

SAKARYA UNIVERSITY FACULTY OF THEOLOGY PROGRAM ACCREDITATION REPORT (PAR)

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A.1. Mission and Strategic Objectives

The practices that cover all the fields in line with the faculty's strategic objectives and targets defined within the scope of the strategic plan are systematically monitored in compliance with the faculty's internal quality assurance system and the monitoring results are evaluated with stakeholders to take necessary measures. The relations between the institutional policies in all the fields are established, and this integrated structure guides the internal quality assurance system and the results are monitored and evaluated with stakeholders to take necessary measures. All performance indicators related to all the fields/processes are systematically monitored in line with the faculty'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.

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

Maturity level

1	2	3	4	5
The institution does not have any mission, vision or strategic objectives that are defined within the scope of the strategic plan.	The institution has a mission, vision and strategic objectives that are defined within the scope of the strategic plan. But no practice is available to implement these or the existing practices do not cover all the fields.	The institution has some practices implemented in the entire institution in line with the institution's strategic objectives and targets defined within the scope of the strategic plan, and certain results have been obtained from these practices. But necessary mechanisms for the monitoring of the strategic plan have not been formed and/or strategic plan have not been employed in any decision-making process.	The practices that cover all the fields in line with the institution's strategic objectives and targets defined within the scope of the strategic plan are systematically monitored in compliance with the institution's internal quality assurance system. The monitoring results are evaluated with stakeholders to take necessary measures.	Matured and sustainable practices to realize the strategic objectives and targets as part of the strategic plan are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			Member 6	

A.2. Internal Quality Assurance

The quality commission conducts its activities as part of its duties, authorities and responsibilities in an inclusive, participative and transparent manner. However, these practices are not executed as part of the integrated quality management in the faculty and the results of the practices are not monitored. The faculty has internal quality assurance mechanisms (processes, PDCA cycles, authorities, duties and responsibilities, quality tools) that cover all the fields and processes; and certain results have been obtained from the applications of these mechanisms. But they are not executed as part of the integrated quality management of the faculty and the results of these practices are not monitored. The faculty has an institutional culture and leadership approach that complement the quality assurance culture in the faculty and cover all the units and processes. Certain results have been obtained from the activities conducted in this scope. But these practices are not executed as part of the integrated quality management of the faculty and their results are not monitored.

A.2.1. Quality Commission

Maturity level

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

The practices conducted in line with the faculty's internationalization policy are monitored in a systematic manner and in compliance with the faculty's internal quality assurance system. These practices are evaluated with stakeholders to take necessary measures. The outcomes and stakeholder opinions with regard to the management of the internationalization processes in the faculty are systematically monitored and evaluated with stakeholders to take necessary measures. The physical, technical and financial resources in the faculty are managed in a way to support the internationalization activities. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands. The practices regarding the monitoring and evaluation of the faculty's internationalization performance cover all the fields. But their results are not monitored or employed in decision-making processes.

A.4.1. Internationalization policy

Maturity level

1	2	3	4	5
The institution does not have a defined internationalization policy.	The institution has a defined internationalization policy. But no implementation related to this policy is available.	The institution has some practices in line with the internationalization policy that considers the aspects of learning and teaching, research and development and social contribution; and certain results have been obtained from them. But the results of these practices are not monitored.	The practices conducted in line with the institution's internationalization policy are monitored in a systematic manner and in compliance with the institution's internal quality assurance system. These practices are evaluated with stakeholders to take necessary measures.	The institution's specific internationalization model is adopted in the entire institution. The institution has innovative implementations with regard to its internationalization model, some of which serve as a model for other institutions.
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			Member 4	
			Member 5	
			Member 6	

A.4.2. Management and organizational structure of internationalization processes

Maturity level

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

The practices regarding the design and approval of program are systematically monitored and evaluated with the participation of stakeholders to take necessary measures. 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. 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 faculty's internal quality assurance system and the monitoring results are evaluated with stakeholders to take necessary measures. The practices on program structure and balance in all the fields are systematically monitored and the monitoring results are evaluated with stakeholders and continuously updated by taking necessary measures. Student workload is defined in the program, shared with stakeholders (through program and course info packages) and employed in all practices related to learning and teaching (student mobility, recognition of prior learning etc.). However, its results and related implementations are not monitored. The design for a competency-based assessment and evaluation system covers all the fields in the program and some results have been obtained from the implementation of this design. But the results of this system are not monitored.

B.1.1. Design and approval of the program

Maturity level

1	2	3	4	5
The institution does not have defined and systematic processes regarding the design and approval of program.	The institution has defined and systematic processes regarding the design and approval of program, but they do not cover all the fields.	The institution has conducted some implementations in line with the defined processes related to the design and approval of all the program and certain results have been obtained from these implementations. But their results are not monitored.	The practices regarding the design and approval of program are systematically monitored and evaluated with the participation of stakeholders to take necessary measures.	Sustainable and matured practices on the design and approval of program, which are undertaken with the participation of stakeholders, are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			Member 4	
			Member 5	
			Member 6	

B.1.5. Student workload based design

Maturity level

1	2	3	4	5
Student workload based design is not available in the program.	Some plans have been made for student workload based design in the program, but they do not cover all the fields or are not implemented in all the practices related to learning and teaching.	Student workload is defined in the program, shared with stakeholders (through program and course info packages) and employed in all practices related to learning and teaching (student mobility, recognition of prior learning etc.). However, its results and related implementations are not monitored.	Student workload practice applied in the program, is systematically monitored, and the monitoring results are evaluated with stakeholders to take necessary measures.	Student workload practice is adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
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		Member 4		
		Member 5		
		Member 6		

Açıklama [hm1]: Ders yükünün verimi düşürdüğü eleştirileri üzerine ölçme değerlendirme azaltma yapılması... karar...

B.1.6. Assessment and evaluation

Maturity level

1	2	3	4	5
The institution does not have competency-based assessment and evaluation approach in the program.	The institution has designed a competency-based assessment and evaluation system for its program. But this design does not cover all the fields.	The design for a competency-based assessment and evaluation system covers all the fields in the program and some results have been obtained from the implementation of this design. But the results of this system are not monitored.	The findings obtained from the practices related to the assessment and evaluation system designed for all the fields are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	The assessment and evaluation system that is designed for the program in a sustainable manner and in line with the institutional goals is adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 5		
		Member 6		

Açıklamalı [hm2]: Staj uygulamalarındaki ortak değerlendirmeler....

B.2. Student Admission and Progression

The defined criteria and processes for student admission and recognition of prior learning are applied in the faculty. However, the results of the related implementations are not monitored. The findings obtained from the practices related to the recognition and certification of degrees, diplomas and other qualifications are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.

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

Maturity level

1	2	3	4	5
The criteria and processes for student admission and recognition of prior learning have not been defined in the institution.	The institution has defined and published a set of criteria and processes for student admission and recognition of prior learning, but they do not cover all the fields in the institution.	The defined criteria and processes for student admission and recognition of prior learning are applied in the institution. However, the results of the related implementations are not monitored.	The findings obtained from the practices related to student admission and recognition of prior learning are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	The practices on student admission and recognition of prior learning are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 4		
		Member 5		
		Member 6		

Açıklamalı [hm3]: Hazırık seviye sınavlar...

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

Up-to-date, research/learning- and student- oriented teaching methods and techniques that promote interdisciplinary studies and provide active and interactive student participation are applied in the learning and teaching processes of all the fields and some results have been obtained from these practices. But their results are not monitored. Practices on student-centered assessment and evaluation are available in all the fields and some results have been obtained from these practices. But the results of this assessment and evaluation system are not monitored. The findings obtained from the 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. 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.

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

Maturity level

1	2	3	4	5
The institution does not have student-centered approaches in its learning and teaching processes.	Some plans have been made to implement student-centered approaches in the institution's learning and teaching processes, but these plans are not put into practice or the existing practices do not cover all the fields.	Up-to-date, research/learning- and student- oriented teaching methods and techniques that promote interdisciplinary studies and provide active and interactive student participation are applied in the learning and teaching processes of all the fields and some results have been obtained from these practices. But their results are not monitored.	The findings obtained from the practices related to up-to-date, research/learning- and student- oriented teaching approach that promotes interdisciplinary studies and provides active and interactive student participation are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.	Matured practices on the teaching methods and techniques are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
		Member 2		
		Member 3		
		Member 4		
		Member 5		
		Member 6		

Açıklamalı [hm4]: Proje yönetimi, Braliev vb. derslerin sonrasında yapılan değerlendirme anketleri....

B.3.2. Assessment and Evaluation

Maturity level

1	2	3	4	5
The institution's program do not have plans or defined processes on student-centered assessment and evaluation.	The institution's program have some plans and defined processes for student-centered assessment and evaluation, but these plans are not put into practice or the existing practices do not cover all the fields.	Practices on student-centered assessment and evaluation are available in all the fields and some results have been obtained from these practices. But the results of this assessment and evaluation system are not monitored.	The findings obtained from the matured practices related to student-centered assessment and evaluation in all the fields are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on the student-centered assessment and evaluation are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 2		
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		Member 4		
		Member 5		
		Member 6		

Açıklamalı [hm5]: Ölçme değerlendirme sisteminde yapılan değişiklikler.

B.3.4. Academic consultancy

Maturity level

1	2	3	4	5
The institution does not have a defined academic consultancy process.	The institution has a defined academic consultancy process. But no practice is available in this regard or the existing practices do not cover all the fields.	The institution has academic consultancy practices and some results have been obtained from these practices, but the results are not monitored.	The findings obtained from the practices related to academic consultancy are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Matured practices on academic consultancy are adopted in the entire institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			Member 3	
			Member 4	
			Member 5	
			Member 6	

B.4. Teaching Staff

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. The findings obtained from the practices aiming to improve the teaching competence of the faculty's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures. The findings obtained from the practices related to incentive and rewarding mechanisms for the faculty's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

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

Maturity level

1	2	3	4	5
The institution does not have defined criteria or processes for the recruitment, appointment, promotion and course assignment of teaching staff.	The institution has defined its criteria for the recruitment, appointment, promotion and course assignment of teaching staff, but field-specific necessities have not been analyzed in the planning stage.	The institution's recruitment, appointment, promotion and course assignment criteria, which are defined for all the fields and recognized by stakeholders, are implemented and employed in decision-making processes (teaching staff's recruitment, appointment, promotion, course assignments etc.). But the results of these practices are not monitored.	The results of the practices related to recruitment, appointment, promotion and course assignment criteria are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on recruitment, appointment, promotion and course assignment in all the fields are adopted in the entire institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			Member 4	
			Member 5	
			Member 6	

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

Maturity level

1	2	3	4	5
The institution does not have any incentive or reward mechanism for its teaching staff.	The institution has developed plans to create incentive and reward mechanisms for its teaching staff. But these plans are not put into practice or the existing practices do not cover all the fields.	The incentive and reward practices for the teaching staff are maintained in consideration of the teaching staff's competencies and in a fair and transparent manner and cover all the fields. But the results of these practices are not monitored.	The findings obtained from the practices related to incentive and rewarding mechanisms for the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.	Sustainable and matured practices on incentive and rewarding mechanisms for the institution's teaching staff are adopted in all the fields of the institution in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
			Member 3	
			Member 4	
			Member 5	
			Member 6	

Açıklamalı [hm6]: Bu konuda üniversitenin eğitimde üstün başarı ödülünün ölçütleri ile birlikte diğer üniversiteler için de örnek olduğu açık...

B.5. Learning Resources

The learning resources in all the fields of the faculty are managed in a way to ensure their accessibility and suitability in terms of quality and quantity. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands. The faculty organizes social, cultural and sportive activities of sufficient quality and quantity. But the results of these practices and activities are not monitored. The physical resources and spaces in the faculty are managed in an integrative manner in order to provide facilities and infrastructure of sufficient quality and quantity in the faculty. The results obtained with regard to the use of all the facilities and infrastructure are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands. The findings obtained from the accessible faculty practices that cover the entire faculty are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures. The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the faculty 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.

B.5.1. Learning resources

Maturity level

1	2	3	4	5
The institution does not have learning resources of sufficient quantity and quality (classrooms, laboratories, libraries, studios, course books, human resources, learning support etc.) to maintain its learning and teaching activities.	The institution has developed plans to create learning resources of sufficient quantity and quality to maintain its learning and teaching activities. But these plans are not put into practice or the existing practices do not cover all the units.	The institution provides learning resources of sufficient quality and quantity by setting a balance among the fields. But the results with regard to the use of these resources are not monitored.	The learning resources in all the fields of the institution are managed in a way to ensure their accessibility and suitability in terms of quality and quantity. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The suitable and accessible learning resources are managed in all the fields of the institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
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			Member 4	
			Member 5	
			Member 6	

B.5.2. Social, cultural and sportive activities

Maturity level

1	2	3	4	5
The institution does not have social, cultural and sportive activities of sufficient quality and quantity.	The institution has developed plans to organize social, cultural and sportive activities of sufficient quality and quantity (providing space, funds and guidance support etc.). But these plans are not put into practice.	The institution organizes social, cultural and sportive activities of sufficient quality and quantity. But the results of these practices and activities are not monitored.	The social, cultural and sportive activities of sufficient quality and quantity in the institution are managed in line with the institutional goals (supports are provided for their execution, administrative organization is available etc.). The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The social, cultural and sportive activities of sufficient quality and quantity in the entire institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
		Member 1		
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		Member 5		
		Member 6		

Açıklamalı [hm7]: Kariyer programlarından sonra anket düzenlemesi. Varsa paylaşalım...

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

Maturity level

1	2	3	4	5
The institution does not have facilities and infrastructure of sufficient quality and quantity (cafeterias, dormitories, study halls equipped with technologies; health, transportation and IT services).	The institution has developed plans to create facilities and infrastructure of sufficient quality and quantity. But these plans are not put into practice.	The institution has established facilities and infrastructure of sufficient quality and quantity. But the results with regard to the use of these facilities and infrastructure are not monitored.	The physical resources and spaces in the institution are managed in an integrative manner in order to provide facilities and infrastructure of sufficient quality and quantity in the institution. The results obtained with regard to the use of all the facilities and infrastructure are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The suitable and accessible facilities and infrastructure are managed in the institution in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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			Member 5	
			Member 6	

Açıklamalı [hm8]: Çatıdaki paneller ve bina imkanları....
Fotoğraflar...

B.5.5. Guidance, psychological counseling and career services

Maturity level

1	2	3	4	5
The institution does not have any plans to provide guidance, psychological counseling or career services of sufficient quality and quantity.	The institution has developed plans to provide guidance, psychological counseling and career services of sufficient quality and quantity. But these plans are not put into practice.	The institution provides guidance, psychological counseling and career services of sufficient quality and quantity. But the results of these practices are not monitored.	The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the institution are managed in an integrative manner (or presence of a center within the university that coordinates these services.) The results obtained with regard to these services are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the institution are managed in line with the institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
			Member 1	
			Member 2	
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			Member 4	
			Member 5	
			Member 6	

B.6. Monitoring and Review of Programs

The faculty has introduced some practices for the monitoring of program outcomes in the faculty and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making and updating processes. The faculty has practices related to alumni tracking system and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making processes.

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

Maturity level

1	2	3	4	5
The institution does not have any mechanisms for the monitoring and review of program outcomes.	The institution has developed some mechanisms regarding the monitoring and review of program outcomes (defined processes and performance indicators). But no practice is currently available.	The institution has introduced some practices for the monitoring of program outcomes in the institution and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making and updating processes.	All program outcomes in the institution are systematically monitored (annually and periodically at the end of the program period) in line with the institutional goals (learning and teaching policy and objectives). The monitoring results are evaluated and updated with stakeholders.	Monitoring all program outcomes in a sustainable manner and in line with institutional goals is guaranteed in the institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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		Member 6		

Açıklamalı [hm9]: Arapça takviye kursları için alınan kararlar.

B.6.2. Alumni tracking system

Maturity level

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

The practices related to the research policy, strategy and objectives, which are adopted in all the fields of the faculty, are systematically monitored and necessary measures that cover all the fields and programs are taken according to the monitoring results. The outcomes and stakeholder opinions with regard to the management of the research and development processes in the faculty are systematically monitored and evaluated with stakeholders to take necessary measures. The research outputs in the faculty are systematically monitored in accordance with the faculty's internal quality assurance system and the local, regional and national development goals. The monitoring results are evaluated with stakeholders to take necessary measures.

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

Maturity level

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

The research resources in the faculty are managed in a way to support the primary research areas and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands. The faculty has intra-university resources of sufficient quality and quantity for its research and development activities. The faculty's researchers do benefit from these resources. But the results with regard to the use of these resources are not monitored. The findings obtained from the practices that support the use of extra-university resources in order to maintain the faculty'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. The faculty has developed plans and defined processes regarding graduate programs that are in compliance with the faculty's research policy, objectives and strategy. But these plans and processes are not put into practice or the existing practices do not cover all the fields.

C.2.1. Physical, technical and financial research resources

Maturity level

1	2	3	4	5
The institution does not have physical, technical and financial resources of sufficient quantity and quality to maintain its research and development activities.	The institution has developed plans to create physical, technical and financial resources of sufficient quantity and quality to maintain its research and development activities. But these plans are not put into practice or the existing practices do not cover all the fields.	The institution provides physical, technical and financial resources of sufficient quality and quantity by setting a balance among the fields in order to maintain its research and development activities. But the results with regard to the use of these resources are not monitored.	The research resources in the institution are managed in a way to support the primary research areas and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.	The physical, technical and financial resources of sufficient quantity and quality in all the fields of the institution are managed in line with the institutional goals (research policy, objectives and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.
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C.2.3. Use of extra-university resources (Support units and methods)

Maturity level

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

The faculty'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. The faculty has developed plans and defined processes to have multiple research activities such as establishing cooperation or participating in intra- or inter- institutional joint programs, joint research units and research networks at national and international levels. But these plans and processes are not put into practice.

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

Maturity level

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

The faculty's practices regarding the defined processes for the monitoring and review of the teaching staff's research and development performance (directives, regulations, process definitions, assessment tools, guidelines, appreciation- recognition systems, incentive mechanisms etc.) encompass all the fields. But the results of these practices are not monitored or employed in decision-making processes. The faculty's practices for the monitoring and review of the research performance encompass all the fields (including the research centers). But the results of these practices are not monitored or employed in decision-making processes. The faculty has developed plans and defined processes for the monitoring of the research budget performance. But these plans and processes are not put into practice or the existing practices do not cover all the fields.

C.4.1. Performance review of teaching staff

Maturity level

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

The practices related to the faculty's social contribution policy, objectives and strategy that are adopted by all the fields in the faculty are systematically monitored. Necessary measures that encompass all the fields and programs are taken according to the monitoring results. Some results have been obtained in the faculty by implementing the management and organizational structure of the social contribution processes in accordance with the institutional preferences in all the fields. But their results are not monitored.

D.1.1. Social contribution policy, objectives and strategy

Maturity level

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

The social contribution performance of all the fields in the faculty 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.

D.3.1. Monitoring and improvement of social contribution performance

Maturity level

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

The faculty's management model and administrative structure that guarantee the achievement of its mission and strategic objectives have been formed in accordance with the processes and encompass all the fields/units. Some results have been obtained from the related practices but these results are not monitored. The faculty has defined processes for its practices regarding learning and teaching, research- development, social contribution and governance system. But the existing practices in this regard are not compatible with the processes or do not cover all the units.

E.1.1. Management model and administrative structure

Maturity level

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

The results regarding the use of the integrated information management system that supports all the processes are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands. The faculty has integrated practices to provide information security and reliability and some results have been obtained from these practices. But the results of these practices are not monitored or used in decision-making mechanisms.

E.3.1. Integrated information management system

Maturity level

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