2023-2024 Fall Semester Graduation Study Advisor List \(Web page\)](#)
- Evidence 28 [2023-2024 Spring Semester Graduation Study Advisor List \(Web page\)](#)
- Evidence 29 [2024-2025 Fall Semester Graduation Study Advisor List \(Web page\)](#)
- Evidence 30 [2023-2024 Spring Semester Graduation Study Advisor List Information e-Mail](#)
- Evidence 31 [2024-2025 Spring Semester Graduation Study Advisor List Information e-Mail](#)

- Evidence 32 [2024-2025 Graduation Study Fall Semester Advisor Assignment List](#)
- Evidence 33 [2024-2025 Graduation Study Spring Semester Advisor Assignment List](#)
- Evidence 34 [2023-2024 Spring Semester Graduation Defense Exam Pre-announcement](#)
- Evidence 35 [2024-2025 Spring Semester Graduation Defense Exam Pre-announcement](#)
- Evidence 36 [2021-2022 Spring Semester Graduation Defense Exam Program](#)
- Evidence 37 [2023-2024 Spring Semester Graduation Defense Examination Program](#)
- Evidence 38 [TÜBİTAK 2209-A University Students Research Projects Support Program](#)
- Evidence 39 [SAU Graduation Project Directive dated 2023.11.02](#)
- Evidence 40 [TÜBİTAK 2209-A Merve Girengir](#)
- Evidence 41 [TÜBİTAK 2209-A Zeynep Rana Sarı](#)
- Evidence 42 [TÜBİTAK 2209-A Gülşen Tosun](#)
- Evidence 43 [TÜBİTAK 2209-A Kevser Altındağ](#)
- Evidence 44 [TÜBİTAK 2209-A Şeyma Balıkcı](#)
- Evidence 45 [TÜBİTAK 2209-A Information Meeting for Academic Staff](#)
- Evidence 46 [TÜBİTAK 2209-A 2024 1st Cycle Call \(Web page\)](#)
- Evidence 47 [TÜBİTAK 2209-A 2024 1st Cycle Application List](#)
- Evidence 48 [TÜBİTAK 2209-A Applications hk. Thank You E-Mail to Instructors](#)
- Evidence 49 [2021 Graduation Survey](#)
- Evidence 50 [2022 Graduation Survey](#)
- Evidence 51 [2023 Graduation Survey](#)

B.3.2. Assessment and evaluation

The assessment and evaluation process at our institution is carried out within the framework of the student-centered policy defined in the Quality Manual. This process has been created in a format that will support students' self-development and achieve course outcomes ([Evidence 1](#)).

The measurement and evaluation system in place at our institution checks whether students have achieved the course outcomes. At the beginning of the process, the course learning outcomes are identified by the course coordinator, and correspondingly, the measurement and evaluation method that will be used to measure these outcomes through EIS is determined (for sample courses 2022-2023 see [Evidence 2](#), [Evidence 3](#); for 2024-2025 see [Evidence 4](#), [Evidence 5](#)). In this way, each of the outcomes is matched with one or more assessment methods.

In our faculty, diversity in measurement and evaluation activities is essential in line with the content and objectives of the course. For example, in the “Qur'an and Tajweed I” course, the oral measurement method is used to measure the knowledge, skills and competence of the student

([Evidence 6](#)); and in the "Vocational Knowledge & Application" course, the method of measurement with performance tasks is emphasized ([Evidence 7](#)). By diversifying the measurement system in this way, it is aimed to evaluate students with different characteristics and levels in the healthiest way.

For consistency and reliability of measurement, the same type of exam is administered in all sections of the same course and the same duration is set ([Evidence 8](#)).

After the February 6, 2023 earthquake, it was decided to hold online courses in the Spring Semester of the 2022-2023 academic year, and the principles regarding online education were notified to the instructors through our faculty ([Evidence 9](#)). In the following days, arrangements continued to be made to improve the quality of online education, for example, virtual classes were opened by the Dean of Students' Office to prevent confusion and a notification was made about this situation ([Evidence 10](#)). A Frequently Asked Questions Form was created for the lecturers who will be presenting the course about the problems they may encounter and the procedures to follow ([Evidence 11](#)). In the semesters prior to the Spring 2022-2023 semester, students were responsible for additional measurement methods such as homework, performance tasks and midterm exams in addition to midterm and final exams. Additional decisions were taken to improve online education and the measurement method was limited to midterm and final exams in order to prevent students from being victimized. The impact rate of the final exam was kept high as it was anticipated that the face-to-face education and exam process was more decisive and functional at the time of the relevant decision and that accommodation and attendance problems would be overcome in the months immediately following ([Evidence 12](#)).

In addition to the online teaching of the courses, the midterm and final exams of the relevant semester (2022-2023 Spring semester) were announced ([Evidence 13](#), [Evidence 14](#)), and the exam schedules were prepared and implemented to be held online ([Evidence 15](#), [Evidence 16](#)).

In the midterm and final online exams held on the occasion of the earthquake, the following process was followed: First, the SABIS Online Exam was created from the Academic Information System ([Evidence 17](#)). Afterwards, the day, time, start and end of the exam and the exam interval were determined by logging into the e-Exam (esinav.sakarya.edu.tr) system ([Evidence 18](#)) in connection with this exam. An exam question bank was created from the relevant menu and questions were keyed there ([Evidence 19](#)). Afterwards, a new exam was created by going to the Exam Management menu. In this menu, the exam name, start and end date and duration are applied. For the sake of the exam security, the questions in the question bank were diversified to have equivalents. In addition, the opportunity was given to the instructor to mix questions and answers in this menu. After all these procedures, the exam is approved and the exam is created ([Evidence 20](#)). On the appointed date, when the students logged in via SABIS, they took the exam with information such as the time remaining, the exam question and the score of the question on the screen (for a preview of the exam see [Evidence 21](#)).

However, as stated in [B.1.6. Assessment and evaluation](#), as a result of the evaluations made with internal stakeholders (e.g. for student surveys, see [Evidence 22](#), [art. 61](#), [Evidence 23](#), p. 7) as of the 2023-2024 academic year, a student-centered decision was taken and it was decided that formal education course evaluations will be 1 midterm and 1 final in order for students to spend

more time on "out-of-class study activities" ([Evidence 24, p. 2, art. 1](#)). As of the 2023-2024 academic year, an update was made in the evaluation system in the SABIS EIS (for a sample course see [Evidence 25, Evidence 26](#)).

Thus, the update has enabled students to allocate more time especially for "out-of-class study activities". For example, in the 2022-2023 Student Satisfaction Survey, the participation rate for the statement *"I am satisfied with the facilities (rest/study areas, etc.) provided for the use of extracurricular time"* was 71.60% ([Evidence 27, art. 36](#)), while this rate increased to 72.44% in 2023-2024 ([Evidence 28, art. 36](#)).

The assessment and evaluation system implemented in our faculty continues to be evaluated with stakeholder opinions at the Department Boards meetings ([Evidence 29, art. 6; Evidence 30, p. 1, para. 2; Evidence 31, art. 11](#)) and Academic General Assemblies ([Evidence 32, art. 4, p. 5, para. 1-2](#)).

Course instructor and university satisfaction surveys are regularly conducted online through SABIS every year. In order to keep the participation in the course-faculty evaluation surveys conducted through SABIS as high as possible and to obtain the opinions of all students, the survey voting was introduced as a prerequisite for the appearance of the grade, and this system is still in place (for example, see [Evidence 33](#) for the fall semester 2022-2023 and [Evidence 34](#) for the spring semester 2023-2024).

Maturity level: The findings obtained from the matured practices related to student-centered assessment and evaluation in all the fields are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022-2023 Logic EIS \(Web page\)](#)

Evidence 3 [2022-2023 Logic EIS Course Learning Outcomes](#)

Evidence 4 [2024-2025 Introduction to Philosophy EIS \(Web page\)](#)

Evidence 5 [2024-2025 Introduction to Philosophy EIS Course Learning Outcomes, Teaching and Assessment Methods](#)

Evidence 6 [2023-2024 Quran Reading and Tajweed I EIS \(Web page\)](#)

Evidence 7 [2023-2024 Vocational Knowledge & Application EIS \(Web page\)](#)

Evidence 8 [Same Exam Type and Duration for All Branches of the Same Course](#)

Evidence 9 [Principles for Education and Training in the Spring Semester 2022-2023](#)

Evidence 10 [Notification of the Opening of Virtual Classes in the Spring Semester 2022-2023](#)

Evidence 11 [2022-2023 Spring Semester Frequently Asked Questions about Distance Education](#)

Evidence 12 [2022-22 Spring Semester Online Education Additional Decisions](#)

Evidence 13 [2022-2023 Spring Semester Midterm Exam Schedule Announcement](#)

- Evidence 14 [2022-2023 Spring Semester Final Exam Schedule Announcement](#)
- Evidence 15 [2022-2023 Spring Semester Midterm Exam Schedule](#)
- Evidence 16 [2022-2023 Spring Semester Final Examination Program](#)
- Evidence 17 [SABIS Online Exam Creation](#)
- Evidence 18 [e-Exam \(esinav.sakarya.edu.tr\) System Home Page](#)
- Evidence 19 [Question Pool](#)
- Evidence 20 [Creating a New Exam](#)
- Evidence 21 [Online Exam Sample](#)
- Evidence 22 [2022-2023 Academic Year Student Satisfaction Survey \(Opinions\)](#)
- Evidence 23 [2022-2023 Spring Semester Graduation Survey \(Opinions\)](#)
- Evidence 24 [2023.09.18 Faculty Board Meeting Minutes](#)
- Evidence 25 [2023-2024 Principles of Islamic Worship EIS \(Web page\)](#)
- Evidence 26 [2023-2024 Principles of Islamic Worship EIS Assessment System](#)
- Evidence 27 [2022-2023 Academic Year Student Satisfaction Survey](#)
- Evidence 28 [2023-2024 Academic Year Student Satisfaction Survey](#)
- Evidence 29 [2024.11.06 Islamic History and Arts Department Meeting Minutes](#)
- Evidence 30 [Philosophy and Religious Sciences Department Meeting dated 2024.11.06](#)
- Evidence 31 [Basic Islamic Sciences Department Meeting dated 2024.11.13](#)
- Evidence 32 [2023.10.04 Minutes of Academic Board Meeting](#)
- Evidence 33 [2022-2023 Fall Semester Faculty Evaluation Survey](#)
- Evidence 34 [2023-2024 Spring Semester Faculty Evaluation Survey](#)

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

As explained in the Quality Manual, our students can convey their requests, suggestions, complaints and opinions to the institutional authorities in various ways, and student satisfaction is actively measured through student satisfaction surveys ([Evidence 1](#)).

Course instructor and university satisfaction surveys are regularly conducted online through SABIS every year. In order to keep the participation in the course-faculty evaluation surveys conducted through SABIS as high as possible and to obtain the opinions of all students, the survey voting was introduced as a prerequisite for the appearance of the grade, and this system is still in place (for example, for the fall semester 2022-2023 see [Evidence 2](#) and for the spring semester 2023-2024 [Evidence 3](#)).

(1) Students' requests, opinions and complaints received through (1) ŞÖİM boxes ([Evidence 4](#))

and (2) QMIS ([Evidence 5](#)) are followed up by the Faculty Secretary and directed to the relevant units and necessary feedback is provided immediately ([Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#)). In this context, 52 messages were received through this mechanism in 2023 and 31 in 2024. It was observed that all of these messages were returned ([Evidence 11](#), [Evidence 12](#)).

(3) In order to increase the number of request and complaint channels for our students, to ensure that they use them effectively, and to convey requests for student affairs, the e-mail address ifogrenci@sakarya.edu.tr, which was opened in August 2018, has received 28683 e-mails so far ([Evidence 13](#)) and almost all of them (26298) have been answered ([Evidence 14](#)). All e-mails continue to be answered by the staff within a maximum of 2 working days. As a matter of fact, a letter of appreciation was sent to the relevant staff members by the Faculty for answering the e-mails received from the students and responding to them selflessly ([Evidence 15](#)). As a result of the practice of allocating a special e-mail address to student affairs, our students can submit their requests, suggestions and complaints not only during working hours but also outside of working hours or on holidays and receive a response from the relevant staff within a short time. This practice was welcomed by our students and this satisfaction was communicated through the "Complaint Suggestion Request Satisfaction (ŞÖİM)" box ([Evidence 16](#)).

(4) In line with verbal requests from students, changes were made to the regular class hours during Ramadan. Accordingly, breaks and lunch breaks were shortened so that both students, faculty staff could make it to iftar time ([Evidence 17](#)) and all faculty members were notified via e-mail ([Evidence 18](#)). After Ramadan, the old practice was resumed.

(5) Direct message (DM) inquiries on the official social media accounts of our organization were also responded to ([Evidence 19](#)), but messages such as advertisements and requests for assistance were not responded to.

(6) Applications made through CIMER ([Evidence 20](#)) were answered within the legal period and reported to the Rectorate ([Evidence 21](#)).

In addition, our students' feedback on other services of our institution (such as personnel services, administrative services, cafeteria services, canteen services, security services, services and facilities provided to students, academic facilities, information and information resources, administrative practices, social activities and student relations) are also measured through the Student Satisfaction Survey (for 2021-2022 Student Satisfaction Survey see [Evidence 22](#), for 2022-2023 [Evidence 23](#), and for 2023-2024 [Evidence 24](#)). These services, which are monitored through unit-based surveys every year, guide our institution in increasing student satisfaction rates.

Looking at the satisfaction surveys of the last three years, student demands have been taken into consideration and necessary improvements continue to be made. For example, we have an increase in the satisfaction rate for the questions "1. The administrative staff at the Faculty/MYO make an effort to solve my problems.", "6. I can easily communicate my problems and suggestions to the department.", "50. I am satisfied with the student representation system (election method, period, ease of communication, etc.)." To give another example, while the rate of those who agree with the statement "7. I am satisfied with academic advising services" was 72.63% in the 2021-2022 academic year, it was 70.51% in 2022-2023 and 73.64% in 2023-2024. We anticipate

that the reason for the decrease in the rate in 2022-2023 is the transition to online education due to the earthquake and the fact that the counseling service cannot be as healthy as face-to-face. We can say that this number tends to increase, especially due to the interest shown by our faculty, lecturers and students in the TÜBİTAK 2209-A program. When we take a look at the "2023-2024 Academic Year - Opinions" table, we can mention the student's statement regarding counseling: *"Adequacy of education, adequacy in terms of academic counseling, good faculty"* (Evidence 25, p. 4, right side 3. answer)

Some improvements were made according to the results of the satisfaction surveys. Suggestions, complaints and requests obtained from the surveys were evaluated by the faculty management and corrective-preventive actions (CAPA) were taken (for current CAPA reports see Evidence 26). We can give an example of the CAPA report, which was initiated on 04.12.2024 and completed the very next day on 05.12.2024 (Evidence 27). According to this report, the rate of participation in the Student Satisfaction Survey under the Administrative Practices heading *"49. Opportunities to communicate wishes/complaints are adequate."* is 69.05% in the 2023-2024 satisfaction survey. Even if this rate is close to 70%, the Dean's Office has taken regulatory-preventive action. In this regard, the Dean and Vice Deans of our Faculty held a meeting with student club presidents, school and class representatives, and discussed what could be done to strengthen communication between the Dean's Office and our students. In order to overcome this problem, it was suggested to (a) create a platform where students can report their wishes and suggestions directly to the Dean's Office on their web pages, (b) inform the students about the platforms where they can send their suggestions by making an announcement via e-mail. As a result, a tab was created on the web page of our Faculty where our students can express their suggestions and requests and the announcement was made to our students on social media. If students have any problems, likes, suggestions, etc., they can send their messages through the communication tab on the institution's website (Evidence 28) and they are taken into consideration by the Faculty Secretary (Evidence 29). The function of this tab is periodically reminded to students through social media (Evidence 30).

The rate of participation in the Student Satisfaction Survey under the Academic Facilities heading *"38. I am satisfied with the foreign language education opportunities."* is 69.23% in the satisfaction survey for 2023-2024. This situation was discussed at the meeting of the Arabic Language and Rhetoric Department on 21.11.2024 and it was decided to organize supplementary courses (Evidence 31, p. 4, art. 4 / 1-2-3). In order to encourage participation in these courses, the announcement was made on the Faculty website (Evidence 32).

At the beginning of each academic year, our institution holds "Preparatory Class Information Meetings" to provide new students with the necessary information about the institution and university education. These meetings have continued to be held at the beginning of each academic year in the last 3 years (for 2021-2022 see Evidence 33, for 2022-2023 see Evidence 34, for 2023-2024 see Evidence 35, for 2024-2025 see Evidence 36) as in previous years. In this way, students have the opportunity to get to know each other, the lecturers and the department through these meetings. These programs, which are carried out with great seriousness, are also reported in the media.

The Preparatory Department of our faculty consists of 2 courses. Those who pass the first course

are entitled to continue to the second course in the following semester, while those who fail repeat the first course in the following semester. To improve the preparatory education, a questionnaire was sent to students and faculty members in the Spring semester of 2023-2024. Accordingly, 85.8% of the students stated that those who succeeded in the first course should continue in the second course in the same class and with the same instructor. In line with the students' feedback, the relevant administration implemented this decision ([Evidence 37, p. 1, art. 3](#)).

At the end of each semester, students attending SADEP (for information about the program see [B.5.1. Learning resources](#)) are sent an informative email at the end of each semester (e.g. for Fall 2023-2024 see [Evidence 38](#)) and students fill out a form with open-ended questions (for Fall 2023-2024 see [Evidence 39](#)). These student feedbacks are evaluated by SADEP authorized instructors and necessary changes are made in the program. As a matter of fact, in the Fall 2023-2024 semester mentioned above, there seems to be a positive feedback that some of the deficiencies in the previous semesters have been eliminated ([Evidence 40](#)). Although it is a non-student feedback, it is seen that the contribution of the SADEP program to the theological education and thus to the students is also appreciated by the public opinion ([Evidence 41](#)).

At the meeting of the Quality and Accreditation Board on 01.10.2020, it was decided that in order to have first-hand access to the feedback of the students, two representatives, one being the Faculty Student Representative and the other being the student with the highest grade point average among the students who passed from the third to the fourth year, would attend the meetings to give their opinions and suggestions ([Evidence 42, art. 1](#)). In accordance with this decision, as in previous years, the student representative determined in this way attended the Advisory Board meetings in 2022 ([Evidence 43](#)), 2023 ([Evidence 44](#)) and 2024 ([Evidence 45, p. 7, para. 1](#)) and shared his/her views. In addition, the faculty continued to hold regular meetings with student representatives, including representatives of student societies, preparatory class representatives and the student representative, and continued to pay special attention to receiving student feedback (e.g. for the Student Representatives Meeting in 2023 see [Evidence 46](#) and for 2024 see [Evidence 47](#)). The last mentioned meeting was also shared on the Faculty website ([Evidence 48](#)).

Maturity level: The findings obtained from the practices related to receiving feedback from all student groups in the program (valid and reliable practices that contain different instruments) are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022-2023 Fall Semester Faculty Evaluation Survey](#)

Evidence 3 [2023-2024 Spring Semester Faculty Evaluation Survey](#)

Evidence 4 [ŞÖİM Box](#)

Evidence 5 [EMIS Individual Suggestion Entry](#)

Evidence 6 [Requests from the Website](#)

- Evidence 7 QMIS Example 2
- Evidence 8 QMIS Example 3
- Evidence 9 QMIS Feedback
- Evidence 10 QMIS Feedback 2
- Evidence 11 2023 QMIS Incoming Message List
- Evidence 12 2024 QMIS Incoming Message List
- Evidence 13 Number of e-Mails to ifogrenci@sakarya.edu.tr
- Evidence 14 Number of Responses to e-Mail to ifogrenci@sakarya.edu.tr
- Evidence 15 Acknowledgement Letter for Returns to e-Mails to ifogrenci@sakarya.edu.tr
- Evidence 16 Examples of Satisfaction Notifications to the Complaint Suggestion Request Satisfaction (SÖİM)
- Evidence 17 Ramadan Class Hours
- Evidence 18 Ramadan Class Hours Mail Notification
- Evidence 19 Responsiveness to Feedback on Social Media Accounts
- Evidence 20 CIMER Application
- Evidence 21 Answer to CIMER Application
- Evidence 22 2021-2022 Academic Year Student Satisfaction Survey
- Evidence 23 2022-2023 Academic Year Student Satisfaction Survey
- Evidence 24 2023-2024 Academic Year Student Satisfaction Survey
- Evidence 25 2023-2024 Academic Year Student Satisfaction Survey (Opinions)
- Evidence 26 Corrective and Preventive Actions (CAPA)
- Evidence 27 2024.12.04 SLF Student Wishes and Suggestions
- Evidence 28 Sakarya University Faculty of Theology Communication (Web page)
- Evidence 29 Requests from the Website
- Evidence 30 Faculty Communication Tab Social Media Announcement
- Evidence 31 2024.11.21 Minutes of the 2nd Meeting of the Department of Arabic Language and Rhetoric
- Evidence 32 Announcement of Preparatory Supplementary Courses (Web page)
- Evidence 23 2021-2022 Academic Year Preparatory Classes Information Meeting (Web page)
- Evidence 34 2022-2023 Academic Year Preparatory Classes Information Meeting (Web page)
- Evidence 35 2023-2024 Academic Year Preparatory Classes Information Meeting (Web page)
- Evidence 36 2024-2025 Academic Year Preparatory Classes Information Meeting (Web page)

Evidence 37 2024.02.09, The Preparatory Department Meeting

Evidence 38 SADEP 2023-2024 Fall Semester Evaluation Form Information Mail

Evidence 39 SADEP 2023-2024 Fall Semester Evaluation Form Sample

Evidence 40 Positive Feedback as a Result of SADEP Improvements

Evidence 41 Column analyzing SADEP (Web page)

Evidence 42 Quality and Accreditation Board Meeting Decisions dated 2020.01.01

Evidence 43 Advisory Board Meeting Decisions dated 2022.07.06

Evidence 44 Minutes of Advisory Board Meeting dated 2023.10.10

Evidence 45 2024.10.25 Advisory Board Meeting Minutes

Evidence 46 Faculty of Theology Student Representatives Meeting Dated 2023.01.06

Evidence 47 2024.12.04 Consultation Meeting with School and Class Representatives

Evidence 48 Consultation Meeting with Student Club Presidents, School and Class Representatives (Web)

B.3.4. Academic consultancy

The institution continues to manage academic advising services in accordance with the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report (Evidence 2). Accordingly, it carries out the processes related to Academic and Career Counseling systematically through a special module called "Counseling Management System" in the SABIS Academic Information System.

Students can use the advising service in SABIS to ask their advisors any questions they want, such as course selection and add-drop procedures (Evidence 3, Evidence 4), and they can change their advisors upon request. In addition, they can also request Career Counseling (Evidence 5).

Currently, 1724 students receive academic advising support (Evidence 6). When assigning academic advisors, an arrangement is made based on course loads.

A seminar titled "On Future and Career Planning" was held on 13.07.2024 to help students learn about post-graduation opportunities and help them plan their careers (Evidence 7), and the survey conducted afterwards showed that the satisfaction rate of the students was high and that they needed such activities and requested these activities to be held regularly (Evidence 8). Accordingly, another program called "Orientation and Career Planning" was organized on 16.10.2024 (Evidence 9). The satisfaction rate for this program was also quite high (Evidence 10). Therefore, the institution aims to organize similar programs in the future to ensure that students are informed about career planning.

In order for international students to receive better academic counseling services, Guest Student Coordinatorship continues its activities (Evidence 11). In the last meeting of the mentioned coordinatorship, it was decided to help guest students to be included in student societies in line with their talents and interests (Evidence 12, art. e). In addition, in order to help students from

abroad adapt to university life faster, breakfast programs were organized regularly ([Evidence 13](#), [Evidence 14](#)) and students were invited to iftar at their homes by their professors during Ramadan ([Evidence 15](#)).

While the satisfaction rate of students with academic advising service was 73.45% in 2021-2022 ([Evidence 16](#), art. 7), this rate decreased to 70.51% in 2022-2023 ([Evidence 17](#), art. 7, [Evidence 18](#), art. 7), probably due to the transition to distance education for a while due to the earthquake that took place in February 2023 and the decrease in the opportunity for students to meet with their advisors one-on-one with hybrid education (17, 18), and in 2023-2024, when face-to-face education resumed, the satisfaction rate of students with academic advising service increased to 73.64% ([Evidence 19](#), art. 7). Although these rates are above 70%, which is an acceptable rate for the institution, it was determined that there were some problems expressed by the students in terms of meeting with the professors, and in order to solve this problem, boards indicating the daily schedules of all our professors were hung at the entrances of their offices and the student meeting hours were indicated ([Evidence 20](#), [Evidence 21](#), [Evidence 22](#), [Evidence 23](#), [Evidence 24](#)). Thus, students can meet directly with the lecturers during the student meeting hours determined by the lecturers on the boards.

Academic advising is evaluated and suggestions for improvement are made at departmental boards and Student Affairs Working Group meetings ([Evidence 25](#), art. 6, [Evidence 26](#), [Evidence 27](#), art. 11, [Evidence 28](#)).

Maturity Level: The findings obtained from the practices related to academic consultancy are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Faculty Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [SABIS-Counseling Services \(A. Hendek\)](#)

Evidence 4 [SABIS-Counseling Services \(E. Tarhan\)](#)

Evidence 5 [Career Counseling Service](#)

Evidence 6 [Current Academic Advising Data](#)

Evidence 7 ["Future and Career Planning" Program](#)

Evidence 8 [Questionnaire of the Program "On Future and Career Planning"](#)

Evidence 9 ["Orientation and Career Planning" Program](#)

Evidence 10 [Survey of the "Orientation and Career Planning" Program](#)

Evidence 11 [Meeting with International Students](#)

Evidence 12 [Guest Student Coordinatorship Meeting Report](#)

Evidence 13 [Breakfast Program with Guest Students 2023](#)

Evidence 14 [Breakfast Program with Guest Students 2024](#)

- Evidence 15 Invitation of Guest Students to Iftar during Ramadan
- Evidence 16 2021-2022 Student Satisfaction Survey
- Evidence 17 2022-2023 Student Satisfaction Survey
- Evidence 18 Quality and Accreditation Board Decision dated 10.10.2023
- Evidence 19 2023-2024 Student Satisfaction Survey
- Evidence 20 Writing the meeting times of the lecturers on their bulletin boards
- Evidence 21 Sample Board-Student Interview Hours (Prof. Dr. Osman Güman)
- Evidence 22 Sample Dashboard-Student Interview Hours (Assoc. Prof. Dr. A. Selman Baktı)
- Evidence 23 Sample Dashboard-Student Interview Hours (Dr. Lecturer Soner Aksoy)
- Evidence 24 Sample Dashboard-Student Interview Hours (Research Assistant Enes Tarhan)
- Evidence 25 Islamic History and Arts Department Meeting Minutes dated 06.11.2024
- Evidence 26 Official Report of Philosophy and Religious Sciences Department Meeting dated 06.11.2024
- Evidence 27 Official Report of Basic Islamic Sciences Department Meeting dated 13.11.2024
- Evidence 28 Student Affairs Working Group Meeting Decisions dated 02.07.2024

B.4. Teaching Staff

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

The institution manages its appointment, promotion and assignment activities based on the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report (Evidence 2). The relevant process is carried out on the basis of academic performance evaluation results (appointment criteria) as stated in institution's Article 4 of human resources policy (Evidence 3).

There are some statistical updates to improve the criterion. Namely, in accordance with Articles 23, 24 and 26 of the Higher Education Law No. 2547 and the relevant articles of the Regulation on Promotion and Appointment of Faculty Members, the teaching and research staff has been strengthened by appointing the personnel who meet the requirements specified in the relevant articles of the Regulation on Promotion and Appointment of Faculty Members in 2022, 2023 and 2024, as in previous periods. The appointment of the personnel in question was carried out in accordance with the relevant defined process, as a result of the request from the department they are assigned to (see Evidence 4) being forwarded to the Rectorate of the University with the decision of the Faculty Board of Directors (see Evidence 5) and the University obtaining approval from YÖK (e.g. Evidence 6). As an example of the aforementioned defined process, the process of tenure allocation can be explained in the case of a specific staff position. First, the Head of the Department submitted a request for tenure to the head of the relevant department (Evidence 7). At the relevant department meeting, the request was discussed and decided (Evidence 8) and submitted to the Dean's Office with a cover letter (Evidence 9). The request was approved and

decided by the Faculty Administrative Board ([Evidence 10](#)) and submitted to the Rectorate ([Evidence 11](#)).

Following the aforementioned processes, 3 Assistant Professors, 4 Associate Professors, 2 Professors and 5 Research Assistants were appointed in 2022 and 2023, and the teaching staff was strengthened with 14 new positions (see [Evidence 12](#), p. 6, art. 5). Apart from these, between November 2023 and July 2024, there were new academic staff members who received new positions and titles. In this context, a total of 9 academic staff, including 4 Assistant Professors, 2 Associate Professors and 3 Professors, were appointed ([Evidence 13](#), p. 7, art. 5.). In addition, 3 academic staff were awarded the title of Associate Professor and 1 academic staff was awarded the title of Doctor. The tenure appointments of the newly titled academic staff continue depending on the defined process.

In addition to these, the teaching staff has been supported by the appointment of guest lecturers who are experts in their fields by collaborating with external stakeholders in areas where needed (See [Evidence 14](#) for documents related to the appointment of guest lecturers).

Sakarya University has decided to update *the Criteria for Promotion and Appointment as a Faculty Member* to be effective as of January 1, 2024 in order to encourage more qualified research and enrich research areas (see [Evidence 15](#)). In order to contribute to the process of determining the new criteria, the Dean's Office forwarded the new draft criteria to all academic staff and requested them to submit their views on the criteria through the Heads of Department (see [Evidence 16](#)). The Heads of Departments collected the opinions of the academic staff, forwarded them to the heads of departments, and the recommendations gathered in the departments were forwarded to the Dean's Office as departmental opinions (see [Evidence 17](#)). Finally, the Dean's Office, which shaped the institutional opinion by gathering the reports submitted to it, sent the recommendations of the institution regarding the new criteria to the Rectorate (see [Evidence 18](#)). In the final text prepared by the Rectorate, some improvements were made in line with the views expressed by the Dean's Office (e.g. lowering the minimum total score requirement for appointment and promotion, separate scoring of journals indexed in Scopus) (see [Evidence 19](#), p. 11, in Table Art. 1.2).

As stated in the [Quality Manual](#) (p.41), as of 2024, it has been decided to use the data and information in SABIS/Academic Activities module in order to add transparency to the tenure requests process ([Evidence 21](#)). This process is carried out through the My Requests tab under the Academic Activities module, where applicants fill in the Faculty / Department / Title / Title Date / Department - Program information ([Evidence 22](#)).

Appointment, promotion and assignment processes are carried out in accordance with a defined process, in compliance with laws and regulations and in a transparent manner. The satisfaction rate of employees with equal opportunities offered by the organization in 2022 is 80% (see [Evidence 23](#), question 16). This rate was 77.31% in 2020 and 79.77% in 2021 ([Evidence 24](#)). The 2023 employee satisfaction survey shows that the satisfaction rate for the relevant criterion (72%) has decreased ([Evidence 25](#), question 16). These rates in the satisfaction surveys are evaluated by the dean's office and forwarded to the rector's office in the relevant committees. It is thought that the aggravated criteria in the new *Criteria for Promotion and Appointment to Faculty Membership*, which the university implemented as of 2024, had an impact on this

decrease. As a matter of fact, it was noted that some of the university's practices towards becoming a research university were viewed negatively in departmental board meetings (Evidence 26, p. 2 para. 2). However, the rate achieved is above 70%, which is considered sufficient for the institution. In this respect, it is understood that the appointment, promotion and assignment processes are carried out successfully.

Maturity level: The results of the practices related to recruitment, appointment, promotion and course assignment criteria are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 Faculty Handbook

Evidence 2 2022 Self-Assessment Report

Evidence 3 SAUIF Human Resources Policy Article 4

Evidence 4 Staffing Requests Submitted to the Dean's Office from Departments

Evidence 5 Forwarding the Request to the Rectorate with the Decision of the Board of Directors

Evidence 6 Appointment Decisions

Evidence 7 FDB Justified Request

Evidence 8 FDB Decision

Evidence 9 FDB Cover Letter

Evidence 10 FYK Decision Sample

Evidence 11 Forwarding the Request to the Rectorate

Evidence 12 Academic Board Meeting Minutes 23-24

Evidence 13 Academic General Assembly 01.07.2024

Evidence 14 Guest Lecturer Assignment

Evidence 15 Updating the Criteria for Appointment and Promotion

Evidence 16 Request for Institutional Staff Opinion for Draft Criteria

Evidence 17 Departmental Proposal for Draft Criteria

Evidence 18 Forwarding Suggestions to the Rectorate

Evidence 19 2024 Appointment and Promotion Criteria Draft Final

Evidence 20 Quality Manual 2024 (p.41)

Evidence 21 SABIS Academic Performance, Appointment and Promotion Module

Evidence 22 Appointment Promotion SABIS Module

Evidence 23 2022 ESA

Evidence 24 ESA Triennial

Evidence 25 [ESA 2023](#)

Evidence 26 [Department Board Meeting Minutes 2024](#)

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

The institution carries out its teaching competence and education policies in line with the defined process in the [Quality Manual \(Evidence 1\)](#). In the [2022 Self-Assessment Report \(Evidence 2\)](#), planning, implementation and evaluation steps related to teaching competence are specified. The institution takes [the Education and Training Policies \(Art. 1, Art. 2\)](#) and [Education and Training Objectives \(Art. 3\)](#) as basis in its teaching competency processes. While implementation and monitoring continue to be carried out in accordance with the specified processes, some improvements have been made in accordance with the decision to improve the defined process in the Faculty Manual (see [Evidence 4](#), meeting dated 16.10.2022, p. 116, Art. 4). As part of this improvement, policies and objectives for the criterion were added to the Handbook and the Working Group that carries out the monitoring process of the criterion was defined.

As a result of the current defined processes and practices, the institution has risen to the top levels in the competency analysis report announced by TÜBİTAK. The aforementioned competency analysis report includes criteria such as "relative citation impact relative to the world, the number of publications in the top 10% of the most cited publications worldwide, research productivity of academics, the quality of R&D and innovation projects, contribution to the internationalization of our country/university through international collaborations, contribution to the accumulation of knowledge in the world, the share of the critical mass that creates academic value in that field in Türkiye in the relevant university". According to the aforementioned report, our institution has risen from the second region to the first region in some competencies in the field of theology ([Evidence 5](#)), and from the third region to the first region in university-based competencies ([Evidence 6](#)).

Some improvements have been made to enhance the teaching competence of teaching staff. In this regard, a 12-hour seminar called *the Training of Trainers Program* was given to some institutional lecturers in order to systematically disseminate innovative teaching practices (see [Evidence 7](#), [Evidence 8](#)). The Dean's Office informed the relevant lecturers (see [Evidence 9](#) for the list of participants) to participate in the seminar (see [Evidence 10](#)). The seminar focused on topics such as planning and designing instruction, using active teaching methods, developing instructional technology and materials, applying alternative assessment and evaluation methods, and making functional use of the Education Information System in order to increase the teaching and learning competencies of the teaching staff (see [Evidence 11](#), p. 2-8).

The institution adopts an active learning approach where the learner is at the center of education and learns by thinking, doing and living. As a result of the seminar, the teaching staff can improve their competencies in active learning through the active learning module of the Education Support System and make up for their deficiencies (see [Evidence 12](#)).

With the vision of training teachers in the field of higher religious education, the curriculum of

the institution includes formation courses on innovative approaches in the field of education, measurement and evaluation, material development, etc. These courses are taught by Religious Education faculty members and faculty members from the Faculty of Education. With the help of these courses, students have the opportunity to improve their learning competencies in terms of methodology. For example, within the scope of the Instructional Technologies and Material Development course, students learn how to produce materials in the field of religious education and develop their teaching competencies. As an output of the process, the students of the institution worked on material development in religious education under the leadership of Dr. Kübra Cevherli, a faculty member of the Department of Religious Education, and presented their work at the exhibition *Material Development in Religious Education* (see [Evidence 13](#)). The following year, another exhibition was organized under the title *Instructional Technologies and Material Development* and the practice was continued ([Evidence 14](#)).

In order to ensure that the exams administered within the scope of assessment and evaluation are conducted in a fair and orderly manner, the institution communicates the current exam application principles to the employees of the institution before each exam period (see [Evidence 15](#)).

2022 Self-Assessment Report, distance education practices continue. In this context, faculty students take Turkish Language, Ataturk's Principles and Revolutions and Foreign Language (English) courses as common compulsory courses of the University (see [Distance Education Annual Report](#), p. 4, Table 1.). *The Implementation Principles for Supporting Face-to-Face Education with Distant Education are followed* in the delivery of online courses (see [Evidence 17](#)).

The institution monitors teaching competence through the faculty evaluation survey as stated in the Quality Manual. In this context, in 2023-2024, the two faculty members with the highest scores from the student surveys were identified separately for the Fall and Spring semesters, and they were presented with awards at the Academic General Assembly Meeting held at the end of the year ([Evidence 18](#), p. 8, second sentence from the beginning).

Seminars and conferences are also organized in order to increase the competence of trainers. For example, department seminars are open only to faculty members and aim to meet the field-based competence and intellectual interests of the trainers. An example is the seminars organized by the Department of Philosophy and Religious Sciences ([Evidence 19](#)). As an example of competency building activities for Basic Islamic Sciences, the conference titled "Educational Methods and Techniques in the Qur'an and Sunnah" presented by Assoc. Prof. Dr. Meymûne ez-Zidgâlî from Sultan Qaboos University in Oman ([Evidence 20](#)) and the seminar titled "Utilizing Modern Cognitive Approaches in Arabic Language Teaching" presented by Prof. Dr. Mostafa Bouanani from Sidi Muhammed University in Morocco ([Evidence 21](#)) can be mentioned.

In addition, as part of the agreement signed with Qatar University, two Research Assistants or Lecturers are sent to Qatar for language training for a period of one year by covering their accommodation, food and travel expenses ([Evidence 22](#)). The institution considers this activity under the heading of competency building.

In the 2021 Self-Assessment Report, necessary activities were planned and organized taking into account the recommendation to increase the number of programs for training of trainers ([Evidence 23](#), p. 149, art. 2.2.), which was pointed out as aspects open to improvement in the

Education and Training criterion. Developments related to the process were reported in the 2023 Interim Self-Assessment Report and as a feedback, it was observed that the Teaching Competency criterion score increased ([Evidence 24](#), p. 30).

The institution monitors the satisfaction of its employees with working conditions through an employee survey. The satisfaction rate of the teaching staff regarding career opportunities in 2022 is 81.25% (see [Evidence 25](#), questions 26-28), while the satisfaction rate for 2023 is 79.17% ([Evidence 26](#)). The scores obtained from the survey items were evaluated at the Academic Activities Working Group meeting and it was determined that although there was a decrease of 2 points, it was determined that the rate remained above 70%, which is considered sufficient for the institution. As a suggestion for improvement, it was proposed to diversify activities to increase the competence of trainers and to organize a seminar by inviting an expert trainer ([Evidence 27](#), art. 3.).

Maturity level: The findings obtained from the practices aiming to improve the teaching competence of the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [SAUIF Education and Training Policies and Objectives](#)

Evidence 4 [PAC dated 16.10.2022](#)

Evidence 5 [TÜBİTAK Competency Analysis by Field](#)

Evidence 6 [TÜBİTAK Competency Analysis by University](#)

Evidence 7 [Training of Trainers News](#)

Evidence 8 [Training of Trainers Information](#)

Evidence 9 [EE Participant List](#)

Evidence 10 [EE Notification Message](#)

Evidence 11 [EE Content](#)

Evidence 12 [EDS - Active Learning](#)

Evidence 13 [Exhibition on Material Development in Religious Education](#)

Evidence 14 [Instructional Technologies and Material Development Exhibition](#)

Evidence 15 [Examination Implementation Principles Information](#)

Evidence 16 [Distance Education Activity Report](#)

Evidence 17 [UE Code of Practice](#)

Evidence 18 [Academic Board Meeting 24](#)

Evidence 19 [Department Seminars](#)

Evidence 20 Educational Methods and Techniques in the Qur'an and Sunnah

Evidence 21 Utilizing Modern Cognitive Approaches in Arabic Language Teaching

Evidence 22 Competency Acquisition Qatar Language Course

Evidence 23 2021 SDR Assessment - Areas for Improvement

Evidence 24 SAU Interim Report 2023

Evidence 25 ESA 2022

Evidence 26 ESA 2023

Evidence 27 Academic Activities Working Group

B.4.3 Incentives and awards for learning and teaching activities

Incentives and rewards for the educational activities of the institution are carried out in line with the defined process in the Quality Manual (Evidence 1) and the steps specified in the 2022 Self-Assessment Report (Evidence 2). In this context, the steps of SAU Faculty of Theology Incentive and Reward Mechanism were followed.

The institution continued its incentive and rewarding mechanism and continued to implement the Education-Training Award, Academic Incentive Award and Congratulations for Success. In this context, the Education and Training Awards for the 2022-23 and 2023-24 semesters were presented, taking into account the results of the Spring and Fall Semester surveys in which students evaluated their academic staff. In addition, in the academic incentive applications for the years 2022 and 2023, the Academic Incentive Award was given to the faculty and academic staff who reached the highest score and qualified for incentives (see Evidence 3 and Evidence 4, p. 8). In addition to these, congratulatory messages were sent as an incentive and encouragement practice. Statistically speaking, 33 congratulatory messages were sent in 2022 (see Evidence 5), 21 in 2023 (see Evidence 6) and 23 in 2024 (Evidence 7). These congratulatory messages include congratulations on being awarded a title, being appointed to a new position, educational achievements, projects and competitions.

In order to encourage them, faculty members who have achieved success in projects and competitions have also been recognized at Academic Board Meetings. For example, Prof. Dr. Soner Duman, a faculty member at the Department of Islamic Law, who ranked 3rd in the Sheikh Hamad Translation and International Understanding Awards with his translation of Ibn Taymiyya's book al-Siyasat al-shar'iyya from Arabic to Turkish, and Prof. Dr. Hasan Meydan, a faculty member at the Department of Religious Education, whose TÜBİTAK 1001 project was accepted, were congratulated at the Academic Board (see Evidence 8, p. 6, Art. 5). In addition, three students of the institution and their advisors, whose projects were accepted by the Tübitak 2209-A University Students Research Projects Support Program, were congratulated at the Academic Council for their project "Regulating Foundations in the 19th Century: The Role and Attitude of the Shûrâ-yı State in Foundation Matters", and Assoc. Prof. Hamdi Çilingir, who received a grant from TÜBİTAK 3005, were congratulated (Evidence 9, p. 6-7). In addition, four faculty members who received awards at the 2023-2024 Spring Semester Academic Opening and

Academic Award Ceremony were congratulated and awarded again ([Evidence 10](#)).

Apart from these, academic staff who contributed to the department average according to Web of Science database statistics were congratulated with a special letter by the Rector's Office with which the institution is associated as a governance system (e.g. see for example [Evidence 11](#)). In addition, faculty members who have achieved success within the scope of the university's "Academic Awards" and "Science, Art and Young Scientist Awards" have been congratulated in the academic board ([Evidence 12](#)).

As can be seen, the organization successfully operates all five items in the defined process of the incentive and reward mechanism.

The incentive and reward mechanism were monitored through the question "The performance of employees is appreciated by senior management" (question 7) in the Employee Satisfaction Survey for 2022 and 2023. Monitoring for the measure was carried out by the Quality and Accreditation Board. Accordingly, the satisfaction rate of employees for 2022 is 77.27% (see [Evidence 13](#)) and for 2023 is 69.82% ([Evidence 14](#)). Considering the previous years, it is understood that the satisfaction rate for the measure has been decreasing for two years (see [Evidence 15](#), question 7). The Quality and Accreditation Board has determined that the satisfaction rate for the criterion, which has been declining over the years, is within the 70% threshold, which is considered sufficient. In the Board's assessment, it was stated that the traditional practices of incentives and rewards, which have been taken for granted over time, and the appointment and promotion criteria, which have been aggravated by the university, may be effective in this regard. It was recommended that the Dean's Office be informed about this issue and measures be taken ([Evidence 16](#), art. 4).

Maturity level: The findings obtained from the practices related to incentive and rewarding mechanisms for the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [Academic Incentive and Education Award](#)

Evidence 4 [Official reports of Academic Board Meeting](#)

Evidence 5 [Greeting Messages 2022](#)

Evidence 6 [Greeting Messages 2023](#)

Evidence 7 [Greeting Messages 2024](#)

Evidence 8 [Academic Board Meeting Minutes 23-24Fall](#)

Evidence 9 [Academic Board Meeting Minutes 23-24 Spring](#)

Evidence 10 [Academic Award Ceremony](#)

Evidence 11 [Web of Science Contribution to Field Average Special Congratulations](#)

Evidence 12 University Academic Award Ceremony

Evidence 13 ESA 2022

Evidence 14 ESA 2023

Evidence 15 ESA Triennial

Evidence 16 Quality and Accreditation Board TT

B.5. Learning Resources

B.5.1. Learning resources

Our institution plans and executes learning resources in line with the 2nd article of the Education and Training Goals (Evidence 1) (To increase the use of new approaches, techniques and tools in education and training programs and to make learning environments suitable for this). Defined processes related to learning resources are included in the Quality Manual (Evidence 2). In accordance with the decision taken to improve the defined process of the criterion (Accreditation Board Decision, meeting dated 16.10.2022, p. 116, Art. 4), some arrangements have been made. Among these improvements, it can be mentioned that physical learning resources are brought to the forefront and training programs that support formal education are included. It was also stated that the processes of planning, implementing and improving learning resources are carried out by the Dean's Office, while the monitoring and improvement process is carried out by the Educational Support Working Group (see Evidence 4, related criterion).

The 2022 Self-Assessment Report includes details on the planning, implementation, monitoring and improvement steps of learning resources.

Detailed information on learning resources is as follows:

The institution's learning resources include classrooms, practice rooms, seminar rooms, reading rooms, a conference hall, a student community room and a library. There are 26 classrooms in total within the institution. Of these, 7 are dedicated to preparatory classes and equipped with computers and soundproofing. Thus, the preparation classes enable students listen to audio and visual content in Arabic lessons without disturbing the students in the other classes. Of the 26 classrooms, 6 have a capacity of 35, 15 have a capacity of 60, and 5 have a capacity of 80, and each is equipped with a projection and sound system. The classrooms in our institution are of appropriate quantity and quality for students. Students have the opportunity to develop effective presentation skills with projectors in every classroom of the institution. The use of classrooms is based on a defined process. The relevant process is specified in the 2024 Quality Manual, p. 59.

In addition, students are offered the opportunity to develop their artistic abilities through practice rooms. In this context, 1 sound-insulated Music Room with studio standards and 1 Marbling Workshop Room were allocated.

Apart from these, there are 2 reading rooms, 2 meeting rooms, 4 seminar rooms, 1 students' representation and students' club room and 1 Arabic seminar room where students can work individually and/or collectively. As of the 2024/2025 academic year, the use of seminar halls is subject to the schedule established by the dean's office at the beginning of the year. Faculty

members were informed ([Evidence 5](#)) that from now on, they should submit their seminar room usage requests by taking into account the Seminar Rooms Schedule, which was shared via e-mail (also added to the faculty website) ([Evidence 6](#)).

Besides, among the learning resources, there is 1 conference hall with a capacity of 350+ where scientific research presentations are made, 1 library created from works appropriate to the curriculum of the institution, 1 photocopy room where students can obtain course materials and 2 Masjids.

One of the important learning resources of the institution is its library, which is composed of works appropriate to the program content. According to the statistics of 2022, the number of library inventory was 34,292 ([Evidence 7](#)) and according to the statistics kept by the library officer, it increased by 708 in 2023 and reached 34,992 ([Evidence 8](#), p. 3). In 2024, 1313 more works were added, bringing the total number of the library inventory to 36,305 ([Evidence 9](#), p. 2). This inventory is increased through requests from students and faculty and donations to the library. For example, in 2024, it was proposed to establish a Palestine Library with the suggestion of one of the faculty members of the institution in order to raise awareness. After obtaining the necessary permissions from the dean's office, the faculty member with the idea created a book list and requested voluntary financial support from the academic staff of the institution ([Evidence 10](#)). With the voluntary support of the institution's staff, the Palestine Library was established and made available for use ([Evidence 11](#)). Thanks to the Palestine Library, students had the opportunity to gain awareness and support their interest in Jerusalem, Gaza and Palestine with information ([Evidence 12](#)). Moreover, a bookshelf was created in memory of Mehmet Fatih Çangır, a martyred soldier who was a graduate student of the faculty ([Evidence 13](#)).

There have also been some updates in the lending system of the library. These updates were made according to the University's Library regulations and directives. Accordingly, academic staff can borrow 20 (formerly 15) books for 60 days, administrative staff and graduate students can borrow 10 (formerly 15) books for 15 (formerly 30) days, associate degree and special status (Erasmus, Farabi, etc.) students can borrow 10 (formerly 8) books for 15 days. In addition, since 2 of the 10 laptops lent for 30 days were broken and could not be repaired, 8 laptops continue to be lent. Accordingly, a total of 2162 materials were lent in 2023 and 2280 materials were lent in 2024 ([Evidence 8](#), p.4, [Evidence 9](#), p.4).

Learning resources include educational programs that support formal education as well as physical conditions. There is the *Sakarya University Faculty of Theology Academic Support Program* (SADEP), which was established under the leadership of the institution's research assistants and continues actively. In this program, students are taught courses such as sarf, nahiv, rhetoric, fiqh, fiqh procedure, hadith, hadith procedure, tafsir, and logic through Arabic texts in a four-year package program (see [Evidence 14](#)). At the end of the semester, an event is organized for the students who participated in the program and awards are presented to the students with the highest scores in the exams held in the program (see [Evidence 15](#)). In addition, there is the *Theology Academy Program*, which is carried out jointly with the Presidency of Religious Affairs (see [Evidence 16](#)). In addition, there is a *Simultaneous Hafiz Education with Theology Project* carried out jointly with Sakarya Provincial Mufti's Office, one of the external stakeholders (see [Evidence 17](#)). Thanks to this program, students of the institution have the opportunity to

memorize Qur'an while continuing their undergraduate education. In 2023, five classrooms were allocated to students of the project.

One of the learning resources that support education is the *School-University Cooperation Role Model Training* protocol that our institution put into effect in 2023 in cooperation with Adabilim Schools. Within the scope of this protocol, students of the institution will have the opportunity to develop their competencies such as "gaining professional experience, sharing knowledge and experience, preparing and developing educational materials" (see [Evidence 18](#), p. 3, Art. 5.1.3 and 5.2.4). As a result of this cooperation, some students from Adabilim Okulları participated in the Arabic poetry recitation competition organized by the faculty ([Evidence 19](#)).

In addition to the aforementioned opportunities, students can access the courses taught online and recorded in the system during the pandemic and earthquake period with the sharing of the lecturers ([Evidence 20](#)). As of 2024, students are also allowed to participate in compulsory or departmental elective courses of a different faculty within the scope of external quota instead of university common elective courses ([Evidence 21](#)). These practices are considered as alternative learning resources.

While the planning and implementation of learning resources are carried out by the Dean's Office, the monitoring process is carried out by the Educational Support Working Group. In the monitoring process, the administrative services in the institution's general satisfaction survey for students and the relevant items of the student graduation survey are taken into consideration. Accordingly, the overall satisfaction rate of students regarding the adequacy, cleanliness and temperature of the classrooms is 83.03% ([Evidence 22](#), Art. 10-11-12-13). The overall satisfaction rate for information and informatics resources such as library, available computers and internet access is 74.55% ([Evidence 23](#), Art. 43-44-45). Furthermore, according to the 2023 Graduation Survey, the average satisfaction rate of students regarding the physical facilities of the institution is 4.54 (p.20.f.); the average satisfaction rate regarding library facilities is 4.61 (p.20.m.) and the average satisfaction rate regarding computer facilities is 4.07 (p.20a) ([Evidence 23](#), p. 4). On October 18, 2024, during the Education Support Working Group meeting, it was considered that the satisfaction rates for learning resources were above the 70% rate and <3.00 average, which is considered adequate. In the aforementioned meeting, it was also suggested that in order to enrich the learning resources, "successful people in their sectors" from the staff of the Ministry of Religious Affairs and the Ministry of National Education should be invited to the faculty periodically and meet with the students ([Evidence 24](#), p. 2, art. 4). The first suggestion was to invite Dr. Tayyar Altıkulaç, former President of Religious Affairs, and a conference was subsequently organized ([Evidence 25](#)). Although satisfaction rates are at the desired level, in the relevant surveys, students stated that academic staff do not have free time. Accordingly, as a Corrective and Preventive Action, lists of course schedules and meeting times were posted at the entrance of each academic staff member's room ([Evidence 26](#)).

Maturity level: The learning resources in all the fields of the institution are managed in a way to ensure their accessibility and suitability in terms of quality and quantity. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

- Evidence 1 Education and Training Objective 2.
- Evidence 2 Quality Manual
- Evidence 3 PACA dated 16.10.2022
- Evidence 4 2022 Self-Assessment Report
- Evidence 5 Seminar Hall Information
- Evidence 6 Seminar Rooms Program
- Evidence 7 Library Statistics 2022
- Evidence 8 Library Statistics 2023
- Evidence 9 Library Statistics 2024
- Evidence 10 Palestine Library 1
- Evidence 11 Palestine Library 2
- Evidence 12 Palestine Library 3
- Evidence 13 Şehit Mehmet Fatih Çangır Library
- Evidence 14 SADEP
- Evidence 15 SADEP Awards
- Evidence 16 Theology Academy Program
- Evidence 17 Simultaneous Hafiz Education with Theology
- Evidence 18 School-University Cooperation Role Model Training
- Evidence 19 Adabilim School Collaboration Result Participation
- Evidence 20 Virtual Course Resources
- Evidence 21 Elective Course Opportunity from Different Faculties
- Evidence 22 SPA 2023
- Evidence 23 Graduation Survey 2023
- Evidence 24 Education Support Working Group Meeting Minutes
- Evidence 25 Invitation of Dr. Tayyar Altıkulaç as a Field Expert
- Evidence 26 Corrective and Preventive Action Meeting Hours

B.5.2. Social, cultural and sportive activities

The defined process of the institution regarding social, cultural and sportive activities is available in the Quality Manual (Evidence 1). According to the 2022 Self-Assessment Report (Evidence 2), the Dean's Office and the Academic and Social Activities Working Group (Academic Activities

Working Group and Social and Cultural Activities Working Group as of 2024) manage the planning, implementation, monitoring, control and improvement processes. The institution has traditional activities carried out in cooperation with its stakeholders (see [Evidence 1](#), p. 60, related criterion).

The institution continues to carry out its social, cultural and sports activities, which have become a tradition, by taking into account the demands of student communities and individual students together with the relevant units. In this context, Research Assist. Tahir Çağman organized a new course, and Assist. Sümeyye Yaman organized a marbling course, and Assist. Hüseyin Can organized photography courses, and calligraphy courses were organized by Calligrapher Onur Yaman (see [Evidence 3](#), p. 4, art. 56-60; [Evidence 4](#), p. 4, art. 37-41).

In addition to the aforementioned activities that were held on a regular basis, upon the request of student societies, seminars such as "Our Test with Existence", "Sufism as an Epistemic Method", "Our Test with Existence", and "Sufism as an Epistemic Method" were organized at the suggestion of the *Güzel İşler* student community (see [Evidence 3](#), p.4, Art. 47 and 52). In this context, an "Arabic Poetry Recitation Competition" was also organized under the leadership of the Arabic Education Student Community (see [Evidence 5](#)). In addition to student organizations, individual student requests were also taken into consideration (see [Evidence 6](#)).

Examples of organized trips include the History of Religions Field Trip ([Evidence 7](#)), the Photography Trip to Taraklı and Karagöl area organized by the photography course ([Evidence 8](#)) and the Istanbul Culture Trip ([Evidence 9](#)). These trips were supported by the organization (e.g. [Evidence 10](#)) in line with the requests received (e.g. [Evidence 11](#)). In addition to the cultural excursions organized by the institution, cultural excursions to the institution can also be mentioned here ([Evidence 12](#)).

Cooperation with internal and external stakeholders are practiced in cultural activities. The Faculty of Theology Choir, formed in line with the opportunity provided by the music room, gave a Sufi Music concert (see [Evidence 13](#)). In addition, in cooperation with the Municipality, one of the external stakeholders, a concert titled "İlahiler, Nefesler, Deyişler" was given by Sedat Anar in the Faculty Conference Hall (see [Evidence 14](#)). These events were presented to the local and national press through the Faculty Promotion and Information Group by considering social contribution ([Evidence 15](#), Our Faculty in the Press).

General statistical information on social, cultural and sporting activities for 2022-23 was shared with the academic staff at the Academic Board Meeting and also recorded in the report of the meeting (see [Evidence 16](#), p. 2).

An important part of social activities is the aid activities that are organized. In this context, as mentioned in the 2022 Self-Assessment Report, our institution continued to offer SAU İlahiyat Vakfı and Tozlu Foundation scholarships to students in 2023 and 2024 through the Faculty Support Group (see [Evidence 17](#); [Evidence 18](#)).

In the 2023-2024 academic year, the institution continued its social, cultural and sports activities in accordance with the defined process. Examples of these activities include the "Palestine and Jerusalem Themed Arabic Poetry Reading Competition" organized in cooperation with the Arabic Education Student Community Mülteka Lügati't-Dât ([Evidence 19](#)), the "Yedigöller Photography

Trip" ([Evidence 20](#)) organized within the scope of the Photography Workshop organized jointly by the Department of Islamic History and Arts and the Dört Kapı Students' Club, and the "Neyzen Salih Dede Concert" ([Evidence 21](#)) performed by Dr. Tahir Çağman who was one of the academic staff of the institution. Apart from these, many artistic and cultural activities ([Evidence 22](#), sample exhibitions and trips), student community activities ([Evidence 23](#), sample competitions), conferences ([Evidence 24](#)) and department seminars ([Evidence 25](#)) continue to be held.

Student societies play an active role in organising these activities. As of 2024, there are 5 student societies operating under the Sakarya University Faculty of Theology ([Evidence 26](#)). In addition, there are 8 more student clubs affiliated to the Presidency of Arts, Culture and Sports Union and chaired by the faculty members of our faculty ([Evidence 27](#), p. 4, 5, 6 and 7). The activities of the student societies affiliated to the faculty are processed by the faculty secretary and their petitions and forms are archived by the clerical staff (see [Evidence 28](#) for a few examples from the archive). In addition, there is a board affiliated to SKS that follows the processes related to these activities in our faculty ([Evidence 29](#)).

In addition to the traditional activities, a new course called "Youth and Volunteering" with the code SAU 501 was opened under the leadership of the university administration in the 2024 academic year. This course, which is based on the wide cooperation protocol signed between the Ministry of Youth and Sports and the Higher Education Institution, aims to enable students to consciously participate in social activities and to strengthen the ties between the university and society by using the knowledge, skills and experience they have gained throughout their educational life ([Evidence 30](#)).

Social, cultural and sports activities are monitored by the Academic and Social Activities Working Group (ASFÇG), taking into account the relevant items of the Student Satisfaction and Graduation Surveys. On July 2, 2024, the relevant survey items were evaluated at the ASF working group meeting (see [Evidence 31](#), p. 2) Accordingly, in the 2023 Student General Satisfaction Survey, it was observed that the satisfaction rate of students with the diversity of the communities was 74.88% and the satisfaction rate with the activities of the communities was 74.42% (see [Evidence 32](#), questions 52 and 53). In addition, according to the relevant item of the 2023 Student Graduation Survey, the average student agreement with the institution's support for social activities is 4.31 ([Evidence 33](#), p. 4, question 20.d.). An assessment revealed that the relevant survey results were above the 70% rate and <3.00 average, which is the qualification limit, and that the criterion was successfully carried out in accordance with the defined process ([Evidence 31](#) p. 3 art. 7). After evaluating the results of the survey, the Academic and Social Activities Working Group suggested that student suggestions should be given more space and some activities should be organized and announced by student societies in order to increase student participation in activities ([Evidence 31](#), Art. 4, Art. 5). In this context, the dean of the faculty and his deputies met and consulted student community presidents, school and class representatives about Corrective and Preventive Actions. As a result, it was proposed to increase the number of activities (especially sport activities) that students can be active in, such as football and table tennis tournaments, quiz competitions and debates. Accordingly, a poetry night program was organized in the short term ([Evidence 34](#)).

Maturity level: The social, cultural and sportive activities of sufficient quality and quantity in the

institution are managed in line with the institutional goals (supports are provided for their execution, administrative organization is available etc.). The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

Evidence 1 Quality Manual

Evidence 2 2022 Self-Assessment Report

Evidence 3 2022 Annual Report

Evidence 4 2023 Annual Report

Evidence 5 Arabic Poetry Recitation Competition

Evidence 6 Student Conference Request

Evidence 7 History of Religions Field Trip

Evidence 8 Photography Trip

Evidence 9 Istanbul Culture Trip

Evidence 10 Trip Requests

Evidence 11 Supporting Trips

Evidence 12 Cultural Trips to the Institution

Evidence 13 Internal Stakeholder Cooperation Council

Evidence 14 External Stakeholder Cooperation Concert

Evidence 15 Activities of Our Faculty in the Press

Evidence 16 Academic Board Meeting Minutes, p.2

Evidence 17 Social Assistance Scholarships 2023-24

Evidence 18 Social Assistance Scholarships 2024-2025

Evidence 19 Palestine Themed Arabic Poetry Reading Competition

Evidence 20 Yedigöller Photo Trip

Evidence 21 Neyzen Salih Dede Concert

Evidence 22 Cultural, Artistic and Sporting Activities

Evidence 23 Student Community Activities

Evidence 24 Conferences

Evidence 25 Department Seminars

Evidence 26 Student Societies Affiliated the Institution

Evidence 27 Student Societies Affiliated to SKS

Evidence 28 Student Communities Activities Examples from the Archive

Evidence 29 Theology SKS Board Members

Evidence 30 Opening a Youth and Volunteering Course

Evidence 31 Academic and Social Activities Working Group Meeting Minutes

Evidence 32 SPA 2023

Evidence 33 Student Graduation Survey 2023

Evidence 34 Corrective and Preventive Action Example

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

The defined process of the institution regarding facilities and infrastructures is included in the Quality Handbook (Evidence 1) , and the practices regarding implementation, monitoring and improvement are included in the Institutional Self-Assessment Report (Evidence 2) for 2022. In the meeting of the Quality and Accreditation Board dated 16.10.2022, some arrangements were made in accordance with the decision made to improve the defined process of the relevant criterion in the handbook (Evidence 3, Accreditation Board Decision , meeting dated 16.10.2022, p. 116, Art. 4).

As the institution is located in the university campus, it offers a wide range of service infrastructure to its students and staff. In terms of facilities and infrastructures, the general facilities of the university and the specific facilities offered by the institution, as mentioned in the 2022 Self-Assessment Report, continue as stated. These include social and sports services (see Evidence 4), health services (Evidence 5), cafeteria services (Evidence 6), housing services (Evidence 7) and library services.

However, there was an internal improvement in 2023. Safety strips in the form of a net were added to the gaps between floors and stairs as a security measure (Evidence 8).

As stated in the institution's 2023 Interim Self-Assessment Report, improvements have been made in the defined process of the criterion in the Quality Manual regarding facilities and infrastructure. In the mentioned improvement, it was emphasized that the institution benefits from the facilities of the university in which it is located in terms of facilities and infrastructures, and that it can also find some internal arrangements, and that the relevant process is carried out by the dean's office in line with the suggestions from internal stakeholders, and that the monitoring process is carried out by the Social and Cultural Activities Working Group (Evidence 9, p. 52, related criterion).

Monitoring of infrastructure facilities was carried out through the relevant questions in the 2023 Student Graduation Survey and the Student General Satisfaction Survey. The monitoring was conducted by the Social and Cultural Activities Working Group. Accordingly, the average student satisfaction with the institution's physical infrastructure facilities is 4.54, which is above the average of <3.00, which is considered sufficient (Evidence 10, p. 4, 20.f.). Satisfaction rate for canteen services is 65.86% (Evidence 11, questions 14-16), satisfaction rate for cafeteria services

is 80% ([Evidence 11](#), art. 17-19), and satisfaction rate for health services is 74.59% ([Evidence 11](#), art. 28). The Social and Cultural Activities Working Group found that these rates and averages are above the adequacy threshold set by the institution for itself ([Evidence 12](#)). Only the satisfaction rate for canteen services was found to be low and steps were taken to take precautions. Within the scope of the Corrective and Preventive Action, requests from students were forwarded to the general secretary of the university ([Evidence 13](#)). It is understood that the process related to facilities and infrastructures is carried out in accordance with the defined process and necessary monitoring is carried out.

Maturity level: The physical resources and spaces in the institution are managed in an integrative manner in order to provide facilities and infrastructure of sufficient quality and quantity in the institution. The results obtained with regard to the use of all the facilities and infrastructure are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [KAKK dated 16.10.2022](#)

Evidence 4 [Social Sports Facilities](#)

Evidence 5 [Health Service Facility](#)

Evidence 6 [Dining Hall and Canteen Facility](#)

Evidence 7 [Shelter Facilities](#)

Evidence 8 [Safety Net Kit](#)

Evidence 9 [Quality Manual 2024](#)

Evidence 10 [Graduation Survey 2023](#)

Evidence 11 [SMA 2023-24](#)

Evidence 12 [Social and Cultural Activities Working Group TT](#)

Evidence 13 [Corrective and Preventive Action Canteen](#)

B.5.4. Accessible Faculty

The defined process of the institution regarding the faculty without barriers is stated in [the Quality Manual](#) ([Evidence 1](#)), and the related implementation, monitoring and improvement processes are stated in the 2022 [Self-Assessment Report](#) ([Evidence 2](#)). The processes specified here are carried out and services continue in line with the defined process in the Quality Manual.

In the first half of 2021, a disabled walkway was built on all floors in the faculty building, red stripes were added to the automatically opening glass doors at the entrances and exits in accordance with the standards to make these doors more visible, and guides for the visually

impaired were placed at the entrance doors and elevator entrances in relief letters. In addition, an "emergency button" was added to the disabled restrooms, allowing them to report dangerous and essential situations (see [Evidence 3](#)).

In addition to the physical service infrastructure, exam application principles are specially organized for students with disabilities. In this context, when needed, students with disabilities can take exams individually accompanied by a proctor and use the equipment according to their needs ([Evidence 4](#)).

The institution's barrier-free faculty measures and practices have also been recognized and appreciated by YÖK. As part of the 2022 Barrier-Free University Awards, our institution won two flags in the categories of Accessibility in Space (orange flag) and Accessibility in Education (green flag) (see [Evidence 5](#)).

The Institution also cooperates with Sakarya University Barrier-Free Life and Support Coordinatorship on practices for the disabled. In this context, on 24.11.2023, a meeting was held at the Dean's Office with Assoc. Prof. Dr. Cihan Selek Öz, Coordinator for Life and Support without Disabilities at Sakarya University, and Assistant Coordinator Research Assistant Huzeyfe Aydın, and during the visit, joint studies that can be done for students with disabilities were discussed, and in this context, it was evaluated that an elective course on teaching the Holy Qur'an with braille alphabet could be opened (see [Evidence 6](#), [Evidence 7](#)).

The institution manages the processes related to the barrier-free faculty with dedication. In the operation of the barrier-free faculty processes, [Article 4 of the Education and Training Goals](#) (To develop and expand student support services such as student counseling, barrier-free faculty, career counseling based on diversity) is taken as basis. In addition to the achievements of Accessibility in Space (orange flag) and Accessibility in Education (green flag), which were previously approved by the Council of Higher Education (YÖK), the Accessibility in Socio-Cultural Activities (blue flag) was approved in 2024 ([Evidence 9](#)).

In addition, as of the 2024/2025 academic year, the elective course "Teaching the Holy Quran with Braille Alphabet", which was previously discussed and planned to be opened during the meetings with the University's Barrier-Free Life Support Coordinatorship, was opened. The course in question is taught by Dr. Feyza Doğruyol, one of the lecturers, and Sakarya Barrier-Free Life and Support Coordinator assistant. It is taught by R. A. Huzeyfe Aydın. The course to be taught by Aydın, who works on material development for visually impaired individuals to access religious knowledge and learn to read the Holy Qur'an, our institution has realized a first in Türkiye in higher religious education (see [Evidence 10](#)). In the first implementation period, it was observed that the students showed great interest in the course ([Evidence 11](#), [Evidence 12](#)). Students enrolled in the course of Teaching the Holy Qur'an with Braille Alphabet are offered the opportunity to reinforce what they have learnt by applying different methods during the course. In this context, in the course, which is taught five hours a week, one hour theoretical and four hours practical, the course materials provided by the lecturers and the Faculty and the works prepared by the lecturer are used as application materials. The main resources used in the course are as follows: "Braille Qur'anic Elif-Bâ", various Braille works including "Braille Qur'anic Surahs", "Braille Surahs from the Holy Qur'an". In addition to these "Braille Guide for Special Education Schools" and "Guide for Teaching Literacy to the Visually Impaired" made available online by the

Ministry of National Education are used ([Evidence 13](#)).

The institution guides and follows disabled students from the first moment they start their higher education life. In this context, students with disabilities who are eligible to study at our institution in the university exam and who want to enroll are directed to the Barrier-Free Life and Support Coordinatorship (see [Evidence 14](#)).

According to the Theological Accreditation Agency (IAA), the barrier-free faculty criterion includes "providing access to education for disadvantaged students" ([Evidence 15](#), p. 34). In this context, scholarships for needy students and opportunities offered to visiting students from abroad can also be considered within the scope of the barrier-free faculty criterion.

The institution operates a monitoring mechanism for the barrier-free faculty. Accordingly, as a result of the steps taken, the satisfaction rate of students regarding the barrier-free faculty practices is 78.95% (see [Evidence 16](#), question 33). The satisfaction rate for the previous year (2022) was 80.71% (see [Evidence 17](#)). There is a slight decrease, but not significant. However, in the Student Affairs Working Group, this decrease was evaluated as a systematization of the practices rather than a failure in process management (see [Evidence 18](#), p. 2). Besides, the current satisfaction rate is above 70%, which is considered sufficient by the institution. Therefore, it can be said that the barrier-free faculty criterion is maintained in accordance with the defined process.

Maturity level: The findings obtained from the accessible faculty practices that cover the entire institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [Adding an Emergency Button](#)

Evidence 4 [Barrier-Free Examination Facility](#)

Evidence 5 [Barrier-Free University Award](#)

Evidence 6 [Cooperation with the Coordinatorship for Life without Disabilities and Support](#)

Evidence 7 [Cooperation with the Coordinatorship for Life without Disabilities and Support 2](#)

Evidence 8 [Education and Training Objectives Article 4](#)

Evidence 9 [Accessibility in Social-Cultural Activities \(blue flag\)](#)

Evidence 10 [Teaching the Holy Quran in Braille Elective Course](#)

Evidence 11 [Students Choosing Braille](#)

Evidence 12 [Braille Course Student List](#)

Evidence 13 [Braille Course Content and Materials](#)

Evidence 14 [Guidance for Students with Disabilities](#)

Evidence 15 IAA-Sub-criteria Guide

Evidence 16 SP A

Evidence 17 SPA 2022

Evidence 18 Student Affairs Working Group Meeting Minutes

B.5.5. Guidance, psychological counseling, and career services

The institution continues to provide guidance and career services through the Counseling Management System, the Student Affairs Working Group, and the Guest Student Coordinatorship for international students, and psychological counseling services through the Medico Social Center, as stated in the Quality Manual (Evidence 1) and the 2022 Self-Assessment Report (Evidence 2).

In order to guide students in their career planning after graduation, a seminar for senior students was proposed in 2024 and held on March 13, 2024 under the title "Future and Career Planning" (Evidence 3, p. 2). At the end of the seminar, a survey link was shared with the students who attended the seminar to get feedback. The students who participated in the survey stated that they were satisfied with the event and that they support the organization of this and similar career service seminars every year. A few of the participants made a suggestion that it would be more effective to hold this event at the beginning of the academic year (Evidence 4). Feedback from students was evaluated at the meeting of the Academic and Social Activities Working Group (Academic Activities WG as of 2024) held on July 2, 2024 and it was decided to increase career planning activities (Evidence 5, p. 2, Art. 5). Accordingly, a conference titled "Orientation and Career Planning" was organized on October 16, 2024 at the beginning of the 2024/2025 Academic Year, taking into account student feedback (Evidence 6).

In addition, within the scope of career and guidance services, taking into account the proposal to bring together graduates and current students, which was brought to the agenda at the meeting dated 04.01.2024, Merve Safa Likoğlu, a graduate of the institution, was invited on February 21, 2024, and a conference on "Religious Service in Disaster and Crisis Zones" was held (Evidence 7, p. 2). At this conference, Likoğlu shared her professional experiences (Evidence 8).

One of the guidance services that the institution attaches importance to is the development of the sense of belonging to the culture of the country and the institution for students who come from abroad and study as guest students. In this context, in Ramadan 2024, as a result of the proposal submitted by one of the faculty members to the dean's office and consultation with the Guest Student Coordinatorship, a program was organized to invite students from abroad to iftar in a family environment (see Evidence 9). It was envisaged that this program would contribute to the guest students who were away from their families having a good Ramadan and getting to know our culture.

The institution carries out the monitoring process along with activities for guidance, psychological counseling, and career services. Monitoring of guidance and psychological counseling services was carried out by the Student Affairs Working Group at the meeting held on July 2, 2024 (Evidence 10, p. 2). The 2023 survey result for the evaluation of the Medico Social

Center, which provides psychological support to the students of the institution, in terms of student satisfaction is 74.59 ([Evidence 11](#), question 28). The satisfaction rate of students for academic counseling services in 2023 is 73.64% ([Evidence 12](#), question 7). Satisfaction rates are above 70%, which is considered sufficient by the institution.

When the monitoring results are evaluated, it is understood that the institution carries out guidance, psychological counseling, and career services in accordance with the defined process.

Maturity level: The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the institution are managed in an integrative manner (or presence of a center within the university that coordinates these services.) The results obtained with regard to these services are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Self-Assessment Report](#)

Evidence 3 [Advisory Board Meeting Minutes](#)

Evidence 4 [Future and Career Planning Student Feedback](#)

Evidence 5 [Academic and Social Studies Activity Group Meeting Minutes](#)

Evidence 6 [Orientation and Career Planning Conference](#)

Evidence 7 [Advisory Board Meeting Minutes](#)

Evidence 8 [Conference on Religious Service in Disaster and Crisis Zones](#)

Evidence 9 [Activities for Visiting Students](#)

Evidence 10 [Student Affairs Working Group Meeting Minutes](#)

Evidence 11 [SMA 2023-24](#)

Evidence 12 [SMA 2023-24](#)

B.6. Monitoring and Review of Programs

B.6.1. Monitoring and review of program outcomes

The defined process for monitoring and updating program outcomes at our institution is described in the Quality Manual ([Evidence 1](#)) and PDCA (Plan-Do-Check-Act) Based Education and Training Process Directive ([Evidence 2](#)). Program outcomes are announced on the web page of the Faculty of Theology ([Evidence 3](#)).

At the end of each semester, the Quality and Accreditation Board can access the Outcome Reports on the SABIS Accreditation page ([Evidence 4](#)). In our faculty, program outcomes are updated every four years. In line with the planning in the Quality Manual, program outcomes continued to be monitored annually and updated every four years. In 2020, since the program

outcomes were updated in line with the opinions of stakeholders, the following studies were carried out regarding the update in 2024, the next update date: At the meeting of the Quality and Accreditation Board dated 11.06.2024, the recommendation of the Quality and Accreditation Board to continue the program outcomes as they are, since the current program outcomes are compatible with the THEQF and IAA program outcomes, monitoring and improvement studies continue at the end of each semester, and the matching of the contributions of the courses to the program outcomes will be reviewed, was presented to the Advisory Board members and the decision was accepted (see Evidence 5, p. 7-8, art. 6).

Two different mechanisms were used for the annual monitoring of program outcomes: (1) program outcomes graphs on the AIS Accreditation page and (2) surveys.

1. By examining the Overall Success Rates of Program Outcomes from 2021-2022 Spring semester to 2023-2024 Spring semester (Evidence 6), some steps have been taken to improve the low scoring outcomes. One of these steps is the new elective courses (see B.1.1. Program design and approval).

In the output report for **the 2022-2023 Fall Semester**, it was seen that the output "*PÇ.11: Conducts interdisciplinary research - examination, interpretation, and analysis by establishing a relationship with theology sub-branches and other fields of science.*" had the lowest success rate with 0.66.

In order to improve this low rate, elective courses such as "Preschool Religious and Moral Education" have been added to the program so that our students learn educational sciences and preschool education methods and associate them with religious education, "Research Methods" so that they learn scientific research methods, especially in social sciences and educational sciences, and "Religion in a Digitalizing World" so that they have a general opinion about communication and media literacy and popular culture.

In the **2022-2023 Spring Semester** output report, "*PÇ.5: Shares the knowledge and skills in the field of theology and the solution suggestions put forward by scientific methods for the problems in the field with the relevant people and institutions through various communication tools.*", "*PÇ.8: Uses the theoretical and practical knowledge of textbooks, application tools, scientific research methods and techniques in the field of theology in the fields of education-training, research, and community service.*" and "*PÇ.14: Selects, uses and develops appropriate tools for the field of theology and uses information and information technologies required by the field at an advanced level.*" are the lowest outcomes with 0.58 points.

It is predicted that encouraging course coordinators to continue the elective courses named "Religion in a Digitalizing World" and "Research Methods", which were newly opened in the 2022-2023 academic year, in the 2023-2024 academic year will contribute to these low-level program outcomes.

In order to improve PÇ.5, it is thought that the "Religion in a Digitalizing World" course will raise students' awareness about social media and forms of communication and increase their interaction channels with others.

In order to improve PÇ.8., the "Research Methods" course aims to increase students' knowledge of theology and other scientific methodologies and to apply this knowledge to other disciplines;

the "Preschool Religious and Moral Education" course aims to enable students to understand and compare the developments in preschool religious and moral education in the world and the situation of our country in this regard and to learn to choose the appropriate methodology.

In order to improve PÇ.14, the course "Religion in a Digitalizing World" aims to adapt the knowledge acquired in the field of theology to information technologies and to follow a healthy way of transferring it to others and analyzing the available data.

In the **2023-2024 Spring Semester** output report, it is seen that the output "*PÇ.14: Selects, uses and develops appropriate tools for the field of theology and uses information and information technologies required by the field at an advanced level*" is one of the lowest scored outputs with 0.43.

In order to improve PÇ.14, it is aimed that the students of our faculty learn to read and prepare texts in Turkish with Braille Alphabet in the Quran education of visually impaired individuals and learn to prepare educational materials on this subject with the newly opened elective course named "Teaching the Holy Quran with Braille Alphabet" in the 2024-2025 academic year.

When we take a look at the program outcomes according to the semesters, it is seen that, except for a few outcomes, the majority of them are above 0.5. However, in the last semester, that is, in the Spring semester of 2023-2024, there were radical decreases in many outcomes. Evaluating these unexpected results, the Quality and Accreditation Board determined that there were some missing and incorrect inputs in defining program outcomes, associating program learning outcomes with course learning outcomes, and ensuring consistency, and reported the problem to the Dean's Office. As the details stated in the title B.1.2. program's objectives, outcomes (program outcomes and discipline-specific outcomes), and compliance with IAA criteria, in order to ensure the association and consistency of program learning outcomes and course learning outcomes, at the meeting of the Academic General Assembly (which is one of the internal stakeholders) dated 01.07.2024, referring to meeting of the Quality and Accreditation Board which held on 11.06.2024 (Evidence 7, art. 1), it was reminded that there may be some errors in the matching of the contributions of the program courses to the program outcomes, and therefore all matching should be reviewed and necessary revisions should be made (see Evidence 8, p. 2, para. 4). In the following process, the Dean's Office sent an e-mail to all faculty lecturers on 08.07.2024, reminding the course coordinators to check the contribution of all compulsory and elective undergraduate courses to the Theology program outcomes and to match the course learning outcomes with the program outcomes (Evidence 9). As a result of the assignments made (Evidence 10, Evidence 11), the deficiencies in the matching of course outcomes with program outcomes were systematically and quickly corrected (for a few course examples see Evidence 12, Evidence 13, Evidence 14). The Board plans to monitor the program outcome ratios in the future to assess the results of the above remedial action and to consider any additional measures that need to be taken.

2. One of the mechanisms developed and still used as of the 2021-2022 academic year in order to control the program objectives and outcomes is the Employer Satisfaction survey. These surveys were prepared in order to ask our stakeholders in the institution where our final year students do their internship about their level of achievement of program objectives and outcomes. This improvement proposal was developed at the Quality and Accreditation Board

meeting (see [Evidence 15, p. 2, art. 5](#)) and put into action by the Department of Religious Education (see [Evidence 16](#)). The five-question Employer Satisfaction survey was intended to be developed in subsequent semesters and to be able to control many of the program objectives and outcomes. Accordingly, in the semesters after the 2021-2022 academic year, the questions were improved, made more specific, and increased in number (for 2022-2023 see [Evidence 17](#) and for 2023-2024 [Evidence 18](#)).

One of the tools to check satisfaction levels with program outcomes is graduation surveys. Using the 2021 ([Evidence 19](#)), 2022 ([Evidence 20](#)) and 2023 ([Evidence 21](#)) Graduation Survey data, some improvement activities were carried out within the framework of supporting the outcomes that were found to have weak attainment levels as a result of the monitoring. However, as can be seen in the statistics of the comparison of program outcomes by year and question given below, the rates increase from year to year as a result of the improvements made. However, it was observed that the year 2022 (2022-2023 academic year) pulled the development direction of this statistic backward. Despite the improvements and inspections, we attribute this reversal in almost all statistics to the earthquake disaster and the psychological-traumatic, and academic problems it created. Therefore, we considered the decline seen in these years as unusual/uncontrollable, but at the same time, we predicted that it would be a reliable institutional step to carefully monitor and take action and make improvements according to the results of the 2023-2024 academic year. As a matter of fact, while the number of articles that reached 80% and above in the evaluation criteria in the surveys of the three years was 10 in 2021, this number decreased by half in 2022 (5 article) but started to increase again with the 2023 survey (7 article).

The analysis of the data related to our program outputs in the surveys and the measures taken to eliminate the deficiencies related to the outputs where there are deficiencies are written in detail below:

PÇ.11: Article 11 measures this output in the survey.

Article 11: *"I think I gained the ability to work in interdisciplinary groups during my education."* The satisfaction rate for this question was 81.09% in the 2021 Graduation Survey, 79.62% in 2022, and 79.57% in 2023.

PÇ.13: Article 12 measures this output in the survey.

Article 12: *"I think I have gained an understanding of ethics and professional responsibility during my education."* The satisfaction rate for this question was 84.34% in the 2021 Graduation Survey, 82.76% in 2022 and 82.87% in 2023.

As it can be seen, since satisfaction rates were high in both questions - even if they fluctuated in some periods - there was no need for a direct improvement activity regarding the level of achievement of PÇ.11 and PÇ.13.

PÇ.1/PÇ.3/PÇ.3/PÇ.4/PÇ.4/PÇ.5/PÇ.5/PÇ.6/PÇ.7/PÇ.7/PÇ.8/PÇ.8/PÇ.9/PÇ.10/PÇ.12: The survey articles showing the level of measurement of these outputs are Articles 3 and 9.

Article 3: *"I have knowledge and competence in my field."* The satisfaction rate for this question was 83.30% in the 2021 Graduation Survey, 79.77% in 2022, and 80.98% in 2023.

Article 9: *"I gained the ability to research and access information during my education."* The satisfaction rate for this question was 83.18% in the 2021 Graduation Survey, 81.23% in 2022, and 81.62% in 2023.

Since the satisfaction rates for both articles were high, there was no need to take measures related to the above-mentioned program outcomes measured by them.

PÇ.14: Article 6 in the questionnaire measures this output. Article 6 is as follows: *"I can use a computer at the level required by my field."* The satisfaction rate for this question was 80.40% in the 2021 Graduation Survey, 78.45% in 2022, and 80.77% in 2023.

PÇ.2: Article 8 in the questionnaire measures this output. Article 8 is as follows: *"I know a foreign language at the level required by my field."* Compared to other questions, this article has the lowest satisfaction rate among graduates. The satisfaction rate for this article was 69.23% in the 2021 Graduation Survey, 71.80% in 2022, and 68.90% in 2023. In addition, since the surveys show that the satisfaction rate for the articles related to this output has the lowest score, it has been decided to continue the activities related to Arabic, which are held regularly every year in our institution, and to implement some new activities in order to support this output.

In the survey, the result of this article was colored red in those before the 2022 Graduation Survey and indicated that there was potential for improvement, and thanks to the measures taken before the 2022-2023 academic year, the rate increased in the 2022 survey; it was aimed to achieve higher satisfaction rates with the additional measures mentioned below. When the surveys showed that the satisfaction rate was low, the following measures were taken to increase this rate. As a positive result of these measures, a continuous increase in satisfaction rates has been observed. At the 10.10.2023 Quality and Accreditation Board Meeting, this issue was put on the agenda and discussed (Evidence 22, p. 1, art. 2).

We can also look at the Student Satisfaction Surveys to check the success of PÇ.2. The participation rate for the statement *"38. I am satisfied with the opportunities for foreign language education"* under the heading "Academic Facilities" in the survey is 72.50% in the 2021-2022 Satisfaction Survey (Evidence 23); 66.93% in 2022-2023 (Evidence 24); and 69.23% in 2023-2024 (Evidence 25). Even though there was a significant increase compared to the previous year, the situation was discussed at the Arabic Language and Rhetoric US meeting on 21.11.2024 and it was decided to offer supplementary courses (Evidence 26, p. 3, art. 4 / 1-2-3). These courses were announced on the Faculty website to encourage participation (Evidence 27).

Within the scope of increasing the level of PÇ.2, many academic and social activities continue to be carried out as a preventive measure (for all activities carried out between the Spring 2021-2022 and Fall 2024-2025 semesters see Evidence 28). We can list some of them as examples as follows:

1. Preparatory Classes Information Meetings

At the beginning of each academic year, various activities are carried out to inform and orient students (for the 2021-2022 academic year see Evidence 29, for 2022-2023 Evidence 30, for 2023-2024 Evidence 31, for 2024-2025 Evidence 32). The aim of these meetings is to inform students about preparatory courses and success evaluation criteria, to inform them about faculty activities and to get to know the lecturers who teach in preparatory classes. The meeting also

includes the award ceremony of our preparatory students who ranked first in the previous year.

2. Textbook Updating

Previously, Arabic language education in the preparatory department utilized different sets of books that were not integrated with each other. This situation resulted in not achieving the desired efficiency and quality, especially in some courses (such as Muhadese and, Istima) and incompatibility with other courses. As a result of the consultations of our department lecturers, it was decided to prepare a set by the lecturers of the Preparatory Department that is integrated, supports each other, and responds to the needs of Preparatory students in terms of Arabic learning. In this context, as a result of a 2-year study, a trial edition was made in the Fall and Spring semesters of 2022-2023.

This set - Sirāj al-Arabiyya Arabic language education set (Muhadasa I-II, Qiraa I-II, Sarf I-II, Nahw I-II and, Istima) - aims to teach Arabic to non-native speakers of Arabic (for an example of the book covers see [Evidence 33](#)). The Sirāj al-Arabiyya Arabic education set is the result of the work of the lecturers working in the Department of Arabic Language and Rhetoric at Sakarya University Faculty of Theology since 2021. In 2022-2023, 7 books (Muhadese I-II, Qiraa I-II, Sarf I-II, Nahw I and Istima) were trial printed and taught in classes.

As of the fall semester of 2023-2024, with the addition of Nahiv II and Istima 1-2 books and some changes and improvements in the previous trial books in the set, the set, which was completed to 9 books, was reprinted in its final form and started to be taught. The lecturers who attended the courses stated that thanks to this set, the students improved in Muhadese and Istima compared to the previous semesters, and the expected improvement was achieved.

3. Launch of the Arabic Journal

Members of our Faculty Arabic Education Student Community (Mülteka Lügati'd-Dât), Lect. Hülya Afacan's editorship of the Arabic journal Savtu'l-mültekâ, which started to be published in 2018 under the editorship of Res. Assist. Zehra Oran took over. The journal has published seven issues, one issue each, since its first year of publication in 2018. Many articles written by our students have been published in the journal.

The journal aims to maintain students' ties with Arabic after the preparation class, to increase their engagement with Arabic, to help them improve themselves in writing in Arabic and to increase their self-confidence, to help students with a good level of Arabic to produce original works in this field, to strengthen their sense of belonging to the club and the faculty by encouraging students to actively participate in the journal, which is one of the student club activities, and to help readers improve their Arabic by reading Arabic articles without getting bored.

The issues of the magazine include interviews with our lecturers, freelance articles written by our students on various subjects, articles in the field of Turkish and Arabic literature, texts translated in the translation workshop held within Mülteka Lügati d-Dât, articles that were awarded in the story writing competition held as a club activity, information articles on club activities and important news about our faculty.

Each new issue of the journal is published on the faculty website at the end of the academic year

([Evidence 34](#)). Only the 6th issue ([Evidence 35](#)) was published at the end of the summer semester due to the earthquake. Currently, the last issue, issue 7, has been published ([Evidence 36](#)).

4. Trips

A History of Religions field trip to Istanbul/Beyoğlu was organized by Mülteka Lügati't-Dât Arabic Language Group Student Community, with the guidance of one of the lecturers in our faculty, Res. Assist. Dr. Ravza Aydın. Within the scope of the trip, students visited prominent churches, synagogues, and museums in the region and examined prominent religious and architectural structures ([Evidence 37](#), [Evidence 38](#)).

5. Competitions

In 2022, Mültekâ Lügati al-Dât organized an "Arabic Poetry Recitation Competition" ([Evidence 39](#), [Evidence 40](#)).

Al-Qur'an Al-Karîm Recitation Contest organized by the Arabic Education Student Community (Mülteka Lügati't-Dât) took place on 27 April 2022 ([Evidence 41](#)) and became a public event ([Evidence 42](#)).

In the Fall Semester of the 2023-2024 Academic Year, the Arabic Poetry Reading Competition on the theme of Palestine and Jerusalem, organized by the Arabic Education Student Community (Mülteka Lügati't-Dât) on the occasion of World Arabic Day on December 18, was held on December 20, 2023 ([Evidence 43](#), [Evidence 44](#)).

6. Workshops

In the fall semester of 2022-23, free text translations and Arabic textbooks were studied to support students in Arabic translation methods and techniques. Organized by Mülteka Lügati't-Dât, this Arabic-Turkish Translation Workshop was organized by Lecturer. Assist. Hülya Afacan for undergraduate students ([Evidence 45](#)).

7. Course Studies

Mülteka Lügati't-Dât Arabic Education Student Community organizes the Arabic Muhadese (Speaking) Course 1st Course reinforcement course ([Evidence 46](#)) every Monday and the Arabic Muhadese Course 2nd Course reinforcement course ([Evidence 47](#)) every Wednesday. In this activity, under the supervision of students who are members of the Community and selected among the students with high achievement levels, they study Muhadese lessons with other preparatory students who participate in the course.

In addition, the Mülteka Lügati't-Dât Arabic Education Student Community offers Arabic Qiraat and Nahw courses every Wednesday and Arabic Sarf course every Friday ([Evidence 48](#)). This activity is carried out under the supervision of students who are members of the community and who are selected among the students with a high level of achievement, and they study the specified courses with other preparatory students participating in the course.

8. Language Education Cooperation and Practices

A protocol was signed on 23.11.2023 between our faculty and the Directorate of Adabilim Schools in Adapazarı/Sakarya, which is affiliated with the Ministry of National Education. The aim of this protocol is to increase the language development of the students of the two educational

institutions and to create practical application and activity environments for students (Evidence 49).

9. Conferences

On 27.02.2024, a lecture on "The Qur'an's Magnificent Declarative Style" was given by Dr. Saleh b. Ahmed Albusaidi, Lecturer at Sultan Qaboos University in Oman, was organized by the Arabic Education Student Society (Mülteka Lügâti't-Dât) (Evidence 50).

10. Social Responsibility Project

Upon the request of Yasin Karaarslan, one of the 2019 graduates of our faculty, who is a teacher at Samsat Anatolian Imam Hatip High School, Arabic Student Community (Mülteka Lügâti't-Dât), Good Deeds Student Community, Last Prophet Student Community, Keşfi Kadim Student Community, Academic Thought Education Civilization Student Community, Four Doors Student Community participated in the campaign launched with the slogan "One Book One Hope" on March 15, 2022 (Evidence 51).

11. Prep Classes End of Year Program

In our faculty, the end-of-year program of the preparatory classes is organized at the end of each semester, and so that students are given the opportunity to practice their language education with activities such as poems and competitions prepared in Arabic. The last Preparatory Classes End of Year Program for the 2023-2024 Academic Year was held on Thursday, May 30, 2024. After the opening speeches, a video about the preparatory class activities was shown. Then, Faizah Aulia, the student who win in the Arabic Poetry Reading Competition held at the faculty, performed the Arabic poem "Jerusalem" written by Zeynep Güzel. The program continued with an Arabic nursery rhyme competition. There were fun moments as the students tried to sing the nursery rhymes, and the students who succeeded in singing them without any mistakes were given cash prizes. The program ended with a hymn recital by a group of students, followed by a group photo session (Evidence 52).

12. Jordan Summer Course

Sakarya University Faculty of Theology Foundation organizes an Arabic Summer Course every year. Students who are selected according to their degree of success have the opportunity to practice the Arabic they have learned in the preparatory education of our faculty, and at the end of the course, they are given a certificate. For those who want to apply for the course, the announcement is made on the website of our Faculty (for an example of the 2024 Jordanian Arabic Summer Course see Evidence 53).

The students who attend the Arabic language training at the Summer Semester of the 2023-2024 Academic Year, which is held at the Ewan Institute in Jordan under the supervision of Res. Asst. Esra BAŞAK had the opportunity to improve their Arabic language level and speaking skills (Evidence 54).

Maturity level: All program outcomes in the institution are systematically monitored (annually and periodically at the end of the program period) in line with the institutional goals (learning and teaching policy and objectives). The monitoring results are evaluated and updated with stakeholders.

Evidence:

- Evidence 1 Quality Manual
- Evidence 2 PDCA Based Education and Training Process Directive
- Evidence 3 Program Outcomes (Web page)
- Evidence 4 Access to Program Outcome Reports Tab
- Evidence 5 Minutes of Advisory Board Meeting Dated 2024.07.02
- Evidence 6 Overall Success Rates of Program Outcomes between Spring 2021 and Spring 2023
- Evidence 7 Quality and Accreditation Board Meeting Decisions dated 2024.06.11
- Evidence 8 2024.07.01 Academic Board Meeting Minutes
- Evidence 9 2024.07.08 About Matching Program Outcomes
- Evidence 10 2024.09.06 Assignment for Updating EIS Course Information Packages
- Evidence 11 2024.09.17 E-Mail for Completion of Deficiencies in EIS
- Evidence 12 Education Information System Hadith History and Procedure
- Evidence 13 Education Information System Islamic Philosophy
- Evidence 14 Education Information System Oratory and Professional Practice
- Evidence 15 Quality and Accreditation Board Meeting Decisions dated 2021.06.23
- Evidence 16 2021-2022 Fall Semester Employer Satisfaction Survey (PORA)
- Evidence 17 2022-2023 Fall Semester Employer Satisfaction Survey (PORA)
- Evidence 18 2023-2024 Fall Semester Employer Satisfaction Survey (PORA)
- Evidence 19 2021 Graduation Survey
- Evidence 20 2022 Graduation Survey
- Evidence 21 2023 Graduation Survey
- Evidence 22 2023.10.10 Quality and Accreditation Board Meeting Decisions
- Evidence 23 2021-2022 Academic Year Student Satisfaction Survey
- Evidence 24 2022-2023 Academic Year Student Satisfaction Survey
- Evidence 25 2023-2024 Academic Year Student Satisfaction Survey
- Evidence 26 2024.11.21 Minutes of the 2nd Meeting of the Department of Arabic Language and Rhetoric
- Evidence 27 Preparation Reinforcement Courses
- Evidence 28 Preparatory Department Activity List
- Evidence 29 2021-2022 Academic Year Preparatory Classes Information Meeting (Web page)
- Evidence 30 2022-2023 Academic Year Preparatory Classes Information Meeting (Web page)

- Evidence 31 [2023-2024 Academic Year Preparatory Classes Information Meeting \(Web page\)](#)
- Evidence 32 [2024-2025 Academic Year Preparatory Classes Information Meeting \(Web page\)](#)
- Evidence 33 [Sirâcü'l-Arabiyye Arabic Language Education Set](#)
- Evidence 34 [Savtu al-Multaqa \(Web page\)](#)
- Evidence 35 [Savtu'l-Multaqa Issue 6 \(Web page\)](#)
- Evidence 36 [Savtu'l-Multaqa Issue 7 \(Web page\)](#)
- Evidence 37 [Mülteka Lügati't-Dât Istanbul Beyoğlu Religious Sites Excursion Report](#)
- Evidence 38 [Mülteka Lügati t-Dât Istanbul Beyoğlu Religious Sites Excursion \(Web page\)](#)
- Evidence 39 [Mülteka Lügati't-Dât Arabic Poetry Reading Competition Report](#)
- Evidence 40 [Mültekâ Lügati't-Dât Arabic Poetry Reading Contest \(Web page\)](#)
- Evidence 41 [Mülteka Lügati't-Dât Qur'ân al-kerîm Reading Contest \(Web page\)](#)
- Evidence 42 [Mülteka Lügati't-Dât Qur'ân al-kerîm Reading Contest News \(Web page\)](#)
- Evidence 43 [Mülteka Lügati't-Dât Announcement of Palestine and Jerusalem-Themed Arabic Poetry Recitation Contest](#)
- Evidence 44 [Mülteka Lügati't-Dât Palestine and Jerusalem-Themed Arabic Poetry Recitation Competition](#)
- Evidence 45 [Mülteka Lügati't-Dât Arabic-Turkish Translation Workshop](#)
- Evidence 46 [Mülteka Lügati al-Dât 1st Quran Reinforcement Course](#)
- Evidence 47 [Mülteka Lügati al-Dât 2nd Qur'an Reinforcement Course](#)
- Evidence 48 [Mülteka Lügati't-Dât Arabic Course](#)
- Evidence 49 [Protocol with Adabilim Schools](#)
- Evidence 50 [Mülteka Lügati't-Dât Conference on "The Qur'an's Magnificent Explanatory Style"](#)
- Evidence 51 [Participation in Mülteka Lügati al-Dât Book Donation Campaign](#)
- Evidence 52 [2023-2024 Preparatory Classes End of Year Program \(Web page\)](#)
- Evidence 53 [2024 Jordan Arabic Summer Course Application Announcement \(Web page\)](#)
- Evidence 54 [2024 Jordan Arabic Summer Course Event \(Web page\)](#)

B.6.2. Alumni tracking system

A defined process for the graduate monitoring system is included in the Quality Manual ([Evidence 1](#)).

Our institution regularly monitors its graduates through various mechanisms in line with its education and training policies and objectives:

1. We have an Alumni Information System that has been developed and implemented for many

years to monitor our graduates ([Evidence 2](#)). In 2020, while the university-wide rate of those who updated their information among the graduates registered in the Alumni Information System was around 5%, the rate of those who updated their information among the graduates of the Faculty of Theology was 2.8%, which is much lower than the average. In other words, only 186 out of 6458 graduates registered in the system have updated their records ([Evidence 3](#)). In order to raise awareness on this issue and increase the rate, the Board suggested that necessary information should be provided at the end-of-year graduation program and through faculty social media tools, and these suggestions were put into practice (see [Evidence 4, 8.35-8.45 of the video; Evidence 5 and Evidence 6](#)). As of November 2023, 8392 people had graduated, of which 313 had updated ([Evidence 7](#)). According to the rates, 3.72% of the graduates have updated. This shows that the information and suggestions made by the committee were effective.

2. İLDER, one of our external stakeholders, was involved in decision-making processes as a member of the Faculty Advisory Board. For example, a letter was sent to them by the Dean's Office on 22.05.2020 to make recommendations and suggestions on program objectives and outcomes ([Evidence 8](#)), and İLDER sent a letter of recommendation to the Dean's Office on 29.05.2020 ([Evidence 9](#)). In the following periods, İLDER could not participate in decision-making processes as it officially terminated its activities. Our faculty is working on other associations that will contribute to decision-making in the Advisory Board and improve processes.

3. According to Kariyer.net's Employers' Preference Index 2021 data, Sakarya University Faculty of Theology managed to rank 4th among 53 theology faculties with an interest index of 18.6% ([Evidence 10](#)). In 2022, this rate increased slightly to 18.7% and our Faculty maintained its rank in the previous year ([Evidence 11](#)). When we look at the last year's data of the website, it is seen that there is a small decrease in the interest index of our faculty compared to other faculties (18.1%), although it has fallen to 6th place ([Evidence 12](#)).

4. When we evaluate the overall satisfaction rates in the Graduation Survey, we see that it is 80.28% in 2021 ([Evidence 13](#)), 79.03% in 2022 ([Evidence 14](#)) and 79.22% in 2023 ([Evidence 15](#)). All 14 of the 15 articles in the surveys continue to remain above 70%, indicating a positive satisfaction result. Only in the 2021 and 2023 graduation surveys, the article "8. I know a foreign language at the level required by my field" has the lowest percentage of graduates each year (2021: 69.23%; 2022: 71.80%; 2023: 68.90%, respectively). In order to increase the success rate of this article, various additional courses, courses, seminars, activities are organized to better use Arabic, which is the main language course at the Faculty of Theology, theoretically and practically (in speaking) (see [B.6.1. Monitoring and review program outcomes](#)). The success rate of preparatory class students in semester was discussed at the Preparatory Classes Coordinatorship meeting on 24.02.2024 ([Evidence 16, p. 2, art. 4](#)) and 23.09.2024 ([Evidence 17, p. 1, art. 3](#)). At the 21.11.2024 meeting of the Arabic Language and Rhetoric Department, measures to improve the rates in the surveys were also discussed and it was decided to offer supplementary courses ([Evidence 18, p. 3, art. 4 / 1-2-3](#)). These courses were announced on the Faculty website to encourage participation ([Evidence 19](#)).

5. The Telegram Channel named SAU Theology Alumni, which was created by our faculty in order to communicate faster with its graduates, is still actively used and the organization of the events is communicated to the graduates through this Telegram Channel ([Evidence 20](#)). In addition,

students who have reached the graduation stage continue to be encouraged to join this Telegram Channel.

6. According to the Graduate Achievement Atlas on the YÖKATLAS web page ([Evidence 21](#)), our faculty ranks 22nd among 78 Theology programs with a score of 67.94746 in KPSS-1 : General Aptitude - General Culture Achievement list with a score of 67,94746 and ranked 22nd ([Evidence 22](#)); KPSS-2 : KPSS121 (Average) Achievement list with a score of 67,13816 ([Evidence 23](#)).

Sakarya University Alumni Relations Coordinatorship is taking important steps towards establishing a more effective communication network with alumni by visiting different faculties of our university. In this context, the coordinatorship made its first visit to the Faculty of Theology and met with the Dean of the Faculty Prof. Dr. Ahmet Bostancı and exchanged ideas on improving communication with alumni and future events ([Evidence 24](#), [Evidence 25](#)).

One of the lecturers of our Faculty, Department of Religious Education Res. Asst. Yusuf Asım Söylemez, gave a seminar titled "About Future and Career Planning" on March 13, 2024 in our Faculty Conference Hall Information to our undergraduate students about the job opportunities of our graduates, the contents of the exams they will take and studying strategies. In this seminar, which was aimed at 3rd and 4th grade students who have reached the graduation stage, information was given about the KPSS, ALES, DGS, YDS, ÖABT, DHBT and Educational Sciences exams that they will take upon graduation ([Evidence 26](#), [Evidence 27](#)).

On 16.10.2024, one of the lecturers of our faculty, Department of Religious Education Res. Asst. Yusuf Asım Söylemez, organized The 2024-2025 orientation program titled "Orientation and Career Planning" for the students who have just started education in our faculty or are currently in the 1st grade. In this program, a speech was made for the students about faculty introduction and future planning. Mr. Söylemez mentioned basic information about the courses that students will take in the following semesters. The job opportunities of our faculty graduates were mentioned and the institutions and organizations where graduates can work and what preparations they should make for these processes and what competencies they should have were explained to the students ([Evidence 28](#), [Evidence 29](#)).

As a faculty, we maintain contact with our graduates and organize activities to transfer their experiences to our current students in our faculty according to their career planning. For example, our graduate Merve Safa Likoğlu, who works as a preacher at Beykoz Mufti's Office, was invited to make a presentation titled "Religious Service in Disaster and Crisis Zones" at Sakarya University Faculty of Theology Conference Hall on February 21, 2024 ([Evidence 30](#), [Evidence 31](#)).

In addition, this section is controlled and monitored by the Student Affairs Working Group. Activities in this area were evaluated, and in case of deficiencies, necessary suggestions for improvement were made ([Evidence 32](#), [Evidence 33](#), [Evidence 34](#)).

When we look at the Employer Satisfaction Survey rates, the overall satisfaction rate of the external stakeholder DİB (Directorate of Religious Affairs) satisfaction survey is 77.26% in the Fall semester 2022-2023 ([Evidence 35](#)) and 76.35% in the Fall semester 2023-2024 ([Evidence 36](#)). The overall satisfaction rate of The MoNE (Ministry of National Education), another external stakeholder, satisfaction survey is 86.52% in the Spring semester 2021-2022 ([Evidence 37](#)) and

85.06% in the Fall semester 2022-2023 ([Evidence 38](#)).

When we evaluate the level of achievement of the program outcomes of the Graduate Students (for the tab to access the relevant menu through SABIS see [Evidence 40](#)), for Spring 2021-2022 see [Evidence 41](#), for Spring 2022-2023 [Evidence 42](#), and for Spring 2023-2024 [Evidence 43](#).

Those who have reached the graduation stage or graduated from our faculty are encouraged to continue their academic careers and start graduate education. Some of these students start their graduate education in the faculty. This kind of information is recorded by the faculty. To give an example from the last academic year, in 2024, 9 students from our 2022 graduates ([Evidence 44](#)) and 13 students from our 2023 graduates ([Evidence 45](#)) started graduate education in our Faculty.

Maturity level: Graduates in the program are systematically monitored in line with the institutional goals (learning and teaching policy and objectives), and necessary measures are taken according to the monitoring results.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Graduate Monitoring System SABIS Screen](#)

Evidence 3 [Number of Faculty Graduates Registered in the Graduate Information System-2020](#)

Evidence 4 [SAU Faculty of Theology Graduation Ceremony \(Web page\)](#)

Evidence 5 [SAU Faculty of Theology Twitter Post \(Web page\)](#)

Evidence 6 [Alumni Information System Brochure](#)

Evidence 7 [Number of Graduations \(Data dated 13.11.2023\)](#)

Evidence 8 [2020.05.22 Suggestion and Proposal Request Letter from the Dean's Office to ILDER Presidency](#)

Evidence 9 [2020.05.09 ILDER Proposals and Recommendations](#)

Evidence 10 [2021 Kariyer.net Employer Preference Index](#)

Evidence 11 [2022 Kariyer.net Employer Preference Index](#)

Evidence 12 [2023 Kariyer.net Employer Preference Index](#)

Evidence 13 [2021 Graduation Survey](#)

Evidence 14 [2022 Graduation Survey](#)

Evidence 15 [2023 Graduation Survey](#)

Evidence 16 [2024.02.24 Preparatory Meeting Report](#)

Evidence 17 [2024.09.23 Preparatory Classes 2024-25 Academic Year Meeting](#)

Evidence 18 [2024.11.21 Minutes of the 2nd Meeting of the Department of Arabic Language and Rhetoric](#)

Evidence 19 [Preparation Reinforcement Courses](#)

- Evidence 20 [SAU Theology Alumni Telegram Channel](#)
- Evidence 21 [YÖKATLAS Graduate Success Atlas](#)
- Evidence 22 [YÖKATLAS KPSS-1 General Aptitude - General Culture Achievements](#)
- Evidence 23 [YÖKATLAS KPSS-2 KPSS121 \(Average\) Achievements](#)
- Evidence 24 [Sakarya University Alumni Relations Coordinator's Faculty Visits](#)
- Evidence 25 [Sakarya University Alumni Relations Coordinator's Visit to the Faculty of Theology](#)
- Evidence 26 [2024.04.13 Seminar Poster on Future and Career Planning](#)
- Evidence 27 [2024.04.13 Seminar on Future and Career Planning Social Media Announcement](#)
- Evidence 28 [2024.10.16 Orientation and Career Planning Meeting Poster](#)
- Evidence 29 [2024.10.16 "Orientation and Career Planning" Seminar was held](#)
- Evidence 30 [Merve Safa Likoğlu Conference Poster](#)
- Evidence 31 [Merve Safa Likoğlu Conference News](#)
- Evidence 32 [2023.07.12 Student Affairs Working Group Meeting Report](#)
- Evidence 33 [2023.10.26 Student Affairs Working Group Meeting Minutes](#)
- Evidence 34 [2024.07.02 Student Affairs Working Group Meeting Report](#)
- Evidence 35 [2022-2023 Fall Semester Employer Satisfaction Survey \(PORA\)](#)
- Evidence 36 [2023-2024 Fall Semester Employer Satisfaction Survey \(PORA\)](#)
- Evidence 37 [2021-2022 Spring Semester Employer Satisfaction Survey \(MoNE\)](#)
- Evidence 38 [2022-2023 Fall Semester Employer Satisfaction Survey \(MoNE\)](#)
- Evidence 39 [Overall Success Rates of Program Outcomes between Spring 2021 and Spring 2023](#)
- Evidence 40 [Graduate Students' Level of Acquisition of Program Outcomes Access Tab](#)
- Evidence 41 [Program Outcomes Attainment Levels of 2021-2022 Spring Graduating Students](#)
- Evidence 42 [Program Outcomes Attainment Levels of Graduating Students in Spring 2022-2023](#)
- Evidence 43 [Program Outcomes Attainment Levels of Graduating Students for Spring 2023-2024](#)
- Evidence 44 [Graduates of 2022 who started graduate education in our faculty in the academic year 2024](#)
- Evidence 45 [Graduates of 2023 who started graduate education in our faculty in the academic year 2024](#)

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

The research and development (R&D) strategy of the institution, which was valid between 2019-

2024, has been updated again to cover the years 2024-2027. In the relevant plan, there is a title for the strategic plan as 'S.3'. To ensure that all education and training opportunities and research potential are transformed into outputs and social benefits for solving the problems of society with the contributions of national and international stakeholders', in the new plan, the R&D strategic plan has been developed and updated ([Evidence 1](#)).

As stated in the Quality Manual, the institution continued to carry out activities that contribute to society in cooperation with national and international institutions in accordance with article 2 of the research strategy. The faculty members of the institution continue to contribute to the studies carried out by taking part in the management of Sakarya University Islamic Economics and Finance Application and Research Centre (İslam Ekonomisi ve Finansı Uygulama ve Araştırma Merkezi - İSEFAM) and Sakarya University Youth Studies Application and Research Centre.

In line with the research strategy of the institution, it continued its activities with external stakeholders with whom it previously carried out activities in cooperation in 2022-2024. In this context, especially Sakarya University Faculty of Theology Foundation, Tozlu Foundation, Provincial Directorate of National Education, Provincial and District Mufti Offices, Qatar University, Islamic Sciences Research Foundation (İSAV), Sakarya Metropolitan Municipality, and international organizations such as Morocco Sidi Mohamed Ben Abdellah University, Oman Sultan Qaboos University, Jordan University and Qatar University can be mentioned.

The follow-up and monitoring of the activities carried out within the framework of the research strategy in our institution was transferred to the R&D Study Group with the improvements made in 2020. As a result of this improvement, the activities carried out were brought to the agenda and followed up regularly in other internal stakeholder meetings held in cooperation, especially in the R&D Study Group. In this context, R&D ([Evidence 2](#), [Evidence 3](#)) and other study groups ([Evidence 4](#), [Evidence 5](#)) and advisory board meetings ([Evidence 6](#)) evaluated these activities within the framework of the research strategy. In addition, at the last external stakeholder meeting, these activities were discussed and evaluated between 2022-2023 and 2023-2024 ([Evidence 7](#)).

Evidence:

Evidence 1 [Strategic Plan 2023-2027](#)

Evidence 2 [R&D Meeting Minutes](#)

Evidence 3 [R&D Meeting Minutes](#)

Evidence 4 [Minutes of Faculty Working Groups Meeting 1](#)

Evidence 5 [Minutes of Faculty Working Groups Meeting 2](#)

Evidence 6 [2023 Advisory Board Meeting](#)

Evidence 7 [Advisory Board Meeting](#)

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

The research policy, objectives and strategy of the institution are carried out in line with the

process defined in the Quality Manual ([Evidence 1](#)).

The strategic plan of our institution, which is valid between 2019-2024, has been updated. This update was carried out in accordance with the Strategic Plan Calendar ([Evidence 2](#)). The new plan, which covers the years 2023-2027, includes the future vision and long-term goals determined to achieve this vision. The emphasis on sustaining research and development activities and transforming them into social benefit, which was included in the previous report, was also included in the mission and vision texts updated in 2023 ([Evidence 3](#)). Two of the University's previous strategic plans (S.2 and S.3) are related to research. Some of the objectives set for these strategies are also among the research objectives. In the new strategic plan, both the article titles and the content have been updated. In general terms, these objectives are to lead the regional research, development, and innovation ecosystem by ensuring the production of knowledge, projects, technology, and art that will expand the research footprint of the institution. Another point to be mentioned is that the objectives have been developed to increase the contribution of students and employees to sustainable development and to strengthen social innovation. In the same plan, performance values and targets are also defined and presented in a table ([Evidence 4](#)).

Our institution has an established quality culture. In this direction, in addition to the goals set by Sakarya University, some goals have been determined in line with the strategic goals and plans of our faculty. These have been determined by taking into account the aims of increasing scientific mobility in the faculty, expanding the R&D-oriented project culture, and national and international sustainable development. While realizing this, as discussed in detail under A.1.1., the opinions of internal and external stakeholders were taken, and they were also included in the process ([Evidence 5](#), [Evidence 6](#), [Evidence 7](#)). As a result of some changes made in the new strategic plan of the Faculty, the current version of the **Research-Innovation Policies** can be seen here ([Evidence 8](#)).

After the strategies and targets were determined, performance value targets were also defined for all of them, entered into the Enterprise Management Information System (EMIS/KYBS) module ([Evidence 9](#)), and annual performance indicators were monitored and entered into the system based on these values. Implementations in line with the set targets were also monitored through surveys conducted by the institution ([Evidence 10](#), [Evidence 11](#)). These are monitored and evaluated by the Dean's Office and R&D Working Group as stated in the Quality Manual. The results obtained were brought to the agenda in regular internal and external stakeholder meetings ([Evidence 12](#), [Evidence 13](#)).

Our faculty also utilizes SABİS Enterprise Management Information System (EMIS) in the management of R&D processes. Every year, targets and actual data are regularly entered into the system, and the results can be monitored through this system ([Evidence 14](#)). As seen in the red area graph, the target realisation rate is 74.67% for 2023. In order to increase the target realisation rate, the faculty continues to organise information meetings and research related activities.

Maturity level: The practices related to the research policy, strategy and objectives, which are adopted in all the fields of the institution, are systematically monitored and necessary measures that cover all the fields and programs are taken according to the monitoring results.

Evidence:

Evidence 1 Quality Manual

Evidence 2 Strategic Plan Calendar

Evidence 3 Faculty of Theology Policies

Evidence 3 Enterprise Management Information System Criteria

Evidence 4 SAU Strategic Plan 2023-2027

Evidence 5 Email about receiving stakeholder views

Evidence 6 Advisory Board Meeting Minutes

Evidence 7 International Advisory Board Meeting Minutes

Evidence 8 Strategic Plan 2023-2027

Evidence 9 Employee Satisfaction Survey

Evidence 10 Employee Satisfaction Survey

Evidence 11 Leader Behaviour Survey

Evidence 12 Advisory Board Meeting Minutes

Evidence 13 R&D Working Group Meeting Minutes

Evidence 14: Red Area Graph

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

The defined process for the management and organisational structure of the institution's research and development (R&D) processes is included in the Quality Manual (Evidence 1).

For many years, the management of the R&D processes of our faculty was carried out by more than one working group under the direct leadership of the Dean's Office. As stated in the 2022 Self-Assessment Report (Evidence 2), in order to provide more efficient R&D process management, an R&D Working Group was established (See Evidence 3). As a result of this change, symposiums, workshops, panels, and academic publications were organized by the faculty in line with the strategic goals of the institution, as well as publications and projects carried out by the academic staff of the institution were followed more regularly. These were brought to the agenda in the meetings held routinely every year and recorded in the meeting reports (Evidence 4, Evidence 5, Evidence 6).

At the regular Academic General Assembly and Advisory Board meetings, all activities of the faculty, including research and development activities, are mentioned and evaluated numerically and in terms of content (Evidence 7, Evidence 8). Monitoring and evaluation of performance indicators are carried out at the Quality and Accreditation Board meetings (Evidence 9).

In 2010, Sakarya University Technology Transfer Office (TTO) was established within the Rectorate in order to coordinate the projects and collaborations in which our university is

involved. Since then, the R&D Working Group, which is our most important stakeholder in the field of R&D, has been working in cooperation with TTO ([Evidence 10](#)). In addition, the Dean of Research was established by the Rectorate on 01.09.2022 in order to expand the research ecosystem of our university, to support and encourage research, development, and innovation efforts, and to assist and follow up project production in line with the strategic goals of the university. Since then, the R&D Working Group has been working in cooperation with the Dean of Research. Various project trainings and training to improve academic research are regularly provided for academics every month within the Research Dean's Office. Faculty staff are regularly informed about these trainings via Email ([Evidence 11](#)). The follow-up of the researchers participating in these trainings is carried out through SABİS / Personnel Information System / Educational Information ([Evidence 12](#)).

Table: R&D Working Group Members and Distribution of Duties

	Title, Name, Surname	Position
1.	Prof. Dr. Mahmut ZENGİN	R&D Coordinator
2.	Doç. Dr. Abdullah İNCE	External Funding Project, 2209-A
3.	Doç. Dr. Esra ATMACA	External Funding Project, 2209-A
4.	Dr. Öğr. Üyesi Abdulmuttalip BAYCAR	External Funding Project, 2209-A
5.	Doç. Dr. Abdurrahman HENDEK	Philosophy and Religious Sciences International Publication Coordinator
6.	Dr. Öğr. Üyesi Soner AKSOY	Basic Islamic Sciences International Publication Coordinator
7.	Arş. Gör. Halil İbrahim YILMAZ	Islamic History and Arts International Publication Coordinator
8.	Arş. Gör. Ravza AYDIN	Library and Book Request
9.	Arş. Gör. Firdevs YILDIZ	Library and Book Request
10.	Arş. Gör. Afife Şeyma TAÇ	Library and Book Request

Maturity level: The outcomes and stakeholder opinions with regard to the management of the research and development processes in the institution are systematically monitored and evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 SDR Report](#)

Evidence 3 [R&D Working Group](#)

- Evidence 4 2023 R&D Working Group Meeting Minutes 1
- Evidence 5 2023 R&D Working Group Meeting Minutes 2
- Evidence 6 2024 R&D Working Group Meeting minutes 3
- Evidence 7 Advisory Board Meeting Minutes
- Evidence 8 International Advisory Board Meeting Minutes
- Evidence 9 Quality and Accreditation Board Meeting Minutes
- Evidence 10 Project Training prepared in Cooperation with SAU TTO
- Evidence 11 Research Deanery Project Training
- Evidence 12 Education Information System Example

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

In our institution, the defined process regarding the relationship between research and local/regional/national goals is included in the Quality Manual (Evidence 1). The needs and demands of the faculty in this regard were determined together with the strategic plan under the leadership of the University in 2023 by taking the opinions of internal and external stakeholders. In this context, the opinions of internal and external stakeholders were taken at the academic board meeting on 20.10.2022 (Evidence 2), the student representatives meeting on 06.01.2023 (Evidence 3) and the advisory board meeting on 04.01.2023 (Evidence 4, see Evidence 5 for our strategic objectives and targets). Our research and development target number 2, which is “Increasing knowledge production through national and international projects, scientific and artistic activities.” is directly related to national and international goals (Evidence 5).

Our faculty organised symposiums, workshops and panels every year, taking into account local/regional/national needs and demands, and enabled faculty members to carry out projects, books and articles in line with these priorities. We can classify the research and development activities carried out by our faculty in regional, national and international categories as follows:

Regional Activities: Departmental seminars are organized regularly every week in our institution. Some of them are specially organized to contribute to the project studies of the faculty research staff and graduate students to diversify their academic activities and improve their efficiency. For example, Dr. Ravza Aydın, one of the lecturers of the Department of Philosophy and Religious Sciences of our faculty, gave a seminar on ‘Education, Scholarship and Research Opportunities in Abroad’ on 30.10.2024 in our Mehmet Erkal Meeting Hall (Evidence 6). In order to support the preparation process of TÜBİTAK 2209-A projects in our faculty, Assoc. Prof. Dr. Abdurrahman Hendek and Assistant Professor Kübra Cevherli, members of the Department of Religious Education, held an information meeting on 16.10.2024 about project preparation and management processes (Evidence 7). In addition, ‘A Life Dedicated to Islamic Sciences: Prof. Dr. Faruk Beşer’ can be considered within the scope of regional activities. Ferizli District Governor Hasan Balcı, our Dean Prof. Dr. Ahmet Bostancı, Sakarya Provincial Deputy Mufti Dr. Caner Akdemir, faculty members, students, and Prof. Dr. Faruk Beşer’s family attended the program,

which was met with great interest ([Evidence 8](#)). In cooperation with our faculty, a conference titled 'Israel-Palestine Issue and the Post-Western World' was organized within the scope of Sakarya Metropolitan Municipality's December culture and art activities. The conference, given by Anadolu Agency Strategic Analysis Manager Zeliha Eliaçık, was held on 6 December 2023 at the Faculty of Theology Conference Hall with the participation of academics and students ([Evidence 9](#)).

National Activities: As a result of the workshop titled 'The Meaning and Function of Fiqh in the Modern Age', the first of which was held in 2019 in cooperation with one of the primary stakeholders of our faculty İSAV, it was decided to hold other workshops in the meetings held with the stakeholders. Accordingly, our Faculty continued to organise these workshops in cooperation with İSAV in the following years. The second of these workshops was held in 2021 with the themes of 'Multi-Sectarian Approach in Fiqh Knowledge Production Workshop' and 'Fiqh and Society Workshop' in 2022. In line with this cooperation, the 4th workshop was held in our faculty on 25-26 May 2024 with the title of 'Fiqh Problems Arising from Double Legitimacy in the Context of Family Law'. In this workshop, Prof. Dr. Osman Güman and Assoc. Prof. Dr. Hamdi Çilingir, who are academic staff of the faculty, presented papers ([Evidence 10](#)). Again on 17-18 May 2024, the workshop titled 'Qur'an and Tafsir Studies in Türkiye Workshop 1 Pre-Republican (Between 1880-1922)' was held. Academics from both Sakarya and different faculties participated in this program ([Evidence 11](#)).

With the cooperation of our faculty and Sakarya Provincial Mufti's Office, a workshop on 'Religious Services on the Anniversary of the Earthquake: Theory and Practice' was organised. Assoc. Prof. Dr. Abdullah İnce, one of the academic members of our faculty, who was the chairman of the organizing committee of the workshop, had been in the earthquake zone to carry out a TÜBİTAK project named 'The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters' as academics of the Faculty of Theology after the 6 February Kahramanmaraş earthquake. Later, in order to examine the work of the Presidency of Religious Affairs in the region, he carried out a project titled 'Religious Services in Natural Disasters Determinations and Suggestions' with the support of the Presidency of Religious Affairs. This workshop was organised as an output of this project ([Evidence 12](#)). Similarly, the Youth and Literature Workshop of the 'Project for the Determination of Young People's Levels of Belief in Islam and Problems of Belief and Examination of the Relationship between Belief Problems and Family', which was conducted by Assoc. Dr. Abdullah İnce, was held in Ankara on 2-3 June 2023, hosted by the Presidency of the Science, Culture, Art and Publication Board (İLK SAY) of the Turkish Religious Foundation ([Evidence 13](#)).

International Activities: The 1st International Symposium titled 'Tâbiîn Identity and the Establishment of Islamic Sciences', organised by our faculty and the Islamic Sciences Research Foundation (İSAV), was held on 6-7 May 2023 at SAU Faculty of Theology Conference Hall. After the announcement of the symposium worldwide, it received a lot of compliments. About 120 papers were submitted from 18 different countries, and two referees evaluated each of the 40 papers that passed the preliminary screening, and finally 12 papers were included in the programme ([Evidence 14](#)). On the other hand, Prof. Dr. Ahmet Bostancı chaired the International Advisory Board of the Faculty of Sharia and Islamic Studies at Qatar University in Doha in October 2023. In addition to Prof. Bostancı, members from Tunisia, Kuwait, Malaysia, Indonesia, Iraq,

France, and Qatar participated in the meeting, where the quality and accreditation studies of the faculty, strategic plan, international activities, and the faculty magazine were discussed. After the meeting, the Board visited Qatar University Vice Rector Prof. Dr. Ibrahim al-Kabî. The Board also participated in the launch of the 'Encyclopedia of Yusuf al-Qaradawi's Complete Works and the opening of the International Yusuf al-Qaradawi Symposium organized by the Faculty of Sharia and Islamic Studies of Qatar University ([Evidence 15](#)). An international symposium on 'Mosque and Its Functions in a Changing World' was held on 7-9 October 2022 with the cooperation of Sakarya Governorship, Sakarya Metropolitan Municipality, Sakarya Provincial Mufti's Office and Yunus Emre Mosque Foundation (YECVA) hosted by our faculty. The papers presented at this symposium were published as an e-book on 30 December 2023 ([Evidence 16](#)).

The committees and working groups in charge of carrying out R&D activities in our faculty have also checked and monitored the relationship of research with local/regional/national needs and demands in their meetings and made some suggestions for improvement. In this context, the R&D Working Group has decided to follow TÜBİTAK project calls and share them with academic staff in order to increase the number of projects that are among the priorities of our institution. It was also decided to organize training for writing these projects ([Evidence 17](#)). For this purpose, information messages about project calls were regularly sent to the faculty staff via e-mail ([Evidence 18](#)). In addition, various trainings were organised to support project writing. In this context, a training activity on TÜBİTAK 1002 Projects was held on 13/11/2024 at Sakarya University Faculty of Theology Conference Hall for Sakarya University Faculty of Theology Faculty Lecturers and Graduate Students. In the Programme, experts from the SAU Research Dean's Office and academicians from different universities who are experienced in project writing provided training ([Evidence 19](#)).

In 2023 and 2024, surveys were conducted on various topics for internal stakeholders. The results of these surveys regarding evaluations of national and international activities were brought to the agenda at the R&D Working Group meeting ([Evidence 20](#)), the Faculty Advisory Board and finally at the external stakeholder meeting ([Evidence 21](#), [Evidence 22](#)).

Maturity level: The research outputs in the institution are systematically monitored in accordance with the institution's internal quality assurance system and the local, regional and national development goals. The monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [2022 Academic Board Meeting](#)

Evidence 3 [Student Representative Meetings](#)

Evidence 4 [Advisory Board Meeting](#)

Evidence 5 [Faculty Strategic Objectives and Targets](#)

Evidence 6 [Seminar on Study Abroad, Scholarships and Research Opportunities](#)

Evidence 7 [TÜBİTAK 2209-A Project Preparation Seminar](#)

- Evidence 8 'A Lifetime Devoted to Islamic Sciences' Panel
- Evidence 9 Conference on 'The Israeli-Palestinian Question and the Post-Western World'
- Evidence 10 Workshop on Problems arising from Double Legitimisation
- Evidence 11 Workshop on Qur'an and Tafsir Studies in Turkey
- Evidence 12 Religious Services: Theory and Practice
- Evidence 13 Youth and Literature Workshop
- Evidence 14 1st International Symposium on the Founding Generation of Islamic Sciences
- Evidence 15 Yusuf al-Qaradawi Symposium
- Evidence 16 The Mosque and its Functions in a Changing World
- Evidence 17 Academic Board Meeting
- Evidence 18 TÜBİTAK Projects Information Email
- Evidence 19 TÜBİTAK 1002 Project Training
- Evidence 20 R&D Working Group Meeting Minutes
- Evidence 21 Advisory Board Meeting
- Evidence 22 International Advisory Board

C.2 Research Resources

C.2.1. Physical, technical and financial research resources

Information on the physical, technical, and financial resources of the Institution is available in the Quality Manual (Evidence 1). In this context, there are 103 academic staff, 12 administrative staff, and a total of 96 offices, such as classrooms, libraries, practice rooms, conference halls, prayer rooms, etc., that are offered for the service of all students. In addition, computers and printers are provided for academic and administrative staff to carry out their studies and research.

Applications that researchers may need are provided by the Department of Information Technologies and can be purchased when necessary. As stated in the Quality Manual, the institution systematically monitors research resources and evaluates the results together with stakeholders. It improves resources as a result of evaluations. In order for faculty members and students to carry out their research activities in a healthy way, requests are submitted to the dean's office and relevant external stakeholders through the "book request module" (Evidence 2). New books and e-books are added to the university library catalog. These are also enriched in line with the demands of the faculty staff. The monitoring of these book requests is followed by the R&D commission. The R&D commission brings the issue of monitoring and improving the process to the agenda at every meeting and makes the necessary evaluations (Evidence 3, Evidence 4). In addition, memberships to international online databases are also provided for academic staff and undergraduate and graduate students to continue their research without interruption. Currently, access to 110 databases is available (Evidence 5).

Another significant contributor to the Faculty's research capacity is the Sakarya University Faculty of Theology Foundation. In summer 2024 the Foundation covered 70 % of the participation fees (TL 180 000 in total) for 12 undergraduate and postgraduate students who attended an eight-week intensive Arabic course in Amman, Jordan, thereby strengthening their reading and research proficiency in Arabic—their primary source language ([Evidence 6](#)).

The Faculty also follows an active policy for securing external funds. Between 2022 and 2024, project-writing workshops and briefing sessions on high-budget TÜBİTAK programmes (e.g. 1001, 3005) led to several approved projects under these schemes, coordinated by our academic staff. These initiatives have increased and diversified the Faculty's research budget (see Section C.2.3 "Engagement with External Funding Sources" for details).

The satisfaction of the staff with the services provided by the institution related to research resources is revealed through the questionnaires. When the satisfaction surveys of the staff are analysed, it is seen that the staff is satisfied with the answer given to the question number 23 'technical equipment and support facilities necessary for me to do my job'. According to the results of the surveys for 2020, 2021 and 2022, it is observed that a rate of over 79% has emerged ([Evidence 7](#)). Our institution continues to monitor the satisfaction rates every year at regular meetings with internal and external stakeholders ([Evidence 8](#), [Evidence 9](#)).

Maturity level: The research resources in the institution are managed in a way to support the primary research areas and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Work Request Module](#)

Evidence 3 [R&D Working Group Meeting Minutes 2023](#)

Evidence 4 [R&D Working Group Meeting Minutes 2024](#)

Evidence 5 [International Database Memberships](#)

Evidence 6 [SAUIF Foundation Support for the Jordan Summer Arabic Course, 2024](#)

Evidence 7 [2022 Employee Satisfaction Survey](#)

Evidence 8 [R&D Meeting Minutes](#)

Evidence 9 [International Advisory Board Meeting Minutes](#)

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

The academic staff of the Faculty can contribute to their scientific studies within the scope of Scientific Research Projects (SRP), which are affiliated with the university budget. The Faculty takes the defined SAU BAP Directive into account for the creation of internal university resources in order to continue its research and development activities ([Evidence 1](#)). In addition, it follows the processes defined in the Quality Manual for the general operation of the subject ([Evidence](#)

2).

The Project Support Department, which is responsible for the process related to internal university resources, supports the project development of both academic staff and undergraduate students. The faculty shared all relevant announcements, especially BAP-related project calls, with academic staff via e-mail and directed them to the activities of the Research Dean's Office, which carries out studies and organizes training focused on project writing and development (Evidence 3). In addition, at the meeting held by the Scientific Research Projects Department (SRPD) on 13 October 2022 at the Faculty, it was decided that in order to increase the support rate of projects from the field of theology in the new term studies of the SRPD, the demands, and suggestions of the academic staff members of the institution on SRP supports will be taken and a report will be submitted to the Coordinatorship. In this context, the opinions of academic staff were sought on 22 October 2022. The proposals were forwarded to a member appointed by the Research and Development Commission until 17 July 2023. (Evidence 4) The proposals (Evidence 5, Evidence 6) were forwarded to the dean's office and submitted to the SRP coordinator. A similar process was repeated on 14 July 2023, and the proposals and suggestions of the faculty academic staff were received (Evidence 7).

The 'monitoring of the number of projects carried out in the faculty', which is managed by the R&D Working Group-established on the basis of the process planned in the Quality Handbook, is carried out regularly every year. In 2023 July, this working group came together and evaluated the previous projects. In addition, it was determined that the researchers who participated in the 'Project Preparation Experience Sharing Training in the Field of Theology' held by Prof. Dr. Hasan Meydan with the contributions of SRP Coordinatorship and TTO in the project writing process were followed up later, and it was determined that 3 different project applications were made from them. This is an indication that this training has a positive effect on the project performance of the faculty academic staff. On the other hand, MARKA, 1001 and 3005 projects that will be ready for application in the future were evaluated in the same meeting (Evidence 8, art. 2). In the meeting held in 2024, it was decided to organise trainings to increase the current project studies and improve research skills in line with the strategic goals of our institution (Evidence 9). Some of these trainings were carried out in cooperation with BAP. An example of this is the organisation of a training activity on 'TÜBİTAK 1002 Projects' for Sakarya University Faculty of Theology Lecturers and Graduate Students at Sakarya University Faculty of Theology Conference Hall on 13/11/2024 (Evidence 10).

The Office of the Dean of Research also provides academic translation support to contribute to scientific research (Evidence 11).

The results of the evaluations of the projects were discussed at the regular meetings of the R&D Working Group between 2023 and 2024 (see Evidence 12 for an example), at the Faculty Advisory Board (Evidence 13) and finally at the external stakeholder meeting (Evidence 14).

The findings on the use of internal resources are systematically monitored, and the results of the monitoring are evaluated together with stakeholders, measures are taken, and a diversity of resources is requested from the university in line with the needs.

Maturity level: The findings obtained regarding the use of intra- university resources in the institution are systematically monitored and the monitoring results are evaluated with

stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

Evidence 1 SAU BAP Directive

Evidence 2 Quality Manual

Evidence 3 ARDEK TÜBİTAK 2209 Project Information E-mail

Evidence 4 SAU BAP Directive Opinion Request E-mail 1

Evidence 5 E-mail of Faculty Staff Proposals to SAU BAP Directive

Evidence 6 Proposals Submitted to SAU BAP Directive

Evidence 7 SAU BAP Directive Opinion Request E-mail 2

Evidence 8 R&D Working Group Meeting Minutes 2023

Evidence 9 R&D Working Group Meeting Minutes 2024

Evidence 10 TÜBİTAK 1002 Projects Training

Evidence 11 Academic Translation Support

Evidence 12 R&D Working Group Meeting

Evidence 13 Advisory Board Meeting

Evidence 14 International External Stakeholders Meeting Minutes

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

The institution has supported academic staff to benefit from external resources as well as supporting their internal projects. The projects to be carried out were realised in accordance with the principles specified in the External Project Incentive System (Evidence 1). It also happens according to the processes defined in the Quality Manual (Evidence 2). In addition, the faculty informs and encourages its academic staff via e-mail at the point of directing them to external resources.

At the point of directing academic staff to external resources, it has announced project announcements and research programmes carried out by reliable institutions through electronic communication channels (Evidence 2, Evidence 3, Evidence 4). At the point of improving the external projects, the proposals made by consulting the opinions of the academic staff of the Faculty were forwarded to the relevant institution. In this context, the opinions of the academic staff of our institution were consulted on 22.02.2022 for the draft plan text prepared with effective stakeholder participation, which will reflect the development principles best and decisions of TR42 East Marmara Region for the period 2024-2028 (Evidence 5). In this context, it is aimed to pave the way for our academic staff who wants to make project proposals with their opinions and suggestions regarding the Draft East Marmara Regional Plan 2024-2028.

The outsourced projects carried out by the faculty staff were previously monitored by quality

ambassadors. As a result of the improvements made, this situation was transferred to the responsibility of the R&D Working Group. As a result of this change, “monitoring the number of projects carried out in the faculty” activities carried out by the R&D Working Group in accordance with the process planned in the Quality Manual were also carried out in 2023 and 2024. In the meetings held on 12.07.2023, 26.10.2023, 07.02.2024, and 17.10.2024, the projects carried out were brought to the agenda and recorded (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), and [Evidence 9](#) for meeting minutes).

In accordance with the strategic plans of the Faculty, the improvements that have been made, especially in the field of research and development, have yielded positive results in terms of the project production of the academic staff. In this context, Prof. Dr. Hasan Meydan, one of the faculty members, has received a grant from non-university sources within the framework of TÜBİTAK 1001 Scientific and Technological Research Project Support Programme with the project entitled “The Possibility of Skill-Based Value Education: A Skill-Based Value Education Programme” (2023) ([Evidence 10](#)). In addition, Assoc. Prof. Dr. Abdullah İnce’s project entitled “Religious Understanding, Future Vision, Service Expectations in Emerging Adults and the Effect of Value-Focused Education Programme on the Service Provision of Vocational Staff” (2021) was completed at the end of 2022 with the support of the University-Industry Cooperation within the scope of Article 58-K of Law No. 2547 by using non-university resources ([Evidence 11](#)). The research areas in which these projects are carried out cover various main disciplines, such as Islamic basic sciences, Islamic history and art, and philosophy and religious studies. This is in line with the aims and objectives of the institution and local/national/international demands and needs. Again, after the earthquake that struck Maraş and the surrounding provinces in February 2023, the project “The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters” submitted by Assoc. Prof. Dr. Abdullah İnce, Head of the Department of Sociology of Religion, within the framework of TÜBİTAK 1002-C “Natural Disasters Focused Field Study Emergency Support Programme” was accepted and completed. In addition to İnce, Assoc. Prof. Dr. Ziya Erdiñç and Dr. Yunus Emre Temiz, faculty members of İnönü University, also participated in the research team of the project ([Evidence 12](#)). Assoc. Prof. Abdullah İnce gave a presentation at the TÜBİTAK Earthquake Research Virtual Conference on 30 March 2023 ([Evidence 13](#)). The project team completed field research in this region, where they stayed for a period of time ([Evidence 14](#)).

Similarly, Assoc. Prof. Abdullah İnce, Head of the Department of Sociology of Religion, conducted a project supported by the Directorate General of Religious Services of the Presidency of Religious Affairs entitled “Religious Services in Natural Disasters (Earthquake): Findings - Recommendations” (2023). Assoc. Prof. Dr. Ziya Erdiñç, who was working in our Faculty at that time, and Lecturer Kübra Cevherli were also part of the project team. As part of the project, fieldwork was carried out for one week in Hatay, Malatya, Adıyaman, Kahramanmaraş, and Gaziantep, which were the regions most affected by the earthquake ([Evidence 15](#), [Evidence 16](#)).

Furthermore, within the framework of the “2209-A University Students Research Projects Support Programme”, five projects were accepted in 2023 ([Evidence 17](#), art. 4). Again, Assoc. Prof. Hamdi Çilingir, a member of the Faculty of Islamic Studies, submitted a project entitled “The Regulation of Foundations in the 19th Century: The Role and Attitude of the Council of State in Foundation Matters”, which was supported by TÜBİTAK-3005 Innovative Solutions in Social and

Human Sciences Research Projects Support Programme ([Evidence 18](#)). In addition to the existing projects, there are also projects whose applications have not yet been completed. Most of these projects belong to the 2209-A category. Accordingly, the number of 2209-A project applications prepared jointly by academic staff and undergraduate students is 53 ([Evidence 19](#)). 41 2209-A projects were accepted by Tubitak ([Evidence 20](#))

Additionally, two projects submitted by our Faculty under the scope of Erasmus+ KA107 Student and Staff Mobility Projects were previously approved by the National Agency. In this period, applications for Erasmus+ KA107 / 171 (ICM) staff mobility for the 2020 & 2022 contract periods were accepted between 10 April, 2023, and 26 April, 2023. As a result, one faculty member was selected to give lectures and three research assistants were selected to get training at Sidi Mohamed Ben Abdellah University in Morocco and Yarmouk University in Jordan ([Evidence 21](#), [Evidence 22](#), [Evidence 23](#)).

Moreover, within the scope of Erasmus+ Staff Training Mobility, three faculty members were granted the opportunity to visit European countries in 2023. The “Sakarya-Karabük Religious Services Consortium” (SİLK) project, coordinated by Sakarya University with Karabük University and Sakarya Provincial Directorate of Religious Affairs as partners, was approved under the Turkish National Agency’s Higher Education Mobility Consortium Accreditation (KA130). Benefiting from this project, academic staff were sent to various European countries to give and attend lectures between 2022 and 2023 ([Evidence 24](#)).

Furthermore, in 2024, one of our academic staff members, Dr. Ravza Aydın, was awarded the TÜBİTAK 2219 Postdoctoral Research Abroad Fellowship for her research project titled “The Sefirot System as the Theory of the Universe in Sefer ha-Zohar and its Similarities with Wahdat al-Wujud (Unity of Existence) in Islamic Thought” ([Evidence 25](#)).

The number of students and faculty members who participated in overseas mobility between 2022 and 2024 is as follows. These findings were also shared and evaluated during meetings held with internal and external stakeholders in 2023 and 2024 ([Evidence 26](#), [Evidence 27](#)).

Table C.2.3. Erasmus Mobility Table

Outgoing	Student	Academic Staff	Total
2022-2023	45	11	56
2023-2024	51	18	69
Total	96	29	125

Maturity level: The findings obtained from the practices that support the use of extra- university resources in order to maintain the institution’s research and development activities in line with the institutional goals are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Outsourced Project Management System Principles](#)

Evidence 2 Quality Manual

Evidence 3 Teknofest Information Email

Evidence 4 TÜBİTAK Project Call Information Email

Evidence 5 East Marmara Development Agency Request for Opinion

Evidence 6 R&D Working Group Minutes

Evidence 7 R&D Working Group Meeting Minutes 2023 (2)

Evidence 8 R&D Working Group Meeting Minutes (3)

Evidence 9 R&D Working Group Meeting Minutes (4)

Evidence 10 The Possibility of Skills-Based Value Education : A Skills Based Value Education Programme Project Acceptance Form

Evidence 11 The Effect of Religious Understanding, Future Vision, Service Expectations and Value-Focused Education Programme on the Service Provision of Vocational Staff in Emerging Adults' Project News

Evidence 12 Relationship between Religious Belief and Mental Health of Young People in Natural Disasters

Evidence 13 TÜBİTAK Earthquake Research Virtual Conference News

Evidence 14 Relationship between Religious Belief and Mental Health of Young People in Natural Disasters' Project News

Evidence 15 Newspaper Article on the Relationship between Religion Belief and Mental Health of Young People in Natural Disasters

Evidence 16 2020 & 2022 Contract Periods Erasmus+ KA107/171 (ICM) Email Notification

Evidence 17 Academic Board Minutes

Evidence 18 TÜBİTAK 3005 Innovative Solutions in Social Sciences and Humanities Research Projects Support Programme

Evidence 19 Congratulation Message in 2209-A Project Application

Evidence 20 2209-A Accepted Projects

Evidence 21 KA107 Staff Mobility Application Intake Email

Evidence 22 KA107 Erasmus Programme Beneficiaries

Evidence 23 KA130 Project FYK Sample

Evidence 24 PFK Example

Evidence 25 2219 TÜBİTAK Overseas Doctoral Scholarship

Evidence 26 International Advisory Board Meeting

Evidence 27 Academic General Assembly Meeting

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

The Faculty of Theology, under the Sakarya University Institute of Social Sciences, establishes new graduate programs within its academic disciplines provided that the conditions set by the institute are maintained (Evidence 1). As in other academic endeavors, the Faculty seeks to ensure that its graduate programs are conducted within a framework of strategic planning, particularly in alignment with local and national needs.

The Faculty offers graduate programs in the fields of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences. These programs have been established in line with the faculty's research policy, objectives, and strategy. Necessary steps have been made to start new graduate programs in the academic departments affiliated with the Institute of Social Sciences, provided the required conditions are maintained. Furthermore, the Faculty has supported initiatives to establish interdisciplinary graduate programs in addition to those in the field of theology, in alignment with its research policy, objectives, and strategy.

In this context, the "Spiritual Counseling and Guidance" Department was established, and a non-thesis master's program was started (Evidence 2). This program aims to train spiritual counselors who will serve under the Presidency of Religious Affairs, thus aligning with the institution's mission and vision.

Graduates of this program are eligible to work as spiritual counselors in hospitals, social service institutions, correctional facilities, family guidance offices, and similar institutions affiliated with the Presidency of Religious Affairs. Additionally, graduates have the opportunity to be employed in private organizations that regard spiritual counseling services as a human need, particularly in the healthcare and education sectors. As shown in Table C.2.4.1, student interest in this program has increased significantly over the years.

Table C.2.4.1: Number of Spiritual Counselling and Guidance Non-Thesis Master's Degree Students

Year	Number of students
2021-2022	35
2022-2023	46
2023-2024	53
Total	134

Table C.2.4.2: The Number of Theses in Progress at our Faculty

	Number of students
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	Basic Islamic Sciences	Philosophy and Religious Science	Islamic History and Arts
Master	249	146	63
Doctorate	88	51	20

During the meeting of the Quality and Accreditation Board on May 9, 2024, a decision was made to inform the Faculty Board and the Academic General Assembly about the necessity of determining thesis topics in alignment with the Faculty's strategic objectives ([Evidence 3](#), art. 3). Following this, during the Advisory Board meeting, information was provided regarding the Faculty's research policies and objectives. It was emphasized that proposed thesis topics should be developed with these objectives in mind ([Evidence 4](#), p. 8).

As a result, the thesis topics selected also considered the themes outlined in the UN Sustainable Development Goals. Among these topics are notable examples such as:

- "The Functions of Qur'an Courses in the Socialization of Disadvantaged Women: The Case of Keskin District"
- "The Correlation Between Family and School in Building a Sense of Trust Among Children Aged 7-12"
- "The Transformation of Mainstream Politics' Discourse on Muslim Immigrants in the Last Five Years: The Case of the United Kingdom."

These are just a few examples of the thesis topics. Other topics can be reviewed in the tables provided in the evidence ([Evidence 5](#)).

Maturity level: Integrated and matured practices regarding the graduate programs in order to maintain the institution's research and development activities in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence:

Evidence 1 [Sakarya University Institute of Social Sciences Senate Principles](#)

Evidence 2 [Spiritual Counselling and Guidance Non-Thesis Master's Programme](#)

Evidence 3 [Accreditation Board Meeting Minutes](#)

Evidence 4 [02.07.2024 Advisory Board Meeting Decision](#)

Evidence 5 [Master's and Doctoral Theses and Their Subjects in the Faculty of Theology](#)

C.3. Research Competencies

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

Sakarya University, Faculty of Theology - Self-Assessment Report-2024

The Institution continues to manage appointment, promotion, and assignment activities in accordance with the implementation, monitoring, auditing, and improvement processes defined in the Faculty Handbook ([Evidence 1](#)). A significant number of faculty members/researchers at the Institution hold doctoral degrees, obtained predominantly from Marmara University and Sakarya University, among other institutions.

In order to enhance the research competencies of faculty members, the appointment, promotion, and assignment decision-making processes were updated in 2023 ([Evidence 2](#)). Accordingly, revisions to the appointment and promotion criteria were implemented, effective from the date January 1, 2024. Faculty members of the faculty also contributed to this process ([Evidence 3](#)). These revisions aim to encourage higher-quality research outputs by incorporating various research activities into the appointment and promotion evaluations. Notably, numerous project-based criteria were added to incentivize academic staff to engage in project-oriented work, particularly for those who do not meet the field-specific requirements (see [Evidence 4](#), p. 4-5 and 8).

In line with the current objectives of the Faculty's research and development, a number of activities have been organized to produce qualified and high quality publications, national and international projects, and the necessary scientific and technological environment for researchers. The necessary facilities have been provided in this direction. Writing qualified and innovative projects is one of the most important of these. The Dean's Office regularly sends information e-mails to the faculty staff about the support provided by the Research Dean's Office, which was established within Sakarya University in order to provide project development skills for the academic staff of the university ([Evidence 5](#)). In addition, information Emails were sent to the faculty staff about each type of project that TÜBİTAK started accepting ([Evidence 6](#)). The faculty's project-oriented information and incentives for its own staff have yielded results. In this context, according to TÜBİTAK Competency Analysis Reports, our Faculty, which was in the 2nd Region on the basis of Theologies in 2021, has moved to the 1st Region as of 2023. In addition, on the basis of our University, our Faculty, which was in the 3rd Region in 2021, has moved to the 1st Region by 2023 ([Evidence 7](#)). It is worth noting that 53 applications of the faculty academic staff within the scope of 2209-A projects can be given as an example ([Evidence 8](#)). In addition, our faculty has been ranked 1st in the publication performance ranking in WoS Religion for many years ([Evidence 9](#)). In addition, Sakarya University Faculty of Theology is ranked 5th in Türkiye in terms of achievements in the field of Religious Sciences ([Evidence 10](#)), and 1st in terms of competence in humanities at the Sakarya University for many years ([Evidence 11](#)). This is an indication that the Institution acts in line with its strategic goals and prioritizes quality.

In order to support the academic endeavors of the faculty staff through projects, the R&D Working Group decided to diversify the existing training programs further. This decision was announced to the Dean's Office ([Evidence 12](#)). As an example, a training session on "TÜBİTAK 1002 Projects" was organized in collaboration with ARDEK (Research Dean's Office) and BAP (SRP), held in the Sakarya University Faculty of Theology Conference Hall for the faculty members and graduate students ([Evidence 13](#)).

Within the framework of the university's ERASMUS program and KA130 and KA107 Student and Staff Mobility Projects, agreements have been signed with universities in Western countries and

various institutions in the Islamic world for staff and student mobility. Similar to previous years, staff mobility activities continued during the 2022-2023 academic year under these agreements. The number of students and faculty members who participated in international mobility between 2022 and 2024 is outlined below. These data were shared and evaluated with internal and external stakeholders during meetings held in 2023 and 2024 ([Evidence 14](#), [Evidence 15](#)).

Erasmus Mobility Table

Outgoing	Students	Academic Staff	Total
2022-2023	45	11	56
2023-2024	51	18	69
Total	96	29	125

The activities organised to support the academic staff in the faculty are not limited to project writing training. In addition to this, trainings have been organised for them to publish in Q1, Q2, and Q3 level journals that are competent worldwide. Training on journals indexed in SSCI, SCI-E and AHCI (Q1, Q2, Q3 and Q4) and the processes of publishing in these journals was provided by experienced faculty staff on 26 September 2024 ([Evidence 16](#)). After this training, a questionnaire was administered to the participants. In this survey, both satisfaction with the training was measured and opinions and suggestions were received on indexed publications in the future ([Evidence 17](#)), and these suggestions were evaluated at the R&D Working Group meeting as an improvement activity ([Evidence 18](#)).

Following the aforementioned training sessions, one of the faculty staff, Ress. Assist. Halil İbrahim Yılmaz, has authored an article that has garnered international attention. The study, titled “Studying Early Islam in the Third Millennium: A Bibliometric Analysis” was published on 11 November 2024 in *Nature Humanities & Social Science Communications* (SSCI Q1; JIF: 3.7), which is considered to be one of the world's respected academic journals. The journal is ranked 1st in the Web of Science humanities category and 2nd in Scopus rankings (CiteScore: 3.8). In order to continue this success and to encourage other academic staff, he was honored with a gift by the Dean’s Office ([Evidence 19](#)). Similarly, the article titled “Bridging the Mackie-Plantinga Debate on Evil with Ibn Arabi’s Metaphysics” written by Assoc. Prof. Dr. Elif Nur Erkan Balcı, one of the academic members of the Department of Philosophy of Religion, was published in the journal *Religions* in AHCI Q1 (JCI) on 30 November 2024 ([Evidence 20](#)). Kemal Batak’s article titled “Averroes’ Religious Common Sense Natural Theology as Reflective Knowledge in the Form of Teleological Argument” was published in the *Religions* indexed in AHCI Q1 (JCI) on 25 November 2024 ([Evidence 21](#)).

On the other hand, independent of the central library of Sakarya University, our rich book archive in many fields, especially theology, provides resource support to our academic staff and students in their research. According to the report of the Institution’s current library officer to the Turkish Statistical Institute, as of 2022, a total of 34,292 works, including 10,574 Arabic, 742 theses, 474 rare works, are registered in the library within the faculty. In 2020, the number of library inventories, which was 33,395, was increased in line with the demands of students and academic staff and thanks to donations ([Evidence 22](#)). These requests were determined as a result of

consultations held at meetings held by the R&D Commission ([Evidence 23](#)). In 2022, the total number of materials lent is as follows: academic staff 326, administrative staff 14, students 2638, a total of 2978 materials were lent ([Evidence 24](#)).

The Institution has organised many workshops, seminars, courses and symposiums throughout the year with the support and participation of internal and external stakeholders in order to improve the research competencies of academic staff. These activities were carried out with the support of our academic staff and external stakeholders such as Sakarya Mufti's Office and Sakarya Theology Foundation. Apart from the activities organised under the leadership of the Dean's Office, our departments also organised seminars related to their areas of expertise (See [Evidence 25](#) and [Evidence 26](#) for sample activities).

As a result of the employee satisfaction survey conducted to measure the satisfaction with these activities, 81.25% responded to the question of the institution providing career opportunities ([Evidence 27](#)). This shows that the faculty staff are satisfied with the activities carried out by the institution to increase their academic competence. In addition, these activities for the academic staff of the faculty were brought up and evaluated in the meetings held with internal and external stakeholders ([Evidence 28](#), [Evidence 29](#), [Evidence 30](#)).

Maturity level: The institution's practices for the evaluation and improvement of the teaching staff's research competencies are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Criteria for Appointment and Promotion](#)

Evidence 3 [Criteria for Appointment and Promotion Consultation](#)

Evidence 4 [2024 Appointment Criteria](#)

Evidence 5 [E mail Information 1](#)

Evidence 6 [E mail Information 2](#)

Evidence 7 [TÜBİTAK Area Based Competence Analysis Minutes](#)

Evidence 8 [2209-A Project Applications](#)

Evidence 9 [Wos Religion Success](#)

Evidence 10 [Success in Religious Studies](#)

Evidence 11 [Success in the Humanities](#)

Evidence 12 [R&D Meeting Minutes](#)

Evidence 13 [TÜBİTAK 1002 Projects Training](#)

Evidence 14 [2024 International Advisory Board Meeting](#)

Evidence 15 [2024 Academic Board Meeting](#)

Evidence 16 [Training on Publishing Articles in Top Level Journals](#)

Evidence 17 Consultation on Indexed Publications

Evidence 18 R&D Meeting

Evidence 19 Presentation of Gifts to Academic Staff with Q1 Achievement

Evidence 20 Q2 Success

Evidence 21 Q2 Success

Evidence 22 University Library Statistics Questionnaire

Evidence 23 R&D Working Group Meeting Minutes

Evidence 24 Faculty Working Groups Meeting Minutes

Evidence 25 Event 1

Evidence 26 Activity 2

Evidence 27 CMA

Evidence 28 International Advisory Board Meeting

Evidence 29 Academic General Assembly Meeting

Evidence 30 R&D Working Group Meeting

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

The follow-up and execution of joint programmes with national and international research units is the responsibility of the Dean's Office as stated in the Quality Manual (Evidence 1). The institution takes regional, national and international requirements into account in its research and development activities. In addition, it has signed protocols with various institutions and units and contributed to various research programmes in order to implement research and development policies by strengthening cooperation with external stakeholders.

There are institutions with which the institution has previously collaborated within the framework of its research policies and continues this cooperation in 2022-2023. These can be listed as follows: Islamic Economics and Finance Application and Research Centre (İSEFAM), Tozlu Foundation, Sakarya Metropolitan Municipality, Directorate of National Education and Provincial Mufti's Office are only a few of them.

In line with its R&D policy, the institution organised the 'International Symposium on Mosque and Its Functions in a Changing World' between 7-9 October 2022 in cooperation with Sakarya Provincial Mufti's Office and Sakarya Directorate of National Education (Evidence 2). In addition, a meeting was held (4 January 2023) in which the outputs of the 'Project on Religious Understanding and Future Vision in Emerging Adults', which was jointly carried out by our faculty and Sakarya Provincial Mufti's Office, was presented. Prof. Dr. Ahmet Bostancı, who was the dean of the faculty at that time, Sakarya Provincial Mufti Hasan Başı, Deputy Deans, Deputy Provincial Mufti, some district muftis, faculty professors, ministry officials and the project team attended the meeting (Evidence 3).

The panel titled 'A Lifetime Dedicated to Tafsir', which was previously held jointly with Sakarya Metropolitan Municipality in 2019, 2020, 2021, was also held on 28 December 2022. This panel was broadcast live in person and on Youtube ([Evidence 4](#)). Again, in cooperation with SAU Faculty of Theology, the panel titled 'A Lifetime Dedicated to Sunnah es-Seniyyeye: Prof. Dr. Raşit Küçük' panel was held on 29 November 2023 at SAU Faculty of Theology Conference Hall ([Evidence 5](#)).

The Youth and Literature Workshop of the 'Project for the Determination of Young People's Level of Belief in Islam and Problems of Belief and Investigation of the Relationship between Belief Problems and Family Institution', which was carried out by Assoc. Prof. Dr. Abdullah İnce, was held in Ankara on 2-3 June 2023, hosted by the Presidency of the Science, Culture, Art and Publication Board of the Religious Foundation of Turkey (İLK SAY) ([Evidence 6](#)).

In addition, in order to encourage joint studies at the international level, a group of academics from the Academy of Islamic Studies of the University of Malaya and some state muftis visited Sakarya University Faculty of Theology on 9 September 2024 and exchanged ideas on the development of inter-institutional cooperation. In this framework, during the meeting between the delegations, it was agreed to establish mutual working groups consisting of academicians in order to cooperate with the academicians of the University of Malaya in international publications and projects. For this purpose, in the first stage, our professors who are willing to cooperate with the University of Malaya have been asked to write their academic information on the form prepared below in English and Arabic. The information of the professors who want to participate in the studies in question was shared mutually. In this way, academics from both institutions who want to cooperate in international publications and projects are able to communicate with the professors in their fields of interest and to carry out online or face-to-face activities ([Evidence 7](#)).

In the Academic Board Meetings held every semester, the institution has taken the requests and suggestions from internal stakeholders that will improve the implementation area of the research and development policy into account, and these have been evaluated and put into action by the R&D and Foreign Relations and Adaptation Working Groups ([Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#))

Maturity level: The institution's practices regarding multiple research activities such as establishing cooperation or participating in intra- or inter- institutional joint programs, joint research units and research networks at national and international levels are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [International Symposium on Mosque and Its Functions in a Changing World](#)

Evidence 3 [Project on Religious Understanding and Future Envisioning in Emerging Adults](#)

Evidence 4 [A lifetime devoted to exegesis](#)

Evidence 5 [A Lifetime Devoted to Sunnah Seniyyah: Rashid Kucuk](#)

Evidence 6 Project on Determining the Level of Belief in Islam and Belief Problems of Young People and Investigating the Relationship between Belief Problems and Family Institution

Evidence 7 Collaboration with the University of Malaya

Evidence 8 Academic Board Meeting Minutes

Evidence 9 International Advisory Board

Evidence 10 R&D Working Group Meeting

Evidence 11 Foreign Relations and Adaptation Working Group Meeting

C.4. Research Performance

C.4.1. Performance review of teaching staff

Our institution monitors the performance of academic staff in accordance with the defined process in the Quality Manual and continues to implement various mechanisms to encourage these performances. As stated in the Quality Manual, Academic Incentive documents gathered from YÖKSİS are regularly collected from academic staff every year (Evidence 2).

The Faculty has been ranked 1st in the ranking of publication performance in the Web of Science “Religion” category for many years (Evidence 3). In addition, Sakarya University Faculty of Theology ranks 5th in Turkey in the field of “Religious Sciences” (Evidence 4), and has been ranked 1st in Sakarya University for many years in terms of competence in the field of Humanities (Evidence 5). This is an indication that the institution acts in accordance with its strategic goals and priorities quality. In addition, according to the Scopus SciVal platform, Sakarya University ranks 2nd in terms of publications indexed in Scopus in the “Religious Studies” category between 2022-2024 (Evidence 6). In 2023, the scientific activities carried out by the faculty staff are as in the table below (Evidence 7).

1- Scientific and Artistic Activities

Type of activity	Number
Symposium and congress	14
Conference	13
Panel	
Seminar	23
Open session	3
Interview	1
Theatre	

Concert	12
Exhibition	
Tournament	1
Technical trip	3
Training seminar	12

2- Publications in Indexed Refereed Journals

Type of activity	Number
International article	24
National article	15
International paper	13
National paper	3
Book	55

3- Project Information

Project	Overturn	New	Total	Completed	Paid
Scientific Research Projects (SRP)					
TÜBİTAK		2	2		
EU					
Others		1	1		200.000
Total		3	3		200.000

In this context, it was previously recommended in the Academic General Assembly that our academic staff, who ranked first in the academic incentive point ranking, should also be awarded by our institution. In order to increase competitiveness, it was requested to be given in two categories as (i) academic staff (Research Assistant, Instructor and Lecturer) and (ii) academic staff (Assistant Professor, Associate Professor and Professor). In this respect, in 2023-2024, as in the previous year, Education and Training Awards were presented according to the results of the

Spring and Autumn Semester surveys in which students evaluated the academic staff. In addition, in the academic incentive applications for 2023, the faculty members and academic staff who received the highest score and were entitled to receive incentives were determined based on the Academic Incentive Score. In this regard, a congratulatory message was sent to the award-winning academics and the award was presented at the Academic Board Meeting ([Evidence 8](#)). On the other hand, a total of 9 publications were made in journals with Q1, Q2, Q3 and Q4 quartile values in AHCI or SSCI indexes. As detailed in C.3.1., our professors who realised these publications were rewarded by the Dean's Office (See [Evidence 9](#) for an example). In addition, the academic staff of the institution were awarded by SAU Rectorate for their achievements in various fields. Prof. Dr. Mehmet Memiş, Head of the Department of Islamic History and Arts, received an award in the field of Outstanding Achievement in Art, Prof. Dr. Hasan Meydan, Head of the Department of Religious Education, received an award in the field of Education, Prof. Dr. Gökhan Atmaca, Lecturer in the Department of Tafsir, received an award in the fields of Cooperation and International Impact, and Assoc. Prof. Dr. Abdurrahman Hendek, Lecturer in the Department of Religious Education, received an award in the field of Cooperation ([Evidence 10](#)).

In line with the research and development policies of the institution, academic staff who received awards and carried out projects were also congratulated at the Academic Board Meetings. For example, Prof. Dr. Soner Duman, a faculty member of the Department of Islamic Law, who ranked 3rd with his translation of Ibn Taymiyya's book al-Siyasat al-Shar'iyya in the field of translation from Arabic to Turkish within the scope of Sheikh Hamad Translation and International Understanding Awards, was deemed worthy of an award in the 'Sheikh Hamad Translation and International Understanding Awards' competition held in Qatar this year ([Evidence 11](#)). In addition, Prof. Dr. Hasan Meydan, a faculty member of the Department of Religious Education, whose TÜBİTAK-1001 project was accepted, and Assoc. Prof. Dr. Hamdi Çilingir, a faculty member of the Department of Islamic Law, whose project was supported by TÜBİTAK-3005 Innovative Solutions in Social and Human Sciences Research Projects Support Programme, were congratulated at the Academic Board ([Evidence 12](#), [Evidence 13](#), [Evidence 14](#)).

Incentive awards, achievements and academic activities of the faculty's academic staff were discussed and evaluated in meetings held with internal and external stakeholders ([Evidence 15](#), [Evidence 16](#), [Evidence 17](#)).

Maturity level: The institution's practices for the monitoring and review of the teaching staff's research and development performance that encompass all the fields are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Document Request for Academic Incentive Allowance](#)

Evidence 3 [WOS Success](#)

Evidence 4 [Achievement in Religious Studies](#)

Evidence 5 [Humanities Achievement](#)

Evidence 6 [Scopus Success](#)

Evidence 7 2023 Publication Activities

Evidence 8 Academic Incentive Award

Evidence 9 Publication Achievement Award

Evidence 10 Rectorate Rewards

Evidence 11 Translation Award News

Evidence 12 Email Greeting Message

Evidence 13 Academic Board Meeting Minutes

Evidence 14 E Mail Greeting Message

Evidence 15 International Advisory Board Meeting

Evidence 16 Academic Board Meeting

Evidence 17 R&D Working Group Meeting

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

Faculty research performance is monitored annually through Sakarya University Quality Management Information System (QMIS) (Evidence 1). As before, the faculty's strategic plan goals for research and the number of activities carried out in the 2022-2023 academic year continued to be monitored through this mechanism of the university.

The faculty requests that the information on the research-oriented publications of the faculty academic staff be updated throughout the year. YOKSİS and SABIS Academic Activities and Performance page are the main platforms where publication performance is monitored. Especially on the relevant SABIS page, there is information on various performance indicators such as the number and graph of indexed publications of academic staff, citation graph, indexed publication/unit academic staff graph. In addition, the data in the SOBIAD Impact Factor system are also taken into consideration. Again, after the YOKSİS report, which shows the annual performance of faculty members, is opened to quality ambassadors on the university's Corporate Management Information System (KYBS) page, this file is used in evaluations at the point of monitoring and control. These reports on the number of publications and projects received from academic staff on an annual basis are measured by academic activity reports and academic incentive scores of academic staff (Evidence 2).

In addition to the mechanisms mentioned above, the R&D Working Group monitors and controls research performance through 'Employee Satisfaction Surveys' (Items directly related to this criterion are as follows: 9, 10, 11 (Evidence 3).

In addition to the activities carried out by the faculty within a year, a bulletin is prepared that includes the activities of the faculty members. The Faculty Promotion and Information Working Group, which is responsible for preparing the bulletin, requests the academic activities of the faculty academic staff within a year before the bulletin is published, and this information is included in the bulletin. The activities of the academic staff are accessed through YOKSİS and

SABIS, and the relevant information is also requested via e-mail ([Evidence 4](#)). The issues for 2022 and 2023 of the faculty bulletin, which is published routinely, have also been published ([Evidence 5](#), [Evidence 6](#)).

The performance of the academic staff of the faculty is regularly monitored and evaluated in meetings with the R&D Working Group and internal and external stakeholders ([Evidence 7](#), [Evidence 8](#)). An agenda item was created at the Academic General Assembly and R&D Working Group meeting to encourage academic staff to publish effectively. In the meeting held in 2024 July, it was emphasised what can be done as a faculty within the framework of the expectations of the university regarding SSCI and AHCI indexed articles. In this context, it was brought to the agenda that the follow-up of the studies carried out in the faculty can be done by the Research and Development Working Group. It was decided to establish a reward and incentive mechanism for academic staff who published in these indexes ([Evidence 9](#), [Evidence 10](#)). Subsequently, various trainings and seminars were organised to support the work of academic staff as stated in C.3.1. In this context, trainings were organised for them to publish in Q1, Q2 and Q3 level journals that are competent worldwide. Training was given on 26 September 2024 by experienced faculty staff who published in journals indexed in SSCI, SCI-E and AHCI (Q1, Q2, Q3 and Q4) and the processes of publishing in these journals ([Evidence 11](#)). After this training, a questionnaire was administered to the participants. In this survey, satisfaction with the training was measured and opinions and suggestions were received on indexed publications in the future ([Evidence 12](#)), and these suggestions were evaluated at the R&D Working Group Meeting as an improvement activity ([Evidence 13](#)).

After this decision, the number of SSCI and AHCI publications by the faculty staff increased from 4 to 9 (see [Evidence 14](#), [Evidence 15](#) for examples). This is an indication that this improvement has yielded positive results. The academic success of the staff was regularly monitored in meetings with internal and external stakeholders, and they were congratulated and recognized as stated in C.4.1. ([Evidence 16](#), [Evidence 17](#), [Evidence 18](#)).

Maturity level: The research performance of all the fields in the institution is monitored, reviewed and employed in decision-making processes (performance- based incentive-appreciation mechanisms etc.). The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Management Information System \(QMIS\)](#)

Evidence 2 [Request to Update Publication Information](#)

Evidence 3 [Faculty General Assembly Meeting](#)

Evidence 2 [YOKSİS Academic Activity Form Request](#)

Evidence 3 [Employee Satisfaction Survey](#)

Evidence 4 [Faculty Bulletin 1](#)

Evidence 5 [Congratulations to the Faculty Bulletin Team](#)

Evidence 6 [Faculty Bulletin 2](#)

- Evidence 7 International Advisory Board Meeting
- Evidence 8 Academic Board Meeting
- Evidence 9 R&D Meeting Minutes
- Evidence 10 Academic General Assembly Meeting
- Evidence 11 Training on Publishing in Q Level Journals
- Evidence 12 Post-Training Questionnaire
- Evidence 13 R&D Meeting Minutes
- Evidence 14 Publication Success Example 1
- Evidence 15 Publication Success Example 2
- Evidence 16 International Advisory Board Meeting
- Evidence 17 Academic Board Meeting
- Evidence 18 Announcement of Successful Professors on the Boards

C.4.3. Research budget performance

The Institution's research budget performance and processes related to the research budget are carried out by Sakarya University Strategy Development and Scientific Research Projects (BAP-SRP) Coordination Department, which are external stakeholders as stated in the Quality Manual. In this context, the process of monitoring and evaluating the research budget performance of the faculty is carried out by the relevant external stakeholders. In this context, the payment processes of the projects carried out by the academic and administrative staff of the institution are carried out as stipulated in the workflow of the Strategy Development Department (Evidence 2). In addition, as stated in the Quality Manual, the institution has signed bilateral protocols and collaborated with the municipality, various NGOs, institutions and organisations in addition to the support received from the university in finding resources for social activities. In accordance with the research strategy of the institution, cooperation with institutions and organisations with which joint studies were previously carried out in cooperation, continued in 2022-2023. Among these, external stakeholders such as the Ministry of National Education, Presidency of Religious Affairs, Ilim Yayma Foundation, Tozlu Foundation, Directorate of National Education and Sakarya Municipality can be mentioned.

In 2023-2024, 62 members of the academic staff of the Faculty were sent abroad as a result of the mobility of receiving and giving education. The budget of all of them was covered by Erasmus (Evidence 3). In addition, the acceptance of Erasmus KA107 and Erasmus KA130 (SILK) projects prepared by the institution in recent years has been an important success in terms of enriching internationalisation resources. Thanks to these projects, students and lecturers have been provided with financial support and their opportunities to go abroad have increased. As detailed in C.2.3., the travelling expenses and per diems of the academic staff who went abroad through the relevant projects between 2022-2023 and 2023-2024 were paid (See Evidence 4 for sample allowance). In addition, SAU Publication Support Office provided open access support for AHCI

and SSCI indexed articles starting from 2023. Again by the same office, 20,000 TL incentive is paid to the first SSCI or AHCI Q1-Q2 articles. Some academic staff from our faculty have received this incentive (For example, see [Evidence 5](#)).

Maturity level: The research budget performance of the institution is monitored, reviewed and employed in decision-making processes (budget distribution etc.). The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [SAU Strategy Development Department](#)

Evidence 3 [List of Those Sent Abroad](#)

Evidence 4 [Erasmus KA130 Grant Agreement for Mobility of Higher Education Staff for Teaching and Training](#)

Evidence 5 [Personnel Receiving Publication Incentives](#)

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

D.1.1. Social contribution policy, objectives and strategy

The institution continued to manage its social contribution policy, goals and strategy ([Evidence 1](#)) within the framework of the 2020-2024 Strategic Plan, based on the defined process in [the Faculty Quality Manual](#) ([Evidence 2](#)) and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report ([Evidence 3](#)). According to these policies, goals and strategies determined with internal and external stakeholders, various social contribution activities and social responsibility activities were carried out during the year.

The 2023-2027 Strategic Plan was initiated at the end of 2022. After the basic outline of the 2023-2027 Strategic Plan was drafted, a planning calendar was created ([Evidence 4](#)) and then presented to internal and external stakeholders for their suggestions ([Evidence 5](#)). In this context, the strategic plan and goals were discussed at the 2022 Academic General Assembly Meeting ([Evidence 6](#), p. 2-3); Student Representatives Meeting ([Evidence 7](#), p. 1, art. 1); Advisory Board ([Evidence 8](#), p. 4, art. 3) and the International Advisory Board ([Evidence 9](#), p. 2-3, art. 4), and the Faculty Quality and Accreditation Board finalized the plan ([Evidence 10](#)). As a result of this process, the 2023-2027 Strategic Plan was approved by the Faculty Board of Directors and entered into force ([Evidence 11](#), p. 2, 6). A comparison of the 2020-2024 and 2023-2027 strategic plans is presented in the evidence ([Evidence 12](#)). The faculty's social contribution policy, goals and strategies, which have been approved by stakeholders, have been updated in [the Quality Manual](#). These policies aim to engage with the community and carry out social responsibility projects in line with the mission and strategic goals of the faculty.

As defined in the [Quality Handbook](#) (Section D.1.1.), the faculty makes video recordings of most

of its activities, especially symposiums, workshops and conferences, for the purpose of social contribution, and then continues to share the relevant videos on the faculty Youtube channel.

The Faculty's goals and indicators in the area of social contribution are regularly monitored. This section is monitored and tracked by the Social Contribution working groups (formerly known as the Academic and Social Activities Working Group; currently two working groups, the Academic Activities Working Group and the Social and Cultural Activities Working Group). In 2023 and 2024, working group meetings on social contribution were held twice each, four times in total (Evidence 13, Evidence 14, Evidence 15, Evidence 16, Evidence 17). According to the monitoring mechanism, the results of the red area graph (Evidence 18, p. 2, art. 3) in the SABIS KYBS/EMIS (Enterprise Management Information System) are monitored by the working groups on social contribution (Evidence 16, Evidence 17). In addition, the faculty's activities for the community are evaluated by the advisory board, which is one of the external stakeholders, and suggestions for improvement are presented (Evidence 19).

The red area graph, which provides information on the Performance Status Based on Strategies, can be accessed through KYBS. In the results of the Red Area Graph, it is seen that the targets have been met to a great extent and the green areas are dense (Evidence 18). Only 'Target H.3.1: To improve the institutional governance structure in order to improve relations with the society and ensure sustainability; to provide more university data with open access to ensure accountability and transparency' under the title 'S.3- To strengthen the ties between the university and society based on the understanding of social service and social responsibility and to implement the United Nations Sustainable Development Goals in all processes with an understanding of respect for nature, human and society. The indicator 'Number of informative and awareness-raising seminars, trainings, panels, workshops, etc. with internal and external stakeholders within the scope of sustainability' under the 'Status Based on Performance Indicators' target is the only part that stands out as a completely red area. The reason for this is that the title of this indicator was changed during the transition to the 2023-2027 strategies, rather than the non-realization of the targets. As this section, which was previously only related to social contribution activities, was changed to 'Sustainability' in the new strategy, the rate of achievement of the targets was low due to errors in the process of setting and entering the targets. SAUDEK was contacted about this, and it was stated that this error would be corrected and the necessary updates would be made within the framework of the 2025 Strategic Plan (For evidence of the process and correspondence regarding the elimination of this confusion in the writing of the goals, see Evidence 20, Evidence 21). Evidence 20, Evidence 21).

In relation to the IAA benchmark expectations, PDCA (Plan-Do-Check-Act) processes of some activities related to the faculty community contribution policy, goals and strategy can be mentioned here as an example:

a. Social Responsibility and Contribution to City Life

Within the scope of social responsibility projects, our faculty aims to introduce religious sciences to society and contribute to urban life. Plan (P) involved decisions on the Faculty's Social Contribution Policies and the implementation of activities in this regard (Evidence 1, Evidence 2, also see Evidence 4-12), while Do (D) consisted of organising various activities for the community in line with the plan (Evidence 22). Check (C) involved evaluating, during the stakeholder

meetings, the activities carried out for social contribution at the faculty were evaluated in terms of quantity and quality (bk. Advisory board and social contribution working group meeting decisions: [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 17](#)). Act (A) involved deciding, in accordance with the Faculty's Social Contribution Policies "3) To prioritize local and regional needs in the field of religious sciences." and "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 foci.", it was decided to carry out new activities in order to reach a wider audience in the public and social sphere in urban life, especially within the framework of certain current issues and problems (see Advisory boards meeting decisions: [Evidence 8](#), [Evidence 9](#)). Some activities were carried out in this direction (see [Evidence 22](#) for examples).

b. Lifelong Learning Activities

In order to increase the public's access to information, training, courses and certificate programs are organized within the framework of lifelong learning. An important part of teaching competence is to gain competence. Our institution, which adopts the lifelong learning model, not only increases the education and training competencies of students, but also expands its sphere of influence by extending the process of gaining competence outside the university in line with the collaborations with external stakeholders. The process of a relevant example can be mentioned here: Plan (P) recorded that, at the Advisory Board (External Stakeholder Board) Meeting dated 09.12.2020, one of the board members suggested that "Online courses can be held by the lecturers for the teachers of IHL vocational courses" and it was decided that the organization would be done by the teachers and the faculty would provide the necessary support ([Evidence 23](#)). Do (D) implemented this decision through the "Amele-i İlim Assemblies Religious Education Field Competencies Development Project" was carried out within the framework of the Educational Cooperation Protocol signed between SAU Faculty of Theology and Sakarya Provincial Directorate of National Education ([Evidence 24](#)), and within the scope of this project, an Arabic Text Reading Program was organized for volunteer teachers working in Imam Hatip High School Vocational Courses, Religious Culture and Ethics and Arabic branches in Sakarya and this program was first held in 2021 ([Evidence 25](#)). The Provincial Directorate of National Education communicates preliminary information about the program to the relevant teachers and shares the form for participation in the program ([Evidence 26](#)). Teachers who voluntarily participated in the programs and met the attendance requirement were presented with certificates at a ceremony ([Evidence 27](#), [Evidence 28](#)). Check (C) showed that, owing to the high level of satisfaction with this programme in general and the requests for the continuation of the training, the training was carried out in 2023-24. Within the framework of this program, which has now become sustainable, in accordance with the protocol signed between SAU Faculty of Theology and the Provincial Directorate of National Education, 2023-2024 IV. Term Arabic Text Reading Program for IHL Vocational, SAC and Arabic teachers working in Sakarya province was held between 20 November 2023 - 07 January 2024 and lasted 7 weeks. This program aimed to increase the professional competencies of vocational courses teachers working in IHLs ([Evidence 29](#), [Evidence 30](#)). Act (A) involved carrying out processes online to prevent interruptions due to risks such as natural disasters and pandemics ([Evidence 31](#)).

Maturity level: It is guaranteed in the institution that the social contribution activities of the

institution can create values and turn them into societal benefits in line with the institution's social contribution policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence

Evidence 1 Faculty Social Contribution Policy, Goals and Strategy

Evidence 2 Faculty Quality Manual

Evidence 3 2022 Self-Assessment Report

Evidence 4 SAU Faculty of Theology 2023-2027 Strategic Plan Preparation Calendar

Evidence 5 Strategic Plan Opinion

Evidence 6 Minutes of the Mutual Academic Board Meeting at the Beginning of 2022-2023 Academic Year

Evidence 7 Student Representatives Meeting

Evidence 8 Advisory Board Meeting dated 04.01.2023

Evidence 9 International Advisory Board Meeting dated 07.01.2023

Evidence 10 Faculty Quality and Accreditation Meeting dated 10.01.2023

Evidence 11 SAU Faculty of Theology Strategic Plan 2023-2027

Evidence 12 New and Old Strategic Plans - Mutual

Evidence 13 Academic and Social Activities Working Group Meeting Decision dated 12.07.2023

Evidence 14 Academic and Social Activities Working Group Meeting Decision dated 26.10.2023

Evidence 15 Academic and Social Activities Working Group Meeting Decision dated 02.07.2024

Evidence 16 Academic Activities Working Group Meeting Decision dated 16.10.2024

Evidence 17 Social and Cultural Activities Working Group Meeting Decision dated 17.10.2024

Evidence 18 Red Area Graph 2023 Results

Evidence 19 Advisory Board Meeting dated 25.10.2024 and Meeting Decisions

Evidence 20 19.11.2024 Problem Notification Mail to SAUDEK on EMIS Performance Monitoring

Evidence 21 20.11.2024 SAUDEK's Response Mail on EMIS Performance Monitoring

Evidence 22 Some Activities of the Faculty in Social Responsibility and Contribution to City Life

Evidence 23 Meeting Decisions of the Advisory Board (External Stakeholder Board) Meeting dated 09.12.2020

Evidence 24 Cooperation Protocol in Education between Sakarya University Faculty of Theology and Sakarya Provincial Directorate of National Education

Evidence 25 4th Term Arabic Text Reading Program implemented within the scope of the Project

for Improving Teacher Content Knowledge Competencies (20 November 2023 - 07 January 2024)

Evidence 26 MoNE Self Information Letter (4th Term Arabic Text Reading Program implemented within the scope of the Project for Improving Teacher Content Knowledge Competencies)

Evidence 27 May 30, 2022 Amele-i İlim Assemblies Religious Education Field Competencies Development Project Certificate Ceremony

Evidence 28 May 12, 2023 Wednesday, May 12, 2023 18:00 Certificate Ceremony for Arabic Text Readings by Distance Education Project

Evidence 29 2023-2024 Period IV Arabic Text Reading Program, Related Official Letter (MoNE)

Evidence 30 Program Content and Application Process

Evidence 31 Improving Teacher Content Knowledge Competencies Project (Fourth)

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

The institution has a defined process for the management and organizational structure of community contribution processes (see Evidence 1). Social contribution processes are planned, implemented, monitored and controlled, and necessary measures are taken according to the mechanism specified in the flow chart showing the defined process in the Faculty Quality Manual (see D.1.2. Section). Again, in the realization of the activities, compliance with the faculty's social contribution policy, goals and strategy is observed to a great extent. The organizational structure, which was previously established with the approval of internal and external stakeholders, has not been changed. It has been decided to hold meetings on process management at least once a year instead of twice a year and to hold additional meetings if needed (Evidence 2, art. 1). Social contribution activities and social responsibility activities are carried out according to this structure and process.

As a suitable example of this section, the event organized between our faculty and the Islamic Sciences Foundation (ISAV) can be mentioned here. Previously, based on bilateral cooperation and protocols, three specialized scientific meetings were held under the title "The Meaning and Function of Fiqh in the Modern Age". These events and the workshop books published after the events had an impact on the wider society. Based on this observation, ISAV made a written request to our faculty on January 23, 2024 to hold a new event titled "Fiqh Problems Arising from Double Legitimacy in the Context of Family Law" in order to use the impact of the cooperation in new events (Evidence 3). Subsequently, after discussions with the dean's office, it was decided to organize and plan the event (Evidence 4).

At the end of each year, at the Quality Accreditation Board meeting attended by the deanship management, social contribution performance indicators and next year's targets are entered into the information management system. In addition, as a new practice, faculty members record their activities related to social contribution and sustainability in the Social Contribution and Sustainability Module in SABIS (Evidence 5). With this new application, their activities in this area will be monitored more clearly.

This section is monitored and followed up by the Social Contribution working groups. A total of

four meetings were held, two each in 2023 and 2024 ([Evidence 6](#), [Evidence 7](#), [Evidence 8](#) [Evidence 9](#) [Evidence 10](#)). In these meetings, decisions were taken to implement, control and monitor the social contribution processes at the faculty, as well as to take necessary improvements and measures. Consultation and exchange of views meetings are also held with student club presidents, school and class representatives who play a role in the realization of social-cultural activities at the faculty ([Evidence 11](#)).

In accordance with the article "H.3.2. To strengthen cooperation, partnerships and coordination with the internal and external stakeholders of the Faculty." The Faculty's strategy and goals for social contribution, various related issues and recommendations such as planning, implementation, monitoring, control and prevention of activities for social contribution were evaluated in the advisory board and international advisory board ([Evidence 12](#), [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 17](#), [Evidence 18](#)).

As one of the performance indicators of the Quality Manual, a satisfaction survey was administered to faculty stakeholders regarding the social contribution activities of the institution and these satisfaction rates were monitored by the relevant working group. According to the 2021 ([Evidence 19](#), see. Overall Satisfaction Rate), 2022 ([Evidence 20](#), see. Overall Satisfaction Rate) and 2023 ([Evidence 21](#), see. Overall Satisfaction Rate) survey results, the satisfaction rate has never fallen below 80% in all areas and in the total rate, and the overall satisfaction rate has continued sustainably.

Maturity level: The results and stakeholder opinions with regard to the management of the social contribution processes in the institution are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Quality and Accreditation Board Decision dated 24.10.2023](#)

Evidence 3 [Islamic Sciences Foundation \(ISAV\) Cooperation Invitation Letter for the Event titled "Figh Problems Arising from Double Legitimacy -In the Context of Family Law"](#)

Evidence 4 [Islamic Sciences Foundation \(ISAV\) Letter of Acceptance for the Event titled "Figh Problems Arising from Double Legitimacy in the Context of Family Law"](#)

Evidence 5 [SABIS Social Contribution and Sustainability Module Screenshot](#)

Evidence 6 [Decision Minutes of the Academic and Social Activities Working Group Meeting dated 12.07.2023](#)

Evidence 7 [Decision Minutes of the Academic and Social Activities Working Group Meeting dated 26.10.2023](#)

Evidence 8 [Decision Minutes of the Academic and Social Activities Working Group Meeting dated 02.07.2024](#)

Evidence 9 [Decision Minutes of the Academic Activities Working Group Meeting dated 16.10.2024](#)

Evidence 10 Decision Minutes of Social and Cultural Activities Working Group Meeting dated 17.10.2024

Evidence 11 Consultation Meeting with Student Club Presidents, School and Class Representatives

Evidence 12 Minutes of the International Advisory Board Meeting dated 07.01.2023

Evidence 13 Minutes of the International Advisory Board Meeting dated 04.11.2023

Evidence 14 Decision Minutes of the Advisory Board Meeting dated 06.07.2022

Evidence 15 Minutes of the Advisory Board Meeting dated 04.01.2023

Evidence 16 Minutes of Decision of Faculty Advisory Board Meeting dated 10.10.2023

Evidence 17 Minutes of the Faculty Advisory Board Meeting dated 02.07.2024

Evidence 18 Advisory Board Meeting dated 25.10.2024 and Meeting Decisions

Evidence 19 2021 Stakeholder Satisfaction Survey

Evidence 20 2022 Stakeholder Satisfaction Survey

Evidence 21 2023 Stakeholder Satisfaction Survey

D.2. Social Contribution Resources

D.2.1. Resources

As previously described in the Quality Handbook (Evidence 1, Section D.2.1.), the Faculty collaborates with the SAU Faculty of Theology Foundation, the municipality, various NGOs, institutions and organizations, and signs bilateral protocols when necessary, in addition to the support it receives from the university in finding resources for social activities. In this way, it receives support from the aforementioned sources in the realization of these activities, especially in terms of organization and financing.

For social contribution events in which the faculty is a direct or stakeholder; if the event is to be held physically, the faculty conference hall with a capacity of 350+ or Prof. Dr. Mehmet Erkal meeting hall (round table) is allocated for this purpose, and if the event is to be held online, the faculty Zoom account and/or the faculty YouTube channel (Evidence 2) is adjusted for live broadcasting.

In line with the defined process, some collaborations were made, protocols were signed and these were recorded and monitored in the realization of activities for social contribution. As can be seen in D.3.1., a common process is carried out at the point of resource in the activities carried out by the faculty in cooperation. As an example here, the 1st International Symposium on the Founding Generation of Islamic Sciences, the Tâbiîn Symposium (May 6-7, 2023), which was organized jointly with the Islamic Sciences Research Foundation (ISAV) and subtitled "Tâbiîn Identity and the Establishment of Islamic Sciences", was physically held at the faculty. In this symposium, in addition to the support of ISAV, the municipality provided support for some needs (Evidence 3). In the event that sufficient external resources are not available for collaborative

activities, the necessary needs are met from the faculty foundation budget. For example, the travel expenses of the participants who presented papers at the International Symposium on Mosques and Their Functions in a Changing World held on October 7-9, 2022 were covered by the faculty foundation (17,798 TL, see [Evidence 4](#)).

This section is monitored and tracked by the Social Contribution working groups. In 2023 and 2024, working group meetings on social contribution were held twice, four times in total ([Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), p. 3, art. 5, [Evidence 9](#), p. 2, art. 5).

After some symposiums and workshops organized for the purpose of contributing to the society, the papers presented are published as books and made available to the public. As an example of this, the International Symposium on Mosques and Their Functions in a Changing World was held on October 7-9, 2022. The face-to-face symposium was broadcast live on YouTube for the benefit of a wider audience. The proceedings were then edited and published as an e-book ([Evidence 10](#)).

Maturity level: The physical, technical and financial resources in the institution are managed in a way to support the social contribution activities and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Sakarya University Faculty of Theology Official Youtube Channel](#)

Evidence 3 [Acknowledgement Sample for Institutions and Organizations Contributing to the Event](#)

Evidence 4 [Document of Decision that the Travel Expenses of the Participants Presenting Papers at the Symposium on Mosque and Its Functions in a Changing World dated 21.10.2022 will be Covered from the SAU Theology Foundation Budget](#)

Evidence 5 [Academic and Social Activities Working Group Meeting Decision dated 12.07.2023](#)

Evidence 6 [Academic and Social Activities Working Group Meeting Decision dated 26.10.2023](#)

Evidence 7 [Academic and Social Activities Working Group Meeting Decision dated 02.07.2024](#)

Evidence 8 [Decision Minutes of Academic Activities Working Group Meeting dated 16.10.2024](#)

Evidence 9 [Decision Minutes of Social and Cultural Activities Working Group Meeting dated 17.10.2024](#)

D.3. Social Contribution Performance

D.3.1. Monitoring and improvement of social contribution performance

The faculty monitors its social contribution performance within the framework of the process previously described in the Quality Manual ([Evidence 1](#), Section D.3.1.) and makes improvements

according to the opinions received at periodic stakeholder meetings. The social contribution performance is largely in line with the faculty's social contribution policies, goals and strategies.

This section is monitored and followed up by working groups on Social Contribution. In 2023 and 2024, working group meetings on social contribution were held twice, four times in total. In these meetings, the previously recorded activities for social contribution, the rates in the relevant sections of the satisfaction surveys on this subject are evaluated, the results of the red area graph in SABIS EMIS ([Evidence 2](#)) are monitored annually, and necessary measures and suggestions for improvement are prepared ([Evidence 3](#), [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Evidence 7](#)). In addition, at external stakeholder meetings, the faculty's activities regarding the annual social contribution performance are presented and evaluated, and necessary suggestions and improvement decisions are made ([Evidence 8](#), [Evidence 9](#), [10](#)). In particular, the external stakeholder meetings and the decisions taken therein are reflected in the first three articles of the Faculty's Social Contribution Policies, which are "1) To manage social contribution activities at the Faculty institutionally through defined processes; 2) Maintain stakeholder-oriented, transparent and accountable governance in line with the Faculty's responsibilities towards its stakeholders; 3) Prioritizing local and regional needs in the field of religious sciences."

The red area graph, which provides information on the Performance Status Based on Strategies, can be accessed through EMIS. The results of the Red Area Graph show that the targets have been met to a large extent and the green areas are concentrated ([Evidence 2](#)). Only "Target H.3.1: To improve the institutional governance structure in order to improve relations with society and ensure sustainability; to provide more university data with open access in order to ensure accountability and transparency" under the title "S.3- To strengthen the ties between the university and society based on the understanding of social service and social responsibility and to implement the United Nations Sustainable Development Goals in all processes with an understanding of respect for nature, people and society." from the Strategies for 2023. The indicator "Number of informative and awareness-raising seminars, trainings, panels, workshops, etc. conducted with internal and external stakeholders within the scope of sustainability" under the "Status Based on Performance Indicators" target is the only part that stands out as a completely red area. The reason for this is that the title of this indicator was changed during the transition to the 2023-2027 strategies, rather than the non-realization of the targets. As this section, which was previously only related to social contribution activities, was changed to "Sustainability" in the new strategy, there were errors in the process of setting and entering the targets, resulting in low rates of achievement of the targets. SAUDEK was contacted about this, and it was stated that this error would be corrected and the necessary updates would be made within the framework of the 2025 Strategic Plan (For evidence of the process and correspondence related to the elimination of this confusion in the writing of the goals, see. [Evidence 11](#), [Evidence 12](#)). The results of the red area graph are evaluated in working groups on social contribution and action plans are developed to take necessary measures ([Evidence 6](#), [Evidence 7](#), p. 2, art. 2).

The Social Contribution and Sustainability Coordinatorship (TOKAS), which was recently established at the university and has an official directive, has duties such as coordinating and monitoring relevant activities to cover all units. Again, on the SABIS Community Contribution and Sustainability Module, academics are asked to add activities on social contribution and

sustainability. The vice dean of our faculty, Dr. Assoc. Prof. Dr. Kübra Cevherli is a member of this team ([Evidence 13](#)). This module is not yet being used as an active monitoring mechanism as it is still in the installation phase and data for a full year has not yet been generated. However, over time this module will be monitored in addition to other ongoing monitoring and prevention mechanisms. For 2023 and 2024, the detail of activities recorded in this module by the faculty academic staff has been manually captured for now (see [Evidence 14](#) for a detailed list of some of these activities). Another platform where faculty social contribution activities are monitored and shared with the public is the periodic faculty bulletins (see [Evidence 15](#) for Faculty Bulletins by year). These issues are emphasized in the Faculty's Social Contribution Strategy and Goals, "H.3.1: Improve institutional governance structure to enhance community relations and ensure sustainability; share more faculty data to ensure accountability and transparency."

YouTube comments are also regularly monitored and tracked in terms of feedback on the social contribution activities carried out publicly on YouTube at the Faculty (see [Evidence 16](#), [Evidence 17](#) for some of the comments on the posts on the Faculty [YouTube](#) account). [Evidence 16](#), [Evidence 17](#)).

Some of the prominent activities of the Faculty for social contribution and social responsibility are listed below. These activities can be considered as indicators of the continuation of the activities previously carried out for social contribution. Again, the relationship of some of the activities below with the faculty's social contribution policies, goals and strategies is also mentioned.

The panel titled "A Lifetime Dedicated to Tafsir", which was previously held jointly with Sakarya Metropolitan Municipality in 2019, 2020, 2021, was also held on December 28, 2022 and was held face-to-face in public and broadcast live on Youtube ([Evidence 18](#), [Evidence 19](#)).

As an External Stakeholder, the third of the Teacher Field Knowledge Competencies Development Project, organized in cooperation with our faculty and Sakarya Provincial Directorate of National Education for teachers in schools affiliated to the Ministry of National Education in Sakarya, was carried out in the 2022-2023 academic year ([Evidence 20](#)). Teachers who completed the program were awarded certificates ([Evidence 21](#)). Within the framework of this program, which has also become sustainable, in accordance with the protocol signed between SAU Faculty of Theology and the Provincial Directorate of National Education, the 2023-2024 IVth Term Arabic Text Reading Program for IHL Vocational, RCM and Arabic teachers working in Sakarya province was held between 20 November 2023 - 07 January 2024 and lasted 7 weeks. This program aimed to increase the professional competencies of vocational courses teachers working in IHLs ([Evidence 22](#), [Evidence 23](#), [Evidence 24](#)).

A meeting was held to present the outputs of the "Project on Religious Understanding and Future Vision in Emerging Adults" jointly conducted by our faculty and Sakarya Provincial Mufti's Office and led by Assoc. Prof. Dr. Abdullah Ince, Head of the Department of Sociology of Religion at our faculty (January 4, 2023). The meeting was attended by our Dean Prof. Dr. Ahmet Bostancı, Sakarya Provincial Mufti Hasan Başı, Assistant Deans, Deputy Provincial Mufti, some district mufti, faculty professors, religious officials and the project team ([Evidence 25](#)).

After the earthquake that affected Maraş and the surrounding provinces in February 2023, Assoc. Prof. Dr. Abdullah Ince, Head of the Department of Sociology of Religion, went to the earthquake

zone with his research team to conduct field research on the project "The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters", which was carried out within the scope of TÜBİTAK's 1002-C "Natural Disasters Focused Field Study Emergency Support Program" call. In addition to Assoc. Prof. Dr. Abdullah İnce, our faculty member Dr. Ziya Erdiñç and İnönü University Faculty of Theology faculty member Dr. Yunus Emre Temiz also took part in the research team of the project ([Evidence 26](#)). On March 30, 2023, Assoc. Prof. Dr. Abdullah İnce made a presentation at the TÜBİTAK Earthquake Research Virtual Conference and shared the outputs of the project with the public ([Evidence 27](#)). This practice is directly related to Article 5 of the Faculty's Social Contribution Policies titled "Presenting the findings of scientific studies to the public and organizing academic and social activities open to the public."

The 1st International Symposium on the Founding Generation of Islamic Sciences, the Tâbiîn Symposium with the subtitle "The Identity of the Tâbiîn and the Establishment of Islamic Sciences" organized by our faculty and the Islamic Sciences Research Foundation (ISAV) was held on May 6-7, 2023 at SAU Faculty of Theology Conference Hall ([Evidence 28](#)). The opinions and evaluations of the members of the international advisory board were also taken into consideration before the realization of this symposium ([Evidence 29](#)).

On 24 May 2023, an online and public seminar on "A Psychosocial Study on the Effects of Religiosity on Family Functions" was held ([Evidence 30](#)). This event has a societal contribution aspect, with the potential to strengthen family relationships, strengthen social bonds and increase moral values.

The Youth and Literature Workshop of the "Project for the Determination of Young People's Level of Belief in Islam and Problems of Belief and the Investigation of the Relationship between Belief Problems and Family Institution", which was carried out by Assoc. Prof. Dr. Abdullah İnce, Head of the Department of Sociology of Religion at our Faculty, was hosted by the Presidency of the Science, Culture, Art and Publication Board of the Religious Foundation of Türkiye (İLK SAY) in Ankara on June 2-3, 2023 ([Evidence 31](#)).

In 2023, the TÜBİTAK 1001 project, which was carried out by Prof. Dr. Hasan Meydan, one of the academic staff of our faculty, was accepted. "The Possibility of Skill-Based Value Education: Development of a Skills-Based Value Education Model, Program and Teacher Training Module", one of the stakeholders of this project is the Ministry of National Education and it is a project to increase the efficiency of value education in schools ([Evidence 32](#)). This project plays an important role in terms of social contribution. This is because by strengthening values education through a skills-based education system, it contributes to individuals adopting moral values aligned with basic skills. This will promote ethical behavior in society at large, foster a sense of cooperation and responsibility, and provide the cornerstones for building a sustainable, just society. It will also contribute to the development of future leaders and active citizens by guiding students in developing their skills and competencies.

An example of PDCA related to the title "4) Developing solutions to the religious problems of the society by taking into account the suggestions of internal and external stakeholders and identifying research and development foci." from the Faculty Social Contribution Policies can be mentioned here. At the Advisory Board Meeting dated 10.10.2023, it was decided that suggestions for graduate thesis topics could be submitted to the faculty in line with the demands

and needs of the board members (For examples on this issue, see the section titled "C.2.4. Graduate Programs Compatible with the Research Policy, Goals and Strategy of the Institution" in the SDR). Again in this board, it was planned to jointly carry out activities that are interesting and appealing especially to the young population. It was also discussed that social responsibility projects could be carried out with SATSO and MÜSİAD ([Evidence 33](#)). On October 10, 2023, the Advisory Board took this decision as a control-monitoring and improvement step, and a protocol was signed between the faculty and Adabilim Schools in November 2023 ([Evidence 34](#), [Evidence 35](#)). According to this protocol titled "School-University Cooperation Role Model", Adabilim Schools and SAU Faculty of Theology aim to increase the language development of SAU Faculty of Theology students in language education and training activities within the scope of formal and non-formal education, to create practical application and activity environments for students, and especially to gain experience for the students of the Faculty of Theology, who will be the future educators. In this context, a reciprocal student mobility was realized between the faculty students and the aforementioned school ([Evidence 36](#)).

Being aware of having a deep-rooted tradition, the faculty organizes commemorative ceremonies open to the public for academic staff who have contributed to the faculty and have passed away. Two recent examples are the commemoration ceremony and panel for the late Prof. Dr. Abdulvahit İmamoğlu, Lecturer in Religious Psychology, and the late Prof. Dr. Faruk Beşer, Retired Lecturer in Islamic Law. In these programs, to which the families of the deceased were also invited, the contributions of the professors to the field and the faculty were expressed and their examples for the faculty staff and students were conveyed (for details of the events, see [Evidence 37](#), [Evidence 38](#)).

Various social responsibility projects are carried out at the faculty in the form of creating special bookshelves in the faculty library related to various social events or issues of importance to the faculty. Recently, a bookshelf was created in response to the human tragedy in Palestine ([Evidence 39](#)). Again, a special bookshelf was recently created in the name of Martyr Mehmet Fatih Çangır, one of the 2022 graduates of our faculty, and our martyr was commemorated on this occasion ([Evidence 40](#)).

Regarding our faculty's "H.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", it is one of the important examples of the university's green campus practice with its physical facilities and green-centered structure. There is a remarkable awareness among university employees and students on this issue. The main campus of Sakarya University, where our faculty is located, has once again proved its success in sustainability by ranking 153rd worldwide and 13th in Türkiye in the UI GreenMetric 2024 ranking ([Evidence 41](#)). The university also has a dedicated unit in this regard ([Evidence 42](#)). These issues are reflected in the Faculty Social Contribution Strategy and Goal "H.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."

In 2024, "Teaching the Holy Quran with Braille Alphabet" course was opened within the scope of the study, which was realized as a first in Türkiye with the cooperation of our Faculty and SAU Barrier-Free Life and Support Coordinatorship. It is aimed for students who choose the course of

Teaching the Holy Quran with Braille Alphabet to provide more qualified service to visually impaired individuals they will encounter in society in their professional lives and to gain the competence to provide education on Turkish and the Holy Quran. Coordinated by our Faculty Member Dr. Lecturer. The application processes of the course, which is coordinated by Faculty Member Dr. Feyza Doğruyol, are carried out by Sakarya University Unimpeded Life and Support Coordinator Assist. Assist. Huzeyfe Aydın ([Evidence 43](#)).

"3) Prioritizing local and regional needs in the field of religious sciences." and "7) To inform and raise awareness of the society on religious issues by using mass media effectively." As an example related to this article, the programs of our academic staff on the local TV channel TV264 on the occasion of Ramadan can be mentioned here (see [Evidence 44](#), [Evidence 45](#) for the Provincial Mufti's Official Letter and Annex).

As a traditional practice in our faculty, all faculty academic and administrative staff as well as students are encouraged to participate in the blood donation campaign organized by the Red Crescent in our faculty at a certain period of the year. This social responsibility project, which can be a healing opportunity for many people from many communities in case of need, especially in natural disasters, is important ([Evidence 46](#)).

High schools in the city visit the faculty at various times to gain information and motivation. Our lecturers in charge of these activities in the Faculty Promotion and Information Working Group provide information about the faculty to the visiting students (see [Evidence 47](#) for a recent example).

A final important development that is worth mentioning here is the introduction of new criteria related to Social Contribution and Sustainability in university appointment promotion criteria from 2025. According to these criteria, a draft version of which has already been shared with university academic staff and is out for consultation ([Evidence 48](#)), activities related to social contribution and sustainability will now also be subject to scoring ([Evidence 49](#)), as a new main section with around 45 sub-headings. It is envisaged that this development will lead to a more systematic increase in the faculty's social contribution activities.

Maturity level: The social contribution performance of all the fields in the institution is monitored, reviewed and employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [Red Area Graph 2023 Results](#)

Evidence 3 [Academic and Social Activities Working Group Meeting Decision dated 12.07.2023](#)

Evidence 4 [Academic and Social Activities Working Group Meeting Decision dated 26.10.2023](#)

Evidence 5 [Academic and Social Activities Working Group Meeting Decision dated 02.07.2024](#)

Evidence 6 [Decision Minutes of Academic Activities Working Group Meeting dated 16.10.2024](#)

Evidence 7 [Decision Minutes of Social and Cultural Activities Working Group Meeting dated](#)

17.10.2024

Evidence 8 Advisory Board Meeting dated 04.01.2023

Evidence 9 International Advisory Board Meeting dated 07.01.2023

Evidence 10 Faculty Advisory Board Meeting on October 10, 2023

Evidence 11 19.11.2024 Problem Notification Mail to SAUDEK on EMIS Performance Monitoring

Evidence 12 20.11.2024 SAUDEK's Response Mail on EMIS Performance Monitoring

Evidence 13 SAU Community Contribution and Sustainability (TOKAS) Coordinatorship Team

Evidence 14 Detailed List of Some Activities Entered by Academic Staff in SABIS Community Contribution and Sustainability (TOKAS) Module

Evidence 15 SAUIF Bulletins by Year

Evidence 16 Comments on Faculty YouTube Account Post-1

Evidence 17 Comments on Faculty YouTube Account Post-2

Evidence 18 Panel News titled "A Lifetime Dedicated to Tafsir" dated December 28, 2022

Evidence 19 Live Youtube Recording of the Related Panel

Evidence 20 Improving Teacher Content Knowledge Competencies Project

Evidence 21 Certificate Ceremony of the Related Project

Evidence 22 2023-2024 Period IV Arabic Text Reading Program, Related Official Letter (MoNE)

Evidence 23 Program Content and Application Process

Evidence 24 Improving Teacher Content Knowledge Competencies Project (Fourth)

Evidence 25 Presentation of the Outputs of the "Project on Religious Understanding and Future Vision in Emerging Adults"

Evidence 26 TÜBİTAK 1002-C Project titled "The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters"

Evidence 27 Presentation of the Related Project at TÜBİTAK Earthquake Research Virtual Conference

Evidence 28 1st International Symposium on the Founding Generation of Islamic Sciences, May 6-7, 2023

Evidence 29 Taking Stakeholder Opinions in Organizing the Related Symposium

Evidence 30 Seminar on "A Psychosocial Study on the Effects of Religiosity on Family Functions"

Evidence 31 Youth and Literature Workshop of the "Project on the Determination of Young People's Level of Belief in Islam and Problems of Belief and the Relationship between Problems of Belief and Family Institution"

Evidence 32 "The Possibility of Skill-Based Value Education: Development of a Skill-Based Value Education Model, Program and Teacher Training Module" TÜBİTAK 1001 project

Evidence 33 Minutes of Advisory Board Meeting dated 10.10.2023

Evidence 34 Text of the protocol signed between SAU Faculty of Theology and Adabilim Schools titled "School-University Cooperation Role Model"

Evidence 35 Announcement of the relevant protocol on social media

Evidence 36 Arabic Poetry Recitation Competition with the Participation of Adabilim Students

Evidence 37 Memorial Ceremony and Panel for the late Prof. Dr. Abdulvahit İmamoğlu, Professor of Psychology of Religion

Evidence 38 Memorial Ceremony and Panel for the Late Prof. Dr. Faruk Beşer, Retired Professor of Islamic Law

Evidence 39 Establishment of Palestine Special Library in the Faculty Library

Evidence 40 Creating a Special Collection in the Faculty Library in the Name of 2022 Graduate Martyr Mehmet Fatih Çangır

Evidence 41 SAU's Remarkable Success in UI GreenMetric 2024 Rankings

Canteen 42 SAU Green Campus (Greenmetric | Green Campus) Unit

Evidence 43 "Teaching the Holy Quran with Braille Alphabet" Lesson

Evidence 44 Official Letter on Religious Program for the Community on TV264 during Ramadan (by Provincial Mufti's Office)

Evidence 45 Public Religious Program Broadcast Schedule on TV264 during Ramadan

Evidence 46 Red Crescent Blood Donation Campaign organized at SAUIF (2024)

Evidence 47 High Schools Visit SAUIF

Evidence 48 SAU New Appointment-Promotion Criteria Opinion Request Mail

Evidence 49 Awarding Points to Activities Related to "Social Contribution and Sustainability" in SAU New Appointment-Promotion Criteria

E. GOVERNANCE SYSTEM

E.1. Structure of Management and Administrative Units

E.1.1. Management model and administrative structure

In accordance with the process specified in the Quality Manual, the current management model and administrative structure of our faculty continue as it is (Evidence 1). The mission of our institution (Evidence 2) is to educate researcher and social individuals with ethical-aesthetic values, lifelong learning skills, and to produce social service and healthy knowledge in the field of religious sciences. The vision of our institution (Evidence 3) is to be a faculty that is preferred in the first rank with its education and research quality, offers solutions to the problems related to religious education and training together with its stakeholders, and has adopted the principles of total quality management. In order to realize this mission and vision, our institution establishes

different Boards and Working Groups outside of the management structure based on legislation when necessary ([Evidence 4](#)).

The Dean's Office carries out its practices regarding the management model and administrative structure in line with the defined processes specified in the Quality Manual ([Evidence 1](#)). The administrative staff of our faculty was changed in 2024. In this context, the dean and vice deans changed ([Evidence 5](#)). The distribution of duties of the new vice deans was made and this distribution was shared in a cover letter ([Evidence 6](#)). The new administration, together with the dean and vice deans, visited the outgoing administration and, in line with the principle of continuity in administration, evaluated the past period and shared experiences, as well as held consultations for the next period ([Evidence 7](#)).

Controls and monitoring of the management structure are carried out every year, and as a result of these controls, necessary changes can be made in the management structure, taking into account the views of stakeholders. In this context, in 2024, the boards and working groups that are part of the management structure were reorganized in the context of staff mobility, consultations and accreditation processes, some new boards and working groups were created and new members were added ([Evidence 8](#), [Evidence 4](#)). For example, the "Academic and Social Activities Working Group" was divided into "Academic Activities Working Group" and "Social and Cultural Activities Working Group" in order to carry out more systematic and specific activities. In addition, in order to reduce the workload of the "Student Affairs Working Group", some coordinators were gathered under the name of "Education Support Working Group" and a new working group was formed. These boards and working groups, as well as the Faculty Advisory Board and the International Advisory Board, continued their regular meetings ([Evidence 9](#), [Evidence 10](#), [see also A.3.1](#)).

In order to increase cooperation with non-governmental organizations and public institutions in various fields, our faculty maintains the protocols it has already signed ([Evidence 11](#)) and continues to sign new protocols ([Evidence 12](#)).

Our faculty conducts regular surveys on the management structure ([Evidence 13](#), [Evidence 14](#), [Evidence 15](#)) and these surveys are evaluated by the Dean's Office and the Quality and Accreditation Board ([Evidence 16](#)). The Dean's Office makes use of these surveys when making improvements ([see section E.1.2 for details](#)).

Maturity level: The findings obtained from the practices related to the institution's management model and administrative structure that encompass all the units and fields are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Faculty Mission](#)

Evidence 3 [Faculty Vision](#)

Evidence 4 [Working Committees and Groups \(2024\)](#)

Evidence 5 Dean's Appointment and Handover Ceremony

Evidence 6 Distribution of Duties of Associate Deans

Evidence 7 Continuity in Management Visits

Evidence 8 Working Committees and Groups (2023)

Evidence 9 Faculty Advisory Board Meeting Minutes

Evidence 10 International Advisory Board Meeting Minutes

Evidence 11 Employee Satisfaction Survey

Evidence 12 Stakeholder Satisfaction Survey

Evidence 13 Leader Behavior Assessment Questionnaire

Evidence 14 Mufti's Office Hafiz Project Protocol

Evidence 15 Adabilim Schools Protocol

Evidence 16 Quality and Accreditation Board Meeting Minutes

E.1.2. Process management

Process management at the Faculty continues to be carried out in accordance with the process defined in the Quality Manual (Evidence 1). Processes are monitored through the "Enterprise Management Information System (EMIS)" on the SABIS platform (Evidence 2). Only managers and members of the Quality and Accreditation Board can enter information into the EMIS. Other personnel do not have access to certain links such as the admin panel. The executive panel is a panel where strategic management, strategic plan performance, detailed strategic plan, institutional performance and comparative analysis, process management, strategy and processes and process performance are monitored. Here, information entries and monitoring of processes such as follow-up of processes, realization rates of targets, risk management are made and monitored by the Quality and Accreditation Board and the Dean's Office. For example, the red area graph obtained through EMIS Strategic Management and the evaluation of this graph by the Quality and Accreditation Board are explained in detail under the heading A.1.1 (see for evidence Evidence 21, Evidence 18, Evidence 20).

Our faculty organizes routine surveys on process management and these surveys are evaluated by the Dean's Office and the Quality and Accreditation Board (Evidence 3). The Dean's Office makes use of these surveys when making improvements. In this context, it was observed that the satisfaction rate for all items in the Stakeholder Satisfaction Survey and Leader Behavior Evaluation Surveys was above 80% (Evidence 4 and Evidence 5). In the 2023 Internal Control Self-Assessment Survey, the overall satisfaction rate was 77% for academic staff and 82% for administrative staff. (Evidence 6). The employee satisfaction survey (Evidence 7) was also evaluated by the Quality and Accreditation Board and the items with low satisfaction rates were consulted and suggestions for improvement were made to the Dean's Office (Evidence 3 art. 6). The Dean's Office made adjustments as a result of these recommendations and shared them with the staff. For example, it was decided to appoint a supervisor at the point of transportation for

administrative staff ([Evidence 8](#)).

Maturity level: The results regarding the processes that are managed in a way to encompass all the units and fields in the institution are systematically monitored with performance indicators and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands..

Evidence:

Evidence 1 [Quality Manual](#)

Evidence 2 [Enterprise Management Information System \(EMIS\)](#)

Evidence 3 [Quality and Accreditation Board Meeting Minutes](#)

Evidence 4 [Employee Satisfaction Survey](#)

Evidence 5 [Stakeholder Satisfaction Survey](#)

Evidence 6 [Internal Control Self-Assessment Questionnaire](#)

Evidence 7 [Leader Behavior Assessment Questionnaire](#)

Evidence 8 [Academic Board Meeting Minutes](#)

E.2. Resource Management

E.2.1. Human resources management

The faculty follows the defined process in the Quality Quality Manual ([Evidence 1](#)), especially Sakarya University's Human Resources Directive ([Evidence 2](#)). Activities that are compatible with the defined process continue to be carried out. In addition, as stated in detail under the heading "A.1.1. Mission, vision, strategic goals and objectives", "Human Resources Policy" was added to the policies established within the framework of SAU Faculty of Theology 2023-2027 Strategic Plan by taking the necessary opinions from stakeholders ([Evidence 3](#)).

There are 14 administrative staff in our institution, including 1 faculty secretary, 1 dean's secretary, 2 officers responsible for administrative services, 2 department secretaries, 2 student affairs officers, 2 officers responsible for financial affairs, 2 clerical and 2 library officers ([Evidence 4](#)). Our faculty has a defined process for personnel recruitment. In this context, personnel assignments are made in case of need. For example, the need arising from the retirement of one of the department secretaries was communicated to the Personnel Department. Upon this, the Personnel Department allocated an administrative staff to our faculty. In this way, our faculty ensures that administrative services are carried out without interruption ([Evidence 5](#)).

Our institution, which attaches importance to and encourages the training of administrative staff on various subjects, organizes trainings in cooperation with the Personnel Department and In-Service Branch Directorate and ensures that administrative staff participate in these trainings. In this framework, training needs analyses are conducted ([Evidence 6](#), [Evidence 7](#)). Personnel

continue to receive trainings routinely within the framework of needs. For example, civil defense training, first aid training, official correspondence rules training, disaster awareness, social responsibility awareness training are among the trainings received by our personnel (Evidence 8, Evidence 9, Evidence 10, Evidence 11).

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. In this regard, meetings were held with administrative staff and their opinions, suggestions and other requests were received (See Evidence 12, Evidence 13).

The satisfaction of administrative staff continues to be monitored through an employee satisfaction survey (Evidence 14). In addition, students' satisfaction with administrative services is measured and monitored for any deficiencies (Evidence 15). Survey results are evaluated by the Quality and Accreditation Board and the Dean's Office. The evaluations show that students are highly satisfied with administrative services (82%). Employee satisfaction was found to be 71%. In addition, the results of the Internal Control Standards Self-Assessment Survey were evaluated by the Quality and Accreditation Board. According to the results obtained, it was seen that the satisfaction rate of the academic staff was 74% and the satisfaction rate of the administrative staff was 80% for the statement "The movables in the possession of the personnel are tracked through the automation system." (Evidence 16 art. 10, Evidence 17 art. 8).

Maturity level: The results regarding the processes for the management of human resources that encompass all the units in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 Quality Manual

Evidence 2 SAU Human Resources Directive

Evidence 3 Human Resources Policy

Evidence 4 Administrative Staff Information

Evidence 5 Superior Letter Regarding Administrative Staff Assignment

Evidence 6 In-Service Training Needs Analysis Mail

Evidence 7 In-Service Training Needs Analysis Cover Letter

Evidence 8 Administrative staff In-Service Training Sample 1

Evidence 9 Administrative staff In-Service Training Letter

Evidence 10 Administrative staff In-Service Training Control Form

Evidence 11 Administrative staff In-Service Training Sample 2

Evidence 12 Administrative Staff Meeting at the Beginning of the Year 1

Evidence 13 Administrative Staff Meeting at the Beginning of the Year 2

Evidence 14 Employee Satisfaction Survey

Evidence 15 Student Satisfaction Survey

Evidence 16 Internal Control Standards Self-Assessment Questionnaire

Evidence 17 Quality and Accreditation Board Meeting Minutes

E.2.2. Management of financial resources

The management of financial resources at the Faculty is carried out in accordance with the processes detailed in the Quality Manual (Evidence 1).

The management of movable and immovable resources is carried out as required by the relevant legislation and is subject to the internal audit process (Evidence 2, Evidence 3).

Taking into account factors such as previous years' data and inflation expectations, the financial officer makes an estimated distribution of the budget by line item. At the end of the relevant year, the budget planning for the following year is organized and the relevant budget planning is notified to the university. There are estimated budget amounts for 2024 in the evidence file. (Evidence 4, Evidence 5)

In cases where budget appropriations are insufficient, in accordance with the provisions of the relevant legislation, additional appropriations are requested from Sakarya University Strategy Development Department and the needs are met by transferring resources from the university budget (For sample additional appropriation request, see Evidence 6, Evidence 7, Evidence 8, Evidence 9). In this direction, like all public institutions, the Public Expenditure and Accounting Information System (KBS) and the Integrated Financial Management System (MYS), which are affiliated to the Ministry of Treasury and Finance, are used.

In our 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 (Evidence 10, Evidence 11).

In line with the process defined in our faculty (Evidence 1), financial resources are managed by line items and the budget is checked at the end of each year. Evidence shows the distribution of the expense table for the last two years. Budget increases in salaries, travel expenses, service purchases, purchases of consumer goods and materials, maintenance and repair expenses are examples of the improvements made. In 2022, the faculty's expenditure for all of the above-mentioned items amounted to 27,686,430 (Evidence 10 p. 15). The budgeted amount for 2023 is 52,934,945.06 TL (Evidence 11 p. 21). As can be understood from these examples, financial resources are increased according to the years.

The Faculty also uses outsourced budget items as defined in the Quality Manual. The institution carries out activities in cooperation with Sakarya University Faculty of Theology Foundation. The main purpose of the foundation is defined as 'To help the faculty fulfil its basic functions' in the foundation deed. Within this framework, in order to carry out teaching services more efficiently and healthily, contributions are made for activities such as scholarships for students, trips

abroad, etc. For example, it has decided to provide scholarships to 68 undergraduate and 1 graduate students in the 2024-2025 academic year ([Evidence 12](#)).

In addition, our faculty members carry out external projects. In projects such as TUBITAK, Erasmus, etc., institutional budgets are transferred to the university by the relevant institution and then to the faculty. The faculty uses these resources to meet the needs and records them. Again, the materials purchased in these projects are recorded in the faculty fixtures and used in academic activities ([Evidence 13](#)).

The faculty also ensures the improvement of faculty activities and the generation of financial resources through other institutions that are stakeholders of the faculty. These institutions provide in-kind contributions as well as cash contributions in the teaching processes of the faculty, in providing student facilities or in realising physical improvements. For example, the Serdivan Mufti's Office and the Serdivan Branch of the Religious Foundation of Turkey furnished and opened a place for students to use as a reading and recreation hall within the faculty ([Evidence 14](#), [Evidence 15](#)).

These processes are evaluated and monitored by the Dean's Office and the Quality and Accreditation Board through the Administrative Services Student Satisfaction Survey ([Evidence 16](#)). In this context, the satisfaction rates of the students on issues such as heating, cleaning and the operability of technical equipment, which are covered by financial resources, were analyzed. According to the results, the satisfaction rates for the cleanliness of the classrooms and the general area used by students were 85.19% and 89.45%, respectively ([Evidence 17](#) art. 5).

Maturity level: The results regarding the practices for the management of financial resources that encompass all the fields in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [Movable Transaction Receipt Cover Letter Sample](#)

Evidence 3 [Movable Transaction Receipt Sample 2](#)

Evidence 4 [Budget Preparation Request](#)

Evidence 5 [Budget Request Form](#)

Evidence 6 [Additional Allowance Request Sample 1](#)

Evidence 7 [Additional Allowance Request Sample 2](#)

Evidence 8 [Additional Allowance Request Sample 3](#)

Evidence 9 [Additional Allowance Request Sample](#)

Evidence 10 [Faculty Unit Activity Report \(2022\)](#)

Evidence 11 [Faculty Unit Annual Report \(2023\)](#)

Evidence 12 [SAU Theological Foundation Scholarship Support](#)

Evidence 13 Instructors Project Resources Fixture Registration

Evidence 14 External Stakeholder Provision of In-Kind Resources

Evidence 15 External Stakeholder In-kind Resource Opening News

Evidence 16 Administrative Services Student Satisfaction Survey

Evidence 17 Quality and Accreditation Board Meeting Minutes

E.3. Information Management System

E.3.1. Integrated information management system

As mentioned in the Quality Manual (Evidence 1), the faculty has a defined process for an integrated information management system and activities are carried out according to this process.

Our institution continues to use the SABIS system that enables the acquisition, storage, use, processing and evaluation of institutional information (Evidence 2). For example, official correspondence is managed and digitally archived through the Electronic Document Management System (EBYS) within the SABIS Module (Evidence 3). The Course Enrollment Statistics module, which allows tracking of students' course-related information, can monitor new enrollments as well as undergraduate and graduate course enrollment rates. (Evidence 4) In the Enterprise Management Information System (EMIS) module, academic and administrative staff can share their opinions on topics such as information/requests, complaints and suggestions, satisfaction and requests (Evidence 5). The Enterprise Management Information System (EMIS) is a module where Strategic Management, Process Management, Risk Management, Surveys, Quality Request and Document Management can be monitored. This module also allows the goals and processes of all university units to be monitored (Evidence 6).

Problems and demands from internal and external stakeholders are forwarded by the dean's office to the relevant units for resolution. Additionally, the Quality and Accreditation Board, together with the dean's office, forwards necessary improvement suggestions to the relevant university units for resolution (Evidence 7). For example, a systematic error was identified in the red area graph indicating the performance status of the institution on the basis of strategies. The relevant error was forwarded to the SAUDEK unit of the university and resolved (Evidence 8, see section A.1.1 for detailed information). Moreover, in the Education Information System (EIS) section of SABIS, it was discovered that the 'theology new plan' tab appeared twice, causing confusion. The relevant unit was contacted to address this issue (Evidence 9). Similarly, the Quality and Accreditation Board decided to make an attempt to the University Academic Evaluation and Quality Development Board (SAUDEK) to define course outcomes in SABIS instead of manually matching them with program outcomes (Evidence 10 art. 3). A request was submitted to SAUDEK (Evidence 11). Upon this request, "SABIS related unit" was assigned by SAUDEK and the related unit added course outcomes to SABIS in such a way that the contribution levels of matching course outcomes with program outcomes could be determined (Evidence 12).

The Dean's Office and the Quality and Accreditation Board monitor and evaluate the realization

implementation of current practices and changes. The results of the internal control standards self-assessment survey conducted within this framework were reviewed during a board meeting. The rate of participation in the statement "Effective internal and external communication is ensured through SABIS" indicates a positive result with a response rate of 80%. It was observed that 87% of the personnel responded positively to the item "Incoming and outgoing documents are tracked through EBYS". The rate of agreement with the statement "Employees of the organization can communicate all kinds of information requests, complaints, suggestions, requests and satisfaction through the system", which is related to the access of employees to the documents they need, was determined as 90%. In addition to these positive results, 73% agreed with the item "Job descriptions of the institution's employees are prepared in writing and communicated", and although the result is not negative, it can be improved, and the evaluations were shared with the dean's office ([Evidence 13](#) art. 9, [Evidence 14](#)).

Finally, the SABIS integrated information management system, developed by our University and utilized by our Faculty, serves as a model for other universities ([Evidence 15](#)).

Maturity level: A sustainable and matured integrated information management system that is in line with the institutional goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [SABIS Integrated Information System Screen](#)

Evidence 3 [Electronic Document Management System \(EBYS\)](#)

Evidence 4 [Course Enrollment Statistics Module](#)

Evidence 5 [Quality Management Information System \(QMIS\)](#)

Evidence 6 [Corporate Governance System](#)

Evidence 7 [Integrated Information Management System Improvement Example 1](#)

Evidence 8 [Request for Improvement and Return Mails](#)

Evidence 9 [Education Information System \(EIS\) Module Name Change Request](#)

Evidence 10 [Meeting Minutes dated 19.01.2024](#)

Evidence 11 [Integrated Information Management System Improvement Request Sample](#)

Evidence 12 [Integrated Information Management System Improvement Example 2](#)

Evidence 13 [Quality and Accreditation Board Meeting Minutes](#)

Evidence 14 [Internal Control Standards Self-Assessment Questionnaire](#)

Evidence 15 [Sakarya University of Applied Sciences' \(SUBU\) Use of SABIS](#)

E.3.2. Information security and reliability

The institution manages information security and reliability in accordance with the process defined in the Quality Manual ([Evidence 1](#)) and the implementation, monitoring, auditing, and improvement steps outlined in the 2022 Self-Assessment Report ([Evidence 2](#)).

Sakarya University Information System (SABIS) is utilized in all educational processes within our faculty. This system facilitates student information management, course-related documents, attendance tracking, announcements, scheduling, exams, and virtual classes ([Evidence 3](#)). All necessary security and confidentiality measures are taken for these processes are implemented in accordance with applicable laws and regulations on information security ([Evidence 4](#)).

All these measures also apply to distance education processes, which have defined processes ([Evidence 5](#)) and user manuals ([Evidence 6](#)). The roles and contact information of technical support officers are clearly defined to assist instructors with distance education processes ([Evidence 7](#)).

Access to the SABIS system is restricted to faculty members and students authenticated with their usernames and passwords ([Evidence 8](#)).

The Agency aims to meet the international standards of the Turkish Standards Institute on information security and reliability. In this context, it was decided to apply for TS EN ISO / IEC 27001 certification for information security, cyber security and protection of personal privacy. It was seen that the relevant personnel should be trained in this context and training was provided by a TSE expert for three working days. The necessary preparations are ongoing and it is planned to apply for certification in 2025 ([Evidence 9](#), [Evidence 10](#)).

The Quality and Accreditation Board regularly addresses information security and reliability issues in its meetings. On May 3, 2023, the Council of Higher Education (YÖK) awarded priority area mission labels, and our institution was recognized in the field of Information Security and Reliability among 25 universities ([Evidence 11](#), [Evidence 12](#)). During its meeting, the Quality and Accreditation Board evaluated the institution's position regarding information security and reliability. It was stated that YÖK has given a priority area mission label on Information Security and Reliability and that this situation indicates the functionality of the institution's systems in terms of information security and reliability ([Evidence 13](#) art. 10).

Maturity level: The security and reliability of the institutional information is adopted and guaranteed in the entire institution with sustainable and matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [Self Evaluation Report \(2022\)](#)

Evidence 3 [SABIS Top Menu](#)

Evidence 4 [Laws on Information Security](#)

Evidence 5 [Distance Education Student Guide](#)

Evidence 6 [BigBlueButton Student Guide](#)

Evidence 7 Technical Support Responsible Personnel List

Evidence 8 SABIS Access Screen

Evidence 9 TS EN ISO 27001 Application Decision

Evidence 10 TS EN ISO 27001 Staff Trainings

Evidence 11 SAU being one of the Priority Universities in Information Security News

Evidence 12 SAU being a Priority University in Information Security (YÖK Announcement)

Evidence 13 Quality and Accreditation Meeting Minutes

E.4. Support Services

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

Our institution continues to manage the appropriateness, quality and continuity of services and goods based on the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report (Evidence 2).

The tender flow chart of the university is detailed in the relevant document (Evidence 3). Within our faculty, the details of the process are presented in the Faculty Service Inventory table in order to inform the administrative and academic staff (Evidence 4).

The forms to be used in procurement processes are standardized (Evidence 5) and the Faculty makes purchases using the relevant forms. In purchasing processes, the Faculty and the Purchasing Branch of the University's Administrative and Financial Affairs Department cooperate. The Faculty uses specific forms for purchases, with sample documents available to illustrate the purchasing process (Evidence 6). First of all, the Purchase Request Form for the purchase needed by the institution is created by the unit official (faculty secretary) (Evidence 7). Approved requests from the Dean's Office are sent to the Purchasing Unit along with a cover letter (Evidence 8). An Expenditure Instruction Approval Document is issued for the purchase approved by Administrative and Financial Affairs (Evidence 9). Price Offer Letters are obtained for approved purchases from companies on the Supplier List (Evidence 11) or from other vendors (Evidence 12, Evidence 13, Evidence 14) that were previously assessed using the Supplier Evaluation Form (Evidence 10). A Market Price Survey Report is prepared based on the received offers (Evidence 15). In the public interest, it is checked whether the company offering the best price is on the list of banned companies and whether it has overdue debts (Evidence 16, Evidence 17). After the company is found suitable, the product/service to be purchased is examined by the Inspection and Acceptance Commission, which is chaired by two members and one vice dean of our Faculty, and a report is kept that it is complete and complete (Evidence 18). The approved product/service is purchased, an invoice is issued (Evidence 19) and the payment order is submitted to the approval of the expenditure authority and the purchase is completed (Evidence 20). This process is applied consistently for all purchases, including maintenance and repair services. After the process is complete, the supplier is re-evaluated using a standardized form (Evidence 10).

Our institution monitors the appropriateness, quality, and continuity of services and goods,

particularly cafeteria and canteen services, through student and employee satisfaction surveys. According to the 2023 Student Satisfaction Survey, the satisfaction rate of students with canteen services was 65% and the satisfaction rate with cafeteria services was 80% (Evidence 21). The 2024 Employee Satisfaction Survey indicated a 66% satisfaction rate for cafeteria services (Evidence 22 art. 18). This issue was brought up at the Quality and Accreditation Board meeting and it was recommended to the dean to contact the relevant units at least in the context of canteen services this year (Evidence 23 art. 11). Subsequently, the dean's office communicated the issue to the university's general secretary and relevant units as part of the Corrective Preventive Action (CPA) process (Evidence 24). The process continues to be monitored by the Quality and Accreditation Board and the dean's office.

Maturity level: The institution maintains close cooperation with suppliers to guarantee the quality of all the outsourced goods and services. The performance and satisfaction levels of suppliers are systematically monitored and evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 Quality Manual

Evidence 2 2022 Self-Assessment Report

Evidence 3 Tender Process Flow Chart

Evidence 4 Service Inventory Table

Evidence 5 Forms Used in Direct Procurement Procedures within the University

Evidence 6 Forms Used in Faculty Goods Procurement Processes

Evidence 7 Purchase Request Form

Evidence 8 Expenditure Request Cover Letter Sample

Evidence 9 Expenditure Instruction Approval Document

Evidence 10 Supplier Evaluation Form

Evidence 11 Supplier List

Evidence 12 Price Offer Letter Sample 1

Evidence 13 Price Uniqueness Letter Sample

Evidence 14 Price Offer Letter Sample 3

Evidence 15 Market Price Survey Minutes

Evidence 16 Prohibited Company Inquiry

Evidence 17 Company's Overdue Debt Inquiry

Evidence 18 Inspection and Acceptance Commission Minutes

Evidence 19 E-archive Invoice

Evidence 20 Payment Order Document

Evidence 21 Student Satisfaction Survey

Evidence 22 Employee Satisfaction Survey

Evidence 23 Quality and Accreditation Board Meeting Minutes

Evidence 24 Corrective Preventive Action (CPA) Report on Canteen Services

E.5. Public Information and Accountability

The institution provides clear, accurate, up-to-date, and easily accessible information about its education programs, research, and other activities to inform the public. The institution has approaches that can measure and evaluate the efficiency of management and administrative staff and ensure their accountability.

E.5.1. Public Information

As outlined in the Quality Handbook (Evidence 1), the institution maintains transparency by presenting accurate and accessible information about its academic, social, and cultural activities through its education programs and official website.

The Turkish website of the institution is regularly updated. The website offers basic institutional information, along with current announcements and news updates (Evidence 2). Furthermore, the institution shares information about its academic, social, and cultural activities with local and national press outlets and publishes related news on its website (Evidence 3).

The institution also continues to use Sakarya University communication channels to announce its activities to a wider audience (Evidence 4, Evidence 5, Evidence 6). In addition, the practices of announcing activities through e-mail groups and SMS are continued meticulously (Evidence 7, Evidence 8, Evidence 9).

The faculty bulletin, which contains information and promotions about the academic and administrative staff, departments and activities of the institution, is published every year. Accordingly, the 11th issue was published for 2022 (Evidence 10) and the 12th issue for 2023 (Evidence 11). For the 2024 bulletin, the Faculty Promotion and Information Group continues to work in cooperation with the dean's office (Evidence 12). Furthermore, all faculty bulletins from the first issue to the last issue can be accessed on the institution's web page (Evidence 13). In addition, the institution published a booklet titled "Sakarya University Faculty of Theology in its 30th Year" and presented it to the public on its website (Evidence 14).

The practice of producing videos to promote the faculty and inform the public and publishing this content on the institution's YouTube channel (Evidence 15) continues. In this context, a total of 12 videos were published in 2023 (Evidence 16) and 15 videos in 2024 (Evidence 17). Between January 1, 2023 and December 31, 2023, the total number of views of our content was 36,744 (Evidence 18) and between January 1, 2024 and December 11, 2024 (at the time of writing this report) was 38,388 (Evidence 19) for a total of 75,132 views in two years. Among the content published on the institution's YouTube channel, the most viewed content is the "*Sakarya University Faculty of Theology Promotional Video*", which reached 45,813 views (Evidence 20).

In addition, the total number of views since the establishment of the channel on April 21, 2017 is 286,291 and the total number of subscribers of the channel is 3,748.

The organization continues to actively use its social media accounts and announce its activities through these channels. As of December 11, 2024, the total number of posts published on the institution's Instagram account is 2,104 and the total number of followers is 5,452 ([Evidence 21](#)). On its X (Twitter) account, the organization shared 4,643 posts and reached 5,348 followers ([Evidence 22](#)). The number of followers on the organization's Facebook page reached 6,153 as of December 11, 2024 ([Evidence 23](#)). The number of followers on each social media channel has increased over the years. It is seen that the official social media accounts of the institution are used as an up-to-date and active information tool and academic and social activities are announced to the public mainly through social media channels.

The organization meticulously monitors the comments on the content it shares on its social media accounts. It analyzes the feedback and makes evaluations through comments on activities and posts. For example, comments on content related to a commemoration panel organized by the institution open to the public and an overseas activity for students' foreign language development show that the activities and posts are well received by the public ([Evidence 24](#), [Evidence 25](#)).

In the 2022-23 academic year, the satisfaction rate of students regarding the provision of sufficient information on the institution's websites was 84.10% ([Evidence 26](#) art. 4), while in the 2023-2024 Student Satisfaction Survey, this rate was 82.61% ([Evidence 27](#)). In the Stakeholder Satisfaction Surveys, the rate of participation in the statement "I am satisfied that the Faculty informs the public on social issues" is 94.55% in 2022 ([Evidence 28](#) art. 6) and 89.23% in 2023 ([Evidence 29](#)). The results of this survey were evaluated by the Faculty Promotion and Information Working Group and the Quality and Accreditation Board and it was concluded that both students and external stakeholders were satisfied with adequate information ([Evidence 12](#)). At the Quality and Accreditation Board meeting, the increase in the number of followers and viewership rates on the social media accounts of the institution was evaluated as an indicator that the institution actively uses social media accounts ([Evidence 30](#) art. 12).

In addition, the English website of the institution was discussed during the meetings and it was stated that the English website contains basic information about the institution, but current announcements and news are not added. Accordingly, as an improvement activity, it was suggested to the dean's office to update the team responsible for the faculty English website ([Evidence 12](#) art. 6).

Maturity level: The institution's public information activities are guaranteed and adopted in the entire institution with sustainable and matured practices in line with the institutional goals and values. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Evidence

Evidence 1 [Quality Manual](#)

Evidence 2 [Sakarya University Faculty of Theology Official Website](#)

- Evidence 3 Corporate Website "Us in the Press" Tab
- Evidence 4 Example of the Use of University Communication Channels to Inform the Public 1
- Evidence 5 Example of the Use of University Communication Channels to Inform the Public 2
- Evidence 6 Example of the Use of University Communication Channels (Mail) to Inform the Public 3
- Evidence 7 University Mail Groups Announcement Sample
- Evidence 8 Faculty Mail Groups Announcement Sample
- Evidence 9 Bulk SMS Announcement Sample
- Evidence 10 Faculty Bulletin Issue 11 (2022)
- Evidence 11 Faculty Bulletin Issue 12 (2023)
- Evidence 12 Faculty Promotion and Information Group Meeting Minutes
- Evidence 13 Public Disclosure of All Faculty Bulletins on the Website
- Evidence 14 "Sakarya University Faculty of Theology in its 30th Year" Booklet
- Evidence 15 Official YouTube Channel of the Organization
- Evidence 16 Statistics on Content Shared on the Official YouTube Channel (2023)
- Evidence 17 Statistics on Content Shared on the Official YouTube Channel (2024)
- Evidence 18 Official YouTube Channel Total Viewing Statistics (2023)
- Evidence 19 Official YouTube Channel Total Viewing Statistics (2024)
- Evidence 20 Most Viewed Content
- Evidence 21 Official Instagram Account of the Institution
- Evidence 22 Official X (Twitter) Account of the Organization
- Evidence 23 Official Facebook Account of the Institution
- Evidence 24 Example of Audience Feedback on Faculty Activity 1
- Evidence 25 Example of Audience Feedback on Faculty Activity 2
- Evidence 26 Student Satisfaction Survey (2022-2023)
- Evidence 27 Student Satisfaction Survey (2023-2024)
- Evidence 28 Stakeholder Satisfaction Survey (2022)
- Evidence 29 Stakeholder Satisfaction Survey (2023)
- Evidence 30 Quality and Accreditation Board Meeting Minutes

E.5.2. Accountability Methods

The institution continues to carry out its methods of accountability to internal and external

stakeholders in accordance with the defined process in the Quality Manual ([Evidence 1](#)) and the implementation, monitoring, auditing and improvement procedures in the 2022 Self-Assessment Report ([Evidence 2](#)).

Internal and external stakeholders with complaints, suggestions or requests can send their messages including the communication tab on the institution's website ([Evidence 3](#)), through the QMIS system ([Evidence 4](#)), through the Complaint, Suggestion, Request and Satisfaction (ŞÖİM) boxes ([Evidence 5](#)) and through the Individual Suggestion Entry tab of the Enterprise Management Information System (EMIS). The messages received from here are followed up by the faculty secretary, directed to the relevant units and necessary feedback is provided ([Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#)).

In this context, 52 messages were received through this mechanism in 2023 and 31 in 2024. It was observed that all of these messages received responses. ([Evidence 10](#), [Evidence 11](#)).

Internal and external stakeholders can reach the student affairs of the institution via the unit's official e-mail address. In this context, a total of 28,669 e-mails were sent to *ifogrenci@sakarya.edu.tr* and all of them received responses ([Evidence 12](#), [Evidence 13](#)). In addition, a total of 17,094 e-mails were sent to *if@sakarya.edu.tr*, the official e-mail address of the institution ([Evidence 14](#)). Complaints, suggestions, requests and satisfaction notifications received at this address are answered by the faculty secretary and the relevant administrative staff according to the direction ([Evidence 15](#)).

Likewise, direct message (DM) inquiries on social media accounts were responded to through the social media account managers in the Faculty Promotion and Information Working Group ([Evidence 16](#) p. 12), but messages such as advertisements or unsolicited requests for assistance were not responded to ([Evidence 17](#)).

The applications made through CIMER were answered within the legal period and reported to the Rectorate([Evidence 18](#), [Evidence 19](#)).

The institution monitors accountability methods and their functioning through the Internal Control Standards Self-Assessment Survey, Student Satisfaction Survey and Stakeholder Satisfaction Survey. Accordingly, in the 2022 Stakeholder Satisfaction Survey, the rate of participation in the statement "I believe that transparency and accountability fulfill their responsibilities towards the society in which the institution operates" is 94.55% ([Evidence 20](#) art. 16), while the satisfaction rate for the same statement is 87.69% in 2023 ([Evidence 21](#)). In the Internal Control Standards Self-Assessment Survey, the participation rate for the statement "Institution employees can communicate all kinds of information requests, complaints, suggestions, requests and satisfaction through the system." was 81.43% in 2022 ([Evidence 22](#) art. 7) and 81.43% in 2023 ([Evidence 23](#)). According to the results of the Student Satisfaction Survey 2022-2023, the participation rate for the item "The department/faculty responds to my suggestions and requests." was 72.10% in 2022 and 80.00% in 2023-2024. In the same survey, the rate of participation in the item "Wishes, complaints and communication opportunities are sufficient." was 68.68% in 2022-2023 ([Evidence 24](#)) and 69.05% in 2023-2024 ([Evidence 25](#)).

The Faculty's accountability methods and related questionnaires were reviewed during the Quality and Accreditation Board meeting. It was seen that all messages regarding complaints,

suggestions, requests and satisfaction received by the institution were answered and there were no messages that were not returned. In addition, the results of the relevant items of the questionnaires were examined by the board and found to be above the acceptable threshold of 70%. Only in the Student Satisfaction Survey, the rate of participation in the item "The opportunities for petitions, complaints, and communication are sufficient." was slightly below the acceptable rate, and for this reason, the need to re-announce the existing methods to the students rather than creating a new accountability method was presented to the dean's office as a suggestion for improvement (Evidence 26 art. 13).

In response, the dean's office ensured that the existing accountability methods within the scope of the Corrective-Preventive Action (CAPA) were announced to the students and that the students were informed about them, especially through the contact form on the website (Evidence 27, Evidence 28).

Maturity level: The findings obtained from the institution's accountability activities are monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.

Evidence

Evidence 1 Quality Manual

Evidence 2 Self Evaluation Report (2022)

Evidence 3 Official Website Contact Tab

Evidence 4 Quality Management Information System (QMIS)

Evidence 5 Complaints, Requests, Suggestions and Satisfaction (CRS) Box

Evidence 6 Enterprise Management Information System (EMIS) Request Sample

Evidence 7 Message Response via Website

Evidence 8 Message Response Sample 1 received through the Quality Management Information System (QMIS)

Evidence 9 Message Response Sample 2 received through the Quality Management Information System (QMIS)

Evidence 10 Total Responses to Messages Received through Quality Management Information System (QMIS), Enterprise Management Information System (EMIS) and Complaint, Request, Suggestion and Satisfaction (ŞÖİM) Box (2023)

Evidence 11 Responses to Messages Received through Quality Management Information System (QMIS), Enterprise Management Information System (EMIS) and Complaint, Request, Suggestion and Satisfaction (ŞÖİM) Box Total (2024)

Evidence 12 Number of Messages Received to Student Affairs Mail Address

Evidence 13 Request to Student Affairs and Solution Sample

Evidence 14 Number of Messages Received to the Official Mail Address of the Institution

Evidence 15 Sample of Request and Solution Received to the Official Mail Address of the

Institution

- Evidence 16 Boards and Working Groups (2024)
- Evidence 17 Example of Request and Solution via Social Media Accounts
- Evidence 18 Sample Request received through CIMER
- Evidence 19 Sample Solution to a Request Received through CIMER
- Evidence 20 Stakeholder Satisfaction Survey (2022)
- Evidence 21 Stakeholder Satisfaction Survey (2023)
- Evidence 22 Internal Control Standards Self-Assessment Questionnaire (2022)
- Evidence 23 Internal Control Standards Self-Assessment Questionnaire (2023)
- Evidence 24 Student Satisfaction Survey (2022-2023)
- Evidence 25 Student Satisfaction Survey (2023-2024)
- Evidence 26 Quality and Accreditation Board Meeting Minutes
- Evidence 27 Corrective-Preventive Action (CAPA) Report
- Evidence 28 Announcement to Students on Accountability Methods