Sakarya University

Faculty of Theology

Normal Education Program

Accreditation Interim Report

2023

CONTENTS

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

As stated in the Quality Manual, the mission of our faculty is to educate researchers and social individuals who have moral and aesthetic values, have acquired lifelong learning skills, and producing healthy knowledge and social services in the field of religious sciences. Our vision is to be a faculty that is preferred in the first place with the quality of education and research, offers solutions to problems related to religious education and teaching together with its stakeholders, and adopts the principles of total quality management (Evidence 1).

It is stated in the Quality Manual that the mission, vision and strategic goals and objectives of our institution will be updated over 4-year periods. September October 2022, since the current strategic plan expires in 2023, the 2023-2027 strategic plan renewal works have started in accordance with the calendar given in the annex (Evidence 2). The steps related to the update of the strategic plan have been taken as follows:

1. Preparation of a draft strategic plan: Surveys have been shared with our stakeholders with the support of Sakarya University Academic Evaluation and Quality Improvement Board (SAÜDEK) in order to determine the issues that should be included in the strategic plan for this purpose. (Evidence 3, Evidence 4)

In addition, the strategic plan update calendar was shared with the board members at the academic board meeting and it was requested that the members who want to contribute to the drafting process express their opinions or submit them to the Quality and Accreditation board. (Evidence 5)

Based on the survey results conducted with our stakeholders and the opinions of the teaching staff, a draft plan has been prepared by the Quality and Accreditation Board in accordance with the university strategic plan.

2. Negotiation of the draft with stakeholders: The draft prepared by the Quality and Accreditation Board was sent to academic staff for their opinions (Evidence 6). In addition, our strategic plans and goals were discussed at the meeting of student representatives (Evidence 7), the advisory board (Evidence 8) and the international advisory board (Evidence 9).

3. Giving the final version of the draft: After all these processes, our Quality and Accreditation Board gave the final version of the draft plan and forwarded it to the Dean's Office, taking into account the opinions and suggestions of our internal and external stakeholders (Evidence 10).

4. Approval of the draft: The final version of the draft from the Quality and Accreditation Board (Evidence 11) has been approved by the Faculty Administrative Board and entered into force Evidence 12).

5. Adding faculty-specific indicators to Sakarya University Corporate Governance Information System (PUKS): Since it is considered appropriate to include some Faculty-specific performance indicators in our 2023-2027 strategic plan, unlike the university's performance indicators in the strategic plan prepared simultaneously with SAUDEK, these indicators have been notified to SAUDEK (Evidence 13, Evidence 14) so that they can be easily controlled and monitored through

information management systems and processed to the PUKS. (Evidence 15).

As a result, it was deemed appropriate to keep the mission, vision and corporate values in our 2023-2027 strategic plan as in the previous plan, but some changes were made to the policies, strategic goals, targets and indicators. The attached file presents the strategic plans for 2020-2024 and 2023-2027 in a comparative manner (Evidence 16).

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.

Evidences

Evidence 1 The Quality Manual

Evidence 2 Strategic Plan Calendar

Evidence 3 Stakeholder Opinions Survey

Evidence 4 Stakeholder Opinions Survey Information Mail

Evidence 5 2022 Academic Board Meeting

Evidence 6 Academic Staff Mail

Evidence 7 Student Representatives Meeting

Evidence 8 The Advisory Board

Evidence 9 The International Advisory Board

Evidence 10 KAK 10.01.23

Evidence 11 Theology Fk. 2023-2027 Strategic Plan

Evidence 12 The Decision of the Faculty Administrative Board

Evidence 13 KBYS Criteria

Evidence 14 KBYS Criteria 2

Evidence 15 Response to the Indicator Request

Evidence 16 Comparative Strategic Plans

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

Our faculty continues to carry out activities in accordance with its policies in various fields and to monitor and improve them in accordance with the renewed strategic plan. Detailed information about our renewed 2023-2027 Strategic Plan is presented in the title A 1.1.

In parallel with the renewed strategic plan of our university, our policies have been updated as

follows (<u>Evidence 1</u>):

EDUCATION AND TRAINING POLICY

1. To adopt a competency-based innovative educational model that will equip the learner with the competencies needed to be ready for the future and lifelong learning skills, as well as professional skills.

2. To provide the learner with the opportunity to learn in accordance with the requirements of the developing and changing era and to offer this to all learners in face-to-face, remote, mixed or hybrid ways.

3. To maintain the relationship between undergraduate and postgraduate education programs and research and development activities by strengthening them through applied training and new models. Dec.

4. To continuously improve the education and training processes with the participation of students and other stakeholders by strengthening national and international cooperation.

RESEARCH AND INNOVATION POLICY

1. To strengthen the research ecosystem that will enable researchers to turn their ideas related to research and innovation into projects or scientific studies.

2. To carry out research and innovation activities at the faculty in a coordinated manner in line with sustainable development goals and national priorities.

3. To take multidisciplinary international and national cooperation as a basis within the scope of research and innovation activities and to provide the necessary environments.

4. To create a research climate in which researchers and strategic stakeholders are appreciated and encouraged by the faculty, and an open scientific environment is created. To provide guidance, and support on financial and intellectual industrial property rights in order to protect the sustainable research environment and conditions.

5. To adopt a continuous improvement approach by periodically evaluating the research footprint of the faculty.

SOCIAL CONTRIBUTION POLICY

1. To institutionally manage social contribution activities in the faculty with defined processes.

2. To maintain stakeholder-oriented, transparent and accountable governance in line with the responsibilities of the faculty towards its stakeholders.

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

4. To develop solutions to the religious problems of the society by taking into account the suggestions of internal and external stakeholders and to determine research and development focuses.

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

6. To encourage and support academic staff in the determined areas through social collaborations.

7. To inform and raise awareness of religious issues in society by using mass media effectively.

SUSTAINABILITY POLICY

1. Taking into account the ecological, economic and social dimensions of sustainability in an integrated manner, taking into account the objectives of sustainability in corporate practices and services.

2. To adopt conscious consumption of resources, waste management and energy efficiency in order to reduce the ecological impact of the faculty and to reflect it in institutional practices.

3. To adopt the principles of gender equality, inclusiveness, strong institutions and partnerships for goals in corporate governance.

4. To be based on respect for the fundamental, social and economic rights of human beings; to make occupational health and safety principles, academic freedom and business ethics institutionally disseminated.

INTERNATIONALIZATION POLICY

1. To manage and encourage qualified internationalization practices and resources in an integrated manner in education, research and social contribution activities involving students and staff, who are faculty stakeholders.

2. In accordance with the changing education and training paradigms, programs with international partners, bilateral agreements, collaborations and to benefit from opportunities such as exchange programs.

3. To strengthen corporate competence by taking advantage of the potential of international expertise.

4. To monitor the performance in the direction of internationalization, evaluate it together with the stakeholders and to continuously improve it.

QUALITY POLICY

1. To manage the quality of the faculty in accordance with international and national quality assurance systems and institutionally for the future.

2. In line with institutional development, to evaluate quality by applying qualitative and quantitative methods in an integrated manner with output and process-oriented measurements and to improve it through defined processes.

3. To continue to improve quality, continuous innovation and transformation with the voluntary participation of stakeholders together with the change agents working in quality teams, especially quality ambassadors.

4. To adopt a common culture in which the quality culture, which is based on ensuring quality with a sense of responsibility towards the society and meeting stakeholder expectations in a balanced manner, is observed by all stakeholders, especially academics, researchers, employees and leaders.

SERVICE RECIPIENT SATISFACTION POLICY

1. To monitor the feedback and complaints of service users by securing them, and to ensure that complaints are handled objectively and resolved as soon as possible.

2. To increase current and potential customer participation and feedback in the processes by creating transparent and effective communication mechanisms with service beneficiaries.

3. To ensure continuous improvement within the scope of corporate quality management by measuring the quality, efficiency and effectiveness of processes, services and practices in order to realize the value propositions offered to service recipients.

HUMAN RESOURCES POLICY

1. To approach human resources as a corporate value by planning the medium and long-term human resources needs in line with the mission and vision of the organization, evaluating performance, provide necessary support and offer development opportunities in order to ensure personal development.

2. To implement multi-directional communication with all employee groups within the governance approach.

3. To plan and realize training and development in line with corporate objectives and individual development needs, taking into account the principles of equal opportunity and inclusiveness.

4. To base personal development, promotion, empowerment, appreciation and recognition practices on performance evaluation results.

5. To provide a safe and healthy work environment for all personnel through occupational health and safety practices.

CORPORATE COMMUNICATION POLICY

1. To create communication environments that will enable stakeholders to strengthen the corporate culture by adopting corporate values and identity.

2. To develop policies for the promotion of Sakarya University to the target audience, to ensure the effective use of internet communication and social media tools.

3. To support scientific, artistic and cultural activities at national and international level.

4. To ensure continuity by improving communication with media organs.

5. To carry out information sharing activities with public institutions and organizations and to support institutional transparency.

Our strategic goals have been renewed as follows with the renewed strategic plan:

S.1. To achieve qualified education by providing higher education services at international standards that will provide learners with knowledge and skills for their changing needs throughout their careers as well as professional qualifications.

S.2 To lead the regional research, development and innovation ecosystem by providing

knowledge, project, technology and art production that will expand the research footprint of the faculty.

S.3. To strengthen the ties between the faculty and the society based on the understanding of social service and social responsibility and to implement the United Nations sustainable development goals in all processes with an understanding of respect for nature, human and society.

S.4. To increase the faculty's international preferability, cooperation and visibility by taking advantage of mobility programs, international cooperation and international opportunities. To secure organizational agility and institutional quality by empowering employees and adopting change management.

EDUCATION AND TRAINING OBJECTIVES

O.1.1. To strengthen internal quality assurance mechanisms, improve the quality of academic programs and benefit from continuous improvement processes.

O.1.2. To increase the use of new approaches, techniques and tools in education and training programs (innovative teaching technologies) and to make learning environments suitable and available for this objective.

O. 1.3 To implement systematic approaches in order to improve the academic staff's teaching competencies and students' learning approaches.

O.1.4. By giving importance to diversity, to improve and mainstream student support services such as student counselling, being a barrier-free faculty, and career counselling.

O.1.5. To provide a variety of programs which enable re-gaining and improving skills in the frame of life-long learning.

RESEARCH AND DEVELOPMENT OBJECTIVES

O.2.1. To increase the research and innovation outputs of the faculty through qualified and high-quality publications.

O.2.2. To increase knowledge generation by means of national and international projects, scientific and artistic activities.

O.2.3. Within the scope of research activities, to increase the outputs that are innovative and provide added value and offer environments suitable for transfer of technology.

O.2.4. To strengthen structural, sustainable and systematic collaborations with stakeholders in the research and innovation ecosystem.

O.2.5. By strengthening and supporting the research competence of the faculty, to ensure sustainability in research and development processes.

SOCIAL CONTRIBUTION OBJECTIVES

O.3.1. To enhance the institutional governance structure in order to improve community relations and ensure sustainability and to share more faculty data in order to provide accountability and transparency.

O.3.2. To strengthen cooperation, partnerships and coordination with the internal and external stakeholders of the faculty.

To increase green campus practices that contribute to reducing the ecological footprint on the campus, increasing energy efficiency, and are compatible with smart technologies.

INTERNATIONALIZATION OBJECTIVES

O.4.1. To increase the number of international mobility programs.

O.4.2. To strengthen the internationalizing collaborations of the faculty.

O.4.3. To strengthen the internationalization level of the faculty.

O.4.4. To strengthen the institutional capacity and competencies of the faculty within the scope of internationalization.

O.4.5. To increase international visibility through international promotion and rankings in order to increase the international recognition of the faculty.

ADMINISTRATIVE-SUPPORT AND MANAGERIAL OBJECTIVES (QUALITY ASSURANCE AND MANAGEMENT SYSTEM)

H.5.1. To increase the effectiveness of Faculty Advisory Boards and Working Groups.

H.5.2. To ensure the quality of corporate services by measuring them and improving them together with stakeholders.

H.5.3. To manage financial resources in line with the goals of the faculty.

To continuously improve the institutional capacity and human resources of the faculty.

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

Evidence 1 Faculty of Theology 2023-27 Strategic Plan

A.1.3. Institutional performance management

The institution continues to manage its performance management in accordance with the defined process in the Quality Manual and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Evaluation Report. These data are regularly examined through SABIS modules specific to corporate performance and information is shared with the authorities that will take precautions. Institutional performance is monitored through regular annual working group meetings (Evidence 2, Evidence 3, Evidence 4, Evidence 5) and improvements are made according to the results of the meetings (Evidence 6). The Quality and Accreditation Board has made a recommendation that these meetings should be held at least once a year and that the Quality Manual should be amended in this way (Evidence 7).

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.

Evidences

Evidence 1 Quality Manual

Evidence 2 Faculty Working Groups Meetings 2022

Evidence 3 Faculty Working Groups Meetings 2022

Evidence 4 Faculty Working Groups Meetings 2023

Evidence 5 Faculty Working Groups Meetings 2023

Evidence 6 Example of Improvement

Evidence 7 <u>Meeting resolutions</u>

A.2. Internal Quality Assurance

A.2.1. Quality Commission

As stated in the Quality Handbook and the 2022 Self-Assessment Report, the Quality and Accreditation Board, which was established in accordance with the Faculty of Theology Quality and Accreditation Board Directive, which was prepared by consulting the opinions of internal stakeholders, maintains the quality culture that has been going on for many years. The Quality and Accreditation Board continues its regular meetings. The minutes of these meetings can be seen in the appendix (<u>Evidence 1</u>, <u>Evidence 2</u>, <u>Evidence 3</u>, <u>Evidence 4</u>, <u>Evidence 5</u>).

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.

Evidences

Evidence 1 <u>Quality and Accreditation Board Minutes</u>

Evidence 2 <u>Quality and Accreditation Board Minutes 2</u>

Evidence 3 <u>QAB Decisions</u>

Evidence 4 <u>QAB Decisions 2</u>

Evidence 5 <u>Meeting Photos</u>

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

Our faculty monitors its planned goals and performance indicators in the fields of Basic Islamic Sciences, Philosophy and Religious Studies, Islamic History and Arts, and this monitoring process is supported by the SABIS system. Annual follow-up of quality-oriented targets and outputs is carried out by the Quality Commission and at the end of each year, the results are evaluated by the Faculty management. Developments and improvements are monitored through year-end surveys (<u>Evidence 1</u>). Our faculty continues to monitor developments and inform stakeholders with the Academic Board Meeting held at the beginning of each year and the Advisory Board Meetings it holds regularly. In this context, the regular academic board meeting at the beginning of the 2022-2023 academic year on 20.10.22 (<u>Evidence 2</u>), the Advisory Board Meeting on 04.01.23 (<u>Evidence 3</u>), the International Advisory Board on 07.01.23 (<u>Evidence 4</u>), the regular academic board meeting at the beginning of the 2023-2024 academic year on 04.10.2023 (<u>Evidence 5</u>), the Faculty Advisory Board Meeting on 10.10.2023 (<u>Evidence 6</u>), International Advisory Board meeting was held on 04.11.23 (<u>Evidence 7</u>, <u>Evidence 8</u>), Student Representatives meeting was held on 06.01.23 (<u>Evidence 9</u>).

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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.

Evidences

Evidence 1 Graduation Questionnaire

Evidence 2:2022-23 Academic Board

Evidence 3 Advisory Board

Evidence 4 International Advisory Board

Evidence 5 Academic Board

Evidence 6 10.10 Advisory Board

Evidence 7 International Consultation

Evidence 8 Photograph

Evidence 9 Student Representatives Meeting

A.2.3. Leadership and quality assurance culture

The Authority continues to monitor through mechanisms such as satisfaction surveys and to include SAÜDEK as an external stakeholder. In order to develop and maintain the quality culture, it keeps the Quality Manual up-to-date, manages the accreditation process and updates the documents related to these processes on its website (Evidence 1). As an example of leadership, the dean of the faculty participated in the International Advisory Board held online on 07.01.23 and 04.11.23 (Evidence 2, Evidence 3, Evidence 4) and shared his experiences. He also chaired the meeting of the International Advisory Board of the Faculty of Sharia and Islamic Studies at Qatar University held in Doha on October 16, 2023. (Evidence 4)

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.

Evidences

Evidence 1 Web Page Link

Evidence 2 International Advisory Board

Evidence 3 International Advisory Board 2

Evidence 4 <u>News Link</u>

A.3. Stakeholder Involvement

A.3.1. Involvement of internal and external stakeholders in quality assurance, education, research and development, management and internationalization processes

As stated in the Quality Manual and 2022 Self-Assessment Report, internal and external stakeholders' participation in quality assurance, education and training, research and development, service to society, management and in internationalization processes is ensured and monitored through various tools. Six working groups in our faculty share the results of their meetings with Quality and Accreditation Board (<u>Evidence 1</u>). In the context of stakeholders' participation in the process, a meeting was held with Student Representatives on 06.01.2023 and a new strategic plan was discussed with our students. Our students' suggestions and proposals were listened to and recorded. (<u>Evidence 2</u>). As a similar stakeholder participation, it is noteworthy that our students organized a conference and their requests about the people to attend the conference were taken into consideration by our faculty. In this context, the request by a student to invite journalist-writer Ömer Lekesiz was welcomed by the Dean's Office and the conference date was determined as 27.12.23 (See <u>Evidence 3</u>). Similarly, as a result of the request regarding Prof. Dr. Mehmet Emin Maşalı's invitation to the conference, the conference date was determined as 13.12.23 (<u>Evidence 4</u>). The participation of our internal and external stakeholders in the process was ensured with the Advisory Board meetings dated 04.01.23 and 10.10.23 (<u>Evidence 5</u>, <u>Evidence 6</u>) and the International Advisory Board meetings dated 07.01.23 and 04.11.23 (<u>Evidence 7</u>, <u>Evidence 8</u>).

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.

Evidences

Evidence 1 <u>Working Groups Meeting Minutes</u>

Evidence 2 <u>Student Representatives</u>

Evidence 3 <u>Conference Request</u>

Evidence 4 <u>Minutes of Working Group Meeting Ş. Şirin</u>

Evidence 5 <u>Consultation Meeting 1</u>

Evidence 6 <u>Consultation Meeting 2</u>

Evidence 7 <u>International Consultation 1</u>

Evidence 8 <u>International Consultation 2</u>

A.4. Internationalization

A.4.1. Internationalization policy

The internationalization policy, which was not addressed as a separate heading in the previous

strategic plan, has been included as a separate heading in the new strategic plan as follows (Evidence 1).

Our new policy:

1- To manage and promote quality internationalization practices and resources in an integrated manner in education, research and community outreach activities involving students and staff as stakeholders of the University.

2-To benefit from opportunities such as international partner programs, bilateral agreements, cooperation and exchange programs in accordance with changing education and training paradigms.

3-To strengthen institutional competence by utilizing the potential of international expertise.

4-To monitor performance in the direction of internationalization and ensure continuous improvement by evaluating it together with stakeholders.

This process of change was carried out in consultation with our stakeholders (see A.1.1. for detailed information on the process). In particular, at the meeting of the International Advisory Board on 07.01.23, the international strategy, policies and objectives of the Faculty were made a special agenda item (Evidence 2) and discussed in detail in the attached form (Evidence 3, Evidence 4).

Internationalization was transformed from a goal to a standalone strategic objective: "To increase the international desirability, collaboration and visibility of the university by taking advantage of mobility programs, international collaborations and international opportunities" (Evidence 5).

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.

Evidences

Evidence 1 Faculty of Theology Strategic Plan 2023-2027

Evidence 2 Agenda Item

Evidence 3 Internationalization Strategy

Evidence 4 Internationalization Advisory

Evidence 5 Faculty of Theology Strategic Plan 2023-2027

A.4.2. Management and organizational structure of internationalization processes

The internationalization management of the institution is regulated by the Quality Manual and its organizational structure is determined by the Dean's Office. Monitoring and development of activities are carried out by internal boards and commissions. In order to improve the organizational structure, a Guest Student Coordinatorship was established on 26.04.2022 (Evidence 1). One of our faculty members, Lecturer Seyfettin Haruni, was appointed as the head

of this coordinatorship. Prof. Seyfettin Haruni was appointed as the head of this coordinator with the decision dated 26.05.2022 (Evidence 2).

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.

Evidences

Evidence 1 Establishment of Guest Student Coordinatorship

Evidence 2 Coordinator Appointment

A.4.3. Internationalization resources

In addition to using the resources provided by the University, the institution supports the international activities of students by using the budget allocated by the faculty foundation for students abroad. The planning of this process is determined in the Quality Handbook, in which internal faculty committees also take part in the decision-making part, and is carried out in the same way. In 2022-2023, the following developments took place in our faculty in terms of internationalization resources:

Our "Sakarya-Karabük Religious Services Consortium" (SILK) project, coordinated by Sakarya University, with Karabük University and Sakarya Provincial Mufti's Office as stakeholders, was accepted within the scope of Turkish National Agency Higher Education Mobility Consortium Accreditation (KA130). Within the scope of this 7-year project, our students and staff were provided with the opportunity to do internship and lecture/training in various countries of Europe.

Within the scope of Erasmus+ KA107 Student and Instructor Mobility Projects, 2 projects submitted by our Faculty have been accepted by the National Agency. As a result of the acceptance of our projects, the opportunity to exchange students and lecturers was obtained by receiving grant support within the scope of Erasmus + KA107 project between our Faculty and Morocco / Sidi Muhamned Bin Abdullah University and Jordan / Yermuk University and our lecturers and students started to benefit from the project (Evidence 1, Evidence 2).

In 2023, the same project was renamed Erasmus+ KA171, a follow-up project was written for the above two projects, and a new project was written for Tunisia Zeytune University. All three projects were accepted by the National Agency. With the leadership of our faculty, an agreement was signed between Oman Sultan Qaboos University and our University, and students started to be sent from the Spring Semester of the 2022-2023 academic year (Evidence 3).

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

Evidence 1 Erasmus +K-171 Project News Link

Evidence 2 Sümeyye Bayrak Sidi Mohamed University

Evidence 3 Oman Sultan Qaboos University News

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

The internationalization performance of the institution is regularly monitored through SABIS according to the processes specified in the Quality Manual. At the same time, the faculty management encourages international mobility of students and teaching staff. Our implementation examples are realized at various rates every year.

In the academic board meetings, the Dean's Office informs the board about the international meetings held in the last academic year and the exchange of academic staff and students, and the meetings are recorded in minutes (Evidence 2).

In the 2020-2021 semester, two of our students went to the UK for Erasmus Internship Mobility; in the 2021-2022 academic year, seventeen of our students went to Jordan for Arabic Language School, and one faculty member and five research assistants went to countries including Qatar, Germany and the UK to receive education within the framework of Erasmus and bilateral agreements (Evidence 3). In the 2022-2023 academic year, forty-five students travelled to Jordan, Morocco, Qatar and Oman (Evidence 4) and 11 academic staff members travelled to various European countries (Evidence 5).

As a result of the bilateral agreement between the University of Malaysia and our faculty, 14 students came to our country for summer education (Evidence 6, Evidence 7). The students were asked their opinions about the education they received at our faculty and they gave positive feedback about the experience they gained here (Evidence 8, Evidence 9 for the list of incoming students). As a result of the students expressing this positive feedback in their faculties, it is expected that a new group will come next summer semester. This has been verbally expressed to the Dean's Office.

According to the TUBITAK Field-Based Competence Analysis Report, which includes "contribution to the internationalization of our country/university through international collaborations" among the evaluation titles, our Faculty, which was in the 2nd Region on the basis of Theologies in 2021, has moved to the 1st Region as of 2023 (Evidence 10). In addition, while we were in the 3rd Region on the basis of the university, in 2021, we have moved to the 1st Region by 2023 (Evidence 10).

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.

Evidences

Evidence 1 Quality Manual

Evidence 2 04.10.23 Academic Board

Evidence 3 Student Erasmus

Evidence 4 Outgoing academic staff and students

Evidence 5 Staff Erasmus

Evidence 6 Malaysia Incoming Student

Evidence 7 University of Malaya

Evidence 8 Student Testimonials

Evidence 9 Incoming Student List

Evidence 10 Competency Analysis of Universities by Field

B. TEACHING AND LEARNING

B.1. Design and Approval of Programs

B.1.1. Design and approval of programs

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

The institution continues to implement the New Theology Program. The defined process outlined in the Quality Manual has been followed in opening new courses and updating courses in our institution.

Due to the regulation made by YÖK in 2022-2023, regarding the formation courses, the name, ECTS, theoretical and practical hours of some courses were changed as attached (Evidence 4). In the 2023-2024 academic year, the names of some courses and ECTS of some courses were changed (Evidence 5).

In our faculty, elective courses are offered in line with interest and need, either based on student/graduate surveys or on the recommendation of faculty members. For our students the following classes have been opened: "Research Methods" to comprehend and understand scientific methods, (Evidence 6, Evidence 7); "Pre-School Religion and Ethics Education" (Evidence 8, Evidence 9) to inform them about the basic issues related to pre-school religion and ethics education; "Victim Rights in Islamic Law" (Evidence 10, Evidence 11) to learn about victim rights in Islamic law; "Religion in Digitalized World" to understand the position of religion in today's digital revolution, "Relationship between Islam and the West" to analyze the perception and experience of Islam in the Western world, and "Secularization and Religion" to analyze the visibility and impact of religion in society (Evidence 12, Evidence 13, Evidence 14,

Evidence 15).

Maturity level: Practices related to the design and approval of programs with the participation of stakeholders are systematically monitored and evaluated with stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 SAU Process Management Handbook

Evidence 3 PDCA Based Education and Training Directive

Evidence 4 2022-2023 Adjustment of Formation Courses

Evidence 5 2023-2024 Adjustment of Formation Courses

Evidence 6 Research Methods Suggestion Form

Evidence 7 Research Methods EBS (Web page)

Evidence 8 Pre-School Religion and Ethics Education Course Suggestion Form

Evidence 9 Pre-School Religion and Ethics Education EBS (Web page)

Evidence 10 Victim Rights in Islamic Law Suggestion Form

Evidence 11 Victim Rights in Islamic Law EBS (Web page)

Evidence 12 Religion in Digitalized World, Relationship between Islam and the West, Secularization and Religion Courses Suggestion Form

Evidence 13 Religion in Digitalized World EBS (Web page)

Evidence 14 Relationship between Islam and the West EBS (Web page)

Evidence 15 Secularization and Religion EBS (Web page)

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

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

After 2016, there was no update in the program outcomes of our Faculty in the 4-year period until 2020. Because program outcomes are updated every four years in our Faculty. In line with the planning in the Quality Handbook, program outcomes continued to be monitored annually and updated every four years. In 2020, the program outcomes were updated in line with the opinions of stakeholders, and the next update will take place in 2024. Therefore, only annual monitoring was carried out within the scope of this criterion and various activities were carried out to support the program outputs that were found to be deficient (Evidence 3).

Maturity level: The objectives and outcomes of all programs and the practices covering all areas related to their alignment with the TQF are systematically monitored and evaluated together with stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 PDCA Based Education and Training Process Directive

Evidence 3 2023-2024 EBS Program Outcomes (Web page)

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

Matching institutional course outcomes with program outcomes and discipline-specific outcomes It continues to manage it in accordance with the defined process in the Quality Manual (Evidence 1) and the implementation, monitoring, auditing, and improvement processes in the 2022 Self-Assessment Report (Evidence 2). At its meeting held on October 10, 2023, the Quality and Accreditation Board made evaluations on the charts where the outcomes of both compulsory and elective courses are matched with program outcomes and discipline-specific outcomes, taking into account the maturity level of the relevant criterion in the previous SAR. In order to overcome the deficiencies and problems identified as a result of the evaluations, it was decided to organize a training seminar for course coordinators next January on the arbitrariness of the mappings (Evidence 3)

Maturity Level: In the program, course outcomes are matched with program outcomes and discipline-specific outcomes.

Evidences

Evidence 1 Quality Manual

Evidence 2 SAUIF SAR

Evidence 3 Quality and Accreditation Board Meeting (Decision No. 5)

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 continues to create a curriculum based on Sakarya University Undergraduate Education and Examination Regulations and continues to create a balance that takes into account the application and teaching objectives. In this context, it was decided to open 4 elective courses in total by the Departments of Basic Islamic Sciences and Philosophy and Religious Sciences in the 2022-2023 Academic Year. The decisions made were accepted by the Faculty.

Board (Evidence 1) and the content and plan of the courses were entered into Sakarya University Information System. These courses and the reasons for opening them are as follows.

In order to learn the concept of victim in Islamic law and the rights of victims, an elective course titled "Victim Rights in Islamic Law" was opened. (Evidence 2)

In addition to improving students' knowledge and opportunities to conduct research, an elective course called "Research Methods" has been opened in order to create an infrastructure for students to apply for projects such as the Graduation Study course in the 8th semester and TUBITAK 2209-A. (Evidence 3) This course also contributes to the institution's mission of "raising researcher and social individuals with moral and aesthetic values, lifelong learning skills, and producing healthy knowledge and social service in the field of religious sciences" (Evidence 4).

Since the graduates of the institution are mostly employed in 4–6-year-old Qur'an courses, an elective course called "Preschool Religious and Moral Education" was opened in order to pave the way to eliminate the deficiencies in this field. (Evidence 5)

An elective course titled "Religion in a Digitalizing World" was opened in the context of understanding the virtualization aspect and effects of religion in the digitalizing world. (Evidence 6)

Maturity Level: Practices related to program structure and balance are systematically monitored in all areas, and monitoring results are evaluated together with stakeholders, measures are taken and continuously updated.

Evidences

Evidence 1 Faculty Board Decisions Regarding the Opening of New Courses

Evidence 2 Department of Basic Islamic Sciences New Elective Course

Evidence 3 Department of Philosophy and Religious Studies New Elective Course

Evidence 4 Mission and Vision of the Institution

Evidence 5 Department of Philosophy and Religious Studies New Elective Course

Evidence 6 Department of Philosophy and Religious Studies New Elective Course

B.1.5. Student workload-based design

The institution continues to determine the workload of the European Credit Transfer System (ECTS) through the process outlined in the Quality Handbook (Evidence 1). However, a decision was made during the University Senate meeting on September 14, 2023, stipulating that a minimum of 1 midterm and 1 final evaluation would suffice (Evidence 2). Subsequent to obtaining the opinions of academic staff by the Department Chairmanships, this matter was deliberated during the Faculty Board Meeting held on September 18, 2023. It was resolved that, commencing from the academic year 2023-2024, formal education course assessments would be conducted in the form of 1 midterm and 1 final examination.

This modification of the number of evaluations in the assessment structure necessitated an

update to the Workload Efficiency section of the Education Information System (EIS) (Evidence 3). Concerns regarding an excess of workload, particularly related to the abundance of examinations, were identified through graduation surveys (Evidence 4). The implemented update ensures that students allocate more time, particularly for "extracurricular study activities," addressing these concerns.

Maturity Level: The implementation of the student workload practice in the program is systematically monitored, and the results of this monitoring are collectively assessed with stakeholders, leading to the implementation of necessary measures.

Evidences

Evidence 1 Quality Manual

Evidence 2 Number of In-Year Evaluations Internal Stakeholder Opinion Request

Evidence 3 Update in Assessment Numbers

Evidence 4 2023-2024 Fall Semester Graduation Survey (Excessive Examination and Workload Complaints)

B.1.6. Measurement and Evaluation

The institution had been implementing the SAU Measurement and Evaluation Directive (Evidence 1) between the 2019-2020 and 2023-2024 academic year. In previous years, within the institution, mid-term assessment activities for existing courses have included preferences for midterm exams, short quizzes, assignments, oral exams, and performance tasks (applications, seminars). At least four assessment activities, excluding the final exam, have been conducted for each course. During the period of distance education due to the pandemic, five assessment and evaluation activities, including the end-of-year exam, were implemented for each course. It was mandatory for one of the midterm assessment activities to be a midterm exam.

Due to the earthquake on February 6, 2023, it was decided by the Rectorate that classes for the Spring semester of 2022-2023 would be conducted online, and the relevant procedures were communicated to the teaching staff through our faculty (Evidence 2). In the semesters preceding the Spring semester of 2022-2023, students were responsible for additional assessment methods such as assignments, performance tasks, and mid-term exams, in addition to the midterm and final exams. However, in the Spring semester coinciding with the aftermath of the earthquake, the assessment method was limited to only mid-term and final exams to prevent any hardship for the students (Evidence 3).

In the 2022 Graduation Survey, students' evaluations indicate that the question "s20.j. Evaluation system grade" under the "Evaluation of the Graduated Department" section received lower scores compared to others (Evidence 4). Additionally, in an open-ended question where graduates could provide their opinions and express their views, they were asked, *"Considering your student life at Sakarya University, what are 3 negative*

aspects/qualities/issues related to SAU that you can mention?" (Evidence 5). The results of the graduation survey reveal a notable number of complaints regarding the excessive workload of assignments and exams (refer to a sample survey for the Fall Semester of 2023-2024, see Evidence 6, Evidence 7).

During the University Senate meeting on September 14, 2023, a decision was made that a minimum of 1 midterm and 1 final evaluation would be sufficient for courses (Evidence 8). After obtaining the opinions of academic staff through the departments (Evidence 9), the matter was deliberated during the Faculty Board Meeting held on September 18, 2023. It was decided that, starting from the 2023-2024 academic year, formal education course assessments in the institution would be conducted with 1 midterm and 1 final examination (Evidence 10, Evidence 11). The changes agreed upon in the number of evaluations necessitated an update in the Workload Efficiency section of the Education Information System (EIS), particularly in the European Credit Transfer and Accumulation System (ECTS) - Workload Efficiency segment (Evidence 12). These modifications are reflected in the EIS system. Consequently, this update allows students to allocate more time, especially for "extracurricular study activities."

In order to ensure fair and healthy conduct of examinations and maintain equal implementation during exams (both midterms and finals), the "Principles of Face-to-Face Exams in Formal Education" prepared by the Dean's Office continue to be communicated to academic staff via email before each exam (see, for example, Evidence 13, Evidence 14).

Announcements regarding the alignment of exam questions with Learning Outcomes and Program Outcomes continue to be made to course coordinators, as was done in previous terms. For instance, this practice was observed in the Fall semester of 2022-23 (Evidence 15) and the Spring semester of 2022-23 (Evidence 16). Detailed information can be found in section B.6.1.

Except during periods of necessity such as the pandemic and earthquakes, midterm and final exams are conducted in person. The Dean's Office generates an exam schedule for these exams. To ensure control over elements such as the exam day, time, classroom, course, and instructor, a draft exam schedule is initially communicated to academic staff via email (see an example in Evidence 17). After necessary checks, the final version of the schedule is sent to academic staff again via email (Evidence 18, Evidence 19).

Maturity Level: Findings derived from the implemented practices related to the designed assessment and evaluation system in the program are systematically monitored. The results of this monitoring are collectively assessed with stakeholders, leading to the implementation of necessary measures.

Evidences

Evidence 1 SAU Measurement and Evaluation Directive

Evidence 2 Principles Regarding Education and Instruction for the Spring Semester of 2022-23

Evidence 3 Additional Decisions for Online Education in the Spring Semester of 2022-22

Evidence 4 2022 - Graduation Survey

Evidence 5 2023-2024 Graduation Survey Questions

Evidence 6 2023-2024 Graduation Survey Results Report

Evidence 7 2023-2024 Graduation Survey (Excerpts on Excessive Examinations and Workload Complaints)

Evidence 8 SAU Measurement and Evaluation Directive

Evidence 9 Midterm Evaluation Number Instructor Suggestion Request

Evidence 10 the Report of Faculty Council Assembly (18.09.2023)

Evidence 11 Evaluation System (Starting from the Academic Year 2023-2024)

Evidence 12 EBS (Web Page) for the Fall Semester of 2023-2024 in History of Hadith and Methodology

Evidence 13 Informative Email on Exam Principles for the Face-to-Face Exam of the Fall Semester of 2023-2024

Evidence 14 Face-to-Face Exam Principles

Evidence 15 Matching Program and Learning Outcomes for the Exam Questions of the Fall Semester of 2022-23

Evidence 16 Matching Program and Learning Outcomes for the Exam Questions of the Spring Semester of 2022-23

Evidence 17 Draft of the Midterm Exam Schedule for the Fall Semester of 2023-2024 (Email Notification)

Evidence 18 Email Notification on the Midterm Exam Schedule for the Fall Semester of 2023-2024

Evidence 19 Midterm Exam Schedule for the Fall Semester of 2023-2024

B.2. Student Admission and Progression

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

The institution continues to manage student admission and recognition and crediting of prior learning in accordance with the defined process in the Quality Manual and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report. Undergraduate student recruitment is carried out regularly by the Measurement, Selection and Placement Center (ÖSYM). In 2022, the placement rate for the 185 quotas allocated to Daytime Education is 100% (Evidence 1).

For the 2022-2023 academic year, 5 students transferred to the institution (Evidence 2)

For the 2023-2024 academic year, 5 students transferred to the institution (Evidence 3)

Recognition of Prior Learning

It was announced on the institution's website on September 1, 2023 that the applications for the Recognition of Prior Learning will be taken online through SABIS and the exams will be held face-to-face, and informative application details and application exam-result schedule were presented (Evidence 4). Information that the exams will be held on September 11-12, 2023 as

specified in the calendar was announced again on the institution's website on September 8, 2023 and the exam schedule was announced (Evidence 5).

Arabic Proficiency Exam

In the 2022-2023 academic year, 105 students took the 1st Course Proficiency and Placement Exam, 35 of whom were successful and were entitled to study in the 2nd Course. 144 students took the 2nd Course Proficiency and Placement Exam, 20 students were successful and thus exempted from the Preparatory education. In the additional proficiency exam, 5 students took the exam and 2 students were successful and exempted from preparatory education. (Evidence 6)

Minor

For the year 2022, there were no students applying for a minor program.

As of 2023, 2 students enrolled in the Islamic Law Minor Program and 1 student enrolled in the Turkish Islamic Thought Minor Program (Evidence 7)

YÖS

By 2022, 22 students were enrolled in the institution as YÖS and Turkiye Scholars (Evidence 8). In 2023, this number increased to 29 (Evidence 9)

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

Evidences

Evidence 1 Daytime Education Student Placement Rate

Evidence 2 Coming with Undergraduate Transfer 2022

Evidence 3 Coming with Lateral Transfer 2023

Evidence 4 Recognition of Prior Learning

Evidence 5 Recognition of Prior Learning Exam Schedule

Evidence 6 Arabic Proficiency

Evidence 7 Incoming Minor Students

Evidence 8 2022 YÖS Incoming Student

Evidence 9 2023 YÖS Incoming Student

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

The institution continues to implement the regulations for the issuance of diplomas and other documents according to the Sakarya University Diploma, Graduation Certificate, and Other Document Issuance Directive (Evidence 1).

For the 2022-2023 Fall Semester, a total of 21 students graduated, and in the 2022-2023 Spring

Semester, a total of 145 students graduated (<u>Evidence</u> 2).

As the Minor Certificate program is new, we currently do not have any students who have received the certificate.

Similarly, there are no students who have received the Interest Area Certificate as this program is also new.

Since the initiation of the Social Transcript program in 2020, out of 242 institution students who applied, 220 have qualified to receive the social transcript document (<u>Evidence</u> 3). As of the 2022-2023 academic year, 77.61% of institution students expressed satisfaction with the social transcript application (<u>Evidence</u> 4). In the 2021-2022 academic year, this satisfaction rate was 76.79% (<u>Evidence</u> 5).

Additionally, the satisfaction rate for the timely delivery of requested documents from the dean's office for the academic year 2022-2023 is 78.99% (<u>Evidence</u> 6).

Due to the high level of satisfaction among students regarding the application, no additional improvements are deemed necessary in this area.

Maturity Level: Findings from the practices related to the recognition and certification of diplomas, degrees, and other qualifications are systematically monitored, evaluated together with stakeholders, and measures are taken based on the monitoring results.

Evidences

Evidence 1 <u>Diploma Directive 1</u>

Evidence 2 <u>2022-23 Fall Graduates and Spring Graduates</u>

Evidence 3 <u>Students Receiving Social Transcript</u>

Evidence 4 <u>2022-23 Social Transcript Satisfaction Rate (Item 55)</u>

Evidence 5 <u>2021-22 Social Transcript Satisfaction Rate (Item 55)</u>

Evidence 6 <u>2022-23 Satisfaction Rate for Timely Access to Requested Documents (Item 55)</u>

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

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

Information regarding the institution's learning resources, including classrooms, libraries, practice rooms, conference halls, etc., is available in the Faculty Quality Manual (<u>Evidence 1</u>) and the 2022 Self-Assessment Report. A decision was made during the Quality and Accreditation Board's meeting on 16.10.2022 to make improvements in the identification process of the relevant criterion in the Quality Manual (<u>Evidence </u>2).

The teaching methods and techniques for all courses have been determined taking into account the course outcomes and entered into the EBS system by coordinators. This allows students to view the teaching methods of any course from the EBS system. Thus, in our institution, as a

reflection of the student-centered measurement and evaluation system in practice, it has been determined which teaching method or technique each course outcome is achieved through. For example, looking at the Sociology of Religion course in the 2023-2024 academic year:

	Learning Outcomes	Teaching Methods
1	Can decide on the definition of sociology of religion.	Brainstorming, Lecture, Q&A
2	Know the place of sociology of religion in the classification of sciences.	Lecture, Question-Answer, Brainstorming
3	Can comprehend the conditions under which the sociology of religion was born.	Lecture, Question-Answer, Brainstorming
4	Know the pioneers of the sociology of religion	Lecture, Question-Answer, Brainstorming, Experiment and Laboratory
5	Know the founders of the sociology of religion.	Lecture, Question-Answer, Brainstorming, Experiment and Laboratory
6	Can comprehend the methodology of sociology of religion.	Lecture, Question-Answer, Brainstorming
7	Can decide on the relations of sociology of religion with other sciences	Lecture, Question-Answer, Brainstorming
8	Can comprehend the basic issues of sociology of religion	Lecture, Question-Answer, Brainstorming

In this system, each exam question is associated with course achievements, and the achievement of course outcomes by students is followed through teaching methods and techniques. In this regard, tools such as assignments, presentations, and performance tasks designed to actively involve students in the course have been effectively used in evaluations. Thus, an environment has been provided for students to learn by understanding and comprehending.

As in previous years, achievements have been systematically processed in the SABIS system, and thus, a guide has been created for educators to systematically adhere to the course processing. Students, on the other hand, have had the opportunity to choose their courses in line with their academic inclination and interest by learning in advance which curriculum they will be subject to in compulsory courses and what the content and curriculum of elective courses are (see Evidence 3 for sample courses for the 2022-23 academic year, see Evidence 4 for the 2023-24 academic year).

Teaching methods and techniques at our institution are adjusted in accordance with the internal and external ECTS workload. While some methods and techniques are carried out in the classroom in a process compatible with the course, others are carried out outside the class in the form of research assignments given in line with the active learning policy (see Evidence 5, Evidence 6 for sample courses for the 2022-2023 academic year, see Evidence 7, Evidence 8 for the 2023-2024 academic year).

In the final semester, in the VIII. half, a course called "Graduation Thesis" is aimed at students acquiring academic writing techniques and research methods and continuing this in their subsequent academic adventures. The follow-up of this course is carried out meticulously (see Evidence 9). Indeed, one of the reasons for adding the elective course "Research Methods" in

the V. half is to prevent the problems our students face regarding research methods and techniques during the preparation of the Graduation Thesis and to increase the efficiency of the relevant course (see Evidence 10 for the purpose and content of the course).

The Graduation Thesis course is conducted through the joint work of the teaching staff and the student they supervise. The following method is followed in determining the advisors for the Graduation Thesis: At the beginning of the 7th semester, students fill out preference forms and choose five advisors. To ensure the healthy conduct of advising, the number of advisories each faculty member can take is limited to 10. Students are matched with faculty members in their preference list starting from their first preference as much as possible. In case of preference conflicts, the preference of the one with the higher GPA is prioritized. The list of advisor-student, determined accordingly, is shared on the Faculty's website (see Evidence 11), and faculty members are also informed via email (see Evidence 12).

Maturity Level: Findings obtained from practices that ensure active and interactive student participation in learning-teaching processes, encourage interdisciplinary work, and implement a research/learning and student-centered teaching approach are systematically monitored, evaluated together with stakeholders, and measures are taken based on the monitoring results.

Evidences

Evidence 1 Quality Manual

Evidence 2 Quality and Accreditation Board Meeting dated 16.10.2022

Evidence 3 2023-23 Secularization and Religion EBS (Website)

Evidence 4 2023-24 Graduation Thesis EBS (Website)

Evidence 5 2023-23 Arabic Language and Literature II EBS (Website)

Evidence 6 2023-23 Arabic Language and Literature II ECTS - Workload Activity

Evidence 7 2023-24 Psychology of Religion EBS (Website)

Evidence 8 2023-24 Psychology of Religion ECTS - Workload Activity

Evidence 9 Graduation Thesis Course Plan (Website)

Evidence 10 Research Methods Proposal Form

Evidence 11 2023-2024 Academic Year Graduation Thesis Advisor List (Website)

Evidence 12 2023-2024 Academic Year Graduation Thesis Advisor List Information

B.3.2. Measurement and evaluation

In our institution, the measurement and evaluation process are carried out within the framework of the student-centered policy defined in the Quality Manual. This process has been created in a format that will support students' self-development and achieve course outcomes (Evidence 1).

The measurement and evaluation system which is in practice in our institution checks whether

the course achievements of the students are realized or not. At the beginning of the process, the course learning outcomes are determined by the course coordinator and in the face of these, it is determined by which measurement and evaluation method these outcomes will be measured through EBS (Education Information System) (for semester /year 2022-23, see Evidence 2). Thus, each of the achievements is matched with one or more measurement methods.

After the earthquake that occurred on February 6, 2023, the decision was taken to hold the courses online in the Spring Semester of the 2022-2023 academic year. Shortly after, the relevant principles regarding distance education were notified to the instructors through our faculty (Evidence 3). In the following days, arrangements continued to be made to improve the quality of online education. For instance, virtual classrooms were opened by the Dean of Students Office to prevent confusion. Furthermore, a briefing was given about this situation (Evidence 4). Besides, A Frequently Asked Questions Form was created about the problems that the instructors who would present the course might encounter and the ways to be followed (Evidence 5). In the semesters prior to the 2022-23 Spring semester, students were responsible for midterm and final exams, as well as additional assessment methods such as homework, performance tasks, and quizzes. Additional decisions were taken to improve online education. As a result, the measurement method was limited to midterm and final exams in order to prevent students from experiencing victimization. Since it was foreseen that the face-to-face education and examination process would be more decisive and functional in the periods when the relevant decision was taken, and that the accommodation and participation problems would be overcome in the following months, the impact rate of the final exam was kept high (Evidence 6).

In addition to the online courses, an announcement was made about the midterm and final exams of the relevant semester (2022-23 Spring semester). (Evidence 7, Evidence 8). In accordance with this announcement, the exam schedules were prepared and implemented in such a way that they were conducted online (Evidence 9, Evidence 10).

In the midterm and final online exams held on the occasion of the earthquake, the following process worked: First, the SABIS Online Exam was created from the Academic Information System (Evidence 11). Then, in connection with this exam, the e-Exam (esinav.sakarya.edu.tr) system was logged in (Evidence 12) . Next, the date, time, (start-end) and exam interval of the exam were determined. An exam question bank had been created from the menu in the relevant place and question entries had been made here (Evidence 13). Then, by going to the Exam Management menu, a new exam was created. In this menu, the necessary information of the exam such as the name of the exam, start-end date and duration was entered. In terms of exam security, the questions in the question bank were diversified to have equivalents. In addition, the instructor was given the opportunity to mix questions and answers in this menu. After all these procedures, the exam was approved and thus the exam was created (Evidence 14). On the specified date, when students logged in to conduct the exam via SABIS, they took the exam with information such as the remaining time on the screen, the exam question, and the score of the question (see for a preview of the exam Evidence 15).

Moreover, as stated in the section of Assessment and Evaluation B.1.6, as a result of the evaluations made with internal stakeholders (student surveys and the opinions of instructors) as of the 2023-2024 academic year, a student-centered decision was taken and it was decided that formal education course evaluations would be 1 midterm and 1 final in order for students

to spend more time on "out-of-class study activities" (Evidence 16). It is seen that an update has been made in the Evaluation System in the 2023-2024 academic years in the SABIS EBS system, but similar updates have not yet been made in the "Measurement Methods" tab due to technical problems (for Assessment Methods see Evidence 17, Evidence 18). Studies have started to make the necessary updates.

Maturity Level: The findings obtained from mature practices regarding student-centered measurement and evaluation in all areas are systematically monitored, and measures are taken by evaluating the results of the follow-up together with the stakeholders.

Evidences

Evidence 1 Quality Manual

Evidence 2 2022-23 Logic Lesson Plan (Web page)

Evidence 3 Principles Regarding Education and Training in the 2022-23 Spring Semester

Evidence 4 2022-23 Spring Semester Virtual Classes Opening Information

Evidence 5 Frequently Asked Questions About Distance Learning for the 2022-23 Spring Semester

Evidence 6 2022-22 Spring Semester Online Education Additional Decisions

Evidence 7 2022-2023 Spring Semester Midterm Exam Schedule Announcement

Evidence 8 2022-2023 Spring Semester Final Exam Schedule Announcement

Evidence 9 2022-2023 Spring Semester Midterm Exam Schedule

Evidence 10 2022-2023 Spring Semester Final Exam Schedule

Evidence 11 Creating a SABIS Online Exam

Evidence 12 e-Exam (esinav.sakarya.edu.tr) System Home Page

Evidence 13 Question Pooling

Evidence 14 Creating a New Exam

Evidence 15 Online Exam samples

Evidence 16 Evaluation System (Starting from the 2023-2024 Academic Year)

Evidence 17 2023-2024 Fundamentals of Islamic Worship Lesson Plan (Web page)

Evidence 18 2023-2024 Fundamentals of Islamic Worship, Lesson Plan, Assessment Methods and Evaluation System

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

As explained in the Quality Handbook, our students can convey their requests, suggestions, complaints, and thoughts to the authorities of the institution in various ways, and at the same

time, student satisfaction is actively measured through student satisfaction surveys within our university (Evidence 1).

Course-instructor and university satisfaction surveys are regularly conducted online via SABIS every year. In order to keep the participation as high as possible in the course-instructor evaluation surveys conducted through SABIS, and to get the opinion of all students, the survey voting has started to be implemented as a prerequisite for the grade to appear, and this system still continues. (For Sample survey result for the 2022-23 Fall semester, see Evidence 2 ,for the Spring 2022-23 semester, see Evidence 3). The suggestions, complaints and requests obtained from the questionnaires have been evaluated by the faculty administration, and corrective-preventive action (CAP) has also been taken (For the analysis of the CAPA reports, see CAP). Evidence 4).

Students' messages regarding their problems or suggestions are conveyed from the contact tab on the institution's website (Evidence 5). Then they are evaluated by the faculty secretary (Evidence 6). In addition, requests received through QMS are transferred to the relevant unit by the faculty secretary and answered immediately (Evidence 7, Evidence 8). Likewise, questions asked via direct message (DM) on social media accounts are answered (Evidence 9), but messages such as advertisements and requests for help are not responded. Applications made through CIMER are answered within the legal period and reported to the Rector's Office (Evidence 10, Evidence 11).

In addition, the satisfaction of our students in other services of our institution is measured as well. These are personnel service, administrative services, cafeteria service, canteen service, security service, services and facilities provided to students, academic facilities, information and information resources, administrative practices, social activities or student relations. These services, which are monitored by unit-based surveys every year, guide our institution in increasing the satisfaction rates of students (For 2021-2022 Student Satisfaction Survey see Evidence 12, for 2022-23 see Evidence 13, for a comparison of the last three years see Evidence 14).

According to the results of the satisfaction surveys, some improvements have been made. Looking at the satisfaction surveys of the last three years, it is seen that student demands have been evaluated and necessary improvements continue to be made. It can be seen an increasing rate of satisfaction from these below questions, for example, "The administrative staff at the faculty/vocational school makes an effort to solve my problems." (Assessment 1. Article), "I can easily forward my problems and suggestions to the department." (Assessment 6. Article), "I am satisfied with the student representation system (election method, period, ease of communication, etc.)." (Assessment 50. article).

When we look at the satisfaction surveys shown as evidence above, we see that the satisfaction rate of students with academic counseling services for the year 2021-2022 is 73.45%, and the satisfaction rate of students with the academic counseling service for the year 2022-2023 is 70.51%. Since there were difficulties in coexistence in processes such as pandemics and earthquakes, student-staff-lecturer interaction decreased; This situation has been reflected in the decrease in satisfaction rates in some items in the last three years. This was discussed at the meeting of the Quality and Accreditation Board dated 10.10.2023 (Evidence 15, decision no. 7).

At the beginning of each academic year, our institution holds a "Preparatory Classes

Information Meeting" and provides the necessary information about the institution and university education to the students who have just joined our faculty. These meetings continued to be held at the beginning of the 2022-2023 and 2023-2024 academic years. Thus, students might have the opportunity to get to know each other, the faculty members of the department and the department through these meetings. These programs, which are carried out with great seriousness, are also published as news in the media (Evidence 16).

In order to increase the number of requests and complaints channels of our students, to ensure that they use them effectively, and to convey requests for student affairs, 24522 e-mails have been received so far by the e-mail with ifogrenci@sakarya.edu.tr address, which was opened in August 2018 (Evidence 17). All e-mails continue to be answered by devoted staff within a maximum of 2 working days.

As a result of the practice of allocating a special e-mail address to student affairs, our students can submit their requests, suggestions, and complaints not only during working hours, but also outside of working hours or on holidays, and they can receive a response from the relevant personnel in a short time. This application was welcomed by our students and they conveyed this satisfaction through the "Complaint Suggestion Request Satisfaction (CCIM)" box (Evidence 18).

At the meeting of the Quality Board dated on 01.10.2020, it was decided that a student representative, who is the student with the highest success grade in the fourth grade, should attend the meetings. Thus, the suggestions and opinions of those representatives could be received to access the feedback of the students first-hand (Evidence 19). Based on this decision, as in previous years, the student representative so designated attended the Advisory Board meetings in 2022 and 2023 and conveyed his views (Evidence 20). In addition, regular meetings with students, consisting of representatives of student societies, representatives of the preparatory class and student representatives, continued to be held, and in this way, special attention was paid to receiving student feedback (Evidence 21).

Maturity Level: In the program, the findings obtained from the practices related to the receipt of feedback from all student groups (validity and reliability are ensured, containing different tools) are systematically monitored and the results of the follow-up are evaluated together with the stakeholders, and thus measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 2022-23 Fall Semester Instructor Evaluation Survey

Evidence 3 2022-23 Spring Semester Instructor Evaluation Survey

Evidence 4 Current CAPA Report

Evidence 5 Website Contact

Evidence 6 Messages from the Website

Evidence 7 Feedback on Messages from the Website

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Evidence 8 Feedback on Messages from Website 2

Evidence 9 Responsiveness to Feedback on Social Media Accounts

Evidence 10 CIMER Application

Evidence 11 CIMER Application Response

Evidence 12 2021-2022 School Year Student Satisfaction Survey

Evidence 13 2022-2023 School Year Student Satisfaction Survey

Evidence 14 Satisfaction Survey Comparison of the Last 3 Years (2020-2021, 2021-2022, 2022-2023)

Evidence 15 Quality and Accreditation Board Meeting Decisions (10.10.2023)

Evidence 16 2022-2023 Academic Year Preparatory Classes Information Meeting (Web page)

Evidence 17 Number of e-mails received at ifogrenci@sakarya.edu.tr address

Evidence 18 Examples of Satisfaction Notification Received by Complaint, Suggestion, Request, Satisfaction (CCM)

Evidence 19 Quality and Accreditation Board Meeting Decisions (01.01.2020)

Evidence 20 Sakarya University Faculty of Theology Advisory Board Meeting Minutes (10.10.2023)

Evidence 21 Student Representatives Meeting

B.3.4 Academic Advising

The organization follows the SAU Counseling Directive (see Evidence 1) for matters related to Academic Counseling and implements and systematically continues the counseling processes through a special module called the "Counseling Management System" within the SABIS Academic Information System.

Currently, 1030 students receive academic counseling support in the Theology New Program (I. Shift), while 805 students receive academic counseling support in the Theology New Program (II. Shift). Generally, Research Assistants provide counseling to 30-40 students, Assistant Professors to 20-30 students, and Associate Professors and Professors to fewer than 20 students (see Evidence 2).

For the academic year 2021-2022, the satisfaction rate of students with academic counseling services was 73.45% (see Evidence 3). However, for the academic year 2022-2023, the satisfaction rate has decreased to 70.51% (see Evidence 4). The reason for the lower satisfaction rate in the 2022-2023 academic year compared to the previous year is believed to be the shift to remote education for a period and subsequently providing hybrid education due to the earthquake that occurred in February 2023. This transition resulted in a reduction in the opportunities for students to have one-on-one meetings with their advisors (see Evidence 5, Decision No. 7).

In order to enhance the academic counseling services for international students, the Guest Student Coordination continues its activities (see Evidence 6). In the last meeting of this coordination, it was decided to assist in integrating guest students into student communities

based on their abilities and interests (see Evidence 7, item e)

Maturity level: The maturity level is assessed through the practices related to academic counseling within the institution. Findings from these practices are systematically monitored, and the results of the monitoring are evaluated collaboratively with stakeholders, leading to the implementation of necessary measures.

Evidences

Evidence 1 SAU Counseling Directive

Evidence 2 Academic Counseling List

Evidence 3 2021-2022 Student Satisfaction Survey (Ratio No. 7)

Evidence 4 2022-2023 Student Satisfaction Survey (Ratio No. 7)

Evidence 5 Quality and Accreditation Board Meeting (Decision No. 7)

Evidence 6: Meeting with International Students

Evidence 7: Guest Student Coordination Meeting Report (Item e)

B.4. Teaching Staff

B.4.1. Recruitment, promotion, and appointment criteria

The institution manages appointment, promotion, and assignment activities in accordance with defined processes outlined in the Faculty Handbook and the practices, monitoring, auditing, and improvement processes mentioned in the 2022 Self-Assessment Report.

There have been some statistical updates regarding the criterion. In accordance with Articles 23, 24, and 26 of Law No. 2547 on Higher Education and the conditions specified in the relevant articles of the Regulation on Promotion to Associate Professorship and Appointment, the appointment of personnel who meet the specified criteria has been carried out in 2022 and 2023, strengthening the faculty for education, research, and academic activities. The appointment of these personnel is carried out in accordance with the defined process, involving the submission of a request from the department where they are assigned (see Evidence 3), approval by the Faculty Board (see Evidence 4), and obtaining approval from the University and the Higher Education Council (YÖK) (e.g., see Evidence 5).

As an example of the defined process, the allocation of a position can be explained through a specific case. Initially, the Head of the Department conveys the request for a position to the relevant department chair (see Evidence 6). In the Department Meeting, the request is discussed and decided upon (see Evidence 7), then presented to the Dean's Office with a cover letter (see Evidence 8). The request is approved in the Faculty Management Board (see Evidence 9) and forwarded to the university administration (see Evidence 10).

By following the mentioned processes, in 2022 and 2023, the academic staff has been strengthened with the appointment of 3 Assistant Professors, 4 Associate Professors, 2 Professors, and the recruitment of 5 Research Assistants. In addition to these, within the year,

8 personnel who earned the title of Associate Professor and 4 personnel who earned the title of Doctor are undergoing appropriate appointment and promotion processes according to the defined procedures (see Evidence 11, p. 6).

In addition, the academic staff has been supported by assigning guest faculty members who are experts in their fields through collaboration with external stakeholders in the areas where needed (For documents related to the assignment of guest faculty members, see Evidence 12).

Sakarya University has decided to update the "Criteria for Promotion to Associate Professorship and Appointment," effective from January 1, 2024, to encourage the presentation of more qualified research and enrich the research areas (see Evidence 13). In order to contribute to the process of determining the new criteria, the Dean's Office directed the draft criteria to all academic staff, requesting them to convey their opinions on the criteria through the Department Chairs (see Evidence 14). Department Chairs collected opinions from faculty members, conveyed them to department administrations, and submitted the compiled recommendations as departmental opinions to the Dean's Office (see Evidence 15). Finally, the Dean's Office shaped the institutional opinion by consolidating the received reports and sent the institutional recommendations regarding the new criteria to the Rectorate (see Evidence 16).

In the latest document created by the Rectorate, based on the opinions conveyed by the Dean's Office (such as reducing the minimum total score requirement for appointment and promotion, scoring Scopus-indexed journals separately), some improvements have been made (see Evidence 17, p. 11, item 1.2).

The appointment, promotion, and assignment processes are conducted transparently in accordance with defined procedures, in compliance with laws and regulations. The satisfaction rate of employees regarding equal opportunities provided by the institution in the year 2022 is 80% (see Evidence 18, Question 16). This rate was 77.31% in 2020 and 79.77% in 2021 (Evidence 19). When the rates of the last three years are considered together, there is an increasing trend, indicating that the institution's appointment, promotion, and assignment practices are positively received.

Maturity Level: The results of the criteria applied to appointment, promotion, and assignment are systematically monitored, and the results of monitoring are evaluated collaboratively with stakeholders, leading to the implementation of necessary measures.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: Staff Requests Submitted from Departments to the Dean's Office

Evidence 4: Submission of the Request to the Rectorate with Board Decision

Evidence 5: Appointment Decisions

Evidence 6: Justified Request from FDB

Evidence 7: <u>FDB Decision</u>

Evidence 8: <u>FDB Cover Letter</u>

Evidence 9: <u>FYK Decision Example</u>

Evidence 10: <u>Submission of the Request to the Rectorate</u>

Evidence 11: <u>Academic Council Meeting Minutes 23-24</u>

Evidence 12: <u>Assignment of Guest Faculty Member</u>

Evidence 13: <u>Update of Appointment and Promotion Criteria</u>

Evidence 14: <u>Request for Institution Staff Opinions on Draft Criteria</u>

Evidence 15: <u>Department Proposal for Draft Criteria</u>

Evidence 16: <u>Submission of Recommendations to the Rectorate</u>

Evidence 17: <u>Draft Finalization of 2024 Appointment and Promotion Criteria</u>

Evidence 18: <u>2022 Satisfaction Survey</u>

Evidence 19: <u>Satisfaction Survey Three-Year Report</u>

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

The institution carries out its teaching competence and training policies in line with the defined process available in the <u>Quality Manual</u>. In the <u>2022 Self-Evaluation Report,</u> the planning, implementation and evaluation steps related to teaching competence are specified. While implementation and monitoring continue to be carried out in accordance with the specified processes, it has been decided to improve the process defined in the Faculty Handbook (see Section 1). <u>Evidence</u> 3, meeting dated 16.10.2022, art. 4).

As a result of the current defined processes and practices, the institution has risen to the highest levels in the competency analysis report announced by TÜBİTAK. The aforementioned competency analysis report includes criteria such as "relative citation impact to the world, the number of publications in the top 10% with the most citations worldwide, the research efficiency of academics, the quality of R&D and innovation projects, the contribution to the internationalization of our country/university through international collaborations, the contribution to the knowledge in the world, the share of the critical mass that creates academic value in that field in Turkey in the relevant university". According to the said report, our institution has risen from the second region to the first region in some competence in the inter-theological field (<u>Evidence</u> 4), and from the third region to the first region in university-based competence (<u>Evidence</u> 5).

Some improvements have been made in order to increase the teaching competence of the instructors. In this direction, *a 12-hour seminar was given* to the lecturers of some institutions under the name of the Training of Trainers Program in order to systematically spread the innovative teaching practice (see <u>Evidence</u> 6, <u>Evidence</u> 7). The Dean's Office is responsible for the announcement of the relevant faculty members (see for the list of participants <u>Evidence</u> 8) provided them with the necessary information to participate in the seminar (see Figure 1

Evidence 9). In order to increase the educational competencies of the instructors, the seminar focused on topics such as planning and designing instruction, using active teaching methods, developing instructional technology and materials, applying alternative measurement and evaluation methods, and making functional use of the Education Information System (see Evidence 10, pp. 2-8).

The institution adopts an active learning approach that envisages the learner to learn by thinking, doing and experiencing, where the learner is at the centre of education. As a result of the seminar they have taken, the teaching staff can develop their competencies in active learning through the active learning module of the Education Support System and compensate for their deficiencies (see Evidence 11).

With the vision of training teachers in the field of religious education, formation courses are given in the curriculum of the institution, including innovative approaches in the field of education, measurement and evaluation, material development, etc. These courses are taught by faculty members from the Department of Religious Education and faculty members from the Faculty of Education. With the help of these courses, students have the opportunity to develop their learning competencies in terms of methodology. For example, within the scope of the Instructional Technologies and Material Development course, students learn to develop materials in the field of religious education. As an outcome of the process, the students of the institution carried out a material development study in religious education under the leadership of Dr. Kübra Cevherli, a faculty member of the Department of Religious Education, and presented their studies at the *Material Development in Religious Education exhibition (see* Evidence 12).

In order to ensure that the exams administered within the scope of measurement and evaluation are carried out in a fair and orderly manner, the institution communicates the current exam application principles to the institution's employees before each exam period (see Evidence 13).

The practices on distance education specified in the 2022 Self-Evaluation Report continue. In this context, faculty students take Turkish Language, Atatürk's Principles and Revolutions and Foreign Language (English) courses remotely as a common compulsory course of the University (see Chapter 1 Distance Education Annual Report, p. 4, Table 1.). In the delivery of online courses, the *Implementation Principles for Supporting Face-to-Face Education with Distance Education* are followed (Evidence 15).

The institution provides its monitoring for the relevant criterion with an employee survey specific to the satisfaction of its employees with working conditions. In 2022, the satisfaction of the teaching staff regarding career opportunities was 81.25% (questions 26-28), and the satisfaction with the services provided at the institution was 78.38% (questions 16-25) (see Evidence 16).

Maturity Level: The findings obtained from the practices carried out to improve the teaching competence of the academic staff of the institution are systematically monitored and the results of the follow-up are evaluated together with the partners and measures are taken.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: KAKK dated 16.10.2022

Evidence 4: TÜBİTAK Field-Based Competency Analysis

Evidence 5: TÜBİTAK University-Based Competency Analysis

Evidence 6: Training of Trainers News

Evidence 7: Training of Trainers Informing

Evidence 8: EE Participant List

Evidence 9: EE Informational Message

Evidence 10: EE Content

Evidence 11: EDS - Active Learning

Evidence 12: Exhibition on Material Development in Religious Teaching

Evidence 13: Exam Implementation Principles Information

Evidence 14: Distance Education Activity Report

Evidence 15: UE Code of Practice

Evidence 16: CMA 2022

B.4.3 Incentives and awards for learning and teaching activities

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

The Institution continued its incentive and rewarding mechanism and continued to implement Education and Training Awards, Academic Incentive Awards and Achievement Celebrations. In this context, the 2022-23 Academic Awards were presented by taking into account the results of the Spring and Fall Semester surveys, in which students evaluated their instructors. In addition, in the 2022 academic incentive applications, the Academic Incentive Award was given to the faculty member and lecturer who reached the highest score and was entitled to receive an incentive (see Academic Incentive Award, Evidence 3). Apart from these, congratulatory messages were sent as a reward and encouragement. Statistically, in 2022, 33 (see Evidence 4) 21 in 2023 (see Evidence 5) it appears that the congratulatory message was sent. These congratulatory messages include eligibility for a title, placement in a new staff, educational success, project and competition congratulations.

In order to encourage them, the faculty members who have achieved success in projects and competitions have also been rewarded at the Academic Board Meetings. As an example, Prof. Dr. Soner Duman, a faculty member of the Department of Islamic Law, who came 3rd in the field of translation from Arabic to Turkish with his translation of Ibn Taymiyya's book al-Politikaü'ş-şer'iyya within the scope of the Sheikh Hamad Translation and International

Understanding Awards, and Prof. Dr. Hasan Meydan, a faculty member of the Department of Religious Education, whose TÜBİTAK 1001 project was accepted, were congratulated by the Academic Board (Evidence 6, p. 6, art. 5).

The incentive and reward mechanism was monitored with the question "Employees' performance is appreciated by senior management" (question 7) in the 2022 Employee Satisfaction Survey. Accordingly, the satisfaction rate of the employees regarding the relevant criterion is 77.27% (see Fig. Evidence 7). Compared to the previous year's rate (82.44%), it is seen that there has been a decrease of 5% (see Figure 1). Evidence 8, question 7). There may have been a loss of awareness due to the traditional implementation of incentive and reward mechanisms. As a matter of fact, the current satisfaction rate is almost the same as the level of two years ago (77.55%) (Evidence 8).

Maturity Level: The findings obtained from the practices regarding the encouragement and rewarding of the teaching staff of the institution are systematically monitored and the results of the follow-up are evaluated together with the partners and measures are taken.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: Academic Incentive and Education Award

Evidence 4: Congratulatory Messages 2022

Evidence 5: Congratulatory Messages 2023

Evidence 6: Academic Board Meeting Minutes 23-24

Evidence 7: CMA 2022

Evidence 8: CMA Three-Year

B.5. Learning Resources

B.5.1. Learning resources

Information on the institution's learning resources, including classrooms, libraries, practice rooms, conference halls, etc., is available in the Quality Manual and the 2022 Self-Evaluation Report. At the meeting of the Quality and Accreditation Board dated 16.10.2022, a decision was taken to improve the definition process of the relevant criterion in the handbook. (Accreditation Board Decision, meeting dated 16.10.2022, art. 4)

The institution operates monitoring and improvement processes in the management of learning resources. In this context, there is an update of some data. Updates to the number of library inventory, user members, and data of borrowed materials are as follows:

According to the report reported by the librarian of the institution to the Turkish Statistical Institute, as of 2022, there are a total of 34,292 works in our library, including 10,574 Arabic, 742 theses, and 474 rare works. The number of library inventories, which was 33,395 in 2020,

was increased in line with the demands of students and academic staff and thanks to the donations received (Evidence 4).

According to the data reported to the Turkish Statistical Institute, the number of registered library users in 2022 is as follows: a total of 1998 people, including 213 academic staff, 36 administrative staff, 1715 students, and other 34 (Evidence 4).

The total number of borrowed materials for 2022 is as follows: a total of 2978 materials were borrowed, including 326 for academic staff, 14 for administrative staff, and 2638 for students (Evidence 4).

The Institution continues to encourage the use of University facilities in terms of learning resources. For example, the announcement of library education and orientation training on the faculty website can be mentioned (Evidence 5).

Learning resources include educational programs that support formal education as well as physical conditions. There is the *Sakarya University Faculty of Theology Academic Support Program* (SADEP), which was established and actively maintained under the leadership of the research assistants of the institution. In this program, students are taught courses such as sarf, nahiv, eloquence, fiqh, fiqh method, hadith, hadith method, tafsir, and logic through Arabic texts in the form of a four-year package program (see Evidence 6). At the end of the semester, an event is organized for the students participating in the program and awards are presented to the students who get the highest scores in the exams held in the program (see Evidence 7). In addition, there is the Theology Academy Program, which is carried out jointly with the Presidency of Religious Affairs, supervised by the institution's academic staff (*see* Evidence 8). In addition, there is the Simultaneous *Hafiz Education with Theology Project, which is carried out jointly with the Sakarya Provincial Mufti's Office, one of the external stakeholders* (see Sakarya Provincial Mufti, Evidence 9). Thanks to this program, the students of the institution have the opportunity to memorize while continuing their undergraduate education. Currently, in 2023, five classrooms have been allocated to memory project students. One of the learning resources that support education is the *School-University Cooperation Role Model Education protocol, which our institution implemented in 2023 in cooperation with Adabilim Schools*. Within the scope of the said protocol, the students of the institution will have the opportunity to develop their competencies such as "gaining professional experience, sharing knowledge and experience, preparing and developing educational materials" (see Evidence 10, p.3, art. 5.1.3, 5.2.4).

The monitoring mechanism for the planning and implementation of learning resources is operated by following the administrative services in the general satisfaction survey of the institution for students and the relevant item (4) of the student graduation survey. Accordingly, the overall score of administrative services for 2022 is 85.07% (Evidence 11). The score obtained from the relevant item of the graduation questionnaire is 77.41% (Evidence 12, question 4). It is understood that implementation and monitoring activities are carried out effectively. The score of the criterion is projected to increase with the improvement of the process defined in the handbook.

Maturity Level: In order to provide accessible learning resources in all areas of the institution, learning resources are managed, the findings obtained from the practices are systematically monitored, and the results of the follow-up are evaluated together with the stakeholders and

measures are taken.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: KAKK dated 16.10.2022

Evidence 4: University Library Statistics Questionnaire

Evidence 5: Library User Training Announcement

Evidence 6: SADEP

Evidence 7: SADEP Awards

Evidence 8: Theological Academy Program

Evidence 9: Hafiz Training Simultaneously with Theology

Evidence 10: School-University Collaboration Role Model Education

Evidence 11: OMA 2022-23

Evidence 12: Graduation Survey 2022

B.5.2. Social, cultural, sports activities

The institution's defined process regarding social, cultural and sports activities is available in the Quality Manual. According to the 2022 Self-Evaluation Report, the planning, implementation, monitoring, control and improvement processes are managed by the Dean's Office and the Academic and Social Activities Working Group units. At the meeting of the Quality and Accreditation Board, it was stated that improvements should be made in the defined process of the relevant criterion (Quality and Accreditation Board Decision, meeting dated 16.10.2022, art. 4).

The institution continues to carry out its social, cultural and sports activities, which it has made a tradition, together with the relevant units, taking into account the demands of student communities and individual students. In this context, a ney course was organized by Res. Asst. Tahir Çağman, a marbling course was organized by Res. Asst. Sümeyye Yaman, a photography course was organized by Res. Asst. Hüseyin Can, and a calligraphy course was organized by Calligrapher Onur Yaman (see Evidence 4, p.4, 56-60).

In addition to the aforementioned activities, seminars were organized at the request of student societies (e.g., *Our Trial with Being* at the suggestion of the Beautiful Works student community, *Sufism as an Epistemic Method* at the suggestion of the Four Doors student society) (Evidence 4, p.4, art. 47 and 52). In this context, the "Arabic Poetry Reading Competition" was held under the leadership of the Arabic Education Student Society (see Poetry Reading Contest, Evidence 5). In addition to student societies, individual student demands were also taken into account (see Evidence 6).

Examples of organized trips include the History of Religions Field Trip (Evidence 7), the Taraklı

and Karagöl Plateau Photography Trip organized by the photography course (Evidence 8) and the Istanbul Culture Trip (Evidence 9). These trips are made in accordance with the requests received (e.g. Evidence 10) supported by the institution (e.g. Evidence 11). Here, in addition to the cultural excursion activities carried out by the institution, cultural trips to the institution can also be mentioned (Evidence 12).

Cooperation is made with internal and external stakeholders in cultural activities. As an internal stakeholder, the Choir of the Faculty of Theology, which was formed in line with the opportunity provided by the music room, gave a concert of Sufi Music (see Chapter 1, Evidence 13). In addition, in cooperation with the Municipality, one of the external stakeholders, a concert titled "Hymns, Breaths, Sayings" was given by Sedat Anar in the Faculty Conference Hall (see Evidence 14). These activities were presented to the local and national press through the Faculty Promotion and Information Group, taking into account the social contribution (Evidence 15, Our Faculty in the Press).

General statistical information on the social, cultural and sports activities of 2022-23, which was mentioned as an example, was shared with the academic staff at the Academic Board Meeting and also recorded in the minutes of the meeting (see Evidence 16, p.2).

An important part of social activities is the charity activities organized. In this context, as mentioned in the 2022 Self-Evaluation Report, our institution continued to offer scholarships from the SAU Theology Foundation and the Tozlu Foundation to the service of students through the Faculty Support Group (see Evidence 17).

Within the scope of the monitoring activities related to the social, cultural and sports activities of the faculty, relevant questions were included in the 2022 Student General Satisfaction Survey. According to questions 52 and 53, students' satisfaction with the diversity of the community was 77.58% and theie satisfaction with the activities of the student societies was 76.4% (see Evidence 18). The chamber of student societies serving within the faculty has provided the opportunity for the planning and discussion of these activities. According to the relevant item of the 2022 Graduation Survey, student satisfaction with the institution's support for social activities is 77.4% (Evidence 19, p.4, question 20.d.)

From this, it is understood that the relevant criterion has reached sufficient maturity, and it is predicted that the maturity level will increase with the improvement in the defined process.

Maturity Level: The social, cultural and sports activities of the institution are managed in line with corporate objectives and in a sustainable manner.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: KAKK dated 16.10.2022

Evidence 4: 2022 Annual Report

Evidence 5: Arabic Poetry Reading Contest

Evidence 6: <u>Student Conference Request</u>

Evidence 7: <u>Religions History Field Trip</u>

Evidence 8: <u>Photo Trip</u>

Evidence 9: <u>Istanbul Culture Trip</u>

Evidence 10: <u>Trip Requests</u>

Evidence 11: <u>Supporting Trips</u>

Evidence 12: <u>Cultural Trips to the Institution</u>

Evidence 13: <u>Internal Stakeholder Collaboration Concert</u>

Evidence 14: <u>External Stakeholder Collaboration Concert</u>

Evidence15: <u>Our Faculty in the Press on Events</u>

Evidence 16: <u>Academic Board Meeting Minutes</u>, p.2

Evidence 17: <u>Outreach Scholarships</u>

Evidence 18: <u>OMA 22-23</u>

Evidence 19: <u>Graduation Survey 2022</u>

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

The institution's defined process regarding facilities and infrastructures is included in the <u>Quality Manual</u>, and the practices related to implementation, monitoring and improvement are included in the 2022 <u>Institution Self-Assessment Report</u>. At the meeting of the Quality and Accreditation Board dated 16.10.2022, a decision was taken to improve the definition process of the relevant criterion in the handbook. (<u>Accreditation Board Decision</u>, meeting dated 16.10.2022, art. 4)

Since the institution is located on the university campus, it offers a wide range of service infrastructure opportunities to its students and staff. The general facilities of the university mentioned in the 2022 Self-Evaluation Report on facilities and infrastructures and the special opportunities offered by the institution continue as stated. In this context, we can mention social and sports services, (see <u>Evidence</u> 4), health services, (<u>Evidence</u> 5), cafeteria services (<u>Evidence</u> 6), housing services (<u>Evidence</u> 7), and library services. Besides, in 2023, there was an in-house improvement. As a safety precaution, safety strips in the form of nets were added to the spaces between the floors and stairs (<u>Evidence</u> 8).

Within the scope of monitoring activities related to infrastructure facilities, the relevant questions in the 2022 Student Graduation Survey and the Student General Satisfaction Survey were examined. According to this examination, the student satisfaction rate for the physical infrastructure facilities of the institution is 81.4% (<u>Evidence</u> 9, p.4, 20.f.), the satisfaction rate for canteen services is 72.8% (<u>Evidence</u> 10, questions 14-16), the satisfaction rate for cafeteria services is 77.22% (<u>Evidence</u> 10, questions 17-19), and the satisfaction rate for health services is 80.26% (<u>Evidence</u> 10, question 28).

Maturity Level: The findings obtained from the practices carried out on the teaching facilities and infrastructures of the institution are systematically monitored and the results of the follow-up are evaluated together with the stakeholders and measures are taken.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: KAKK dated 16.10.2022

Evidence 4: Social Sports Facilities

Evidence 5: Health Care Facility

Evidence 6: Dining Hall and Canteen Facility

Evidence 7: Housing Facilities

Evidence 8: Safety Mesh

Evidence 9: 2022 Graduation Survey

Evidence 10: OMA 22-23

B.5.4. Accessible Faculty

The defined process of the institution regarding the accessible faculty is specified in the Quality Manual, and the relevant implementation, monitoring and improvement processes are specified in the 2022 Self-Evaluation Report. The processes specified here are carried out and the services continue in line with the process defined in the Quality Manual.

In the first half of 2021, disabled walkways were built on all floors in the faculty building, in accordance with the standards red stripes were added to the automatically opening glass doors at the entrances and exits to make these doors more prominent, and guidance signs with embossed letters were placed in for the visually impaired at the entrance doors and elevator entrances. In addition to these, an "emergency button" has been added to the disabled toilets, which allows them to notify in dangerous and essential situations (see Evidence 3).

In addition to the physical service infrastructure, exam application principles are specially arranged for disabled students. In this context, when needed, students with disabilities can take exams individually in the presence of a proctor and use their tools for their needs (Evidence 4).

Accessible faculty measures and practices of the institution have also been recognized and appreciated by the Council of Higher Education (YÖK). Within the scope of the 2022 Accessible University Awards, our institution won two flags in the categories of Accessibility in Space (orange flag) and Accessibility in Education (green flag) (Evidence 5).

The institution also cooperates with Sakarya University Accessible Life and Support Coordinatorship on practices for the disabled. In this context, on 24.11.2023, a meeting was held at the Dean's Office with Sakarya University Barrier-Free Life and Support Coordinator Assoc. Prof. Dr. Cihan Selek Öz and Deputy Coordinator Res. Asst. Huzeyfe Aydın. At the meeting, joint studies that can be done for students with disabilities were discussed, and within

this framework, it was evaluated that an elective course on teaching the Qur'an with the braille alphabet could be opened (see Evidence 6, Evidence 7).

The institution operates the monitoring mechanism for the accessible faculty. As a result of the steps taken, the student's satisfaction rate regarding the accessible faculty practices is 80.71% (see Evidence 6, question 33). The satisfaction rate of the previous year (2021-22) is 80.22%. Although it is not significant, it is observed that there is a small increase.

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

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: Addition of Buttons

Evidence 4: Accessible Examination Opportunity

Evidence 5: Accessible University Award

Evidence 6: Cooperation with the Accessible and Support Coordinator

Evidence 7: Cooperation with the Accessible Life and Support Coordinator 2

Evidence 8: OMA 2022

B.5.5. Guidance, psychological counseling and career services

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

Guidance and psychological counseling services are monitored. Accordingly, the survey result for 2022 regarding the evaluation of the Medico Social Center, which provides psychological support to the students of the institution, in terms of student satisfaction is 80.26% (Evidence 3, question 28). There is a 2% increase compared to last year (78.06%).

The student satisfaction rate for academic advising services in 2022 is 75.53% (Evidence 3, question 7). This is an increase of 3% compared to last year (72.61%) (see Evidence 4). Information on the processes related to academic advising is provided under B.3.4. Academic Advising criterion of the report.

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

Maturity Level: Guidance, psychological counseling and career services provided at the

institution are managed holistically, the results of the services are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken.

Evidences

Evidence 1: Quality Manual

Evidence 2: 2022 Self-Assessment Report

Evidence 3: SPA 2022-23

Evidence 4: SMA Triennial

B.6. Follow-up and Updating of Program

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

The defined process for monitoring and updating program outcomes at our institution is described in the Quality Manual (Evidence 1) and PDCA Based Education and Training Process Directive (Evidence 2). Program outcomes are announced on the website of the Faculty of Theology (Evidence 3).

After 2016, the program outcomes of our Faculty were not updated in the 4-year period until 2020. This is because program outcomes are updated every four years in our Faculty. In line with the planning in the Quality Handbook, program outcomes continued to be monitored annually and updated every four years. In 2020, the program outcomes were updated in line with the opinions of stakeholders, and the next update will take place in 2024. Therefore, only annual monitoring was carried out within the scope of this criterion and various activities were carried out to support the program outputs that were found to be deficient.

Two different mechanisms were used for annual monitoring of program outcomes: surveys and program outcomes graphs on the ABS Accreditation page.

The program outcomes for the fall and spring semesters of 2022-2023, the last outcomes reports, were examined and some steps were taken to improve the low scoring outcomes. One of these steps is the new elective courses (see B.1.1. Design and Approval of Programs).

In the output report for **the Fall Semester 2022-2023**, it was seen that the output *"PO.11: Conducts interdisciplinary research - examination, interpretation and analysis by establishing a relationship with theology sub-branches and other fields of science."* had the lowest success rate with a rate of 0.66 (Evidence 4).

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

In the **2022-2023 Spring Semester** output report, *"PO.5: Shares the knowledge and skills in the field of theology and the solution suggestions put forward by scientific methods for the problems in the field with the relevant people and institutions through various communication tools."*,

"PO.8 : Uses the theoretical and practical knowledge of textbooks containing up-to-date information in the field of theology, application tools, scientific research methods and techniques in the fields of education, research and community service." and *"PO.14: Selects, uses and develops appropriate tools for the field of theology and uses information and information technologies required by the field at an advanced level."* are the lowest outcomes with 0.58 points (Evidence 5).

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

In order to improve PO.5, it is thought that the course "Religion in the Digitalized World" will increase students' interaction channels with others by raising awareness about social media and communication styles.

In order to improve PO.8, the course "Research Methods" aims to increase students' knowledge of theology and other scientific methodologies and apply them to other disciplines; the course "Preschool Religion and Moral Education" aims to enable students to learn the religion of the culture in which they live in the light of modern techniques.

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

2020 Graduation Survey (Evidence 6), 2021 Graduation Survey (Evidence 7) and 2022 Graduation Survey (Evidence 8) data were used to check the level of satisfaction with our program outcomes and some improvement activities were carried out within the framework of supporting the outcomes that were found to have weak achievement levels as a result of the monitoring. However, we can say that, as can be seen in the statistics of the comparison of program outcomes by year and question given below, the rates increase from year to year as a result of the improvements made. However, it was observed that the year 2022 (2022-2023 academic year) pulled the development direction of this statistic backwards. Despite the improvements and inspections, we attribute this reversal in almost all statistics to the earthquake disaster and the psychological-traumatic and academic problems it created. Therefore, we consider the decline seen in these years as unusual/uncontrollable, but at the same time, we foresee that it would be a healthier institutional step to take action and make improvements according to the results of the 2023-2024 academic year.

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

IAP.13: There are two questions in the questionnaire, Questions 11 and 12, which measure this output:

Question 11: "During/during my education (in the 2021 and 2022 surveys, "during" was changed to "in the process"), I think I gained the ability to work in interdisciplinary groups."The satisfaction rate for this question was 78.99% in 2020, 81.09% in 2021, and 79.62% in the 2022 graduation survey.

Question 12: "I think that I have gained an understanding of ethics and professional

responsibility during/during my education (the phrase "during" was changed to "in the process" in the 2021 and 2022 surveys).". The satisfaction rate for this question was 83.94% in 2020, 84.34% in 2021, and 82.76% in the 2022 graduation survey.

As it can be seen, since satisfaction rates were high in both questions - even if they fluctuated in some periods - no direct improvement activity was deemed necessary regarding the level of achievement of Q.13.

EQF.1/Q.3/Q.3/Q.4/Q.5/Q.5/Q.6/Q.7/Q.8/Q.9/Q.10/Q.11/Q.12: The survey questions showing the level of measurement of these outputs are Questions 3 and 9.

Question 3: "I have knowledge and competence in my field."The satisfaction rate for this question was 81.64% in 2020, 83.30% in 2021, and 79.77% in the 2022 graduation survey.

Question 9: "I gained the ability to research and access information during my education." The satisfaction rate for this question was 82.47% in 2020, 83.18% in 2021, and 81.23% in the 2022 graduation survey.

Since the satisfaction rates of both questions are high, there is no need to take measures regarding the above program outcomes measured by them.

EPQ.14: Question 6 in the questionnaire measures this output. Question 6 is as follows: "I can use a computer at the level required by my field. (In the 2021 and 2022 surveys, the phrase "I can use" was changed to "I can use")" The satisfaction rate of this question was 77.64% in 2020, 80.40% in 2021, and 78.45% in the 2022 graduation survey. Satisfaction rates for this question have been on the rise since 2020 and have started to decline again during the earthquake period mentioned above due to exceptional circumstances.

EMP.2: Question 8 in the survey measures this outcome. Question 8 in the graduate surveys conducted is "I have foreign language knowledge at a level to communicate in my field." (In the 2021 and 2022 surveys, the relevant statement was changed to "I know a foreign language at the level required by my field"). Compared to other questions, this item has the lowest satisfaction rate among graduates. The satisfaction rate for this question was 69.22% in 2020, 69.23% in 2021, and 71.80% in the 2022 graduation survey. In addition, since the surveys showed that the satisfaction rate in the questions related to this output had the lowest score, it was decided to continue the activities related to Arabic, which are regularly held every year in our institution, and to implement some new activities in order to support this output.

In the questionnaire, the result of this question was coloured red in those before the 2022 graduation survey and it was stated that there was potential for improvement, and thanks to the measures taken before the 2022-2023 academic year, the 2022 graduation rate increased; it was aimed to achieve higher satisfaction rates with the additional measures mentioned below. After the surveys showed that the satisfaction rate was low, the following measures were taken to increase this rate. As a positive result of these measures, a continuous increase in satisfaction rates has been observed. At the 10.10.2023 Quality and Accreditation Board Meeting, this issue was put on the agenda and discussed (Evidence 9, item 2).

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

1. Updating the textbook: In previous periods of Arabic education in the preparatory department, works from different book sets that were not integrated with each other were used. This situation caused the desired efficiency and quality not to be achieved, especially in

some courses (such as Muhadese and Istima), and caused incompatibility with other courses. As a result of the consultations of our department professors, it was decided that an integrated set would be prepared by the Preparatory Department faculty members, supporting each other and meeting the needs of the Preparatory students in terms of learning Arabic. In this context, as a result of a 2-year study, a trial printing was made in the 2022-2023 fall and spring semesters.

With this set mentioned, -Sirâcü'l-Arabiyye Arabic education set (Muhadese I-II, Kırae I-II, Sarf I-II, Nahiv I-II and Istima)- (for examples from the books, see Evidence 10; for the introduction of the books see Evidence 11) aims to teach Arabic to non-native Arabic speakers. Sirâcü'l-Arabiyye Arabic education set has emerged as a result of the work of our teachers working in the Department of Arabic Language and Rhetoric at Sakarya University Faculty of Theology since 2021. In 2022-2023, 7 books (Muhadese I-II, Kırae I-II, Sarf I-II, Nahiv I and Istima) were trial printed and taught in classes.

Starting from the 2023-2024 fall semester, the set, which was completed to 9 books with the addition of Nahiv II and Istima 1-2 books and some changes and improvements were made to the previous trial books in the set, was reprinted in its final version and started to be taught. Lecturers who attended the courses stated that thanks to this set, the students showed improvement in Muhadese and Istima compared to previous periods and the expected improvement was achieved.

2. Publishing of the Arabic magazine: Members of our Faculty Arabic Education Student Community (Mülteka lügati'd-dât), Lecturer. See. The Arabic magazine named Savtu'l-mültekâ, which started publication in 2018 under the editorship of Hülya Afacan, will be edited by Res. Res. See. Zehra Oran took over. The magazine has published six issues, one each, since 2018, its first year of publication. Many articles written by our students have been published in the magazine.

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

In the issues of the magazine; interviews with our teachers, free writings written by our students on various subjects, articles in the field of Turkish and Arabic literature, texts translated in the translation workshop held within Mültekâ Lügati'd-Dât, articles that won awards in the story writing competition held as a club activity, informational articles consisting of club activities and There is important news about our faculty.

Each new issue of the journal is published on the faculty website at the end of the academic year (Evidence 12). The last issue, the 6th issue (Evidence 13), was published at the end of the summer term because the work was disrupted due to the earthquake.

3. Trips: Organized by Mülteka Lügati'd-Dât Arabic Language Group Student Community, one of the faculty members, Research Res. See. Dr. A history of religions field trip was organized in the Beyoğlu district of Istanbul under the guidance of Ravza Aydın. As part of the trip, students visited prominent churches, synagogues and museums in the region and examined prominent

religious and architectural structures (Evidence 14, Evidence 15).

4. Competitions: "Arabic Poetry Reading Competition" was organized by Mültekâ lugati'd-dâd in 2022 (Evidence 16, Evidence 17).

5. Workshops: In the 2022-23 fall semester, free text translations and Arabic textbooks were studied to support students in Arabic translation methods and techniques. This Arabic-Turkish Translation Workshop organized by Mültekâ lugati'd-dâd, Lecturer. See. It is offered to undergraduate students by Hülya Afacan (Evidence 18).

6. Course studies: Mültekâ lugati'd-dâd Arabic Education Student Community gives Arabic Muhadese course 1st Course reinforcement course every Monday (Evidence 19) and Arabic Muhadese course 2nd Course reinforcement course (Evidence 20) every Wednesday. In this activity, under the supervision of students selected from among the students who belong to the Community and have a high level of success, they study Muhadese lessons with other preparatory students participating in the course.

Plus, Arabic Reading and Nahiv by Mültekâ lugati'd-dâd Arabic Education Student Community every Wednesday in our faculty; Arabic Sarf course is given every Friday (Evidence 21). In this activity, students selected from among the students who belong to the Community and have a high level of success, conduct studies of the specified courses with other preparatory students participating in the course, under the supervision.

7. Language education cooperation: A protocol was signed between our faculty and the Adabilim Schools Directorate in Adapazarı/Sakarya, which is affiliated with the Ministry of National Education, on 23.11.2023. This protocol aims to increase the language development of the students of the two educational institutions and to create practical application and activity environments for the students (Evidence 22)

Maturity level: In the institution, program outcomes are monitored systematically (annually and periodically at the end of the program period) and in line with institutional goals (education-training policy and objectives). These monitoring results are evaluated together with stakeholders and updates are made.

Evidences

Evidence 1 Quality Handbook

Evidence 2 PUKÖ Based Education Process Directive

Evidence 3 Program Outputs (Web page)

Evidence 4 2022-2023 Fall Semester Program Output Reports

Evidence 5 2022-2023 Spring Term Program Output Reports

Evidence 6 2020 Graduation Survey

Evidence 7 2021 Graduation Survey

Evidence 8 2022 Graduation Survey

Evidence 9 Quality and Accreditation Board Meeting Decisions (10.10.2023)

Evidence 10 Sirâcü'l-Arabiyye Arabic Education Set

Evidence 11 Sirâcü'l-Arabiyye Arabic Education Set Website (Web page)

Evidence 12 Savtu'l-Mültekâ (Web page)

Evidence 13 Savtu'l-Mültekâ Issue 6 (Web page)

Evidence 14 Mülteka Lügati'd-Dât Istanbul Beyoğlu Religious Places Tour (Web page)

Evidence 15 Mülteka Lügati'd-Dât Istanbul Beyoğlu Religious Places Tour Report

Evidence 16 Mültekâ lugati'd-dâd Arabic Poetry Reading Competition (Web page)

Evidence 17 Mültekâ lugati'd-dâd Arabic Poetry Reading Competition Applicable Report

Evidence 18 Mültekâ lugati'd-dâd Arabic-Turkish Translation Workshop

Evidence 19 Mültekâ lugati'd-dâd 1. Set Reinforcement Course

Evidence 20 Mültekâ lugati'd-dâd 2. Set Reinforcement Course

Evidence 21 Mültekâ lugati'd-dâd Arabic Course

Evidence 22 Protocol with Adabilim Schools

B.6.2. Alumni tracking system

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

Our institution regularly monitors its graduates in accordance with its education policies and objectives. We have an Alumni Information System, which has been developed and implemented for many years to monitor our graduates (Evidence 2).

According to the current data of Kariyer.net -April 2023- Sakarya University Faculty of Theology ranks 4th among 53 theology faculties with an interest index of 18.7%. The faculty managed to be in the queue (Evidence 3).

While the rate of those who updated their information among the graduates registered in the Alumni Information System in 2020 was around 5% in the university, the rate of those who updated the information among the graduates of the Faculty of Theology was 2.8%, which is far below the average. In other words, only 186 of the 6458 graduates registered in the system have updated their registration (Evidence 4). In order to raise awareness on this issue and increase the rate, the Board recommended that the necessary information should be provided in the end-of-year graduation program and through the faculty social media tools, and these suggestions were put into practice (see Evidence 5 shows that the video is between 8.35 and 8.45; Evidence 6 and Evidence 7). When we take a look at the number of graduations as of November 2023, it is seen that 8392 people have graduated and 313 of this number have been updated (Evidence 8). According to the rates, 3.72% of those who graduated have updated. This shows that the information and suggestions made by the board are effective.

Maturity level: Graduates are monitored systematically in the institution and in line with the program objectives (education policy and objectives) and measures are taken according to the

results of the follow-up.

Evidences

Evidence 1 Quality Manual

Evidence 2 Alumni Monitoring System SABIS Screen

Evidence 3 Kariyer.net April 2023 University-Based Interest Index

Evidence 4 Number of Faculty Graduates Registered in the Alumni Information System-2020

Evidence 5 SAU Faculty of Theology Graduation Ceremony (Web page)

Evidence 6 SAU Faculty of Theology Twitter Post (Web page)

Evidence 7 Alumni Information System Brochure

Evidence 8 Graduation Numbers (data as of 13.11.2023)

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

The R&D strategy of the institution, which was valid between 2019-2024, has been updated again to cover the years 2024-2027. In the relevant plan, there is a heading for the strategic plan in the form of "S.3. To ensure that all education and training opportunities and research potential are transformed into outputs for the solution of society's problems and social benefit with the contributions of national and international stakeholders.". Also, in the new plan, the R&D strategic plan has been developed and updated (Evidence 1).

As stated in the Quality Manual, the Institution continued to carry out activities that contribute to the society in cooperation with national and international institutions in accordance with its research strategy. Again, the faculty members of the institution; He continues to contribute to the studies carried out by taking part in the management of Sakarya University Islamic Economics and Finance Application and Research Center (ISEFAM) and Sakarya University Youth Studies Application and Research Center.

In line with the research strategy of the institution, it continued to work in cooperation with external stakeholders in 2022-2023. In this context, Sakarya University Faculty of Theology Foundation, Tozlu Foundation, Provincial Directorate of National Education, Provincial and District Muftis, Qatar University, ISAV and Sakarya Metropolitan Municipality can be mentioned.

The follow-up and monitoring of the activities carried out within the framework of the research strategy in our institution was transferred to the R&D Working Group with the improvements made in 2020. As a result of this improvement, it was regularly followed up in meetings held jointly with other working groups, especially the R&D Working Group. In this context, at the meetings held in separate sessions on 12 July 2023 of the R&D and other working groups (Evidence 2, Evidence 3) and at the meeting held with internal stakeholders on 20.10.2022 and 04.10.2023, these activities carried out within the framework of the research strategy were brought to the agenda and the situation was evaluated (Evidence 4, Evidence 5) .

Evidences

Evidence 1 Strategic Plan 2023-2027

Evidence 2 Minutes of Faculty Working Groups Meeting 1

Evidence 3 Minutes of the Meeting of the Faculty Working Groups 2

Evidence 4 2022 Academic Board Meeting

Evidence 5 2023 Advisory Board Meeting

C.1.1. 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.

The strategic plan of our institution, which is valid between 2019-2024, has been updated. This update has been processed in accordance with the Strategic Plan Schedule.The new plan, which covers the years 2023-2027, includes the vision of the future and the long-term goals set to achieve this vision. The importance it attaches to continuing research and development activities in the previous report and transforming them into social benefit has also been noted in the mission and vision texts updated in 2023 (Evidence 5). As stated in the previous report, two of the five strategic plans (S.2 and S.3) are related to research. Some of the targets set for these strategies in the report are among the research objectives. In the new report, both the article titles and the content have been updated. These reports are generally in the direction of the institution to lead the regional research development and innovation ecosystem by providing the production of knowledge, projects, technology and art that will expand the research footprint of the institution. It should also be noted that targets have been developed to increase the contribution of students and employees to sustainability and development and to strengthen social innovation (Evidence 4). In addition, performance values and targets are defined and tabulated in the report. As a result of some changes made in the new strategic plan of the faculty, the current version of the Research-Innovation Policies is as follows:

1. To strengthen the research ecosystem that will enable researchers to turn their ideas about research and innovation into projects or scientific studies.

2. To carry out research and innovation activities in the faculty in a coordinated manner in line with sustainable development goals and national priorities.

3. To take multidisciplinary international and national collaborations as a basis within the scope of research and innovation activities and to provide the necessary environments.

4. To create a research climate in the faculty where researchers and strategic stakeholders are appreciated and encouraged, and an open science environment is created. To provide guidance, financial and intellectual property rights support in order to maintain sustainable research environment and conditions.

5. To adopt a continuous improvement approach by periodically evaluating the research footprint of the faculty. (Evidence 5).

After the strategy and targets were determined, performance values targets were also defined for all of them, entered into the KYBS module and annual performance indicators were followed

and entered into the system.

Maturity Level: Practices related to research policies, strategies and objectives adopted by all fields in the institution are systematically monitored and measures covering all fields and programs are taken according to the results of the monitoring.

Evidences

Evidence 1 Quality Manual

Evidence 2 Strategic Plan Schedule

Evidence 3 KBYS Criteria

Evidence 4 SAU 2023-2027 Strategic Plan

Evidence 5 Faculty of Theology 2023-2027 Strategic Plan

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

The defined process ragarding the management and organizational structure of the Research and Development processes of the institution is included in the Quality Manual.

For many years, the management of the R&D processes of our faculty was carried out by more than one working group under the direct leadership of the Dean's Office. As stated in the previous Quality Manual, an R&D Working Group consisting of lecturers who have duties in R&D was established in order to make R&D process management better and more efficient. As a result of this change, symposiums, workshops, panels and their academic publications organized in the faculty in line with the strategic goals of the institution, as well as the publications and projects made by the academic staff of the institution, were followed more regularly. These were brought to the agenda at the annual meetings and recorded in the meeting reports (Evidence 2, Evidence 3).

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

Evidences

Evidence 1 Quality Manual

Evidence 2 2023 R&D Working Group Meeting Report 1

Evidence 3 2023 R&D Working Group Meeting Report 2

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

In our institution, the defined process regarding the relationship of research with

local/regional/national needs and demands is included in the Quality Manual. The needs and demands of the faculty in this regard were determined together with strategic objectives under the leadership of the University in 2023 by taking the opinions of internal and external stakeholders. In this context, the opinions of internal and external stakeholders were taken at the academic board meeting held on 20.10.2022 (Evidence 2), the student representatives meeting on 06.01.2023 (Evidence 3), the advisory board meeting on 04.01.2013 (Evidence 4) and the international advisory board meeting held on 07.01.2023 (Evidence 5).

Maturity level: Research outputs 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.

Evidences

Evidence 1 Quality Manual

Evidence 2 2022 Academic Board Meeting

Evidence 3 Student Representative Meeting

Evidence 4 Advisory Board Meeting

Evidence 5 International Advisory Board Meeting

C.2 Research Resources

C.2.1. Research resources: physical, technical, financial

Information on the physical, technical and financial resources of the institution is available in the Quality Manual. In this context, there are 103 academic staff, 12 administrative staff working within the institution and a total of 96 offices such as classrooms, libraries, practice rooms, conference halls, and masjids offered to all students.

It is revealed through surveys whether the institution is satisfied with the services it provides to its personnel regarding the research resources. When the satisfaction surveys of the personnel are examined, it is seen that the personnel are satisfied with the answer given to the question no. 23 "technical equipment and support facilities required for me to do my job". According to the survey results of 2020, 2021 and 2022, it was observed that a stable rate of over 79% emerged (Evidence 2). Our institution continues to regularly monitor satisfaction rates every year.

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 results of the follow-up are evaluated together with the stakeholders, measures are taken and resources are diversified in line with the needs/demands

Evidences

Evidence 1 <u>Quality Manual</u>

Evidence 2 <u>2022 Employee Satisfaction Survey</u>

C.2.2. Intra-university resources (Scientific Research Projects Units- SRP/BAP)

The academic staff of the institution can contribute to their scientific studies within the scope of Scientific Research Projects (BAP), which are affiliated with the university budget. In order to carry out research and development activities, the faculty takes into account the SAU BAP Directive (Evidence 2), which is defined for the creation of in-university resources , as well as follows the processes defined in the <u>Quality Manual</u> on the general operational issues related to the subject.

The Project Support Unit, which is responsible for the process related to in-university resources, supports the project development of both academic staff and undergraduate students. The faculty shared all relevant announcements, especially the call for projects related to BAP, with the academic staff via e-mail and directed them to the resources within the university, especially to the activities of the Research Dean's Office, which carries out studies and organizes trainings focused on project writing and development of academic staff (<u>Evidence</u> 3). In addition, at the meeting held by the Scientific Research Projects Coordination Office (BAPK) at the Faculty of Theology on October 13, 2022, it was decided to submit a report to the Coordination Office by taking the requests and suggestions of the academic staff of the institution regarding BAP supports in order to increase the rate of support for projects from the field of theology in the new term studies of BAPK. In this context, the opinions of the academic staff were consulted on October 22, 2022. These were reported via email The proposals were forwarded to a member appointed by the Research and Development Commission by July 17, 2023. (Evidence 4) The proposals (<u>Evidence</u> 5, <u>Evidence</u> 6) were forwarded to the dean's office and delivered to the BAP coordinator. A similar process was repeated on July 14, 2023, and proposals and suggestions from the academic staff of the faculty were received. (<u>Evidence</u> 7)

Again, "monitoring the number of projects carried out in the faculty", which is carried out by the R&D Working Group, which was established based on the process planned in the Quality Handbook, is carried out regularly every year. In the commission, which met in July 2023, previous projects were evaluated. In addition, it was determined that the researchers who participated in the "Project Preparation Experience Sharing Training in the Field of Theology", which was previously conducted under the direction of Prof. Dr. Hasan Meydan, were followed up and 3 different project applications were made. Furthermore, in the same meeting, MARKA, 1001 and 3005 projects, which will be ready for application in the future, were discussed. (<u>Evidence</u> 8).

Maturity Level: The findings obtained for the use of in-university resources in the institution are systematically monitored, the results of the follow-up are evaluated together with the stakeholders, measures are taken and resource diversity is requested from the university in line with the needs.

Evidences

Evidence 1 Quality Manual

Evidence 2.SAU BAP Directive

Evidence 3 ARDEK TÜBİTAK 2209 Project Information E-mail

Evidence 4 SAU BAP Directive Opinion Request Email 1

Evidence 5 E-mail of Proposals Brought by Faculty Staff to SAU BAP Directive

Evidence 6 Proposals to the SAU BAP Directive

Evidence 7 SAU BAP Directive Opinion Request Email 2

Evidence 8 R&D Working Group Meeting Minutes

C.2.3. Access to resources outside the university (support units, methods)

Our faculty has supported academic staff to benefit from external resources as well as supporting their internal projects. The projects to be carried out were performed in accordance with the principles specified in the Outsourced Project Incentive System. Again, the projects applied for were monitored through the same system.

The faculty, in addition, has announced project announcements and research programs carried out by reliable institutions through electronic communication channels in terms of directing academic staff to external resources (Evidence 2, Evidence 3, Evidence 4). The proposals made by consulting the opinions of the academic staff of the faculty at the point of improving the externally funded projects were forwarded to the relevant institution. In this context, the opinions of the academic staff of our institution were consulted on 22.02.2022 for the draft plan text prepared with effective stakeholder participation, which will best reflect the development fiction and decisions of the TR42 East Marmara Region for the 2024-2028 period (Evidence 5). In the context of evaluations on the Draft East Marmara Regional Plan 2024-2028, it is aimed to pave the way for our faculty academic staff who want to apply for a regional plan with their opinions, suggestions and project proposals.

The externally funded projects carried out by the faculty staff were previously monitored by quality ambassadors. As a result of the improvements made, this duty was transferred to the responsibility of the R&D Working Group. As a result of this change, the activities of "monitoring the number of projects carried out at the faculty" carried out by the R&D Working Group in accordance with the process planned in the Quality Manual and carried out regularly every year were also performed in 2023. In the meetings held on 12.07.2023 and 26.10.2023, the projects carried out were brought to the agenda and recorded (See Evidence 6, Evidence 7 for meeting minutes).

Improvements made in the field of research and development in line with the strategic plans of the institution have yielded positive results in terms of project production by academic staff. In this context, Prof. Dr. Hasan Meydan has been accepted with his project titled "The Possibility of Skill-Based Value Education: A Skill-Based Value Education Program" (2023) within the scope of the TUBITAK 1001 Scientific and Technological Research Project Support Program by using non-university resources. (Evidence 8). Again, Assoc. Prof. Dr. Abdullah İnce's project titled "Religious Understanding, Future Vision, Service Expectations in Emerging Adults and the Effect of Value-Focused Education Program on the Service Provision of Vocational Staff" (2021) was

completed at the end of 2022 with the support of University-Industry Cooperation within the scope of Article 58-K of Law No. 2547 using non-university resources (Evidence 9). The research areas in which these projects are carried out span different main disciplines such as Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences. This is in line with the institution's goals and objectives and local/national/international demands and needs. Again, after the earthquake that affected Maraş and the surrounding provinces in February 2023, the project "The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters" applied by Assoc. Prof. Abdullah İnce, Head of the Department of Sociology of Religion, within the scope of TÜBİTAK's 1002-C "Natural Disasters Focused Field Study Emergency Support Program" was accepted and completed. In addition to Assoc. Prof. Dr. Abdullah İnce, the research team of the project included Dr. Ziya Erdinç, a faculty member of our faculty, and Dr. Yunus Emre Temiz, a faculty member of Inonu University Faculty of Theology (Evidence 10). Assoc. Prof. Dr. Abdullah İnce made a presentation at the TUBITAK Earthquake Research Virtual Conference on March 30, 2023 (Evidence 11). The project team completed field research in this region where they stayed for a certain period of time (Evidence 12). Similarly, the project titled "Religious Services in Natural Disasters (Earthquake): Determinations-Recommendations" which is conducted by the institution's Head of the Deparment of Sociology of Religion, Assoc. Dr. Abdullah İnce and supported by the General Directorate of Religious Services of the Presidency of Religious Affairs, has been accepted (2023). The project team included Dr. Ziya Erdinç and Dr. Lecturer Kübra Cevherli. Within the framework of the project, field research was conducted for one week in Hatay, Malatya, Adıyaman, Kahramanmaraş and Gaziantep, which were among the most affected regions by the earthquake (Evidence 13, Evidence 14). In addition, within the scope of the "2209-A University Students Research Projects Support Program", 2 projects under the supervision of Dr. Lecturer Kübra Cevherli and Assoc. Prof. Dr. Abdurrahman Hendek, were accepted (2023) (Evidence 15, Evidence 19).

Two projects submitted by our Faculty within the scope of Erasmus+ KA107 Student and Instructor Mobility Projects were previously accepted by the National Agency. In this period, applications for Erasmus+ KA107/171 (ICM) staff mobility for 2020 & 2022 Contract Periods were received between 10 April 2023 - 26 April 2023. For the academic and administrative staff of our faculty, one Faculty Member to give lectures and 3 Research Assistants to take courses at Sidi Mohamed Ben Abdellah University in Morocco and Yarmouk University in Jordan were qualified (Evidence 16, Evidence 17). In addition, 3 faculty members were entitled to go to European countries in 2023 within the scope of ERASMUS+ Mobility to Study. The "Sakarya-Karabük Religious Services Consortium" (SILK) project, coordinated by Sakarya University with Karabük University and Sakarya Provincial Mufti's Office, was accepted within the scope of the Turkish National Agency Higher Education Mobility Consortium Accreditation (KA130). Between 2022 and 2023, academic staff were sent to various European countries to take courses and give lectures thanks to this Project (Evidence 18).

Maturity Level: At the institution, the findings obtained from practices that support the use of external resources in order to sustain research and development activities in line with institutional objectives are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 SAU Outsourced Project System

Evidence 3 Teknofest Information E-mail

Evidence 4 TUBITAK Project Call Information Email

Evidence 5 East Marmara Development Agency Request for Opinion

Evidence 6 R&D Working Group Meeting Minutes 2023 (1)

Evidence 7 R&D Working Group Meeting Minutes 2023 (2)

Evidence 8 The Possibility of Skills-Based Value Education: A Skills-Based Value Education Program Project Acceptance Form

Evidence 9 The Impact of Religious Understanding, Future Vision, Service Expectations and Value-Based Education Program on the Service Provision of Vocational Staff in Emerging Adults" Project News

Evidence 10 The Relationship between Religious Belief and Mental Health among Youth in Natural Disasters

Evidence 11 TUBITAK Earthquake Research Virtual Conference News

Evidence 12 The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters" Project News

Evidence 13 Newspaper Article on the Relationship between Religion Belief and Mental Health in Young People in Natural Disasters

Evidence 14 2020 & 2022 Contract Periods Erasmus+ KA107/171 (ICM) Email Notification

Evidence 15 2209-A University Students Research Support Program Application Output

Evidence 16 KA107 Staff Mobility Application Intake Email

Evidence 17 KA107 Erasmus Program Recipients

Evidence 18 KA130 Project FYK Sample

Evidence 19 2209-A University Students Research Projects Support Program Project Acceptance Document

C.2.4. Graduate programs in accordance with the institution's research policy, objectives and strategy

The Faculty of Theology, which is within the body of the Institute of Social Sciences of Sakarya University, opens new graduate programs in the branches of science operating in its field if it meets the conditions set by the institute.

Graduate 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. In

the departments affiliated to the Institute of Social Sciences, necessary steps have been taken to open graduate programs that meet the necessary conditions. In line with its research policy, objectives and strategy, the faculty has supported the necessary initiatives for the opening of graduate programs of an interdisciplinary nature as well as the field of theology. In this context, the Department of "Spiritual Counseling and Guidance" was established and a non-thesis master's program was opened. (Evidence 2).

Students who graduate from this program can work as Spiritual Counselors in hospitals, social service institutions, penitentiary institutions, family guidance offices, etc., under the Presidency of Religious Affairs. In addition, graduates have the opportunity to be employed in all kinds of private organizations that see spiritual counseling service as a human need in the service sector, especially in health and education. As can be seen in Table C.2.4.1, student interest in the program is increasing year by year.

Table C.2.4.1: Number of Spiritual Counseling and Guidance Non-Thesis Master's Students

YEAR	NUMBER OF STUDENTS
2021-2022	35
2022-2023	46
2023-2024	53
SUM	134

Table C.2.4.2: The number of theses that are being written in our faculty is given below according to the departments.

	NUMBER OF STUDENTS		
	Basic Islamic Sciences	Philosophy and Religious Sciences	Islamic History and Arts
Master's Degree	249	146	63
Doctorate	88	51	20

In addition, although the completed thesis topics are compatible with the research policy of the faculty, it is observed that there is a distribution of topics shaped by the personal interests of the students. (Evidence 3)

At the Advisory Board Meeting dated 10.10.2023, it was decided that the proposals for graduate thesis topics can be forwarded to the faculty in line with the demands and needs of the board members. Again, in this board, it is planned to jointly carry out activities that are interesting and appealing to the young population. Within the framework of the research policies of the institution, information was given about the overseas activities between 2022-2023. In the same academic year, joint academic and social activities with internal and external stakeholders were evaluated. It has been negotiated with SATSO and MUSIAD that social responsibility projects can be carried out (Evidence 4).

Maturity Level: In order to carry out research and development activities in line with

institutional objectives (research policy, objectives, strategy), integrated and mature practices regarding graduate programs have been adopted and secured throughout the institution; the institution has many unique and innovative practices and some of these practices are taken as an example by other institutions.

Evidences

Evidence 1 Sakarya University Institute of Social Sciences Senate Principles

Evidence 2 Spiritual Counseling and Guidance Non-Thesis Master's Program

Evidence 3 Master's and Doctoral Theses and Topics Made in the Faculty of Theology

Evidence 4 10.10.2023 Advisory Board Meeting Decisions

C.3. Research Competence

C.3.1. The improvement of research competencies of teaching staff

The institution continues to manage its appointment, promotion and assignment activities in accordance with the implementation, monitoring, supervision and improvement processes included in the defined process in the Faculty Handbook.In order to encourage the increase of the research competence of faculty members, the appointment, promotion and assignment activity decisions were updated in 2022.

Accordingly, the Appointment and Promotion criteria have been adjusted to be effective on January 1, 2024. The members of the faculty also contributed to this process (Evidence 2) This change encourages various research activities to be taken into account in the appointment and promotion of faculty members and to produce more qualified studies. A large number of project-oriented articles have been added, especially for faculty members who do not meet the field requirement, in order to encourage academic staff to engage in project-oriented studies (see Figure 1). Evidence 3) .

In order to provide project development skills for the academic staff of the university, the Dean's Office of Research established within Sakarya University regularly sent an e-mail to inform the faculty staff about the support provided by the Dean's Office regarding the project writing process. (Evidence 4) In addition, an informative e-mail was sent to the faculty staff about each type of project for which TÜBİTAK started to accept projects (Evidence 5). The information and encouragement carried out by the faculty for its own project-oriented staff has yielded results. In this context, according to TÜBİTAK Field-Based Competency Analysis Reports, in 2021, 2. Our Faculty, which is in the region, will be ranked 1st as of 2023. He went out to the region. In addition, on the basis of our University, in 2021, 3. Our Faculty, which is in the region, will be ranked 1st as of 2023. He went up to the region (Evidence 6). This is an indication that the institution acts in line with its strategic goals and prioritizes quality.

In line with the agreements signed for staff and student mobility with universities in western countries that have agreements with our university's ERASMUS program and KA130 and KA107 Student and Academic Staff Mobility Projects, and especially with various universities in the Islamic geography, these activities continued in 2022-2023, as they were sent before. (see Fig. C.2.3.) On the other hand, independent of the central library of Sakarya University, our rich

book archive in many fields, especially theology, provides resource support to our academic staff and students in their research. According to the report submitted to the Turkish Statistical Institute by the current librarian of the institution, as of 2022, a total of 34,292 works, including 10,574 Arabic, 742 theses, and 474 rare works, are registered in the library within the faculty. The number of library inventories, which was 33,395 in 2020, was increased in line with the demands of students and academic staff and thanks to the donations received (Evidence 7). These demands were determined as a result of consultations held at the meetings held by the R&D Commission (Evidence 8). The total number of borrowed materials for 2022 is as follows: a total of 2978 materials were borrowed, including 326 academic staff, 14 administrative staff, and 2638 students (Evidence 9).

Maturity Level: In the institution, practices for the evaluation and development of the research competence of the academic staff are regularly monitored and the results of the follow-up are evaluated together with the stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 Criteria for Promotion, Receiving Opinions

Evidence 3 2024 Appointment Criteria

Evidence 4 Email Disclosure1

Evidence 5 Email Disclosure 2

Evidence 6 TÜBİTAK Field-Based Competency Analysis Reports

Evidence 7 University Library Statistics Questionnaire

Evidence 8 R&D Working Group Meeting Minutes

Evidence 9 Minutes of Faculty Working Groups Meeting

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

Follow-up and execution of joint programs with national and international research units is the responsibility of the Dean's Office as stated in the Quality Manual. The institution takes into account regional, national and international requirements in its research and development studies. In addition, it has signed protocols with various institutions and units in order to implement research and development policies by strengthening cooperation with external stakeholders and contributing to various research programs.

There are institutions with which the institution has previously cooperated within the framework of research policies and continues to cooperate in 2022-2023. These can be listed as follows: Islamic Economics and Finance Application and Research Centre (İSEFAM), Tozlu Foundation, Sakarya Metropolitan Municipality, National Education Directorate and Provincial Mufti are just a few of them.

In line with its R&D policy, the institution organized the "International Symposium on Mosques

and Functions in a Changing World" between 7-9 October 2022 in cooperation with the Sakarya Provincial Mufti and the Sakarya Directorate of National Education (Evidence 2). In addition, a meeting was held where the outputs of the "Understanding of Religion and Future Envisioning in Emerging Adults Project", which was carried out jointly by our faculty and the Sakarya Provincial Mufti and carried out by Assoc. Prof. Dr. Abdullah İnce, Head of the Department of Sociology of Religion of our Faculty, were presented (January 4, 2023). The meeting was attended by our Dean Prof. Dr. Ahmet Bostancı, Sakarya Provincial Mufti Hasan Başiş, Vice Deans, Deputy Provincial Mufti, some district muftis, faculty professors, religious officials and the project team (Evidence3). The panel titled "A Life Dedicated to Tafsir", which was previously organized jointly with Sakarya Metropolitan Municipality in 2019, 2020 and 2021, was held on December 28, 2022. This panel was broadcast face-to-face and live on YouTube (Evidence 4). Again, the "A Life Dedicated to the Sunnah: Prof. Dr. Raşit Küçük" Panel, organized within the scope of Sakarya Metropolitan Municipality November Culture and Art Activities in cooperation with the SAU Faculty of Theology, was held on November 29, 2023 at the SAU Faculty of Theology Conference Hall (Evidence7).

The Youth and Literature Workshop of the "Determination of Young People's Levels of Belief in Islam and Belief Problems and Investigation of the Relationship between Faith Problems and Family Institution" project, conducted by Assoc. Prof. Dr. Abdullah İnce, Head of the Department of Sociology of Religion of our Faculty, was held in Ankara on 2-3 June 2023, hosted by the Presidency of the Science, Culture, Art and Publication Board of the Turkiye Religious Affairs Foundation (İLKSAY) (Evidence5).

In the Academic Board Meetings held every semester, the institution has taken into account the demands and suggestions from internal stakeholders that will improve the application area of the research and development policy, and has evaluated them and put them into operation. (Evidence 6)

Maturity Level: Multiple research activities and practices such as participation in national and international joint programs and joint research units and research networks and establishing collaborations are regularly monitored at national and international levels, and the results of the monitoring are evaluated together with the stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 International Symposium on Mosques and Their Functions in a Changing World

Evidence 3 Emerging Adults' Understanding of Religion and Envisioning the Future Project

Evidence 4 A Lifetime Dedicated to Exegesis

Evidence 5 Determination of Faith Problems and Determination of Faith Problems of Young People in Islam and Investigation of the Relationship between Faith Problems and Family Institution

Evidence 6: Minutes of the Academic Board Meeting

Evidence 7 A Life Dedicated to the Sunnah Seniyyah: Rashid Kucuk

C.4. Research Performance

C.4.1. Performance evaluation of the teaching staff

Our institution monitors the performances of the instructors in accordance with the defined process in the Quality Manual and continues to implement various mechanisms to encourage these performances. As stated in the Quality Handbook, Academic Incentive documents obtained from YÖKSİS were regularly collected from academic staff every year (Evidence 2).

In this context, it has been recommended that our academic staff, who previously ranked first in the academic incentive score ranking, be given a separate award by our institution at the academic general assembly. In order to increase competitiveness, it was requested to be given in two categories: (i) lecturer (Research Assistant, Instructor and Lecturer) and (ii) faculty member (Assistant Professor, Associate Professor and Professor). In this respect, as in the previous year, in 2022-2023, Education and Training Awards were presented according to the results of the Spring and Fall Semester surveys, in which students evaluated their instructors. In addition, in the 2022 academic incentive applications, the faculty member and lecturer who received the highest score and were entitled to receive the incentive were given the Academic Incentive Award (Evidence 3) and congratulatory messages were sent via the institution's e-mail.

In line with the research and development policies of the institution, the faculty members who received awards and made projects were also congratulated at the Academic Board Meetings. As an example, Prof. Dr. Soner Duman (Proof 4), a faculty member of the Department of Islamic Law, who ranked 3rd in the field of translation from Arabic to Turkish with his translation of Ibn Taymiyya's book al-Politikaü'ş-şer'iyya within the scope of the Sheikh Hamad Translation and International Understanding Awards, and Prof. Dr. Hasan Meydan, a faculty member of the Department of Religious Education, whose TÜBİTAK 1001 project was accepted, can be congratulated by the Academic Board (Evidence 5, Evidence 6)

Maturity Level: In order to monitor and evaluate the research and development performance of the academic staff, practices covering all fields are regularly monitored and the results of the monitoring are evaluated together with the stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 Request for Paperwork for Academic Incentive Allowance

Evidence 3 Academic Incentive Awards

Evidence 4 Translation Award News

Evidence 5 Email Greeting Message

Evidence 6 Academic Board Meeting Minutes

C.4.2. Evaluation and result-based improvement of research performance

The research performance of the faculty is monitored by year through the Sakarya University Quality Management Information System. In the 2022-2023 academic year, just as in previous years, the strategic plan objectives for research and the number of activities carried out by the faculty continue to be tracked through this mechanism belonging to the university.

The faculty requests updating of the information on the research publications of its academic staff throughout the year. YÖKSİS and SABİS Academic Activities and Performance pages are the main systems in which publication information is requested to be entered. In particular, the relevant SABIS page contains information on various performance indicators such as the number and graph of indexed publications of academic staff, citation graph, and indexed publication/unit faculty member graph. In addition to the above-mentioned mechanisms, the R&D Working Group monitors and controls research performance through "Employee Satisfaction Surveys" (Evidence 2).

In addition to the activities carried out in the faculty within a year, a bulletin containing the activities of the faculty academic staff is prepared. The Faculty Promotion and Information Working Group, which is responsible for preparing the bulletin, requests the academic activities of the faculty academic staff within a year before the bulletin is published, and this information is included in the bulletin. The activities of the academic staff are accessed through YÖKSİS and SABİS, and the relevant information is also requested via e-mail (Evidence 3). The 2022 issue of the Faculty Bulletin, which is published on a regular basis, was published (Evidence 4). Academic and administrative staff who contributed to this issue were also thanked via e-mail (Evidence 5).

Maturity Level: Research performance of all areas in the institution is monitored and evaluated and used in decision-making (performance-based incentive-appreciation mechanisms, etc.). Related practices are regularly monitored, and monitoring results are evaluated together with stakeholders and measures are taken**.**

Evidences

Evidence 1 Quality Management Information System

Evidence 2 Request to Update Publication Information

Evidence 3 Faculty Bulletin

Evidence 4 Congratulations to the Faculty Bulletin Team

Evidence 5 Employee Satisfaction Survey

C.4.3. Research budget performance

As stated in the previously published Quality Manual, the institution has signed bilateral protocols and collaborated with the municipality, various NGOs, institutions, and organisations, as well as the support it receives from the university in finding resources for social activities. In this context, in line with the research strategy of the institution, cooperation with institutions and organisations with which joint studies were previously carried out in cooperation continued in 2022-2023. External stakeholders such as the Ministry of National Education, Presidency of

Religious Affairs, Ilim Yayma and Tozlu Foundation, Directorate of National Education and Sakarya Municipality can be mentioned among them.

The acceptance of Erasmus KA107 and Erasmus KA130 (Silk) projects prepared by the institution in recent years has been an important success in terms of enriching internationalisation resources. Thanks to these projects, students and academic staff have been provided with financial support and their opportunities to go abroad have increased. As detailed in C.2.3., the travelling expenses and per diems of the academic staff who went abroad through the relevant projects between 2022-2023 were paid (Evidence2).

Maturity Level: The research budget performance of the institution is monitored, evaluated, and used in decision-making (budget distribution, etc.). Related practices are regularly monitored, and monitoring results are evaluated together with stakeholders and measures are taken.

Evidences

Evidence 1 Quality Manual

Evidence 2 Erasmus KA130 Grant Agreement for Mobility of Higher Education Staff for Teaching and Training

D. SERVICE TO SOCIETY

D.1. Service to Society Strategy

D.1.1. Policy, objectives and strategy of service to society

The institution continued to manage its social contribution policy, goals, and strategy (Evidence 1) within the framework of the 2020-2024 Strategic Plan, based on the defined process in the Faculty Quality Manual (Evidence 2) and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report (Evidence 3). According to these policies, goals and strategies determined by internal and external stakeholders, various social contribution activities and social responsibility activities were carried out during the year.

At the end of 2022, the planning process of the 2023-2027 Strategic Plan was initiated. After the basic draft of the 2023-2027 Strategic Plan was created, a planning calendar was created (Evidence 4), and then it was presented to internal and external stakeholders for their suggestions (Evidence 5). In this context, after the strategic plan and goals were discussed at the 2022 Academic Board meeting (Evidence 6); student representatives meeting (Evidence 7); advisory board (Evidence 8) and international advisory board (Evidence 9), the Faculty Quality and Accreditation Board finalised the plan (Evidence 10). As a result of this process, the 2023-2027 Strategic Plan was approved by the Faculty Board of Directors and entered into force (Evidence 11). A comparison of the 2020-2024 and 2023-2027 strategic plans is presented in the evidence (Evidence 12). The resulting faculty social contribution policy, goals and strategies have been updated in the Quality Manual (Evidence 2).

As a result of some changes made in the new strategic plan, the current version of social

contribution policies and targets is as follows:

SOCIAL CONTRIBUTION POLICY

1) To manage social contribution activities at the faculty institutionally through defined processes.

2) To maintain stakeholder-oriented, transparent and accountable governance in line with the responsibilities of the faculty towards its stakeholders.

3) To prioritise local and regional needs in the field of religious sciences.

4) To develop solutions to the religious problems of the society by taking into account the suggestions of internal and external stakeholders and to determine research and development focusses.

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

6) To encourage and support the academic staff in the fields determined through social collaborations.

7) To inform and raise awareness of religious issues in society by using mass media effectively.

SOCIAL CONTRIBUTION GOALS

1) H.3.1.: Improve institutional governance structure to enhance community relations and ensure sustainability; share more faculty data to ensure accountability and transparency.

2) H.3.2.: To strengthen cooperation, partnerships, and coordination with internal and external faculty stakeholders.

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

As defined in the quality handbook, the faculty makes video recordings of most of the activities it carries out, especially symposiums, workshops, and conferences, for the purpose of social contribution, and then continues to share the relevant videos on the faculty YouTube channel.

Maturity Level: Practices related to the social contribution policy, goals and strategy adopted by the entire organization are systematically monitored and measures are taken to cover all areas according to the monitoring results.

Evidences
Evidence 1 Faculty Social Contribution Policy, Goals and Strategy
Evidence 2 Faculty Quality Manual
Evidence 3 2022 Self-Evaluation Report
Evidence 4 SAU Faculty of Theology 2023-2027 Strategic Plan Preparation Calendar
Evidence 5 Strategic Plan Opinion
Evidence 6 Minutes of the regular Academic Board Meeting at the beginning of the 2022-2023

Academic Year
Evidence 7 Student Representatives Meeting
Evidence 8 Advisory Board Meeting dated 04.01.2023
Evidence 9 International Advisory Board Meeting dated 07.01.2023
Evidence 10 Faculty Quality and Accreditation Meeting dated 10.01.2023
Evidence 11 SAU Faculty of Theology 2023-2027 Strategic Plan
Evidence 12 New and Old Strategic Plans – Mutual

D.1.2. Management and organizational structure of service to society processes

The institution has a defined process for the management and organizational structure of social contribution processes (see Evidence 1). The organizational structure, which was previously established with the approval of internal and external stakeholders, has not been changed. It was decided that the biannual meetings on process management would only be held at least once a year and additional meetings would be held as needed (Evidence 2). Social contribution activities and social responsibility activities are carried out according to this structure and process.

Maturity Level: The results and stakeholder opinions related to the management of social contribution processes at the institution are monitored systematically and in line with the institution's internal quality assurance system, and measures are taken by evaluating them together with stakeholders.

Evidences

Evidence 1 Quality Manual, Title D.1.2.

Evidence 2 Quality and Accreditation Board Decision dated 24.10.2023

D.2. Service to Society Resources

D.2.1. Resources

As previously described in the Quality Manual (Evidence 1), in addition to the support it receives from the university in finding resources for social activities, the faculty signs bilateral protocols and cooperates with the municipality, various NGOs, institutions and organizations; in the realization of these activities, it receives support from the aforementioned sources, especially in terms of organization and financing.

In line with the defined process, some collaborations were made in the realization of activities for social contribution and these were recorded and monitored. As can be seen in D.3.1., it carries out a joint process at the point of resource in the activities carried out in cooperation with the faculty.

Maturity Level: The physical, technical and financial resources of the institution are managed to support social contribution activities and cover all areas. The findings obtained from all these

practices are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with needs/demands.

Evidence

Evidence 1 Quality Manual, Title D.2.1.

D.3. Service to Society Performance

D.3.1. Monitoring and Improving Social Contribution Performance

The Faculty monitors its social contribution performance within the framework of the process previously defined in the Quality Manual (Evidence 1) and makes improvements according to the opinions received at periodic stakeholder meetings. The faculty's annual community outreach activities were presented and evaluated at the advisory board meeting, and various suggestions were received (Evidence 2, Evidence 3, Evidence 4). Some of the prominent activities of the faculty for social contribution and social responsibility are as follows. These activities can be regarded as indicators of the continuation of activities previously undertaken for social contribution.

The panel titled "A Lifetime Dedicated to Tafsir", which was previously held jointly with Sakarya Metropolitan Municipality in 2019, 2020, 2021, was also held on December 28, 2022 and was held face-to-face in public and broadcast live on Youtube (Evidence 5, Evidence 6).

As an External Stakeholder, the third of the Teacher Field Knowledge Competencies Development Project, organized in cooperation with our faculty and Sakarya Provincial Directorate of National Education for teachers in schools affiliated with the Ministry of National Education in Sakarya, was carried out in the 2022-2023 academic year (Evidence 7). Teachers who completed the program were awarded certificates (Evidence 8).

A meeting was held to present the outputs of the "Project on Religious Understanding and Future Vision in Emerging Adults" jointly conducted by our faculty and Sakarya Provincial Mufti's Office and led by Assoc. Prof. Dr Abdullah Ince, Head of the Department of Sociology of Religion at our faculty (January 4, 2023). The meeting was attended by our Dean Prof. Dr Ahmet Bostancı, Sakarya Provincial Mufti Hasan Başiş, Deputy Deans, Deputy Provincial Mufti, some district mufti, faculty professors, religious officials and the project team (Evidence 9).

After the earthquake that affected Maraş and the surrounding provinces in February 2023, our Head of the Department of Sociology of Religion, Assoc. Prof. Dr Abdullah İnce, went to the earthquake zone with his research team to conduct field research on the project "The Relationship between Religious Belief and Mental Health in Young People in Natural Disasters", which he conducted within the scope of TÜBİTAK's 1002-C "Natural Disasters Focused Field Study Emergency Support Program" call. In addition to Assoc. Prof. Dr Abdullah İnce, the project's research team also included our faculty member Dr Ziya Erdinç and Inönü University Faculty of Theology faculty member Dr Yunus Emre Temiz (Evidence 10). Assoc. Prof. Dr Abdullah İnce made a presentation at the TUBITAK Earthquake Research Virtual Conference on March 30, 2023 and shared the outputs of the project with the public (Evidence 11).

The 1st International Symposium on the Founding Generation of Islamic Sciences, the Tâbiîn Symposium with the subtitle "The Identity of the Tâbiîn and the Establishment of Islamic

Sciences" organized by our faculty and the Islamic Sciences Research Foundation (ISAV) was held on May 6-7, 2023 at SAU Faculty of Theology Conference Hall (Evidence 12). The opinions and assessments of the members of the international advisory board were also taken into account prior to the organization of this symposium (Evidence 13).

On May 24, 2023, an online and public seminar on "A Psychosocial Research on the Effects of Religiosity on Family Functions" was held (Evidence 14). This activity has a social contribution aspect, with the potential to strengthen family relations, strengthen social ties and increase moral values.

The Youth and Literature Workshop of the "Project for the Determination of Young People's Level of Belief in Islam and Problems of Belief and the Investigation of the Relationship between Belief Problems and Family Institution", which was carried out by Assoc. Prof. Dr. Abdullah İnce, Head of the Department of Sociology of Religion at our Faculty, was hosted by the Presidency of the Science, Culture, Art and Publication Board of the Religious Foundation of Turkey (İLKSAY) in Ankara on June 2-3, 2023 (Evidence 15).

In 2023, the TUBITAK 1001 project conducted by Prof. Dr. Hasan Meydan, one of the academic staff of our faculty, was accepted. "The Possibility of Skills-Based Value Education: Developing a Skills-Based Value Education Model, Program and Teacher Training Module", one of the stakeholders of this project is the Ministry of National Education, and it is a project aimed at increasing the effectiveness of value education in schools (Evidence 16). This project plays an important role in terms of social contribution. Strengthening values education through a skills-based education system, it contributes to individuals' adoption of moral values in line with basic skills. This will promote ethical behavior throughout society, foster a sense of cooperation and responsibility, and provide the cornerstones for building a sustainable, fair society. It will also contribute to the development of future leaders and active citizens by guiding students in developing their skills and competencies.

At the Advisory Board Meeting on 10.10.2023, it was decided that suggestions for graduate thesis topics could be submitted to the faculty in line with the demands and needs of the board members. In this committee, it was also planned to jointly carry out activities that are interesting and appealing to young people in particular." It was also discussed with SATSO and MÜSİAD that social responsibility projects could be carried out (Evidence 17).

In accordance with the protocol between the SAU Faculty of Theology and the Provincial Directorate of National Education, 2023-2024 Period IV Arabic Text Reading Program for IHL Vocational, Religious Education and Arabic teachers working in Sakarya province will be held between 20 November 2023 - 07 January 2024 and will last 7 weeks. This program aims to increase the professional competencies of vocational courses teachers working in IHLs (Evidence 18, Evidence 19). A satisfaction survey will be conducted at the end of the program and improvements will be made in the program as in previous years in line with the data from the surveys.

In November 2023, a protocol was signed between the faculty and Adabilim Schools (Evidence 20, Evidence 21). According to this protocol titled "School-University Cooperation Role Model", it is aimed to increase the language development of Adabilim Schools and SAU Faculty of Theology students in language education and training activities within the scope of formal and non-formal education, to create practical application and activity environments for students, and especially to gain experience for the students of the Faculty of Theology, who will be the

educators of the future. In this context, mutual student mobility will be carried out between the faculty students and the aforementioned school.

Maturity Level: The social contribution performance of all areas of the organization is monitored and evaluated and used in decision-making. Related practices are regularly monitored and monitoring results are evaluated together with stakeholders and measures are taken.

Evidences

Evidence 1   Quality Manual

Evidence 2   04.01.2023 Advisory Board Meeting

Evidence 3   07.01.2023 International Advisory Board Meeting

Evidence 4   10 October 2023 Faculty Advisory Board Meeting

Evidence 5   28 December 2022 Panel News titled "A Lifetime Dedicated to Tafsir"

Evidence 6   Live YouTube Recording of the Related Panel

Evidence 7   Improving Teacher Field Knowledge Competences Project

Evidence 8   Certificate Ceremony of Related Project

Evidence 9   Presentation of the Outputs of "Religious Understanding and Future Vision in Emerging Adults Project"

Evidence 10   TUBITAK 1002-C Project titled "Relationship between Religious Belief and Mental Health in Young People in Natural Disasters"

Evidence 11   Presentation of the related project at TUBITAK Earthquake Research Virtual Conference

Evidence 12   1st International Symposium on the Founding Generation of Islamic Sciences Tâbiîn 6-7 May 2023

Evidence 13   Obtaining stakeholder opinions in the organisation of the relevant symposium

Evidence 14   Seminar on "A Psychosocial Research on the Effects of Religiosity on Family Functions"

Evidence 15   Youth and Literature Workshop of the "Project on Determining the Level of Belief in Islam and Belief Problems of Young People and Investigating the Relationship between Belief Problems and Family Institution"

Evidence 16   "The Possibility of Skill-Based Value Education: Development of a Skill-Based Value Education Model, Program and Teacher Training Module" TUBITAK 1001 project

Evidence 17   10.10.2023 dated Advisory Board Meeting Minutes

Evidence 18   2023-2024 Period IV Arabic Text Reading Program, Related Official Letter (MoNE)

Evidence 19   Program Content and Application Process

Evidence 20   Text of the protocol signed between SAU Faculty of Theology and Adabilim

Schools titled "School-University Cooperation Role Model"

Evidence 21   Announcement of the relevant protocol on social media

E. GOVERNANCE SYSTEM

E.1. Structure of Governance and Administrative Units

E.1.1. Governance model and administrative structure

In accordance with the process specified in the Quality Manual, the current management model and administrative structure of the Faculty continues as it is (Evidence 1).

Maturity Level: The findings obtained from the practices related to the management model and administrative structure covering all units and fields in the institution are systematically monitored, stakeholders' opinions are taken and the monitoring results are evaluated together with the stakeholders, measures are taken and updates are made in line with the needs/requests.

Evidence

Evidence 1 Quality Manual E.1.1.

E.1.2. Process management

Process management at the faculty continues to be carried out in accordance with the defined process determined in the Quality Manual (Evidence 1). Processes are monitored through the "Corporate Management System" on the SABIS platform (Evidence 2). Only administrators and members of the quality and accreditation board can enter information into the Corporate Management System.

Maturity Level: The results of the processes managed in a way to cover all units and areas in the institution are systematically monitored with performance indicators, the opinions of the stakeholders are taken and the monitoring results are evaluated together with the stakeholders, measures are taken and updates are made in line with the needs/requests.

Evidences

Evidence 1   Quality Manual Title E.1.2.

Evidence 2   Corporate Management Information System (KYBS)

E.2. Resource Management

E.2.1. Management of human resources

The faculty follows the process defined in Sakarya University Human Resources Directive (Evidence 1), which is updated and improved every year, and the Faculty Quality Manual (Evidence 2). Activities that are compatible with the defined process continue to be carried out.

Meetings are held with the staff at certain times to discuss problems and solutions. In order to increase the sense of institutional belonging and solidarity, a meeting is held with the faculty administrative staff every year shortly before the start of the academic year (Evidence 3, Evidence 4). There is no satisfaction survey conducted for the staff working in the units providing administrative and support services, but the staff is encouraged to participate in the satisfaction surveys conducted by the University.

As stated in detail under the title "A.1.1. Mission, vision, strategic goals and objectives", "Human Resources Policy" was added to the policies established within the framework of the SAU Faculty of Theology 2023-2027 Strategic Plan by taking the necessary opinions from stakeholders (Evidence 5).

HUMAN RESOURCES POLICY

1) To approach human resources as a corporate value by planning the medium and long-term human resources needs in line with the mission and vision of the institution, and to evaluate performance in order to ensure personal development, to provide the necessary support and to offer opportunities for development.

2) To implement multi-faceted communication with all employee groups within the understanding of governance.

3) To make and carry out plans for training and development in line with corporate goals and individual development needs, taking into account the principles of equal opportunity and inclusiveness.

4) To take performance evaluation results as a basis for personal development, promotion, empowerment, appreciation, and recognition practices.

5) To provide a secure and healthy work environment for all personnel with occupational health and safety practices.

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.

Evidences

Evidence 1   Sakarya University Human Resources Directive

Evidence 2   Quality Manual, Section E.2.1.

Evidence 3   Meeting with Administrative Staff

Evidence 4   Meeting with Administrative Staff - 2

Evidence 5   SAU Faculty of Theology 2023-2027 Strategic Plan

E.2.2. Management of financial resources

In the Program Accreditation Report (PAR), the evaluators stated that there was no defined process for this criterion (Evidence 1). In order to remedy this deficiency, it was decided to add a new and more detailed defined process to the Quality Manual (Evidence 2). The management of all financial resources of the faculty depends on the rectorate and the following process is defined in the new quality handbook.

The institution is supervised by the Rectorate of Sakarya University, which has the authority to determine the amount of financial resources. The management of financial resources in the institution is carried out in accordance with the established processes. The management of movable and immovable assets is carried out as required by the relevant legislation and is subject to an internal audit process. Duties related to the faculty budget are under the authority and responsibility of the dean. In cases where budget appropriations other than planning are insufficient, additional appropriations are requested from the Sakarya University Strategy Development Department in accordance with the provisions of the relevant legislation and the needs are met by transferring funds from the university budget. In this respect, the Public Expenditure and Accounting Information System (PEAIS) and the Integrated Financial Management System (FMS), which are affiliated with the Ministry of Treasury and Finance, are used as with all public institutions. In our faculty, the Unit Activity Report, which includes data such as budget implementation results, explanations regarding basic financial statements, financial audit results, etc., is submitted annually to the Rectorate Strategy and Development Department. If the budget supplied by the university fails to meet the needs, the faculty can request an additional budget from the university through the Electronic Document System (EDS) on SUIS/SABIS (Evidence 3).

Maturity Level: Results have been derived from the practices related to the management of financial resources according to defined processes in line with the strategic objectives of the institution. However, the results of these practices are not monitored or used in decision-making.

Evidences

Evidence 1   Programme Accreditation Report (PAR)

Evidence 2   Quality and Accreditation Board Meeting Minutes Dated 10/10/2023

Evidence 3   Sample Request for Budget

E.3. Information Management System

E.3.1. Integrated information management system

As stated in the Faculty Quality Manual, the faculty has a defined process for the integrated information management system and activities are carried out according to this process. Administrative processes in the institution are carried out through information management systems provided by the Rectorate of Sakarya University, which support the acquisition, storage, use, processing and evaluation of institutional information. Data on important

activities and processes of the institution are collected, analyzed, reported and used for strategic management. The Information Management System used by the institution is integrated and feeds quality management processes. Official correspondence is provided through the Electronic Document Management System (EDMS) in the SABIS Module and digitally archived (Evidence 1).

Maturity Level: The institution has an integrated information management system that covers all areas and supports all processes (education-training, research-development, social contribution, quality assurance) and there are some practices to use this system. However, the information system is not used in decision-making and the results of its use are not monitored.

Evidence

Evidence 1   Electronic Document Management System (EDMS)

E.3.2. Information security and reliability

The Faculty Quality Manual describes in detail the process defined for information security and reliability. However, in the Program Accreditation Report (PAR), the evaluators stated that there is no defined process for this criterion (Evidence 1).

The institution has various processes and practices to ensure information security and reliability. Sakarya University Information System (SABIS) is meticulously protected in terms of security, confidentiality and reliability. Information security and reliability are carefully monitored and continuously improved by the relevant SAU Rectorate units. The University has also been selected as one of the priority universities for information security in 2023 (Evidence 2). The servers of the Information Management System are provided by the SAU Rectorate's IT Department and are under effective protection against external attacks. The Information Management System, SABIS, ensures the security, confidentiality and reliability of information. Mechanisms are monitored and improved. Considering the digitalization of all instructional interaction in the distance education process, security and confidentiality measures have been taken regarding access to content such as student information, course records, exams and discussion platform records.

Maturity Level: The organization has integrated practices to ensure information security and reliability and some results are obtained from these practices. However, the results of these practices are not monitored or used in decision making.

Evidences

Evidence 1   Program Accreditation Report (PAR)

Evidence 2   SAU being one of the Priority Universities in Information Security News

E.4. Support Services

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

In the Faculty Quality Manual, there is a defined process for the suitability, quality and continuity of services and goods. In the activities carried out during the year, this defined process is followed. Before the purchase of a product, the Inspection and Admission Commission, which includes the administrative staff of the faculty, makes the purchase after making the necessary examinations and controls and keeps the commission report. (For the commission report of a good purchased in 2023, see Evidence 1).

Maturity Level: In the institution, practices are carried out to plan, evaluate and improve the quality levels expected from all outsourced goods and support services within the scope of the internal quality assurance system. However, the results of these practices are not monitored or used in decision-making.

Evidence

Evidence 1   Minutes of the Inspection and Acceptance Commission

E.5. Public Disclosure and Accountability

E.5.1. Public Disclosure

The institution continues to present information about its educational programs and academic, social and cultural activities in a transparent, accurate and easily accessible manner. In addition to implementing the SAU Corporate Communication Policy, SAU integrates the institution's official web address and social media accounts to ensure practices to inform the public. The institution's website is constantly updated.

The institution published a booklet titled "Sakarya University Faculty of Theology in its 30th Year" (Evidence 1). In the booklet, which is also made easily accessible to the public by placing it on the Faculty website, the Faculty is introduced in terms of academic and administrative staff, departments, activities, etc. In addition to this, the 11th Bulletin of the Institution was published and the previously published issues of this and the Bulletin were placed on the institution's website to ensure easy access (Evidence 2).

The satisfaction rate of students in the 2022-23 academic year regarding the provision of sufficient information on the institution's websites is 84.10%. (Evidence 3) Considering the satisfaction rate of 81.12% in the previous semester (2021-22) (Evidence 4), it was observed that there was an increase in students' satisfaction with the information provided on the institution's website.

The practice of preparing videos to introduce the faculty and inform the public and publishing these contents on the institution's YouTube channel (Evidence 5) continues.

In this context, a total of 41 videos were published in 2022. Between January 1, 2022 and December 31, 2022, the total number of views of our content is 134,599 and the number of newly subscribed users is 1,542. 10,062 of these views belong to our video titled "Sakarya University Faculty of Theology Introduction Video 2018".

In 2023, a total of 29 videos were published. Between January 1, 2023 and October 21, 2023, the total number of views of our content is 30,641 and the number of newly subscribed users is 235. 2,628 of these views belong to our video titled "Sakarya University Faculty of Theology Introductory Video 2018".

When we look at the general situation in the period from April 21, 2017, the first day of operation of our YouTube channel, to October 21, 2023, we see that the total number of views of our content between these dates is 241,800 and the total number of subscribers is 3,460. Our most viewed content between these dates is our video titled "Sakarya University Faculty of Theology Introduction Video 2018" with 43,580 views. The institution also carefully monitors user feedback on its YouTube channel (Evidence 6)

The tables for both the number of views and subscribers of the Agency's YouTube channel between January 1, 2022 and October 21, 2023 are as follows:

Table 5.1.1. Content Published on the Organization's YouTube Channel and Number of Views

İçerik		Görüntüleme ↓		İzlenme süresi (saat)		Aboneler		Ortalama görüntüleme süresi	Gösterimler	Gösterim tıklama oranı ⚠
☐ **Toplam**		**82.347**		**6.468,0**		**696**		**4:42**	**1.171.067**	**%3,9**
☐	Sakarya Üniversitesi İlahiyat Fakültesi Tanıtım Videosu ...	6.673	%8,1	207,2	%3,2	25	%3,6	1:51	69.345	%4,9
☐	Yeniden Düşünmek - Levent UÇKAN	4.599	%5,6	475,2	%7,4	55	%7,9	6:11	47.488	%1,5
☐	Varlık'ı Soru Kılmak Kend'öz'üne Saygı Duymak: Düşün...	3.786	%4,6	1.103,0	%17,1	32	%4,6	17:29	57.491	%3,6
☐	Neden Sakarya Üniversitesi İlahiyat Fakültesi?	1.763	%2,1	86,9	%1,3	12	%1,7	2:57	23.441	%4,1
☐	2021-2022 HAZIRLIK SINIFLARI YILSONU GÖSTERİSİ	1.707	%2,1	116,7	%1,8	8	%1,2	4:06	14.228	%8,8
☐	SAÜ İlahiyat Fakültesi Arapça Hazırlık Sınıfı Tanıtım Vid...	1.605	%2,0	61,7	%1,0	9	%1,3	2:18	14.721	%7,0
☐	Fakültemi Anlatıyorum	Yusuf Turan	1.584	%1,9	31,8	%0,5	2	%0,3	1:12	14.594	%8,0
☐	İslami İlimlerin Kurucu Nesli Tâbiîn-I Sempozyumu Açılı...	1.454	%1,8	120,4	%1,9	17	%2,4	4:58	21.487	%2,8
☐	Prof. Dr. Soner Duman	SAÜ İlahiyat Fakültesi İslam H...	1.424	%1,7	58,3	%0,9	20	%2,9	2:27	11.799	%4,7
☐	İlahiyatla Eş Zamanlı Hafızlık Projemiz	1.408	%1,7	45,9	%0,7	11	%1,6	1:57	12.258	%6,1
☐	Kur'an-ı Kerim'i Güzel okuma yarışması	1.366	%1,7	110,4	%1,7	7	%1,0	4:50	13.818	%6,8

Table 5.1.2. Rates of Viewing on the Organization's YouTube Channel by Subscription Status
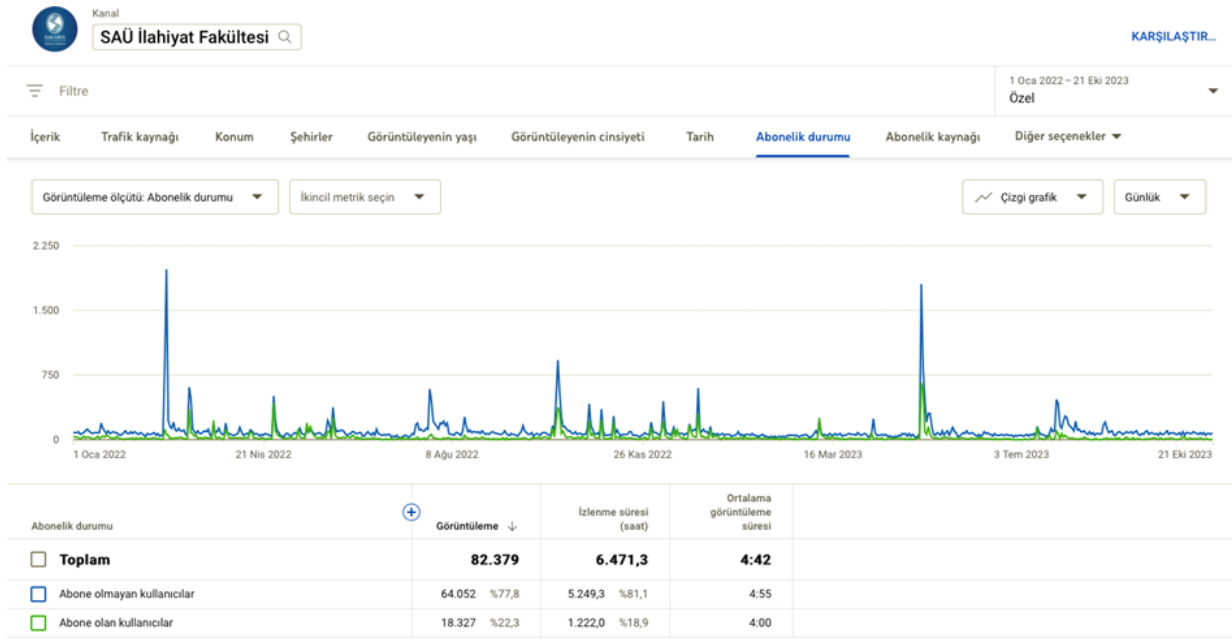
The organization continues to actively use its social media accounts and announce its activities through these channels. As of October 2023, the total number of posts published on the organization's Instagram account reached 1550 and the total number of followers reached 4,854 (Evidence 7). Considering that the number of followers as of the beginning of 2022 was 2,731, as previously stated in the SDR, it is noteworthy that there has been an increase of nearly 100%. On Twitter, the organization shared 3952 posts and reached 5,057 followers (Evidence 8). Considering that the number of followers in the previous report was 3,545, it is observed that the number of Twitter followers of the organization has also increased significantly. The number of followers on the organization's Facebook page has reached up to 6031 from 5215 as stated in the previous report (Evidence 9). The high rate of increase in the number of followers on the organization's social media accounts is related to the organization's active use of social media accounts. It was also noticed that engagement on Facebook posts increased in the last month but decreased in the last three months. It is thought that the activity on social media accounts during preference periods is effective (see Evidence 10).

In addition, the activities of the institution continue to be announced through the university news portal (Evidence 11, Evidence 12).

Maturity Level: Findings regarding the public disclosure activities of the institution are

monitored, stakeholder opinions are received, and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences

Evidence 1 SAUIF 30th Anniversary Booklet

Evidence 2 11 th Bulletin of the Institution

Evidence 3 2022-2023 Student Satisfaction Survey (Rate 4)

Evidence 4 2021-2022 Student Satisfaction Survey (Rate 4)

Evidence 5 Institution's YouTube channel

Evidence 6 YouTube Channel Responsiveness to Feedback

Evidence 7 Institution's Instagram Account

Evidence 8 Institution's Twitter Account

Evidence 9 Institution's Facebook Account

Evidence 10 Institution's Facebook Account and Interaction Statistics

Evidence 11 News Published on SAU News Portal (Year 2022)

Evidence 12 Institutional News Published on SAU News Portal (2023)

E.5.2. Accountability methods

The institution continues to manage internal and external accountability based on the defined process in the Quality Manual and the implementation, monitoring, auditing and improvement processes in the 2022 Self-Assessment Report. Individuals with any problem, appreciation, suggestion, etc. send their messages via the communication tab on the institution's website (Evidence 1), which are followed up by the faculty secretary and directed to the relevant units (Evidence 2). In addition, requests received through the QMS were transferred to the relevant unit by the faculty secretary and responded to immediately (Evidence 3, Evidence 4). Likewise, direct message (DM) inquiries on social media accounts were responded (Evidence 5), but messages such as advertisements and requests for assistance were not responded.

The applications made through CIMER were answered within the legal period and notified to the Rectorate (Evidence 6, Evidence 7).

Maturity Level: The findings obtained as a result of the accountability activities of the organization are monitored, stakeholder opinions are received, and measures are taken by evaluating the monitoring results together with stakeholders.

Evidences

Evidence 1 Web Site Contact

Evidence 2 Messages from the Website

Evidence 3 Feedback on Messages from the Website

Evidence 4 <u>Feedback on Messages from the Website 2</u>

Evidence 5 <u>Sensitivity to Feedback on Social Media Accounts</u>

Evidence 6 <u>CIMER Application</u>

Evidence 7 <u>Respond to CIMER Application</u>