Sakarya University

Faculty of Theology

Self-Assessment Report

(Normal Education Program)

2022

Contents

GENERAL INFORMATION

INFORMATION ON THE INSTITUTION

1. Contact Information

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2. History

Our 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, Philosophy and Religious Sciences, and Islamic History and Arts.

Our 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 years in total with Arabic preparatory class, and quality Arabic lessons are given by our guest lecturers from Arab countries and our faculty lecturers who have been educated in Arab countries.

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 our university.

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

Our 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 Ahmed Yesevi University (Kazakhstan), Kyrgyzstan-Turkey 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 Albayt (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 Turkey.

Since 1996, our faculty has been publishing a scientific peer-reviewed journal called *Sakarya Üniversitesi İlahiyat Fakültesi Dergisi (Sakarya University Faculty of Theology Journal).* Our journal,

which includes scientific studies in Turkish, Arabic and English, is indexed in prestigious databases such as ESCI, DOAJ, MLA, ATLA as well as national indexes.

Our library unit, which started to serve in the 1993-1994 academic year, was first put into service as a specialized library. In a short time, our collection was enriched with purchases, contributions and donations of our valuable teachers and reached the form of a library in 1995. As a sign of loyalty to our esteemed teacher Osman Şekerci, who served in our faculty library in 2003 and as a faculty member in the Department of Islamic Law in our 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.

Our 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 this campus. Our 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, Vision, Values and Objectives

Mission

To raise researchers and individuals with moral and aesthetic values who have acquired lifelong learning skills and to produce healthy information and social service in the field of religious sciences.

Vision

To be a highly preferred faculty with its education and research quality that offers solutions to the problems related to religious education together with its stakeholders and adopts the principles of quality management.

Values

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

Objectives

To be able to read and evaluate Islamic sciences from their primary sources, to have sufficient knowledge in related social and religious sciences and to be able to associate them with the relevant field, to express what has been learned in a systematic way orally and in writing, to produce solutions to the problems encountered in the field and share them with the society, to acquire the knowledge, skills and competencies required to engage in professional practices.

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

The institution implements its mission and vision within its strategic planning in a coordinated manner with its 5 main strategies and 18 objectives based on the strategies. At this point, with the KYBS and KBS modules integrated into SABIS (Sakarya University Information Management System), the institution monitors its own data within an established strategic plan. The institution controls its learning and teaching, research and development and social contribution processes simultaneously with the quality assurance system. In this context, it shares its strategic goals with the public and internal-external stakeholders through regular exchanges of information, and as a result of the feedback it receives, it provides improvement and enhancement by controlling the aforementioned targets and taking necessary measures.

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

The processes related to the mission, vision, strategic goals and objectives are included in the Quality Manual (see Evidence 1 A.1.1)

Our former mission, which remained in effect until 2020, has been to raise individuals who produce the highest level of knowledge about religious sciences; who are professionally competent individuals that respect societal values and have ethical and aesthetic values, and who have research, participation and sharing skills/qualities; and to create a contemporary teaching culture. Our former vision has been to be a continuously improving faculty which is highly preferred and recognized in Turkey and the world with its research qualities in the international academia, which has a participative and sharing management that encourages group work, engages in studies to resolve the problems related to religious education in our country, is a pioneer in faculty-society cooperation, respects universal values, adopts total quality management principles. (see Evidence 2)

After our former mission and vision were put on the agenda and discussed in our academic board dated October 1, 2020, the results were compiled as a text by the quality board, and stakeholders were asked to express their opinions via e-mail (see Evidence 3, Evidence 4). Thus, it was ensured that the draft text was developed by internal stakeholders through brainstorming for a long period of time. A meeting was held with external stakeholders on December 9, 2020, in which the updating of the mission, vision, strategic goals and objectives was discussed (see Evidence 5, Evidence 6). And at the last stage, our new mission and vision have been accepted with the decision no. 3 dated December 10, 2020 after being discussed at the faculty board.

The mission of our faculty is to raise researchers and social individuals with moral and aesthetic values, who have acquired lifelong learning skills, and to produce healthy knowledge and social service in the field of religious sciences. Our vision is to be a highly preferred faculty with its education and research quality that offers solutions to the problems related to religious education together with its stakeholders and adopts the principles of quality management. Our mission and vision have been shared with the public on our website (see Evidence 7).

Since 2009, our faculty has been determining its strategic goals and objectives (see Evidence 8) and has been implementing the necessary practices to achieve them. Our strategic goals and

objectives in effect from 2014-2018 are as follows: (See Evidence 9)

1. To continuously improve the educational content in accordance with the universal understanding of science.

O.1.1: To ensure that candidates with high criteria are preferred for academic staff.

O.1.2: To increase the quality of the students in our faculty.

O.1.3: To ensure that our faculty receives accreditation.

O.1.4: To monitor and continuously improve the satisfaction of the students.

2. To ensure and disseminate the effective use of information technologies in processes and spaces.

O.2.1: To increase the educational support services (foreign language, information technology, working environment, etc.) that will increase the efficiency of the higher education services offered to the students.

3. To ensure the sustainability of education through distance education and lifelong learning projects.

O.3.1: To increase the number of activities carried out for students and employees within the scope of lifelong learning in our faculty.

O.3.2: To increase the number of activities carried out for the society within the scope of lifelong learning in our faculty.

4. To increase the level of internationalization in education.

O.4.1: To increase cooperation with international institutions in the field of higher education.

O.4.2: To increase the participation of academic staff in research activities and projects carried out abroad.

O.4.3: To increase the level of preference of our faculty by foreign students and lecturers.

5. To carry out and support scientific studies by taking regional, national and international priorities into account.

O.5.1: To increase the number of qualified publications, scientific and artistic activities per faculty member in our faculty.

O.5.2: To increase the number of national and international projects per faculty member in our faculty.

O.5.3: To increase the number of scientific, artistic and design awards per faculty member in our faculty.

O.5.4: To increase the effectiveness of the structural relations established with stakeholders (public institutions and organizations, non-governmental organizations, etc.) in the creation and execution of research and development studies in our faculty.

O.5.5: To increase the number of project-based studies in theses, graduation assignments etc. made in our faculty.

O.5.6: To increase the number of scientific studies in Sakarya and Marmara region in our faculty.

O.5.7: To increase the number of interdisciplinary research and development studies carried out in our faculty.

6. To provide services and support on a regional, national and international scale for a livable and sustainable future.

O.6.1: To increase the number of activities organized in or by our faculty such as national conferences, seminars, panels etc.

O.6.2: To increase the number of activities organized in or by our faculty such as international conferences, seminars, panels etc.

O.6.3: To increase the number of social responsibility activities carried out by the faculty.

O.6.4: To encourage social responsibility activities of students and student societies.

7. To provide the necessary support for the realization of institutional goals and objectives and to continuously improve them.

O.7.1: To increase the effectiveness of the services provided to students and staff in our faculty.

O.7.2: To increase the efficiency of administrative and financial services in order to realize the goals and objectives of our faculty.

8. To create a culture of cooperation and innovation based on stakeholder satisfaction for the realization of institutional development.

O.8.1: To increase the rate of student participation in the processes of our faculty.

O.8.2: To lead the need to improve the faculty's management system and institutional change.

O.8.3: To monitor and continuously improve the satisfaction of the stakeholders.

These strategic goals and objectives, which were valid between 2014-2018, started to be updated as of 2018, and new strategic goals and objectives were determined for the period 2019-2024. Our updated strategic goals and objectives are as follows: (see Evidence 10)

1. To graduate undergraduate and graduate students with the necessary competencies, who can transform the knowledge they have acquired through student-centered learning and teaching programs that improve successful students and instructors in a way that enables students to gain 21st century skill and will support lifelong learning; and to ensure the dissemination of internationalization.

O.1.1: To use new technologies in education so as to strengthen learning-to-learn and lifelong learning processes and to increase the options for minor and double major programs in order to increase the permeability between programs.

O.1.2: To increase the motivation of students to spend their free time in the library of the faculty in order to develop their social-entrepreneurship skills, to strengthen the experience of participating in the management of the students, and to provide orientation programs and

academic counseling system suitable for their career outcomes.

O.1.3: To increase the number of international students and faculty members, to increase the rate of benefiting from international exchange programs, and to create new projects for this purpose.

2. To develop graduate study programs in a way that supports research and development by considering the needs and potentials of the country, and to encourage successful students to undertake graduate studies.

O.2.1: To encourage successful students to continue their graduate studies in our faculty.

O.2.2: To try to provide scholarship opportunities to support graduate students, to increase the number of those who benefit from the scholarship opportunities provided by the Council of Higher Education.

O.2.3: To increase the number of doctoral graduates.

O.2.4: To develop the project-making competencies of doctoral students.

3. To ensure that all learning and teaching opportunities and research potentials are transformed into outputs for solving the problems of society and into social benefits with the contributions of national and international stakeholders.

O.3.1: To increase cooperation with external stakeholders and studies within this scope.

O.3.2: To increase the rate of benefiting from national and international funds.

4. To carry out practices that are people-oriented, based on tolerance, trying to reduce inequalities and sensitive to society in the field of education.

O.4.1: To carry out joint projects with NGOs to support the institutional development of organizations.

O.4.2: To equip students with "Social Innovation" and "Social Entrepreneurship" competencies.

O.4.3: To ensure that the activities of student societies are directed to priority areas.

O.4.4: To ensure that social responsibility projects are directed to priority areas.

O.4.5: To increase the number of national and international scientific, artistic and cultural activities organized by or at the faculty.

5. To ensure accountability and service quality in public administration by strengthening its relations with internal and external stakeholders.

O.5.1: To increase the efficiency and effectiveness of the administrative-support services of the faculty offered to students and employees.

O.5.2: To increase the satisfaction of internal and external stakeholders of the faculty.

Maturity Level: Within the scope of the strategic plan, the practices covering all areas in line with the strategic goals and objectives are monitored systematically and in accordance with the internal quality assurance system of the institution, and measures are taken by evaluating them together

with the stakeholders. In line with the performance values of the institution, the performance development of the faculty is monitored over the years.

Evidence:

1. Quality Manual

2. Mission – Vision (Former)

3. Mission – Vision Internal Stakeholder Negotiations.jpeg

4. Mission, Vision, Strategic Objectives, Policies, Contribution of Internal Stakeholders to Decision-Making Processes

5. Mission- Vision External Stakeholder Negotiations (External Stakeholder Board Meeting Outcomes)

6. Participative External Stakeholder Negotiations

7. Mission - Vision (Updated)

8. 2009-2013 Annotated Strategic Plan

9. 2014-2018 Strategic Plan-Objectives and Values

10. Updated Strategic Goals and Objectives 2019-2024

11. Activity Report 2019

12. Performance Values List 2019-2024

13. Strategy-based performance status red area chart 2017

14. Strategy-based performance status red area chart 2019

A.1.2. Quality assurance, teaching and learning, research and development, service to society and governance policies

The defined process of the institution's quality assurance and policies is included in the Quality Manual. (see Evidence 1 A.1.1)

After the updating of the mission, vision, strategic goals and policies of our institution were discussed in the academic board, and the draft text was prepared, internal stakeholders (see Evidence 2, Evidence 3) and external stakeholders (see Evidence 4, Evidence 5) were asked to express their opinions, and the final decision was made accordingly.

The Quality and Accreditation Board convened on March 9, 2020, and different issues were discussed in relation to the policies of our institution. (see Evidence 6)

The policies of the institution are listed as follows:

Our quality policy:

1) To establish a tradition of sustainable quality in the institution with the quality board and established quality monitoring mechanisms.

2) To continuously improve services and activities by complying with the quality principles adopted by the institution.

3) To measure the satisfaction of internal and external stakeholders and to engage in practices to increase satisfaction.

Our activity reports indicate that our quality policies affect the processes carried out by our faculty (see Evidence 7, Evidence 8)

Surveys measuring internal stakeholder satisfaction are included in evidence 9, 10, 11, 12 and 13.

Our educational policy:

1) To adopt an education model that will equip students with professional competencies in religious sciences, as well as competencies in line with the requirements of the age and lifelong learning skills.

2) To carry out studies to encourage successful undergraduate and graduate students with a student-oriented education.

3) To carry out and diversify educational practices in the direction of protecting the heritage from our history in science and art studies.

4) To continuously improve learning and teaching processes with the participation of stakeholders by strengthening national and international cooperation.

5) To improve the digital literacy skills of students and teaching staff.

Our research and development policy:

1) To consider regional, national and international requirements and priorities in research and development efforts.

2) To provide the necessary support and opportunities to researchers so that they can carry out quality academic studies and share the results with society.

3) To ensure the participation of external stakeholders in research and development activities by strengthening cooperation with them.

4) To ensure that research and development works are carried out in cooperation with the research and application centers within the university and that the resources and infrastructure are used in line with institutional goals.

Our service to society policy:

1) To give priority to local and regional needs in the field of religious sciences.

2) To develop solutions to the religion-related problems of the society and to determine research and development focuses by taking into account the suggestions of internal and external stakeholders.

3) To present the findings of scientific studies to society and to carry out academic and social activities open to the public.

4) To encourage and support the academic staff in the areas determined through social cooperation.

5) To inform and raise awareness of society on religious issues by using mass media

effectively.

6) To monitor the activities addressing societal concerns and make the necessary improvements.

Our management system policy:

1) To create a common institutional mindset/value with the employees with a participatory approach and to allow the culture of belonging to become widespread.

2) To take decisions in coordination with internal and external stakeholders within the framework of the transparent management principle and to share them with the public.

3) To monitor the performance of academic and administrative personnel in line with the mission and vision of the institution and to provide the necessary support, promotion and authorization in line with the principle of equal opportunity.

4) To inform about the activities and increase institutional recognition by using communication tools.

5) To create a healthy and safe environment for staff and students with occupational health and safety practices.

Maturity level: Institutional policies in the fields of quality assurance, learning and teaching, research and development, service to society and governance system are interrelated, and this holistic structure in policies directs the internal quality assurance system; the results are monitored, and measures are taken by evaluating them together with the stakeholders.

Evidence:

1. Quality Manual

2. Strategic objectives and policies, internal stakeholder decision-making processes

3. Mission Vision Strategic Objectives Policies and Their Contribution to Internal Stakeholder Decision-Making

4. Mission-Vision External Stakeholder Negotiations (External Stakeholder Board Meeting Decisions)

5. Participatory External Stakeholder Negotiations

6. Quality and Accreditation Board Decision Notebook

7. Activity report 2018

8. Activity report 2019

9. Faculty of Theology employee satisfaction survey 3-year comparison

10. Faculty of Theology student satisfaction survey 3-year comparison

11. Faculty of Theology student commitment survey 2018 2019

12. Faculty of Theology student commitment survey 2019 2020

13. Faculty of Theology student satisfaction survey during pandemic 2019 2020

14. [Quality Commission meeting e-mail](#)

15. [Establishment and improvement of Quality and Accreditation Board](#)

16. [Quality and Accreditation Board's Contribution to Decision-Making (Evidence 16)](#)

17. [SAUDEK meeting on self-assessment process](#)

18. [ÖMA 2020 Form for Evaluation and Areas for further development](#)

A.1.3. Institutional performance management

Institutional performance management is defined in the Quality Manual within a planned process (see [Evidence 1 A.1.3](#)). The said planning is carried out by the faculty management in cooperation with the relevant committees within the institution (such as Academic and Social Activities Working Group, Research and Development Working Group, Faculty Promotion and Information Group). The relevant boards constitute the first step of the planning and negotiate in coordination with the internal and external stakeholders of the institution. The regular monitoring of performance management throughout the year is carried out by the Quality and Accreditation Board. As part of our faculty's previous quality culture, quality ambassador meetings were held and information was provided on the use of KYBS (Quality Information Management System) modules of our quality infrastructure (see [Evidence 2](#), [Evidence 3](#)).

These data are regularly reviewed through the SABIS modules specific to institutional performance, and information is shared with the authorities that will take measures. At this point, annual activity reports and institutional self-evaluation reports also function as another established follow-up mechanism integrating the system. Finally, improvements and measures targeting to focus on the institutional performance's weaknesses and areas for further development such as process improvement and process management improvement are shared with the faculty management and SAUDEK, who are also included in the defined process.

Below are the strategic indicators of our objectives presented above under the title of A.1.1 Mission, Vision, Strategic Objectives and Targets:

O.1.1 indicators: Number of double major programs in the program.

Number of minor programs in the program.

The percentage of lessons in which active learning methods (project-based, event-based learning, etc.) are used (%).

The number of training and certificate programs offered to the society within the scope of lifelong learning.

Number of training and certificate programs for employees and students within the scope of lifelong learning.

Number of Open Access (Online) Courses.

O.1.2 indicators: Number of advisory boards established on a program basis

Number of meetings with advisory boards

Number of alumni registered in the alumni information system

Alumni satisfaction rate (%)

Number of students benefiting from the applied education model

O.1.3. indicators: Number of career organizations organized for students

O.1.4 indicators: Number of international undergraduate students

Number of international graduate students

Number of international doctoral students

Number of international faculty members

Number of English lessons

CoHE Project-Based International Exchange Program Number of Projects

O.1.5 indicators: Number of printed e-books, e-course notes, printed books, lecture notes

(Student/Instructor) ratio

(Student/Faculty) ratio

Average of Appointment and Promotion Criteria Scores for Professorship positions.

Average of Appointment and Promotion Criterion Scores for Associate Professor positions.

Average of Appointment and Promotion Criteria Scores for Doctoral Faculty positions.

Average of Appointment and Promotion Criteria Scores for Research Assistant positions.

Average of Appointment and Promotion Criterion Scores for Instructor staff.

Number of academics hired for areas where the number of trainers is lacking

Number of instructors participating in the training of trainers

Number of trainers trained for areas where the number of trainers is lacking

O.2.1 indicators: The rate of continuing postgraduate education among graduates (%)

O.2.2 indicators: Number of graduate students benefiting from thesis project support

O.2.3 indicators: Number of PhD graduates

O.2.4 indicators: (Number of projects proposed by or participated by PhD students/Number of Current PhD Students) ratio

Number of publications produced within the scope of doctoral theses

O.3.1 indicators: Number of R&D studies with public institutions

Number of R&D studies with private organizations

Number of R&D studies with non-governmental organizations

Number of consultancy services provided to private or public institutions

O.3.2 indicators: The number of activities for the benefit of society (symposium, science fair, workshop, exhibition, media news, etc.)

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Number of articles in journals scanned by SCI, SCI-expanded, SSCI and AHCI

Number of articles in journals scanned by indexes other than SCI, SCI-expanded, SSCI and AHCI

Number of participation in nationally organized activities such as exhibitions/screenings/biennales etc.

Number of participation in internationally organized activities such as exhibitions/screenings/biennials etc.

Total number of citations

Number of articles published in national peer-reviewed journals

Number of papers (oral, poster, full text, etc.) presented at international congresses and symposiums

Number of papers (oral, poster, full text, etc.) presented at national congresses and symposiums

O.3.3 indicators: Number of National Projects with External Support (DPT, TÜBİTAK and other publicly financed)

Number of National Projects with Internal Support (Financed by SRP etc.)

O.4.1 indicators: Number of projects carried out with NGOs

Number of institutional projects carried out with NGOs

O.4.2 indicators: The ratio of programs in which "Social Innovation" and "Social Entrepreneurship" competencies are defined among the program competencies (%)

O.4.3 indicators: Number of Student Community activities in priority areas determined for social responsibility projects

O.4.4 indicators: Number of social responsibility projects carried out by the unit in priority areas determined for social responsibility projects

O.4.5 indicators: Number of national congresses and symposiums (organized by our faculty or held in our faculty)

Number of national and local conferences, seminars, panels (organized in or by our faculty)

Number of national and local exhibitions (organized in or by our faculty)

Number of international conferences, seminars, panels (organized in or by our faculty)

Number of international congresses and symposiums (organized in or by our faculty)

Number of international exhibitions (organized in or by our faculty)

O.5.1 indicators: Satisfaction rate of students from the services provided in academic units

O.5.5 indicators: Undergraduate student satisfaction rate

Graduation survey satisfaction rate

Staff satisfaction rate

The evaluation of our performance indicators over the years can be followed in our annotated

strategic plan (see Evidence 4).

Systematic improvements are made on the basis of strategy, taking into account our performance reports (see Evidence 5, Evidence 6). For example, in 2017, under the responsibility of our dean Prof. Dr. Ahmet Bostancı and our vice dean Prof. Dr. Osman Güman, as a technological classroom improvement activity, classrooms were started to be equipped with technology-assisted devices. (see Evidence 7, Evidence 8). Every year in December, the performance data of that year is entered into the Institutional Management Information System by the Quality and Accreditation Board. In addition, on a date determined by the Rectorate, an oral presentation is made by the Dean to the Senate Members at the University Senate regarding the report (see Evidence 9). The presentation of the year 2021 was held on March 9, 2022. Improvement suggestions and the schedule are stated in the report presented.

Maturity level: All performance indicators related to all fields/processes are monitored systematically and in accordance with the internal quality assurance system of the institution, and the results obtained are evaluated together with stakeholders and used in decision-making and measures regarding performance management are taken.

Evidence:

1. Quality Manual

2. Quality ambassadors meeting-2019 March

3. KYBS- Process Management User Guide

4. Annotated Strategic Plan Outcomes 2019-2024

5. Strategy-based performance report 2018

6. Strategy-based performance report 2019

7. Process improvement projects monitoring area

8. Process management improvement activity 1

9. Faculty of Theology performance presentation

10. Annotated List of Strategic Plan Performance Values 2019

11. Strategic Plan Performance Values List 2019

12. 2018-Performance Indicators

13. Process improvement report 2019

14. Strategic Plan-2019-2024

15. Process management improvement activity 2

16. Process management improvement activity 3

17. Process management improvement activity 4

18. Process management red area chart 2019

19. ÖMA 2020 Evaluation and Areas for Improvement Form

A.2. Internal Quality Assurance

The institution has planning focused on stakeholder participation and their satisfaction in its quality management practices. This planning has been determined within a process defined in the Quality Manual. In the institution, decision-making processes are carried out in cooperation with the faculty management by preparing and applying surveys, ensuring the participation of internal and external stakeholders. In the light of monitoring these issues, some improvements have also been made by the Quality and Accreditation Board regarding the deficiencies in the internal quality assurance of the institution. Updating the syllabus outputs with the feedback received from the graduates, applying to some of the external stakeholders for exchange of ideas and holding meetings with them can be listed as some of the examples.

A.2.1. Quality Commission

The Quality and Accreditation Board, which has assumed the role of Quality Commission in our faculty, was established in accordance with the Directive of the Quality and Accreditation Board of the Faculty of Theology prepared by applying to the opinions of internal stakeholders (see [Evidence 1](#)) and the process is defined in Quality Manual (see [Evidence 2, A.2.1](#)). Since the long-established quality board of our faculty follows the quality data and logs the data in the system every year, our faculty has long had quality studies and quality culture. With the accreditation application process, our quality board has been converted into the Quality and Accreditation Board.

In this respect, our Faculty has its own quality plan in accordance with university quality policies and a Quality and Accreditation Board that has internalized university quality assurance (ISO 9001, ISO 10002, EUA). This board carries out its planned process on the basis of the faculty's Quality Manual. At the same time, the board of directors has its own working directive as an effective basis within the faculty. With the help of these means, the faculty has established a built-in quality awareness within itself. The Quality and Accreditation Board shares the feedbacks it receives in cooperation with other working groups within the faculty (such as Academic and Social Activities Working Group, Research and Development Working Group, Faculty Promotion and Information Group) and monitors the measures to be taken in coordination with the faculty management.

The Quality and Accreditation Board and organizational structures that include quality-oriented internal and external stakeholders (such as students, employees, business stakeholders) in order to support this board; (e.g. Academic and Social Activities Working Group, Research and Development Working Group, Faculty Promotion and Information Group) carries out its studies within the scope of systematic and holistic quality management in the faculty in line with its

powers, duties and responsibilities; the findings obtained from the applications carried out are monitored, and improvements are made by evaluating the follow-up results. For example, the established quality commission, which monitors the quality policies of the faculty, renewed itself as required by the process with the IAA application and prepared itself for accreditation and adapted itself to this new process under the supervision of the faculty management (see Evidence 3). The quality culture of our faculty was provided by the activities of our quality ambassadors prior to the establishment of the Quality and Accreditation Board (see Evidence 4, Evidence 5, Evidence 6). In order for the Quality and Accreditation Board to develop and maintain cooperation with other groups, members of the Quality and Accreditation Board are provided to participate in our meetings with working groups (see Evidence 7).

The Quality Board in our faculty has been transformed into the *Quality and* Accreditation *Board,* and this transformation has brought it to a stronger and more dynamic level with a new organizational structure and directive (see Evidence 8).

Examples of the impact of the Quality and Accreditation Board on educational objectives and outcomes include the meeting dated 21.02.2020 and the texts prepared by this meeting on program objectives, program outcomes and program-specific criteria (see Evidence 9). As a result of the Quality and Accreditation Board meeting dated 21.08.2020, it was decided to create a Quality Manual that takes into account the IAA accreditation criteria as an improvement (see Evidence 10). The SAR and the Quality Manual, prepared by the Quality and Accreditation Board, has been requested by many Theology Faculties. Therefore, these studies of the board were taken as an example by other faculties. (Evidence 16)

Maturity level

The quality commission carries out its systematic and holistic quality management in line with its powers, duties and responsibilities; the findings obtained from the applications carried out are monitored, and improvements are made by evaluating the follow-up results.

Evidence:

1. Quality accreditation internal stakeholder information

2. Quality Manual

3. Improvement of The Establishment of the Quality and Accreditation Board FYK

4. 2018 Faculty of Theology Quality Ambassadors old version

5. Quality ambassadors meeting

6. 2018 Faculty of Theology Quality Ambassadors current version

7. Working Group Meetings KAK Members Participation

8. Faculty of Theology Quality and Accreditation Board Directive

9. KAK Program Objectives and Outputs

10. KAK's decision on the creation of a Quality Manual

11. [Quality and Accreditation Board Meeting Pictures](#)

12. [Quality and Accreditation Board Meeting Decisions 18.09.2020](#)

13. [Sauif 2020-21 Working Boards and Groups New](#)

14. [Faculty of Theology Working Groups (old)](#)

15. [Quality and Accreditation Board Meeting Decisions](#)

16. [Evidence Showing That Other Faculties Use Our Quality Manual and SAR as an Example](#)

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

The targets planned by our faculty are followed at the field level (Fundamental Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts) in accordance with performance indicators (see [Evidence 1,](#) [Evidence 2)](#). The strategic plan determined with the participation of all areas is created and monitored in support of the SABIS system. The periodic monitoring (at the end of every year) of quality-oriented targets and outputs is examined by the members responsible for monitoring the areas within the Quality Commission and consultations are held with the faculty management on whether the PDCA cycles are closed and, if so, whether this cycle can be restarted. For example, the Dean's Office and our instructors have taken a joint decision to close dysfunctional courses upon the request of the course coordinators as an example of PDCA for curriculum improvement in elective course practice (see [Evidence 3).](#)

The academic quality assurance mechanism within the faculty is operated in this way, and the monitoring of administrative units is carried out by administrative staff led by the faculty secretary, who is also a permanent member of the quality commission. Within the scope of monitoring quality assurance, the opinions of our internal and external stakeholders are taken (see [Evidence 4,](#) [Evidence 5,](#) [Evidence 6)](#), and risk analyses are carried out and evaluated (see [Evidence 7,](#) [Evidence 8,](#) [Evidence 9,](#) [Evidence 10](#)).

Quality Manual constitutes a basis and a planned assurance to the institution. The application is carried out by the aforementioned commission and systematically takes measures in consultation with the faculty management and shares these results with SAUDEK (see [Evidence 11,](#) [Evidence 12,](#) [Evidence 13](#)).

Monitoring is carried out with internal control self-assessment surveys conducted at the end of each year (see [Evidence 14](#)) and necessary steps are taken by the Dean's Office regarding the red areas identified in these surveys. In this framework, an Action Planning Form is prepared and sent to the Rectorate by the Dean's Office, which includes the measures to be taken regarding the issues with a satisfaction rate of less than 70% in the surveys. The Action Planning Form is also shared with Faculty staff (see [Evidence 16](#))

Maturity level: Internal quality assurance mechanisms covering all areas and processes in the institution, defined processes are carried out systematically within the scope of a holistic quality management approach; findings obtained from the applications carried out are monitored, and improvements are made by evaluating the follow-up results together with stakeholders.

Evidence:

1. [Quality commission activity example 1](#)
2. [Quality commission activity example](#)
3. [Joint improvements with stakeholders](#)
4. [OMA 2020 Form for Evaluation and Areas for Further Development](#)
5. [Stakeholder Opinions Analysis (Article from Provincial National Education)](#)
6. [Stakeholder Opinions Analysis (Letter from the Provincial Mufti)](#)
7. [Risk analysis process screen](#)
8. [Risk analysis 1](#)
9. [Risk analysis 2](#)
10. [Risk analysis data report](#)
11. [SAUDEK meeting on self-evaluation process](#)
12. [Modules related to processes on SABIS Example of mechanisms that function](#)
13. [Routine meetings with SAÜDEK and follow-ups related to the faculty](#)
14. [Internal control self-asessment questionnaire mail](#)
15. [Quality commission activity sample external stakeholder 4](#)
16. [Internal control standards survey results](#)

A.2.3. Leadership and quality assurance culture

The institution provides the built-in quality assurance system; plans the current management and administrative system to allow for measuring and monitoring the leadership characteristics and efficiencies of department heads. At this point, relevant department board decisions, Leader Behavior Evaluation Surveys and Department Heads Satisfaction Surveys are regularly monitored. These surveys can be seen in [Evidence 1,](#) [2,](#) [3,](#) [4,](#) [5, 6,](#) [7,](#) [8,](#) [9.](#) As a result of the decisions taken, planned requests and/or improvements are shared with internal and external stakeholders, and necessary information is given to internal stakeholders by the faculty management. (see [Evidence 10)](#).

The leadership approach of the institution is carried out in the context of a transparent, internalized quality assurance culture based on the missions and visions of the institution (see [Evidence 11)](#). At this point, surveys based on stakeholder participation and request-demand notifications of internal stakeholders are regularly monitored, and measures are taken. Satisfaction surveys, which can be accessed through the SABIS-KYBS module, are one of the main mechanisms by which this monitoring is performed (see [Evidence 12)](#). SAUDEK can be shown as an external stakeholder contributing to the monitoring of the process. As a result of its follow-ups, our faculty prepared the Quality [Manual](#)in 2020 to improve the quality culture and ensure its continuity and applied for accreditation to the Theological Accreditation Agency (IAA) and updated

its web page accordingly.

It is known by other equivalent institutions that the institution has a quality culture and its practices are followed and modeled. In this context, it can be mentioned that our Preliminary Evaluation Report and Quality Manual prepared within the framework of the IAA application should be requested by some theological faculties for sampling and sent by us. (See Evidence 13)

At this point, surveys based on stakeholder participation and request-demand notifications of internal stakeholders are regularly monitored and necessary measures are taken. In this framework, an Action Planning Form is prepared by the Dean's Office, sent to the Rectorate and shared with the staff (see Evidence 14).

Maturity level: A sustainable and mature institutional quality culture and leadership approach covering all units and processes, for institutional purposes, has been adopted throughout the organization; the institution has innovative practices within the scope of strengthening quality culture and leadership approach, and some of the applications are modeled by other institutions.

Evidence:

1. Prof. Dr. Ahmet BOSTANCI survey 2017
2. Prof. Dr. Ahmet Bostancı survey 2018
3. Prof. Dr. Ahmet Bostancı survey 2020
4. Tib Department Head Survey 2020
5. FDB head poll 2020
6. FDB Department head evaluation survey 2018
7. Tib Department head evaluation survey
8. ITS Department head evaluation survey
9. ITS head poll 2020
10. Leading institution activities periodic stakeholder information
11. Culture of transparency (Sharing the faculty academic board meeting to the press)
12. Follow-up of leadership survey findings from SABIS module
13. Other Faculties Follow the Example of Our Faculty SAR and Quality Manual
14. Action planning form
15. Faculty of Theology leading behavior assessment survey 2019
16. Faculty of Theology leading behavioral satisfaction 2018
17. Prof. Dr. Ahmet BOSTANCI-18-opinions
18. Prof. Dr. Ahmet Bostancı opinions 2020
19. Tib Department head opinions
20. Tib Department Head Opinions 2020

21. FDB head of department opinions 2020

22. FDB Head of Department opinions 2018

23. ITT Department head opinions

24. ITT department head opinions 2020

25. Representation of the institution's promotion with internal stakeholders (Promotional trips to attract successful students organized by the Dean's Office to the faculty)

26. Promotional trips for the dean's representation of the faculty

27. Faculty of Theology leading behavioral evaluation survey 3-year comparison

A.3. Stakeholder Involvement

Our institution attaches great importance to stakeholder opinions and contributions in quality assurance, learning and teaching, research and development, service to society, governance system and internationalization processes, and in carrying out checks and monitoring. Our faculty makes various improvements from time to time in order to increase the participation of stakeholders in the processes in line with the follow-ups and feedbacks made.

A.3.1. Involvement of internal and external stakeholders in teaching and learning, research and development, governance and internationalization processes

How our faculty manages processes related to stakeholder participation and involves stakeholders in decision-making processes is defined in the Quality Manual. (See Evidence 1)

In the third of the strategic objectives of our institution, there are statements that emphasize the importance of stakeholder participation in the processes. Similarly, our policies in all areas emphasize the realization of activities together with stakeholder participation. For this purpose, one can look at the policies published on the faculty website. Our Faculty has prepared stakeholder lists related to all stakeholder groups expressed in the Quality Manual. (See Evidence 2)

There are various examples of practices related to the participation of internal and external stakeholders in quality assurance, learning and teaching, research and development, service to society, governance and internationalization processes.

1) Quality assurance: The Faculty carried out the preparation of the 2020-2024 Strategic Plan, which started in 2018, by taking the opinions of all internal and external stakeholders. For this purpose, the Student Focus Group has formed an Employee Focus Group consisting of academic and administrative staff, and finally, an External Stakeholder Focus Group consisting of representatives in the fields where graduates and graduates are employed. All focus groups were given their opinions by directing predetermined common questions. In this way, stakeholder opinions obtained from all units were analyzed, and a stakeholder analysis report was prepared and used in strategic plan preparation. (See Evidence 3) In 2020, stakeholders participated in the process of updating the mission and vision and writing the policy documents. (See Evidence 4)

2) Learning and teaching: In 2020, our faculty applied to the opinions of internal and external stakeholders in the process of updating the program and its objectives and outputs. (See Evidence

5) Another example in this field is the survey to obtain the opinions of the students about the start and end times of the course. (See Evidence 6) This survey is included in the applications. Another example is the survey of students for which elective courses they want to be opened. In this way, forms are distributed to the students related to elective courses to be opened in the next semester at the end of the semester and courses that receive a certain number of preferences are added to the list of courses to be opened. (See Evidence 7) The Preparatory Class Coordinatorship of our faculty carried out the periodic control and monitoring of the education in the Preparatory Classes at the beginning of the term meetings, thus making a great contribution to the realization of an effective and efficient learning and teaching activities. In this context, in the 2020-2021 fall semester meeting, in the 2020-2021 spring semester, in the 2021-2022 fall semester and in the 2021-2022 spring semester meetings, many improvement activities regarding the education in the preparatory classes and the teaching of Arabic in our faculty have been taken and some of them have been implemented directly. (See Evidence 26) In addition, the Prep Classes Coordinator sometimes applied satisfaction surveys, in which the preparatory class students could evaluate all aspects of the preparatory class education. The Coordinatorship contributed to the continuation of educational activities by making improvements in line with the survey data. (See Evidence 27)

3) Research and development: There are numerous examples of stakeholder participation in research and development activities. One of them is the meetings of the R&D Working Group on the conduct of research activities. (See Evidence 8; For more examples of the topic, see Self-Evaluation Report, C. Research and Development title)

4) Service to society application example: The service to social activities in our faculty were carried out in cooperation with academic and social activities working groups, student clubs and external stakeholders. Therefore, stakeholders naturally participated in the processes. In this sense, the following example regarding the participation of external stakeholders in the process is especially noteworthy: In line with the proposal from our external stakeholders at the External Stakeholder Board Meeting held in 2020, the "Instructor Field Knowledge Development Project" was initiated within the framework of the protocol previously signed between our Faculty and Sakarya Provincial MEM and seminars were held for 10 weeks in 6 different fields with the participation of over 130 instructors. (For more examples of internal and external stakeholder participation in service to social processes, see Self-Evaluation Report, D. Social Contribution title) After the completion of this project, which started in 2020, a satisfaction survey was conducted for the participants, a significant number of the participants in the survey expressed their satisfaction with the project and demanded that the variety of the courses to be given within the scope of the project be increased and they should be held for a longer period of time. (See Evidence 28) Accordingly, the variety of seminars was increased from 6 to 10 in the 2021-2022 academic year, and the duration was increased from 10 weeks to 12 weeks. (See Evidence 29)

5) Internationalization: As an example of the participation of the stakeholders of our faculty in internationalization, the meetings of the Foreign Relations and Integration Working Group can be shown. (See Evidence 9; For more examples of stakeholder participation in internationalization processes, see Self-Evaluation Report, A.4. Internationalization title) In addition, the Quality and Accreditation Board controlled and monitored the stakeholder participation criterion on 18 June

2021 and suggested the establishment of an international advisory board. This proposal was implemented by the decision of the Faculty Board of Directors and our International Advisory Board, which was established and held its first meeting on March 26, 2022. (See Evidence 18, Evidence 19, Evidence 20, Evidence 21, Evidence 22)

There is a Request Management Information System that the internal and external stakeholders of the Faculty use to continuously receive and respond to suggestions, requests, complaints, satisfaction and information requests related to all five areas mentioned above. Within the scope of this system, the distributions of a total of 36 requests in 2019 are summarized as follows. (See Evidence 10)
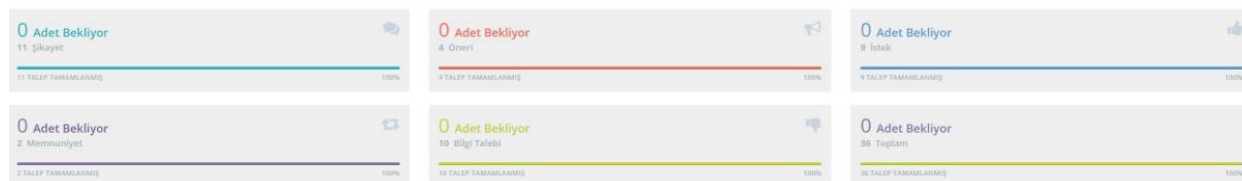
Another tool that enables stakeholders to participate in all the above-mentioned areas is satisfaction surveys applied to students, employees and graduates. In 2017-2018-2019, these surveys were applied, and the data obtained were analyzed. Feedback from stakeholders plays an important role in identifying deficiencies and determining the improvement works to be carried out. As a result of the surveys applied to students and employees, necessary measures are taken using survey action plans, corrective and preventive actions and process improvements in relation to areas requiring improvement. (See Evidence 11 and Evidence 12)

Administrative staff, which is an important stakeholder of our faculty, were also able to participate in the processes both through the Faculty Secretary, by applying the satisfaction surveys mentioned above and by holding private meetings. (See Evidence 13)

Our faculty continuously checks and monitors the participation of stakeholders in processes through tools such as surveys and meetings and makes the necessary improvements. Accordingly, the Quality and Accreditation Board has proposed some improvements such as inviting the student with the highest GPA to the Faculty Board meetings and the creation of the External Stakeholder Board and R&D Group as a result of the checks and follow-ups made regarding stakeholder participation in 2020. In line with these improvement recommendations, the Dean's Office has decided to invite the fourth-grade student with the highest grade to be invited to the meetings held with the club representatives and to form the External Stakeholder Board. (See Evidence 14)

As another example of improvement, the list of Boards and Working Groups have been revised according to the IAA Self-Assessment headings with the recommendation of the Quality and Accreditation Board; their duties and policies have been updated and approved by the Faculty Board of Directors. (See Evidence 15)

Another example of improvement is the creation of an e-mail address (ifogrenci@sakarya.edu.tr) to receive requests directly related to student affairs (transcripts, graduation procedures, etc.) and the response of e-mails by checking by the student affairs officers of our faculty. Previously, applications were made to the personal e-mail addresses of student affairs officers. However, it

was observed that applications to these personal e-mail addresses could not be tracked by the Dean's Office. As a result of these checks and follow-ups, new e-mail account (ifogrenci@sakarya.edu.tr) has been opened. The password of this e-mail address is also found in the Faculty Secretary. From time to time, the process of answering student applications is followed by entering the address. In this way, an effective audit can be carried out. Students can submit their requests to these e-mail addresses and receive a response within two working days at the latest by the student affairs officer who follows the e-mail address. In this context, a total of 11,275 e-mails were received in the three-year period from August 2018 to July 2021, all of which were answered (the vast majority on the same day).

Another improvement example is the change of the name of the External Stakeholder Board to the Advisory Board within the framework of the Advisory Board Directive of our University and the expansion of the scope of the board. Our university created a directive regarding the structure and duties of the unit advisory boards in 2021 and requested each unit to form an Advisory Board in line with this directive in the letter it sent to all units. It has been observed that the Advisory Board requested by our University is largely the same as the External Stakeholder Board formed by our Faculty in 2019, but its name has been changed in line with the University's directive and new members have been included. (See Evidence 16) The issue of expanding the External Stakeholder Board was also discussed as the 6th agenda topic of the External Stakeholder Board (Advisory Board) meeting held at the end of 2021, and board members suggested including members from three different organizations. (See Evidence 17) Since we have 18 members of the current Advisory Board and the University Directive sets a maximum limit of 20 members, it was possible to include representatives from two of the three organizations recommended by the External Stakeholder Board. Our faculty, taking into account the proposal of the External Stakeholder Board, sent the invitation letter regarding the member request to the Sakarya Chamber of Commerce and Industry (SATSO). (Evidence 34) It also made a request to the Science Dissemination Society. Suggestions from both organizations were accepted by the Faculty Board of Directors and Sakarya Chamber of Commerce and Industry Council Member Doğan Çatalbaş and Science Dissemination Society Sakarya Branch President Dr. Recep Kılıç have been included in the Advisory Board of our Faculty. (Evidence 35)

At the end of the 2020-2021 academic year, the Quality and Accreditation Board made two suggestions for improvement after controlling and monitoring the criterion related to stakeholder participation, and these were carried out by the responsible units:
The first is the proposal to implement the surveys in which our students who do internships in DIB and MEB within the scope of Oratory and Professional Practice and Teaching Practice courses are evaluated by the officials in this institution. The Department of Religious Education, which was the coordinator of these two practice courses, created a survey called Employer Satisfaction Survey in the fall term of 2021-2022 and ensured the participation of the officials in DIB and MEB with the support of SAUDEK. Thus, a new mechanism was created that ensures the participation of external stakeholders in the processes. (Evidence 18)
The second recommendation is the establishment of an international advisory board. This committee was established by the decision of the Faculty Board of Directors and held its first meeting on March 26, 2022. (See Evidence 18; Evidence 19; Evidence 20; Evidence 21; Evidence 22)

At the meeting held at the beginning of the 2021-2022 academic year fall semester, the Quality and Accreditation Board also controlled and monitored stakeholder participation and made some improvement suggestions. In this context, at the beginning of each academic year, it is recommended that the preparatory classes elect three representatives among themselves and attend the Student Representatives Meeting. In line with this proposal, the members of the Student Representatives were reorganized and the representatives of the Preparatory Classes attended the next meeting. (See Evidence 23; Evidence 24) A meeting for the year 2021 was held with Student Representatives, who gained a wider representation ability as a result of this improvement, and improvement activities were carried out in line with the suggestions from the students. (See Evidence 30; Evidence 31)

Our Dean's Office is sometimes able to directly implement some improvements by taking into account the results of the previous controllings. An example of this is the Dean's decision to implement the Stakeholder Satisfaction Survey, seeing that there are deficiencies in the mechanisms for obtaining the opinions of external stakeholders. This survey was applied for the first time in 2021 in order to measure the satisfaction of the external stakeholders who receive service from the projects and activities that our faculty has done or realized joint projects with. External stakeholders were encouraged to participate in the survey, either through social media groups or by sending a letter to Sakarya Provincial National Education Director and Provincial Mufti. (Evidence 36) The survey was completed in December 2021 with the participation of our external stakeholders working in DIB, MoNE and NGOs. (Evidence 25) Our External Stakeholders expressed their satisfaction with our Faculty with their answers to open-ended questions and made some suggestions. (Evidence 37)

Maturity Level: The participation of stakeholders in the processes and decision-making in the institution is carried out within the scope of holistic quality management in the institution, and the findings obtained from stakeholder participation practices are evaluated together with the stakeholders and measures are taken according to the follow-up results.

Evidence:

1. Quality Manual
2. Stakeholder Lists
3. Stakeholder Opinions Analysis
4. Participation of External Stakeholders in Quality Processes
5. Stakeholder Participation in the Process of Updating Programs and Outputs
6. Course Start and End Time Survey
7. Elect select courses Request Form
8. Participation of Stakeholders in R&D Processes
9. Participation of Stakeholders in Internationalization Processes
10. 2019 KYS Information, Recommendation, Demand System Data Analysis
11. Satisfaction Surveys

A.4. Internationalization

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In addition to the activities implemented by the university in accordance with its established internationalization policy, the institution also plans its own internationalization within a process defined in the Quality Manual. This planning and the implementations based on the planning, which can be presented as one of the most powerful aspects of the institution, are carried out in cooperation with internal and external stakeholders. Strategic activities in this context are periodically monitored both by the faculty management and by the relevant commissions within the institution. The institution takes certain measures and makes improvements in light of the feedback received by the stakeholders.

A.4.1. Internationalization policy

The Institution determines the policies in line with the opinions and recommendations of the Quality and Accreditation Board and the Foreign Relations Working Group and makes the necessary improvements. Our internationalization policies set by our institution are as follows:

1) To enable our students to get to know different academic and cultural environments by taking courses in various countries for certain semesters.

2) To make bilateral student exchange agreements with academic institutions and organizations abroad.

3) To provide an efficient academic environment for students from abroad.

4) To provide researchers with the necessary opportunities for studying abroad in order to develop improve themselves and to carry out qualified academic studies.

5) To make bilateral research agreements with academic institutions and organizations abroad.

6) To organize joint symposiums, seminars and workshops with foreign institutions on issues concerning society.

As the implementations of these policies, the following can be said:

Within the scope of Erasmus, 23 students were sent to different countries, including the Netherlands, Germany and England, during the 10-year period between 2009 and 2019 (see Evidence 1).

We have a Mevlana exchange agreement with 23 universities, including universities in countries such as Lebanon, Pakistan, Malaysia and Morocco (see Evidence 2). Between 2013 and 2020, 53 students and 8 faculty members came to our Faculty within the scope of Mevlana agreements, and 85 students went to the countries where we have Mevlana agreements to study (see Evidence 3).

As a result of the bilateral agreement between our university and Qatar University (see Evidence 4), as of 2016, 10 students have been studying Arabic languages in the summer semester at Qatar University Faculty of Sharia and Islamic Studies. While the number of students attending the summer course was 10 at first, this number increased as a result of the reciprocal negotiations (see Evidence 5).

From the 2016-2017 academic year to the end of the 2019-2020 academic year, the number of students going abroad in different scopes such as exchange programs, bilateral agreements and

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summer courses is 229 (Evidence 6).

In line with our policy, which aims to support the development of our researchers, our researchers have been encouraged to go abroad with publicly funded projects and in line with the bilateral agreements of our university, and the necessary permissions have been granted. For example, in the 2018-2019 academic year, one and in the 2019-2020 academic year, two research officers were sent to Qatar University to study Arabic (see Evidence 7, Evidence 8). In 2017-2018, one of our researchers was sent to Canada with the support of TUBITAK postdoctoral support and another researcher was sent to Jordan under the Mevlana program.

In line with our sixth policy, bilateral agreements were made with different organizations, and joint symposiums were organized. As an example, a binary protocol is signed with THE IIIT (see Evidence 9) and an international symposium and an international workshop were organized within the framework of the protocol. A bilateral agreement has been reached with the Jordanian Nebe DryLynk (see Evidence 10), followed by a joint international symposium. In line with the request we received from the Faculty of Sharia at the University of Jordan (see Evidence 11) joint Islamophobia Symposium was held in Istanbul (see Evidence 12) and also organized a seminar called "Islamic Education and Muslims in Malaysia" by the Arabic Language Club of Sakarya University Faculty of Theology (see Evidence 13). The faculty has established an international advisory board consisting of academics from ten different countries. Opinions are taken from the international advisory board on internationalization policy and practices at meetings held twice a year (at the beginning and end of the academic year). Dean, Vice Deans, Department Heads, Quality Board representatives and Foreign Relations Working Group representatives also attend these meetings. (Evidence 26, Evidence 27)

Maturity level: The original model of internationalization of the institution has been adopted throughout the institution; there are innovative applications within the scope of the internationalization model of the institution, and some of the applications are modeled by other institutions.

Evidence:

1. Faculty of Theology Student Erasmus 10 years
2. Theology Mevlana contracted universities
3. Theology Mevlana Farabi
4. Qatar University signed agreement
5. 2018-2019 Student Submission to Qatar University
6. Total number of trips abroad
7. 2018-2019 Research Assistants Dean's Letter Sent to Qatar University
8. 2019-2020 Dean's Letter of Research Assistants Sent to Qatar University
9. IIIT Protocol
10. al-Nebe agreement
11. Symposium proposal letter

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12. [International Islamophobia](#)

13. [Arabic Language Group participation Malaysia conference as an internal stakeholder](#)

14. [Qatar - Article sent by SAU Faculty of Theology](#)

15. [International Treaty Dates](#)

16. [Faculty of Theology Lecturer Erasmus](#)

17. [Summer school Qatar U. Science and Literature Fac. Inscription](#)

18. [Summer school SAÜ Faculty of Theology](#)

19. [Faculty of Theology Erasmus internship and study last 3 years](#) International invitees-guests - International symposiums and conferences

    20. [Joint Symposium with al-Nebe](#)

    21. [Jordan's Yarmouk Sharia Faculty joint seminar](#)

    22. [Jerusalem Tekruri conference](#)

    23. [Malaysia Dr. Asyraf Iysraqi conference](#)

    24. [Visit from Yarmouk University Dean's Delegation](#)

    25. [Visit from Kyrgyzstan](#)

    26. [International Advisory Board Meeting News](#)

    27. [International Advisory Board Meeting Resolutions](#)

A.4.2. Management and organizational structure of internationalization processes

The management of the internationalization process of the institution is guaranteed by the Quality Manual. The organizational structure of the process managers is determined by the Dean's Office. Follow-up of activities and necessary improvements are carried out by the relevant boards and commissions within the institution. In our Foreign Relations and Adjustment Working Group, we have coordinators who carry out our activities within the scope of exchange programs such as Erasmus and Mevlana. The fact that our Dean Prof. Dr. Ahmet Bostancı is also the Mevlana Coordinator of our University contributes to the activeness of our Faculty in the Mevlana Exchange Program.

Our Dean's Office announces the opportunities for overseas exchange to our researchers via e-mail, allowing them to be informed (see Evidence 1, Evidence 2, Evidence 3, Evidence 4, Evidence 5). Similarly, the international opportunities for our students are announced on the website and social media accounts of our faculty (see Evidence 6, Evidence 7).

Our faculty carries out activities that will increase our international recognition with brochures and promotional films in different languages (see Evidence 8, Evidence 9, Evidence 10, Evidence 11).

Members of our foreign relations working group who are responsible for international communication and coordination hold meetings with foreign higher education institutions, if necessary. The Faculty Support Working Group contributes to the financial support processes for overseas activities.

Our institution systematically monitors our internationalization platform with surveys (see Evidence 12, Evidence 13, Evidence 14, Evidence 15, Evidence 16, Evidence 17). Our 13-member Faculty Foreign Relations and Innovation Working Group (see Evidence 18 p.8)held a monitoring meeting on 04.11.2020 (see Evidence 19). The issues discussed in this meeting and the results reports for improvement were presented in Evidence 20.   Dr. Esra Akay Dag, who has significant experience abroad, has been added to our Faculty Foreign Relations and Innovation Working Group and our membership number has become 14 (see Evidence 21 p.6).

Our 2 Erasmus + KA107 Student and Faculty Mobility projects, prepared by Research Assistant Dr. Esra Akay Dag, who is a member of the Faculty Foreign Relations and Innovation Working Group of our Faculty, were accepted by the National Agency in 2020. (see Evidence 22).

Also, our "Sakarya-Karabük Religious Services Consortium" (SILK) project, prepared by Dr. Esra Akay Dag and coordinated by Karabük University and Sakarya Provincial Mufti, was accepted in 2021 within the scope of Turkish National Agency Higher Education Mobility Consortium

Accreditation (KA130). (see Evidence 23)

Maturity level: Internationalization management covering all units/areas in the institution has been adopted and secured throughout the institution with integrative, sustainable and mature practices for institutional purposes; the institution has many unique and innovative applications and some of these practices are modeled by other institutions.

Evidence:

1. International Erasmus e-mail
2. International Fulbright scholarship e-mail
3. International Kuwait government scholarship e-mail
4. International CoHE PhD scholarship
5. International CoHE foreign language e-mail
6. Jordan 2018 Arabic Summer Course External Stakeholder Foundation Scholarship Announcement
7. Jordan 2019 Arabic Summer Course External Stakeholder Foundation Scholarship Announcement
8. International Promotional Applications
9. Promotional Video (eng.)
10. Promotional Video (bos.)
11. Promotional Video (ar.)
12. Internationalization student survey 1
13. Internationalization student survey 2
14. Internationalization student survey 3
15. Internationalization student survey 4
16. Internationalization student survey 5
17. Internationalization student survey 6
18. Faculty of Theology Working Groups (former)
19. Faculty Foreign Relations and Innovation Study Group
20. KAK stakeholder participation working groups meetings
21. 2020-2021 Addition of Dr. Esra Akay Dag to the aforesaid working group
22. International Erasmus KA107 project admission e-mail
23. KA130 Erasmus Project

A.4.3. Internationalization resources

In addition to using resources provided by the University (see Evidence 1), the institution provides

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support to the activities of its students abroad with the budget allocated by the faculty foundation to students going abroad. At this point, in-faculty commissions are also involved in the decision-making part of the process, whose planning is determined in the Quality Manual.

With the support of the Faculty Foundation, students are sent to the Arabic Summer Course abroad. Financial support is provided through the Faculty Foundation to students who go to universities abroad within the scope of bilateral agreements and also to students who go without scholarships within the scope of the Mevlana exchange program. A total of TL 220,967.3 was provided by Faculty to students who went abroad between 2018 and 2020. (See Evidence 2). In addition, improvements are made to the support given to the students as a result of the monitoring of the process and the discussions with stakeholder participation.

In addition, support is provided to students through collaborative institutions. Within the scope of the agreement dated 23.02.2016 with Qatar University, it was obtained to send students and research assistants to Qatar University with scholarships to be given by Qatar University. (see Evidence 3, Evidence 4). Within the scope of the agreement, Qatar university has the opportunity to meet the housing and food needs of students who attend the summer course **or to study for a semester in the Faculty of Islamic Studies and Sharia.** (see Evidence 5, Evidence 6, Evidence 7). The researchers who went to take a language course for a year also had their plane tickets covered by Qatar University.

Various cooperations are also carried out with official and civilian organizations in Sakarya as a source of internationalization. In this context; On 16-17 March 2019, Sakarya Metropolitan Municipality sponsored our symposium titled The Authority of Sunnah, which was organized in partnership with the International Institute of Islamic Thought (IIIT) (see Evidence 8).

Our faculty also attaches great importance to Erasmus projects in order to diversify and increase the sources of internationalization. In this context;

In 2020, the adoption of two Erasmus KA107 projects prepared by our Faculty by the National Agency was an important achievement in terms of enriching our internationalization resources (see Evidence 9, Evidence 10). Thanks to the project, Morocco Sidi Mohammed b. Abdullah and Yarmouk University of Jordan were provided with the opportunity to exchange students.

In 2021, our "**Sakarya-Karabük Religious Services Consortium**" (SILK) project, which was participated by Karabük University and Sakarya Provincial Mufti under the coordinatorship of our University, was accepted within the scope of the Higher Education Mobility Consortium Accreditation (KA130) of the Turkish National Agency. In this context, our students and staff have the opportunity to intern and teach in institutions affiliated with the Directorate of Religious Affairs in various countries of Europe (See Evidence 11).

Cooperation with Pamukkale University and Cyprus University of Social Sciences as external stakeholders of the institution can also be listed as an example. Students of the Faculty of Theology of these universities were also allowed to participate in the institution's Arabic Summer Courses abroad (see Evidence 12, Evidence 13, Evidence 14).

The activities of our faculty in the field of internationalization have increased its recognition, thus offers of cooperation have been received by various international institutions. In this context, a

symposium partnership was proposed by the Selangor International Islamic University of Malaysia, where they set the financial source, and our Dean attended this symposium as an invited speaker. (See Evidence 15)

Maturity level: Physical, technical and financial resources of appropriate quantity and quality throughout the institution are managed in a sustainable manner in line with institutional objectives (internationalization policy and strategy); In this context, the institution has many unique and innovative applications, and some of these applications are modeled by other institutions.

Evidences:

1. Mevlana Budget

2. Faculty Foundation Foreign Support Figures

3. Qatar - Article sent by SAU Faculty of Theology

4. Qatar University signed an agreement

5. 2018-2019 Qatar SAU Faculty of Theology On Sending Students

6. 2018-2019 Qatar University Sent Research Assistants Dean's Letter

7. 2019-2020 Qatar University Sent Research Assistants Dean's Letter Summer School Qatar U. Science-Literature Fac. Incoming Article

8. International symposium external stakeholder resource cooperation

9. 2019 KA107 budget resources basic rules

10. Erasmus KA107

11. KA130 Erasmus Project

12. Pamukkale and Cyprus Overseas Jordan Arabic Language Course Collaboration Mail

13. Pamukkale and Cyprus Overseas Jordan Arabic Language Course Cooperation 2017

14. Pamukkale and Cyprus Overseas Jordan Arabic Language Course Cooperation 2018

15. Malaysia Selangor International Islamic University Joint Symposium Cooperation

16. University scholarships

17. Foundation decision book international scholarship 1

18. Foundation decision book international scholarship 2

19. Foundation decision book international scholarship 3

20. Foundation decision book international scholarship 4

21. Theological Foundation Meetings News 1

22. Theological Foundation Meetings News 2

23. Sending Students to the International Summer Course with The Support of the Foundation News 1

24. Sending Students to the International Summer Course with The Support of the Foundation News 2

25. Foundation scholarship announcement 2017

26. Foundation scholarship announcement improvement 2018

27. Foundation scholarship announcement improvement 2019

28. Foundation meeting news

A.4.4. Follow-up and improvement of internationalization performance

The internationalization performance of the institution is regularly monitored through SABİS in accordance with the defined process in the Quality Manual (see Evidence 1, A.4.4.). However, the international mobility of both students and faculty members is encouraged by the faculty management. Examples include evidence 2, 3, 4, 5, 6, 7 of the e-mails sent by our Dean's Office to announce international agreements and foreign opportunities.

At the end of each academic year, data on internationalization performance are collected by the Quality and Accreditation Board and entered into the system (see Evidence 8). In line with the strategic plans of our faculty, the development of internationalization is evaluated (see Evidence 9, Evidence 10). In line with these collected data, future targets are determined and entered into the system. In the performance presentation, an improvement plan is made for low realized targets, and a reason explanation is written for high realized targets. An international advisory board has also been established to monitor and improve internationalization performance.

Maturity level: Sustainable and mature practices for monitoring and evaluating the internationalization performance of units working in line with institutional objectives (internationalization policy, goals, strategy) and internationalization goals have been adopted and guaranteed throughout the institution. The institution has many unique and innovative applications, and some of these applications are modeled by other institutions.

Evidence:

1. Quality Manual

2. International Erasmus KA107 project admission e-mail

3. International Erasmus e-mail

4. International Fulbright scholarship e-mail

5. International Kuwait government scholarship e-mail

6. International CoHE PhD scholarship

7. International CoHE foreign language e-mail

8. KYBS Display

9. Explained Strategic Plan Output 2014-2018

10. Explained Strategic Plan Output 2019-2024

11. KAK stakeholder participation working groups meetings

B. TEACHING AND LEARNING

B.1. Design and Approval of Programs

In order to manage all programs in an integrated manner, the Learning and Teaching Update and Evaluation Board has been established and members have been selected to ensure that all units are represented. Prof. Dr. Süleyman Akkuş, our faculty member, is on the board representing our faculty. The Board regularly meets every week to evaluate opinions, suggestions and complaints from the departments and make decisions. Some of the decisions are referred to the Senate and put into practice. For some other identified situations, interviews are provided with the relevant units through different channels and relevant works are carried out to manage the educational activities without interruption in accordance with the regulations and guidelines.

B.1.1. Design and approval of programs

The defined process for the design and approval of programs in our institution is included in the Quality Manual (See [Evidence 1](#)), the SAU Process Management Manual (See [Evidence 2, p. 15-16](#)), the 2018 Self-Evaluation Report (See [Evidence 3, p.1](#)) and the PDCA-Based Education Directive (See [Evidence 4](#)).

Processes related to the design of programs are schematized (See [Evidence 5](#)); key performance indicators in all areas are written (See [Evidence 6, p. 13-14](#)) and updated in the process. (For performance indicators from 2014 to 2018, see [Evidence 7](#); For performance indicators from 2019 to 2014, see [Evidence 8](#)) As stated in the defined process, the program has been designed and implemented in accordance with the education policies, strategies and objectives for the purposes of the program, faculty mission and program. The updates to be made in the programs to cover all units in the university are carried out in coordination with the Learning and Teaching Update and Evaluation Board. In this board within the university, there are members from each unit as well as a member representing our faculty and participating in decision-making processes. (See [Evidence 9](#))

Our faculty has an established mechanism for the design and approval of programs, which has been implemented for years. Processes related to the design and approval of the programs are implemented with the coordination of the Dean of Students regularly every year. In this direction, some of the application examples that took place between the years 2019-2022 are presented below:

> • With the transition to distance education in the spring semester of 2019-2020, the exams were held online and the information about the making of this transition was sent to the

Vice Dean of our Faculty by the Dean of Students and a report about all courses was attached. (See Evidence 16)

• After the completion of the process of determining the courses to be opened in the 2019-2020 summer school, student requests continued to come, and the request for the opening of this course was sent to the Dean of Students. (See Evidence 17) Again, a similar situation occurred for the summer school for the year 2020-2021, upon which our Faculty decided to open some new courses in addition to the courses that were decided to be opened in the summer school, taking into account the demands. (See Evidence 18)

• A letter describing how to update the evaluation system that will be valid in the 2020-2021 academic year, with examples, came from the Dean of Students, and our faculty staff were informed accordingly. (See Evidence 19) The Dean of Students also provided the necessary information on updating the lesson plans for the 2020-2021 academic year. (See Evidence 20)

• In the 2021-2022 year, information on how to update the courses, minor and double major recommendations came from the Dean of Students. (See Evidence 21) Again, our Faculty was informed about the calendar and the process. In the student satisfaction surveys conducted by our faculty before, we observed that the satisfaction rates related to minor and double major were lower than 70% (See Evidence 22), and accelerated the process of opening new minor and double major programs, which were prepared before. Thus, minor, double major, and areas of interest were created and announced on the electronic information system page to be implemented from the 2021-2022 academic year.

• The updates of the courses were also carried out in line with the processes specified in the Quality Manual and on the stated dates. Since the system regarding compulsory and elective courses in our faculty has become established, a little change occurs in this framework. In 2018, within the course update dates, one of our faculty members from the Department of Tafsir submitted the request for a change in the course name to the department with the reason, and after the approval of the department, it was approved by the Faculty Board and the change was made. (See Evidence 30)

• After receiving an e-mail from the Dean of Students regarding the principles on which the fall semester syllabus will be prepared in 2021-2022, our Faculty prepared the programs in line with this e-mail. (See Evidence 23) Similarly, spring semester programs were also made (See Evidence 24), and after the controls by the students, all units in the University were informed about the courses with problems in the program and our Faculty made the necessary corrections. (See Evidence 25) The person appointed by our faculty is also prepared by taking into account the principles sent by the Dean of Students (See Evidence 28) and announced on the web address of the syllabus.

• The preparation and sharing of exam schedules was carried out in line with the information received from the Dean of Students. In this context, the processes related to the midterm and final exams of the 2021-2022 fall semester can be given as an example. (See Evidence 26; Evidence 27)

Recently, the emergence of groups that abuse Islamic religion both in our country and in different parts of the world has required the graduates of our program to be better equipped in this regard. In this direction, as emphasized in the strategic purpose of our faculty and education policy,

improvement decisions have been taken to include some new elective courses in the curriculum in order to educate students with qualifications in accordance with the requirements of the age. In this way, courses called "Religious Movements in the Islamic World" (2020), "Religious Groups in Turkey" (2020), "Introduction to Sociology" (2020), "Sufi Thought" (2019) and "Contemporary Islamic Sects" (2019) were added to the curriculum. (See Evidence 10) Another example of improvement is opening the Non-Thesis Master's Program in 2021 called the Spiritual Counseling and Guidance. (See Evidence 11) In line with the recommendations from sub-committees and working groups, departments and general academic assemblies, some improvements have been made to the defined processes in our faculty. In this context, the preparation of the PDCA-Based Education Directive in 2020 can be mentioned.

Our faculty has developed several unique approaches specific to the institution in the design of the programs, and these are modeled by other institutions. For example, a directive has been prepared to ensure that vocational practice courses are systematically carried out according to a specific plan, and in such a way that they form a unity of practice. (See Evidence 12) Cumhuriyet University Faculty of Theology has modeled and implemented our Common Religion Education Directive. (See Evidence 13) Another example developed as needed and specific to the faculty is the preparation of the learning and teaching and exam directive in preparatory classes. In order to have a better-quality Arabic education in the preparatory class, a different education and measurement evaluation system than other classes had to be applied. In this respect, our faculty has prepared guidelines to ensure the unity of practice and to provide a systematic education service. (See Evidence 14) In addition, as a result of the recommendations for improving education in preparatory classes in the controls and follow-ups, it was decided to switch to the exchange rate system and the principles of implementation were prepared to ensure unity in the implementation of this system. (See Evidence 15)

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's end-of-year meetings in 2017, 2018, 2019, 2020 and 2021. For example, the first 4 suggestions in the Academic Board meeting report held in 2021 are suggestions of our faculty staff for improving the design and approval of the programs. (See Evidence 29)

Maturity level: With the participation of the stakeholders, the practices regarding the design and approval of the programs are systematically monitored and measures are taken by evaluating them together with the stakeholders.

Evidence:

1. Quality Manual

2. Process Management Manual

3. 2018 SAU Theology Self-Assessment Report

4. PDCA-Based Education Directive

5. Education Process Management

6.   Learning and Teaching Process Key Performance Indicators

7.   2014-2018 All Areas Key Performance Indicators

8.   2019-2024 All Areas Key Performance Indicators

9.   Learning and Teaching Update and Evaluation Board

10.   Request to Open a New Course

11.   Opening of a New Graduate Program

12.   Common Religious Education and Religious Services Professional Practice Directive (Exemplary Practice)

13.   Cumhuriyet Univ. Faculty of Theology Models Our Common Religious Education Directive

14.   Preparatory Classes Education and Examination Directive (Developed as needed)

15.   Preparatory Classes Setup System Implementation Principles (as needed)

16.   2019-2020 Spring Term Exam Definition Reports

17.   2019-2020 Opening Additional Courses in Summer Term

18.   2020-2021 Opening Additional Courses in Summer Term

19.   Updating the Evaluation System for 2020-2021 Academic Year

20.   Updating Course Plans for 2020-2021 Academic Year

21.   Receiving of 2021 Double Major Suggestions

22.   2021 Student Satisfaction Surveys

23.   Conduct of 2021-2022 Fall Term Programs

24.   2021-2022 Spring Term Programs

25.   Control of 2021-2022 Spring Term Programs

26.   Conduct of Midterm Programs in 2021-2022 Fall Term

27.   Conduct of Final Programs in 2021-2022 Fall Term

28.   Course Program Preparation Principles

29.   2020-2021 Year-End Academic General Board Meeting Report

30.   Changes in Course Names in 2018

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

The processes related to the program objectives and outcomes of the institution are managed as planned in the Quality Manual (See Evidence 1) and the PDCA-Based Education Directive (See

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Evidence 2).

Our faculty has long implemented the program objectives and outputs determined according to the Turkish Qualifications Framework and has made some updates periodically. In 2020, after carrying out the necessary checks and follow-ups regarding the purpose and outputs of the IAA Accreditation application, it was seen that there were some deficiencies, and necessary improvements and updates were made in accordance with the IAA with the stakeholders. (For stakeholder engagement, see Evidence 9 and Evidence 10) In this context, program objectives and outputs have been updated and program-specific criteria have been established to be compatible with IAA outputs and criteria. Accordingly, we can list the improvements and reasons made as follows:

a)   In its inspection, our Quality and Accreditation Board observed that the old program objectives (EA) did not contribute sufficiently to IAA outputs (İÇ) and that the relationship levels between some outputs and objectives were either none at all or very weak. For example, as shown in grey in Evidence 3, our former program objectives did not contribute to İÇ.2 and İÇ.5; The total relationship level with İÇ.6 and İÇ.8 was also poor. These deficiencies have been addressed when determining our new program objectives. (For more information, see Evidence 3)

b)   As seen in the "Old Program Outputs and IAEA Outputs Matrix" in Evidence 4, the former program outputs of our faculty mainly contributed to the İÇ.1, İÇ.3, and İÇ.10 outputs of the IAA, while the matrix did not contribute in any way to İÇ.4, İÇ.6, İÇ.8 and İÇ.9 from the IAA outputs, as shown in grey. These shortcomings were addressed in the New Program Outputs prepared together with our stakeholders. When the "New Program Outputs and IAEA Outputs Matrix" in Evidence 4 is examined, it will be seen that the new program outputs contribute to all the outputs of the IAA and the relationship between them is more balanced. Again, in Evidence 4, "Matrix of Old Program Outputs and New Program Outputs" is extracted, and it is seen that the new program outputs include all of the old program outputs, as shown in grey, and are not included by the old outputs that PÇ.5, PÇ.6, PÇ.7, PÇ.9 PÇ.10 and PÇ.12 are completely new. PÇ.5, PÇ.6, PÇ.7, PÇ.9 PQ.10 and PÇ.12 outputs also ensure a stronger relationship between the strategic objectives of the program outputs of our faculty and the learning and teaching policies. If these completely new outputs had not been added, there would have been shortcomings in achieving the strategic objectives of our faculty and in the implementation of education policies. (See Evidence 4)

c)   In its review, our Quality and Accreditation Board saw that IAEA's disciplinary criteria, IU.9, were inclusive within BC.13, and a new criterion was added in place of IU.9 in line with the recommendations of the faculty members of our Faculty. Other discipline-specific criteria of our faculty are taken entirely from the criteria of the IAEA. Only some words were added in accordance with the demands of the faculty members in Ö.3, Ö.6, Ö.7 and Ö.14 from the discipline-specific criteria of our faculty. (For more information, see Evidence 5) Detailed information about the recommendations made by our faculty members regarding discipline-specific criteria is included in B.6.1.

d)   In Evidence 6, "Matrix of Former Program Outcomes and Former Program Objectives" shows the contribution levels and total contribution levels of the old program objectives. As this matrix shows, the relationship between former program outputs and former program objectives and their contribution levels are lower. As seen in "New Program Outputs and New Program

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Objectives Matrix" in Evidence 6, the total contribution of new program outputs and objectives to each other is higher. The total contribution from the program outputs to the A.2 program objective, which is only "Raising individuals with advanced Arabic language skills", is low. This is because the purpose in question is completely exclusive to the language. (For more information, see Evidence 6)

e)   The discipline-specific criteria of our faculty have been established for the first time. While the total contribution levels of disciplinary criteria to each of the former program objectives are lower, as shown in Evidence 7, the total contribution levels to each of the new program objectives are higher. In other words, when updating the program objectives, our faculty made sure that there was a stronger relationship between discipline-specific criteria and program outcomes and renewed the program objectives accordingly. (For more information, see Evidence 7)

f)   Since our university is in the Bologna process, the former learning outcomes of our faculty are compatible with the Turkish Qualifications Framework (TQF). Although the outputs were classified as knowledge, skills and competence, we did not have any outputs that could be evaluated within the scope of "Ability to Work Independently and Take Responsibility" from the four types of competencies at the bottom of the competencies, as seen in the "Former Program Outputs TQF Matrix" in Evidence 8. This area of competence is painted grey in the matrix. On the other hand, only one output was included in the scope of "Learning Competence", and two outputs were covered by "Communication and Social Competence". As seen in "New Program Outputs TQF Matrix" in Evidence 8, our new program outputs contain all of our old outputs, but also some new outputs in accordance with the fields in the TQF. In this sense, PÇ.5, PÇ.6, PÇ.7, PÇ.9, PÇ.10 and PÇ.12 are completely new outputs that are not related to our previous outputs. In addition, the deficiencies mentioned in the compliance of our old program outputs with TQF were eliminated and sufficient outputs were included in all areas of competencies. (For more information, see Evidence 8)

g)   Finally, our faculty prepared the PDCA-Based Education Directive to ensure that the changes were carried out according to a defined process and the Directive was approved by the Senate and entered into force. (See Evidence 2)

Our faculty has carried out some activities related to those whose satisfaction level is very low, according to the results of the annual survey, about the program objectives and outcomes of our faculty. (For detailed information on the activities deemed necessary as a result of the monitoring of the program objectives, see Evidence 13; For the program outcomes, see B.6.1. Monitoring and updating the program outcomes) After the program objectives were updated in 2020, the Graduation Survey was conducted in 2021. In this graduation survey, It was observed that the satisfaction rate of Question 8 in the form of: "I know a foreign language at the level required by my field." was low (See Evidence 14). This question is also related to the second of our new program objectives, "Having advanced Arabic language skills". The Quality and Accreditation Board discussed the survey at its meeting in 2021 and made some improvement suggestions. (See Evidence 15) In order to support this aim, some activities such as opening Arabic courses, organizing conferences, seminars and panels on Arabic were suggested and all of these were carried out. (For detailed information on the activities carried out, see B.6.2. Alumni Tracking System) One of the mechanisms developed as of the 2021-2022 academic year in order to control

the program objectives and outcomes is the Employer Satisfaction Surveys. These surveys have been prepared in order to ask our final year students, the aims and outcomes of the program and their level of attainment, to our stakeholders in the institution where they do internship. This improvement proposal was created at the Quality and Accreditation Board meeting (See Evidence 11) and activated by the Religious Education Department. (See Evidence 12) It is aimed to develop the Employer Satisfaction Survey, which consists of five questions, in the following periods and to make it possible to control most of the program objectives and outcomes. On the other hand, controls and follow-ups with the participation of all stakeholders were carried out every four years as stated in the Quality Manual. In this framework, the aims and outcomes of the program of our Faculty were last controlled, monitored and updated in 2020. The next general control and monitoring will be carried out in 2024.

In 2022, the Rectorate requested all units to create a TQF matrix with the program outputs. Accordingly, our faculty checked the compatibility between the program outputs and the TQF and prepared a matrix and submitted it to the Rectorate. (Evidence 16) In addition, the Quality and Accreditation Board observed that there is no inconsistency between the outputs of our Faculty and the TQF and IAA outputs in the controls and follow-ups in 2022. In addition, our Faculty suggested that the matrices regarding the outputs (program outputs and discipline-specific outputs) and TQF and İAA outputs (program outputs and discipline-specific outputs) be published on the EBS and shared with the public. (Evidence 17) These suggestions were conveyed to the SABİS officer of our university, the relevant field was made specific to our Faculty, and the matrices were uploaded to the system. (Evidence 18)

Maturity level: The aims and outcomes of all programs and practices covering all areas regarding their TQF compliance are systematically monitored and measures are taken by evaluating them together with stakeholders.

Evidence:

1. Quality Manual

2. PDCA-Based Education Directive

3. Compliance of program objectives with IAA outputs

4. Matrix of IAA outputs with program outputs

5. Matrix of discipline-specific criteria and IAA discipline-specific criteria

6. Matrix of program objectives with program outputs

7. Matrix of program objectives with discipline-specific criteria

8. Program outputs TQC matrix

9. Asking for Stakeholder Opinions

10. Stakeholder Participation Evidence

11.Quality and Accreditation Board Employer Satisfaction Survey Decision

12.2021-2022 Fall Term Employer Satisfaction Survey

13.Controls of Program Objectives with Surveys and Improvement Activities

14. 2021 Graduation Survey

15.Decisions taken in 2021 Quality and Accreditation Meeting, in which graduation surveys are negotiated.

16. TQF-Compliance Control and Matrix of 2022 Program Outcomes

17. Improvement Suggestion of Quality and Accreditation Board dated 14.03.2022

18. Sharing of PÇ-TYYÇ, PÇ-İAÇ and DÖÇ-İAA DÖÇ Matrices on EBS

B.1.3. Alignment of course outcomes with program outcomes and discipline-specific outcomes

Program objectives, program outcomes, program-specific criteria and processes related to determining and updating course achievements are defined in the PDCA-Based Education Directive (see Evidence 1).

In accordance with the program outcomes and discipline-specific outcomes of the institution, the achievements of each course are defined according to the process specified in the Quality Manual and measurement and evaluation methods are determined with teaching methods that will enable students to achieve these learning outcomes. Contributions of Compulsory and Elective Courses to Program Outcomes are made available in the Education Information System (see Evidence 2).

The Quality and Accreditation Board observed that there were deficiencies in matching course achievements with program-specific criteria and program outputs and informed the Dean's Office that they should be addressed, and the dean's office sent an e-mail to the course coordinators on October 10, 2020 (see Evidence 3) to complete these deficiencies. The achievements of both compulsory and elective courses were matched with program outcomes and discipline-specific outcomes (see Evidence 4, Evidence 5, Evidence 6, Evidence 7).

Maturity Level: Applications covering all areas related to course outcomes and alignment of program outcomes and discipline-specific outcomes are monitored systematically, and in accordance with the internal quality assurance system of the institution and the follow-up results are evaluated together with stakeholders, and measures are taken.

Evidences:

1.   PDCA-Based Education Directive

2.   2020-2021 Contributions of Compulsory and Elective Courses to New Program Outcomes

3.   E-mail sent by the Dean's Association to the Course Coordinators regarding the alignments

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B.1.4. Structure and course distribution balance of the program (Distribution of compulsory and elective courses; balance between field-specific and non-field-specific courses, opportunities of cultural competence and acquaintance with other disciplines)

The institution is based on and implementing the Sakarya University Undergraduate Education and Examination Regulation. A curriculum was created with a balance taking into account the educational objectives of the institution, and the content and plan of the courses were processed into the Sakarya University Information System in order to ensure the implementation of this curriculum. Here, the purpose of the course, its content, category, learning outcomes, teaching methods, subjects, resources, contribution levels to the program outputs of the institution, evaluation system, ECTS-Workload activity are defined in separate tabs and made available to all stakeholders. Course contents were created with the aim of bringing the program outputs of the institution to the students in a fourteen-week period, and student workloads were determined in accordance with ECTS, balanced and compliant for each course (see Evidence 1).

The institution offers its students Sufi leaders, moral hadiths, virtue ethics, Islamic world sociology studies, Turkish Sufi Culture, Social Psychology, Divan Literature, Morality and Values and Education, Religion and Communication, Eastern Thought, Literature-Religion Relationship, Contemporary Philosophy Problems, Personality Development and Psychology, Social Theology, Contemporary Islamic Thinkers, Guidance and Communication in Religious Services, Religion and State Relations, Philosophical Hermeneutics, Fiqh and Economics, Alawism-Bektashism, Public Relations, Islamic Philosophy Texts, Special Teaching Methods in Quran Courses, History of Comparative Religions, Religious Movements in Turkey, Religious Texts in Foreign Languages, Living World Religions, Contemporary Educational Currents, Environment and Religion, Religious Science Relationship, Contemporary Philosophical Currents and many more elective courses, which aim to expand cultural depth and interdisciplinary perspective of students. The institution's elective course pool is accessible on https://ebs.sakarya.edu.tr/Birim/DersPlan/25269. This address also includes university joint elective courses belonging to various faculties of the university. Our faculty students thus have the opportunity to take courses from different fields and have an interdisciplinary approach. This situation supports the upbringing of participatory, sharing and conciliatory individuals who are cultured and integrated with society for our teaching purposes.

In the meetings of the Departments of Basic Islamic Sciences, Islamic History and Arts and Philosophy and Religious Sciences held every semester, the stakeholders were asked for opinions about the compulsory-elective courses, their achievements, the methods and techniques used, the success status of the students, etc. and the stakeholders were provided with evaluations. Within the scope of these evaluations, improvements were made in the courses, the level of interest and orientation of the students was determined, and elective courses were enriched. For

example, in order to supplement the compulsory course "History of Islamic Denominations", the request to open the "Contemporary Islamic Sects" elective course with the petition of the relevant faculty member dated 09.05.2019 was welcomed by the Department of Basic Islamic Sciences and reported to the Dean's Office and submitted to the Rector's Office with the approval of the Faculty Board. (See Evidence 2) Again, courses found to be inactive have been removed from the system (see Evidence 3), thus the necessary measures were taken by ensuring control.

In the same way, the Departments of Basic Islamic Sciences, Islamic History and Arts and Philosophy and Religious Sciences have called on faculty members to offer new courses in addition to the existing courses to be given in the future towards the end of each semester. In addition to their existing courses in the elective course pool, the faculty members have submitted the courses they deem necessary to the relevant Department Chairs. The proposed courses were submitted to the Faculty Board after being evaluated by the Department of Basic Islamic Sciences, Islamic History and Arts and Philosophy and Religious Sciences. The courses submitted were sent to the Rector's Office for senate approval when deemed appropriate by the Faculty Board. The course adopted by the Senate has been added to the pool of elective courses (see Evidence 4).

Similarly, the institution has carried out special Interest studies for its students within the framework of the Special Interest Directive (see Page 10 of Evidence 5) and the decision taken at the meeting of the Faculty Board of Directors dated 12.08.2020 defined various interests and interdisciplinary interests (see Evidence 6 and Evidence 7). Accordingly, the institution has created and announced the Interdisciplinary Interest of Turkish-Islamic Arts in cooperation with the Islamic Law Interest, The Interpretation-Hadith Interest, the Field of Interest in Islamic Thought and the Department of Art History. (See Evidence 8)

B.1.4. 1. Special Interest Example: Islamic Law Interest

Area of Interest	Department	Course Code	Course Name	Theoretical and Applied Courses	ECTS	yy
ISLAMIC LAW	Theology	ILA 357	History of Islamic Law	2+0	3	5
ISLAMIC LAW	Theology	ILA 389	Social Life in the Prophet's Time	2+0	3	5
ISLAMIC LAW	Theology	ILA 337	Social Psychology	2+0	3	5
ISLAMIC LAW	Theology	ILA 385	Main Topics of the Qur'an	2+0	3	5
ISLAMIC LAW	Theology	ILA 368	Ottoman Rule of Law	2+0	3	6
ISLAMIC LAW	Theology	ILA 366	Verses of Judgement	2+0	3	6
ISLAMIC LAW	Theology	ILA 322	Contemporary Interpretations of Hadith and Sunnah	2+0	3	6
ISLAMIC LAW	Theology	ILA 312	Social Life in Umayyads	2+0	3	6

ISLAMIC LAW	Theology	ILA 392	Contemporary Interpretation Problems	2+0	3	6
ISLAMIC LAW	Theology	ILA 481	Fiqh and Economics	2+0	5	7
ISLAMIC LAW	Theology	ILA 483	The Idea of Execution in Islamic Legal Methodology	2+0	5	7
ISLAMIC LAW	Theology	ILA 455	Social Life in Abbasians	2+0	5	7
ISLAMIC LAW	Theology	ILA 493	Religious and State Relations	2+0	5	7
ISLAMIC LAW	Theology	ILA 477	Contemporary Word Problems	2+0	5	7
ISLAMIC LAW	Theology	ILA 413	Religious Movements in the Islamic World	2+0	5	7
ISLAMIC LAW	Theology	ILA 456	Today's Hadith Problems	2+0	5	8
ISLAMIC LAW	Theology	ILA 422	Contemporary Approaches to the Qur'an	2+0	5	8
ISLAMIC LAW	Theology	ILA 418	Religious Groups in Turkey	2+0	5	8
ISLAMIC LAW	Theology	ILA 444	Today's Fiqh Problems	2+0	5	8
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B.1.4.2. Special Interest Elective Course Pool Example: Area of Interest in Tafsir

Area of Interest in Tafsir-Hadith

Area of Interest	Department	Course Code	Course Name	T+U hour	ECTS	yy
TAFSIR-HADITH	Theology	ILA 453	Quran's Textual Analysis	2+0	4	5
TAFSIR-HADITH	Theology	ILA 318	Quranic Semantics	2+1	5	5
TAFSIR-HADITH	Theology	ILA 375	Information on Companions of Prophet Muhammad	2+0	3	5

TAFSIR-HADITH	Theology	İLA 337	Social psychology	2+0	3	5
TAFSIR-HADITH	Theology	ILA 394	Thematic Tafsir	2+0	5	6
TAFSIR-HADITH	Theology	ILA 346	Reading of Sunan-i Tirmidhi	2+0	3	6
TAFSIR-HADITH	Theology	İLA 381	History of the Qur'an	2+0	3	6
TAFSIR-HADITH	Theology	İLA 385	Main Topics of the Qur'an	2+0	3	6
TAFSIR-HADITH	Theology	İLA 453	Quran's Textual Analysis	2+0	5	7
TAFSIR-HADITH	Theology	İLA 435	Arabic Language Rhetoric	2+0	5	7
TAFSIR-HADITH	Theology	ILA 422	Contemporary Approaches to the Qur'an	2+0	5	8
TAFSIR-HADITH	Theology	ILA 438	Pioneer Scholars of Tafsir	2+0	5	8
TAFSIR-HADITH	Theology	ILA 436	Sahih Muslim Readings	2+0	5	8
TAFSIR-HADITH	Theology	ILA 450	Meaning of the Qur'an's readings	2+0	5	8
TAFSIR-HADITH	Theology	ILA 456	Today's Hadith Problems	2+0	5	8
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In addition, the institution has determined which elective courses they want for the students of the institution at the end of the semester during the face-to-face training process and has provided the opening of courses that receive a certain number of requests (see Evidence 9). With such an application, the problem of possible waste of time that students will experience is overcome due to the inability to open any course due to lack of quotas as well as taking into account the interests and demands of the students and then in a way that requires them to make a choice again

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between active elective courses.

Maturity Level: Applications related to program structure and balance are systematically monitored in all areas and the follow-up results are evaluated together with stakeholders, necessary measures are taken and constantly updated.

Evidence:

1. Lesson Plan (2020-2021) , Sakarya University Undergraduate and Associate Education and Examination Regulations

2. Opening/Closing Courses

3. Determination of Passive Courses

4. Opening Elective Courses

5. Special Interest Studies p.10

6. Decisions to Open Islamic Law/Tafsir-Hadith Interest area

7. Decision to Open Interdisciplinary Special Interest in Turkish-Islamic Arts

8. Special Interest Topics Opened for Students of Our Faculty

9. Petition in which students submit their elective course requests

B.1.5. Student workload-based design

ECTS workloads in our institution are determined by the process expressed in the Quality Manual. (see Evidence 1) Our institution takes care that these loads are accurate and practically applicable in the preparation of ECTS workloads. Again, the institution prepares its workloads by taking into account all the gains internally and externally and taking into account the entire course. A sample course is given below:

ECTS-Workload Activity	Number	Duration (Hours)	Total Workload (Hours)
Course Duration (Exam week included: 16x total course hours)	16	4	64
Extracurricular Study Time (Pre-study, consolidation)	16	2	32
Midterm Exam	1	4	4
Homework	1	4	4
Oral Exam	1	4	4
Performance Assignment	16	1	16
Final	1	10	10

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		Total Workload	134
		Total Workload/25 Hours	5,36
		ECTS Credit of the Course	5

As the table shows, workloads are associated with different measurement mechanisms and the value of each is designed according to the time the student will spend during the application. Within the framework of the course gains determined, the coordinator of the course prepared these workloads and determined the rates by taking into account all internal and external applications and processes of the course. In this system, where the total workload is divided by 25 hours and the final workload is calculated, the maximum (+, -) 0,5 difference between the workload and the ECTS credit of the course is acceptable. As this course shows, this workload is considered reasonable because the difference is 0.36. (see Evidence 2)

When calculating ECTS in our institution, the following points are taken into consideration:

- Adopting an educational approach where prior learnings are recognized. This practice is to regulate the exemption and adjustment principles for the courses that students have succeeded in taking from any higher education institution previously recognized or accepted by the Presidency of the Council of Higher Education. Every student who has just been enrolled in our institution has the right to apply to this implementation. (See Evidence 3)

- As much diversity as possible is offered in the method of measuring and evaluating success. Student workload-based credit values (ECTS) in course information packages are calculated on a weekly workload of 25 hours by applying to the opinions of our internal stakeholders by determining course duration, extra-class study time (pre-study, consolidation), Midterm, Short Exam, Homework, Final number and duration. (see Evidence 4)

- The terms spent abroad as part of Erasmus and Mevlana programs are also tried to be added to students' ECTS load. The Academic Recognition Certificate issued after the students return from the exchange program includes which courses the student is successful in, the ECTS credit amounts and grades related to these courses, which courses are exempted from the university, and the ECTS credit amounts and grades of these courses. The Academic Recognition Certificate is a supplementary document to the learning agreement and guarantees that the courses taken by the student during the exchange program will be recognized in our institution. (see Evidence 5)

Student workload and the results of these applications are monitored in our institution. As a result of this application, our institution has requested our instructors to complete the lacking points regarding the ECTS of the courses and to make the necessary corrections via e-mail. Thus, with the support of our internal stakeholders, it is aimed to make the content of the courses as suitable as possible for the student workload. (see Evidence 6)

Some other decisions have been made as a result of monitoring ECTS workloads. In this respect,

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pedagogical formation courses were previously envisaged as compulsory courses in the 2017-2018 academic year, but then these courses were included in the scope of elective courses. It was decided that the deficit of 10 ECTS in the 7th semester students will be compensated with two departmental elective courses to be given in the 8th semester, and students who wish can take these two courses as free summer school courses. (see Evidence 7)

Another improvement made in terms of ECTS has been the decision that the students who will have at least 2.00 GPA by completing the course plan condition in the 2018-2019 study year will meet the graduation criteria by compensating the ECTS deficits in their transcripts due to their course plan changes with the addition of ECTS adjustment credits around 10 ECTS points on condition that they file a written application. (See Evidence 8)

Maturity Level: The student workload application implemented in the program is systematically monitored, and the follow-up results are evaluated together with the stakeholders and necessary measures are taken.

Evidence:

1. Quality Manual

2. Education Information System ECTS Calculations

3. Recognition of Prior Learning

4. Criteria Taken into account in ECTS Calculations-Sample

5. Inclusion of Students studying abroad in the ECTS Load of These Semesters

6. ECTS Improvement 1

7. ECTS Improvement 2

8. ECTS Improvement 3

B.1.6. Measurement and evaluation

The institution implements the SAU Measurement and Evaluation Directive (see Evidence 2). For the courses available in the institution; midterm exams, short exams, homework, oral exams, performance tasks (applications, seminars) were preferred for semester/year measurement activities and at least four measurement activities were carried out in the semester measurement of each course. In distance education, during the pandemic process, at least 5 measurement and evaluation activities were applied for each course, including the end-of-year exam, and one of the in-year measurement activities was obliged to be a midterm exam.

The contribution of the exams determined in the semester/year evaluation to the success grade is at least 40%. The contribution of the semester/end-of-year exam to the success grade is at least 40%. As the institution refers to the SAÜ Relative Evaluation Directive (see Evidence 3) and applies the relative evaluation method in determining the success grade, evaluations were made by taking into account the level of success of the class, the statistical distribution of grades and the class average.

Letter grades were given according to the Lettered Achievement Grades Table specified in the Quality Manual, taking into account the weighted absolute achievement score calculated by the

in-term and end-of-term exam scores of the students in the entire group of the relevant course. Absolute achievement scores for students in the entire group were calculated using the measurement activities announced in the Education Information System (EBS) and their related weights (see Evidence 4).

The institution resorted to stakeholder opinions regarding assessment and evaluation during the distance education period via the institutional e-mail system (see Evidence 5) and meetings (see Evidence 6) and evaluated the demands (see Evidence 7).

Adopting the principles set by the Senate of Sakarya University regarding online evaluation (see Evidence 8), the institution has delegated the authority to the course coordinators in determining different measurement methods, exam type and duration in year-in-year evaluations. The exam system of the preparatory classes; how to undertake level determination and exemption exams was decided at the meeting dated 08.09.2020 (see Evidence 9).

In the distance education carried out by the institution during the pandemic process, the students' possible problems in entering the system and the slight differences between the system time and the student time were taken into consideration, and the exam end time was added to the exam time, so any possible disadvantageous situation that might stem from distance education system was prevented. In this context, the faculty has made students gain online exam experience by applying the test exam first (see Evidence 10) and providing them with detailed information on how to enter the exam system. (see Evidence 11). In addition, many measures were taken to prevent disadvantages for students through the "report a problem" button and the "assign extra time" and "assign" options that were devised in order to minimize possible technical problems such as failure to log into the system or disconnection (see Evidence 12).

The Dean's Office has made announcements to the course coordinators at the beginning of each semester about matching the exam questions with the Learning and Program Outcomes in order to both enable a dynamic process in the contribution of assessment and evaluation to the Program Outcomes and Learning Outcomes, and to determine the level at which the Program Outcomes of the institution and the Learning Outcomes of the Courses are achieved by our students and to make the necessary improvements. (Evidence 13, Evidence 14)

Maturity Level: The findings obtained from the applications related to the measurement and evaluation system designed in the program are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence:

1. Quality Manual
2. SAU Measurement and Evaluation Directive
3. SAU Relative Evaluation Directive
4. Education Information System Theology Measurement and Evaluation
5. Principles regarding Online Exams Stakeholder Participation
6. Measurement and Evaluation Meeting
7. Online Exams Stakeholder Assessment

8. [Distance Education Measurement and Evaluation](#)

9. [Preparatory Classes Meeting Online Exam System Decisions](#)

10. [Informing and Guiding the Student in Measurement and Evaluation with Distance Education](#)

11. [Introduction to the Online Exam System](#)

12. [Distance Education Exam System Troubleshooting Option](#)

13. [Mail Sent by the Dean to the Course Coordinators about Matching Exam Questions with Student-Program Outcomes](#)

14. [Mail sent by the Dean's Office to the Course Coordinators Regarding Matching Exam Questions with Outcomes in 2021](#)

B.2. Student Admission and Progression

B.2.1. Student admission, recognition and crediting of prior learning (Knowledge and skills acquired through formal and non-formal education)

Undergraduate student admission is regularly carried out by the Directorate of Measuring, Selection and Placement Center (ÖSYM). Students who are eligible to enter according to their verbal scores and preferences in the exam conducted by ÖSYM have registered with the documents requested in accordance with the principles determined by the Council of Higher Education Council (CoHE), ÖSYM and the Rectorate (Articles on Admission to Higher Education in Higher Education Law No. 2547). In the last three academic years, the first academic quota of the institution has been allocated as 205 has been fully filled in all years. Details regarding the exam degrees of daytime and evening education students enrolled in the institution are shown in Table B.2.1.1.and B.2.1.2.

Table B.2.1.1. Information on Exam Degrees of the Institution's Daytime Education Students

Academic year[1]	Quota	Number of Students Enrolled	Test Score		Exam Success Order	
			Highest	Lowest	Highest	Lowest
2019-2020	205	205	428,584 59	362,33337 5	4.279	57.486
2018-2019	205	205	413,023 55	356,42513	1.588	47.854
2017-2018	205	205	442,581 54	383,90808	1.281	43.191

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Processes for the recognition of previous formal, non-formal and informal learning were carried out in accordance with Sakarya University's Prior Learning Recognition (see Evidence 1) and Exemption and Adaptation Directive (see Evidence 2). In 2018, 2019 and 2020, the number of applicants and success rates in recognition of non-formal and informal learning are shown in Table B.2.1.3.

Table B.2.1.3. Recognition of Prior Learning

2018	2019	2020
Application/Success (Success Percentage	Application/Success (Success Percentage	Application/Success (Success Percentage
45/28 (%62,22)	3/1 (%33,3)	3/2 (%66,6)

While the student statement was based on the application, as of 2019, the students were obliged to submit documents in accordance with the decision taken by the Rectorate upon the submission of the objections expressed by the faculty members in academic board meetings since the exams conducted without the necessity of documents were seen as make-up exams by students. The institution received by hand the applications for recognition of prior learning with petitions and attachments (see Evidence 3), but with the pandemic process, it started to accept them online through SABIS. (see Evidence 4). As shown in table B.2.1.2 above, the applications decreased with the introduction of document requirements.

Arabic Proficiency

Within the scope of recognizing prior learning, each of the students accepted in the institution was tested to determine their Arabic proficiency, and the students who scored 70 or more were exempted from the preparatory class. Accordingly, 155 students were exempted in 2018, and 21 of them were successful and exempted from the preparatory class.

The institution has made some improvements in the creation of level classes according to the notifications from stakeholders and has implemented the Level System in preparatory classes from the Fall Semester of the 2019-2020 Academic Year (see Evidence 5 and Evidence 6). Accordingly, the 1st and 2nd level students and the students exempt from preparatory class were determined with a two-leveled Arabic proficiency and level determination exam held at the beginning of the academic year. Out of 269 students who were exempted in 2019, 48 students who received 60 points and above were entitled to enter the 2nd level exam. 47 students entered the 2nd-session, 7 students became successful and exempted from the preparation; 40 students had the right to start the preparatory class from the 2nd level. In 2020, 44 students applied, and 33 students attended the 1st-session; 7 students who got 60 points or more were entitled to take the 2nd course exam. 26 students, out of a total of 32, took the 2nd-session exam, including those who

were successful in the 1st course from the previous year and were entitled to directly take the 2nd course exam; 8 students were successfully exempted from the preparatory class, and 24 students were entitled to start the preparatory class from the 2nd level.

The transition to the level system was welcomed according to the verbal expressions of our students. The possibility of starting the 1st year at the end of the fall semester of the following year, if the students attend the 2nd level in the preparatory class, has led to less loss of motivation in the remaining students.

In the online survey conducted in May 2021, in order to learn the opinions of the students about the preparatory class and to measure their satisfaction with the level system, 53.7% of the students stated that they were satisfied with the level system, while 24.5% stated that they were undecided and 21.9% stated that they were not satisfied. (Evidence 7 (page 4)

Student Admission with Lateral Transfer

The Institution has applied the principles related to lateral transfer according to the SAU Senate Principles (Evidence 8). The institution's Adaptation Commission made the evaluation and scoring of the applications, which passed the preliminary examination by the Student Affairs Department in terms of content. Accordingly, all details about students coming to the institution with the lateral transfer, quotas and occupancy rates can be accessed from Evidence 9. The transfer of successful grades was made one-to-one by paying attention to the course content and credit eligibility in the adaptation of students who came with lateral transfer. Details of the last three years regarding the number of students benefiting from this transfer and which courses are available can be found in Evidence 10.

Student Admission to the Minor Program

In accordance with the Minor Program Directive (see Evidence 11) announced by the Registrar's Office, the institution has made various attempts to open a Minor Program in order to increase the knowledge and experience of successful students within the scope of another undergraduate program they are interested in. The Institution held meetings with other departments for the opening of the Minor Program; and opened Islamic Law and Turkish-Islamic Thought Minor Programs. The lesson plans of the 2 Minor Programs opened by the institution, which gives importance to the information and encouragement of the students about the Minor Programs, are given in Table B.2.1.A and Table B.2.1.B.

Table B.2.1.A. Islamic Law Minor Program Curriculum

Table B.2.1.B. Turkish-Islamic Thought Minor Program Curriculum

As of 2020-2021, the applications for the Minor Program, which the institution has started to perform, have been announced on the institution's website (see Evidence 11). Applications were made online through the SABİS Student Information System. The list of permanent and substitute students who have been entitled to enroll has been announced at http://ogrisl.sakarya.edu.tr/. Evidence 12 provides information on the number of students with a major in theology and minoring in a different department, the total number of students earning a minor in different departments, and those with a different major in theology and minoring in theology.

In addition, as of 2021, the institution held meetings with many departments and provided its students with the opportunity to make double major with 14 departments (see Evidence 13):

1. Faculty of Education, Preschool Education Program

2. Faculty of Education, Special Education Teaching Program

3. Faculty of Education, Primary Teaching Program

4.   Faculty of Arts and Sciences, Department of Philosophy

5.   Faculty of Arts and Sciences, Department of Psychology

6.   Faculty of Arts and Sciences, Department of Art History

7.   Faculty of Arts and Sciences, Department of Social Work

8.   Faculty of Arts and Sciences, Department of Sociology

9.   Faculty of Arts and Sciences, Department of History

10.   Faculty of Arts and Sciences, Department of Turkish Language and Literature

11.   Faculty of Law

12.   Faculty of Political Sciences, Department of Islamic Economics and Finance

13.   State Conservatory Musicology Department

14.   Faculty of Business Administration, Department of Health Management

YÖS (International Student Examination)

In the admission of international students, the institution accepts students based on the results of the Sakarya University International Student Examination (Sakarya YÖS). Details of the last three years of students enrolling, continuing and leaving the institution with YÖS, their country distribution, and their numbers can be found in Evidence 15.

Maturity Level: Findings obtained from practices related to student admission, recognition and crediting of prior learning are systematically monitored, and evaluated together with stakeholders, and necessary measures are taken according to the follow-up results.

Evidence:

1. Sakarya University Senate Principles on Recognition of Prior Learning

2. Exemption and Adjustment Directive

3. Institution Website Announcement of Recognition of Prior Learning

4. Institution Website Recognition of Prior Learning 2020-2021 Announcement

5. Preparatory Classes Level System

6. Preparatory Classes Level System Senate Approval

7. Prep Schools Track System Satisfaction Survey (Page 4)

8. SAU Lateral Transfer Senate Principles

9. Laterally Transferred Students, Scores, Quotas and Occupancy Rate

10. Number of Students Benefiting from Adaptation and Courses

11. SAU Minor Directive

12. Institution Website Minor Program Announcement

13. Details on the Students Benefiting from the Minor Program and their Programs

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

The institution has implemented the issuance of diplomas and other documents in accordance with the Sakarya University Directive on Principles to be Followed in Issuing Diplomas, Graduation Certificates and Other Documents (See Evidence 1). 240 ECTS+ is required for a student to graduate with at least 2.00 out of 4.00. The graduations of the students were checked according to the table in the EBS system, and the transcripts were examined one by one to see if there were any missing courses. Since the Student Automation System gives a warning in case there is a missed course or the average is not kept, the control mechanism functions in the electronic environment.

A "Bachelor's Diploma" is issued to students who have met all the requirements for graduation in the institution. The institution gives its students a Diploma Supplement in addition to the Undergraduate Diploma. The diploma supplement (see Table B.2.2.1) is a document that is given with the diploma to students who successfully complete the programs they are enrolled in, and its format is based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES. The Diploma Supplement contains the ECTS Label-DS Label-EUR-ACE Label logos obtained by SAU, the date of graduation, the diploma number, the level of the degree received, the transcript information and the information about the national education system. The advantages offered by the diploma supplement to students and institutions include providing transparency in higher education, a quick consideration of educational documents such as diplomas, facilitation of mobility, and making lifelong education more accessible. The institution has been giving the Diploma Supplement since 2009.

Table B. 2.2.1. Diploma supplement

Minor Certificate

A "Minor Certificate" is given to students who enroll in a minor program at the institution while continuing their education in another major program and successfully completing their courses there. (see Evidence 2 Article 20).

Since the application is new, we do not have any students who have received minor certificates

yet.

Academic Recognition Certificate

Following the return of the students participating in the institution's learning mobility from the exchange program, Academic Recognition Certificates are issued. In this document, there are courses in which the student is successful, the ECTS credit amounts and grades of these courses, which courses are exempted from the university, the ECTS credit amounts and grades of these courses. (see Evidence 3)

Certificate of Special Interest

The students of the institution are entitled to receive a Certificate of Special Interest if they take at least four elective courses from Interdisciplinary Special Interest courses and other special areas of interest, not less than 20 ECTS and if they are successful within the conditions of the relevant directive. (see Evidence 4 Article 8)

Since the application is new, we do not have any students who have received a special interest certificate yet.

Social Transcript

As of the 2019-2020 Academic Year, the institution has started the Social Transcript application. Social Transcripts are created as a result of the evaluation to be made if the students enter the final dates through SABİS with proof of their social activities during the study period. (see Evidence 5).

At the end of the 2020-2021 academic year, 107 students uploaded their documents to the system and applied online. As a result of the evaluation made, 46 of our students were entitled to receive social transcripts, thus they graduated.

Maturity Level: The findings obtained from the practices related to the recognition and certification of diplomas, degrees and other qualifications are systematically monitored, and evaluated together with the stakeholders, and necessary measures are taken according to the follow-up results.

Evidence:

1. Sakarya University Directive on the Principles to be Followed in the Issuance of Diploma, Graduation Certificate and Other Documents
2. Minor Certificate (Article 20)
3. Exchange Program Academic Recognition Certificate (Article 10)
4. Certificate of Special Interest (Article 8)
5. Social Transcript Announcement

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

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

As described in the relevant section of the Quality Manual, the institution, which adopts a student-

centered system under the umbrella of the "Active Learning Platform" in terms of teaching methods and techniques, uses the interactive education model in addition to classical education. (see Evidence 1) Teaching-learning methods and strategies have been chosen to increase students' skills such as self-study, observation, project activities, presentation, critical thinking, teamwork, and effective use of informatics. The learning and teaching process is carried out in a way that encourages students to take an active role in the learning process. (See Evidence 2 and Evidence 3)

As a reflection of the student-centered assessment and evaluation system practiced in our institution, it has been determined which teaching method or technique is used to teach each course output. Considering the Islamic History I course as an example:

Course Learning Outcomes	Teaching Methods
1.Describes the history of humanity as a whole.	Lecture, Question-answer, Discussion
2- Expresses pre-Islamic Arab history and culture in their own words.	Lecture, Question-answer
3- Recognizes the society in which Prophet Muhammad lived.	Lecture, Question-answer, Discussion
4- Recalls the important political events of the Meccan period.	Lecture, Question-answer
5- Remembers the important political events of the Medina period.	Group Work, Brainstorming
6- Expresses the life of Prophet Muhammad, his personality and his contributions to the history of humanity	Lecture, Question-answer
7- Explains the problems encountered after the death of Prophet Muhammad and the methods of appointment of the first four caliphs.	Group Work
8- Summarizes the conquest movements during the first four caliphs.	Question-answer, Discussion
9- Explains the organization of the Divan established in the period of the Caliph Umar.	Lecture
10- The reasons that led to the murder of Caliph Osman and explains and interprets the phases of the Caliph Ali-Muawiya struggle.	Lecture, Question-answer
11- Demonstrates critical and analytical skills in understanding and interpreting historical events.	Question-answer

Each question in the exam is linked to course acquisitions, and students' attainment of the lesson outcome is observed through education techniques and methods. This makes it possible to see which students have been successful. In this respect, assignments, presentations and performance tasks, which are designed to be of great value in the evaluation process, are used effectively. This enables students to participate in the lesson, which also makes it possible for them to comprehend and grasp what is being taught. (For sample courses, see Evidence 4 and Evidence 5)

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Another practice used in student-centered teaching methods and techniques is that faculty members share video content related to the subjects in the course outside the classroom with students and hold them accountable for these videos. (See Evidence 6 for a sample lesson)

Education Support System, which aims to increase student efficiency and develop educational activities, promotes our teachers regarding the techniques and methods of education. The staff makes a great use of the know-how and materials provided by this system, and the techniques are used within and outside the classroom. To this end, a seminar on Active Learning was held by our instructors from the field of educational sciences. Documents related to this seminar can be accessed in Education Support System. (see Evidence 7)

The educational techniques and methods are adjusted in accordance with ECTS workload both within and outside the classroom. Some are conducted compatible with the subject in the classroom, whereas others are in accordance with the active learning policy, implemented in the form of research assignments outside the classroom. (see Evidence 8)

Our institution follows these applications very closely and makes some adjustments and improvements where necessary. In this respect, preparatory school students are asked to give their opinions about the level system. The questions involved whether they are pleased with the level system; their communication with teachers; the efficiency of online education; the sufficiency of the materials and the techniques that the instructors use along with the possible failures in success ratio and the factors that affect it. The survey revealed that the majority of the students were pleased with the system and methods used in the lesson. It also indicates that the teaching methods and techniques play a minor role in the areas that are found insufficient. (see Evidence 9)

Our institution observes a student-oriented approach. To increase efficiency and speed, the Active Learning Platform is constantly supported by new content and modules. Short videos also contribute to the efficiency of the system. (see Evidence 10)

Maturity Level

An interactive approach that encourages students to study modern, interdisciplinary areas is employed. This is possible through the techniques which make it possible for the students to take part in the learning process. Thus, student-oriented approach helps gain some findings that are monitored systematically and evaluated along with the stakeholders. Some measures are taken accordingly.

1. Quality Manual
2. Active Learning Platform
3. Teaching techniques
4. Education Info System 1
5. Education Info System 2
6. Course Video Recommendations Sample Course
7. Active Learning Seminar Documents
8. Sample Course for Inclusion of Teaching Methods and Techniques in ECTS Workload

9. 2020-2021 Prep Classes Survey

10. Active Learning Platform New Modules

B.3.2. Measurement and evaluation

We conduct the evaluation and measurement process through a student-centered policy in view of the Quality Manual. This process is designed to help the students' self-improvement, enabling them to get the course acquisitions. (see Evidence 1) **(As it was mentioned above (B. 1. 6), this section doesn't involve the details of the evaluation process.)**

The evaluation process in use in our institution checks whether the students have achieved the acquisition procedure. In the beginning, the coordinator determines the course outcomes and their equivalents on EBS. In this respect, some courses are measured through written exams, while some are subject to oral tests, assignments and project tasks. (See Evidence 2)

A sample course:

Learning Outcomes A student should be able to:	Measurement
1- describe the human history as a whole	Oral Exam, Assignment
2- express pre-Islamic history and culture in his own words.	Oral
3- know about the society in which Prophet Muhammed lives.	Oral, Written Assignment
4-know the most important political events in the Meccan era	Oral Exam, Assignment
5-know the most important political events in the Medinan era	Assignment
6-master Prophet Muhammed´s life and contribution to human history.	Exam, Oral exam
7- explain the problems that appears following the death of Prophet Muhammed and the assignments of the first four caliphs.	Oral Exam
8- know about the conquests of the first four caliphs.	Oral exam
9- know about the Divan structure established in Caliph Umar era.	Assignment
10- know about the assassination of Caliph Osman and the battle between Caliph Ali and Muawiya.	Exam, Assignment
11- develop critical thinking and analytical analysis in understanding and interpreting the historical events.	Oral exam

As can be seen, each outcome is matched with one or more measurement methods. In this system, each of the exam questions is associated with course outcomes, so the introduction of course outcomes to students is monitored through the questions so that it can be seen which ones are successful or unsuccessful. Again, this system allows the instruments in measurement and evaluation to make a fair distribution in achieving all of the course outcomes. As a reflection of a

student-centered measurement and evaluation process, it is determined by which teaching method or technique each course outcome is given to the students, which allows seeing the measurement and evaluation process in a holistic way. (See Evidence 3)

Our institution has significant experience in distance education as it also has an ILITAM program. In this respect, since it has been carrying out learning and teaching activities through distance education infrastructure for a long time, it has moved to distance education in the periods deemed necessary (such as pandemic), and has determined the principles of measurement and evaluation of this process. In this process, our faculty members are supported by the Sakarya University Distance Education Research and Application Center (UZEM). (See Evidence 4)

Our institution monitors the measurement and evaluation process and makes improvements. In this respect, the opinions of the internal stakeholders were taken, and some decisions were made about the measurement and evaluation directive to be applied in the Online Exams. The decisions taken as a result of the online meeting with our internal stakeholders entered into force with the academic year 2020-2021. (See Evidence 5 and Evidence 6)

As another improvement in measurement and evaluation, the SABİS system, where students can follow the measurement and evaluation processes, can be shown to add new features within the framework of our university's constantly renewed digitalization policy. For example, one of the services recently added to this system is the one that allows students to receive their own transcripts on the system. (Evidence 7 - Entry must be made with user information).

Maturity Level: Findings obtained from applications related to student-centered measurement, and evaluation in all fields are systematically monitored, and follow-up results are evaluated in association with the stakeholders, and necessary measures are taken.

Evidence

1. Quality Manual
2. Education Information System Measurement and Evaluation
3. Sample Course Measurement and Evaluation
4. Sakarya University Distant Education and Research Center
5. Measurement and Evaluation Improvement 1
6. Measurement and Evaluation Improvement 2
7. SABIS new modules

B.3.3. Student feedback (Course-instructor-program-general satisfaction surveys, systems for requests and suggestions

As described in the Quality Manual, our students can deliver their requests, suggestions, complaints and thoughts to the authorities in various ways, and at the same time, student satisfaction within our university is actively measured through student satisfaction surveys. (See Evidence 1)

Course-lecturer and university satisfaction surveys are conducted regularly online through SABİS every year. In order to keep participation as high as possible in the course-instructor evaluation

surveys conducted through SABİS and to get the opinion of all students, the survey vote was applied as a precondition for the appearance of the grade. (For the sample survey result, see Evidence 2) The recommendations, complaints and requests obtained from the surveys were evaluated by the faculty management and corrective-preventive action was carried out. (For analysis of corrective-preventive action reports, see Evidence 3)

Apart from the course-instructor satisfaction survey, our institution also measures the satisfaction of our students in other services related to our institution. These include 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. These services, which are monitored by unit-by-unit surveys every year, guide our institution in increasing the satisfaction rates of students. (For surveys of the last three years, see Evidence 4, 5, 6, and for a report that outlines the last three years, see Evidence 7) Our university continued its learning and teaching activities with the distance education method during the pandemic, and in order to get feedback from the students about this process, a detailed survey was applied in which they could express their opinions on many subjects. In the light of the data obtained from this survey, our institution determined the problems experienced in distance education and thus determined the necessary measures to be taken in the distance education process, which will be carried out in the future if necessary (See Evidence 8). Again, in the light of the data of this survey, our institution held a 'Distance Education Evaluation Meeting' on November 18, 2020. Our Dean, Vice Deans, Heads of Departments and lecturers who taught classes in the fall semester attended the meeting held online due to the pandemic measures, and the fall semester distance education activities were reviewed and relevant issues were discussed. (See Evidence 16)

At the beginning of each academic year, our institution gives the necessary information about the institution to the new students by holding the "Preparatory Classes Information Meeting". This also includes information about the mechanisms by which student feedback is received. (See Evidence 16)

Our institution monitors the process in which requests, complaints and suggestions are submitted and resolved and makes necessary corrections and improvements accordingly. Our institution has distributed requests in many different ways in order to carry out the monitoring of the process. First of all, a distribution is made under five headings according to the type. These are requests for information, satisfaction, requests, suggestions and complaints. There is also a distribution depending on whether the requests are open and closed. It has other classifications in the form of distribution in view of the closing times, satisfaction rates, process and subjects. Our institution has asked students some questions about the process of responding to their demands through the Quality Information Management System under the Corrective-Preventive Action Reports. Here, a process satisfaction about whether the request can be easily communicated, the quantitative and qualitative competence of the means of transmitting the request, the information is given about the process, the nature and adequacy of the responses to the request, and the time of the response were also measured. Quality Management System analyzed the complaints received by our institution under the name of 'Demand List' and classified them in various subjects. Accordingly, the complaints are classified as resource-based (from which source the complaint comes from), subject-based and user-based (student, guest student, graduate).

According to the intensity of the complaints received, more guidance was given for some issues, and corrective-preventive action was implemented. (See Evidence 9 and Evidence 10).

Our institution has made some improvements in accordance with the data obtained from these surveys and the student feedback it monitors through satisfaction surveys. With these surveys, the opinions of the students, who are our internal stakeholders, about the practices were taken. Based on the opinions here, an e-mail address was opened at ifogrenci@sakarya.edu.tr in order to increase the number of request and complaint channels for our students, to enable them to use them effectively, and to forward their requests for student affairs. Students can send their requests to these e-mail addresses and receive a reply within 2 working days at the latest by the student affairs officer following their e-mail. Within this framework, a total of 11,275 e-mails were received in the three-year period from August 2018, when it was created, to July 2021, and all of them were answered (most of them were answered on the same day).

As a result of the practice of allocating a special e-mail address to student affairs, our students are able to convey 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 personnel in a short time. This application was welcomed by our students and this satisfaction was conveyed through the 'Complaint Suggestion Request Satisfaction' box (Evidence 13). Our Dean's Office sent a letter of thanks to our two staff members in student affairs for their successful work in order to encourage the continuation of this practice, taking into account the satisfaction expressed by our students (Evidence 12).

Another mechanism by which our students convey their feedback is the Dean's e-mail addresses. Our students can send their requests, suggestions and complaints directly to the dean's office via e-mail. Although there are many examples of this, one of the most powerful examples is the Student-Lecturer Iftar Meeting Program that took place in 2022. The demand from our students (Evidence 17) was met positively by the Dean's Office and the iftar program was prepared with the financial support of the lecturers. (Evidence 18). See. A.3.1. Stakeholder Participation and B.5.2. Social, Cultural and Sportive Activities headings for examples of requests from students to the Dean's Office including table tennis tournaments, reading classical texts in various branches. The number of questions has been reduced in order to increase objectivity in the survey, which is primarily applied as a precondition for students to see exam results about the course and course instructor. Further, in order to get first-hand access to the feedback of the students, our institution has taken the decision to take the opinions and suggestions of the highest graded student among the fourth grades in the meetings with club representatives. (See Evidence 11)

An e-mail account named ifogrenci@sakarya.edu.tr has been opened to increase the number of requests and complaints channels for our students, to enable them to use it effectively and to communicate requests for student affairs.

According to the results of the satisfaction surveys, some improvements have been made. These are shown in the student satisfaction surveys conducted in 2017/2018, 2018/2019 and 2019/2020. The focus has been on issues that our students are not satisfied with, and improvements have been made in this regard. For example, in the table that scores the attitudes of the administrative staff on various subjects, the satisfaction rate increased from 71.13% in 2018/2019 to 79.34% in the 2019/2020 academic year. (See Evidence 14 and Evidence 15)

Maturity Level: The findings obtained from the practices related to the feedback from all student groups in the program (including different tools that are valid and reliable) are systematically monitored and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence

1. Quality Manual

2. Course Feedback Sample Survey

3. Corrective-Preventive Action Reports and Analysis

4. Student Satisfaction Survey 2019-2020

5. Student Satisfaction Survey 2018-2019

6. Student Satisfaction Survey 2017-2018

7. Student Satisfaction Surveys- Report Comparative Report- the last three years

8. Student Satisfaction Survey Made During the Pandemic

9. Theology 2019 Demands-Complaints and Suggestions Analysis

10. Theology 2019 Report Numbers

11. The decision to get the opinion of the students with the highest score

12. Administrative Staff Satisfaction Form Notification

13. Conveying Student Feedback Outside of Working Hours

14. Student Satisfaction Survey Analysis Form 1

15. Student Satisfaction Survey Analysis Form 2

16. Prep Classes Information Meeting

17. Student Demands for Iftar Programs

18. Student-Lecturer Iftar Program

B.3.4. Academic advising

The institution has implemented the SAU Advisory Directive (See Evidence 1) on academic advising issues. With the student's registration, the faculty members determined by the Student Affairs Working Group are appointed as advisors to deal with the student's education, learning and other problems and provided transparency in their advising through a special module called "Advisory Management System" in SABİS Academic Information System. The Advisory Management System requires the approval of the academic advisor for the validity of all online registrations, etc. The advisor evaluates the compliance of the course selection process with the relevant legislation and gives the "Course Selection Approval". In addition, he/she approves requests regarding the withdrawal and registration processes for "Late Registration" and "Add-Drop Week". He/she also makes recommendations on elective courses that a student should take based on their fields of interest. (See B.3.4.1 Advisory Management System)

B.3.4.1 Advisory Management System

At its meeting on November 4, 2020, the Student Affairs Working Group made assessments on the Advisory Management System and made decisions about making this system more functional and taking more time towards the career and guidance of students and reported it to the Dean's Office (See Evidence 2: Articles B. 6-7, C. 2).

The institution measures the satisfaction of the students regarding the functioning of the Academic Advisory System with various surveys. In this context, the student satisfaction rate of 2019-2020 Academic Year Academic Advisory Services is 71.67% (See Evidence 3: Article 47). The comparative satisfaction rates of the last three years are detailed in Evidence 4.

At the meeting held by the Student Working Group on December 29, 2021, the problems related to the academic advisory system were discussed and as an improvement, the suggestion from internal stakeholders regarding the establishment of the Guest Student Coordinatorship was discussed in order for the students coming from abroad to receive academic advising services better, and the meeting decisions were conveyed to the Dean's Office. (See Evidence 5) The proposal and the directive brought to the Faculty Administrative Board by the Dean's Office were accepted by the board. (For detailed information, see B.5.5. Guidance, psychological counseling and career services)

Maturity Level: The findings obtained from the practices carried out in the institution regarding academic advising are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence

1. SAU Advising Directive

2. Student Affairs Study Group Meeting Report (B. 6-7, C.2)

3. Academic Advisory Services Student Satisfaction Rate (Article 47)

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4. [Academic Advisory Services Student Satisfaction Rate- the last three years](#) (Article 47)

5. [Meeting of Student Affairs Working Group dated 29.12.2021](#) (Articles 1 and 3)

B.4. Teaching Staff

B.4.1. Recruitment, promotion, and appointment criteria

Our institution carries out the recruitment, promotion and appointment issues in accordance with the defined process in the Quality Manual. (See [Evidence 1](#)) In our institution, special attention is paid to ensuring harmony between the specialization of the academic staff and the courses they teach. First of all, since there are enough faculty members in each department in our institution, each course is attended by a faculty member who is an expert in that department. (As our instructor in the Department of Logic has been transferred to another institution, these courses are taught by faculty members from the most relevant departments: Islamic Philosophy/Philosophy of Religion.) Therefore, it can be said that the courses are directly taught by their experts in our institution which provides an important advantage in achieving the program objectives and outcomes and course outcomes of the students. (See [Evidence 2](#))

Almost all of our faculty members, who are engaged in learning and teaching activities in our faculty, work full-time. In addition, there are faculty members assigned to teach in our institution from some other departments. Within the scope of these assignments made in accordance Article 31 of the Law No. 2547, Ilyas SERENLI, the former Mufti of Sakarya Province in the 2017-2018 Academic Year, was appointed to carry out The Qur'an Reading and Tajwid and Speech and Professional Practice courses for a year because his experience in the field is considered to be beneficial for the students. Imam Mustafa AYDIN of Orhan Mosque, who is experienced and qualified for the Qur'an reading and Tajwid courses, gives Qur'an Reading and Tajwid and Speech and Professional Practice courses part-time in our institution. (See [Evidence 3)](#)

Our Dean's Office monitors the implementation phase of this process, which is defined together with the Sakarya University administration, and in parallel, makes some improvements at periodic intervals. In this regard, upon the demand of the Rectorate, it was decided to make some improvements and reviews in the Criteria for Promotion and Appointment of Faculty Members, which was last published in 2018. The draft text was shared with our internal stakeholders by the Dean's Office and their opinions on the draft were requested. ([Evidence 4](#)) Suggestions from our faculty and other units were discussed in the University Senate, and as a result, the current criteria were published on January 1, 2020. (See [Evidence 5](#) and [Evidence 6](#))

Sakarya University has decided to review the appointment and promotion criteria in 2021 and has started to work in this direction. In this process, our institution has taken certain initiatives to get the opinions of our internal stakeholders on the new criteria to be determined. Instructors were asked for their views on the changes to be made in the appointment and promotion criteria. (See [Evidence 7](#)) Our faculty members also reported their ideas to the Dean's Office as a result of this request. (See [Evidence 12](#)) In addition, our Dean's Office formed a commission for collecting the lecturers' views. The opinions received by the commission were presented to the Faculty Board by the Dean's Office. (See [Evidence 8](#)) The decisions taken by the Faculty Board were conveyed to the Rectorate to be discussed in the University Senate. When these suggestions are examined, it will be noticed that they are mainly suggestions to develop and encourage the research competence of our faculty members. (See [Evidence 9](#)) It is seen that our institution's proposal to

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give 5 points to translated publications in the new criteria announced on January 1, 2022 was accepted by the Senate and included in the scoring list. (See Evidence 10)

Our faculty controls and monitors the assignment and promotion scores in December-January. In the last control, the performance indicators for 2021 were examined, and it was determined that the average score for the appointment of faculty members was above the targets, and this situation was written in the faculty performance report and conveyed to the Rectorate. When the report is examined, it will be seen that the performance targets of the institution have been realized to a large extent. (Evidence 11, slide 16).

In addition, a catalogue was prepared in 2021 in order to see the educational backgrounds and specialities of our faculty members in a more holistic way. The catalogue, of which contents have been recently completed, is currently in the printing phase.

Maturity Level: The results of the criteria applied for promotion and appointment are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence

1. Quality Manual

2. Academic Positions in the departments

3. The Correspondence related to teachers assigned from outside the faculty

4. Receiving Opinions on Academic Staff Appointment Criteria

5. The criteria for appointment and promotion (old version)

6. The criteria for appointment and promotion (new version)

7. Mails Sent to Academic Staff for Appointment and Promotion Criteria

8. Follow-up Meeting on Appointment and Promotion Criteria in Theology Faculty

9. Views and Suggestions on Appointment and Promotion Criteria in Theology Faculty

10. 2022 Sakarya University Appointment and Promotion Criteria

11. Performance Indicators

12. Sample for Expression of Opinions on Appointment Criteria

B.4.2. Teaching competence (Active learning, distance learning, assessment and evaluation, innovative approaches, material development, acquisition of competencies and quality assurance system)

In order to increase the competence of the faculty in the teaching process, the institution carries out its practices in accordance with the defined process in the Quality Manual. (See Evidence 1)

The number of faculty members in our institution is sufficient for the conduct of educational and academic activities. There are academically qualified instructors for each of the courses in the program. The distribution of the faculty was largely formed in parallel with the intensity of the courses of the departments. From time to time, our institution also invites individuals who are thought to have important contributions in the field. In order to make learning and teaching

activities more effective and efficient in preparatory class Arabic courses, foreign faculty members from countries whose native language is Arabic have been employed. (See Evidence 2)

One of the first and foremost applications to increase the teaching competence of the faculty members is to measure the teaching competence of the faculty members through surveys through SABİS by the students they teach. According to the results of this survey, which is called the Course Evaluation Survey, the student is informed about the issues that need to be improved on the instructor, and whether these improvements are achieved is determined by comparing them with the results of the next survey. (For Sample Survey See Evidence 3)

Another application of our university for increasing active learning and teaching competence is the Active Learning Platform, established under the Education Support System. With "Active Learning" applications, it is aimed for students to learn effectively and for faculty members to provide guidance and advice to students. This platform supports faculty members to carry out the teaching process more actively. In this respect, various videos and visual training have been prepared along with the educational trainings within the framework of 'Active Learning Platform'. On this platform, instructors are given information about student-centered active learning methods, and this system is enriched so that the instructors can improve themselves. Furthermore, material development videos for Active Education within the 'Active Learning Platform' are among the training given to the instructors in order to increase the teaching competence of the instructors. (See Evidence 4)

Due to the fact that our institution has Ilitam program, it has come a long way in this regard as it has been carrying out learning and teaching activities through distance education infrastructure for a long time. Our institution carries out the distance education process together with Sakarya University Distance Education Research and Application Center (UZEM). (See Evidence 5)

Our institution monitors the practices in the process of increasing the teaching competence of the faculty and makes some improvements. In this respect, the criteria for academic appointment and promotion have been updated to encourage the faculty members in our institution to increase their teaching competence, and the criteria have been taken into account in the field of education besides publication and R&D studies. Learning and teaching activities listed as criterion no. 13 in the table of appointment criteria contribute to the appointment score in the form of undergraduate and graduate courses. (See Evidence 6)

Our institution also monitors the distance education process and makes some corrections and additions. In this respect, as of March 2020, universities have decided to adopt online education with the increase in the number of Covid-19 cases in Turkey. Sakarya University is one of the first universities that started the online education process and carried out this process almost smoothly with the advantage of having its infrastructure ready and strong from start to finish. Besides, the instructors were informed about how to manage the online education process and a module was added through SABİS where they could find detailed information about how to carry out the distance education process. For this purpose, our institution has immediately established a curriculum according to distance education. In addition, "Sakarya University Face-to-Face Education Support with Distance Education Application Principles" was implemented in this process. The university administration has also expressed its solidarity by frequently suggesting that faculty members engage in suggestions and behaviors aimed at addressing students'

concerns, especially by e-mail. In this process, both the 2019-2020 academic calendar and the 2020-2021 academic calendar were updated and shared with students and academic staff. At the end of the semester, as was the case in the courses, the exams were held online, and the 2019-2020 Spring Semester were finalized successfully.

In the last five years, especially in consideration of our increasing number of students within the framework of the quotas determined by CoHE, the number of academic staff has been increased in many departments in order to reduce the course loads on the faculty members. (See Evidence 7)

Our institution conducts an employee satisfaction survey every year to measure the satisfaction of our instructors with their working conditions. In this regard, in the satisfaction surveys of the last three years, it has been observed that the satisfaction of our instructors has increased from year to year. (See Evidence 13)

Moreover, some improvements have been made in the development of the measurement and evaluation of teaching competence. In this respect, an online meeting was organized on 18.11.2020 with the participation of the faculty members who were teaching courses in the Fall Semester, where the measurement and evaluation process of our institution was discussed, and various decisions were taken. (See Evidence 8 and Evidence 9)

Another improvement made to improve the teaching competencies of the instructors has been the addition of some other training in the 'Active Learning Platform' in the areas that have been considered insufficient. New modules have been added within the framework of training of trainers for this purpose. (See Evidence 10)

Our institution has also made improvements in distance education by consulting with our internal stakeholders. In this respect, our institution has requested information and contributions from the instructors about the reviews to be made in "Principles on Online Exams". Upon the issues raised by our faculty members regarding the safety of online exams, some improvements have been made by the Computer Research and Application Center of our university, and the improvements have been announced to our faculty members via e-mail. (See Evidence 11 and Evidence 12)

Maturity Level: The findings obtained from the applications carried out to improve the teaching competence of the faculty members of the institution are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

1. Quality Manual

2. Academic Positions in the Departments

3. Course-instructor survey

4. Active Learning Platform

5. SAU Distant Education and Research Center

6. Appointment and Promotion Criteria

7. Academic Staff

8. Online Meeting on Evaluation and Measurement 1

9. [Online Meeting on Evaluation and Measurement 1](#)

10. [Added Modules on Active Learning Platform](#)

11. [The opinion demand for online exams](#)

12. [The decisions on online exam improvements](#)

13. [Employee Satisfaction Survey](#)

B.4.3 Incentives and awards for learning and teaching activities

The defined process regarding the incentive and rewarding mechanisms for the educational activities of our faculty is included in the Quality Manual. (See [Evidence 1](#))

Every year, our faculty sent congratulatory messages to the staff in the areas defined in the Quality Manual and shared them on social media. Within the scope of the first reward mechanism, 15 congratulatory messages were sent in 2017; 23 in 2018; 29 in 2019 and 24 in 2020. (See [Evidence 2](#)) Our faculty also attaches great importance to outsourced project studies as an institution. In this sense, in order to encourage other personnel, special programs have been organized for the personnel who have successfully completed TÜBİTAK Projects. (See [Evidence 3](#))

At the end of each year, the average number and rate of publications for each chapter were calculated separately according to the Web of Science database. Accordingly, while the average of all departments of our faculty was 0.2475 in 2018, it was 0.2465. In 2019, the average of publications per person at the Faculty of Theology was 0.22; the average of publications of the Department of Basic Islamic Sciences was 0.23, and the average of publications of the Department of Islamic History and Arts was 0.31. A congratulatory message was sent via EBYS by the Rector to those who published above the departmental research average. A letter has been sent to the researchers who have publications below the average number of publications in the department, stating that they are expected contributions to increase the success of the university. (See [Evidence 4](#))

An award system was developed in 2016 to reward individual achievements in the field of education at our university. The directive of the award system has been prepared. (See [Evidence 5](#)) In this award system developed by our university to encourage faculty members in the field of education, three criteria were used in the evaluation of awards: faculty members' evaluation of each other, educational materials and student survey results. In the criteria for the evaluation of the faculty members, who make up 20 per cent of the calculated points, their relationship with the faculty members, their continuity in the department meetings, their constructive contribution to the problems encountered, the completion of the given tasks on time, and accessibility items are taken into consideration. The criterion for educational materials, which constitutes 30 per cent, was determined as uploading the education documents to the system and presenting them to the students. 50 per cent of the scores are the student survey criteria. The questions in these surveys were as follows: "The instructor's regular and on-time attendance to the lesson, the instructor's being prepared for the lesson, the instructor's competence in teaching the lesson and answering the questions related to the lesson, the instructor's encouragement of participation in the lesson by giving different opinions and comments, the instructor's relationship with the students, the instructor's relationship with the students, the effective use of instructional technologies by the instructor during the lesson, the effective use of the instructor's course time, the compatibility of the homework/exams prepared by the instructor with the course content, the

instructor's objective evaluation of the homework/exams, I wish I could take another lesson from this instructor". Within the scope of this award, which was given for the first time in 2017, 2 faculty members from our faculty received awards in the same year. (See Evidence 6) In the controls and follow-ups, it was seen that some of the criteria included in the award harmed the relations between the faculty members and that the largely subjective student surveys contributed 50% to the award; It was decided to establish a more fair and objective reward system. In this regard, a new award system was created in 2018 under the name of "Science, Art and Young Scientist Awards", and an application form and calendar were shared in April 2019 for academic staff to receive their applications for the award. (See Evidence 7) In the award, the academic studies of the previous year are taken into consideration. In 2019 (by taking into consideration the 2018 studies), the awards were presented to the faculty members who received awards in this context at a ceremony. However, this year, no faculty member received an award from our Faculty. (See Evidence 8) Later, a directive regarding the award was prepared (See Evidence 9), and the point calculation system within the scope of the award was shared with the instructors. (See Evidence 10) The 2020 awards were announced, but due to the pandemic, the awards were delivered without the award ceremony. This year, there were no awards from the faculty members of our faculty. (See Evidence 11)

Our Quality and Accreditation Board, at its meeting in 2020, controlled and monitored this criterion by making use of the answers to the 10th question in the Employee Satisfaction Survey, "Appreciation of employee performance by managers". Comparing the satisfaction rates in the last three years, it was observed that there was a 1% decrease in the most recent 2019 survey (See Evidence 12) and that none of our faculty members received an award within the scope of the Scientist Awards mentioned above. The most important reason for this is that the field of Theology is quite disadvantageous compared to other fields in the applied criteria. In this respect, our board has decided to recommend the following two improvements in our award system, and these decisions have been approved by our Faculty. (See Evidence 13) Accordingly;

1) Currently, there is an award system in our university called "Science, Art and Young Scientist Awards" that all academic staff can apply for. However, these awards, which all staff at the university can apply for, are less competitive due to the high participation throughout the university and do not motivate the faculty members of our faculty sufficiently. In order to encourage the faculty members of our faculty, increase their competitiveness, motivate them and increase their contribution to the general mechanism, a separate award can be made on the basis of our faculty, based on the points received by our staff in this application. At the end of the academic year, the faculty members who applied for this award of the university ranked first in three different categories: (a) Science Award, Art Award, (b) Young Scientist Award and (c) Term Achievement Award. An award will be given at the Academic General Assembly. In 2021, our university personnel applied for the 2020 awards of our university. However, the award could not be given because there were no faculty members from our faculty who applied for this award.

2) Our faculty will also give an award to our academic staff who are in first place in the Academic Incentive score ranking. This award, which will be presented to its owners at the Academic General Assembly held at the end of the academic year, will be awarded to

(i) Instructor (Research Assistant, Lecturer, Instructor) and (ii) Faculty Member (Assistant Professor, Associate Professor and Professor) in order to increase competitiveness. The names of our two academic staff, who were in the first place in the ranking of academic incentive scores for 2020, were announced at the Academic General Assembly at the end of the 2020-2021 academic year, but since the meeting was held online, it was decided to give the awards face-to-face at the next meeting. At the Academic General Assembly meeting at the beginning of 2021-2022, awards were given to two of our instructors. (See Evidence 14)

The Quality and Accreditation Board has controlled and monitored this criterion by taking into account the results of the 10th question of the employee satisfaction survey at its meeting dated January 30, 2022. Finally, within the scope of learning and teaching awards, it has been proposed to give an award by taking into account the scores of the course surveys filled out by the students at the end of the semester. (See Evidence 15) The Dean's Office shared this proposal with all academic staff and requested their opinions. (See Evidence 16) The Quality and Accreditation Board prepared the final report on this award in line with the suggestions made in the meeting on February 2, 2022 and submitted it to the Dean's Office, and the proposal was accepted by the Dean's Office and added to the Quality Manual. (See Evidence 17) In the 2021-2022 fall semester, the faculty members who are entitled to receive awards according to the student course surveys have been determined and their awards will be presented to them at the Academic General Assembly at the end of the academic year.

Maturity Level: The findings obtained from the incentive and rewarding practices of the teaching staff of the institution are systematically monitored, and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

1. Quality Manual

2. Dean's Congratulatory Messages and Social Media Posts

3. Developing a Program for Personnel Accepted as a TUBITAK Project

4. Rector's Congratulation for Contribution to Department Indexed Publication Average

5. Directive on Rewarding the Individual Achievement of Faculty Members-2016

6. Our Faculty Members Received Individual Education Achievement Award in 2017

7. Science, Art and Young Scientist Awards Candidate Application Form

8. 2019 Scientist Awards Ceremony

9. Science and Achievement Awards Directive. Science and Achievement Awards Directive 2019

10. Scientist Awards Evaluation Criteria

11. 2020 Scientist Award Winners

12. Academic Staff Satisfaction Survey for 2017-2019

13. Quality and Accreditation Board Improvement Decision

14. [Presentation of Academic Incentive Awards](#)

15. [Quality and Accreditation Board Learning-Teaching Awards Suggestion](#)

16. [Learning-Teaching Awards Stakeholder Opinion Request](#)

17. [Quality and Accreditation Board Learning-Teaching Awards Final Report](#)

B.5. Learning Resources

B.5.1. learning resources

Classrooms, library, meeting rooms, practice rooms are among the learning resources of our faculty. Issues related to the use of these rooms are specified in the Quality Manual (see [Evidence 1](#)). As of 2020, there are 26 classes in our institution. 7 of them are reserved for preparatory classes and are equipped with computers and soundproofing. Thus, it was possible for the preparatory classes to listen to the audio and visual contents in Arabic lessons without disturbing the other classes. Of the 26 classes we mentioned, 6 have a capacity of 35 people, 15 have a capacity of 60, and 5 have a capacity of 80, and each is equipped with a projection and sound system. Classes in our institution are of appropriate quantity and quality for students. Our students have the opportunity to improve their ability to make effective presentations with the projectors available in every classroom in our institution.

Apart from the classrooms, the practice rooms where students can spend their free time are as follows: one soundproofed Music Room with studio standards, one Water Marbling Workshop, two reading rooms, two meeting and four seminar rooms, one student representative and student clubs room, one Arabic seminar room, one conference hall with a capacity of 350+, one library and two masjids.

In the student societies room, students have the opportunity to make decisions about the student societies they are affiliated with, hold meetings and exchange ideas about the activities they will do.

The music room was built according to the studio plan. It consists of two sections. When you enter through the first door, there is a partition that allows music recording systems or other equipment to be placed. Through another door from this section, the second room, where ney lessons, choir studies, rhythm and method lessons, Turkish music theory and mosque music practices are held, is entered. Both areas are equipped with sound insulation within the framework of studio standards. Thus, sound input and output from the inside to the outside and from the outside to the inside are prevented. Turkish Religious Music Research Assistant Tahir Çağman is responsible for the music room.

The water marbling workshop is equipped with the necessary equipment for the teaching and learning of water marbling. Water marbling lessons are given to related students on certain days every week. The Turkish-Islamic Arts Research Assistant Sümeyye Yaman is responsible for the workshop.

The Faculty of Theology library has a usage area of approximately 510 square meters and a seating capacity of 91 people. In addition to our library, there are two separate reading halls with 190 square meters of usable area and a seating capacity of 40 people. One of the two administrative

staff working in the library is a graduate of information and records management.

There are a total of 33,395 works in our library as of 2020. There are 10,432 Arabic works, 737 theses, 474 rare works. Our collection has been classified according to its subjects with the "Dewey 10 Classification System".

The numerical distribution of the works classified according to their subjects:

000 General Topics: 580 works

100 Philosophy, Psychology: 1982 works

200 Religions: 20187 works

300 Social Sciences: 3084 works

400 Languages and Linguistics: 1127 works

500 Natural Sciences and Mathematics: 267 works

600 Technologies (Applied Sciences): 224 works

700 Arts: 369 works

800 Literature and Rhetoric: 2136 works

900 Geography and History: 3148 works

Apart from this, ten laptops in our library are loaned to our Faculty students once a year for 30 days by the library officer. Sakarya University students outside the faculty are directed to the central library if they have a request to borrow a laptop. 3 cameras and 1 camcorder in our faculty are loaned to students in line with their requests.

In the library area, there are periodicals, reference resources, theses, lending and advisory units. All activities here are carried out according to the central library regulation (see Evidence 2) and directive (see Evidence 3). There is a scanning device in our library and an XR device at the library entrance.

Apart from the reading areas in the library, there are reading rooms where students can read. There are 8 internet supported computers in total, 4 of which are in each.

In line with the demands of internal stakeholders, "**Library Use and Research Process Management**" training was given in the spring term of 2021-2022 (Evidence 8).
The processes related to the use of all these learning resources in our faculty are determined by the Dean's Office, and necessary improvements are made in line with the demands and suggestions from internal stakeholders.

Our institution organizes surveys at regular intervals in order to measure the satisfaction of the students and to determine the deficiencies, if any, about the institution and to get the opinions of the students. Improvements are made according to the results obtained. When we examine the survey results of the 2017-2018 academic year, the satisfaction rate is 82.41% according to the results of the administrative services (heating of the classrooms, the functionality of the existing technical equipment of the classrooms, the cleanliness of the classrooms and the cleanliness of the general areas). When we examined the 2018-2019 academic year survey results, a satisfaction

rate of 81.37% emerged. There is a 1% decrease compared to the previous year. The reason for this decrease may be that we have moved to a new building and some of the innovative systems in the building have been disrupted, and the system has not been fully settled yet. For example, in our previous building, heating was carried out by means of central heating, while in our new building, it is provided by air conditioning. Therefore, the process of getting used to a new system takes time. Our faculty took these surveys into consideration and made the necessary improvements. When the results of the 2019-2020 academic year satisfaction survey are examined, it is seen that a satisfaction rate of 87.44% was achieved in part related to administrative services, which experienced a 1% decrease in the previous year. This shows an increase of 6.07% compared to the previous year (see Evidence 4). Considering the satisfaction surveys for the years 2018-2019-2020 in the evidence, it is noteworthy that the satisfaction rates increase every year.

The opening of reading rooms and marbling workshop can be cited as an example of the improvement in learning resources. Reading halls were put into use by the dean's office in 2018 and the marbling workshop in 2019 upon the verbal request of the students. Another example of improvement is the enrichment of the resources in our library every year.

The inventory number and user information in our library are reported to the Turkish Statistical Institute. According to these data, our 2018 inventory number is 31,774, our 2019 inventory number is 32,681, and our 2020 inventory number is 33,395 (see Evidence 6 and Evidence 7). As it can be understood from here, our faculty increases its resources every year.

Users can also request books through the SABIS library module (Evidence 9). Depending on the library budget, the University adds the requested books to the library inventory. In the event that the books cannot be received, this information is sent to the users along with the reason.

According to the data reported to the Turkish Statistical Institute, the number of registered users for 2019 is as follows: 203 people for academic staff, 36 for administrative staff 2692 students, a total of 2931 people (see Evidence 6).

According to the data reported to the Turkish Statistical Institute, the number of registered users for 2020 is as follows: 214 academic staff, 40 administrative staff, 2399 students, and 36 others, a total of 2689 people (see Evidence 7).

When we compare the numbers, it is observed that there is an increase in the categories of academic staff, administrative staff and other users. Although there seems to be an apparent decrease in the number of students, we can say that the number of library users is high, considering that distance education has been carried out during the pandemic we have been in for two years.

According to the data reported to the Turkish Statistical Institute, the total number of materials loaned in 2019 is as follows: a total of 6184 materials were loaned, of which 469 for academic staff, 47 for administrative staff, 5668 for students (see Evidence 6).

According to the data reported to the Turkish Statistical Institute, the total number of materials loaned in 2020 is as follows: 2305 materials were loaned, 365 for academic staff, 43 for administrative staff, 1891 for students, and 6 for the other (see Evidence 7).

Apart from these resources, the instructor of the course can upload the materials related to the courses he will give to the lesson details section on the SABİS module, and the students can download these materials from the system and make their course preparations.

In the last meeting of the Foreign Relations Orientation Board, suggestions were made regarding the resources. Among these suggestions, there is also a suggestion to buy a "NUR CD" for the Library to scan Iranian resources (see Evidence 5).

Maturity Level: Learning resources are managed to provide accessible learning resources of appropriate quantity and quality in all areas of the institution. The findings obtained from all these practices are systematically monitored, and the monitoring results are evaluated together with the stakeholders, and measures are taken, and resources are diversified in line with the needs/demands.

Evidence:

1. Quality Manual

2. Library Regulations

3. Open Science and Open Academic Archives Directive

4. Student satisfaction surveys

5. Recommendations of the Foreign Relations Orientation Board on Resources

6. Turkish Statistical Institute Data 2019

7. Turkish Statistical Institute Data 2020

8. Library Usage and Research Process Management Training Calendar

9. Library Source Request

B.5.2. Social, cultural and sportive activities

The students and staff of our Faculty, located on the central campus, can benefit from all the social, cultural and sportive opportunities of the university. In addition, there are various opportunities within the faculty (See Self-Assessment Report B.5.3. "Facilities and Infrastructures").

Scholarship activities carried out by the Faculty Support Working Group are followed meticulously and within the framework of the criteria set in the Sakarya University Theology Foundation Scholarship Directive, firstly the scholarship application forms are evaluated, and then an interview is made for the students in need in one academic year (between October and May). Scholarship assistance is provided by Sakarya University Faculty of Theology Foundation to be given for 8 months. The Faculty Foundation also mediates students to receive scholarships from other organizations and individuals, such as the Tozlu Foundation (for correspondence with the Tozlu Foundation, see Evidence 4). The selection of students who will receive scholarships from other institutions is carried out by the scholarship commission in the Faculty Support Working Group, as in foundation scholarships. In addition, students who need help with food are directed to the food scholarship given by the rectorate. Scholarship applications, which were previously received in writing, were received online (via Google Forms) during the pandemic period (2020-

2021) to avoid disruption. The online application procedure, which can be considered an important improvement, is planned to be implemented in the following years, and a decision was made in this direction with the approval of internal and external stakeholders (See Evidence 10). It is observed that there is an increasing trend in the number of students given scholarships and the amount of scholarships from year to year (See Evidence 7, Table-1). Our faculty meets some of the iftars given at the University Campus Mosque every Ramadan with the support of faculty professors who respond to the request for iftar donations (for all outreach activities between 2017-2021, see Evidence 7).

As can be seen in the process definitions in the relevant section of the Quality Manual (See Evidence 1, title B.5.2), compliance with the social contribution policy, objectives and strategy is observed in the activities carried out at the faculty (For example, live broadcasting of the symposiums held within the faculty on the faculty YouTube page is socially beneficial. Apart from this, in the context of social contribution, our professors also have various activities outside the faculty (See Evidence 5, "Extra-Faculty Activities for Social Contribution" heading).

In order to support the student clubs operating within the faculty, a common "club room" that can be used by all clubs has been allocated by the Dean's Office (see Evidence 12). There is also a Whatsapp group consisting of student club representatives for the purpose of getting their opinion and contacting them.

In addition to symposiums, workshops, panels, seminars, conferences and scientific meetings, the faculty organizes cultural trips, concerts, end-of-year programs, tournaments, etc., especially for the cultural and sports needs of students (See Evidence 5 for all social, cultural and sportive activities held at the Faculty between 2017 and 2020). The proceedings of some symposiums and workshops held in the faculty have also been compiled and published as books (See Evidence 14 for examples of such books). The faculty also encourages students to take part in social responsibility projects.

In the faculty social media accounts, the students were asked whether they had any requests for a table tennis tournament, after the positive feedback from them, online applications were received and the prize amounts were announced, the list of participants was announced, the competition was held and the winners were awarded (For evidence regarding the tournament, see Evidence 13).

Another example of social and cultural activity is the preparation of an iftar program in 2022, at the request of our students (Evidence 15), where students and lecturers would have an iftar dinner together. Our faculty met the demands of the students and prepared the iftar program with the financial support of the lecturers (Evidence 16). Thus, it is aimed to establish sincere and strong bonds between students and faculty members, to increase the engagement of our students to our institution and to encourage them to maintain their relations with the faculty after graduation. Our faculty carried out all these processes with the coordination and cooperation of faculty members (Evidence 17).

The results of the satisfaction surveys were monitored periodically, and plans and improvements were made in order to eliminate the deficiencies and take precautions. As a result, between 2017-2019, "Academic Opportunities" section 24th question, Social Activities Section 39-41. Questions; In the relevant survey of the 2019-2020 academic year, 24-25, 41-44. As can be seen in the

questions, an increasing trend was observed in satisfaction rates over the years (See Evidence 8 below for related surveys). One of the biggest factors in the increase in the increasing satisfaction rate over the years is the transition to the new campus as of the 2017-18 academic year and the new building providing opportunities for many social-cultural activities. All these are indications that the faculty has made the necessary improvements by taking these satisfaction rates into account.

Due to the pandemic, many activities were broadcast live on the faculty's Youtube channel and opened to watch, so that students do not stay away from the activities carried out by the faculty. The monitoring rates of the activities are monitored on the faculty Youtube channel, these results are evaluated in the meetings held with the stakeholders and opened to improvement proposals. In addition to these, "target-actualized" data entries regarding the activities carried out at the faculty on an annual basis are made through the university KBYS system, and the resulting table is taken into account in the monitoring (See Evidence 11).

Relevant stakeholder opinions are taken during the planning and formation process of the activities carried out in the faculty. In addition, activities are carried out in cooperation with various institutions, and even an effort is made to make them sustainable. For example, collaborations with ISAV are among the most important at this point. Yunus Emre Foundation, one of the co-organizers of the "7th International Religious Officials Symposium" held on 14-15 May 2016, informed the Dean's Office in written form that the Foundation wishes to co-organize the "11th International Religious Officials Symposium" with our faculty again (see Evidence 9 for related activities).

In addition to standard practices and legislation; two issues can be mentioned here as examples of the unique approaches and practices developed by the faculty in line with their needs:

1-After all the activities carried out within the faculty, a news text giving information about the content of this activity is prepared by the Faculty Promotion and Information Group and shared with the photographs on the faculty web page and social media accounts, thus informing the public about the content of the activity. These news texts are also shared with the local and national press through the SAU Communication Coordinatorship, so that the relevant activity reaches wider audiences (For statistical data of the news, see Self-Assessment Report E.5.1 "Informing the Public" heading)

2- In order to support academic and social activities at the university, no classes are held on Wednesdays between 13.00-17.00 and these hours are allocated to social-cultural activities. Within the framework of this decision of the university, Wednesday conferences, as a tradition that has been going on for many years, are carried out jointly with the faculty-student clubs in order to support their activeness. Even during the pandemic period, these activities continued to a large extent without interruption.

Maturity Level: Social, cultural and sportive activities in appropriate quantity and quality are managed in line with institutional objectives and in a sustainable manner. In this context, the institution has many unique and innovative applications, and some of these applications are taken as an example by other institutions.

Evidence

1. [Quality Manual](#)

2. [Sakarya University Sports, Culture and Art Union Unit Directive](#)

3. [Sakarya University Faculty of Theology Foundation Scholarship Directive](#)

4. [Correspondence with the Tozlu Foundation](#)

5. [List of Social, Cultural and Sporting Activities (2017-2020)](#)

6. [SAU Faculty of Theology Active Student Clubs List](#)

7. [Social Aid Activities Performed by the Faculty](#)

8. Results of Student Feedback Tools Regarding the Services Provided to Students

    a. Student Satisfaction Surveys (Questions 24-25 in the Services and Facilities Provided to Students, questions 41-44 in the Social Activities Section)

- [2017-2018 Student Satisfaction Survey](#)
- [2018-2019 Student Satisfaction Survey](#)
- [2019-2020 Student Satisfaction Survey](#)
- [Comparative 2017-2020 Student Satisfaction Rates (Grand Total)](#)

9. Sample Evidence on Planning of Activities, Formation Process and Obtaining Stakeholder Comments:

    a. [Request for Opinion from Internal Stakeholders on the Content of the 2020 Ramadan Live Broadcast Program and Responses to This Request](#)

    b. [ISAV Scientific Meeting](#)

    c. [Invitation to Cooperation with ISAV for the 4th International Symposium of the Companions of the Founding Generation of Islamic Civilization](#)

    d. [Ramadan Irshad-Preaching Programs Request (From Mufti)](#)

    e. [Yunus Emre Foundation's Request to Co-Organize the "11th International Symposium on Religious Officials" with our Faculty](#)

10. [Faculty Support and Working Group Meeting Report (04.11.2020)](#)

11. Evidence Documents for Monitoring Activities (from KBYS)

    a. [Year 2017](#)

    b. [Year 2018](#)

12. [Student Club Room](#)

13. Table Tennis Tournament (December 2021)

    a. [Tournament Demand Polling](#)
    b. [Online Applications and Declaration of Reward Amounts](#)
    c. [Announcement of the Participant List](#)
    d. [Results and Rewards Given to Winners](#)

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14. Some Symposiums and Workshops Compiled as Books

    a. The Effects of Companions of Prophet Mohammad in Our Civilization Geography (Companions Symposium IV)

    b. Tafsir and Societal Problems (Today's Tafsir Problems Workshop I-II)

    c. Meaning and Function of Fiqh in Modern Day Workshop Book

    d. The Background of the July 15 Coup Attempt With A Focus On Religious Exploitation Aspect

15. Student Requests for Iftar Program

16. Student-Lecturer Iftar Program

17. Supports given by lecturers to the iftar program

B.5.3. Facilities and infrastructure (Cafeterias, dormitories, technology-equipped study areas, healthcare services etc.)

Our institution is located in Sakarya University Campus. Therefore, our students and staff can benefit from all areas of the campus. The defined process regarding facilities and infrastructure is specified in the Quality Manual (Evidence 1).

Within the Sakarya University Campus, there is a mosque, a central library, a student cafeteria, a staff cafeteria, a Medico Social Center where students and staff can be examined in case of illness, two carpet pitches, a tennis court, and a basketball court. , a international standard grass field (grass field with a jogging track around it, where American football and football matches can be held), a congress center where various events, conferences and concerts are held, a public transportation center with bus stops, three bank branches (Ziraat, Garanti and İşbank)) and other banks' ATMs, a male and female hairdresser, 1 PTT branch, 1 photographer, 2 stationery shops, many cafes and restaurants, and separate YURTKUR dormitories for male and female students right next to the campus. Students registered in our institution can benefit from all these opportunities. In addition to these, our institution has a library, photocopy room, reading halls, conference hall, prayer room and canteen allocated for the use of faculty staff and students. Free wireless internet access is available in all indoor and outdoor spaces of the campus.

There are lodgings belonging to the university to meet the accommodation needs of academic and administrative staff. All personnel can request lodging through the SABIS platform at any date (Evidence 5). Allocations are made according to the scoring system and lodging applications are announced transparently on the digital platform. The residence period is 5 years. Personnel who benefit from the lodging service can apply for lodging again after 5 years. All processes related to the lodging allocation are carried out in accordance with the Sakarya University lodging allocation directive (Evidence 6).

The students of our institution have access to all social areas within the campus area. The use of social areas is also carried out depending on a certain defined process. SABIS, the software related to the information management system of our university and institution, includes an appointment system and guides for the use of these social areas. Again on the same platform (SABIS), students have the opportunity to access the weekly published food menus (Evidence 2).

In the student satisfaction surveys conducted at the end of each academic year, students' opinions are taken through questions about the cafeteria and other facilities, and their satisfaction rates are measured. (Evidence 3). The results of the survey are examined by the Dean's Office, and the issues with low satisfaction regarding the facilities, if any, are included in the Action Planning Form, which is prepared after the evaluation of the results of the satisfaction surveys conducted at the end of the academic year and sent to the Rectorate. In addition, as the implementation of this plan, the relevant issues are conveyed to the SAU Department of Health, Culture and Sports, and it is requested to take necessary measures and make improvements. For example, due to the low satisfaction rate identified in the satisfaction surveys conducted in 2019, the issue of inspecting the canteen serving the students of our faculty was conveyed to the Department of Health, Culture and Sports, and necessary measures were taken. (Evidence 4).

Maturity Level: Physical resources and spaces are managed holistically in order to provide facilities and infrastructure of appropriate quality and quantity in the institution. The results regarding the use of all facilities and infrastructures are systematically monitored, and the monitoring results are evaluated together with the stakeholders, and measures are taken, and resources are diversified in line with the needs/demands.

Evidence:

1. Quality Manual

2. SABIS Platform

3. Satisfaction from cafeteria and facilities 2018, 2019, 2020

4. Application to the Department of Health, Culture and Sports and Inspection Process

5. Lodging Applications

6. Lodging Allocation Directive

B.5.4. Accessible Faculty

The purpose and defined processes related to an accessible faculty are specified in the Quality Manual (Evidence 1). As in previous years, opinions about accessible faculty were collected through the Student Satisfaction Surveys, which were regularly conducted between 2018-2021 in our institution. (Evidence 2). There are also two disability unit consultants in our faculty (Evidence 3). The Student Affairs Working Group in our faculty management organization scheme examines the complaints received and informs the relevant authorities.

Our institution started to serve in its new building in 2017. The plan and project of this new building was carried out with the disabled in mind (Evidence 4). In this direction, our institution entrances and exits are built in accordance with the use of disabled people. There is a disabled walking path for the visually impaired in the faculty and in the garden. Private toilets for the disabled are located on each floor. In addition, there are three elevators and a voice guidance system for the visually impaired in order for disabled people to easily go up to the upper floors. In addition, the wheelchair located in the mail and cargo room on the ground floor is offered to the disabled. The outdoor car park of our faculty has parking spaces reserved for the disabled.

In the "Student Affairs Working Group" meeting held in 2020, an adjustment was made regarding

exam times in line with the request from a disabled student and this change was processed in the "Student Affairs Working Group" decision book (Evidence 5). The names of our students with disabilities and the list of the courses they took were drawn up and sent to the relevant instructors and requested to give additional time to the students whose names were on the list (Evidence 7). Again, in 2020, as a result of the pandemic measures, the subject of opening cameras to the relevant faculty members was brought to the agenda so that the students could lip-read in distance education (Evidence 8). Some other improvements made as a result of student requests include the preparation of exam papers in large fonts so that students who have vision problems can read the text more clearly, and the branch location change made so that the students who feel uneasy on the upper floor due to psychological reasons can attend the classes on the lower floor.

Sakarya University applied for the 2020 Accessible Flag Awards organized by CoHE, and four faculties (The faculty of theology included) received a 'Certificate of Nomination for Accessibility in Space and Accessibility in Education Awards' (Evidence 6).

In the first half of 2021, a disabled walkway (Evidence 9) was built on all floors in the faculty building, and red stripes (Evidence 10) in accordance with the standards were added to the automatically opening glass doors at the entrances and exits to make these doors more accessible. In addition, guides with embossed letters were placed at the entrance doors and elevator entrances for the visually impaired (Evidence 11).

Maturity Level: The findings obtained from the accessible faculty practices provided in all venues in the institution are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence

1. Quality Manual
2. Student Satisfaction surveys
3. Disabled Student Unit Link
4. Floor Plans
5. Student affairs workgroup improvement recommendations
6. Accessible Flag Awards Application News
7. Disabled student lists sent to instructors
8. Document on Disabled Students in Distance Education
9. Walking trail for the disabled
10. Red Strips
11. Floor Plan in Braille

B.5.5. Guidance, psychological counseling and career services

In our institution, as described in B.3.4. criteria, guidance, psychological counseling and career

services are carried out primarily through the consultants assigned to each student according to the Advisory Management System (Evidence 1) and through the Student Affairs Working Group (See Evidence 2, B. 7, C. 2)

Psychological counseling services are provided to the students of the institution through psychologists working at the University Medico Social Center. The survey result for 2019-2020 for the evaluation of Medico Social Center, which provides psychological support to the students of the institution, is 78.06% in terms of student satisfaction (Evidence 3 Article 17). Evidence 4 can be used to obtain information about the comparative satisfaction rate of the last three years in terms of the same article.

Again, in terms of 2019-2020, the satisfaction rate of career management activities is 72.61%. (Evidence 5, article 26) To get information about the comparative satisfaction rate of the last three years in terms of the same substance Evidence 6 can be referenced.

In the meeting held with the Club and Student Representatives on 08.12.2021, it was suggested that therapists and support services should be provided within the faculty for the psychological problems of the students. (Evidence 7)

In addition, the Student Affairs Working Group controlled and monitored this criterion at its meeting on 29.12.2021, discussed the proposal from the internal stakeholders regarding the Guest Student Coordinatorship, and concluded that implementing this proposal would largely meet the career and counseling needs of the visiting students and would be very beneficial. The group reported the proposal regarding the establishment of this coordinatorship and presented it to the Dean's Office. (Evidence 8) So, it was decided by the Faculty Administrative Board to establish the SAU Faculty of Theology Visiting Student Coordinatorship in order to address the problems of students coming from abroad more effectively and to provide guidance and career support to them (Evidence 9; Evidence 10). In this framework, Sakarya University Faculty of Theology Visiting Student Coordinatorship Directive was approved (Evidence 11)

Maturity Level: Guidance, psychological counseling and career services of the appropriate quality and quantity provided in the institution are managed holistically (or having a center that manages these services within the Rectorate, etc.). The results of these services are systematically monitored, and the monitoring results are evaluated together with the stakeholders and measures are taken, and resources are diversified in line with the needs/demands.

Evidence:

1. SAU Advisory Directive

2. Evaluation of Advisory Services of the Student Affairs Working Group (Articles B. 7, C. 2)

3. Medico Social Center Student Satisfaction Rate (Article 17)

4. Medico Social Center Student Satisfaction Rate of Last Three Years (Article 17)

5. Career Management Student Satisfaction Rate (Article 26)

6. Career Management Student Satisfaction Rate of Last Three Years (Article 26)

7. Meeting with Clubs and Student Representatives

8. Student Affairs Working Group Meeting Decisions for 2021

9.   [Establishment of the Visiting Student Coordinatorship](#)

10.   [Faculty Administrative Board Decision on the Establishment of the Visiting Student Coordinatorship](#)

11.   [SAU Faculty of Theology Visiting Student Coordinatorship Directive](#)

B.6. Follow-up and Updating of Programs

In order to incorporate new content into education, course plans and programs are updated every year. In accordance with the call issued by the Rectorate in May, the faculties are working on a course plan update. In their meetings with their stakeholders, the faculties discuss the objectives and outcomes and present the changes to the Dean's Office in line with their proposals. The proposals evaluated by the Faculty Board of Directors are processed to SABİS by the Dean of Student Affairs after the approval of the Senate. This process is carried out in a similar way in all units throughout the university.

In our faculty, external evaluation "quality assurance", "quality management" and quality culture have been established for a long time with the leadership of Sakarya University. And our faculty has an institutional organization. Current policies are spreading rapidly through the Quality and Accreditation Board. Programs, stakeholder feedback, surveys, periodic process performance measurements, etc. are continuously monitored in the institution. The improvement needs identified as a result of all these measurements and monitoring are discussed and implemented in the relevant commissions and management teams. Within the scope of the continuous monitoring and updating cycle of our faculty programs, a comprehensive update of program outputs was made in 2020, and discipline-specific outputs were created. In cooperation with the Quality and Accreditation Board of our Faculty and the Student Affairs Working Group, as well as the activities of Sakarya University Faculty of Theology Graduates and Members Association (ILDER), as well as the Career and Talent Management Coordinatorship within our university, the status of our graduates is continuously monitored through the Alumni Information System. Continuous improvements are made in the processes for monitoring the program and graduates and new activities are implemented.

B.6.1. Follow-up and updating of programs outcomes

The defined process for monitoring and updating program outputs in our institution is in the Quality Manual (see [Evidence 1)](#) and in the PDCA-Based Education Directive (see [Evidence 2](#)).

Program outputs are reviewed every year in July. Since the 2011-2012 academic year, the program outputs of the faculty can be seen according to the years. Our program outputs remained the same until the 2015-2016 academic year. However, some partial updates were made to be effective in the 2016-2017 academic year. After these updates, no new updates were required in the follow-ups made until the 2019-2020 academic year. Our outputs up to 2016-2017 are also seen through the EBS system. However, those from the 2016-2017 academic year to 2018-2019 were deleted from the system due to a problem with software updates made in EBS. Since our program outputs and ITAM program outputs are the same, a photo of the ITAM program outputs has been added to show our program outputs between 2016-2017 and 2018-2019 academic years. (see [Evidence 3](#)) Updates made by comparing the program outputs contained in Evidence 3 are shown in the table below.

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Yellow Highlights show the different phrases used as alternatives to each other in post-2016 outputs and pre-outputs.

Green Highlights show statements that are not in post-2016 outputs and pre-2016 outputs.

Turquoise Highlights show phrases that were found in pre-2016 outputs and not in post-2016 outputs.

Table B.6.1.1: The Update of Program Outputs in 2016

	Program Outputs until 2011-2015	2016-2020 Program Outputs
	The student…	The student…
1	reads the Qur'an properly and interprets the science in the framework of measures.	can read the Qur'an properly and comment according to the purpose of the text.
2	follows the knowledge in the field of theology and communicates with his/her colleagues, uses Arabic and a Western language at least at the general level of European language portfolio B1, so that s/he can understand classical and modern texts related to his field and express herself/himself verbally and in writing.	has a level of Arabic knowledge that can understand classical and modern texts related to his/her field and express himself/herself verbally and in writing.
3	has knowledge about the words, verbs and tactics of the Prophet, his physical and moral characteristics, the historical course, manner, problems, interpretation and cultural value of hadith and hadith science.	has knowledge about the words, verbs and tactics of the Prophet, his physical and moral characteristics, the historical course, manner, problems, interpretation and cultural value of hadith and hadith science.
4	In classical sources and modern research, the student can evaluate the basic issues of Islam by comparing them between Islamic law and other legal systems within the framework of comparative legal methods.	knows the basic subjects of Islam in classical sources and modern research; can make comparisons between Islamic law and other legal systems within the framework of comparative legal methods and evaluate Islamic law in terms of legal history.
5	evaluates the principles of Islamic faith and the problems of the Kalam with scientific methods within the framework of reason and convection.	knows the principles of Islamic faith within the framework of reason and convection and can speculate on the solution of Kalam problems with scientific methods.
6	has basic knowledge of classical and contemporary movements in the Islamic world, which are embodied with religious and political purposes.	has basic knowledge of classical and contemporary movements in the Islamic world, which are embodied with religious and political purposes.
7	has knowledge about the history, concepts, institutions, personalities and philosophy of sufis.	has knowledge about the history, concepts, institutions, personalities and philosophy of sufis.

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8	uses his knowledge of the history of religious education and religious and modern educational methods in the field of religious education.	has knowledge of the history of religious education and the methods of religious and modern education, can use these methods in religious education. His/her judgment and ability to think correctly develop, his/her personal confidence increases.
9	can evaluate religious and religious issues philosophically, sociologically, and psychologically.	can think philosophically, sociologically, and psychologically about religion and religious issues, has knowledge of the subjects of thought and history put forward by Muslim thinkers.
10	has a comparative level of knowledge about non-Islamic religions.	has an outline of the history of human thought, about living religions and religions with no believers, can make interfaith comparisons.
11	can critically evaluate issues related to Islamic history, civilization, and science.	knows various periods of Islamic History; can look at Islamic civilization and science from an interdisciplinary, methodological, synthesizing and critical perspective in terms of political, cultural and social history.
12	has general knowledge of Turkish Islamic Literature and arts.	recognizes the forms of Turkish Islamic Literature and can read and understand the examples of these forms. In addition to general music information, the student can learn about Turkish Religious Music forms and make applications. S/he knows the history and characteristics of architecture and decoration arts. S/he has a sense of aesthetics.
13	acts in accordance with scientific, cultural and ethical values in interdisciplinary research and examination in the field of Religious Sciences.	conducts interdisciplinary research and examination in the field of Religious Sciences, acts in accordance with scientific, cultural and ethical values in scientific studies.
14	uses information and information technologies at an advanced level along with computer software required by the human sciences.	Uses information and information technologies at an advanced level together with computer software required by the human sciences.

As explained above, it was updated in 2016 after consultation with our internal stakeholders.

In the 4-year period from 2016 until 2020, the program outputs of our Faculty were not updated

since the program outputs of our faculty are updated every four years. In addition, by using the 2017-2018 graduation survey, 2018-2019 graduation survey and 2019-2020 graduation survey (the results of the survey were analyzed separately for evening education), the satisfaction levels about our program outputs were checked and some improvement activities have been carried out within the framework of the outcomes that were found to be weak as a result of the follow-ups.

The measures taken to analyze the data related to our program outputs in the surveys and to improve the areas in need of improvement are written below in detail:

PO.13: There are two questions in the survey, 11th and 12th questions, that measure this output:

Question 11: "During my education, I think I gained the ability to work in interdisciplinary groups." While the satisfaction rate of this question was 81.63% in the 2017-2018 survey, it was 80.57% in the 2018-2019 survey, and 78.67% in the daytime education in the 2019-2020 survey.

Question 12: "During my education, I think I gained an understanding of ethics and professional responsibility.". While the satisfaction rate of this question was 85.02% in the 2017-2018 survey, it was 83.57% in the 2018-2019 survey, and 78.67% in the daytime education in the 2019-2020 survey.

As it is seen, since the satisfaction rates were high in both questions, it was not necessary to directly improve the level of achievement of PO.13.

PO.1/O.3/O.4/O.5/O.6/O.7/O.8/O.9/O.10/O.11/O.12: The survey questions showing the measurement level of these outputs are the 3rd and 9th questions.

3. Question: "I have the competence to comprehend and use the information related to my field." While the satisfaction rate of this question was 86.81% in the 2017-2018 survey, it was 85.65% in the 2018-2019 survey, and 88.00% in the daytime education in the 2019-2020 survey.

Question 9: "During my education, I gained access to information and research skills." While the satisfaction rate of this question was 84.57% in the 2017-2018 survey, it was 83.15% in the 2018-2019 survey, and 86.67% in the daytime education in the 2019-2020 survey.

Since the satisfaction rates of both problems were high, it was not necessary to take any measures regarding the above program outcomes.

PO.14: The 6th question in the survey measures this outcome, which is: "I can use a computer at the level required by my field." While the satisfaction rate of this question was 81.21% in the 2017-2018 survey, it was 80.77% in the 2018-2019 survey, and 73.33% in the daytime education in the 2019-2020 survey. Since the satisfaction rates of this question are high in the 2017-2018 and 2018-2019 surveys, it can be said that the acquisition level of PO.14 is high. However, a decrease is observed in the rates in the 2019-2020 survey.

PO.2: Question 8 in the survey measures this output, which is: "I have a sufficient level of foreign language knowledge to communicate about my field." It has been observed that this is the outcome with the lowest satisfaction rate of graduates compared to other questions. The outcome of this question in the survey is colored red and indicated as an area for improvement. While the satisfaction rate of this question was 65.60% in the 2017-2018 survey, it increased to 68.79% in the 2018-2019 survey, and 72.00% in the daytime education in the 2019-2020 survey.

After the surveys showed that the satisfaction rate was low, it was tried to increase this rate with the following measures. As a positive result of these measures, a continuous increase in satisfaction rates has been observed.

The measures taken within the scope of increasing the level of PO.2 are as follows:

1. Improving the Teaching Staff: 4 new lecturers and 2 new research assistants were added to the staff.

2. Symposiums, Conferences, Seminars and Panels: Conferences were held on the importance of Arabic and raising awareness on this issue. The majority of the conferences were held under the coordination of our Faculty's Arabic Language Student Society (Mültekâ Lugati'd-dâd).

> • With the contributions of our Faculty's Human and Civilization Student Community, a talk on "The Importance of Learning Arabic and Its Effect on Undergraduate Courses" was held by Lecturer Abdulmelik Yangın in the canteen of the Faculty of Theology.

> • A conference titled "Translation Techniques from Arabic to Turkish" was given by the Vice Dean of our Faculty Assoc. Prof. Osman Güman.

> • "World Arabic Day Event" was held in our faculty with the contributions of the Arabic Language Group Student Community (Mültekâ Lugati'd-dâd).

> • In the panel titled "Student Expeditions from Meshrik to Maghrib", organized with the contributions of Sakarya University Faculty of Theology, Arabic Language Student Society (Multekâ lugati'd-dâd), students participating in foreign exchange programs shared their impressions.

> • An international symposium on "Violence, Radicalism and Terrorism with Its Religious, Political and Social Dimensions" was held in our faculty. Academicians from countries such as Jordan, Egypt, Morocco, Qatar, Kuwait, Iraq, Algeria and Tunisia, as well as Turkey, attended the symposium organized by our faculty in cooperation with Jordan en-Nebe organization and presented papers in Arabic. Our faculty students also had the opportunity to improve their Arabic communication skills by participating in this event and talking to foreign guests.

> • A conference on "Islamic Education and Muslims in Malaysia" was held by the Arabic Language Society of our faculty. Dr. Asyraf Iysraqi, who is a faculty member in the Islamic Studies Academy, University of Malaya, attended the conference as keynote speaker. The conference was held in Arabic.

> • Jordan Yermuk University Faculty of Sharia and Islamic Studies Faculty Member Dr. Muhammed Rabâbia gave a seminar entitled "Keys to Communicate with the Qur'an: Understanding the Language of the Qur'an". The seminar was in Arabic.

3. Arabic Conversations: Under the coordination of the Arabic Language Student Society (Mültekâ Lugati'd-dâd), Arabic conversations were held for students every week in the spring semesters of the academic year. Some of these can be listed as follows:

> • With the contributions of our faculty's Arabic Language Student Society (Multekâ lugati'd-dâd), a talk in Arabic language, entitled "The Beginning of Creation", was given by Lecturer Reda Abdelsalam Elsayed.

> • With the contributions of the Arabic Language Student Society (Mültekâ Lugati'd-dâd) in our faculty, an Arabic seminar on "Examples of Looking to the Future in the Light of Prophetic Sunnah" was held by our Faculty Lecturer Dr. Amir Mirza Nadir.

> • Lecturer Reda Abdelsalam gave an Arabic conference on "Ottoman-Egyptian Relations"

as part of the Arabic Conversations series.

• A talk on "Decisiveness and Perseverance" was held by Sakarya University Faculty of Theology, Arabic Language Group, in which Lecturer Abdülmelik Yangın participated as a speaker.

4. Workshops: As of the 2019-2020 Academic Year, Arabic-Turkish/Turkish-Arabic Translation Workshops were held every week alternately by Lecturer Sümeyye Atıcı and Research Assistant Zehra Özbek. Translations made by the students were published in the Arabic journal of our faculty. (Evidence 22)

5. Change in the Education System: In order to reward the success levels of the students and to ensure an effective learning of Arabic, the track system was introduced as of the 2019-2020 academic year.

6. Improvement of physical conditions: Some improvements have been made in physical conditions for a better quality and efficient Arabic education. In this context, (1) an "Arabic Room" has been allocated for studies related to Arabic. (2) In the classrooms where the preparatory education is given, a sound isolation system has been installed in all classes. (3) The projector and computer deficiencies of classes have been eliminated. There are no preparatory classes left without such equipment. (4) The student capacity of the classes where preparatory education is given has been reduced. While the maximum student capacity was 50 before, this number has been reduced to 35.

7. Reviews in program objectives: In 2020, our program objectives were revised. The second objective of our newly prepared program is defined as using the Arabic language at an advanced level. Thus, it is aimed to increase the level of realization of this goal and the satisfaction rate.

8. Publishing an Arabic journal: Members of our Faculty Arabic Language Student Society (Multekâ lugati'd-dât) started to publish an Arabic language journal named Savtu'l-multekâ as of 2018 under the editorial coordination of Lecturer Hülya Afacan. The journal has published three issues, one each in 2018, 2019 and 2020. Many articles written by our students were published in the journal.

9. Organizing Competitions: Knowledge competitions, debates and poetry competitions were organized to contribute to the learning of Arabic.

• Arabic poetry reading competitions: It was held in the spring semesters of 2017-2018 and 2018-2019 academic years.

• Debate competitions

• Quiz competitions: In the programs held at the end of the 2017-2018 and 2018-2019 spring semesters for the preparatory classes, Arabic quizzes were held and various awards were given to the winners.

10. Summer Courses: Every year, Arabic Summer Courses are organized in Arabic speaking countries in cooperation with our Faculty and our Faculty Foundation. In this context, our students went to Qatar and Jordan in 2018. In 2019, they had the opportunity to attend summer courses in Qatar and Jordan again. These activities were interrupted due to the pandemic in 2020, and with the return to face-to-face education, the necessary planning and preparations are ongoing for the organization of these activities in the summer of 2022.

11. Other Activities:

Visit to the Arabic Book Fair: In 2018, a study tour was organized by the Arabic Language Student

Society (Multeka Lugati'd-dât), one of the student groups of our Faculty, to the "3rd Arabic Book and Culture Days" fair held at Bağlarbaşı Congress and Culture Center in Istanbul.

After the completion of the four-year period, the outputs of our faculty were updated in 2020. Finally, in 2020, a comprehensive update was made to the program outputs taking into account the recommendations of the stakeholders within the framework of the IAA application. This update process was carried out as follows: It was understood that some changes should be made to the existing program objectives and outputs of our Faculty in line with the results of the analysis of satisfaction surveys and opinion notification forms conducted with our stakeholders and the requirements requested by the Theological Accreditation Agency (IAA), where our application process continues. In line with the decision taken by the Faculty Board of Directors (See Evidence 4), the Quality and Accreditation Board has created three drafts, 1) Program objectives, 2) Program outputs, and 3) Program-specific criteria, taking into account the data of such control and monitoring tools. In the preparation of the draft text, our board also took into account the mission, vision, education policies and objectives of our Faculty. These drafts have been shared primarily in writing with our internal and external stakeholders to get their recommendations (See Evidence 5), subsequent meetings were held and recommendations were taken (See Evidence 6 and Evidence 7). In line with the recommendations from stakeholders, the program objectives, program outputs and program-specific criteria were presented to the Faculty board by making the necessary corrections and changes to the drafts and subsequently entered into force with the approval of the Senate. (See Evidence 8)

After the program outputs of our faculty were updated in 2020, the program outputs were monitored in each period of the years. In this monitoring, the system of matching the program outputs and learning outcomes with the questions, which has just started to be implemented at the university, was used. In fact, this mechanism has been started to be implemented by our faculty in the 2019-2020 academic year. However, with the updating of the program outputs in 2020, this system has been used more actively in the annual and periodic monitoring of the outputs. In order to monitor the program and learning outcomes of our faculty, the coordinator should choose which questions asked in all measurement and evaluation activities (Midterm Exam, Homework, Final, etc.) contribute to which program outputs and learning outcomes. (See Evidence 14) Therefore, in order to monitor the program and learning outcomes of our faculty, a reminder e-mail was sent to the course coordinators before the final exams at the end of each semester, as it must be chosen by the coordinator which program output and learning output the questions asked in all measurement evaluation activities (Midterms, Homework, Final, etc.) in each semester should be selected by the coordinator. (See Evidence 9) After each course opened during the semester, the control process was carried out through the EBS System interface. (See Evidence 10) An e-mail was sent again to the coordinators of the courses whose graphics were not formed due to lack of a match. (See Evidence 11 and Evidence 12)
Lack of matches were also followed up in the 2021-2022 fall semester, and the coordinators of

the relevant courses were reminded of the situation (See Evidence 15). These processes were followed by the Quality and Accreditation Board. (See Evidence 20) In case of a problem with the system, the person in charge of the system was contacted and necessary corrections were made. (See Evidence 16)

The Quality and Accreditation Board made the periodic and annual checks and follow-ups of the new program outputs that came into force in the 2020-2021 academic year, through the graphics related to the Program Outputs on the SABİS Accreditation website, and presented the report and improvement suggestions to the Dean's Office. On the one hand, the Dean's Office put the improvement suggestions made by the Quality and Accreditation Board into action, on the other hand, it provided the realization of some additional activities related to the low-level outputs specified in the report. The three-term follow-ups and improvements of the Quality and Accreditation Board regarding the new program outputs are as follows:

1. Examining the graphics at the meeting of the Quality and Accreditation Board on February 15, 2021 at the end of the 2020-2021 fall semester, it was determined that PO.2 was at a low level and recommended that Arabic-related activities should be prioritized in order to increase the level of this output (See Evidence 17). Due to distance education, this proposal could not be implemented at the targeted level.

2. At the meeting of the Quality and Accreditation Board on 23 June 2021 at the end of the 2020-2021 spring term, the graphics were examined and it was concluded that no additional measures were needed regarding the achievement levels of the outputs. (See Evidence 18)

3. At the meeting of the Quality and Accreditation Board on January 27, 2022 at the end of the 2021-2022 fall semester, the graphics related to the program outputs were examined and it was stated that there was no need for an additional measure regarding the program outputs achievement levels and that some activities could be carried out considering the spring semester graphics. (See Evidence 19)

The Quality and Accreditation Board also monitors the program outputs and attainment levels of the students who have reached the graduation stage, on a quarterly and annual basis, and presents improvement suggestions to the Dean's Office. On the faculty's accreditation website, the achievement levels of the department's semester and annual program outputs can be followed, and we can measure the program outputs and attainment levels of the students who have reached the graduation stage thanks to the matching of the question-program outputs. (See Evidence 21) The controls made within this framework are as follows:

1. At the Quality and Accreditation Board meeting on 23 June 2021, the table regarding the program outputs and attainment levels of the students who have reached the graduation stage was checked, and when the student's grades were examined in the low-level outputs, it was concluded that there was no problem and there were errors caused by the system. (See Evidence 18)

2. At the Quality and Accreditation Board meeting on January 27, 2022, the table regarding the program outputs and attainment levels of the students who have reached the graduation stage was checked and the problems that emerged were discussed. (See Evidence 19)

Monitoring and updating program outputs is carried out through EBS system and through surveys. Our Quality and Accreditation Board is monitoring through the EBS System. In line with the EBS

and the data obtained from the evidence, it has been decided to prepare a report showing what improvements have been made over the years. Accordingly, the report has been prepared. (See Evidence 13)

Maturity level: Program outcomes are monitored systematically (annually and periodically at the end of the program period) and for institutional purposes (education policy and objectives). These monitoring results are evaluated with stakeholders, and necessary updates are made.

Evidence:

1. Quality Manual
2. PDCA-Based Education Directive
3. 2011-2019 Program Outputs
4. Faculty Board Accreditation Decision
5. Applications where all stakeholders are informed about improvements and changes made
6. Stakeholder Participation in Updating Programs and Objectives and Outputs
7. 2019 Academic General Assembly Meeting Agenda
8. Approval of Updating Program Outputs
9. Reminder to Match Questions to Outputs
10. Program Outputs Control System Interface
11. Determination of 2020-2021 Fall Semester Missing Pairings
12. Determination of 2020-2021 Spring Semester Missing Pairings
13. Reporting the Process of Monitoring and Updating Program Outputs
14. SABIS Program and Learning Outcomes Monitoring System
15. Lacking Matches in 2021-2022 Fall Term Program Outcomes
16. Problems on Annual Graphics of Program Outcomes
17. Quality and Accreditation Board Meeting dated 15.02.2021
18. Quality and Accreditation Board Meeting dated 23.06.2021
19. Quality and Accreditation Board Meeting dated 27.01.2022
20. Quality and Accreditation Board Meeting dated 31.01.2021
21. Tracking Program Outcomes of Senior Students
22. Arabic-Turkish Translation Workshop

B.6.2. Alumni tracking system

The defined process related to the graduate monitoring system is included in the Quality Manual. (See Evidence 1)

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Our institution regularly monitors its graduates in accordance with its education policies and objectives. We have an Alumni Information System that has been developed and implemented for many years for the monitoring of our graduates. (See Evidence 2) Again, our graduates are followed through the Alumni Association (ILDER) and they are provided to participate in decision-making processes in our faculty. (See Evidence 3)

In 2020, the Quality and Accreditation Board submitted to the Dean's Office the recommendations for making some improvements based on the control and follow-up results, and these were put into operation. (See Evidence 4) These can be listed as follows:

1. The third monitoring mechanism defined in the Quality Manual is included in the system to contribute to the monitoring of the employment of graduates. Therefore, as of 2020, the employment of our graduates has started to be monitored through Kariyer.net data. Within this framework, according to the 2020 "Employer Interest Index" data released by Kariyer.net, one of the human resources sites with the largest job seeker and employer network in Turkey, the Faculty ranked 3rd in Turkey in its category. The faculty also ranked first in the ranking among Sakarya University departments with a percentage of 8.57 per cent (See Evidence 5). This success has been communicated and shared with the public (See Evidence 6). According to the current data of Kariyet.net, our Faculty ranks 3rd among the Faculties of Theology with an interest index of 12.0%.

2. While the university-wide proportion of graduates who updated their information from graduates enrolled in the Alumni Information System was around 5%, the proportion of those who updated from the Faculty of Theology graduates was well below average of 2.8%. In other words, only 186 of the 6458 graduates enrolled in the system have updated their registration (See Evidence 7) . The Board has proposed that the necessary information be made and leaflets should be shared in the graduation program at the end of the year and through the social media tools of the faculty in order to raise awareness and increase the rate. These recommendations have been implemented. (See Evidence 8, between 8.35 and 8.45 seconds of the video; Evidence 9 and Evidence 10)

3. Another commission for graduates is the Student Affairs Working Group. At its meeting held at the beginning of the 2020-2021 Academic Year, the Student Affairs Working Group took a series of measures and recommendations to make the Alumni Information System more active and forwarded them to the Dean's Office. (See Evidence 11) The recommendations suggested by the group and the activities carried out in relation to them are listed below.

I. Increasing interaction with the Alumni Association: In this context, the president of the Alumni Association and a member representing the alumni were included in the Advisory Board of our Faculty.

ii. Organizing the traditional alumni meeting once a year: Due to the pandemic, this organization could not be held in 2021. However, it is aimed to be organized in 2022.

iii. Our graduates, who have achieved academic success in various institutions and organizations, are invited to conferences and our students benefit from them. In this context, 3 activities were carried out in 2021.

> • Our faculty graduate Dr. Ravza Cihan, who serves as Sakarya Provincial Deputy Mufti, gave a conference entitled "What does Jerusalem mean to us?" within the scope of the

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Wednesday Conferences of our faculty.

• Working as a faculty member at Vienna Kreems University of Applied Educational Sciences, our faculty graduate Prof. Dr. Adem Aygün gave an online conference entitled "Islam and Fundamentalism in Europe: Factors Leading Youth to Violence". This conference was organized by the Sakarya University Academic and Social Development Center (SASGEM) with the initiative of our faculty member Assoc. Prof. Abdullah İnce. Our students who participate in the programs organized by SASGEM are provided with 2 ECTS at the end of each semester, and 5 ECTS and one elective course credit are given to the students who have attended them for two semesters. Students participating in these programs are given an exam and their grades affect their GPAs positively.

• Fatih Çam, a photographer who graduated from our faculty, gave an online conference entitled "Photography and Life". This conference was also organized by SASGEM with the initiative of our faculty member Assoc. Prof. Abdullah İnce.

iv. We introduce our benefactory graduates with our students in need of financial support in order to support our students and to establish a bond between our students and graduates. In this context, we contacted one of our graduates in 2021 and provided scholarships to ten students.

v. To give our graduates the opportunity to conduct workshops outside of class hours, which may be beneficial to our students academically: No activity has been carried out in this context.

Student Affairs Working Group held the first meeting of 2021-2022 in December and suggested creating a Telegram channel in order to communicate with our graduates more effectively (See Evidence 31). This proposal was implemented and the Telegram channel named SAU Theology Graduates was created. Necessary information has been shared on social media for our graduates to subscribe to this channel. Through this channel, direct communication with many of our graduates will be possible and various activities will be carried out quickly. All graduates and students in the spring semester of their senior year are expected to participate in the Telegram channel of our faculty. The main reason for the participation of our senior students in the spring semester is the concern that it might be difficult to find communication channels that will enable them to join this group after graduation, as they will graduate at the end of the semester. Currently, we have approximately 600 graduates who have subscribed to the channel, which is actively used. (See Evidence 32)

4. In addition, career and talent management coordinator observed that the desired level was not reached in the controls and follow-ups of graduates to enter their knowledge into the Alumni Information System. In this regard, there is a problem of not being able to reach all the students and accessing their up-to-date information. Therefore, as a result of the meetings with the stakeholders, the coordinatorship decided to take some measures. Accordingly, graduates will be tried to be reached through an application called "saualumni", and discounts will be provided to SAU graduates thanks to protocols with some organizations to encourage graduates to download this application and enter their current information into the system. In this way, SAU graduates will be encouraged to download the application and enter their current information into the Alumni Information System. In 2020, for the first time, military officers were recruited among the theology graduates and shared with our graduates who have up-to-date information in the Alumni Information System to inform the graduates of our faculty about this issue and to encourage them

to update their information in the system. (See Evidence 12)

5. With the inclusion of the President of the Alumni Association in the External Stakeholder Board, it is aimed to ensure both more active participation of graduates in decision-making processes and effective monitoring. (See Evidence 13)

The Quality and Accreditation Board reviewed the Graduation Surveys at the end of the academic year and presented their improvement suggestions to the Dean's Office. Accordingly, the Board negotiated the 2020 graduation surveys at its meeting on September 3, 2020 and made two improvement suggestions. (See Evidence 14) One of them has been the invitation of the General Director of Religious Education Nazif Yılmaz from the Ministry of National Education to a conference. This suggestion has been implemented. (See Evidence 15) The second suggestion is to organize a conference on Religious Education in the History of Islam. This has also been implemented. (See Evidence 16)

The Quality and Accreditation Board discussed the 2021 Graduation Surveys at its meeting on September 7, 2021 and made suggestions for improvement regarding the aspects with low satisfaction rates. (See Evidence 17) The first of these suggestions is to prepare a program for Arabic Classical Text readings. In this direction, a group of volunteer research assistants from our faculty started the Sakarya University Faculty of Theology Academic Support Program (SADEP) with the support of our faculty and the students completed their first term of education within the scope of the program (See Evidence 18, Evidence 19) and the second is cooperation with the Diyanet Foundation for female students. A program similar to the Diyanet Academy, which was carried out in the form of an NGO, is also carried out for male students with the cooperation of an NGO. Within the scope of this suggestion, our faculty signed a protocol with the Sakarya Branch of the Science Dissemination Society, and male students were provided with supplementary courses by our faculty members for 4 years. (See Evidence 20) Our faculty informed all academic staff by e-mail in order to ensure their contribution to this project. (See Evidence 21) The third is the organization of events such as conferences, seminars and panels on methods that will increase the motivation of students in learning Arabic and enable them to work more efficiently. In this direction, our faculty has carried out a series of activities. (See Evidence 22, Evidence 23, Evidence 24, Evidence 25) The fourth is the organization of a panel on religious education and training in Turkey and other Islamic countries. In this regard, a panel titled "Religious Teaching in Schools in Malaysia, Oman and Turkey" was held. (See Evidence 26) The fifth suggestion is to organize a conference on how education and training should be within the framework of the Qur'an and Sunnah. A conference was held in line with this recommendation. (See Evidence 24) The sixth suggestion is to invite a speaker from the Directorate of Religious Affairs, one of the institutions where our graduates are most employed, to inform the students about the field. In this direction, Kadıköy Hasanpaşa Mosque Imam-Hatıp and 2018 TDV International Goodness Award winner Levent Uçkan gave a conference on "Rethinking the Functions of the Temple in the Modern Age". Levent Uçkan talked about his activities at Hasanpaşa Mosque and shared his experiences, and provided our students with insightful information on how the mosque can be placed at the center of society. (See Evidence 27)

At the meeting held at the beginning of the 2021-2022 spring semester, the Preparatory Classes Coordinatorship also examined the satisfaction rate regarding foreign language teaching and opportunities in the Graduation Surveys and planned a series of activities to be implemented in

the 2021-2022 spring term in order to contribute to the improvement of the satisfaction rate. (See Evidence 28)

Our faculty enters its annual performance indicators into the Quality Information Management System at the end of each year. Among these performance indicators, the satisfaction rates of graduates and the number of graduates continuing their graduate education at SAU are also included. In this scope, our faculty has prepared an improvement plan because it could not achieve the 30% attendance rate that it targeted. (See Evidence 29; Evidence 30, slide 49)

The Quality and Accreditation Board has started to follow the success levels of our graduates by making use of the data of Kariyer.net as well as the YÖK ATLAS Alumni Achievement Atlas. (See Evidence 33) Our faculty was congratulated by our Rector for its success in the 2021 data of Kariyer.net. (See Evidence 34)

Our institution has maintained its communication with its graduates by making continuous improvements through the various mechanisms mentioned. Thanks to our institution's sincere bonds with them, our graduates have positively responded to our requests for joint studies and activities. Again, thanks to this strong bond, our graduates did not hesitate to convey their demands and projects to the Dean's Office whenever they wanted, through clubs and boards or directly. One of the most recent examples of this is when one of our graduates (2019 alumnus), who teaches at an Imam-Hatip High School in Adıyaman Samsat district, requested a book donation campaign for the school where he teaches. Our graduate, through our clubs, conveyed his request to organize a book donation campaign for the library of the Imam-Hatip High School, which is still conducting education activities in a prefabricated building due to the earthquakes in 2017 and 2018 and plans to move to its new building in May 2022. (Evidence 35) This donation campaign, which was organized with the cooperation of our faculty clubs and clubs from other units of the university, was approved by our faculty and the Rector's Office (See Evidence 36). Within the scope of the campaign, many books were collected and sent to the Imam-Hatip High School. (See Evidence 37; Evidence 38)

Maturity level: Graduates are monitored systematically in the institution and for the purposes of the program (education policy and objectives), and necessary measures are taken according to the follow-up results.

Evidence:

1. Quality Manual

2. Alumni Information System

3. Participation of graduates (ILDER) in the process of changing the objectives and outputs of the program

4. Meeting decisions of the Quality and Accreditation Board on Improvement

5. Kariyer.net data

6. Our Faculty Graduates Get High Interest by Employer

7. Number of Faculty Graduates Enrolled in Alumni Information System as of 2020

8. Faculty Dean's graduation speech for 2020 (8:35-8:45)

9. Incentive for alumni information system in social media accounts

10. [Alumni Information System Brochure](#)

11. [Student Affairs Working Group Meeting Decisions](#)

12. [Job Application Announcement via MBS](#)

13. [Participation of graduates (ILDER President) in the External Stakeholder Board](#)

14. [Quality and Accreditation Board Meeting Decisions Dated September 3, 2020](#)

15. [Dr. Nazif Yılmaz's Conference on Teaching Profession](#)

16. [Seminar titled "Science, Scholar and Teacher in Classical Islamic Educational Resources"](#)

17. [Meeting Decisions of the Quality and Accreditation Board Dated September 7, 2021](#)

18. [SADEP Student Admission Announcement](#)

19. [SADEP End of Term Program](#)

20. [Science Dissemination Society Theology Academy Program Protocol](#)

21. [Requesting Stakeholders' Support for the Project](#)

22. [International Arabic Conference on 'The Creation of the Universe'](#)

23. [Arabic Conference on "The Role of the Qur'an in the Preservation of the Arabic Language"](#)

24. [Arabic Conference on "Educational Methods and Techniques in the Qur'an and Sunnah"](#)

25. [World Arabic Day Activity](#)

26. [Panel Titled "Religious Teaching in Schools in Malaysia, Oman and Turkey"](#)

27. [Conference on "Rethinking the Functions of the Temple in the Modern Age"](#)

28. [Preparatory Classes Coordinatorship 2021-2022 Spring Semester Meeting](#)

29. [Our 2021 Graduates Who Started Postgraduate Education at SAU](#)

30. [Presentation of Performance Indicators for 2021](#)

31. [Student Affairs Working Group 2021 Meeting Decisions](#)

32. [SAU Theology Graduates Telegram Channel](#)

33. [Evaluation of 2021 Kariyer.net and YÖKATLAS Graduate Success Atlas Data](#)

34. [Our Rector's Congratulation to Our Faculty for the Success of Kariyer.net](#)

35. [Our Graduate and Student Clubs' Request for Book Donation Campaign](#)

36. [Administration's Approval of the Book Donation Campaign](#)

37. [Book Donation Campaign Photos](#)

38. [News on Books' Reaching the Imam-Hatip High School](#)

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C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

In the 2019-2024 strategic plan, the institution's R&D strategy has been specified as "S.3. To ensure that all learning and teaching opportunities and research potential are transformed into outputs and social benefits for solving society's problems with the contributions of national and international stakeholders. "

In cooperation with national and international institutions, our institution organized symposiums, workshops and panels in accordance with its strategy and taking into account local/regional/national priorities and presenting them to the benefit of the society in academic publications. Again, projects were made by the faculty members of our institution in line with the strategies and priorities of our institution and their outputs were shared with the society with books, articles and communiques, etc. In addition, faculty members of our institution contribute to the studies carried out within or by our university by taking part in the management of research and application centers operating within our university, such as Islamic Economics and Finance Application and Research Center (ISEFAM) and Women's Research Application and Research Center (SAUKAM) and Ottoman Research Application and Research Center (OSAMER). Since the Research and Application Centers at Sakarya University do not have a separate team of researchers from the university, human resources are provided by the academic staff of other units. The mechanisms followed in the establishment of these research centers are as follows:

1.   Specialization areas of the researchers at our university,

2.   Priorities of the province and region

3.   Priority research areas of the country

In terms of research activities, our institution also cooperates with other external stakeholders along with the abovementioned centers. In this context, Sakarya University Faculty of Theology Foundation, Tozlu Foundation, Provincial Directorate of National Education, Provincial and District Mufti, Qatar University, ISAV, IIIT and Sakarya Metropolitan Municipality can be listed among our leading external stakeholders. Our internal stakeholders in the research processes are our students and faculty members.

Monitoring of the activities within the framework of research strategy in our institution used to be carried out by the Quality Embassy in cooperation with the Academic and Social Activities Study Group. It has been transferred to the R&D Working Group with the improvements made in 2020. R&D Working Group carries this out, especially along with the Quality and Accreditation Board and Academic and Social Activities Study Group in coordination with the External Stakeholder Board.

C.1.1. The research policy, objectives and strategy of the institution

The research policy, objectives and strategy of the institution are carried out in line with the process defined in the Quality Manual. (See Evidence 1)

Due to the importance attached to conducting research and development activities and turning them into social benefits, the manual included expressions about this in the former mission and

vision texts; in 2020, it was noted that the records related to the research were included in the updated version of mission and vision texts. The current mission and vision can be reached on the website of our faculty. Our institution has been implementing research and development strategies and targets for a long time, and it has an established quality culture. Between 2014 and 2018, it conducted the implementation and follow-up of research strategy, objectives, and performance indicators over a five-year period. Strategy 5 "To conduct and support scientific research by taking into account regional, national and international needs", which was implemented during this period, and the objectives below it were directly related to research activities. (See Evidence 2) In 2018, the determination of strategy, target and performance indicators that will be valid in the next five years (between 2019-2024) was carried out. These studies have been carried out simultaneously at the university under the coordination of SAUDEK. While determining the strategies and objectives of the institution in all areas, the participation of internal and external stakeholders in the process was ensured through the analysis of stakeholder opinions. Within this framework, with the support of SAUDEK, questions of the kind that will contribute to the determination of strategies and targets were prepared, and answers were requested from the Provincial Mufti and the Provincial Directorate of National Education. The collected answers were analyzed, and the results obtained were used to determine strategies and objectives. (See Evidence 3)New strategies have been simplified, and some of the objectives have been changed as performance indicators by combining those close to them in this process. In particular, the performance values determined for the objectives of the research strategy have been increased in parallel with the increase of the research staff and research competencies of our faculty. (See.C.4) Nevertheless, graduate education, which had a very small place within the previous strategies and targets but constituted a very important part of the research, is included among the targets (in different aspects such as increasing students, graduates and the support given). Between 2014 and 2018, only two performance indicators stated the aspects such as and increase in the number of MA students, graduates, and dissertations. However, its importance in research activities has been increased, and the performance indicators of the objectives below the strategy are fully allocated to this topic. The responses we have collected from our students, the Provincial MEM and the Provincial Mufti through stakeholder opinions have contributed significantly to this improvement. The responses given by all of these stakeholders were an important part of graduate/postgraduate education and research and development activities within this framework. The relevant sections are marked in the stakeholder opinions analysis documents.

The current research strategies and objectives of our institution valid between 2019 and 2024 are as follows (See Evidence 4):

Research Strategy and Objectives

Two of the five strategies (S.2 and S.3) determined by the institution in cooperation with the university are related to the research. Some of the targets set for these strategies are also among the research objectives. These are:

Q.2. To develop educational programs in a way that supports research and development by taking

the needs and potentials of the country into account, and to encourage successful students to graduate.

The objectives below this strategy are:

O.2.1. To encourage successful students to continue their postgraduate studies.

O.2.2. To contribute to the expansion and increase of the scope of scholarships, loans and supports provided to support graduate students.

O.2.3. To contribute to increasing the number of PhD graduates.

O.2.4. To improve the project-making competencies of PhD students.

Q.3. To transform all learning and teaching opportunities and research potential into outputs and social benefits for solving the problems of society with the contributions of national and international stakeholders.

The objectives below this strategy are:

O.3.1. To increase the collaborations and contributions made to the activities of the external stakeholder-backed research commission and research and application centers at the university in order to increase cooperation with external stakeholders and the studies within this scope.

O.3.2. To increase the number of highly qualified and domesticated research and development studies and public adaptation rates and to ensure that their results are shared with society.

O.3.3. To increase the rates of use of national and international funds.

After the strategy and objectives are determined, performance values targets are also defined for all of them. These values were entered into the KYBS module by the Quality Ambassadors of our Faculty and the annual performance indicators were followed up and processed into the system. (See Evidence 5) The University has Quality Ambassadors authorized to enter the data for each unit into the system. Three Quality Ambassadors have been appointed to enter the five-year target values and annual performance values of each department in our faculty. These processes, which are followed by the Quality Embassy, have been transferred to the Quality and Accreditation Board established in 2020.

Our faculty has carried out research and development activities according to certain policies for many years. However, these policies were not put into a text and shared on the faculty page. In terms of the applicability and sustainability of the policies, it was decided to meet with all stakeholders, write a text on the policies and ultimately share the text with the stakeholders. Accordingly, in 2020, the Quality and Accreditation Board has prepared a draft text on our policies in all areas of research policy. Afterwards, this draft text was sent to them before the meeting to receive the opinions of our internal and external stakeholders. In this context, we held meetings with our students (See Evidence 6), and external stakeholders (see Evidence 7), discussed with faculty members at the Academic General Assembly and asked to submit their proposals in written form (See Evidence 8). Ultimately, as an improvement, the research and development policies of the institution were written and shared on the faculty web page. Accordingly, our institution's research and development policies are as follows:

1) To take into account regional, national and international requirements and priorities in research

and development studies.

2) To provide the necessary support and opportunities to the researchers in order to carry out qualified academic studies and to share the results with society.

3) To strengthen cooperation with external stakeholders and to enable them to participate in research and development activities.

4) To ensure the use of resources and infrastructure in line with institutional objectives by coordinating research and development studies with the university.

Maturity Level: Applications related to research policy, strategy and objectives adopted by all fields in the institution are systematically monitored, and measures covering all areas and programs are taken according to the follow-up results.

Evidence:

1. Quality Manual

2. 2014-2018 R&D Strategy and Goals

3. Stakeholder Opinions Analysis

4. 2019-2024 R&D Strategy and Goals

5. Control and Monitoring of KYBS Research and Development Strategies and Objectives

6. Student Representatives Meeting

7. External Stakeholder Meeting

8. Faculty Meeting

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

The defined process regarding the management and organizational structure of the research and development processes of the institution is included in the Quality Manual. (See Evidence 1)

The management of R&D processes of our faculty has been carried out for many years with the support of the Academic and Social Activities Working Group under the direct leadership of the Dean's Office. This group carried out works for the organization of workshops, symposiums, and panels within the scope of research activities. In addition, this group has fulfilled the functions of preparing projects and fulfilling the tasks related to the library. Besides, a Project Monitoring and Coordination Officer has been appointed under the Foreign Relations and Coordination Group for consultancy and support to the faculty members who want to do projects. In addition, the procedures for monitoring research and development performances and entering the system were carried out by Quality Ambassadors. The management of the Faculty Journal, which is one of the leading research publications in our country in the field of theology, was provided by the Faculty Journal Board. The list of Pre-2020 Boards and Working Groups shows this (See Evidence 2).

Within the framework of the accreditation application in 2020, improvements have been made in many areas in our faculty. One of the examples of improvement in this sense was related to the management and organizational structure of the research processes. In the controls and follow-

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ups, it was concluded that the management of R&D processes by different boards caused disruptions in the carrying out of the activities and reduced efficiency. Within this framework, the Quality and Accreditation Board has decided to establish an R&D Working Group consisting of faculty members who are under different boards and working groups and have duties in R&D to be better and more efficient in R&D process management. (See Evidence 3) Thus, the creation of the R&D Working Group was approved by the Dean's Office and added to the list of New Boards, and Working Groups (See Evidence 4) Faculty members who were previously assigned to the project coordinatorship and book request procedures for the library have been included in this new board. After the R&D Working Group was established, control and precautionary procedures started to be provided by this board. R&D Study Group started holding meetings after it was established and provided strategies to improve research and development, and these recommendations were forwarded to the Dean's Office. (See Evidence 5) The R&D Working Group organized the implementation of the activities it suggested, and within this scope, a 7-session full-day project training specific to the field of theology was carried out, which is open to the participation of other theology faculties, especially our instructors and graduate students. (See Evidence 7; Evidence 10) After making the necessary preparations, the R&D Working Group prepared a poster on the details of the project (See Evidence 8) and prepared a detailed instruction on the purpose, scope, schedule and session information of the project. (See Evidence 9) Then, the information of the project was shared with the public and our teachers via e-mail, web page and other social media accounts. The project, which was normally planned to be organized hybridly that would combine both face-to-face and online sessions, was carried out online due to heavy snowfall. As a result of the project training, the R&D Working Group organized a satisfaction survey to employ in the next activities. (See Evidence 11) Participants in the project training were given a certificate of participation. (See Evidence 12) Within the scope of the improvement suggestions received, the R&D Working Group organized a 3-session training program titled "Library Use and Research Process Management" in 2022 with the participation of faculty members and graduate students. (See Evidence 13; Evidence 14) A representative was selected to participate in the meetings of the R&D Working Group at the External Stakeholder Meeting, which was also held in coordination with external stakeholders. (See Evidence 6)

Our faculty uses SABİS Institutional Management Information System (KYBS) in the management of R&D processes. Every year, targets and actual data are entered into the system regularly and the results can be followed through this system. (See Evidence 15)

R&D Working Group Members and Task Distributions

	Title, First Name, Surname	Task
1.	Associate Professor Abdullah İNCE	Project Support
2.	Associate Professor Hasan MEYDAN	Project Support
3.	Assistant Professor Esra ATMACA	Project Support
4.	Research Assistant Dr. Ravza AYDIN	Library and Book Request

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5.	Research Assistant Firdevs YILDIZ	Library and Book Request
6.	Research Assistant Afife Seyma TAÇ	Support for the library and quality process

Maturity Level: Results and stakeholder opinions related to the management of research and development processes in the institution are systematically monitored, and necessary measures are taken together with stakeholders.

Evidence:

1. [Quality Manual](#)

2. [List of Former Boards and Working Groups](#)

3. [Decision of the Quality and Accreditation Board for the Establishment of an R&D Working Group](#)

4. [List of New Boards and Working Groups](#)

5. [2020 R&D Working Group Meeting](#)

6. [External Stakeholder Board Meeting Decisions](#)

7. [Photos of the Theology Project Training](#)

8. [Banner of the Theology Project Training](#)

9. [Directive of the Theology Project Training](#)

10. [News on the project training](#)

11. [Project Training Satisfaction Survey Results](#)

12. [Project Training Participation Certificate](#)

13. [Library Use and Research Process Management Training Plan](#)

14. [Library Use and Research Process Management Training News](#)

15. [Use of SABİS KYBS in the Management of R&D Processes](#)

C.1.3. Relation of research to local/regional/national needs and demands

The defined process for the relationship of research with local/ regional/ national needs and demands in our institution is included in the Quality Manual. (See [Evidence 1](#)) The current local/regional/national needs and demands of our faculty were determined together with strategic objectives under the leadership of the University in 2019 by taking the opinions of internal and external stakeholders. Since the R&D Working Group was not yet formed in 2019, this process in our faculty was carried out by the Quality Ambassadors. (See [Stakeholder Opinion Analysis](#))

Our faculty held symposiums, workshops and panels every year by taking into account local/regional/national needs and demands and ensuring that faculty members carried out projects, books and articles in line with these priorities. Also, our Faculty has carried out some activities in line with these priorities in coordination with SAUKAM (Sakarya University Women's Research Application and Research Center), of which the director, deputy director and board members are from our faculty. As of the end of 2021, the duties of our faculty members, who worked as directors and assistant directors at SAUKAM, came to an end. Until the end of 2021, Assoc. Dr. Hülya Terzioğlu's central directorate, Research Assistant Dr. Öznur Özdemir's assistant director and Research Assistant Dr. Information on Kübra Cevherli's membership in the board of directors can be found on the YÖKSİS pages. (Evidence 20)

We can sort the research and development activities carried out in our faculty into regional, national and international categories as follows:

Regional activities: A panel and an academic book study were conducted on Sakarya-based Tafsir academic İsmail Cerrahoğlu, who was also invited to the panel. (See Evidence 2 and Evidence 3) In the case of the Quran Courses in Sakarya, a TUBITAK Project called "Socialization Problems and Solutions of Disadvantaged Women in Quran Courses" has been completed. This project work can also be evaluated within the scope of our national priorities. (See Evidence 4)

National Activities: Within the scope of religious exploitation, which is one of our national concerns of top priority, a panel and an academic book study on Gülenist Terror Organization (FETÖ) were carried out. Finally, a symposium on the same subject was held. (See Evidence 5; Evidence 6 and Evidence 7) Another national activity carried out concerns the subject of youth. This workshop also had an international nature since it was carried out in cooperation with international organizations. (See Evidence 8) Since youth studies is one of the national priority areas that our faculty focuses on, studies in this area have been carried out consistently in the following years. In this context, our faculty has signed a project protocol with its primary stakeholders, Sakarya Provincial Mufti, TDV Sakarya Branch and Sakarya University Theology Foundation, for a project planned on the subject of youth. (Evidence 28) Also, a series of activities were carried out within the scope of the project titled "Effects of Emerging Adults' Understanding of Religion, Vision of the Future, Service Expectations and Value-Oriented Education Program on the Service Delivery of Professional Staff" conducted by a member of the R&D Working Group. First of all, the development meeting of the "Religious Understanding in Emerging Adults" project was held online. (Evidence 29) At the meeting, it was decided to hold a workshop titled 'Religious Conception and Future Expectation in Emerging Adults', and after the necessary planning and preparations, the workshop was held between 8-9 October 2021. (Evidence 30; Evidence 31) Our faculty also organized workshops named "Tafsir and Social Problems" (See Evidence 9 and Evidence 10) and "The Meaning and Function of the Fiqh in the Modern Age" (See Evidence 11 and Evidence 12) and turned them into academic books. 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 ISAV, one of the primary stakeholders of our faculty, it was decided to hold other workshops as a follow-up to the meetings held with the stakeholders. In this direction, our faculty continued to organize these workshops in cooperation with ISAV in the following years. The second of these workshops, with the theme of "Workshop on Multi-Sectarian Approach in Fiqh Knowledge Production", was held online in 2021 and the results were compiled as a book and

published by Ensar Publications. ([Evidence 22](#); [Evidence 23](#) and [Evidence 24](#)) The third workshop themed "Fiqh-Society Relationship" will be held on 28-29 May 2022 and the program of the workshop has been prepared. ([Evidence 32](#)) A workshop on divorce, which is one of the important problems of our country, was organized by SAÜKAM, whose director is a member of our faculty. (See [Evidence 13](#)) Also, on the subject of women, a panel titled "History of Muslim Women" was held in our faculty in 2022. ([Evidence 21](#))

International Activities: Our faculty held an international symposium titled "International Authority of Sunnah" in 2019 in cooperation with the International Institute of Islamic Thought (UIII) on the place of Sunnah in religion, which is one of its international priorities. (See [Evidence 14](#)) International activities on Sunnah continued in the following years with the cooperation of the International Institute of Islamic Thought (IIIT). In this context, an international workshop titled "Contemporary Approaches to the Prophetic Sunnah" was held online on May 29, 2021, and simultaneous Turkish translations of Arabic discussions and presentations in all sessions, as well as Turkish discussions and presentations, was broadcast live on the faculty's YouTube channel (https://www.youtube.com/sauilahiyatfakultesi) . ([Evidence 25](#); [Evidence 26](#) and [Evidence 27](#)) In addition, the Arabic presentations and discussions in the sessions and the simultaneous Arabic translations of the Turkish presentations and discussions were broadcast live on the international YouTube channel of the faculty (https://www.youtube.com/sauifInternational).

In their meetings, the boards and working groups involved in the conduct of R&D activities in our faculty also carried out control and monitoring on the relationship of research with local/ regional/ national needs and demands and made some improvement proposals. In this context, it was decided to follow the project calls made by the Ministry of Youth and Sports and the Ministry of Family and Social Studies and share them with the faculty members in order to increase the number of projects carried out in family and youth issues, which are among the national priorities of our R&D Working Group institution. (See [Evidence 15](#)) It was also stated that special issues such as "Sakarya and Religion", "Epidemic Diseases and Religion", which are among our local and national priorities, can be published at the meeting of the Faculty Journal Board. (See [Evidence 16](#)) Another example of improvement is that it is made into a policy by including this criterion among our R&D Policies. Created in 2020 with the participation of stakeholders, one of [R&D policies of our faculty](#) is "to take into account regional, national and international requirements and priorities in research-development activities."

At the first meeting of the 2021-2022 academic year we held with our external stakeholders, the regional, national and international needs and priorities of our faculty were discussed. In the presentation made by the Quality and Accreditation Board representative at the meeting, the current list of our faculty's R&D needs and priorities was shared. ([Evidence 18, p. 8](#)) Subsequently, stakeholders voiced some suggestions for improvement. In this context, our stakeholders stated that there is no need to make any changes to international priorities; that it would be good to change "violence against women" from national priorities as "all kinds of violence"; and that a research could be conducted on Sheikh İzzettin İsmail Efendi in Hendek Şeyhler Village as part of the regional priorities. Again, within the scope of our relevant national priorities, the importance of working with young people outside of Imam-Hatip High Schools and working with young people in general was emphasized. ([Evidence 17](#)) Our faculty member Assoc. Prof. Abdullah İnce took an important initiative regarding youth, which is one of the national priorities of our faculty, and

pioneered the establishment of a research center called Youth Studies Application and Research Center (SAU GENÇMER) within our university, and became the director of this center established in April 2021. One of the members of our faculty, Res. Asst. Dr. Kübra Cevherli, is the assistant director of the Center. The Center has undertaken very important activities during its first year. It has issued a report entitled TÜİK (Turkish Statistical Institute) Youth Statistics Analysis 2020, held a 5-week seminar titled Method, Technique and Literature Review Training Seminar in Scientific Research, and finally held a workshop called Sakarya Youth Profile Workshop to support both regional and national priorities of our faculty. (Evidence 19)

Maturity level: Research outcomes in the institution are monitored systematically and in accordance with the internal quality assurance system of the institution in relation to local, regional and national development goals, and measures are taken by evaluating the results of the monitoring together with the stakeholders.

Evidence:

1. Quality Manual

2. Sakarya-Based Tafsir Expert "Ismail Cerrahoglu" Panel in 2019

3. Book Study on Sakarya-Based Tafsir Expert "Ismail Cerrahoglu" in 2019

4. Project Study on Quran Courses in 2018

5. A panel on "From Community to Terrorist Organization: FETO" in 2016

6. Book titled "The Background of the July 15 Coup Attempt With A Focus On Religious Exploitation Aspect" in 2017

7. Symposium on "The Background of the July 15 Coup Attempt With A Focus On Religious Exploitation Aspect" in 2018

8. "Youth Faith Issues" Workshop in 2019

9. "Tafsir and Social Problems" Workshop in 2019

10. "Tafsir and Social Problems" Book

11. Workshop on "The Meaning and Function of the Fiqh in the Modern Age" in 2019

12. Book Study on "The Meaning and Function of the Fiqh in the Modern Age" in 2020

13. "Divorce" Workshop in 2020

14. International Sunnah Authority Symposium in 2019

15. R&D Board Meeting Improvement Decisions

16. Faculty Journal Board Improvement Decisions

17. 2021-2022 Academic Year 1st External Stakeholder Board Meeting Improvement Suggestions

18. 2021-2022 Academic Year 1st External Stakeholder Board Meeting Presentation

19. Youth Profile Workshop of SAU GENÇMER

20. [Our Faculty Members Working in SAUKAM's Board of Directors](#)

21. [Panel on "History of Muslim Women"](#)

22. [Workshop Program titled "Workshop on Multi-Sectarian Approach in Fiqh Knowledge Production"](#)

23. [News on "Workshop on Multi-Sectarian Approach in Fiqh Knowledge Production"](#)

24. [Book titled "Multi-Sectarian Approach to Fiqh Knowledge Production"](#)

25. [Workshop on "Contemporary Approaches to Prophetic Sunnah"](#)

26. [News on "Contemporary Approaches to Prophetic Sunnah" Workshop](#)

27. [Video Footage of "Contemporary Approaches to Prophetic Sunnah" Workshop Sessions](#)

28. [Project Protocol Signed With Stakeholders](#)

29. ["Religious Understanding of Emerging Adults" Project Development Meeting](#)

30. ["Religious Understanding of Emerging Adults" Workshop Program](#)

31. [News on "Religious Understanding of Emerging Adults" Workshop](#)

32. ["The Meaning and Function of Fiqh in the Modern Age Workshop III" Program](#)

C.2 Research Resources

C.2.1. Research resources: physical, technical, financial

There are a total of 96 offices within our institution, including 87 offered to the service of faculty members and 8 to the service of administrative staff. The principles regarding the use and distribution of these offices are determined by the Dean's Office. In addition, computers and printers are provided to academic and administrative staff so that they can carry out their research and other activities. Our institution provides transportation and per diem allowances to the faculty personnel within the central budget. In addition, it conducts interviews with internal and external stakeholders and signs protocols to contribute to the studies of researchers. Examples include interviews with the Nebe Foundation for the organization of symposiums [(Evidence 1)](#) and the protocol signed by researchers with Qatar University for Arabic education ([Evidence 2](#) and [Evidence 3).](#) In addition, our institution cooperates with external stakeholders so that students can improve their Arabic language skills (For detailed information, see A.4.3 and C.3.2). Our faculty provides resources through its meetings with external stakeholders in order to cover the expenses of the symposiums it organizes (for detailed information, see D.2.1) In addition, the needs of the society are taken into consideration and discussions are held with the relevant external stakeholders (Sakarya Mufti). As a result of these negotiations, public hadith lessons were initiated in a mosque affiliated with the Mufti of Sakarya ([Evidence](#) 4). Every year, the employee satisfaction survey is carried out, and the survey rates are taken into account [(Evidence 5).](#) When the satisfaction surveys are examined, we can see that the staff is satisfied with the answer to the question no. 20 that is "technical equipment and support facilities necessary for me to do my job". In the survey for 2018, the satisfaction rate for this question is 81.07%. When we take into account

the 2019 surveys, it is observed that there is a decrease of 5.6%, with a satisfaction rate of 75.79%. When the internal control system self-evaluation survey for 2019 was examined, academic staff expressed 81.18% satisfaction with the answers to the question "regular measuring and evaluation of employee satisfaction" and administrative staff were satisfied with 86.15%.   (Evidence 4). Our institution measures the satisfaction rate every year with these satisfaction surveys.

Maturity Level: Research resources in the institution are managed to support priority research areas, and cover all units/areas. The findings obtained from all these applications are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken and resources are diversified in line with the needs/demands.

Evidence

1.   Protocol regarding Nebe Organization
2.   Correspondence with Qatar University
3.   Correspondence with Qatar University
4.   Satisfaction surveys

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

Faculty members can contribute to their scientific studies within the scope of Scientific Research Projects (SRP), which depend on the university budget. The faculty follows the defined SAU SRP Directive for the allocation of in-university resources in order to continue its research and development activities (see Evidence 2) and also acts according to the processes defined in the Quality Manual on the issues related to the general functioning of the subject (see Evidence 1).

Faculty members carry out their applications for SRP Projects through the Scientific Research Project Management System of the university located on SABİS pages and follow up the projects they apply to from here (See Evidence 3, Evidence 4).

The faculty directs all relevant announcements, especially SRP-related project calls, by sharing them with academic staff via e-mail, encouraging them to in-university resources (See Evidence 5). In addition, "Monitoring the number of projects carried out in the faculty", which has been undertaken by the R&D Working Group and established on the basis of the planned process in the Quality Manual as a result of the activities of quality ambassadors and the Decision taken at the Quality and Accreditation Board Meeting dated 18.09.2020 (Decision no: 2), is carried out regularly every year (see Evidence 7). The R&D Working Group also aims to take the necessary steps to organize various informative seminars and conferences for the type of projects requested by the staff according to the results of the surveys to be conducted in order to increase the contribution of the faculty academic staff to the project development by making the necessary improvements, if any, according to the follow-up result.

Recently, due to the SRP Coordinator's budget cuts in the allowances, the project applications made from our faculty have decreased. In particular, the decision of ending the Scientific Cooperation Project (BIAP) (Symposium-Congress-Conference) applications had a major impact. Nevertheless, our faculty is still supporting and maintaining a number of SRP projects (See Evidence 6). Aware of this aspect, our faculty announces the relevant project calls, especially at

the point of orientation to outsourcing, and encourages academic staff to do so (for related announcements, see criterion C.2.3.). In addition, at the meeting held with the Faculty R&D Working Group on 04.11.2020, it was observed that SRP project applications were not sufficient, and various decisions were taken to take measures and make the necessary improvements (See Evidence 9).

In this regard, as a precautionary and improvement step, on 12.03.2022, "Experience Sharing Training on Project Development in the Field of Theology" -a first among theology faculties- was held with the organization of the faculty R&D Working Group. In the various sessions of the one-day training, the experts in project development and the lecturers who have ongoing projects in the field of theology shared their knowledge and experience on this subject. In a session titled "Project Supports Provided by Sakarya University Scientific Research Projects (SRP) Coordinatorship", information was given on the use of resources within the university in the projects. At the end of the program, certificates were given to the participants, and a satisfaction survey was conducted to get their opinions on the training. As a result of this survey, steps were taken to take the necessary measures, and thus a PDCA cycle was completed (See Evidence 10 for details of the training).

Students studying in graduate programs within the faculty can benefit from thesis project support (for numbers, see Evidence 7).

The faculty management is open to all kinds of proposals and suggestions of academic staff at the point of applications that can be purchased by using intra-university resources. The faculty management evaluates the requests received and reports them to the relevant units in the Rector's Office and follows them; and does what is necessary to fulfill these requests (for example, the relevant petition of the academic staff who recently requested the purchase of the reference screening and information management program Citavi by the university and the Dean's Office's conveyance of this request to the Rector's Office. See Evidence 8).

Maturity Level: The findings obtained for the use of intra-university resources in the institution are systematically monitored, and the follow-up results are evaluated together with the stakeholders, and measures, are taken and resource diversity is requested from the university in line with the needs.

Evidence:

1. Quality Manual

2. SAU SRP Directive

3. SAU SRP Projects Workflow Process

4. SAU Scientific Research Project Management System

5. Announcements made by the faculty to the staff via e-mail related to SRP

6. Faculty SRP Annual Activity Report (2017-2021)

7. Number of Graduate Students Benefiting from Thesis Project Supports (2019)

8. An Example of the Faculty's Initiation of a Process Upon the Demands of Faculty Members Who Want to Use Intra-University Resources

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9. [Faculty R&D Working Group Meeting Decisions (04.11.2020)](#)

10. 12.03.2022- Experience Sharing Training on Project Development in the Field of Theology

    a. [Program's aim, scope and other details; program content](#)

    b. [Project banner](#)

    c. [A shot from the training](#)

    d. [Sample certificate](#)

    e. [Participant satisfaction survey conducted at the end of the project](#)

C.2.3. Access to resources outside the university (Support units, methods)

Our faculty has established the [Outsourced Project Incentive System](#) determined by the University Scientific Research Coordinatorship (See [Evidence 2)](#) and also the processes defined in the Quality Manual (see [Evidence 1](#)). In addition, the faculty provides information by e-mail at the point of outsourcing its academic staff and supports the processes of ongoing projects (See [Evidence 3](#)).

Faculty quality ambassadors were responsible for outsourced monitoring projects carried out by faculty academic staff; however, since the number of projects has decreased, monitoring projects, tracking their numbers, taking various measures if there has been a decrease, and improvement proposals have been given to this group with the establishment of an R&D Working Group within a planned process in the Quality Manual and as an improvement step (for job description and recent meeting decisions on the operation of the R&D Working Group, see [Evidence 1](#), [Evidence 5](#)).

An [information training](#) was carried out by TEKNOKENT project unit in order to increase the orientation of the faculty to outsourced projects.

The TUBİTAK project of the team consisting of faculty members, led by Faculty Member Associate Professor Abdullah İnce, has been successfully completed ("Socialization Problems and Solutions of [Disadvantaged Women in Quran Courses](#)" (01.09.2017-01.09.2018)). With the TUBITAK project, collective work opportunities were expanded as many members of our faculty participated in this project. The fact that the project manager, Assoc. Prof. Abdullah İnce, gave TUBITAK [project training](#) in some theological faculties after the acceptance of the project is also an important evidence that our faculty is an example to other faculties. It should be noted that the mentioned project is also compatible with the social contribution strategies and policies of the faculty at the point of social contribution. In addition, there are faculty academic staff whose TUBITAK projects are currently pending in the application process.

In 2020, [two Erasmus KA-107 projects](#) were accepted. In 2021, [one Erasmus KA130 project](#) was accepted.

Apart from the outsourced projects, the faculty benefits from various external resources, especially by signing bilateral protocols and cooperating on organization and financing. In particular, symposiums and scientific meetings are organized with ISAV, which has become a tradition. In addition, the faculty is in contact with international institutions at the point of organization and financing of symposiums organized at national and international levels, and from time to time, receives proposals from them to organize joint symposiums. An example of this is a

partnership offer from the Islamic University of Selangor International in Malaysia. (For all relevant documents, see Evidence 4).

The project protocol, which was previously discussed and planned and recently (2021) made with the Sakarya Provincial Mufti, should also be mentioned here. The project, which was initiated with the signed protocol and supported by the Turkey Diyanet Foundation Sakarya Province Branch and Sakarya University Faculty of Theology Foundation, is entitled "Notion of Religion, Future Plans and Service Expectations in Emerging Adults and the Effect of Value-Driven Education Program's Members of Profession on Offering Services". Sociology of Religion Department Chair Assoc. Prof. Abdullah İnce acts as the coordinator of this outsourced R&D project that was initiated upon the signature of its protocol. (See Evidence 6).

As a result of the monitoring and controlling activities, the number of projects outsourced by the faculty was deemed insufficient, as a precaution and improvement step in this regard "Experience Sharing Training on Project Development in the Field of Theology" - a first among theology faculties - was held with the organization of the faculty R&D Working Group. During the various sessions of the one-day training, experts in project development as well as lecturers with ongoing projects in the field of theology conveyed their knowledge and experience to the participants. In most of the training sessions, presentations were made on industry cooperation projects, especially TÜBİTAK projects. At the end of the program, certificates were given to the participants, and a satisfaction survey was conducted to get their opinions on the training. As a result of this survey, steps were taken to take the necessary measures, and thus a PDCA cycle was completed (See Evidence 7 for details on the training).

Maturity Level: In order to continue research and development activities in the institution for institutional purposes, the findings obtained from the applications supporting the use of non-university resources are systematically monitored, and the follow-up results are evaluated together with the stakeholders and measures are taken.

Evidence:

1. Quality Manual

2. SAU Outsourced Project System

3. Exemplary Evidence that the Faculty Has Announced Various Projects in order to Encourage Projects

4. Strategic Partnerships (External Resources) within the Framework of Research Activities

    1. Cooperation with ISAV for the Symposium on Companions of the Prophet Muhammad

    2. Request for Financing Support from the Municipality for the Sunnah Authority Symposium

    3. Correspondence of the Symposium with the International Institute of Islamic Thought (IIIT) (Example)

    4. Jordanian Sharia Faculty Joint Symposium Proposal and Response to This Proposal

    5. Symposium on Violence and Radicalism, Cooperation with al-Nebe for Partnership

6.   Malaysia Selangor International Islamic University Symposium Proposal

5.   Faculty R&D Working Group Meeting Decisions (04.11.2020)

6.   Outsourced Project Signed by Sakarya Provincial Mufti (2021)

7.   12.03.2022- Experience Sharing Training on Project Development in the Field of Theology

1.   Program's aim, scope and other details; program content

2.   Project banner

3.   A shot from the training

4.   Sample certificate

5.   Participant satisfaction survey conducted at the end of the project

C.2.4. Graduate programs in accordance with the institution's research policy, objectives and strategy

Graduate education programs are available in many of the departments that are under the three departments (Basic Islamic Sciences, Islamic History and Arts, Philosophy and Religious Sciences), which are within the faculty but are affiliated to the Institute of Social Sciences. These programs are largely in line with the research policy, objectives and strategy of the faculty.

When the requirements for the opening of a graduate program in the departments within the faculty are completed, the necessary steps are taken immediately to open postgraduate education for that program.

As an institution-specific application, the activities of Associate Professor Hasan Meydan and a group of faculty members for the opening of two non-thesis master's programs called "Spiritual Counseling-Guidance" and "Moral and Value Education in Early Childhood" can be given as an example. Documents of recent official applications are presented in the evidence section (See Evidence 2). Among these, "Spiritual Counseling and Guidance Non-Thesis Master's Program " was officially opened and announced for the enrollment of students in the Fall semester of the 2021-2022 academic year. This program will provide education to develop the competencies of those who work or wish to work for the bureaus providing moral support services or family guidance for the disadvantaged individuals residing in institutions/organizations such as hospitals contracted with the Directorate of Religious Affairs, dormitories owned by Credit and Dormitories Institution, prisons, nursing homes and orphanages. Those who complete the program will be entitled to a diploma as per the qualifications defined in the Moral Guide 6th Level National Vocational Standard of Vocational Qualifications Authority published in the Official Gazette dated 25/10/2019 and numbered 30929. This aspect, which is supported by the Dean's Office, is directly related to the article "providing solutions with stakeholders to the problems related to religious learning and teaching" in the faculty mission, and article 4 of the strategic objectives that reads "To engage in practices that are human-oriented, based on tolerance, trying to reduce inequalities, and sensitive to society". The application process of the non-thesis master's program "Ethics and Value Education in Early Childhood" continues.

Our faculty has made great contributions to Sakarya University Islamic Economics and Finance Application and Research Center (ISEFAM), especially during the establishment phase. Currently, some of our faculty members work in both the management and education processes of this unit.

The faculty also presented the issue of determining postgraduate thesis topics in line with the social contribution and local, national and regional demands and needs, in line with the faculty's mission-vision, strategy, goals and policies, as an agenda item in the advisory board of the external stakeholders and received their opinions. (See Evidence 3).

Maturity Level: In order to continue its research and development activities in line with institutional objectives (research policy, objectives, strategy), integrated and mature applications related to graduate programs have been adopted and safeguarded throughout the institution; the institution has many unique and innovative applications, and some of these practices are modeled by other institutions.

Evidence:

1. Quality Manual

2. In addition to Standard Practices and Legislation; Evidence of the Original Approaches and Practices developed by the Institution in line with its Needs

   a. Application File for the Opening of the Non-Thesis Master's Program "Spiritual Counseling and Guidance" (2020)

   - News of Opening Spiritual Counseling and Guidance Non-Thesis Master's Program (2021)

   b. Application File for the Opening of the Non-Thesis Master's Program "Morality and Value Education in Early Childhood" (2020)

3. Decisions of Advisory Board Meeting Dated 16.11.2021 (Article 10)

C.3. Research Competence

C.3.1. The improvement of research competencies of teaching staff

Our institution manages the process of developing the research competencies of the teaching staff in accordance with the processes stated in the Quality Manual. There are 64 faculty members/researchers with PhD titles in our institution. PhD degrees are taken from various universities, mainly Marmara University and Sakarya University. Various applications have been implemented in order to improve the research competence of our faculty members:

- In order to encourage the improvement of research competencies of faculty members, the decision taken in 2019 at Sakarya University has been reviewed in the criteria of Appointment and Promotion to be implemented as of January 1, 2020. This change encourages the consideration of various research activities and the introduction of more qualified studies in the appointment and promotion of faculty members. Another decision taken in this regard is the addition of an article that lays down the condition of meeting specific publication criteria for the appointment of assistant professors, who are appointed every three years. (See Evidence 1)

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- Sakarya University made another change in the appointment and promotion criteria at the beginning of 2022 and updated these criteria and announced new criteria on January 1, 2022. In the process of preparing the new criteria, as a result of the Rectorate's request from our institution, a preliminary commission consisting of one representative from each department was formed. In addition, all lecturers were asked for their views on the changes to be made in the appointment and promotion criteria. (See Evidence 2) Opinions and suggestions from the lecturers were compiled by the commission formed and presented to the Faculty Board by the Dean's Office. (See Evidence 3) These decisions, which were issued by the faculty board, were conveyed to the Rectorate. When these suggestions are examined, it will be noticed that they aim to develop and encourage the research competencies of our faculty members. (See Evidence 4) In the new criteria announced on January 1, 2022, it is seen that our institution's proposal to give 5 points to translated publications is included. (See Evidence 5).

- Our institution organized numerous workshops, seminars, courses and symposiums during the year with the support and participation of internal and external stakeholders in order to improve the research competencies of the faculty members. These activities were carried out with the support of our faculty members and external stakeholders such as Sakarya Mufti and Sakarya Theological Foundation. Performance indicators can be looked at for these activities, which are organized jointly with stakeholders. Apart from the activities organized under the leadership of our dean's office, our departments also organized seminars related to their specialities. (For sample activities, see Evidence 6 and Evidence 7)

- Training seminars were organized in various periods in order to give our academic staff project development skills. SRP Coordinatorship has given training on writing projects to our faculty members. (See Evidence 8) Again, SRP Coordinatorship helps our researchers during the project proposal phase and provides technical support about the application process and aftermath of the project. In this respect, many projects of our faculty members have been accepted by our National Agency, TUBITAK and SRP Coordinatorship. (See Evidence 9 and Evidence 10)

- The "Research and Development Working Group" in our institution has prepared a program called "Project Development Experience Sharing Training in the Field of Theology" in parallel with these general practices about the project. This program aims to develop the awareness and skills of our faculty members in writing and conducting research projects in the field of theology. Experienced academicians shared their experiences in education in order to develop new project ideas, facilitate project writing and support current projects. (See Evidence 11)

- In addition to the universities in Western countries that have agreements within the framework of our university's ERASMUS program, our institution has signed agreements with various universities in the Islamic geography within MEVLANA program especially for the purpose of staff and student mobility, and in this respect, our academic staff has been a guest researcher in these universities in order to develop research competence. (See Evidence 12 and Evidence 13)

- Some trainings have been given to increase the research competence of the academic

staff. First of all, with the suggestion of our R&D working group, trainings specific to our faculty have been planned with the cooperation of our Dean's Office and the Library Department in order to improve the competencies of our academic staff and graduate researchers in literature review and research processes. The calendar planning for the trainings was announced and our instructors and postgraduate students were requested to attend. (See Evidence 14). Apart from these planned trainings, Mendeley reference program training was given to the faculty members of our institution by the Department of Library and Documentation under the roof of the university. Again, under this roof, there are videos and other visual presentations of reference management tools such as Zotero and Mendeley for our faculty members. (Evidence 15 and Evidence 16)

- One of the efforts carried out by our institution to increase the research competence of academic staff is the increasing membership of the staff in academic databases where they can easily access information and find resources for research within SAU Library and Documentation Department. (See Evidence 17)

- Aside from the central library of Sakarya University, our rich book archive in the fields of theology provides publication support to our academic staff and students in their research.

- Our institution also supports the research activities of our academic staff outside our university. In this respect, the Center for Islamic Studies' (ISAM) Researcher Training Project (AYP) has been granted permission and other support for the participation of our six academic staff who were accepted in 2012 and 2014. (See Evidence 18)

The 'R&D Working Group' in our institution monitors the research competence development practices of the faculty members through academic performance indicators and surveys conducted through KYBS. A series of decisions were taken to improve the research competencies of the academic staff at the meeting held on 26.11.2020 in the light of these data by the 'R&D Working Group', which convenes every year in May and November. These decisions are as follows:

1- It was decided to hold seminars and conferences on project development methods for faculty academic staff to determine this process through surveys of academic staff and to invite experts to the faculty.

2- It has been decided that the book requests of the faculty academic staff will be provided by our institution and that the missing books in the library will be identified and completed.

3- At the point of implementation of these proposals, it was decided to receive contributions from external stakeholders (See Evidence 19)

A significant part of the subject matters suggested by the R&D Working Group to our Dean's Office have been implemented, as can be seen in the section above where the practices are explained.

In the meeting of the R&D Working Group on 27.12.2021, the previous improvements were evaluated and some new decisions were taken to be conveyed to the Dean's Office. The working group talked about the status of the activities regarding the projects, the announcement of the latest developments regarding the library, and the extent to which the book demands of the academic staff were met. The new improvement suggestions include taking seminars from institutions such as Tübitak, Library and Documentation Department and Teknokent on the subject of 'Academic Literature Review', providing information about the project dates of Tübitak and

other institutions, and re-evaluating the quota limitation in book requests. (See [Evidence 20](#))

Maturity Level: In the institution, applications for the evaluation and development of the research competence of faculty members are regularly monitored and follow-up results are evaluated together with stakeholders, and necessary measures are taken.

Evidence:

1. [Sakarya University Appointment and Promotion Criteria](#)

2. [Receiving Academic Staff's Opinions on Appointment and Promotion Crtieria](#)

3. [Faculty of Theology Opinion Exchange Meeting for Appointment and Promotion Crtieria](#)

4. [Current Criteria Adopted in 2022](#)

5. [Sample Criteria Added to New Criteria in Line with the Suggestions of Our Institution](#)

6. [Sample Activity to Develop Research Competencies 1](#)

7. [Sample Activity to Develop Research Competencies 2](#)

8. [SRP Coordinatorship Project Writing Training](#)

9. [Accepted Projects 1](#)

10. [Accepted Projects 2](#)

11. [Project Development Experience Sharing Training in the Field of Theology](#)

12. [Our academic staff going abroad as part of MEVLANA staff exchange program 1](#)

13. [Our academic staff going abroad as part of MEVLANA staff exchange program 2](#)

14. [Joint Trainings of Faculty of Theology and Department of Library](#)

15. [Reference Program Informative Presentations](#)

16. [Mendeley Reference Management Tool Video](#)

17. [New Subscriptions to Academic Databases](#)

18. [Permissions for Researcher Training Project (AYP)](#)

19. [Improvement Meeting 1](#)

20. [Improvement Meeting 2](#)

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

The institution has signed protocols with various institutions and departments and contributed to various research programs in order to implement research and development policies such as taking into account regional, national and international requirements and priorities in research and development studies, strengthening cooperation with external stakeholders and enabling

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them to participate in research and development activities.

The Islamic Economics and Finance Application and Research Center (ISEFAM) was opened with the cooperation and initiative of members of our faculty, and the Faculty of Economics and the institution contributes to the source of the faculty members (see Evidence 1).

Faculty members of the institution make important contributions in the institutional management and activities of the Ottoman Research Application and Research Center (OSAMER) and the Women's Research Application and Research Center (SAUKAM) (see Evidence 2 and Evidence 3)

In line with the R&D policy, the institution also cooperates with the International Institute of Islamic Thought (IIIT) (see Evidence 4) jointly at some international symposiums and workshop activities. International Sunnah Authority Symposium held on 16-17 March 2019 (see Evidence 5), International Workshop on Youth Faith Issues held on November 9, 2019 (see Evidence 6), International Workshop on Contemporary Approaches to Nebevî Sunnah (see Evidence 7) can be listed as examples.

The Institution considers and evaluates the demands and recommendations from internal stakeholders that will improve the application area of the research and development policy in the Academic Board Meetings held every semester.

After the performance indicators for 2021 were entered into the system by the Quality and Accreditation Board (Evidence 8), an improvement plan was prepared for the targets realized at the lowest level. In this context, an improvement plan has also been prepared for international joint undergraduate and graduate programs with low target achievement rates and added to the 2021 performance report sent to the Rectorate. (See Evidence 9, page 14) In addition, on March 26, 2022, cooperation opportunities related to international joint programs were discussed at the International Advisory Board. (See Evidence 10)

The institution carried out the Fundamental Islamic Sciences Master's Program between 2013-2016 within the framework of the cooperation protocol signed with Karabuk University. (See Evidence 11)

Maturity Level: Multiple research activities and applications such as participation in and cooperation with intra- and inter-institutional joint programs and joint research units and research networks at national and international levels are regularly monitored, and follow-up results are evaluated with stakeholders, and necessary measures are taken.

Evidence:

1. Faculty Member Resource Presented ISEFAM Staff

2. OSAMER Staff

3. SAUKAM Management

4. Protocol Between the Institution and IIIT

5. International Sunnah Authority Symposium with Institution and IIIT Cooperation

6. International Workshop on Youth Faith Issues in Cooperation with The Institution and IIIT

7. News on the International Workshop on Contemporary Approaches to Nebevî Sunnah in

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Cooperation with the Institution and IIIT

8. Quality and Accreditation Board Meeting Decisions dated 27 January 2022

9. Institution's Performance Presentation for 2021 (Page 14)

10. International Advisory Board Meeting Decisions

11. Cooperation Protocol with Karabük University on the Fundamental Islamic Sciences Master's Program

C.4. Research Performance

C.4.1. Performance evaluation of the teaching staff

Our institution monitors the performance of the faculty members in accordance with the defined process in the Quality Manual and implements various mechanisms to promote these performances. (See Evidence 1)

Our institution followed the performances of the faculty members through the 'Academic Activities and Performance' module in SABİS. Our institution has informed the faculty members periodically and demanded that they complete their incomplete academic activities within the system. (See Evidence 2) In this system, indexed academic publications, citation graphs and other academic activities are available in various indicators. Accordingly, there were 8 articles of faculty members of our institution in 2018 in indexed journals, while 27 articles were published in 2019 and 21 articles were published in 2020. (See Evidence 3)

An example is the success of our institution in the 2018-2019 academic year regarding the performance of the faculty members and qualified academic studies. SAU Faculty of Theology ranked 1st with a total of 32 articles and achieved significant success when the number of publications made by faculty members working in the faculties of theology in the journals within the scope of Web of Science was taken into account. (See Evidence 4)

The institution monitors the research and development performance and rewards of the students and makes some improvements. Our Quality and Accreditation Board made some recommendations in this respect at the meeting held on 01.10.2020. On the question of 'Appreciation of employee performance by managers' in the Employee Satisfaction Survey, additional reward alternatives were sought for our faculty members due to the decrease in satisfaction rates. The Quality Board expressed that the competitiveness level of the award defined in "Sakarya University Science, Art and Young Scientist Awards Directive" is not sufficient due to high participation throughout the university, and it is not easy for members of the faculty of theology to publish in a journal scanned by indices such as SSCI and AHCI considering the journals of social sciences in Turkey, and thus such rewards do not provide enough motivation to our institution's staff. Therefore, in order to encourage, motivate and increase their competition, the institution recommended a separate award on the basis of our institution based on the scores received in this application. This recommendation suggests that the faculty members who rank first according to the scores announced by the university in three different categories, namely Science Award/Art Award, Young Scientist Award, Periodic Achievement Award, should be awarded at the Academic General Assembly held at the end of the academic year. In the same way, our academic staff, who are at the top of the academic incentive score rankings, were advised

to give additional awards by our institution in the academic general assembly. In order to increase competitiveness, it has been requested to be given in two categories: (i) Instructor (Research Assistant, Lecturer and Instructor) and (ii) Faculty Member (Assistant Professor, Associate Professor and Professor). (See Evidence 5)

An R&D Working Group was formed in our institution on 29.09.2020 in order to facilitate the monitoring of the performance values of the faculty members and to improve their performance. At the first meeting of the Board on 04.11.2020, it took a number of decisions to improve the research performance of the faculty members. (See Evidence 6   and Evidence 7) Again, our R&D Working Group convened on 27.12.2021 and took some new decisions aimed at improving the performance of the instructors. These decisions include taking seminars from institutions such as Tübitak, Library and Documentation Department and Teknokent on the subject of "Academic Literature Review", giving information about the project dates of Tübitak and other institutions, and evaluating the quota limitation in book requests. (See Evidence 9)

Maturity Level: Applications covering all areas are regularly monitored to monitor and evaluate the research and development performance of faculty members, and follow-up results are evaluated together with stakeholders, and necessary measures are taken.

Evidence:

1. Quality Manual
2. Mail on Logging Academic Studies into SABIS
3. Academic Activities and Performance Indicators
4. Faculty Members Publication Success
5. Quality and Accreditation Board Meeting Decisions
6. Improvement Decisions 1
7. Improvement Decisions 2

C.4.2. Evaluation and result-based improvement of research performance

Faculty research performance is monitored by year through Sakarya University Quality Management Information System. The strategic plan objectives of the faculty for research and the number of activities carried out are followed through this mechanism of the university (See Evidence 3).

The R&D Working Group has been established in order to monitor and evaluate the research performance that faculty quality ambassadors have previously followed and evaluated, to be evaluated more qualifiedly and to take various measures according to the resulting table. At this point, the R&D Working Group follows the research performance of the faculty not only in terms of the faculty members but also in the general and institutional plan. At the meeting of the R&D Working Group on 4.11.2020, it was planned to evaluate the general research performance of the faculty academic staff, especially the projects, and to initiate the necessary improvement studies, if any (see Evidence 12).

The faculty requests that the information of the publications of the faculty academic staff for

research to be updated during the year. YÖKSİS and SABİS Academic Activities and Performance page are among the systems that the publication information requests to be entered. In particular, the relevant SABİS page contains information about various performance indicators such as indexed publication numbers and graphs, citation graphs, indexed publication/ unit faculty graphs. In addition, information is requested via e-mail at various times regarding the number of projects underway (See Evidence 4, Evidence 5, Evidence 6, Evidence 7, Evidence 8). In addition, data in the SOBİAD Impact Factor system are taken into account (See Evidence 9). The YÖKSİS report, which also shows the annual performance of the faculty teaching staff, is made available to the quality ambassadors on the University's Institutional Management Information System (KYBS) page, and this file is used in evaluations at the monitoring and controlling phases (See Evidence 12). These reports regarding the number of publications and projects received from faculty members on a year-by-year basis are measured by academic activity reports and academic incentive scores of faculty members.

In addition to the mechanisms mentioned above, the R&D Working Group monitors and controls the research performance with "Employee Satisfaction Surveys" (The articles directly related to this criterion are: 9, 10, 11).

Our faculty ranked 1st with a total of 32 articles when considering the number of publications made by faculty members working in the Faculties of Theology in Turkey in 2018-2019 in journals within the scope of Web of Science. This can be considered a very important achievement in terms of determining faculty performance and its order relative to other faculties (See Evidence 2).

In addition to the activities carried out within one year, a bulletin is also issued that includes the activities of faculty members. The Faculty Promotion and Information Working Group, which is tasked with preparing the bulletin, requests the academic activities they have done within one year from the faculty academic staff before the publication of the bulletin and provides this information collected in the bulletin.

The faculty gives rewards to the personnel who are ranked in academic publications at the end of each academic year (For the reward and incentive mechanism of the faculty, see "C.4.1. Performance evaluation of the teaching staff").

In line with the decisions and suggestions issued at the meeting of the Faculty R&D Working Group on 04.11.2020, the "Library Use and Research Process Management'' training that would cover the 2021-2022 Spring Term was organized as a precaution and improvement step. (See Evidence 13).

Maturity Level: Research performance of all areas in the institution is evaluated by monitoring and used in decision-making (performance-based incentive-appreciation mechanisms, etc.). The applications related to this are monitored regularly, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence

1. Quality Manual
2. 2018-2019 Web of Science Ranking of Faculty Members (First Place)
3. Exemplary Evidence of Monitoring Faculty Research Performance by Year (Through Quality

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Management Information System)

- o [2017](#)
- o [2018](#)
- o [2019](#)

4. [Indexed Publication Numbers (SABIS)](#)

5. [Indexed Publication / Unit Faculty Member Chart (SABİs)](#)

6. [2018-2020 Indexed Publication and Citation Issues](#)

7. [Volume Indexed Publications (SABIS)](#)

8. [Citation Chart](#)(SABIS)

9. [SOBİAD Impact Value/Impact Factor](#)

   a. [2019](#)

   b. [2020](#)

10. Exemplary Evidence for Request for Information from Faculty Members for Monitoring Research Performance

    a. [Announcement E-mail about entering SRP Projects in YÖKSİS](#)

    b. [Reporting of Commissioned Projects (After 2015)](#)

    c. [Introduction of Academic Studies to SABİS](#)

    d. [Activity Schedule Information Request](#)

    e. [2209-A and 2209-B Tubitak Projects](#)

11. [Faculty R&D Working Group Meeting Decisions (04.11.2020)](#)

12. [YÖKSİS Academic Activity Report (2021)](#)

13. [Library Use and Research Process Management Training](#)

C.4.3. Research budget performance

Our institution increases the budget for expenses such as transportation allowances, service purchases, consumer goods and material purchases, maintenance and repair services in the annual budget planning [(Evidence 1).](#) 11.511.12 TL was spent for transportation allowances in 2018, 18,000 TL was spent in 2019 and 15,000 TL in 2020. There was no purchase of services throughout 2018. In 2019, 2.000 TL was allocated, and in 2020, 3.000 TL was spent for the purchase of services. 169,725.20 was spent on consumer goods and material purchases in 2018. A bit budget of 180,000 TL has been allocated for 2019 and 230,000 TL for 2020. In 2018, 34,821.80 TL was spent for maintenance and repair expenses, 11,000 TL for 2019 and 14,000 TL for 2020. Apart from the central budget, our faculty cooperates with various research centers, foundations and organizations to fund research activities. To briefly summarize this information, which we have included in detail in articles A.4.3 and C.3.2:

• With the support of the Faculty Foundation, students are sent to Arabic Summer Courses abroad.

Financial support is provided to students who go to universities abroad under bilateral agreements and to students who go without scholarship within the scope of the Mevlana exchange program, through the Faculty Foundation.

• In addition, support is provided to students through cooperating institutions. In this regard, within the scope of the agreement signed with Qatar University on 23.02.2016, our faculty has been given the opportunity to send students and research assistants to Qatar University with scholarships to be given by Qatar University. Within the scope of the agreement, the accommodation and food needs of the students who went to the summer course or to study for a semester at the Faculty of Islamic Studies and Sharia were met by Qatar University. The flight tickets of the research assistants who go to take a language course for one year are also covered by Qatar University and they are given monthly scholarships.

• Various collaborations are made with governmental and civil society organizations in Sakarya as a source of internationalization. In this context, Sakarya Metropolitan Municipality sponsored our symposium called The Authority of the Sunnah, which was held jointly with the International Institute of Islamic Thought (IIIT) on March 16-17, 2019.

• The acceptance of two Erasmus KA107 projects prepared by our Faculty in 2020 by the National Agency has been an important success in terms of enriching our internationalization resources. Thanks to the project, our students were given the opportunity to go to Morocco Sidi Muhammed b. Abdullah and Jordan Yermuk University with considerable monthly funds. In 2022, one of our faculty members has participated in the teaching mobility at Sidi Muhammed b. Abdullah University in Morocco, and 2 of our research assistants, one at Sidi Muhammed b. Abdullah University in Morocco and the other at Yermuk University in Jordan, got the right to benefit from the project. Travel fees and 5-day wages will be paid to our instructors who will go abroad within the scope of the project.

• Cooperation of the institution with Pamukkale University and Cyprus Social Sciences University as external stakeholders can also be mentioned here. The students of the Faculty of Theology within the body of these universities were also enabled to attend the Arabic Summer Courses of the institution abroad.

• The activities carried out by our faculty in the field of internationalization have increased its recognition and cooperation offers have been received by various international institutions. In this context, a symposium partnership proposal was made by the International Islamic University of Selangor, Malaysia, and our Dean attended this symposium as an invited speaker.

Maturity Level: The research budget performance of the institution is evaluated by monitoring and used in decision making (budget distribution, etc.). The applications related to this are monitored regularly, and the follow-up results are evaluated together with the stakeholders, and necessary measures are taken.

Evidence:

1. Spending Items

D. SERVICE TO SOCIETY

D.1. Service to Society Strategy

Our faculty aims to provide the academic expectations of the society and to deliver real religious knowledge to the society by touching the religious life of the society. Within this responsibility, it carries out many activities in the context of social services and takes care of the participation of the society in its activities.

The faculty mission emphasizes the phenomenon of "social service", and in title 4 of the strategic objectives, a goal is stated as "to carry out community-sensitive practices"; thus, the service to society issue is harmonized with the missions and objectives of the faculty.

The faculty's service to social strategy, objectives and policies were determined by taking the opinions of internal and external stakeholders and by planning in accordance with the Quality Manual.

There are two groups in the faculty called academic and social activities working group and faculty support working group that carry out activities for the purpose of social contribution. These two groups are under the heading "Social Contribution Related Boards and Working Groups" in the directive of faculty working boards and groups.

Our faculty carries out many activities aimed at social contribution by cooperating with itself or its stakeholders or by receiving support from external sources. By coordinating with external stakeholders, seminars and conferences requested by the faculty are largely answered. In this direction, seminars and conferences are given by our faculty teachers at various times in high schools in our city to inform and raise awareness of both students and teachers on religious and spiritual issues. In addition, the opportunity to inform the community and touch their religious life is formed through the sermons given by our faculty teachers in mosques at various times.

In order to find solutions to social problems, joint activities are carried out with the Islamic Economics and Finance Application and Research Center (ISEFAM)and the Women's Research Application and Research Center (SAUKAM) within our university.

There are various social responsibility projects carried out by our faculty members. Of these, the Hayr'ola Project has had a very wide impact. Scholarships are provided to students in need through the "Hayr'ola" project initiated by a group of academicians at Sakarya University Faculty of Theology in order to make recycling available to people. Project Hayr'ola, which is carried out by Research Assistant. Dr. Öznur Özdemir, one of the members of our faculty, is a social responsibility project that started in the Faculty of Theology and operated within Sakarya University in cooperation with IKSAR Association and ISEFAM.

The application of social transcripts, which includes our faculty students in our university, encourages both community service and practice and learning. In this context, students who participate in activities such as elderly care and street cleaning are enrolled by our university if they are certified by the relevant institutions and documented at the graduation of the students (for information about social transcripts, see https://haber.sakarya.edu.tr/sauden-yeni-uygulama-sosyal-transkript-h90199.html).

Our faculty makes video recordings of most of its activities, especially symposiums, workshops and conferences, and then shares the relevant videos on the faculty Youtube channel. In particular, all

academic activities carried out online with the pandemic process or carried out in the faculty conference hall in accordance with the pandemic rules are broadcast live on the YouTube channel of the faculty and (as can be seen from the number of views of the videos) thus reach a wide audience. This practice, which aims to reach the community easily, can be considered as a step towards the purpose of social contribution.

Some of our faculty members have some important positions related to social contribution (Membership of the High Council of Religious Affairs, SETA Director of Education and Social Policy Research, TKBB Advisor Membership, etc.) and have a say in making important decisions that will concern the community.

D.1.1. Policy, objectives and strategy of service to society

The service to society policy, objectives and strategy of the faculty were prepared with the opinion of internal and external stakeholders and defined in the Quality Manual. (see Evidence 1, Evidence 2, Evidence 3).

The service to social policy of our faculty is as follows:

1) To prioritize local and regional needs in the field of religious sciences.

2) To develop solutions to the religious problems of the society and to determine research and development focuses by taking into account the recommendations of internal and external stakeholders.

3) To present the findings of the scientific studies carried out to society and to carry out public academic and social activities.

4) To encourage and support the academic staff to the designated areas through social collaborations.

5) To inform and raise awareness of religious issues by using mass media effectively.

6) To monitor activities for the community and to make the necessary improvements.

The strategy and objectives of our faculty, which is prepared with the opinions of internal and external stakeholders, are as follows:

1) To carry out joint projects with NGOs to support the institutional development of organizations.

2) To ensure that the activities of student communities are directed to priority areas.

3) To ensure that social responsibility projects carried out by academic units are directed to priority areas.

4) To take care of social contribution in activities while increasing the number of national and international scientific, artistic and cultural activities organized by or in the faculty.

Each of our faculty's education and research policies includes provisions related to the service to social policy (for the relevant policies' relations to each other, see Evidence 4). There are also some courses within the faculty's curriculum that are directly related to social contribution (See Evidence 5).

The University Senate-approved Common Religious Education and Religious Services Professional Practice Directive dated 08.08.2019 has been adopted (see Evidence 6). With this directive, faculty students have the opportunity to actively participate in professional practice in the areas determined in cooperation with the Mufti. Professional practice includes prayer in mosques, preparing and presenting sermons, muadhdhin practices, observation and evaluation, etc., and course processing, preaching, observation and evaluation, etc. in Quranic courses. Within the scope of this directive, the work and transactions carried out jointly by the faculty and the Sakarya Provincial Mufti are also modeled by other institutions (e.g. at a later date (27.11.2019) Sivas Cumhuriyet University Faculty of Theology has taken the relevant directive as an example. See Evidence 6, b and c).

Maturity Level: Service to social activities in the institution have been guaranteed to produce value and turn into social benefits in line with the service to society policy and have been adopted by stakeholders with mature practices; the institution has many unique and innovative practices, and some of these practices are modeled by other institutions.

Evidence:

1. Quality Manual

2. 09.12.2020 External Stakeholder Board Meeting Photos

3. 09.12.2020 External Stakeholder Board Meeting Decisions

4. Associating social contribution policy with education and research policies:

    a. Article 5 of the Faculty Education policy, "Taking care of the contribution to society in educational activities", is directly related to social contribution.

    b. Article 1 of the Faculty R&D policy, "Taking into account regional, national and international requirements and priorities in research and development studies", is associated with social contribution.

5. Current Courses on Social Contribution:

    c. The courses of Rhetoric and Professional Practice, Conservative Family Sociology, Public Relations, Guidance and Communication in Religious Services, Religious Education Policies in the curriculum of our faculty are directly or indirectly related to social contribution.

6. In addition to standard practices and legislation; evidence of the unique approaches and practices developed by the institution in line with its needs:

    a. Common Religious Education and Religious Services Professional Practice Directive

    b. 27.11.2019 Sivas Cumhuriyet University Faculty of Theology Common Religious Education and Religious Services Vocational Practice Directive

    c. Hayr'ola Project

D.1.2. Management and organizational structure of service to society processes

The Faculty's social contribution processes are planned, implemented, monitored and controlled, and necessary measures are taken according to the mechanism determined in the flow chart in the Faculty Quality Manual. While the Dean's Office initiates the social contribution activity itself, these activities can also start with the joint planning process in line with the demands and suggestions from the stakeholders (See Evidence 2, Evidence 3, Evidence 4). At this point, correspondence is made and necessary cooperations are made to put the plans into action. (See Evidence 7)

There are two groups in the faculty called academic and social activities working group and faculty support working group that carry out or monitor social contribution processes. These two groups are under the heading "Social Contribution Related Boards and Working Groups" in the directive of faculty working boards and groups.

As an improvement on the subject, the decision was taken to exchange ideas with external stakeholders in academic and social studies to be held at the Academic and Social Activities Working Group meeting held on 04.11.2020 and to invite them to the meetings to be held (See Evidence 5, Evidence 6).

Maturity Level: The results and stakeholder opinions associated with the management of social contribution processes in the institution are monitored systematically and in accordance with the internal quality assurance system of the institution, and measures are taken by evaluating them together with the stakeholders.

Evidence

1. Quality Manual

2. 09.12.2020 External Stakeholder Board Meeting Photos

3. 09.12.2020 External Stakeholder Board Meeting Decisions

4. **Some Activity Requests for Social Contribution from External Stakeholders (Conference, Sermon, etc.)**

5. Academic and Social Activities Working Group Meeting (04.11.2020)

6. Decision to Improve academic and social activities working group

7. In line with the request by the Serdivan District National Education Directorate, a conference and site visit titled "Examination of good examples and original studies in education" was requested.

    a. The letter sent to the district governor's office
    b. Request letter to the Dean's Office

D.2. Service to Society Resources

D.2.1. Resources

In order to increase the effectiveness of social service activities and to establish social responsibility awareness, the university also supports the physical, technical and financial opportunities of the faculty in the social projects with social content outlined above. The other dimension of social contribution activities is to promote the dissemination and popularity of

academic knowledge in society. In order to increase these activities, the faculty signs and cooperates bilateral protocols with the municipality, various non-governmental organizations (NGOs), institutions and organizations in terms of funding for social activities and receives support from the resources mentioned, especially in the organization and financing point in the realization of these activities (for protocols and collaborations for social contribution, see Evidence 2).

Maturity Level: Physical, technical and financial resources in the institution are managed to support social contribution activities and cover all areas. The findings obtained from all these applications are systematically monitored, and the follow-up results are evaluated together with the stakeholders and measures are taken, and resources are diversified in line with the needs/demands.

Evidence

1. Quality Manual
2. Protocols and Signed Bilateral Agreements with Institutions and Organizations Funding Social Activities

> a. Cooperation with ISAV for the Symposium on Companions of Prophet
> b. Request for Financing Support from the Municipality for the Sunnah Authority Symposium
> c. Correspondence of the Symposium with the International Institute of Islamic Thought (IIIT) (Example)
> d. Jordanian Faculty of Sharia Joint Symposium Proposal and Response to This Proposal
> e. Symposium on Violence and Radicalism (Joint with al-Nebe)

D.3. Service to Society Performance

D.3.1. Follow-up and improvement of service to society performance

Some of the activities that have been going on in the faculty for many years are directly related to social contribution. These activities are also carried out in accordance with local, regional and national needs and demands. Again, some of these were carried out in response to activity requests from external stakeholders (see Evidence 2) (For all the performance of the faculty for social contribution, see Evidence 3, Evidence 4). One of the continuous activities held at this point, "Wednesday Conferences", is held in a way that is open to the public.

Performance indicators determined within the scope of the objectives and strategies of the faculty for social contribution are periodically monitored through Sakarya University Quality Information Management System (KBYS) and it is reported whether the social contribution goals have been achieved. There are various improvements based on these. At the monitoring point, the faculty periodically requests information about the activities of the faculty members for social contribution via e-mail.

The Faculty Youtube page is actively used to deliver the activities to the community. Previously, video recordings of symposiums were mostly shared on YouTube page, while in the post-pandemic period, the scope was further expanded and the recording of all academic-cultural activities carried out in the faculty online or in accordance with the pandemic rules is shared publicly on the Youtube page. The number of views of subscriptions and videos to the Youtube channel is

increasing day by day and the statistics of this application are monitored (For youtube channel statistics, see Evidence 9).

On 09.12.2020, during the meeting with the External Stakeholder Board, some agenda items for faculty social contribution performance were discussed. As an improvement, it was decided to conduct online courses for IHL vocational courses instructors by the instructors (See Evidence 5, Evidence 6). This series of trainings, which was then implemented in 2021 under the name "Teacher Field Knowledge Development Project", was successfully completed and the participating teachers were certified (for full evidence of the relevant process, see Evidence 10). The planning and implementation part of this project was completed, and the control mechanism was completed with satisfaction surveys made to the participants after the training and concrete data was presented for the necessary measures. It was aimed to make this training permanent with the certificates given to the faculty members and participants, and it was decided to continue the project in the following years at the certification ceremony.

In addition, at the beginning of each year, the information collected from the previous year is compiled and published in the Faculty Bulletin and shared as pdf on the faculty website (See Evidence 11).

Maturity Level: All areas in the institution are evaluated by monitoring the social contribution performance and used in decision-making. The applications related to this are monitored regularly and the follow-up results are evaluated together with the stakeholders and measures are taken.

Evidence:

1. Quality Manual

2. Some Activity Requests for Social Contribution from External Stakeholders (Conference, Sermon, etc.)

3. Some Social Contribution Activities carried out in accordance with local, regional and national needs and demands

4. Some Social Contribution Activities by the Institution

5. 09.12.2020 External Stakeholder Board Meeting Photos

6. 09.12.2020 External Stakeholder Board Meeting Decisions

7. Evidence used by the Institution to Monitor Social Contribution Performance (KBYS Related Indicators)

     a. Indicators for Social Contribution for 2017

     b. Indicators for Social Contribution in 2018

     c. Indicators for Social Contribution in 2019

8. Requests for Information on the Activities of faculty members for social contribution

     a. 2017

     b. 2018

9. General Statistics Information of faculty Youtube Page

10. The Whole Process of Developing Teacher Field Knowledge Qualifications

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a. [Project Reference Text (Planning)](#)

b. [Training Program (Application)](#)

c. [Post-Training Satisfaction Survey (Control and Prevention)](#)

d. Certificates issued to faculty members and participants in training

    i. [Faculty Member Appreciation Certificates](#)

    ii. [Example of a Certificate of Participation in Training](#)

e. Related News Links about the Project
    i.   https://if.sakarya.edu.tr/tr/duyuru/goster/99581/fakultemiz-ve-sakarya-milli-egitim-mudurlugu-isbirligi-ile-ogretmenlere-yonelik-proje-baslatildi
    ii.   https://if.sakarya.edu.tr/tr/duyuru/goster/102367/fakultemizde-ogretmen-alan-bilgisi-yeterliliklerini-gelistirme-projesi-sertifika-toreni-duzenlendi
    iii.   https://if.sakarya.edu.tr/tr/duyuru/goster/102430/ogretmen-alan-bilgisi-yeterliliklerini-gelistirme-projesi-sertifika-toreni
    iv.   https://haber.sakarya.edu.tr/ilahiyat-fakultesinde-ogretmen-alan-bilgisi-yeterliliklerini-gelistirme-projesi-sertifika-toreni-duzenlendi-h100374.html

11. [All Issues of the Faculty Bulletin](#)

E. GOVERNANCE SYSTEM

E.1. Structure of Governance and Administrative Units

E.1.1. Governance model and administrative structure

The mission of our institution is to educate researchers and social individuals who have ethical-aesthetic values, have acquired lifelong learning skills, and to produce social services and healthy information in the field of religious sciences ([Evidence 1](#)). The vision of our institution is to be a faculty that adopts the principles of total quality management, which is preferred in the first place with the quality of education and research, and offers solutions to the problems related to religious education and education together with its stakeholders ([Evidence 2](#)). In order to realize this mission and vision, our institution creates different Boards and Working Groups, except for the regulatory management structure where necessary ([Evidence 3](#)). The Dean's Office carries out its practices related to the management model and administrative structure in line with the defined processes ([Evidence 9](#)).

The management staff of our faculty has been changed in 2020. In this context, the dean's assistants have changed ([Evidence 4](#)). The duties of the new assistant deans were made and this distribution was shared with the staff ([Evidence 5](#)). Every year, controls and follow-ups are carried out on the management structure, and as a result of these controls, necessary changes can be made to the management structure taking into account the opinions of the stakeholders. In this context, in 2020, the boards and working groups that are part of the management structure have been reorganized in accordance with the accreditation process and some new boards and working groups have been formed ([Evidence 6](#) and [Evidence 7](#)). Our faculty also organizes surveys related

to "Management structure" within the scope of satisfaction surveys that work regularly and benefits from these surveys while making related improvements. The evidence includes surveys of department heads, vice deans and faculty deans ([Evidence 8](#)).

Maturity Level: The findings obtained from the practices related to the management model and administrative structure covering all units and areas in the institution are systematically monitored, the opinions of the stakeholders are taken and the follow-up results are evaluated together with the stakeholders and measures are taken and updates are carried out in line with the needs/demands.

Evidence:

1. [Mission and Vision](#)

2. [Strategies, Objectives, Indicators](#)

3. [Board and Working Groups](#)

4. [Distribution of duties of the Vice Deans](#)

5. [Sharing the distribution of duties with the staff of the assistant deans](#)

6. [Board and working groups decision books 1](#)

7. [Board and working groups decision books 2](#)

8. [Satisfaction Surveys](#)

9. [Governance Process](#)

E.1.2. Process management

In our institution, all processes are carried out depending on the defined processes ([Evidence 1](#) and [Evidence 2](#)). The Dean's Office carries out the process management according to the defined process in the relevant document ([Evidence 12](#)). It also monitors the processes through the "Institutional Management System" on the SABIS platform ([Evidence 11](#)). Only administrators and quality and accreditation board members can enter information into the Institutional Management System. 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 followed. Here, information entries and monitoring of processes such as the follow-up of processes, the realization rates of targets, and risk management are performed. In addition, the current situation is evaluated annually with the internal control self-assessment survey and action plans are prepared on a unit basis ([Evidence 3](#)). The Dean's Office measures the leadership of the Dean, Vice Deans, Department Heads and Faculty Secretary with the leader behavior surveys and attaches importance to feedback on process management ([Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#)).The Board and Working Groups formed within the faculty carry out their studies according to

certain processes and within the framework of their job descriptions (Evidence 4).

Maturity Level: Results regarding the processes managed to cover all units and areas in the institution are systematically monitored with performance indicators, the opinions of stakeholders are taken and follow-up results are evaluated together with stakeholders and measures are taken and updates are carried out in line with needs/demands.

Evidence:

1. Process Management Manual

2. Quality Manual

3. Staff Survey

4. Board and Working Groups Processes

5. Leadership Behavior Survey for the Dean

6. Leadership Behavior Survey for the Vice Dean

7. Leadership Behavior Survey for the Vice Dean

8. Leadership Behavior Survey for the Philosophy and Religious Sciences Department Chair

9. Leadership Behavior Survey for the Islamic History and Arts

10. Leadership Behavior Survey for the Fundamental Islamic Sciences

11. Institutional Management System module

12. Management Process

E.2. Resource Management

E.2.1. Management of human resources

Our institution carries out human resources management within the framework of the "Human Resources Directive" in the Quality Manual within the scope of the defined process. (See Evidence 1 and Evidence 2) In our institution, a total of 14 administrative staff, including 1 faculty secretary, 1 dean's secretary, 2 administrative services officer, 2 departmental secretaries, 2 student affairs officers, 2 financial affairs officers, 2 editorial officers and 2 librarians are employed. (See Evidence 3). Our institution, which attaches importance to and encourages the trainings of administrative personnel in various subjects, informs the Directorate of Personnel of our university in terms of quality and quantity of administrative personnel needs with its reasons until the end of December every year. In this respect, in 2020, our institution asked what subjects all administrative personnel wanted to receive training in existing trainings (See Evidence 4) and reported the requests from the staff to the "In-Service Education Branch Directorate". Among the trainings requested, the focus is on Stress Management, Family Education, Effective Speech and Diction, Office programs, Positive Life Skills. (See Evidence 5).

The Dean meets with administrative staff once at the beginning of each academic year in order to receive their demands and suggestions, strengthen their institutional affiliations and provide incentives for institutional success. In this respect, a meeting was held with the administrative staff on 11.11.2020 and requests were received for opinions, suggestions and other matters. (See Evidence 6).

A specific process was followed until 2019 to evaluate and reward the performance of administrative staff in our institution. According to this system, our administrative staff are rated by the dean and secretary every year and the average of these two points was the performance score of the staff in that year. The annual awards given to the staff were also made taking these points into account. The scores given were set in four levels from 0 to 100. These were above expectations (90-100), met expectations (70-89), below expectations (50-69) and well below expectations (00-49). However, as a result of monitoring the implementation process, some important deficiencies of the system were identified and it was decided to improve this process in 2020. Therefore, improvement and update works are currently underway by the Service Department of our university to replace this system, which has been frozen as of now, with a more efficient and objective evaluation process. (See Evidence 7).

To give another example for the improvements made as a result of the monitoring of the practices in line with the human resources directive of our university, the Sakarya University Human Resources Directive, which was published in 2018, was revised and updated in 2020. (See Evidence 8)

Maturity Level: The results of human resources management practices covering all units in the institution are systematically monitored, stakeholder opinions are taken and follow-up results are evaluated together with stakeholders and measures are taken.

Evidence:

1. Quality Manual

2. Sakarya University Human Resources Directive

3. Institution's Administrative Staff

4. Sakarya University 2020 In-Service Trainings

5. Trained Administrative Staff

6. Meeting with Administrative Staff

7. Sakarya University Human Resources Directive (Former)

8. Sakarya University Human Resources Directive (New)

E.2.2. Management of financial resources

In line with the process defined in our faculty ([Evidence 1](#)), the management of financial resources according to the items and the control of the budget were carried out at the end of each year. The evidence includes the distribution of the expense statement for the last three years ([Evidence 2](#)). Examples of budget increases in fees, roadways, service purchases, purchases of consumer goods and materials, maintenance and repair expenses. In 2018, the expenditure for all the items mentioned above of the faculty is 10,592,677.2 TL. The budgeted amount for 2019 is 11,961,000 TL and the budgeted amount for 2020 is 14,197,000 TL. As can be understood from these examples, financial resources are increasing according to the years. In addition, if an additional budget is needed in our faculty, it is requested from the Strategy Development Department in quarterly periods. ([Evidence 3](#) and [Evidence 4](#)).

Maturity Level: The results of the management of financial resources carried out in the institution to cover all areas are systematically monitored, stakeholder opinions are taken, and follow-up results are evaluated together with stakeholders and measures are taken.

Evidence:

1. [Quality Manual](#)

2. [Distribution of Financial Resources](#)

3. [Additional Budget Request](#)

4. [Additional Budget Request](#)

E.3. Information Management System

E.3.1. Integrated information management system

Our institution provides information management through SABİS (Sakarya University Information System) software created and developed by BAUM (Computer Research and Application Center) within Sakarya University ([Evidence 1](#)). Correspondence, Announcement of Grades, Exam Calendar, Student Information System, Electronic Document Management System, Integrated Information System, Academic Information System, Academic Advisory System, all information about the University is transferred with this software. The management of distance education is also provided by UZEM (Distance Education Center) through SABİS. The problems and demands submitted by the internal stakeholders to the dean's office are communicated by the dean's office to BAUM or UZEM to resolve them. In addition, the members of the boards and working groups in our Faculty and other personnel are provided with correction and realization by communicating the errors, deficiencies and improvement proposals they have noticed in relation to SABİS directly to BAUM ([Evidence 2](#)).

SABİS Platform enables academic and administrative staff of Sakarya University to carry out all their transactions online. Some leading modules are as follows:

The Academic Information System provides the opportunity to carry out all transactions related to the courses. It is a module that facilitates the follow-up and implementation of all processes related to the courses given during the semester, such as Student Lists, Appointment System,

Announcements, Counseling Management System, Exam Management, Program Management, Surveys, Curriculum (Evidence 5).

The Course Plans and Schedules module is a module that examines Weekly Syllabuses, Lecture Reports and Physical Space Management (Evidence 6).

Enrollment Statistics module is a module where new enrollments and enrollment rates can be observed at undergraduate and graduate levels (Evidence 7).

The Education Information System module is a module in which the Double Major and Minor programs are examined, and the undergraduate, graduate and doctoral courses are examined in detail according to the semesters, and the course details are included (Evidence 8).

The Curriculum Module is a module where the days and hours of all the courses offered within the university can be examined, the faculty members can create the student lists of the classes assigned to them, exams, etc. (Evidence 9). This is the module most frequently and functionally used by academics in the SABIS program.

In the Additional Course module, the course coordinator and the course instructor can access the information and hours of the courses s/he gives and can carry out additional course procedures (Evidence 10).

Academic Activities module is a module where academic staff can watch their publications. In this module, it is also possible to monitor how many points the studies correspond to according to the Sakarya University Promotion Criteria (Evidence 11). Thanks to this module, an academic who regularly uploads the information of his academic studies to the system can easily monitor whether or not s/he meets the appointment criteria to the academic positions such as associate professorship and professorship.

In the Academic Incentive module, academic incentive application, follow-up and objection processes can be performed.

The SRP module is a module that contains information about scientific research projects, provides follow-up of projects and project application procedures (Evidence 12).

The Institutional Management System Module is a module where Strategic Management, Process Management, Risk Management, Surveys, Quality Demand and Document Management can be monitored. In this module, the objectives and processes of all units of the university can be followed (Evidence 13).

In the Quality Management Information System module, academic and administrative staff can express their views on issues such as information requests, complaints and suggestions, satisfaction, and requests (Evidence 14).

All academicians of Sakarya University have a personal web page with the extension sakarya.edu.tr. The Web Site Management module allows staff to edit their own website (Evidence 15).

The IT Request module is a module in which the network requests and problems of the personnel related to the IT department are answered quickly and the problems are solved (Evidence 16).

In the directory module, it is possible to access the unit, e-mail address and internal phone number of all units and personnel affiliated with the university (Evidence 17).

Monthly lunch menus, including diet menu options, are announced in the Lunch Menu module. There is also information about which cafeterias have diet menus (Evidence 18).

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Personnel Information System module is a module that contains all personal information including personnel information, contact information, education, family information, military information, foreign language information, rota, health report, annual leave information, Hes code, additional fees, payrolls and statement of charges (Evidence 19).

The Electronic Document System module is a module where all official correspondence, assignments, etc. are made. All correspondence within and between institutions is made through this system (Evidence 20).

In the lodging module, it is possible to apply for lodging throughout the year regardless of any date. In this module, lodging allocations are made according to the scoring system. All personnel can see who has applied for which lodgings and their scores.

In the SKS Sports Appointment module, staff and students can benefit from the facilities by appointment.

In the library module, the staff can follow all the processes related to the library (how many books are on it, loan periods, loan time extension requests and source requests, etc.).

The software of SABİS integrated information management system used by our faculty is modeled and used by other universities. Examples include Sakarya University of Applied Sciences. (Evidence 3).

The requests of the faculty members and students regarding the system are communicated to BAUM and finalized. (For some examples of requests for 2020, see Evidence 4).

The modules in SABİS are managed by the officials appointed by our university and are made available to all units. In addition, our faculty can make improvement suggestions that will be valid for all units related to any of the modules in SABIS, or request some corrections that are completely specific to our institution. Our faculty makes SABIS modules unique with its improvement suggestions in this second scope. One of the improvement examples in this context is making the area related to the strategic goals, targets and indicators in the SABİS Institutional Management System completely specific to our Faculty. Until 2022, there were common strategic purpose, target and indicator statements for all units in KYBS, and each unit was entering its own target and actual figures into the system for these indicators. At the Quality and Accreditation Board meeting dated 29.12.2021, it was suggested to make a request to SAUDEK to open a space in the SABİS KYBS System for our own strategies, targets and indicators, which we previously created in cooperation with our stakeholders in line with the university's indicators (Evidence 21). As a result of this suggestion, this request was submitted to SAUDEK and improvements were made in the KYBS system of our faculty (Evidence 22). Thus, the realization rates of strategic goals, targets and performance indicators that have been made specific to our faculty in 2021 will be displayed in this way. When it is desired to get the strategic goals, targets and indicators from the system as an excel output, there are no longer indicators related to university indicators and science departments. Another example of improvement is the following: The Quality and Accreditation Board suggested that the matrices related to the outputs of our faculty (program outputs and discipline-specific outputs) and TQF and IAA outputs (program outputs and discipline-specific outputs) in control and monitoring should be published in the EBS and shared with the public in 2022. (Evidence 26) These suggestions were conveyed to the SABIS official through SAUDEK at our university (Evidence 23; Evidence 24), the relevant field was made specific to our faculty, and the matrices were uploaded to the system. (Evidence 25)

Maturity Level: Sustainable and mature integrated information management system for institutional purposes has been adopted and secured throughout the institution; In this regard, the institution has many unique and innovative applications and some of these applications are modeled by other institutions.

Evidence:
1. [Sakarya University Information System PDF](#)
2. [Examples of requests to correct errors in SABİS in 2020](#)
3. [Sakarya University of Applied Sciences' Use of SABİS](#)
4. [Complaint e-mails from students related to SABİS and their resolution](#)
5. [Academic Information System](#)
6. [Course Plans and Programs](#)
7. [Course Enrollment Statistics](#)
8. [Educational Information System](#)
9. [Course Programs/Curricula](#)
10. [Additional Courses](#)
11. [Academic Activities](#)
12. [SRP](#)
13. [Institutional Management System](#)
14. [Quality Management Information System](#)
15. [Website Management](#)
16. [Job Request](#)
17. [Directory](#)
18. [Lunch Menu](#)
19. [Personnel Information System](#)
20. [Electronic Document System](#)
21. [Quality and Accreditation Board Meeting Decisions](#)
22. [Annotated Strategic Plan Specific to the Faculty](#)
23. [New Tabs Requested to be Added on Electronic Document System](#)
24. [Request to Add New Tabs Related To Program Outcomes on Electronic Document System](#)
25. [Tabs of Faculty-Specific Matrices on EDS](#)
26. [The Recommendation of the Quality and Accreditation Board on EDS](#)

E 3.2. Information security and reliability

Information security in our faculty is provided by the Department of Information Technologies. Defined processes and policies related to information security are established by the Department of Information Technologies and our faculty is subject to these processes and policies (Evidence 1).

Requests from stakeholders regarding information security are forwarded by the dean's office to the Department of Information Technologies and they are resolved (Evidence 2).

The announcement and preservation of the exam results is carried out through SABİS (Sakarya University Information System). Between certain dates, faculty members enter their exam grades in SABİS. It is not possible to enter notes except for the instructor who teaches the course, or the person authorized. Students can see the grades they have received during the semester through OBS (Student Information System) in SABİS. Only students who have been authenticated in the system with their username and password can see these notes. Apart from the student who takes the course, only the coordinator and instructor who gives the course can see the grades of all the students.

Maturity Level: Applications for ensuring information security and reliability in the institution are systematically monitored, and follow-up results are evaluated together with stakeholders and measures are taken.

Evidence:
1. Information security policies
2. Quality Manual

E.4. Support Services

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

Defined processes related to supporting services are specified in the Quality Manual (Evidence 1). Forms on how the purchasing process works are included in the evidence section (Evidence 2). As can be seen in these forms, the signed form of the expenditure authority (Dean) was submitted to the Department of Internal Control of the Department of Strategy Development based on the need to purchase webcam cameras for use in the learning and teaching affairs of our faculty and proposals received from the companies were submitted. The purchase approval certificate from the lowest bidder regarding the purchase of the cameras in question has been sent to our faculty.

In addition, the suitability of services and goods is audited by satisfaction surveys. An example is the inspection of the products offered for sale in the canteen after complaints from students. As a result of the satisfaction surveys, the inspection of the canteen due to the low satisfaction rate of the students regarding the canteen was communicated to the SKS department of our university, and the necessary audits were carried out (Evidence 3).

Maturity Level: In the institution, close cooperation with suppliers is carried out to ensure the quality of all outsourced services and goods, the performance and satisfaction of suppliers are

systematically monitored and evaluated together with stakeholders, and necessary measures are taken.

Evidence:
1. [Quality Manual](#)
2. [Forms related to the defined process](#)
3. [Student Requests](#)

E.5. Public Disclosure and Accountability

The institution publishes information about all its activities in an open, accurate, up-to-date and easily accessible manner, including educational programs and research and development activities, and informs 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 Disclosure

The institution has prioritized presenting information about both educational programs and academic, social and cultural activities in a transparent, accurate and easily accessible way. Sakarya University has secured the practices to inform the public by integrating the official web address and social media accounts of the institution in addition to the implementation of the [SAU Institutional Communication Policy](#). Again, the institution informs the international public with its [official website](#) in English (See [Evidence 1](#)). Details of announcements and news between 2018 and 2020 are available in Table 5.1.1 on the official website of the institution.

Table 5.1.1. Number of Announcements and News on the Institutional Website by Year

Year	Announcements	News	Our Faculty in the Press
2020	87	34	20
2019	77	42	41
2018	99	71	59

The institution has created the Faculty Promotion and Information Group, which constantly updates and monitors the information presented to the public. The main duties and policies of this delegation include updating the official website of the institution and carrying out bulletin studies promoting the institution and its activities, except to translate the necessary sections into English and Arabic. The annual bulletins issued by the institution so far have been made available as PDFs in an electronic environment as well as printed copies (see [Evidence 2](#)). In addition, the video promoting faculty newsletters is available on the institution's YouTube channel (see

[Evidence 3](#)).

The organization's YouTube channel (see [Evidence 4](#)) opened on March 23, 2013 and remained inactive until April 21, 2017. With the first video uploaded on April 21, 2017 (Sakarya University Promotional Video), our channel started its activities, and the first viewing and subscriber data started to be processed since this date. A total of 13 videos were released in 2017. Between April 21, 2017 and December 31, 2017, the total number of views of these videos was 3,378, and the total number of subscribers was 67 (see Table E.5.1.2.).

Table E.5.1.2. 2017 The Institution's YouTube Channel Data

Video	Görüntüleme ↓		Aboneler	
Toplam	**3.378**		**67**	
SAKARYA ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ TANITIM VİDEOSU	3.155	%93,4	3	%4,5
Prof. Dr. Hacı Mehmet Günay Hocamızın 2017 Mezunlarımıza Mesajı	102	%3,0	0	%0,0
Uluslararası Sahabe sempozyumu Değerlendirme Oturumu	32	%1,0	0	%0,0
Uluslararası Sahabe sempozyumu I. Oturum	25	%0,7	0	%0,0
7. ULUSLARARASI DİN GÖREVLİLERİ SEMPOZYUMU DEĞERLENDİ...	14	%0,4	0	%0,0
7. ULUSLARARASI DİN GÖREVLİLERİ SEMPOZYUMU AÇILIŞ OTURU...	13	%0,4	0	%0,0
II Uluslararası Helal Ürün Ekonomisi Sempozyumu II. Oturum	13	%0,4	0	%0,0
II Uluslararası Helal Ürün Ekonomisi Sempozyumu Açılış oturumu v...	6	%0,2	1	%1,5
II Uluslararası Helal Ürün Ekonomisi Sempozyumu VI. Oturumu ve S...	6	%0,2	0	%0,0
II. Uluslararası Helal Ürün Ekonomisi Sempozyumu IV. Oturum	6	%0,2	0	%0,0
II. Uluslararası Helal Ürün Ekonomisi Sempozyumu I. Oturum	3	%0,1	0	%0,0
II. Uluslararası Helal Ürün Ekonomisi Sempozyumu V. Oturum	2	%0,1	0	%0,0
II Uluslararası Helal Ürün Sempozyumu III Oturum	1	%0,0	0	%0,0

A total of 8 videos were posted on the organization's YouTube channel in 2018. Between January 1, 2018 and December 31, 2018, the total number of views of our content was 15,003, and the number of new subscribers was 171. 10,012 of these views belong to our video titled "Sakarya University Faculty of Theology Promotional Video 2018" (see Table E.5.1.3.)

Table E.5.1.3. 2018 The Institution's YouTube Channel Data

A total of 10 videos were released in 2019. Between January 1, 2019 and December 31, 2019, the total number of views of our content was 19,352, and the number of new subscribers was 259. 10,717 of these views belong to our video titled "Sakarya University Faculty of Theology Promotional Video 2018" (see Table E.5.1.4.)

Table E.5.1.4. 2019 The Institution's YouTube Channel Data

Video	Görüntüleme ↓		Aboneler	
Toplam	**19.352**		**259**	
Sakarya Üniversitesi İlahiyat Fakültesi Tanıtım Videosu 2018	10.717	%55,4	61	%23,6
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUM AÇILIŞ OTUR...	1.989	%10,3	39	%15,1
Arapça'dan Türkçe'ye Tercüme Teknikleri - Doç Dr Osman GÜMAN	1.933	%10,0	29	%11,2
الفيلم التعريفي لكلية الإلهيات بجامعة سكاريا	تركيا	714	%3,7	14	%5,4
TEFSİRE ADANMIŞ BİR ÖMÜR; PROF.DR.İSMAİL CERRAHOĞLU	684	%3,5	19	%7,3
SAKARYA ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ TANITIM VİDEOSU	628	%3,3	7	%2,7
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUMU 1.OTURUM	441	%2,3	4	%1,5
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUMU 2.OTURUM	417	%2,2	11	%4,3
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUMU 3.OTURUM	302	%1,6	5	%1,9
Sakarya University Faculty of Theology Introduction Film	281	%1,5	-1	-%0,4
Prof. Dr. Hacı Mehmet Günay Hocamızın 2017 Mezunlarımıza Mesajı	265	%1,4	1	%0,4
Promotivni Film Teološkog Fakulteta u Sakariji Bosanski	248	%1,3	1	%0,4
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUMU KAPANIŞ O...	189	%1,0	1	%0,4
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUMU 4.OTURUM	105	%0,5	2	%0,8
Uluslararası Sahabe sempozyumu Değerlendirme Oturumu	23	%0,1	0	%0,0
II. Uluslararası Helal Ürün Ekonomisi Sempozyumu IV. Oturum	16	%0,1	0	%0,0

A total of 24 videos were released in 2020. Most of these videos are conferences and symposiums that the institution pursued online due to the pandemic. Between January 1, 2020 and December 31, 2020, the total number of views of content was 38,827, and the number of new subscribers was 1,186 (see Table E.5.1.5.). 10,161 of these views belong to the video titled "Sakarya University Faculty of Theology Promotional Video 2018".

Table E.5.1.5. 2020 The Institution's YouTube Channel Data

Video	Görüntüleme ↓		Aboneler	
Toplam	**38.827**		**1.186**	
Sakarya Üniversitesi İlahiyat Fakültesi Tanıtım Videosu 2018	10.161	%26,2	91	%7,7
4. Uluslararası İslam Medeniyetinin Kurucu Nesli Sahabe Sempozyu...	2.894	%7,4	77	%6,5
SAÜ İlahiyat Fakültesi Hazırlık Sınıfları Bilgilendirme Toplantısı	2.865	%7,4	34	%2,9
Tefsire Adanmış Bir Ömür: Süleyman Ateş	2.733	%7,0	43	%3,6
Panel: Arapçayı Niçin ve Nasıl Öğreniriz?	2.649	%6,8	54	%4,6
Kur'an İslam'ı Söyleminin Fıkıh Usulü Açısından Değerlendirilmesi	...	1.724	%4,4	31	%2,6
İnsan Yetiştirme Sanatının Usta Sanatkârı Hz. Muhammed	Dr. Öğr....	1.474	%3,8	6	%0,5
2020-2021 Eğitim - Öğretim Yılı Açılış Dersi: Hadis ve Kültür Prof.Dr....	1.445	%3,7	48	%4,1
الفيلم التعريفي لكلية الإلهيات بجامعة صكاريا	تركيا	1.299	%3,4	52	%4,4
Arapça'dan Türkçe'ye Tercüme Teknikleri - Doç Dr Osman GÜMAN	1.201	%3,1	14	%1,2
İlahî Takdir ve Beşerî Tercih Arasında İnsan Özgürlüğü	Doç. Dr. Os...	1.073	%2,8	22	%1,9
4. Uluslararası İslam Medeniyetinin Kurucu Nesli Sahabe Sempozyu...	926	%2,4	19	%1,6
4. Uluslararası İslam Medeniyetinin Kurucu Nesli Sahabe Sempozyu...	901	%2,3	15	%1,3
Kur'an-ı Kerim'in Mahiyeti ve Müfessir	Prof. Dr. Ömer Kara	899	%2,3	21	%1,8
SAKARYA ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ TANITIM VİDEOSU	713	%1,8	11	%0,9
TEFSİRE ADANMIŞ BİR ÖMÜR; PROF.DR.İSMAİL CERRAHOĞLU	682	%1,8	10	%0,8

When we look at the general situation in the period from April 21, 2017 to December 31, 2020, which was the day we first started, we see that the total number of views of content between these dates is 76,560 ,and the total number of subscribers is 1683 (see Table E.5.1.6.). The most viewed content among these dates is the video titled "Sakarya University Faculty of Theology Promotional Video 2018" with 30,890 views.

Table E.5.1.6. YouTube Channel Data of the Institution between 2017-2020

Video	Görüntüleme ↓		Aboneler	
Toplam	**76.560**		**1.683**	
Sakarya Üniversitesi İlahiyat Fakültesi Tanıtım Videosu 2018	30.890	%40,4	218	%13,0
SAKARYA ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ TANITIM VİDEOSU	5.983	%7,8	29	%1,7
Arapça'dan Türkçe'ye Tercüme Teknikleri - Doç Dr Osman GÜMAN	4.026	%5,3	49	%2,9
4. Uluslararası İslam Medeniyetinin Kurucu Nesli Sahabe Sempozyu...	2.894	%3,8	77	%4,6
SAÜ İlahiyat Fakültesi Hazırlık Sınıfları Bilgilendirme Toplantısı	2.865	%3,7	34	%2,0
Tefsire Adanmış Bir Ömür: Süleyman Ateş	2.733	%3,6	43	%2,6
Panel: Arapçayı Niçin ve Nasıl Öğreniriz?	2.649	%3,5	54	%3,2
SÜNNETİN OTORİTESİ ULUSLARARASI SEMPOZYUM AÇILIŞ OTUR...	2.062	%2,7	39	%2,3
الفيلم التعريفي لكلية الإلهيات بجامعة صكاريا | تركيا	2.013	%2,6	66	%3,9
Kur'an İslam'ı Söyleminin Fıkıh Usulü Açısından Değerlendirilmesi | ...	1.724	%2,3	31	%1,8
İnsan Yetiştirme Sanatının Usta Sanatkârı Hz. Muhammed | Dr. Öğr...	1.474	%1,9	6	%0,4
2020-2021 Eğitim - Öğretim Yılı Açılış Dersi: Hadis ve Kültür Prof.Dr...	1.445	%1,9	48	%2,9
TEFSİRE ADANMIŞ BİR ÖMÜR; PROF.DR.İSMAİL CERRAHOĞLU	1.366	%1,8	29	%1,7
İlahî Takdir ve Beşerî Tercih Arasında İnsan Özgürlüğü | Doç. Dr. Os...	1.073	%1,4	22	%1,3
4. Uluslararası İslam Medeniyetinin Kurucu Nesli Sahabe Sempozyu...	926	%1,2	19	%1,1
4. Uluslararası İslam Medeniyetinin Kurucu Nesli Sahabe Sempozyu...	901	%1,2	15	%0,9

During the pandemic, the institution actively used its YouTube channel for live broadcasting in activities such as symposiums, conferences and graduation ceremonies. In 2021, a second YouTube channel, Sauif International, was launched to broadcast in Arabic and English as needed. On Saturday, May 29, 2021, the Arabic communique and negotiations in the international workshop titled Contemporary Approaches to Sunnah Nabawi, which was held in cooperation with IIIT, and the Arabic translations of Turkish communiques and negotiations were broadcast live on this channel.

On Monday, April 12, 2021, an online consultation meeting was held with the participation of the Faculty Board, faculty board, Quality and Accreditation Board, Faculty Promotion and Information Working Group, Student Affairs Working Group members and volunteer instructors (see Evidence 5) and it was decided to prepare videos for promoting the faculty and informing the public and to publish them on the YouTube channel of our Faculty. Besides, our Dean and Vice Dean visited the Dean of the Faculty of Communication, Prof. Dr. Yusuf Adıgüzel, in his office and requested technical support for this project. The project was started with the support of personnel and equipment obtained from the Faculty of Communication.

Within the scope of the project, a total of 32 videos have been published on our YouTube channel with 21 videos promoting our faculty members and 11 videos titled Arabic Preparatory Class, Simultaneous Memory With Theology, Our Activities Abroad, Academic and Cultural Activities, Academic Meetings, Faculty Bulletins, Works of Our Faculty Professors, Journal of Sakarya University Faculty of Theology, Theology Academy Project, Academic Projects, etc. (see Evidence

[6](#)) Videos related to our other instructors and some of our projects are in progress and will be published as they are completed. The institution used social media effectively, took into account the feedback of its followers and carried out the necessary regulation-prevention activities. Social media accounts are managed by four people, the Dean, his secretary and two research assistants, and the posts are mostly approved by the administration. Taking into account the use of students and faculty members, the Institution actively uses Twitter, Instagram and Facebook. It joined Twitter in December 2016 and has now reached 4,253 followers (See [Evidence 7](#)).

The institution has also gained visibility on Instagram, taking into account the youth use rate, and has so far reached 3,580 followers (See [Evidence 8](#)). It also joined Facebook in December 2016, which is understood to be actively used by the upper age group, and has reached 5,709 followers (See [Evidence 9](#)).

The institution cares about the number of audiences reached by following social media statistics. In this context, it has been able to announce its activities to a wider audience by ensuring that some of its academic and social activities are also shared on SAU social media accounts (see [Evidence 10](#), [Evidence 11](#)). As a matter of fact, SAU ranked 1st on Twitter, 4th on Instagram and 11th on Facebook in the all universities category in the BoomSocial 2020 July 2020 index published by social media index SocialBrands (see [Evidence 12](#)).

In addition, a recent academic study found that the institution has the most social media followers among higher religious education institutions in total. Dr. Yunus Emre Sayan's article entitled "Social Media Use of Higher Religious Education Institutions in Turkey and Examination of Social Media Strategies of Faculties", which was published in the 1st Issue and 21st Volume of Journal of Academic Research in Religious Sciences in 2021, concluded that Sakarya University Faculty of Theology is a leader among similar institutions (see [Evidence 13](#)).

The institution also informed the local and national press by ensuring that the news of its activities other than its institutional site and social media accounts was served to the press through the SAU Communication Coordinatorship in order to announce its activities of an academic, social and cultural nature to the public. Local and national media reports are also archived in the section created under the name of [Our Faculty in the Press](#) on its official website.

Moreover, the institution has established e-mail groups at institutional e-mail (if@sakarya.edu.tr) in order to expand its public information network. There are academic staff, administrative staff mail groups, as well as Sakarya Provincial and District Mufti and an e-mail group of about 250 people consisting of various NGO representatives and individuals who are interested in the activities and request to be added to the mailing group. Thus, academic and social activities were announced with the official website, and social media accounts of the institution, as well as with these batch mail groups and necessary information was made (see [Evidence 14](#)).

As a result of the proposals presented at the Faculty Promotion and Information Group Meeting held on November 4, 2020 (See [Evidence 15, Proposition 9](#)), improvements have been made to add institution-specific guidelines to the institution's website in order to inform the students and

the community, and to provide a link to the student dean's site, which collectively includes the principles of the regulation, directive and senate that binds the university in relation to learning and teaching (see Table 5.1.7.). At the meeting held by the Faculty Promotion and Information Group on December 29, 2021, it was stated that the brochure work that will contribute to the promotion of the faculty will be completed and published in the near future, and the activities to create the Faculty Bulletin consisting of the activities of 2021 will start as of January 2022. In addition, it was decided to increase the faculty visibility and update the English website of the institution. (See Evidence 16)

Table 5.1.7. Informative Links to Students Added to the Institution's Web Address
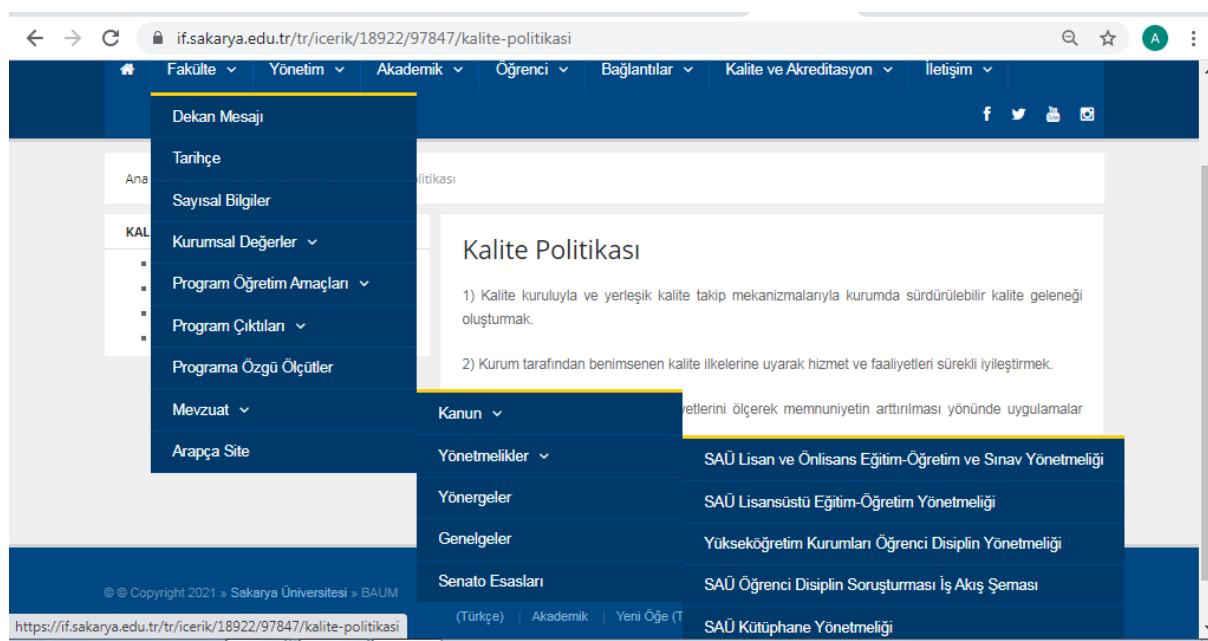
Maturity Level: Findings regarding the public information activities of the institution are monitored, stakeholder opinions are taken, and follow-up results are evaluated together with stakeholders, and measures are taken.

Evidence:

1. Faculty Web Page, Faculty English Web Page

2. Faculty Newsletters

3. Faculty Newsletters Promotional Video

4. Faculty Youtube Channel

5. Faculty Promotion Online Consultation Meeting

6. Institution YouTube Channel Faculty Promotional Video Images

7. Faculty Twitter Page

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8. Faculty Instagram Page

9. Faculty Facebook Page

10. SAU Twitter Theology News (Symposium Live Broadcast Announcement)

11. Institution's Activity News on SAU Social Media

12. Ranking First in Social Media Use

13. Article on Social Media Leadership

14. Bulk Mailing List

15. Faculty Promotion and Information Group Meeting Decisions

16.Faculty Promotion and Information Group Meeting Decisions for 2021

17. SAU Institutional Communication Policy

E.5.2. Accountability Methods

People can convey their problems, appreciation statements, suggestions, etc., by directly sending messages from the contact tab of the institution's website (see Evidence 1). Likewise, all kinds of suggestions and opinions regarding learning-teaching/research-development/exam services/administrative processes can be forwarded through the Individual Suggestion Entry. (Evidence 2) For data on the last 3 years regarding applications such as suggestions, requests, information requests, or complaints submitted from this panel, see Evidence 3.

The institution, which has feedback sensitivity on its social media accounts, followed the questions and requests from followers or subscribers and answered them by system officials as soon as possible. For example, the question written in the comment section on our Youtube channel was answered in a short time (see Evidence 4). It also answers questions asked by direct message (DM) to the Instagram account (see Evidence 5, Evidence 6).

Maturity Level: The findings obtained as a result of the accountability activities of the institution are monitored, stakeholder opinions are taken, and follow-up results are evaluated together with stakeholders, and measures are taken.

Evidence:

1. Website Contact

2. Quality Management Information System Individual Suggestion Entry

3. Data of Last 3 Years for Quality Management Information System Individual Suggestion Entry

4. Sensitivity to Feedback from Subscribers on YouTube Channel

5.. Sensitivity to Feedback on Instagram

6.. Sensitivity to Feedback on Instagram

CONCLUSION

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1. Quality Assurance System

1.1. Strengths:

1. Having built-in internal quality assurance,
2. Continuous monitoring of institutional performance management and satisfaction,
3. The institution has a quality board that regularly cooperates with its stakeholders,
4. Having a policy that continuously improves internationalization.

1.2. Areas for further development:

1. Improving Quality Manual,
2. Improving strategic objectives and policies,
3. Improving strategic plan objectives and outputs.

2. Teaching and Learning

2.1. Strengths:

1. Having a long-established tradition of education,
2. Designing the program taking into account its mission, objectives and educational policy,
3. To secure the processes related to program objectives, outputs, program-specific criteria and course achievements with the PDCA-Based Education Directive,
4. Setting clear criteria for student admissions,
5. Adopting a student-centered approach,
6. **Based on interactive student participation and an approach that encourages interdisciplinary work,**
7. **Having unique, innovative feedback systems and applications,**
8. Having new appointment and promotion criteria to improve education and research in our institution,
9. Finding strong mechanisms to reward the training and research skills of academic staff,
10. Finding the physical and technical facilities provided to students and faculty members during the teaching process,
11. To have strong opportunities for extracurricular sportive and cultural activities provided to students and faculty members,
12. Programs have been subjected to continuous improvement as a result of checks and monitoring
13. Having strong mechanisms for following students after graduation.

2.2. Areas for further development:

1. Review of course achievements according to updated program outputs,
2. Increasing the number of educational training organized for the development of teaching competence.

3. Research and Development

3.1. Strengths:

1. Generally defined processes, applications and follow-ups are available in the fields of research strategy, resources, competence and performance,
2. To ensure the orientation to non-university resources through strong national and international cooperation in research activities and to maintain these orientations by improving them,
3. The research competencies of the researchers are regularly monitored through both the boards and SABİS, and necessary improvements are made.

3.2. Areas for further development:

1. Ensuring continuity in the PDCA cycle, which has been generally completed in the fields of research strategy, resources, competence and performance, and carrying out practices modeled by other institutions,
2. Increasing the use of SRP opportunities in the researches of faculty members and graduate students,
3. Increasing the number of projects completed by faculty members and students using non-university resources through various trainings to be carried out under the leadership of R&D Working Group,
4. Providing faculty support to the University's Application and Research Centers and carry out various activities with these centers, as well as securing cooperation by signing protocols.

4. Service to Society

4.1. Strengths:

1. To have defined strategic objectives and policies for the social contribution of the institution, to include this issue in its mission,
2. The institution conducts activities in accordance with local, regional and national needs and demands, taking into account social contribution,
3. To cooperate with various institutions and organizations to increase social contribution and to provide resources for these activities as a result.

4.2. Areas for further development:

1. To carry out improvement studies for the implementation of social responsibility projects carried out by the institution in person or with external stakeholders,
2. Not to record all activities carried out for social contribution in detail as desired in performance indicators (time of activity, number of participants, etc.).

5. Governance System

5.1. Strengths:

1. To follow and implement innovations in realizing the mission and vision.
2. Strong communication with internal and external stakeholders and giving importance to opinions and suggestions from stakeholders.
3. Regularly measures the level of management and satisfaction with managers.
4. Providing resources and funds for research and development activities in the institution
5. To encourage and support the self-improvement of its staff.

5.2. Areas for further development:

1. Funding and resources can be increased for research and development activities.
2. Improvements can be made to the refurbishment and development of technical equipment in the institution.

ANNEX.1 PERFORMANCE INDICATORS

Indicator						
Institutional Information	**Explanation**	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Status (Should be written
1. Number of Programs		4	4	4	3	Accomplished
2. Number of Departments		3	3	3	3	Accomplished
3. Number of Divisions (Fields)		19	19	19	19	Accomplished
4. Number of Language Laboratories		7	7	7	7	Accomplished
5. Number of Collaborative Research and Application Centers		4	6	6	7	Accomplished
6. Number of Master's Degree Programs		7	7	7	8	Accomplished

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7. Number of Doctoral (PhD) Programs		5	3	3	4	Accomplished
8. - Total Amount of Education + Research Areas (m2)	Enter m2 measurements of the relevant fields. The sum of the data related to these indicators should give the total fields of the institution.	3009	3009	3009	3009	Accomplished
9. Amount of Research Areas (Lab., library, etc.) (m2)		700	700	700	700	Accomplished
10. Quantity of Administrative Fields (m2)		1950	1950	1950	1950	Accomplished
11. Amount of Social Areas (Canteen, Cafeteria, Dining Hall, Sports area, etc.) (m2)		983	983	983	983	Accomplished
12. Other Areas		7216	7216	7216	7216	Accomplished
13. Total Amount of Areas (m2)		13858	13858	13858	13858	Accomplished
14. Number of Students in Undergraduate Degree Programs		3796	3800	3798	3800	Accomplished
15. Number of İnternational Students		117	100	96	100	Accomplished

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16. Total Number of Undergraduate Students		3913	3900	3.894	3900	Accomplished
17. - Number of Students Enrolled in Master's Degree Programs with Thesis	Enter the number of students enrolled in master's programs with thesis.	275	300	294	300	Accomplished
18. Number of Students Enrolled in Non-Thesis Master's Degree Programs	Enter the number of students enrolled in master's programs without thesis.	-	-	-	-	Open to Improvement
19. Total Number of Master's Degree Program Students		275	300	294	300	Accomplished
20. - Number of Doctoral Students		152	170	164	170	Accomplished
21. Number of Undergraduate Degree Graduates		539	600	790	600	Accomplished
22. Number of Undergraduate Degree Graduates		15	50	70	60	Accomplished

23. - Number of Doctoral Graduates		10	15	12	15	Accomplished
24. Total Number of Graduates		564	665	872	675	Accomplished
25. Number of undergraduate students who left the Faculty		173	150	129	100	Accomplished
26. Number of Master's Degree students who Left the Faculty		Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Open to Improvement
27. Number of Doctoral Degree students who Left the Faculty		Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Open to Improvement
28. Total number of students who left the Faculty Annually (Excluding Graduates)		-	-	-	-	Open to Improvement

29. Number of Teaching Staff in Undergraduate Programs- Professors Associate Professors, etc. (Excluding Lecturers)		46	51	51	55	Accomplished
30. Number of Lecturers in Undergraduate Programs		51	48	48	52	Accomplished
31. Number of International Teaching Staff		6	6	6	6	Accomplished
32. Total Number of Teaching Staff- Professors Associate Professors, etc. (Excluding Lecturers)		46	51	51	55	Accomplished
33. Total Number of Lecturers		97	97	97	107	Accomplished
34. Total Number of Administrative Staff		17	17	16	16	Accomplished
35. - (Total Amount of Education + Research Areas) / (Total Number of Teaching Staff) Ratio		700/97=7,21	700/97=7,21	700/97=7,21	700/107=6,54	Accomplished

36. - (Total Amount of Education + Research Areas) / (Total Number of Students) Ratio	The amount of students studying here is divided by the total number of students in the first education (Morning and Afternoon classes- not Evening ones) Because the trainings are carried out in separate time periods.	3009/ 1094= 2,75	3009/ 1120= 2,69	3009/ 1118= 2,69	3009/ 1120= 2,69	Accomplished
37. (Amount of Administrative Areas- (m2)) / (Total Number of Students) Ratio	Here, the amount of administrative space is divided by the total number of students in the first education (Morning and Afternoon classes- not Evening ones). Because the trainings are carried out in separate time periods.	1950/ 1094= 1,78	1950/ 1120= 1,75	1950/ 1118= 1,74	1950/ 1120= 1,75	Accomplished
38. (Social Area Amount- (m2)) / (Total Number of Students) Ratio	The amount of social space here is divided by the total number of students in First education (Morning and Afternoon classes- not Evening ones). Because the trainings are carried out in separate time periods.	983/ 1094= 0,89	983/ 1120= 0,88	983/ 1120= 0,88	983/ 1120= 0,88	Accomplished
39. (Total Areas- (m2)) / (Total Number of Students) Ratio	The number of students collected here is divided by the total number of students in first education (Morning and Afternoon classes- not Evening ones). Because the trainings are carried out in separate time periods.	13858/ 1094= 12,67	13858/ 1120= 12,38	13858/ 1120= 12,40	13858/ 1120= 12,38	Accomplished
40. Number of Administrative Staff		17	17	16	16	Accomplished
Indicator						

A. Quality Assurance System	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Status (Accomplished or open to improvement
1. Percentage of Achieved Goals Regarding Learning and Teaching Activities Included in the Strategic Plan of the Institution (as %)		96,58	100	73,34	100	Accomplished
2. Percentage of Achieved Goals Regarding Research Activities Included in the Strategic Plan of the Institution (as %)		92,33	100	47,62	100	Reasonable
3. - Percentage of Achieved Goals Regarding Administrative Activities Included in the Strategic		99,89	100	100	100	Accomplished

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Plan of the Institution (as %)						
4. Percentage of Achieved Goals Regarding Service to Society Activities Included in the Strategic Plan of the Institution (as %)		99,59	100	70,00	100	Accomplished
5. SCIMAGO		-	-	-	-	Open to Improvement
6. Web Of Sciences (RUR)		20	18	18	18	Accomplished
7. Number of Activities (Meetings,Workshops, etc.) Organized by the Institution in the Relevant year in order to Promote Quality Culture	Enter the number of meetings held/organized by your institution between January 1st and December 31st within the scope of the relevant indicator, such as workshops, etc. These activities must be of an institutional nature. The meetings that can be called "institutional quality commissions" held within the institution itself are not meant.	-	-	-	-	Open to Improvement
8. Number of Review and Evaluation Meetings Held by the Institution with its Internal Stakeholders	Enter the number of feedback and evaluation meetings carried out by your institution for its internal stakeholders (Students, Administrative Staff, Academic Staff, etc.).	8	8	8	8+9= 17	Accomplished

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within the Scope of Quality Processes						
9. Number of Review and Evaluation Meetings Held by the Institution with its External Stakeholders within the Scope of Quality Processes	Your institution is **aimed at external stakeholders** (MEB, DIB) and enter the number of feedback and evaluation meetings it conducts.	2	2	2	5	Accomplished
10. Academic Staff Satisfaction Rate (as %)	Enter the academic staff satisfaction results for the activities carried out by the institution as a percentage (%).	77,10	78	77,76	79	Accomplished
11. Administrative Staff Satisfaction Rate (as %)	Enter the administrative personnel satisfaction results for the activities carried out by the institution as %.	80,15	82	72,99	83	Accomplished
12. Student General Satisfaction Rate (as %)	Enter the student's overall satisfaction results as percentage (%) regarding the activities carried out by the institution.	68,40	72	71,42	77	Accomplished
13. - Number of Incoming Students via Student Exchange Program (Erasmus)		-	-	-	-	Open to Improvement
14. Number of Outgoing Students via Student Exchange Programs (Erasmus)		4	4	2	4	Accomplished

15. Number of Incoming Students via Student Exchange Program (Farabi)		2	2	2	3	Accomplished
16. Number of Outgoing Students via Student Exchange Programs (Farabi)		2	2	0	2	Accomplished
17. Number of Incoming Students via Student Exchange Program (Mevlana)		9	9	11	11	Accomplished
18. Number of Outgoing Students via Student Exchange Programs (Mevlana)		32	32	11	15	Accomplished
19. Total Number of Incoming Students via Student Exchange Program		11	11	13	14	Accomplished
20. Total Number of Outgoing Students via Student Exchange Programs	.	38	13	13	15	Accomplished
21. Erasmus- Incoming Teaching Staff	Please enter the number of faculty members who come to and from your institution within the scope	0	0	0	0	Open to Improvement

	of the relevant program within the scope of the relevant indicator.					
22. Erasmus- Outgoing Teaching Staff		1	0	0	0	Open to Improvement
23. Mevlana- Incoming Teaching Staff		2	3	3	0	Open to Improvement
24. Mevlana- Outgoing Teaching Staff		0	0	0	0	Open to Improvement
25. Total Number of Incoming Teaching Staff via Teaching Staff Exchange Programs		2	3	3	0	Open to Improvement
26. Total Number of Outgoing Teaching Staff via Teaching Staff Exchange Programs		1	0	0	0	Open to Improvement
Indicator						
B. Learning and Teaching	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Status (Accomplished or open to improvement)

1. The ratio of the Number of Associate + Undergraduate + Master's + Doctoral Programs to the Total Number of Programs, whose Program Information Package can be viewed on the Institution's Website		4	3	3	3	Accomplished
2. -Students' Satisfaction Rate with the Program They are Enrolled in (as %)	Enter the satisfaction rate (%) of the education given in the program whose students are accredited.	68,40	72	71,42	77	Accomplished
3. Is Double Major permitted in the Program?	Answer yes or no.	Yes	Yes	Yes	Yes	Accomplished
4. Is Minor permitted in the Program?	Answer yes or no.	Yes	Yes	Yes	Yes	Accomplished
5. Number of Undergraduate Students with Double Major		-	-	-	-	Open to Improvement
6. Number of Undergraduate Students with a Minor		-	1	1	2	Accomplished

7. - Rate of Undergraduate Students with a Double Major		-	-	-	-	Open to Improvement
8. - Rate of Undergraduate Students with a Minor		-	1/390	1/389	2/390	Accomplished
9. (Number of students accepted for master's degree) / (Number of students applying for master's degree) Ratio		Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Open to Improvement
10. (Number of students admitted to Doctoral programs) / (Number of students applying to Doctoral Programs) Ratio		Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Could not get information from SBE	Open to Improvement
11. - Number of Interdisciplinary Master's Programs with Thesis		-	-	-	-	Open to Improvement

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		2018	2019	2020		
12. Number of Interdisciplinary Non-Thesis Master's Degree Programs		-	-	-	-	Open to Improvement
13. Number of Interdisciplinary Doctoral Programs		-	-	-	-	Open to Improvement
14. (Number of students enrolled in undergraduate program) / (Total number of students who prefer undergraduate program) Ratio	Enter the ratio of the number of students who have recently settled in the undergraduate program (including additional quota) to the number of students who prefer the relevant program with the central placement.	2018 6099/369 16.5	2019 4149/369 11.2	2020 3675/360 10.2		
15. Number of the Programs Carried Out to Train the Trainers	The training of trainers between January 1, and December 31 (activities in which you are responsible or take joint responsibility) is referred to by your institution within or in partnership with another institution. Only events organized by another institution that goes as participants are not meant.) number of events organized for.	9	9	9	12	Accomplished
16. Number of Teaching Staff Receiving Training	Enter information about how many of your institution's	97	97	97	107	Accomplished

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Under the Training of Trainers Program	academic staff are trained between the relevant dates for the meetings/events mentioned in a higher indicator.					
17. Satisfaction Rate of the Training Program of the Trainers Carried out in the Institution (as Ratio)	Enter the percentage result (average if more than one) of the surveys conducted between the relevant dates for the people who participated in the trainings of the trainers.	-	-	-	-	Open to Improvement
18. Teaching Staff evaluation survey average (Student Evaluation) (As Ratio)	Enter the percentage result (average if more than one) of the surveys conducted by your students between the relevant dates for the evaluation of faculty members.	68,62	75	75,78	80	Accomplished
19. Academic advisor evaluation survey average (Student Evaluation)		-	-	-	-	Open to Improvement
20. Thesis management (Ongoing Master's and Doctoral Thesis Managements)	Must be specified as a number. Note: Since the number of master's and doctoral thesis managements of past years cannot be fully based, the current situation is based.	-	-	-	450	Accomplished
21. Two-semester average of the number of weekly course hours of lecturers	Dividing the total course time into lecturers Note: The rates are based on the academic year.		14,46	14,46		

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22. (Total classroom area) / (Total number of students) ratio	Here, the total classroom area is divided by the total number of students in the first education. Because the trainings are carried out in separate time periods.	3009/ 1094= 2,75	3009/ 1120= 2,69	3009/ 1118= 2,69	3009/ 1120= 2,69	Accomplished
23. (Number of available (printed) resources associated with the program in the institution library)/ (Number of students) ratio	In the categories such as Textbook, Source Book, Reference Book, Printed Periodical, etc., enter the ratio of the total number of resources owned by your institution to the total number of students.	33274/3913=8,50	33274/3900=8,53	33274/3894=8,54	33274/3900=8,53	Accomplished
	(Number of program-related resources in the institution library) / (Number of students) ratio = Rate (Write as in formula))	33274/3913=8,50	33274/3900=8,53	33274/3894=8,54	33274/3900=8,53	Accomplished
24. (E-Resource in the Institution Library) / (Total Number of Students) Ratio	Enter the ratio of the total number of resources available to students electronically to the total number of students.	6193275/ 3913 =1583,75	6450000/ 3900 =1653,85	6429714/ 3894 =1651,20	6600000/ 3900 =1692,30	Accomplished
	(E-resource associated with the program in the library of the institution) / (Number of students) ratio = Ratio (Write as in the formula)	6193275/ 3913 =1583,75	6450000/ 3900 =1653,85	6429714/ 3894 =1651,20	6600000/ 3900 =1692,30	Accomplished
25. Number of student communities of program students		4	5	5	6	Accomplished
26. Number of program students participating in student community activities	Enter the number of students in the student communities operating in the institution.	260	290	280	340	Accomplished

27. Number of student projects		-	-	-	-	Open to Improvement
28. Number of undergraduate programs specified as accredited in the YKS Higher Education Programs and Quotas Guide of the university of the program applying for accredited	Enter the number of programs accredited by accreditation bodies as of the relevant date.	40	40	36	44	Accomplished
29. Satisfaction level of employer stakeholders (MEB, DIB, etc.) regarding the qualifications of graduates (as Ratio)	To measure the satisfaction of employer stakeholders (MEB, DIB, etc.) regarding the qualifications of your graduates, enter the percentage result (average if more than one) of the surveys, if any, between the relevant dates.	-	-	-	-	Open to Improvement
30. (Number of graduates placed in KPSS exam)/(Number of graduates taking KPSS exam) ratio	Enter the ratio of the number of graduates who succeeded in the KPSS exam in the relevant year to the number of graduates in the relevant year.	Undetected	Undetected	Undetected	Undetected	Open to Improvement
31. MBSTS	Enter the ratio of the number of graduates who succeeded in the DUS exam in the relevant year to the number of graduates in the relevant year.	Undetected	Undetected	Undetected	Undetected	Open to Improvement

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32. Number of Hafiz during registration to the program	For Example; Number of Hafiz students enrolled in 2020 (All types of settlements included)	Undetected	Undetected	Undetected	Undetected	Open to Improvement
33. Number of Hafiz among students who have reached graduation from the program	For Example; The number of Hafiz students who are in the graduate phase in 2020.	Undetected	Undetected	Undetected	Undetected	Open to Improvement
34. Number of students taking YDS-Yökdil exams	Number and average of students who have taken YDS and Yökdil exams in Arabic (Last 4 years)	Undetected	Undetected	undetected	Undetected	Open to Improvement
35. Number of students taking YDS-Yökdil exams	Number and average of students who have taken YDS and Yökdil exams in English or other language other than Arabic (Last 4 years)	Undetected	Undetected	Undetected	Undetected	Open to Improvement
36. Number of Employed Graduates	Enter the number of graduates (MEB, DIB, Higher Education Institution, public institution and private sector, etc.) who have settled in the job according to the information received from your graduates through the alumni information package/system etc., established by your institution, if any.	Within the scope of KVKK, we can obtain such data of graduates only through MBS if the graduate wishes. Since only 2.8% of our graduates on MBS have updated their knowledge, the number of placements among them is far from the actual number. A number of improvements have been made to MBS that will make updating personal information attractive.				
37. The Rate of Graduate continuing postgraduate education	According to the information received from your graduates through the alumni information package/system etc. established by your institution, if any; we are graduates who continue their postgraduate education, and if they are not entered into the	Within the scope of KVKK, we can obtain such data of graduates only through MBS if the graduate wishes. Since only 2.8% of our graduates on MBS have updated their knowledge, the rate of continued postgraduate study among them is far from the actual rate. It has been decided to make a number of improvements to MBS that will make it attractive to update personal information.				

	graduate system, it is requested to enter the total number of graduates who continue their education in the graduate programs of your institution after graduation.					
38. Number of members of the alumni association		21	25	22	30	Accomplished
39. Number of graduates from Religious Higher Specialty Training Center		Within the scope of KVKK, we can obtain such data of graduates only through MBS if the graduate wishes. It is not possible to give an accurate number because it only updates the 2.8% of information of our graduates on MBS.				
40. (Number of students graduating during normal study period) / (Number of students who must graduate during normal study period) Ratio	Enter the ratio of the number of graduates within the normal period to the number of students who must graduate within the normal period.	539/800=0,68	600/850=0,71	790/850=0,93	600/850=0,71	Accomplished
41. - (Total Number of Students in Undergraduate and Graduate Programs) / (Total Number of Teaching Staff) Ratio	Number of Students / Number of Faculty Members of Undergraduate and Graduate Programs = Rate (As in the formula) will be calculated on an annual basis.	4339/97=44,74	4370/97=45,06	4352/107=40,68	4370/107=40,85	Accomplished

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42. - (Total Number of Students in Undergraduate and Graduate Programs) / (Total Number of Faculty Members) Ratio	Number of Students / Number of Faculty Members of Undergraduate and Graduate Programs = Rate (Write as in formula) will be calculated on an annual basis.	4339/46=94,33	4370/46=95,00	4352/56=77,72	4370/56=78,04	Accomplished
43. - (Total Number of Students in Graduate Programs) / (Total Number of Faculty Members) Ratio	Number of Students in Graduate Programs/Number of Students in Undergraduate Programs = Rate (As in formula) will be calculated on an annual basis.	427/3913= 0,11	470/3900= 0,12	458/3894=0,12	470/3900=0,12	Accomplished
44. - (Total Number of Students in Undergraduate Programs) / (Total Number of Faculty Members) Ratio	Number of Undergraduate Students/Number of Faculty Members = Rate (As in formula) will be calculated on an annual basis.	3913/97=40,34	3900/97=40,21	3894/107=36,40	3900/107=36,45	Accomplished
45. Number of Doctoral graduates/faculty members	Number of PhD graduates/number of faculty members = Rate (As in formula) will be calculated on an annual basis.	10/46=0,22	15/46=0,33	12/56=0,22	15/56=0,27	Accomplished
46. (Number of Doctoral Students) /	Number of students/number of faculty members in phD program = Rate (Write as in formula) will be calculated on an annual basis.	152/46=3,31	170/46=3,70	164/56=2,93	170/56=3,04	Accomplished

(Total Number of Faculty Members) Ratio						
47. (Number of International Students) / (Total Number of Students) Ratio	Number of Foreign Students/Total Number of Students = Rate (As in formula) will be calculated on an annual basis.	117/4339=0,03	100/4370=0,03	96/4352=0,03	100/4370=0,03	Accomplished
48. - (Number of Doctoral Students) / (Total Number of Students (PhD, Master's, Undergraduate) Ratio	Number of PhD students / Total (Undergraduate-YL-PhD) students = Rate (Write as in formula) will be calculated on an annual basis.	152/4339=0,04	170/4370=0,04	164/4352=0,04	170/4370=0,04	Accomplished
49. Number of Doctoral graduates	Last 4 years (Expressed on an annual basis.)	10	15	10	12	Accomplished
50. Number of students leaving the institution annually	Last 4 years (Expressed on an annual basis.)	78	84	67	92	Accomplished
51. - (Number of International Teaching Staff) / (Total Number of Teaching Staff) Ratio	Number of Foreign Faculty Members/Total Number of Faculty Members = Rate (As in the formula) will be calculated on an annual basis.	6/96=0,07	6/96=0,07	6/107=0,06	6/107=0,06	Accomplished

52. - (Number of Administrative Staff) / (Number of Teaching Staff) Ratio	Number of administrative staff/ Total number of students = Rate (As in the formula) Will be calculated on an annual basis.	17/4339=0,01	17/4370=0,01	16/4352=0,01	16/4370=0,01	Accomplished
53.Number of administrative staff/ Number of faculty members	Number of administrative staff/ Number of faculty members = Rate (As in the formula) Will be calculated on an annual basis.	17/96=0,18	17/96=0,18	16/107=0,15	16/107=0,15	Accomplished

Indicator

3. Research and Development	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	**Status (Accomplished or Open to Improvement)**
1. Average number of annual publications in SCI, SSCI, A&HCI and ESCI indexed journals not done with international cooperation per faculty	Between January 1 and December 31, the ratio of the number of articles and reviews published/published in SCI, SSCI, A&HCI and ESCI indexed journals, etc. which are not carried out in international	0,47	0,84	0,84	0,90	Accomplished

member	cooperation, to the number of permanent faculty members (Professors, Associate Professors and Doctoral Faculty Members) is asked. Articles submitted to the journal for publication between the relevant periods, but which have not yet passed or passed the referee's approval/control will not be considered because the publication time of the relevant journal has not come. No matter what date the application is made, the articles published/published between the relevant dates will be taken into account					
2. Average number of annual publications in SCI, SSCI, A&HCI and ESCI indexed journals conducted in international cooperation per faculty member	Between January 1and December 31, international cooperation (those not done with international cooperation were also asked in the previous article.) The ratio of the number of articles and	-	-	-	-	Open to Improvement

	reviews published/published etc. in SCI, SSCI, A&HCI and ESCI indexed journals to the public is asked about the ratio of the number of articles and reviews to the number of permanent faculty members (Professors, Associate Professors and Doctoral Faculty Members). Articles submitted to the journal for publication between the relevant periods but which have not yet passed or passed the referee's approval/control will not be considered because the publication time of the relevant journal has not come. No matter what date the application is made, the articles					

	published/published between the relevant dates will be taken into account.					
3. Scientific publication score (for each publication, the relevant journal refers to the ratio of the total impact score obtained by total publication score by writing the current impact factor to the total number of publications.)	For each publication, the ratio of the total impact score obtained by sub-sub-collection by writing the current impact factor of the relevant journal is expressed to the total number of publications.	0,2475	0,2480	0,2465	0,2475	Open to Improvement
4. Citation Score	The average number of annual citations made in SCI, SSCI, A&HCI and ESCI indexed journals is asked to the total number of faculty members.	0	0,019	0,019	0,036	Accomplished
5. Number of Completed Externally Supported Projects per Faculty Member	The ratio of the number of projects supported and completed by national or international organizations from	0,33	0,03	0	0,03	Open to Improvement

	outside the institution to the number of permanent faculty members is asked.					
6. Number of Ongoing Externally Supported Projects per Faculty Member	The ratio of the number of projects supported and ongoing **by national or international organizations** from outside the institution to the number of faculty members was asked.	-	-	-	-	Open to Improvement
7. Total Budget of Completed Externally Supported Projects		5747,83	-	-	-	Open to Improvement
8. Total Budget of Ongoing Externally Supported Projects		-	-	-	-	Open to Improvement
9. The Ratio of the Total Budget of Ongoing Externally Supported Projects to the Number of Ongoing Externally Supported Projects		-	-	-	-	Open to Improvement
10. Average number of international	The ratio of the number of projects **carried out**	-	-	-	-	Open to Improvement

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collaborative projects completed per faculty member	and completed together with international persons or organizations from outside the institution to the number of faculty members is asked.					
11. Number of Ongoing international collaborative projects per faculty member	The ratio of the number of projects **carried out** and ongoing with international persons or organizations from outside the institution to the number of faculty members is asked.	-	-	-	-	Open to Improvement
12. Total budget of international collaborative projects	The total budget of the projects opened between 1 January and 31 December will be written.	-	-	-	-	Open to Improvement
13. Total budget of ongoing international collaborative projects	The total budget of internationally collaborative projects that continue as of the application date will be written.	-	-	-	-	Open to Improvement

14. Number of Students at Master's Degree Programs with Thesis per Faculty Member		2,83	3,09	3,03	2,80	Accomplished
15.- Number of Doctoral Students per Faculty Member		1,56	1,75	1,69	1,58	Accomplished
16. Average number of annual Doctoral graduates per faculty member		0,10	0,15	0,12	0, 13	Accomplished
17. Number of Fields in YÖK 100/2000 PhD Scholarship Program		-	-	-	-	Open to Improvement
18. Number of Students in YÖK 100/2000 PhD Scholarship Program		-	-	-	-	Open to Improvement
19. Number of TÜBA and TÜBİTAK Awarded Faculty Members (Excluding TÜBA Translation Award)		-	-	-	-	Open to Improvement
20. The Number of International Awards		-	-	-	-	Open to Improvement
21. The Number of National Awards		1	3	3	3	Accomplished

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	Explanation	Realized in 2018	Targeted in 2019en	Realized in 2019	2020 Targeted	Status (Accomplished or Open to Improvement)
22. Number of academic researches (Articles, thesis, etc.) carried out within the framework of cooperation with MEB		-	-	-	-	Open to Improvement
23. Number of academic researches (Articles, thesis, etc.) carried out within the framework of cooperation with DİB		-	-	-	-	Open to Improvement
Indicator						
4. Service to Society	Explanation	Realized in 2018	Targeted in 2019**en**	Realized in 2019	2020 Targeted	**Status (Accomplished or Open to Improvement)**
1. Number of Service to Society Projects with budget and Carried out by the Institution		-	-	-	-	Open to Improvement

2. Number of service to society projects with budgets and carried out in cooperation with external stakeholders (excluding MEB and DIB)		-	-	-	-	Open to Improvement
3. Number of service to society projects with budgets and carried out in cooperation with MEB		-	-	-	-	Open to Improvement
4. Number of service to society projects with budgets and carried out in cooperation with DIB		-	2	2	2	Accomplished
5. Number of service to society projects without budgets and carried out in cooperation with external stakeholders (excluding MEB and DIB)		-	-	-	-	Open to Improvement
6. Number of service to society projects		1	1	1	1	Accomplished

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without budgets and carried out in cooperation with MEB						
7. Number of service to society projects without budgets and carried out in cooperation with MEB		1	1	1	2	Accomplished
8. Number of activities carried out by program instructors in MEB institutions	Activities other than education are meant.	4	5	9	5	Accomplished
9. Number of participants in activities carried out by program instructors in MEB institutions	Activities other than education are meant.	Undetected	Undetected	Undetected	Undetected	Open to Improvement
10. Total number of hours of activities carried out by program instructors in MEB institutions	Activities other than education are meant.	4	5	9	5	Accomplished
11. Satisfaction rate of participants participating in activities carried out by program instructors in	Activities other than education are meant.	Undetected	Undetected	Undetected	Undetected	Open to Improvement

MEB institutions (as Ratio)						
12. Number of activities carried out by program instructors in DIB institutions	Activities other than education are meant.	5	5	5	5	Accomplished
13. Number of participants in activities carried out by program instructors in DIB institutions	Activities other than education are meant.	Undetected	Undetected	Undetected	Undetected	Open to Improvement
14. Total number of hours of activities carried out by program instructors in DIB institutions	Activities other than education are meant.	5	5	5	5	Accomplished
15. Satisfaction rate of participants participating in activities carried out by program instructors in DIB institutions (As ratio)	Activities other than education are meant.	Undetected	Undetected	Undetected	Undetected	Open to Improvement
16. Number of service to society projects with budgets and carried out with		1	1	1	1	Accomplished

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public institutions					
17. Amount of Annual training hours carried out by program instructors in external stakeholder organizations (excluding MEB and DIB)	-	-	-	-	Open to Improvement
18. Number of people receiving annual training for trainings carried out by program instructors in external stakeholder organizations	-	-	-	-	Open to Improvement
19. Number of people and hours receiving annual training for trainings carried out by program instructors in external stakeholder organizations	-	-	-	-	Open to Improvement
20. Satisfaction rate of participants receiving trainings	-	-	-	-	Open to Improvement

carried out by program instructors in external stakeholder organizations (As ratio)					
21. Annual training hours carried out by program instructors in SEM or other centers of the university	Between 1 January and 31 December 2019, the annual training hours are asked in the centers established under the names of Continuous Education Center, Continuous Education and Research Center etc. (In İSEFAM faculty Teaching Staff 5 lessons X 48 hours in one Year)	240	240	240	240	Accomplished
22. Number of people receiving annual training for trainings carried out by program instructors in SEM or other centers of the university		18	30	30	32	Accomplished
23. The person and the hour who receive annual training for the trainings carried out by		240/18	240/30	240/30	240/32	Accomplished

the program instructors in SEM or other centers of the university					
24. Satisfaction rate of participants who received social contribution activities (As ratio)		Undetected	Undetected	Undetected	Undetected	Open to Improvement
25. Number of seminars, conferences, panels, symposiums, etc. activities given by program instructors		135	100	123	100	Accomplished
26. Ratio of the number of seminars, conferences, panels, symposiums, etc. given by program instructors to the number of program instructors		1,39	1,03	1,26	1,03	Accomplished
Indicator						

5. Governance System	Explanation	Realized in 2018	Targeted in 2019	Realized in 2019	2020 Targeted	Status (Accomplished or Open to Improvement)
1. Central Budget	Revenues from the central budget that do not belong to activities in the research and development category	-	-	-	-	
2. Research Incomes	General research revenues will be written.	-	-	-	-	Open to Improvement
3. Service to Society Incomes	41. General Service to Society Incomes will be written.	-	-	-	-	Open to Improvement
4. Donations	Donations transferred to the institution non-state, conditionally or unconditionally	-	-	-	-	Open to Improvement

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5. Staff Expenses	Personnel expenses (including SGK expenses)	10376619	11750000	11750000	13935000	Accomplished
6. Education Expenses	General education expenses will be written.	-	-	-	-	
7. Research Expenses	Expenses for all actions and activities in the research category	All research expenses were covered by the budgets of external stakeholders.				
8. Service to Society Expenses	Expenses for all activities in the community service category	These expenses were provided from the budget of the Faculty Foundation.				
9. Administration Expenses	Consumption of goods and materials, roadways, service purchases, small repairs (securities and real estate) etc.	216057	211000	211000	262000	Accomplished
10. Investment Expenses	Immovable, machinery, equipment, etc. expenses	-	-	-	-	Open to Improvement

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