REPUBLIC OF TURKEY

SAKARYA UNIVERSITY

FACULTY OF THEOLOGY

SAKARYA
ÜNİVERSİTESİ
İlahiyat Fakültesi

QUALITY MANUAL
(SECOND EDUCATION PROGRAM)

2023

CONTENTS

QUALITY MANUAL

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

The faculty has a mission and vision that coincide with the mission-vision of the university and updates it as needed. The institution continues all its activities consistent with its mission and vision. The institution determines its own objectives and establishes them according to these principles in accordance with the five main strategies of the university. It dynamically uses the KYBS and KBS modules in SABİS for built-in monitoring of relevant principles and integration under the university roof. The institution, through these modules, actively organizes and monitors leadership management, learning and teaching, research and development and service to social processes. Meanwhile, it redesigns its own institutional objectives within the 5-year strategic plan of the university and updates the values.

Strategic objectives and goals are also created together with the university by going through the 5-year planning process. First of all, planning is carried out based on a process defined as in the quality manual. The application is followed by two criteria: the targets and the values are being determined. The area where the follow-up is monitored is the KYBS module in SABİS. Strategic objectives and goals are rescheduled every five years; the institution carries out its target planning, considering the opinions and suggestions of its stakeholders. At this point, the Quality and Accreditation Board periodically controls the mission, vision, strategic objectives, and goals of the institution taking into account the opinions of its stakeholders, and submits the necessary improvement proposals to the Dean's Office.

Title	A.1.1. Mission, vision, strategic objectives and targets
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Faculty Board
Initial Planning Date	Initial planning: July 2018 Interim revision: December 2020 Revision: November 2023

Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	Academic and administrative staff, all departments, national and international
Performance Indicators	"Performance Charts Based on Strategies (Target Achievement Rate Charts)" on the Strategic Management>Reports>Red Area Graph page in the Institutional Management Information System
Date of Evaluation and Improvement	Evaluation: December every year Improvements: June-July 2024
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Red Area Graph

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

The quality assurance and policies of the institution are determined within a planned process. This planning is carried out by the faculty management in cooperation with the relevant boards within the institution. These relevant boards constitute the first leg of planning and negotiation in coordination with the internal and external stakeholders of the institution. At this point, annual activity reports and self-assessment reports are considered as another built-in monitoring mechanism. Finally, when necessary, improvements and measures targeting policies are reported to the Dean's Office.

The policies reviewed within the scope of the strategic plan are updated with 5-year periods. During these reviews, the performance values and internal evaluation reports of our faculty are also taken into account. The planning of the process is based on the quality manual and the strategic plan of the institution and is reviewed by the Quality and Accreditation Board. As a result of negotiations with internal and external stakeholders, the necessary improvements are reported to the Dean's Office.

The quality assurance of the institution is based on the following principles:

1) Making quality a dynamic and established culture with the help of the board responsible for quality.

2) Ensuring that the board is responsible for quality works in coordination with other working groups and boards of the faculty.

3) Evaluating the results of the negotiations with the internal and external stakeholders of the board responsible for the quality and making the necessary improvements.

4) Supporting the practices of the board responsible for quality to measure satisfaction with in-house services.

Title	A.1.2. Quality assurance, teaching and learning, research and development, service to society and governance system policies
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Faculty Board
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	Academic and administrative staff, all departments
Performance Indicators	● The percentage of realization of the goals related to the learning and teaching activities included in the strategic plan of the institution ● The percentage of realization of the goals related to the research activities included in the strategic plan of the institution ● The percentage of realization of the goals related to the social contribution activities included in the strategic plan

	of the institution
Date of Evaluation and Improvement	Evaluation: December every year Improvements: June-July 2024
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Red Area Graph

A.1.3. Institutional performance management

After the performance indicators are determined in accordance with the objectives and strategic management and the contribution of the stakeholders is received, the faculty institutional performance management is carried out in cooperation with the academic and social activities working group of the board responsible for the quality, the Academic and Social Activities Working Group of the faculty, the Research and Development Working Group, the Faculty Promotion and Information Group and boards. In this context, it creates annual activity reports and organizes internal self-evaluation reports with the university. It develops methods for measuring the satisfaction of internal and external stakeholders from the institution, evaluates the monitoring results with stakeholders and plans improvements to increase this satisfaction. At the end of each year, Quality Management Information System performance data is entered into the system by the Quality and Accreditation Board.

Title	A.1.3. Institutional performance management
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Faculty Board
Initial Planning Date	Initial planning: July 2018 Interim revision: December 2020

Stakeholders	Internal Stakeholders: Academic Board, Student Representatives, Working Groups External Stakeholders: SAUDEK
Implementation Areas	The entire faculty
Performance Indicators	• Target achievement rates based on indicators • Target achievement rates
Date of Evaluation and Improvement	Evaluation: December every year Improvements: June-July 2024
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate

A.2. Internal Quality Assurance

The institution is based on stakeholder participation and their satisfaction in internal quality management. It creates targets and outputs for in-house performance with the help of the board responsible for quality. At this point, it cooperates with the university's quality commissions and its coordinator in charge of quality. It also participates in the training and meetings of the relevant coordinatorship. The relevant board is informed on the awards the university received for the accreditation processes such as EFQM, TS-EN-ISO 9001, ISO 10002, EUA, KALDER, etc. The faculty shares the experience and observation gained in these processes with the in-house working groups through the relevant board. Thus, it creates an internal quality assurance integrated with the university.

A.2.1. Quality Commission

The quality commission is established in accordance with the directive of the Quality and Accreditation Board of the Faculty of Theology and performs its activities accordingly. The institution carries out quality activities with the help of the board responsible for quality. The faculty complies with the process with various assignments and authorizations in processes that affect the institution, such as the relevant board and accreditation by strengthening the operating instructions. In this context, the board is responsible for quality which regularly cooperates with other working groups within the faculty. The relevant board participates in the faculty decision-making process when necessary, with the analysis of the opinions it receives from the stakeholders.

Title	A.2.1. Quality Commission
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Faculty Board
Initial Planning Date	February 2020
Stakeholders	Internal Stakeholders: Academic Board, Working Groups External Stakeholders: Advisory Board
Implementation Areas	Academic and administrative staff, all departments
Performance Indicators	The number of annual feedback and evaluation meetings held by the institution with internal and external stakeholders within the scope of quality processes
Date of Evaluation and Improvement	Evaluation: At the end of each academic year Improvement: Once every three years
Place in the Information Management System	Institutional Management Information System

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

The institution operates internal quality assurance mechanisms in accordance with all sub-units. It evaluates the demands and recommendations of the Departments of Fundamental Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts. It also contributes to the decision-making processes of the faculty secretary and the relevant civil servants as an administrative focus. It receives feedback from these units in the creation

of the strategic plan. It establishes cooperation with the university quality coordinatorship through the board responsible for quality. It monitors the outputs of this process through SABİS and takes measures according to the PDCA-based education process directive.

Title	A.2.2. Internal quality assurance mechanisms (PDCA cycles, calendar, structure of academic and administrative units)
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Dean's Office Evaluation: Quality and Accreditation Board Improvement: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Departments of Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts, Administrative Staff, Student Representatives External Stakeholders: SAUDEK
Implementation Areas	The entire faculty
Performance Indicators	• Satisfaction rates obtained as a result of stakeholder opinion analysis • Ratios obtained as a result of risk analysis • Internal control self-assessment surveys satisfaction rates • Number of satisfaction surveys applied
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABİS>Institutional Management Information System>Admin Panel>Surveys>Satisfaction Surveys

A.2.3. Leadership and quality assurance culture

The institution monitors the current management and administrative system, leadership characteristics and efficiencies of department heads through leadership and internal evaluation surveys conducted at the end of year. In matters where the satisfaction rate is below 70% in the surveys, written explanations are requested from the leaders by the Dean's Office and the explanations are sent to the Rectorate. These surveys are done separately for the dean, vice deans, faculty secretary, and department heads. As a result of these follow-ups, it shares the necessary aspects with the university administration. The institution is based on the satisfaction of stakeholders in the creation of a leadership culture. At the same time, this culture is disseminated under the chairmanship of the Dean. The quality accreditation board also considers this criterion at its meeting at the end of the year and makes suggestions for improvement when it deems necessary.

Title	A.2.3. Leadership and quality assurance culture
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Dean's Office Evaluation: Quality and Accreditation Board Improvement: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: SAUDEK
Implementation Areas	Academic and Administrative Staff
Performance Indicators	● Satisfaction rates obtained as a result of leadership (dean, vice deans, faculty secretary and department heads) behavior assessment surveys ● Employee satisfaction rates
Date of Evaluation and	At the end of each year

Improvement	
Place in the Information Management System	SABİS>Institutional Management Information System>Admin Panel>Surveys>Leadership Behavior Assessment Survey

A.3. Stakeholder Involvement

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

Our institution attaches great importance to stakeholder opinions and contributions in quality assurance, learning and teaching, research and development, service to society, governance system and internationalization processes, and makes various improvements within the framework of planned periods in order to increase the participation of stakeholders in the processes in line with the follow-ups and feedbacks. SAU Faculty of Theology has defined and prioritized the stakeholders who receive services from the faculty (students) and the stakeholders who provide services within the university (academic and administrative staff) as Strategic Stakeholders/Internal Stakeholders. Other stakeholders have been identified as External Stakeholders. The faculty allows all stakeholder groups to participate in processes and decisions through many mechanisms and tools as outlined below.

Academic and administrative staff:

The employees of the faculty participate in the decision-making processes of the faculty through tools and mechanisms such as Academic Board Meetings, Department Board Meetings, Subcommittees and Working Groups Meetings, Coordination Meetings for Preparatory Classes, Employee Satisfaction Survey, Leadership Attitude Assessment Survey, Internal Control Self-Assessment Survey, Administrative Services Assessment Survey, Written Opinion Request and Individual Recommendation System.

Academic General Assembly Meetings are held twice a year, at the beginning and end of the academic year, under the chairmanship of the Dean of our Faculty. Additional meetings can be held if needed. All academic staff attend the meeting. Academic staff are informed about the day, time, and agenda of the meeting via both e-mail and SMS. In the meetings, information is given by the Dean, Vice Deans, Heads of Departments and Faculty Secretary in all areas, including the quality management system, education, social contribution, research and development and management system. Opinions, suggestions, wishes of academic staff regarding these fields are taken into consideration.

Department Board Meetings are held twice a year, at the end of each term, upon the call of the Head of the Department. It is carried out under the chairmanship of the Head of the Department, with the participation of the vice chairmen and all academic staff in the department. Decisions, opinions and suggestions regarding the issues discussed at the

meeting are reported to the Dean's Office or discussed at the next Academic General Assembly Meeting.

Our faculty organizes the Sub-Committees and Working Groups according to the five main headings in the YOKAK Self-Evaluation Reports. Accordingly, there are the Quality and Accreditation Board under the title of Quality Assurance System; ILITAM Support Board, Student Affairs Working Group and Foreign Relations and Adaptation Working Group under the title of Teaching and Learning; Faculty Journal Board and R&D Working Group under the title of Research and Development; Academic and Social Activities Working Group and Faculty Support Working Group under the title of Social Contribution; The Working Group for Presentation and Information of Faculty under the title of Management System. Sub-committees and Working Groups and the International Advisory Board meet once a year, at the beginning of the academic year. The Advisory Board meets twice a year. Additional meetings can be held if needed. Working groups convene under the chairmanship of the relevant Vice Dean, and the committees convene under the chairmanship of the chairman/coordinator of the committee. Decisions and suggestions taken at the meetings are reported by the rapporteur and presented to the Dean's Office. The follow-up of the decisions and suggestions taken at the meetings is done by the Dean's Office.

Coordination Meetings for Preparatory Classes are held on the last working day of the week before starting of each semester. The meetings are held with the participation of all the lecturers who teach in the preparatory classes, upon the invitation of the Preparatory Classes Coordinator. Issues related to preparatory classes and our students and graduates` feedbacks on Arabic education are discussed at the meetings; decisions and recommendations are submitted to the Dean's Office.

Employee Satisfaction Survey, Leadership Attitude Assessment Survey, Internal Control Self-Assessment Survey and Administrative Services Assessment Survey are administered at the end (in December) of each year. Academic and administrative staff of our faculty participate in these surveys. Employees of our faculty can convey their opinions and suggestions about many processes through these surveys. The processes of applying and analyzing these surveys are carried out by SAUDEK. In these surveys, questions with a satisfaction rate below 70% are determined as red areas by the system. After these surveys are finalized, they are archived in the "Surveys" section of the SABIS Corporate Management System page. In addition, Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out the Regulatory Preventive Action (CAF) regarding the red areas. The Dean's Office initiates CAF regarding the red areas and makes the necessary improvements. CAF processes are followed by the unit managers on the SABİS Quality Management System page.

In case of need, the Dean's Office ensures the participation of Faculty academic and administrative staff in the processes by making a Written Opinion Request via e-mail. There is no set time and period for obtaining opinions through Written Opinion Request.

The Dean’s Office meets with administrative staff once at the beginning of each academic year in order to receive their demands and suggestions, strengthen their institutional engagement and provide incentives for institutional success. Additional meetings can also be held if needed.

Finally, all employees can put forward their requests, complaints, suggestions and satisfactions by contacting either the Dean or Assistant Deans directly, or their corporate e-mail addresses or by petition, and request information whenever they want.

Students:

The mechanisms for the participation of students, another internal stakeholder, in the processes are organized into four categories.

The first category is the mechanisms that are available to all students. All students of the faculty are involved in the processes through mechanisms such as Course Evaluation Survey, Student Satisfaction Survey, Administrative Services Student Satisfaction Survey, Graduation Survey and Advisory System.

Course Evaluation Survey is a mechanism in which students evaluate the lecturers of the courses they have taken at the end of each semester through ABIS. Students cannot see the end-of-term evaluation grades without joining this survey. Our faculty gives awards according to the results of this survey. (For a detailed explanation, see B.4.3. Incentive and rewarding for educational activities).

Student Satisfaction Survey, Administrative Services Student Satisfaction Survey, Student Loyalty Survey and Graduation Survey as other mechanisms are administered at the end of each academic year (May-June). Students convey their opinions and suggestions about our faculty through these surveys. The processes of applying and analyzing these surveys are carried out by SAUDEK. In these surveys, questions with a satisfaction rate below 70% are determined as red areas by the system. After these surveys are finalized, they are archived in the "Surveys" section on the webpage of Enterprise Management Information System. In addition, Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out the Regulatory Preventive Action (CAF) regarding the red areas. The Dean's Office initiates CAF regarding the red areas and makes the necessary improvements. CAF processes are followed by the unit managers on the SABİS Quality Management System page.

The second category is the Student Representatives Meeting. Our faculty attaches importance to ensuring diversity and representation at the best level in the selection of student representatives. Three groups of students (i) representatives of faculty student clubs, (ii) representatives of preparatory classes and (iii) Faculty Representatives attend the Student Representatives Meeting, which is held twice a year, at the beginning and end of the academic year. (i) Each student club in the faculty elects two members, one of which is the president and the other a member of the club, to attend the Student Representatives Meeting and notifies the Dean. (ii) Branch representatives elected among themselves at the

beginning of the academic year by the students of each preparatory class; It elects a total of three representatives, one representative from the primary education of the branches in the first level, one representative from the secondary educations and one representative from the classes in the second level, to attend the Student Representatives Meeting and notifies the Dean's Office. All branch representatives of the Prep Classes also hold meetings under the coordination of the Prep Classes Coordinator, if needed, to discuss matters related to the Prep Classes and to ensure faster coordination. When necessary, a mass message group is created to communicate quickly. (iii) Two other students attend the meeting in the Faculty Representatives section. The first of these is the Faculty Student Representative elected according to the CoHE Universities Student Council Regulation. The second is the student with the highest-grade point among the fourth-grade students at the beginning of each academic year. The Faculty Student Representative, who is elected in accordance with the Student Council Regulations, is invited to the decisions of the Faculty Board Meetings regarding the students in addition to the Student Representatives Meeting. The Dean may hold additional meetings with The Student Representatives if needed.

The third category is student affairs e-mail address. Students can send their requests related to student affairs (education, transcript, graduation procedures, etc.) via e-mail address (ifogrenci@sakarya.edu.tr) administered by the student affairs unit of our faculty. The student affairs unit of our faculty is responsible for resolving the requests submitted by the students via this e-mail address and forwarding them to the relevant units. Incoming e-mails must be answered within two working days at the latest. From time to time, the Faculty Secretary, whose e-mail address has the password, checks the response status of the e-mails by entering the e-mail address.

For detailed information on the decision-making processes of the above-mentioned students, "B.3.3. Student feedback" criteria can be viewed.

External Stakeholders:

External Stakeholders are involved in decision-making processes through mechanisms such as Focus Group Meetings, External Evaluations, Stakeholder Opinions Analysis, Faculty Advisory Board Meetings (formerly called the External Stakeholder Board), Employer Satisfaction Survey and Stakeholder Satisfaction Survey.

Our faculty uses the Stakeholder Opinion Analysis mechanism while determining its mission, vision, strategic goals and objectives for 5-year periods. The execution of this process is carried out under the leadership of our University SAUDEK. SAUDEK starts the process of determining the strategic goals and targets for the next 5-year period, starting from July of the last year in which the current 5-year strategic goals and objectives are implemented. Within the scope of the Stakeholder Opinions Analysis, our faculty sends the questions from SAUDEK and the questions it adds to the two main stakeholder institutions, Sakarya Provincial Directorate of National Education and Sakarya Provincial Mufti and requests their opinions. After the incoming opinions are sent to SAUDEK for analysis, SAUDEK analyzes

them and sends them back to the faculty. Thus, the Faculty benefits from these views in its strategic goals and targets and other decisions.

Our faculty committees hold Focus Group Discussions with their external stakeholders when needed. There is no set time or period for this.

Another mechanism by which our faculty's external stakeholders participate in the processes is the Advisory Board Meetings. The Faculty Advisory Board is formed by the decision of the Faculty Administrative Board and its members are determined. With the recommendation of the Advisory Board and the decision of the Faculty Administrative Board, member changes are made, and a new member is included in the board. The Advisory Board meets twice a year, at the beginning and end of the academic year, upon the invitation of the Dean's Office. Additional meetings may be held when deemed necessary. The Vice Deans and at least one member from the Quality and Accreditation Board also attend the meeting. Decisions taken at the meetings are reported to the Dean's Office. Decisions taken at the meetings are reviewed at the next meeting. Thus, participation of external stakeholders in decision-making processes is ensured. Our Faculty; It determines the structure, duties, responsibilities, working procedures and principles of the Advisory Board in accordance with the Sakarya University Advisory Board Directive.

Employer Satisfaction Survey are completed at the end of the internship application by the Application and Internship Officer assigned to the students by the institution where the senior students practice. Girl students who take the Vocational Knowledge & Application course in the 7th semester practice in the Qur'an courses affiliated to the Presidency of Religious Affairs (DIB), and male students practice in mosques affiliated to the DIB for 12 weeks. Students who take Teaching Practice I, opened in the 7th Semester and Teaching Practice II, opened in the 8th Semester, practice in schools affiliated to the Ministry of Education (MEB) for 12 weeks. Quran Course Tutorials and Imam-Hatips for Vocational Knowledge & Application course; İ.H.L Vocational Course Teachers and DKAB Teachers for Teaching Practice I & II, are determined as Practice and Internship Officers. At the end of the semester, these officials and the managers of the DİB and MEB who follow the processes are requested to join the Employer Satisfaction Survey. The implementation and analysis processes of these surveys are carried out in cooperation of Religious Education Department in our Faculty with the SAUDEK. In these surveys, questions with a satisfaction rate below 70% are determined as red areas by the system. The Department of Religious Education, which coordinates the practice courses, examines the results of the Employer Satisfaction Survey at the end of the semester and offers improvement suggestions to the Dean's office regarding the issues it deems lacking. The relevant committees also benefit from these surveys in the processes of monitoring and updating the program objectives, outputs, courses and course achievements.

The Stakeholder Satisfaction Survey is directed to officials and staff of our external stakeholders (such as non-governmental organizations, DIB, MEB and Municipalities) who join our projects of faculty and get service from faculty at the end (in December) of each

year. The processes for conducting a survey and its analysis are managed by SAUDEK. In these surveys, questions with a satisfaction rate below 70% are determined as red areas by the system. After these surveys are finalized, they are archived in the "Surveys" section on the webpage of Enterprise Management Information System (KYBS). In addition, Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out the Regulatory Preventive Action (CAF) regarding the red areas. The Dean's Office initiates CAF regarding the red areas and makes the necessary improvements. CAF processes are followed by the unit managers on the webpage Quality Management Information System.

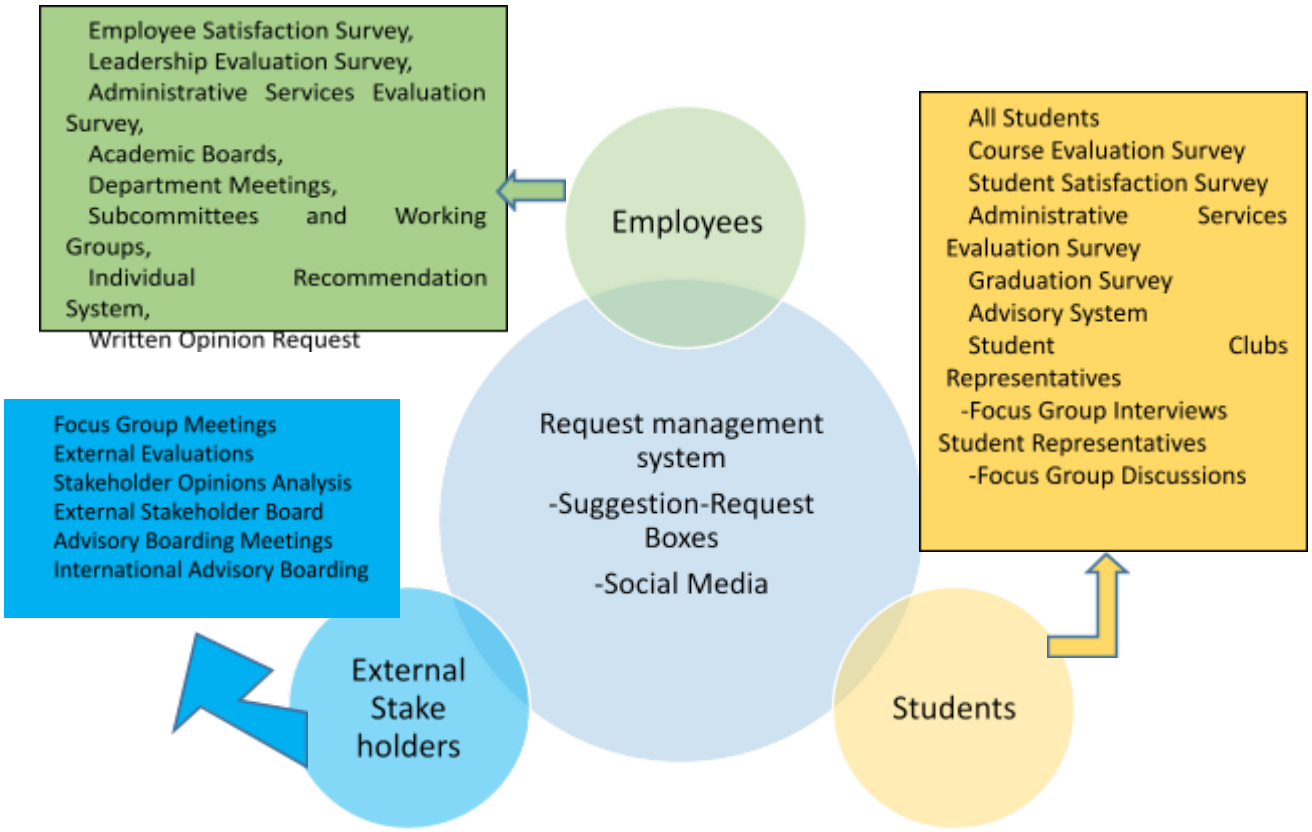
International Stakeholders

In order to ensure the effective participation of international stakeholders in the internationalization processes, two meetings are held each year, once at the beginning (October-November) and once at the end (May-June) of the academic year, with the International Advisory Board formed by our faculty. The representatives working in higher education or religious education institutions in different countries are selected by the Faculty Administrative Board as members of the International Advisory Board. New member inclusion and member change are made by the decision of the Board. The Dean of our Faculty is the chairman of the board at the meetings. If the dean is unable to attend the meeting, the vice dean, who is a natural member of the board, presides by proxy. In order to ensure the coordination of the International Advisory Board with the other boards in our faculty, one member each from the Foreign Relations and Adaptation Group and the Quality and Accreditation Board attends the International Advisory Board meetings as representatives.

In addition to the participation mechanisms that are specific to each stakeholder group above, there are also the following mechanisms that all our stakeholders can use: Request Management System (https://kys.sakarya.edu.tr/), Suggestion-Request Boxes, Social Media Accounts (Youtube: https://www.youtube.com/sauilahiyatfakultesi; Twitter: https://twitter.com/sau_if; Facebook: https://www.facebook.com/54sakaryailahiyat; Instagram: https://www.instagram.com/ilahiyatsau/). Our stakeholders can convey their requests, complaints, suggestions and satisfactions or request information through the Quality Management Information System. The resolution of the applications made through this system is followed by the Faculty Secretary over the system, and when the application is concluded, the result is sent to the contact information entered during the application. Writing the contact information is at the request of the applicant and is not obligatory. The applicant can follow the application from the same address (https://kys.sakarya.edu.tr/).

The Quality and Accreditation Board controls the planning and implementation of processes related to stakeholder participation and submits the improvement proposals to the Dean's Office in June.

SAU Faculty of Theology Stakeholder Participation Tools and Mechanisms



Title	A.3.1. Involvement of internal and external stakeholders in quality assurance, education, research and development, management and internationalization processes
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Dean's Office
Initial Planning Date	Initial planning: July 2018

	Interim revision: February 2020 Revision: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives, Administrative Staff External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	All the units and all the staff of the faculty; regional, national and international priority areas
Performance Indicators	• The number of annual feedback and evaluation meetings held by the institution with internal stakeholders within the scope of quality processes • The number of annual feedback and evaluation meetings held by the institution with external stakeholders within the scope of quality processes • Academic staff satisfaction rate (by percentage) • Administrative staff satisfaction rate (by percentage) • Overall student satisfaction (by percentage) • Graduation satisfaction rate (by percentage) • Stakeholder satisfaction rate (by percentage) • Employer satisfaction rate (by percentage) • Administrative services student satisfaction rate (by percentage) • Course satisfaction rates (by percentage) • The number of requests and suggestions received through the Quality Management Information System (KYBS) and the number of responses • The number of requests sent to the student e-mail address and the number of responses
Date of Evaluation and Improvement	At the end of each academic year (June)
Place in the Information Management System	• Institutional Management Information System • SABIS>KYBS>Admin Panel>Surveys

A.4. Internationalization

The institution attaches importance to internationalization in accordance with the relevant articles of its Education and Research Development policies and in accordance with No. 1 and 3 of its strategic objectives. It increases its recognition by carrying out international activities. In the process of internationalization, the institution maintains a policy of improving and increasing some of its traditional international activities. Meanwhile, it uses the university's overseas agreements and signs new protocols under these agreements. It invites speakers and guests to increase the international value and recognition of the institution. At the same time, it continuously develops this policy in the academic field with its international symposiums and conferences. It makes international academic visits at the Dean's level. It announces the agreements made and the developments regarding foreign opportunities to its stakeholders.

The institution carries out this process in coordination with the board responsible for the quality, international advisory board and in-faculty working groups. Within the strategic plan, this board provides internationalization data through SABIS and sets new targets. The institution requests evaluations from the faculty stakeholders with whom these boards and working groups exchange views during this process. As a result of the evaluations obtained, it makes various improvements in some internationalization focuses such as overseas support and new opportunities. In international educational activities such as Erasmus and Mevlana, the university establishes cooperation with the Foreign Relations Coordinatorship.

A.4.1. Internationalization Policy

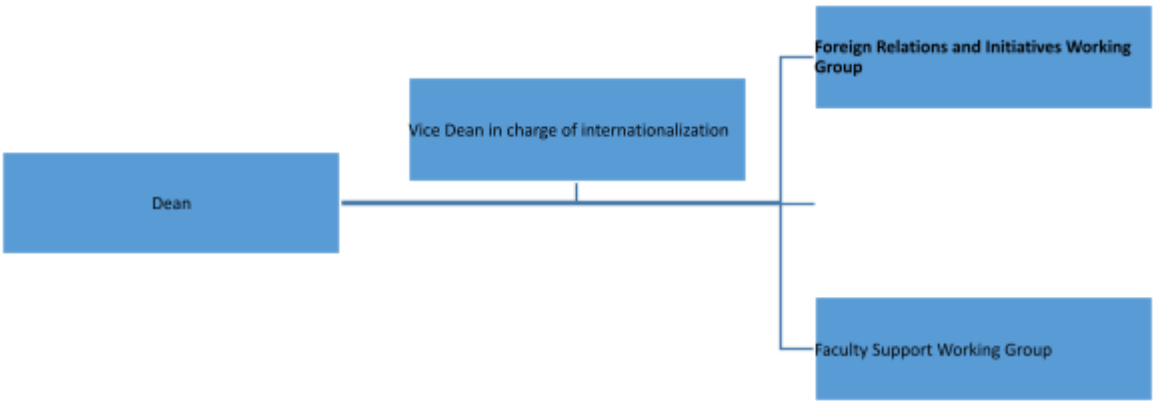
In line with the strategies and objectives of the university, the institution maintains its internationalization policy within the framework of bilateral protocols between universities and follows this with established mechanisms and takes measures by taking the opinion of the national and international advisory board and the faculty academic staff. The institution determines the policies and makes the necessary improvements in line with the opinions and recommendations of the Quality and Accreditation Board and the Foreign Relations Working Group. Monitoring is done at the meetings held at the end of each academic year.

Title	A.4.1. Internationalization Policy
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Dean's Office Evaluation: Dean's Office Improvement: Dean's Office Approval: Faculty Board

Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Quality and Accreditation Board; Foreign Relations Working Group; Academic Board External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	Academic staff and students engaged in international educational/research activities
Performance Indicators	● Total Number of Incoming and Outgoing Students Within Student Exchange Programs ● Total Number of Incoming and Outgoing Instructors Within Instructor Exchange Programs ● Number of international activities (symposiums, workshops, etc.)
Date of Evaluation and Improvement	Evaluation: At the end of each academic year Improvement: Once every five years (July 2024)
Place in the Information Management System	SABIS>Institutional Management Information System (KYBS)>Admin Panel >Process Management >Number of International Activities

A.4.2. Management and organizational structure of internationalization processes

The organizational structure of internationalization consists of Dean, Vice Dean and Foreign Relations and IAdaptation Working Group and Faculty Support Working Group. The relevant groups and boards systematically follow the process management and carry out the necessary improvements with the meetings held at the beginning and end of the academic semesters. In process management, monitoring is done with leadership evaluation surveys.



Title	A.4.2. Management and organizational structure of internationalization processes
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Relevant Vice Dean Evaluation: Relevant Vice Dean Improvement: Relevant Vice Dean
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Faculty Support Working Group, Foreign Relations and Adaptation Working Group International Stakeholders: International Advisory Board
Implementation Areas	Academic staff and students engaged in international educational/research activities
Performance Indicators	• Number of working group meetings held with internal stakeholders

	• Satisfaction rates obtained as a result of leadership (dean, vice deans, faculty secretary and department heads) behavior assessment surveys
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan Tables>Number of International Activities

A.4.3. Internationalization resources

The internationalization resources of the institution include the budget provided by the university, as well as the scholarship for foreign activities given to the students by the faculty foundation and the scholarships provided by bilateral agreements. Resource monitoring and improvements are guaranteed by systematic meetings of the Foreign Relations Adaptation and Working Group, the Faculty of Theology Foundation and the Faculty Support Working Groups held at the end of the academic year (May-June). The foundation support and working group contributes to the internationalization budget by providing resources to the faculty foundation. The Faculty also benefits from the University's Erasmus and Mevlana Exchange Programs resources. The institution carries out various Erasmus projects with foreign universities in order to provide foreign opportunities to academic staff and students. The writing and follow-up of the projects are carried out by the relevant members of the Foreign Relations Initiative and Working Group. In the writing of the projects, support is received from the SAU Erasmus Coordinatorship.

Title	A.4.3. Internationalization resources
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Dean's Office and Faculty Support Board Evaluation: Faculty Support Board Improvement: Dean's Office Approval: Faculty Board

Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Foreign Relations and Adaptation Working Group; Faculty Support Working Group External Stakeholders: Faculty Foundation; Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	The staff and students engaged in international educational and research activities, International institutions and organizations
Performance Indicators	● The amount of the annual budget allocated for foreign education ● The amount of scholarships granted to students ● Number of international activities
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan Tables>Number of International Activities

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

Performance monitoring and improvement is made through the SABİS platform. At the end of each academic year, data on internationalization performance are collected by the quality and accreditation board and entered into the system. In line with this data, the necessary improvements are made, and the targets for next year are determined and entered into the system. In the KYBS system, the annual data, in which the targets and results related to internationalization are collected, are entered into the system by the Quality and Accreditation Board in January of the following year. Performance indicators that fall below the previously determined target are written in the performance report and submitted to the Dean's Office by preparing an improvement plan by the Quality Board by taking the opinions of the relevant working groups. These improvements are followed up by the Dean's Office.

Title	A.4.4. Follow-up and improvement of internationalization performance
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Dean's Office Approval: Faculty Board
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Faculty Support Board; Foreign Relations and Adaptation Board External Stakeholders: Faculty Foundation International Stakeholders: International Advisory Board
Implementation Areas	Academic staff, students, all departments, national and international
Performance Indicators	● Number of meetings held with stakeholders ● Number of international activities (workshops, conferences, etc.) ● Number of international cooperation activities ● Total Number of Incoming and Outgoing Students Within Student Exchange Programs ● Total Number of Incoming and Outgoing Instructors Within Instructor Exchange Programs
Date of Evaluation and Improvement	At the end of each year
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan

	Tables>Performance Indicators Realization Rate

B. TEACHING AND LEARNING

B.1. Design and Approval of Programs

The undergraduate program of the institution is designed for the purposes of the faculty mission and the program. Program outputs are determined as measurable learning outcomes/program competencies of the program, and the curriculum is structured accordingly. When determining the learning outcomes of the program, the Turkish Higher Education Qualifications Framework and Field Qualifications are taken into account. In accordance with the program learning outcomes, learning outcomes are defined for each course, and measurement and evaluation methods are determined with teaching methods that will enable students to achieve these learning outcomes. Course contents are created with the aim of bringing the program learning outcomes related to the courses to the students in a fourteen-week period. With the course plans prepared, student workloads are determined in accordance with ECTS, balanced and compliant with each course. In order to ensure the implementation of the course plan, the content and plan of the courses are processed into the Sakarya University Information System, and this information is accessible to all stakeholders (https://ebs.sabis.sakarya.edu.tr/). Determination, control and update of program objectives and outcomes, program-specific criteria and course achievements of our institution are carried out in accordance with the PDCA-Based Education Process Directive.

B.1.1. Design and approval of programs

In our institution, a program is designed for the purposes of the faculty mission and the program objectives. It is designed and approved within the framework of the regulations, directives and senate principles that bind all units in the university with the guidelines implemented by the institution in line with its needs. In the design of the program, the education policy of the faculty and especially the first strategy from the strategies of the institution between 2019-2024 and the objectives below this strategy are also taken into account. The design and approval of the programs in our faculty is carried out in accordance with the following principles:

- Enabling that the objectives of the program are compatible with the mission of the institution and faculty,
- Determining the objectives of the program and how they differ from the other programs in the field,
- Ensuring compliance (consistency) between the objectives of the program and program learning outcomes (program outputs include the necessary components of knowledge, skills and behaviors to achieve the program objectives),
- Compliance of program learning outcomes with the Turkish Higher Education Qualifications Framework (TYYÇ) and field qualifications at the appropriate level,
- Having a lesson plan that supports program objectives and outcomes and serves for the acquisitions of program outputs,
- Alignment and consistency of program learning outcomes and course learning

outcomes,

- Using the SABIS system to ensure the implementation of the course plan,
- Association of achieving the program objectives with the measurement and evaluation process,
- Consistency between learning outcomes of the courses and the content of the courses, teaching-learning approaches and measurement-evaluation methods,
- Being balanced and compliant with the student workload credits in all levels of programs that are defined specifically,
- Having defined student workload credit for professional practices, exchange programs, internships and projects,
- Determining the program achievements (including generic/not-field-specific competencies) and in-class activities,
- Having activities carried out to give students research competence at all levels of education,
- Reflecting the 21st century competencies in program achievements,
- Using the results obtained from existing measurement and evaluation applications for the continuous improvement of the program,
- Ensuring the participation of stakeholders, especially graduates, in the programs,
- Periodically updating the program in line with the requirements of internal and external stakeholders.

The design and approval process of the programs is carried out as follows:

1. Carrying out cooperation with stakeholders;

1.1. Obtaining the opinions and suggestions of the relevant stakeholders in various ways (surveys, board/commission meeting decisions, stakeholder visits, etc.)

1.2. Evaluation of stakeholder opinions and proposals within the relevant activity

2. Opening a new department, program or art branch; In line with the application dates announced by CoHE every year through the Academic Unit Tree Management System (ABAYS), the application file containing the calendar and conditions for opening a new department, program and art branch is sent to the Faculty in writing. In line with the letter sent by the Rectorate, the Faculty follows the steps below to open new departments, programs and branches of art:

2.1. Stakeholder expectations and proposals, decision on the new department, program and art branch to be proposed to be opened in the faculty in line with the current conditions,

2.2. Determination of the objectives, objectives and program competencies, course plan of the new department, program and art branch,

2.3. Determination of objectives, content, learning outcomes and ECTS loads for the courses to be given in the new department, program and art branch,

2.4. Preparation of the file containing the information related to the program (internship and graduation requirements, physical infrastructure information) in accordance with the CoHE

application file and submitting it to the relevant board (Department Board),

2.5. Evaluation of the proposal by the relevant board (Department Board),

2.6. If the evaluation result is positive, submitting the file to the Dean's Office (Faculty Board),

2.7. If the proposal is discussed in the Faculty Board and the evaluation result is positive, it is submitted to the Rector's Office to be seen in the Senate, and if negative, it is decided not to open a new department or course,

2.8. If the proposal is evaluated in the Senate and the Decision of the Senate is positive, an application is made to CoHE, and if negative, it is reported to the Dean's Office,

2.9. If the application to CoHE for the opening of a new department, program, art branch is positive; being done the announcement and introduction of the new department, program and art branch by the faculty and the entrance of the new plan for course into the Education Information System by the Deanery

2.10. Notification to the Dean's Office if the application result is negative,

2.11. The entrance of course definitions of all courses belonging to the new department, program and art branch into the Education Information System by the Department/Program Directorate,

2.12. Preparation of lecture notes and presentations of courses in the new department, program and branch of art,

The calendar for opening a new department, program or branch of art may change every year according to the application dates announced by CoHE.

3. Opening new courses and updating existing courses; The processes of opening new courses and updating existing courses start in May and end in August. The detailed calendar prepared by the Rectorate considering the Academic Calendar is sent to the Deanery of Student. The Deanery of Student sends the calendar and the letter on how the processes will work to the Faculty Dean, the Relevant Vice Dean, and the Faculty Secretary. The processes mentioned below are followed up by the unit managers.

3.1. Reviewing the existing course plan in line with the expectations and recommendations of the stakeholders and the current course plan and deciding on the courses to be proposed and/or updated in May,

3.2. If the proposal involves updating the existing courses, the considered necessary updates should be entered into the Education Information System in July,

3.3. If the proposal is an opening of new course, then the purpose of the course, weekly contents, resources, learning outcomes, teaching and measurement methods, ECTS workloads and the course proposal form should be filled out by the instructor of the course in May,

3.4. Presentation of the course proposal form to the Department Board in May,

3.5. If the evaluation result of the board is positive, it is submitted to the Dean's Office (Faculty Board) in May, and if negative, information is given to the faculty member who made the recommendation,

3.6. If the evaluation result of the Faculty Board is positive, it is submitted to the Rector's

Office for discussion in the Senate in May-June, and if negative, information is given to the department,

3.7. If the Senate evaluation is positive, the Deanery of Student will enter the course definitions into the Education Information System, and if negative, the Dean's Office will be informed,

3.8. If the course is a formal learning course, the notes and presentations should be prepared in June-July,

3.9. In July, The Deanery of Student's sending an e-mail mentioning that the newly opened courses' purpose, weekly contents, resources, learning outcomes, the contribution level to program outputs, teaching and measurement methods and ECTS workloads must be entered into the Education Information System, to the faculty

3.10. The faculty forwards the e-mail to the coordinators of the newly opened courses,

3.11. Making the considered necessary changes on the Education Information System by the course coordinators for the current courses in July,

3.12. The Deanery of Student's inform the faculty that the system is open in order to update the double major and adjustment programs in August.

4. Preparation of courses, visas and final exam programs;

4.1. Announcement of the course schedules at least two weeks before the start date of enrollment in each semester, as stated in the Academic Calendar of our University,

4.2. Taking into account the announcement dates of the course schedules in the SAU Academic Calendar, the Deanery of Student's sending an e-mail to the Vice Dean of the faculty, who is responsible for education-teaching, mentioning the principles of preparing the curriculum and the latest date to enter the curriculum into SABIS,

4.3. The Vice Dean's directing this e-mail to the academic employee responsible for preparing the curriculum,

4.4. The academic employee in charge of preparing the curriculum receive the requests of the instructors who will give lectures in that term and starts preparing the curriculum,

4.5. Sending the prepared curriculum to the instructors for checking,

4.6. Making considered necessary changes in line with the change requests regarding the program,

4.7. Presenting the final version of the weekly course schedule to the Faculty Administrative Board,

4.8. If the decision of the relevant board is negative, arranging the program according to the recommendations and presenting it to the board again,

4.9. If the decision of the board is positive, the course schedule must be entered into SABIS by the employee until the date specified by the Deanery of Student,

4.10. During the academic year, midterm exams are held in the 8th or 9th week, depending on the faculty's preference. The exam program prepared by the department secretariat is sent to the academic staff to be checked by the Vice Dean. The corrections are made in line with the incoming change requests. The exam schedule is announced on the faculty webpage

at the latest one week before the midterm exams. Similar processes are followed in the final exam program. However, the final exam schedule is announced on the faculty webpage at the latest two weeks before the start date of the final exams announced in the University's Academic Calendar.

The processes related to the design and approval of the programs are discussed at the meetings held by the academic boards and working groups in May. Requests, complaints and improvement suggestions came about in meetings with internal and external stakeholders, and by satisfaction surveys and other feedback mechanisms are submitted to the Dean's Office. Improvement proposals at the initiative of the faculty are approved by the Faculty Board. However, the suggestions for improvement in matters that are at the initiative of the University are either brought directly to the Senate by the Dean or forwarded to this committee or the Dean of Students by our Faculty representative, who is a member of the Education Update and Evaluation Board. The proposals accepted by the Education Update and Evaluation Board are decided in draft form after the approval of the Senate. The Deanery of Student also activates the improvement suggestions that it can make directly but takes them to the Senate if Senate approval is required.

Title	B.1.1. Design and approval of programs
Responsible Unit/s	Planning: Department Heads Implementation: Vice Dean responsible for education Evaluation: Faculty Board and SAU Education Review and Evaluation Board Improvement: Faculty Board and SAU Education Review and Evaluation Board Approval: Dean of Students or, if necessary, the University Senate
Initial Planning Date	July 2018
Stakeholders	Internal Stakeholders: Academic Board, Departmental Boards and Student Representatives External Stakeholders: Advisory Board
Implementation Areas	The Entire Faculty (All Departments)
Performance Indicators	● Number of newly opened and closed elective courses ● Number of double major and minor programs

	• Satisfaction rates of graduation surveys • Double major and minor satisfaction rate in the Student Satisfaction Survey • Number of bachelor's degree programs / number of master's degree programs / number of doctoral programs that completed the program information package and can be viewed on the website of the Institution
Date of Evaluation and Improvement	Between May-August each year
Place in the Information Management System	• Educational Information System • KYBS>Admin Panel>Surveys

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

The program objectives of the institution are determined in the form of general statements defining the career goals and professional expectations that graduates of the program are required to have in the near future. The program outcomes consist of knowledge, skills and competencies that students are expected to acquire by the time of graduation. The program objectives and program outputs of the faculty, as well as program-specific criteria, are determined in accordance with the IAA outputs and criteria within the framework of the TQF and PDCA-Based Education Process Directive, taking into account the opinions of stakeholders in accordance with the IAA outputs and criteria. The Quality and Accreditation Board's coordination is carried out to control and monitor compliance together with other stakeholders, and the necessary improvement proposals are submitted to the Dean's Office in June of the last year of every four years period. The control and monitoring of the program objectives and outputs is carried out through the graduation Survey, stakeholder meetings and the data are obtained from the Program Learning Outcomes module at SABIS.

Title	B.1.2. Program objectives, outcomes (program outcomes and discipline-specific outcomes) and alignment with IAA criteria
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board

Initial Planning Date	May-June 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board
Implementation Areas	All departments of the faculty, academic staff
Performance Indicators	● Satisfaction rate of students with the program they are enrolled in (by percentage) ● Graduation satisfaction rate (by percentage) ● Program outcomes overall success rates ● Success rates of program outcomes based on courses Employer satisfaction rate (by percentage)
Date of Evaluation and Improvement	Evaluation: At the end of each academic year (June) Improvement: In June every four years (June 2024)
Place in the Information Management System	● SABIS>Academic Information System (ABS) >EBS>Accreditation >Outcome Reports ● SABIS>Educational Information System (EBS) >Faculty of Theology > Department of Theology > Theology (New Plan)>Program Outcomes

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

The processes related to the determination and updating of program objectives, program outcomes, program-specific criteria and course achievements in the institution are defined in the PDCA-Based Education Process Directive. Accordingly, internal stakeholders gather on the second week of every June to discuss the course outcomes that will ensure the realization of the program outcomes (in the form of knowledge, skills and competencies in accordance with the TQF) and submit them to the Departmental Board. The head of the relevant department is responsible for determining the outcomes of the department courses that will provide the program outcomes together with internal stakeholders. The course results accepted by the Department Board are sent to the Faculty Board for approval. The Dean is responsible for the conduct of affairs such as preparing the appropriate environment for student-centered education for the realization of course outcomes, training of trainers, making a course program, etc. Measurement of course outcomes is carried out through exams, assignments, applications, and projects. The collected data are evaluated in the departmental internal stakeholder meeting held in the week after final exams. Measures are taken for the outcomes that could not be properly implemented. The course outcomes that

are considered deficient or redundant are updated and presented to the faculty board. The Dean is responsible for the improvements to be made in consideration of the implemented measures and updated outcomes.

In July-August, after the Quality and Accreditation Board submits information about the missing courses to the Dean's Office, the Dean's Office notifies the course coordinator of the courses with missing matching and is requested to complete the courses in question.

Title	B.1.3. Alignment of course outcomes with program outcomes and discipline-specific outcomes
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Course Coordinators Evaluation: Departmental Boards, Quality and Accreditation Board Improvement: Quality and Accreditation Board
Initial Planning Date	May-June 2020
Stakeholders	Internal Stakeholders: Departmental Boards
Implementation Areas	All departments of the faculty
Performance Indicators	Number of courses whose outcomes align with program outcomes and discipline-specific outcomes Course outcomes success level graphs
Date of Evaluation and Improvement	Evaluation: At the end of each academic year (June) Improvement: In June every four years (June 2024)
Place in the Information Management System	SABIS>EBS>Theology New Plan > Contribution of the course to the program outcomes SABIS>Academic Information System (ABS) >EBS>Accreditation

	>Outcome Reports

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

The institution is based on and implements Sakarya University Undergraduate Education and Examination Regulation. A curriculum has been created taking into account a balance that considers the teaching objectives of the institution, and the content and plan of the courses are included in Sakarya University Information System to ensure the implementation of this curriculum.

Course objectives, content, category, learning outcomes, teaching methods, issues, resources, levels of the institution's contribution to program outcomes, evaluation system, ECTS-workload activity have been made accessible to all stakeholders and are defined in separate tabs. Course contents were created with the aim of bringing the institution's program outcomes to students in a 14-week period, and student workloads were determined for each course in accordance with ECTS.

At the meetings of the Departments of Fundamental Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences held at the beginning of each term (September-February), the current compulsory-elective courses, their achievements, the methods and techniques used, the success of the students and similar issues are asked to the lecturers. Within the scope of these evaluations, improvements are made in the courses, the level of interest and orientation of the students is determined, and changes are made in the elective courses. Courses that are found to be inactive are removed from the system, and necessary measures are taken by providing control.

The opening of elective courses is allowed if they meet the policy and teaching objectives of the institution, and in this context, the institution has a defined process. The Departments of Fundamental Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Studies call on the faculty members to offer new courses in addition to the current courses to be given in the upcoming semester, towards the end of each semester. In addition to the existing courses in the elective course pool, faculty members forward the courses they deem necessary to the relevant department heads. After the offered courses are evaluated by the Departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences, they are forwarded to the Faculty Administrative Board. When deemed appropriate by the Faculty Administrative Board, the delivered lectures are sent to the Rectorate to be submitted to the Senate for approval. The course accepted by the Senate is added to the elective course pool.

In addition, in the meetings of the Departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences every semester, the current compulsory-elective courses, their achievements, the methods and techniques used, the success status of the students, etc. are presented. It is ensured that the stakeholders make evaluations by asking the opinions of the lecturers about the issues. Within the scope of these evaluations, improvements are made in the courses, the level of interest and orientation of the students is determined, and changes are made in the elective courses; courses that are found to be inactive are removed from the system, and necessary measures are taken by providing

control.

Apart from these, the institution receives a pre-request form from the students in order to determine the elective courses to be opened in the next semester.

Title	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)
Responsible Unit/s	Planning: Departmental Boards Implementation: Departmental Boards Evaluation: Faculty Board Improvement: Departmental Boards, Quality and Accreditation Board
Initial Planning Date	May-June 2020
Stakeholders	Internal Stakeholders: Instructors, Departmental Boards
Implementation Areas	All departments of the faculty
Performance Indicators	Student Satisfaction Rate Elective Courses Pre-Request Form
Date of Evaluation and Improvement	Evaluation: At the beginning of each academic term (September-February) Improvement: In June every four years (June 2024)
Place in the Information Management System	SABIS > Educational Information System (EBS) > Course Plan

B.1.5. Student workload-based design

The courses in the programs of our faculty have a defined process in which the student workload-based credit values (ECTS) are calculated. In this application, it is aimed to bring learning outcomes to students in a fourteen-week period, and course plans are determined in accordance with ECTS by taking into account all activities in and out of the course.

The course coordinator determines evaluation groups, ECTS workload, category of the course, exam and document procedures by taking the opinion of all the instructors who will give the course. The coordinator of the course can update the data of the course once a year between the dates set by the Senate before the start of the relevant academic year. Measurement and evaluation activities and methods to be used are determined in the Sakarya University Measurement and Evaluation Directive adopted by the Senate.

Students can enroll in 10 ECTS or two courses with 30 ECTS from the current semester and previous semesters in one semester. Students must primarily enroll to courses that s/he had never taken before or did not need the attendance requirements in the previous semesters. If the student is from different semesters, the student should be enrolled on the courses belonging to the current semester provided that the students start from the previous semesters. Students with a general weighted GPA of 3.00 or above can take courses from the upper class of their semester provided that they have taken all their courses and succeeded from the end of the first year or the end of the first year in the departments that are in the annual program. These students can enroll in 15 ECTS or three courses with 30 ECTS in one semester. The success grades of the students who take the upper class are included in the general weighted GPA. A student registered in the Double Major and Minor Programs can take a maximum of 15 ECTS or 3 courses in a semester in addition to the 30 ECTS credits taken in the major program. In order to graduate, the student must be successful in all the courses defined in the curriculum and have received 240 ECTS.

The ECTS workload is determined by the course coordinator, taking into account the evaluation groups, the category of the course, the examination and document procedures, the opinions of all the instructors who will teach the course, and the feedback of the students. ECTS workloads are monitored by the course coordinators and instructors who give the course. It is updated once a year between the dates determined by the Senate. Along with the results of the monitoring, the students' opinions are also taken with the related questions in the surveys about the course made to the students at the end of the year. It is sent to the Faculty Administrative Board by taking the decision of the Department Board with the recommendation of the course coordinator at the end of every academic year. The decision of the Faculty Administrative Board is sent to the Registrar's Office. In this way, ECTS values are updated.

Title	B.1.5. Student workload-based design
Responsible Unit/s	Planning: Vice Dean in charge

	Implementation: Course Coordinators Evaluation: Departmental Boards Improvement: Departmental Boards
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Instructors, Departmental Boards, Student Representatives External Stakeholders: Dean of Students, Department of Student Affairs
Implementation Areas	All departments of the faculty, all students, all courses
Performance Indicators	Student Feedback
Date of Evaluation and Improvement	At the end of each academic year (June)
Place in the Information Management System	Educational Information System > Theology (New Plan) > Course Plan and ECTS Credits

B.1.6. Measurement and evaluation

The institution adopts and implements the SAU Measurement and Evaluation Directive. Information on which measurement and evaluation tools will be used on a course basis is included in the course information packages and these are published in the Education Information System. For the existing courses in the institution, measurement and evaluation activities based on knowledge, skills and competencies are applied through semester/year measurement activities, intermediate exam, quiz, homework, oral exam, performance task (application, workshop, seminar) and project activities. The instructors of the institution measure the acquisition of course outcomes for each course in two stages. For each course, it is mandatory to carry out one measurement activity in the semester measurement. In distance education, two measurement and evaluation activities are carried out for each course, including the end-of-year exam. For example, in the Quranic Recitation I Course the verbal measurement method is used to measure the knowledge, skills and competence of the student, and in the Vocational Knowledge and Application Course, the measurement method with performance task is prominent.

The contribution rates (weights) of the results of the semester/year-in-year and end-of-year

(final) measurement results are determined by the coordinator of the course before the start of the academic year, and these rates are taken as the basis when evaluating. The contribution of the exams determined in the semester/year evaluation to the success grade is at least 40%. The contribution of the semester/end-of-year exam to the success grade is at least 40%. The institution that applies the relative evaluation method in determining the success grade adopts the SAU Relative Evaluation Directive.

Evaluation is made taking into account the level of success of the class, the statistical distribution of grades and the class average. At the end of this evaluation, which is called relative evaluation, the success grade of the course is given with the letter whose equivalents are determined in Table B.1.6. Students with an absolute grade below 40% receive an FF grade regardless of their relative grade.

Faculty members are obliged to announce the results of all in-term studies for the evaluation of students' achievement within two weeks from the date of the study. The measurement results are not given a lettered success grade. Each semester/year and semester/year-end measurement grades are given over 100 points.

The lettered grade is given after all measurement activities, including the semester/year-end exam, are completed. Students in course groups that take the same coded and named course form the entire group. The evaluation of this group is made by the coordinator of the relevant course. However, the coordinator of the relevant course is obliged to follow the evaluation differences that may occur between the groups while taking the opinion of the relevant faculty members and taking the decision to separate some groups of the course from the whole group and evaluate them as a separate/whole group. The evaluation of all new groups/groups formed in this way is carried out by the relevant instructors/staff. However, the decision to divide into groups must be defined before the week of enrollment to the course. The semester/end-of-year success lists containing the lettered achievement grades are signed by the relevant instructor for each group and delivered as two copies to the student affairs unit.

Switching to Lettered Grades

Lettered achievement grades are given according to table B.1.6 below, taking into account the weighted absolute achievement score calculated by the in-term and end-of-term exam scores of the students in the entire group of the relevant course, based on the students' success grades of 100 points. Absolute achievement scores for students in the entire group are calculated using the measurement activities announced in the Education Information System (EBS) and their related weights.

Students are entitled to 4 weeks of absence for 14 weeks. The student who does not meet the attendance requirement is assigned a success grade with the letter DZ. The attendance status of the students in distance education is recorded electronically through the SABİS system. It is possible to re-monitor the virtual classrooms created in SABİS for each course. Students' participation in face-to-face lessons and subsequent monitoring of course recordings are recorded by SABİS. In theoretical courses, it is mandatory to continue at least 25% face-to-face lessons for students who have taken the course for the first time or have already taken it and failed with DZ. The remaining 45% can provide attendance by face-to-face lesson or replay.

Students in the entire group who have provided the attendance requirement but are not in

the final group because they have not taken the final exam are assigned a success grade with the letter GR.

Students in the final group with an absolute achievement score below 40 receive one of the failed grades (FF or FD).

EBDS is not used in Single Course Exams. Lettered achievement grades are given according to Table B.1.6. taking into account the absolute achievement scores of the students.

Flexible Relative Evaluation System is not used in the evaluation of exemption exams and recognition of previous learning exams. The evaluation is applied as specified in the "Recognition of Prior Learning Senate Principles".

Table B.1.6. Lettered Grades Table

Degree of Success	**Grade**	**Lettered Grade**	**Coefficient**
Excellent	90,00 – 100,00	AA	4.00
Excellent-Good	85,00 - 89,99	BA	3.50
Good	80,00 - 84,99	BB	3.00
Average-Good	75,00 - 79,99	CB	2.50
Average	65,00 - 74,99	CC	2.00
Weak-Average	58,00 - 64,99	DC	1.50
Weak	50,00 - 57,99	DD	1.00
Failed	40,00 - 49,99	FD	0.50
Failed	0 - 39,99	FF	0.00
Absent	--	DZ	0.00
Did Not Take Exam	--	GR	0.00
Sufficient	--	YT	--
Insufficient	--	YZ	--
Exempt	--	MU	--
Missing	--	E	--

Accordingly;

a) The student who receives one of the AA, BA, BB, CB and CC grades from a course is deemed to have succeeded.

b) DC and DD grades from a course indicate that this course has been achieved "conditionally".

c) Students who do not attend the courses during the semester are given a DZ grade and announced by the instructor before the final exam. These students are not allowed to take the final exam.

d) Students who do not take the final exam are given a GR grade regardless of their in-term studies.

e) DZ and GR grades are treated like FF and participate in weighted GPA.

f) FD is a note that indicates failure, such as FF, but it is separated from FF to contribute to ECTS. When calculating the weighted GPA and GPA of the period, the FF grade's multiplier in the 4 system is zero, while the FD grade is 0.5 multiplier. Thus, the semester and GPA of a student who has failed with an FD grade is increased. A student with an FD grade must repeat the course and receive a better grade in order to graduate.

g) The YT grade is given as a success grade of the courses taken and achieved from other universities.

h) The MU grade is given to the students who are successful in the courses that have been removed from the course plan and the courses that have been exempted.

Weighted GPA is the value to be found by dividing the sum of the numbers to be obtained by multiplying the success grade coefficient obtained from each of the course-quality finishing studies and the like by the unit hour by the sum of the unit hours. The weighted GPA is determined by a double-digit decimal number. The final grade is valid in the courses taken in order to increase the weighted GPA. While the weighted GPA is determined at the end of the semester, courses not taken from the previous semesters are not calculated in the weighted GPA.

At the end of the fourth semester, the weighted GPAs until the end of the semester must be increased to at least 1.80 in order for the students to take courses from the next semester. Students in this situation cannot take courses from the upper semesters until they increase their weighted GPA to 1.80.

Regarding the distribution obtained after the semester/end-of-year evaluation; absolute arithmetic means, relative arithmetic means, absolute standard deviation, relative standard deviation, absolute maximum value, maximum relative value also related to students; grades related to in-year measurement activities, year-end exam grades, absolute success grade, relative success grade, absolute letter success grade and relative letter success grade, distribution of relative letter success grades are electronically archived in SABİS. In the "Course Achievement List" created after the finalization of the evaluation, grades related to year-round measurement activities, year-end exam grades, absolute success grade, lettered success grade (calculated as a result of relative evaluation), distribution of lettered grades, as well as the total number of students in a table as a list attachment, absolute arithmetic average and absolute standard deviation are indicated. The list of achievements is signed by the instructor who made the evaluation, and the evaluation process is completed by submitting the grades to the student affairs unit.

If the grade change due to an error of fact as a result of the student objection comes after the relative evaluation procedures, the student's lettered grade is determined according to

the place of the absolute success score in the relative distribution formed as a result of the semester/year-end exam. If an excuse exam is given for the semester/end-of-year exam, no re-evaluation is made. For the students who take these exams, instead of the semester/end-of-year exam grade, the absolute success score is calculated again using the excuse exam grade. Students' lettered grade is determined according to the place of the new absolute success score in the relative distribution formed as a result of the semester/year-end exam.

The institution frequently applies to stakeholder opinions regarding measurement and evaluation during the continuation of distance education, both through the institutional e-mail system and through meetings, and evaluates the incoming requests and makes improvements. Adopting the principles determined by the Sakarya University Senate regarding online evaluation, the institution leaves different measurement methods to the course coordinators in its yearly evaluations. In this context, the authority for determining the type and duration of the exam belongs to the course coordinators. The same type of exam is applied in all branches of the same course, and the duration of the exams is determined by taking into account the number of questions, length, etc. Considering the possible problems that students may experience when entering the system and the slight differences between the system time and the student time, it is preferred to prevent any disadvantages students may experience in the exam by adding the reserved share of the exam end time to the exam time. The online system used by the institution allows students to report problems such as inability to enter the system during the exam, disconnection, etc., to the relevant course instructor via the "report problems" button or by e-mail. This opportunity also requires the course coordinator or the authorized instructor to be active at the computer during the exams and to monitor the exam. For students who report excuses, it allows for additional time using the "give additional time" option in the exam system or to give the right to take the same exam in the defined interval between the start and end of the exam using the "agree" option or to create a new excuse exam.

Title	B.1.6. Measurement and evaluation
Responsible Unit/s	Planning: Course Coordinators Implementation: Course Coordinators Evaluation: Departmental Boards, Academic Board Improvement: Course Coordinators, Quality and Accreditation Board
Initial Planning Date	Initial Plan: September 2019 Revision: November 2023
Stakeholders	Internal Stakeholders: Instructors, Departmental Boards

Implementation Areas	All departments of the faculty
Performance Indicators	Student Satisfaction Rate
Evaluation Date	Evaluation: At the end of each academic year (June)
Place in the Information Management System	Educational Information System > Theology (New Plan) > Measurement and Evaluation

B.2. Student Admission and Progression

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

Undergraduate student admission is regularly carried out by the Measuring, Selection and Placement Center (ÖSYM). Student quotas are discussed in the Faculty Board, and the quotas determined by considering the physical facilities and the number of teaching staff are notified to the Rectorate whereas the final decision is made by CoHE. Students who are eligible to enter according to the verbal scores, and preferences in the exam conducted by ÖSYM register on the dates determined and announced each year with the documents requested in accordance with the principles determined by CoHE, ÖSYM and the Rectorate (Articles on Admission to Higher Education in the Higher Education Law No. 2547). The processes for the recognition of previous formal, non-formal and informal learning are carried out in accordance with the Sakarya University Prior Learning Recognition, Credit Transfer and Adaptation Procedures Directive. Applications for recognition of prior learning are received online via SABİS before the start of the academic year, on the dates announced in the academic calendar. During the application, the students are evaluated according to the qualifications showing the knowledge, skills and competencies, activities, working/training periods stated in the Reference Letter regarding the subject received from the authorized educational institutions or public institutions requested. The names of those whose applications are accepted after the evaluation, the announcement of the exam programs, the date of the exam and the announcement of the results are announced on the website of the institution according to the determined calendar.

Arabic Proficiency

Within the scope of recognizing prior learnings, each of the students who are entitled to study in our faculty is given an exam to determine their Arabic proficiency, and the student who gets 70 or more points is considered exempt from the preparatory class.

Arabic exemption exams are administered on the first day of the academic year by the

Preparatory Class Exam Commission, chaired by the Arabic Preparatory Coordinator, in order to allow students to attend comfortably. Exam date and application details are announced on the institution's website and social media accounts at least one week before the exam.

The Level System is applied in the preparatory classes of the institution. Accordingly, with the two-stage Arabic proficiency and level determination exam held by the Preparatory Class Exam Commission at the beginning of the academic year, 1st level and 2nd level students and students who will be exempt from the preparatory class are identified. 1st level students can transfer to the 2nd level by taking at least 60 points, whereas 2nd level students should get at least 70 points for the next level.

Student Admission by Lateral Transfer

The institution adopts and implements the principles related to undergraduate transfer according to the SAU Lateral Transfer Senate Principles. Accordingly, the documents requested for transfer applications and the form of application are announced on the website of the Department of Student Affairs. Application dates are specified in the academic calendar. The application, which has been pre-examined by the Department of Student Affairs, is rejected if it does not meet the requirements. The institution's Commission of Integration evaluates and scores the application in terms of content. After the evaluation scores obtained are sorted from large to small, students who will have undergraduate transfer within the quota starting from the highest score are determined. A number of substitute candidates equal to the number of those admitted are announced. If the evaluation score is equal in inter-institutional or international transfers, the student with a high central placement score takes precedence. The Commission of Integration conveys the list it has determined to the Faculty Board of Directors. The Faculty Board of Directors takes decisions and submits them to the Student Affairs Department. Original and substitute lists are announced on the website of the Student Affairs Department.

Integration

Another process for recognizing prior learning is integration. All kinds of adjustments are carried out by the Institution's Commission of Integration. In the adaptation of the students who come with the transfer, the transfer of the grades that are considered successful is made one-on-one by paying attention to the course contents and credit eligibility. During this transfer, the grades of the courses that are taught within a single course are combined while making the grade transfer. Compulsory courses are counted considering the same or equivalent of elective courses. If the student has previously taken more compulsory courses than is considered compulsory in the institution, he/she is exempt from the elective courses that are suitable for these courses.

Students who have completed the Open Education Theology Associate Degree Program and successfully come to the institution in the Vertical Transfer Exam are transferred to the institution in accordance with the 435 Senate Resolution on 09.09.2014, and a maximum of 79 ECTS courses are transferred. Therefore, the exemption process is applied not in all of the courses taken, but in specified courses. These courses are determined by the Commission of Integration.

The necessary exemption procedures are applied in the sections of the course contents of the courses taken in the exemptions of the students who study in different departments and register in the institution. In the same way, the necessary exemption procedures are applied

in Turkish Language, Ataturk Principles and Revolution History, Foreign Language and Basic Information Technologies courses, which are compulsory according to CoHE directives and of which contents do not change.

Minor Program

The institution that opens various Minor Programs performs them in accordance with the Minor Directive announced by the Department of Student Affairs. It encourages successful students to study in a minor program within the scope of another undergraduate program of interest and provides them with convenience in terms of syllabus and exam schedule.

The minor program consists of at least six courses, not less than 30 ECTS credits, and these courses are approved by the Senate. There may be common or equivalent courses between the minor program and the major program in which the student is enrolled. In this case, it is mandatory to take at least four courses in the minor program, not less than 20 ECTS credits, except for courses that are common or equivalent to the major program.

Minor Program Applications are announced on the website of the institution in each academic year. Applications are made online through SABİS Student Information System on the specified dates announced in the academic calendar. The list of the original and substitute students who are entitled to registration is announced at http://ogrisl.sakarya.edu.tr/ address. Informative and guiding details regarding the conditions, placement and registrations sought in the application to the minor program are announced in the application announcement.

International Student Exam (YÖS)

The institution accepts students according to the results obtained by international students in Sakarya University International Student Exam (Sakarya YÖS). Sakarya YÖS is held simultaneously by the University in many centers at home and abroad. All current announcements, exam centers, subjects, exam guide and exam schedule, exam application requirements, fees and procedures are presented at http://yos.sakarya.edu.tr/.

Title	B.2.1. Student admission, recognition and crediting of prior learning (Knowledge and skills acquired through formal and non-formal education)
Responsible Unit/s	Planning: Dean's Office Implementation: Foreign Relations and Adaptation Working Group, Arabic Preparatory Classes Coordination Office Evaluation: Foreign Relations and Adaptation Working Group, Arabic Preparatory Classes Coordination Office, Faculty Board Improvement: Foreign Relations and Adaptation Working Group, Arabic Preparatory Classes Coordination Office, Faculty Board

Initial Planning Date	June 2020
Stakeholders	Internal Stakeholders: Student Affairs Working Group, Academic Board, Student Representatives External Stakeholders: Advisory Board, Department of Student Affairs
Implementation Areas	All departments of the faculty, all students
Performance Indicators	• Number of students registered in the Graduate Information System • Information about the student rankings placed in the faculty according to YÖK ATLAS • Recognition of Prior Learning Application and Success Rates • Student Satisfaction Rates
Date of Evaluation and Improvement	At the end of each academic year (June)
Place in the Information Management System	SABIS > Academic Information System > Recognition of Prior Learning

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

The institution implements the regulation of diplomas and other documents according to the relevant directive of Sakarya University. 240 ECTS+ 2.00 out of at least 4.00 is required for the average student to graduate. The graduations of the students are audited according to the table in the EBS system, and their transcripts are examined one by one by the Student Affairs Unit to see if they have incomplete courses.

In the institution, a "Bachelor's Degree" is issued to students who have fulfilled all the conditions for graduation and gained the right to graduate. On the front of the diploma is the student's date of birth, place of birth, first and last name\ institution name, graduation date, diploma number\ name, surname, title, signature of the approvers of the diploma. On the

back of the diploma is the T.C. identification number or passport number for foreign nationals, school number, mother and father name, signature of the head of the student affairs department. The information on the diploma and temporary graduation certificate is written on the basis of the graduation date. No photos are posted on diplomas, and the graduation average is not specified.

The diploma supplement is a document given with the diploma to students who have successfully completed the programs in which they are registered, and the format is based on the model developed by the European Commission, the Council of Europe and UNESCO/CEPES. The Diploma Appendix contains ECTS Label-DS Label-EUR-ACE Label logos received by SAU, graduation date, diploma number, level of degree received, grade status (transcript) information and information about the national education system. Among the advantages offered by the diploma supplement to students and institutions, it provides transparency in higher education and rapid consideration of educational documents such as diplomas, facilitates mobility, and makes lifelong education accessible. It also provides fair, reliable and competent information about diplomas and skills. The diploma supplement facilitates the academic and professional recognition of the diploma, but it cannot replace the diploma and does not guarantee international academic recognition. The diploma supplement is signed by the Head of the Student Affairs Department.

The faculty students must complete several stages before receiving their diploma. First of all, they fill out the graduate satisfaction survey in SABİS, fill out the Exmatriculation Form and take a printout of this form. After signing that they have no debt at the Student Affairs Office Information and Fees Office, the students who submit this form and student ID to the Institution's Student Affairs Unit are given the documents in return for their signature. Students who apply to the Diploma Service of the Registrar's Office with their documents are handed a diploma in return for their signature. The submission date of diplomas to students is announced in the academic calendar separately for the fall, spring and summer terms.

Minor Certificate

While continuing their education in another major program, students who enroll in the minor program in the institution and successfully finish their courses there are awarded a "Minor Certificate". In order for the student to obtain his/her certificate, he/she must graduate from the major program and the courses in the minor course plan. Regardless of the courses in the major program, the GPA should be at least 2.00/4.00. Students who have obtained the right to graduate from the major program and have not yet completed the minor program are given a maximum of two semesters of additional time to complete the program with the decision of the relevant board of directors.

Academic Recognition Certificate

Full academic recognition is provided to the successful credits in the program achieved by the students participating in the learning mobility. In this context, the Academic Recognition Certificate issued after the students' return from the exchange program includes which courses the student is successful in, the amounts and grades of ECTS credits related to these courses and which courses are exempted from the University, and the ECTS credit amounts and grades of these courses. The Academic Recognition Certificate is a supplementary

document to the Learning Agreement and guarantees that the courses taken by the student during the exchange program will be recognized by the institution.

Special Interest Certificate

Students of the institution are entitled to receive a Special Interest Certificate if they receive at least 4 elective courses and graduation studies from interdisciplinary interests and other special interests, not less than 20 ECTS, and succeed within the conditions of the relevant directive. It is not necessary for the student to make any application before the course selection in order to receive a special interest certificate.

Social Transcript

As of the 2019-2020 Academic Year, the institution has started to implement Social Transcripts. Social Transcript is created as a result of the evaluation to be made after students enter the evidence of the social activities they undertake during the academic period by the end of the final exams through SABİS. As a result of the evaluation to be made by the relevant Vice Dean, students who are determined to meet the necessary conditions are given a Social Transcript Document.

Title	B.2.2. Recognition and certification of degrees, diplomas and other qualifications
Responsible Unit/s	Planning: Faculty Administrative Board Implementation: Department of Student Affairs Evaluation: Faculty Board, Academic Board Improvement: Faculty Board
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Student Affairs Working Group, Academic Board, Student Representatives External Stakeholders: Advisory Board, Department of Student Affairs
Implementation Areas	All departments of the faculty, all students
Performance Indicators	Graduation Satisfaction Rate

Evaluation and Improvement Date	At the end of each academic year (June)
Place in the Information Management System	SAU > Department of Student Affairs > Diploma Affairs

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

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

Our faculty carries out the learning and teaching process in line with the student-centered active learning methods it has adopted. This process adopts a student-centered system in order for students to achieve the program objectives and learning outcomes. In this way, Active Learning has been implemented as an institutional project since 2016 in our faculty, which has adopted a student-centered model in teaching methods and techniques. Programs are carried out with Educational Information and Educational Support systems where course materials are shared. Our Dean's Office carries out its planning on teaching methods and techniques within the Active Learning Platform system in coordination with our university.

In addition to classical education, an interactive education model is preferred instead of a teaching model that is carried out only through lectures in the lessons. Teaching-learning methods and strategies are chosen to increase students' skills such as self-study, observation, project activities, presentation, critical thinking, teamwork, and effective use of information. Lessons are conducted in a way that encourages them to take an active role in the learning process.

Active Learning Platform, which is independent of the Education Support System, provides support to our teachers on teaching methods and techniques in order to improve learning and teaching activities and increase the effectiveness of our students in their learning processes. Our faculty staff benefit from the information and materials offered by this system, and in parallel, they use teaching methods and techniques in internal and external teaching and learning processes.

As a result of the support given by the university to our faculty on teaching methods and techniques, our Dean's Office monitors and controls the realization level of these practices. This monitoring is done through surveys applied to our internal stakeholders, lecturers and students on teaching methods and techniques. The surveys conducted at the end of each semester identify the points that need improvement in teaching methods and techniques in our institution and ensure that the faculty administrative board is effective in the decision to be taken on this issue.

Title	B.3.1. Teaching methods and techniques (Active, interdisciplinary, interactive, research/learning-focused)
Responsible Unit/s	Planning: Dean's Office Implementation: Departmental Boards Evaluation: Departmental Boards Improvement: Departmental Boards
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Affairs Working Group, Student Representatives External Stakeholders: Educational Support Coordination Office, Education Review and Evaluation Board
Implementation Areas	All departments, all courses, all academic staff and students in the faculty
Performance Indicators	● Modules included in the Active Learning Platform ● Student satisfaction rates ● Rate of courses in which active learning methods (project-based, event-based learning, etc.) are used (%) ● Number of Open Access (Online) Courses ● Number of students benefiting from the applied education model ● Number of faculty members trained in teaching methods and techniques
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABIS>Education Support System > Active Learning Platform

B.3.2. Measurement and evaluation

Our institution has a defined process related to measurement and evaluation within the framework of student-centered teaching methods and techniques. In these processes, where faculty members and students can be followed through SABİS, as much diversity as possible is offered in the method of measuring and evaluating success. In this respect, whether program and course learning outcomes are reached is checked using the criteria of midterm exam, short exam, homework, oral exam, project/design, performance task. Our institution measures whether the course outcomes have been achieved in two stages. In this process, where student-centered measurement and evaluation is aimed, this measurement system, which has different proportions, is diversified, and it is aimed to evaluate students with different characteristics and levels in the healthiest way.

The student-centered measurement and evaluation process in our institution is monitored by the Dean's Office through course satisfaction surveys administered to the students at the end of the semester. Based on the results of the surveys, the areas that need to be changed or improved are reported to the course coordinator. The results of this requested improvement are checked in the course surveys in the next semester.

Title	B.3.2. Measurement and evaluation
Responsible Unit/s	Planning: Dean's Office Implementation: Course Coordinators Evaluation: Departments Improvement: Departments
Initial Planning Date	Initial Plan: December 2020 Revision: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Student Affairs Working Group, Student Representatives External Stakeholders: Dean of Students
Implementation Areas	All departments, all courses, all academic staff and students in the faculty
Performance Indicators	● Student satisfaction rates ● Faculty member evaluation survey average (student evaluations) (%)

	• Rate of courses in which active learning methods (project-based, event-based learning, etc.) are used (%) • Number of students joining the Student-R&D Harmonization Program
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABIS >Academic Information System (ABS) > EBS >EBS Management > Course > Measurement and Evaluation

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

Our students can submit their requests, suggestions, complaints and thoughts to the institution authorities in various ways. Although there are many ways in which students can submit these requests, these requests are archived by our institution officially in a single repository in a computer environment. The requests included in the system are communicated to the relevant authority or the person responsible within the faculty or university as a result of the examination of the authorized official. These are:

1) Application via Quality Management Information System: Students can submit their requests, complaints or suggestions online 24/7 through the http://kys.sakarya.edu.tr/tr/Talep/Sikayet website. The application made through this system, which serves integrated with Sakarya University Student Information System, is communicated very quickly to the competent and relevant authorities. The message reported to the system is finalized within seven days as per the policy and is followed by the senior management. The student can follow the application process at any time through the 'Application Number' given to him through the system and control the result through the system.
2) There is a complaint, suggestion, request and satisfaction box in our faculty. Every month, the applications opened by the officials from the Strategic Planning and Quality Management Systems Branch Directorate of our university and processed by submitting the minutes to the administrative quality ambassador of our faculty are added to the request and complaint pool with the applications received through the Quality Management Information System located in the computer environment.
3) Our students can also submit their complaints and requests via the official e-mail address of our institution, the student affairs e-mail address or the personal e-mail addresses of the administrators. The official e-mail address is checked regularly by the faculty secretary and necessary processes are conducted in line with the requests. It is the responsibility of the student affairs officers to follow up the student affairs e-mail address. However, the password is also found in the faculty secretary

and is checked regularly.

4) In our institution, students can also submit their complaints and suggestions through face-to-face interviews.
5) Our students can also submit their requests and complaints through the official social media accounts of our institution.
6) Requests and complaints received via the Presidency's Communication Centre (CIMER) are also evaluated and answered by our Dean's Office.

Our institution gives the necessary information about the institution to the new students by holding the 'Preparatory Classes Information Meeting' at the beginning of each academic year. This also includes information about the mechanisms by which student feedback is carried out. Students are also informed that they can access the announcements via the faculty website and social media accounts.

Student satisfaction is actively measured through student satisfaction surveys within our university. Course-instructor and university satisfaction surveys are regularly conducted either online or face-to-face via SABİS. In order to keep participation as high as possible in the course-instructor evaluation surveys conducted through SABİS and to get the opinion of all students, the survey vote is applied as a prerequisite for the appearance of the grade. The recommendations, complaints and requests obtained from the surveys are evaluated by the faculty management (corrective-preventive actions may be practiced when necessary), and the results of the survey are shared in the faculty academic board at the end of the semester. The necessary procedures are made with the recommendations in the academic board.

There is the Dean's Office for Students, which deals with student feedback and works in coordination with the student affairs in our institution and tries to correct the problems experienced in the process with new improvements. The Student Senate, which is created through the Dean's Office for Students, helps to collect student opinions and to announce the decisions taken by the senior management to the students. Students' participation in decision-making mechanisms is ensured through our members in the student senate.

Title	B.3.3. Student feedback (Course-instructor-program-general satisfaction surveys, systems for requests and suggestions)
Responsible Unit/s	Planning: Student Affairs Working Group Implementation: Faculty Secretary and Vice Dean in charge of student affairs Evaluation: Student Affairs Working Group Improvement: Dean's Office or, if necessary, Dean of Students

Initial Planning Date	July 2019
Stakeholders	Internal Stakeholders: Student Affairs Working Group, Academic Board and Student Representatives, Faculty's Student Affairs Unit,
Implementation Areas	All students
Performance Indicators	● Total number of applications filed through the KYBS Complaints and Suggestions System ● Number of resolved applications filed through the KYBS Complaints and Suggestions System ● Total number of requests sent to the student affairs e-mail address and the number of e-mails replied ● Number of meetings held with student representatives ● Satisfaction rate of the statement “Suggestion/complaint submission possibilities are sufficient” in the student satisfaction survey ● Course surveys
Date of Evaluation and Improvement	October and July each year
Place in the Information Management System	● SABIS>Quality Management Information System ● SABIS>Academic Information System >EBS>Accreditation > Course Surveys

B.3.4. Academic Advising

The institution takes the SAU Advising Directive as a basis and applies it in matters related to academic advising. Upon the student's registration to the institution, the institution assigns the teaching staff determined by the Student Affairs Working Group to deal with the education, training and other problems of the student and provides transparency in advising through a special module called "Advising Management System" in the SABİS Academic Information System. Advising Management System requires the approval of the academic advisor for the validity of all online transactions such as registration etc. The advisor evaluates the compliance of the course selection process with the relevant legislation and gives the "Course Selection Approval". The advisor also approves the requests of withdrawals from or enrollment in the courses during the "Excused Course Enrollment" and "Add-Drop Week". S/he makes suggestions about the elective courses that the student should take according to his/her area of interest. The advisor guides the student on adaptation to university life, professional development, career and so on, and monitors them during their education and informs them during the course selection process at the beginning of each

semester; evaluates the academic status of the student together with the student and approves the courses/courses that he/she should take. In addition, when the students encounter a problem, they receive support from their academic advisor via e-mail or by meeting in person.

A minor program coordinator is appointed by the Dean's Office among the instructors to provide academic advising to the students who come to the institution with the minor program.

For students who come within the scope of the exchange program, the coordinator of the institution exchange programs carries out the advising services. No advisor appointments are made for visiting students who take courses in summer school.

The institution specifically assigns the Student Affairs Working Group to ensure the dynamics of the mechanisms for controlling the qualified performance of the advisory system and taking precautions in case of need. The group in question conducts the necessary studies for the healthy conduct of advising, provides communication with foreign students in the institution, applies the surveys prepared to measure student satisfaction and presents the results obtained to the Dean in a report. It also processes data about students from other boards and groups and presents them to relevant offices or people in charge. In process management, the Dean's Office meets with the Student Affairs Working Group every six months to make the advisory system work better and takes the necessary measures in line with the demands of the Group members and consultants.

Title	B.3.4. Academic Advising
Responsible Unit/s	Planning: Student Affairs Working Group Implementation: Representative of the Student Affairs Working Group responsible for advising Evaluation: Student Affairs Working Group Improvement: Student Affairs Working Group
Initial Planning Date	September each year
Stakeholders	Internal Stakeholders: Departmental Boards, Academic Board, Student Representatives
Implementation Areas	All students
Performance Indicators	Satisfaction rate of the "Academic Advising Services" question in

	the student satisfaction survey
Date of Evaluation and Improvement	October and July each year
Place in the Information Management System	SABIS>Academic Information System (ABS) >Academic Advising Management

B.4. Teaching Staff

B.4.1. Recruitment, promotion, and appointment criteria

Our institution has defined processes in terms of appointment, promotion and recruitment. Our institution has determined the minimum conditions to be sought for promotion and appointment to academic staff positions. These criteria aim to ensure that the competency of the candidates who will apply for the academic staff positions is at a sufficient level and to ensure objectivity in the applications to the announced positions. At the same time, it sets a criterion for the candidates to prepare themselves and evaluate their situation. It aims to encourage scientific studies and to make the instructors feel ready to take part in the scientific competition environment.

As a requirement of the Articles 23, 24 and 26 of the Higher Education Law No. 2547 and in addition to the necessary conditions in the promotion and appointment of faculty members specified in the relevant articles of the Regulation on Promotion and Appointment of Faculty Members, which are prepared on the basis of the fourth paragraph of the Article 65(a) of the Higher Education Law No. 2547, the criteria also covers the minimum conditions to be sought by Sakarya University. These minimum conditions are stated in *the Criteria for Promotion and Appointment to Faculty Membership* prepared by the University.

In accordance with the provisions of the "Regulation on the Determination and Use of Faculty Norm Staff in State Higher Education Institutions", the head of the department, taking into account the requests from the departments, conveys the required staff to the Dean's Office at the beginning of each year with the decision of the department board. Staff requests approved by the Faculty Administrative Board are submitted to the Rectorate. Then, appropriate positions are submitted to the approval of CoHE by the Rectorate. The positions that are approved by CoHE are announced by the Rectorate. After the announcement of the open positions, the candidates who will apply to the faculty membership present the information and documents requested within the scope of the Criteria for Promotion and Appointment of Sakarya University Faculty Members to the relevant unit, together with the information and documents stipulated by the Law No. 2547 and the Regulation on Promotion and Appointment of Faculty Members.

The score required in the appointment criteria is calculated by research-based publications, scientific activities, research and project studies, and learning and teaching studies. In the scoring, research-based publications in the indexes, congress papers, citations defined in the indexes, research projects, journal editorships and refereeing, and congress activities are taken into consideration. Doctorate and master's thesis management has been determined

as the main activities within the learning-teaching studies. In addition, undergraduate and graduate courses are also included in the activities.

In the course assignments in our institution, the principle of assigning academic staff to courses related to their field of expertise has been adopted. If there is not enough teaching staff in a branch, first of all, the need for the courses is tried to be met with the academic staff in the nearest branch within the faculty. In cases where this is not possible, academic staff is appointed from outside the faculty in accordance with Article 31 of the Law No. 2547. Our defined process regarding the selection and invitation procedures of adjunct lecturers is as follows: The departments convey their demands about teaching staff to the departments. The decisions taken by the department on this subject are conveyed to the University Executive Board with the decision of the Faculty Administrative Board, and with the approval received here, the instructor is assigned to the courses in that department in our institution.

Title	B.4.1. Recruitment, promotion and appointment criteria
Responsible Unit/s	Planning: Dean's Office Implementation: Departmental Boards Evaluation: Departmental Boards Improvement: Departmental Boards
Initial Planning Date	July 2019
Stakeholders	Internal Stakeholders: Departmental Boards, Academic Board
Implementation Areas	All academic staff at the faculty
Performance Indicators	● Average of Appointment and Promotion Criteria Scores for Professor positions. ● Average of Appointment and Promotion Criteria Scores for Associate Professor positions. ● Average of Appointment and Promotion Criteria Scores for Assistant Professor positions. ● Average of Appointment and Promotion Criteria Scores for Research Assistant positions. ● Average of Appointment and Promotion Criteria Scores for Lecturer positions.

Date of Evaluation and Improvement	At the end of each year
Place in the Information Management System	SABIS >Academic Activities >Academic Position Application and Promotion > Academic Position Application System

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

Our institution has determined a process in parallel with the education policy in terms of the teaching competence of our faculty members and the development of this. Accordingly, our institution, which adopts a student-centered education model, aims to equip the instructors with professional competence on the students as well as the qualifications and lifelong learning skills in accordance with the requirements of the age.

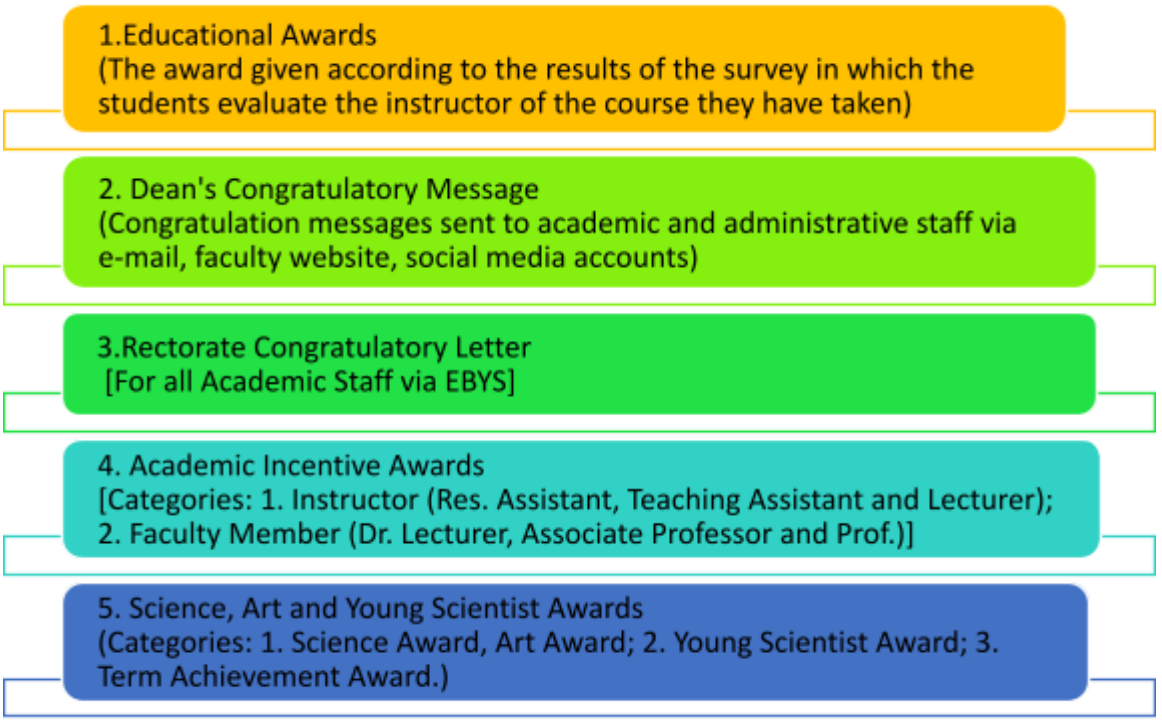
The institution measures the competence of the teaching staff in the teaching process through course-instructor satisfaction surveys made to the students. In the surveys applied as a prerequisite for being able to see the exam results, the students answer various questions about the instructor who teaches the course. Again, with employee satisfaction surveys, the instructors are asked questions about the development of their teaching competencies and the practices in this regard are determined by taking their opinions. Our institution monitors the course and teaching competency of the instructor through figures based on the data obtained from these surveys. The results of the follow-up are checked by the Dean's Office, and workshops, seminars, courses, trainings etc., are organized by our Dean's Office through our faculty working groups, by taking the opinions of our internal stakeholders for the shortcomings.

Title	B.4.2. Teaching competence (Active learning, distance learning, assessment and evaluation, innovative approaches, material development, acquisition of competencies and quality assurance system)
Responsible Unit/s	Planning: Dean's Office Implementation: Departmental Boards Evaluation: Departmental Boards Improvement: Departmental Boards
Initial Planning Date	December 2020

Stakeholders	Internal Stakeholders: Departmental Boards, Academic Board
Implementation Areas	All academic staff at the faculty
Performance Indicators	• Faculty member evaluation survey average (student evaluations) (%) • Number of programs organized in the institution for the training of trainers • Number of faculty members who received training within the scope of the training of trainers program in the institution • Satisfaction rate from the training of trainers program carried out in the institution (%)
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABIS>Educational Support System SAUSEM>Training, Courses and Examination Services Applicant Processes Panel> Application Procedures

B.4.3 Incentives and awards for learning and teaching activities

SAU Faculty of Theology Incentive and Reward Mechanism



Incentive and Reward Mechanisms of our institution:

1. At the end of each semester, taking into account the results of the survey in which the students evaluate the lecturers of the courses they have taken, the lecturer with the highest survey score is given the Education-Training awards at the Academic General Assembly at the end of the academic year, separately for the fall and spring semesters. In the awarding of awards, if an instructor has more than one course, the course with the highest score is taken as basis. If there is more than one highest score that is equal to each other, all the instructors who get these points are awarded. Students have to participate the Course Survey on SABİS to see the letter score of the course they took at the end of the semester. Course Survey is calculated separately for each branch and the results are automatically recorded in SABİS. Instructors can see the results of all these surveys by logging into SABİS at https://akredasyon.sabis.sakarya.edu.tr/Rapor/Anket. An example of a course's course survey result can be seen in the table below:

Instructor: PROF. DR. NAME SURNAME (1st Education Group A)			
Number	**Question**	**Participant**	**Average Score**
1	Regular and on time arrival of the instructor to the class	50	9,25 / 10
2	Instructor’s preparation for the course	50	9,25 / 10
3	Competence of the instructor in teaching the course and answering the questions related to the course	50	9,1 / 10

Instructor: PROF. DR. NAME SURNAME (1st Education Group A)			
Number	**Question**	**Participant**	**Average Score**
4	Instructor’s encouragement tp participation in the course by giving place to different thoughts and comments in the course	50	8,95 / 10
5	Communication skills of the instructor	50	9 / 10
6	Effective use of instructional technologies (projection, visual material, etc.) by the instructor during the course process	50	8,95 / 10
7	Instructor's effective use of class time	50	9,25 / 10
8	The suitability of the homework/exams prepared by the instructor with the course content	50	8,85 / 10
9	Instructor's objective evaluation of assignments/exams	50	8,55 / 10
10	I wish I could take another lesson from this instructor.	50	8,45 / 10

2. The faculty member who has achieved success in fields such as education, research and social contribution is congratulated with a congratulatory e-mail sent to all personnel by the Dean's Office and congratulatory messages shared on their social media accounts. For example, a congratulatory message is sent in cases such as having a child, completing a master's or doctoral thesis successfully, having made an important successful study in education, completing a successful project in research and development activities, change in academic title, being appointed to a higher position in a faculty or another institution. In areas other than the birth of a new child, a congratulatory message is also shared on social media accounts.

3. At the end of each year, the average number of publications of the department is calculated according to the Web of Science database. A congratulatory message is sent by the Rector to those who publish above the departmental research average. A letter is sent to researchers who have less than the average number of publications in the department, stating that they expect contributions to increase the success of the university.

4. The academic staff who are in the first place in the Academic Incentive score ranking applied by The Council of Higher Education (CoHE) are also given an award by the faculty. Academic Encouragement Award is given at the Academic General Assembly held at the end of the academic year. The award is given to the first-ranking personnel in two categories: (a) Instructor (Research Assistant, Lecturer and Instructor) and (b) Faculty Member (Assistant Professor, Associate Professor and Professor).

5. The University has an award system called "Science, Art and Young Scientist Awards" that all academic staff can apply for. At the end of the academic year, the faculty members of our faculty who are in the first place according to the scores announced by the university in three different categories: (a) Science Award, Art Award, (b) Young Scientist Award and (c) Periodic Achievement Award. The awards are given at the Academic General Assembly.

The Quality and Accreditation Board, together with the stakeholders, checks the incentive and rewarding mechanisms, taking into account the employee surveys (especially the 10th question in the Employee Satisfaction Survey that can be summarized as "The appreciation of the employee performance by the managers"), the requests and suggestions received through the system, and the general practices of the university. It submits the decisions regarding the improvements to be made and the measures to be taken to the Dean's Office in June.

Title	B.4.3 Incentives and awards for learning and teaching activities
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board
Initial Planning Date	May 2020
Stakeholders	Internal stakeholders: Academic Board
Implementation Areas	Academic staff, all departments
Performance Indicators	• Academic staff satisfaction rate (by percentage) • Number of awarded lecturers • Number of incentive mechanisms
Date of Evaluation and Improvement	At the end of each academic year (June)
Place in the Information Management System	SABIS> Academic Information System (ABS) >EBS>Accreditation >Course Surveys

B.5. Learning Resources

B.5.1. Learning resources

The learning resources of our faculty include classrooms, library, meeting rooms, and practice rooms.

The use of classrooms in our institution is based on a defined process. The weekly course schedules of the classes are prepared by a member of the Student Affairs working group under the supervision of the relevant Vice Dean before the semester starts. While the curriculum is being prepared, the classes to be taught are determined by taking into account the number of students, and the draft schedule is communicated to all academic staff for control purposes. In line with the feedback received, it is finalized and the information is logged into SABİS. The defined process of using classes is thus completed.

Since the faculty library is connected to the Sakarya University Central Library, all activities here are carried out according to the Sakarya University Library regulations and directives. In the library area, there are periodicals, reference resources, theses, lending and advisory units. Academic and administrative staff and external researchers can benefit from the faculty library. The lending system in the library is based on a defined process. Academic staff can borrow 15 books for 60 days, administrative staff and graduate students can borrow 15 books for 30 days, associate degree and special status students (Erasmus, Farabi etc.) can borrow 8 books for 15 days. Researchers who are not members of our faculty can benefit from our library; but they are not loaned books. Books and other materials that are not in our library but are in other university libraries are provided by interlibrary loan method if requested by the researchers and lent to our users. Faculty members, doctoral and graduate students can benefit from interlibrary loan services. 10 laptop computers in our library are loaned to the users by the librarian for 30 days according to the request.

The defined process of library inventory increase is as follows: Academic staff and students request works through the SABİS library module. Whether the requested works are in the system is checked by the library staff and the works that are not found in the library are added to the list. Purchasing lists are created in March, June and September, and purchases are made within the framework of the library's budget. In addition to purchases, a library book increase is also achieved with books coming from distribution (from publishing houses or other universities) or with donations.

In line with the demands of internal stakeholders, "Library online database usage" and "Library documentation trainings" are provided at any time.

Three cameras and one camcorder in our faculty can be given to students in line with their requests.

Student societies’ rooms, water marbling workshop and music room are among the application rooms in our faculty. For the use of these rooms, one instructor is assigned. Students can use these rooms by contacting these officials.

The processes related to the use of all these learning resources in our faculty are determined by the Dean's Office, and necessary improvements are made in line with the demands and suggestions from internal stakeholders.

Title	B.5.1. Learning resources
Responsible Unit/s	Planning: Dean's Office Implementation: Dean's Office Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	September 2017
Stakeholders	Students, academic and administrative staff, Sakarya University Library and Documentation Department
Implementation Areas	The entire faculty
Performance Indicators	Staff and Student Satisfaction Rate
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	Sakarya University Information System (SABIS)>Library SABIS>Administrator's Notebook

B.5.2. Social, cultural and sportive activities

Within the framework of its duties and policies, the Academic and Social Activities Working Group within the Faculty performs the duties of planning, preparation, promotion and announcement of all activities related to the faculty, performing post-activity control and monitoring, and finally presenting the necessary measures and improvements to the Dean's Office.

In all activities carried out, compliance with social contribution policy, goals and strategy is observed.

Opinions are exchanged by being in contact with the representatives of student clubs, and joint activities are carried out with these clubs. Classes are not held between 13.00-17.00 on Wednesdays. These hours are allocated to social-cultural activities.

In the planning and implementation processes of the activities carried out in the faculty, the opinions of the internal and external stakeholders specified in the chart below are collected during the year and included in the agenda of the meeting to be held. All incoming requests are evaluated together with the Dean's Office, internal and external stakeholders at the Academic and Social Activities Working Group meeting, which is held twice a year, and the planning process is initiated.

Planned activities are announced on social media accounts, faculty electronic screens, e-mail and SMS before they are implemented. Then the activities are carried out on the scheduled day and time.

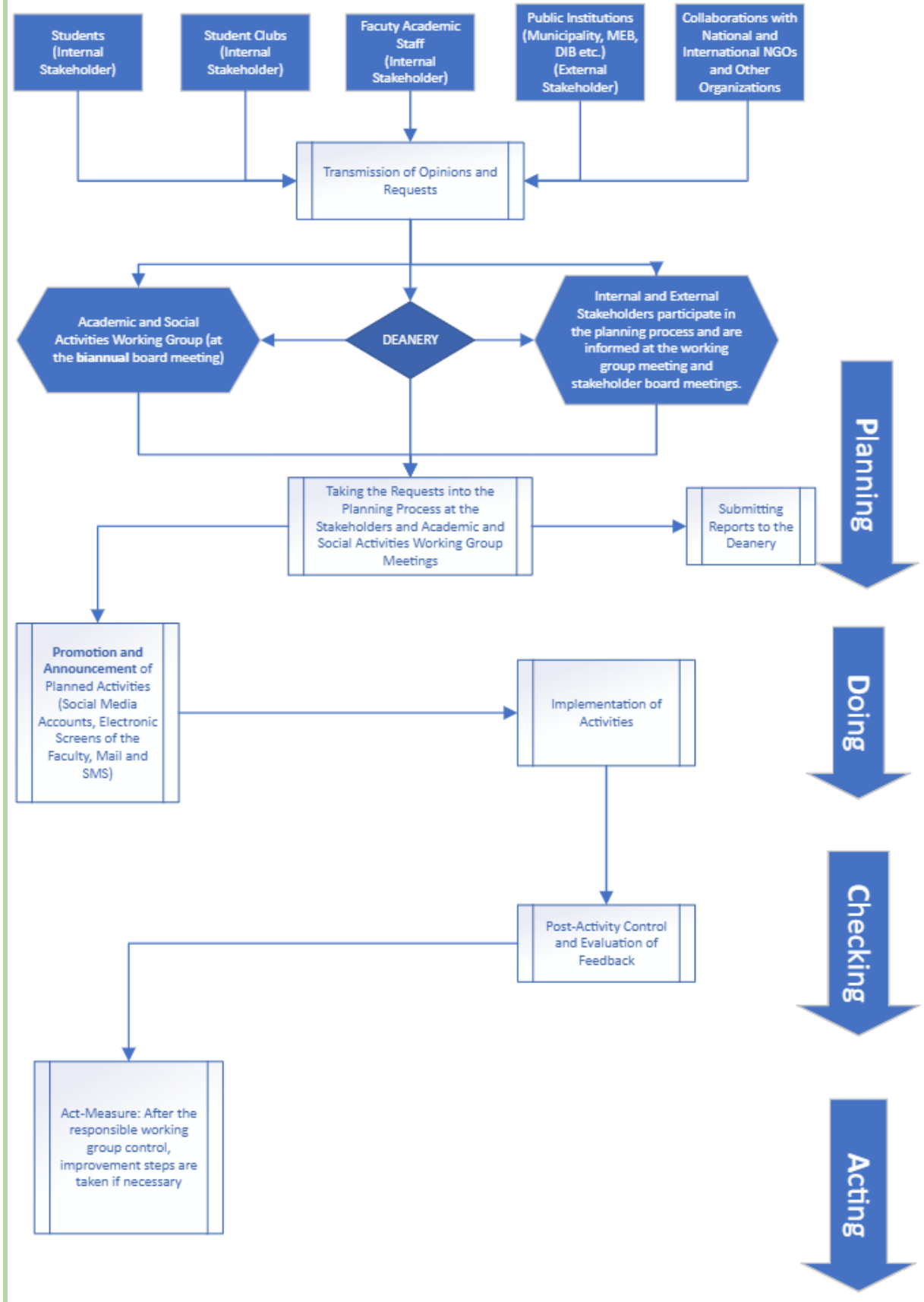
After all the activities carried out within the faculty, a news text giving information about the content of this activity is prepared by the Faculty Promotion and Information Group and shared with the photographs of the activity on the faculty web page and social media accounts, thus informing the public about the content of the activity.

After the activities, whether online or face-to-face, are broadcast live on the faculty's Youtube channel, the Academic and Social Activities Working Group reports the monitoring rates of the activities and the requests for the improvement of the equipment, as well as the individual feedback sent to the Dean's Office in person or via e-mail. These results are evaluated at the meetings held twice a year with the participation of the stakeholders and they are presented to the Dean's Office once a year. In addition, the "target-realized" data entries regarding the activities carried out in the faculty on an annual basis are made through the university KBYS system, and the resulting table is taken into account in the follow-ups.

As for the controlling and monitoring steps, the “Student Satisfaction Survey”, a survey defined by the university, is conducted regularly every year. In these surveys; question 24 in the Academic Opportunities section and questions 39-41 in the Social Activities section between the years 2017 and 2019; and questions 24-25 and 41-44 between the years 2019 and 2020 are directly related to this title and the results of these questions are periodically reviewed, and plans and improvements are made to eliminate the deficiencies and take necessary measures. Necessary measures are taken by the Dean's Office according to the control and monitoring made after the activity.

The scholarship activities carried out by the scholarship commission within the Faculty Support Working Group are meticulously monitored and scholarship application forms are evaluated first on the basis of the Sakarya University Faculty of Theology Foundation Scholarship Directive, and then scholarship assistance is provided by Sakarya University Faculty of Theology Foundation to be given to students in need every month in an academic year.

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



Title	B.5.2. Social, cultural and sportive activities
Responsible Unit/s	Planning: Dean's Office; Academic and Social Activities Working Group Implementation: Dean's Office; Academic and Social Activities Working Group Evaluation: Academic and Social Activities Working Group Improvement: Academic and Social Activities Working Group Approval: Dean's Office
Initial Planning Date	At the beginning of each academic year
Stakeholders	Internal Stakeholders: Students; Student societies; Faculty's academic staff, Academic and Social Activities Working Group External Stakeholders: Advisory Board, Public institutions and organizations (Municipality, MEB, DIB, etc.); National NGOs International Stakeholders: International Advisory Board; International NGOs
Implementation Areas	The entire faculty; regional, national and international areas
Performance Indicators	• "Performance Charts Based on Strategies (Target Achievement Rate Charts)" on the Strategic Management>Reports>Red Area Graph page in the Institutional Management Information System • Student Satisfaction Surveys (Satisfaction rates in the questions 24-25 in the section "Services and Facilities Provided for Students" and the questions 41-44 in the section "Social Activities")
Date of Evaluation and Improvement	At the beginning and end of each academic year

Place in the Information Management System	• Institutional Management Information System (KYBS) • SABIS>KYBS>Admin Panel>Surveys

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

Our institution is located within the campus of Sakarya University. Therefore, our students and staff benefit from all areas on campus. Appointments for social facilities are provided through the SABİS module.Students and employees can apply with their IDs and benefit from the health services in the Medico-Social Center free of charge. Student satisfaction with these facilities within the university is monitored through surveys and the Complaints and Suggestions Box. Measures and improvements are made by the University's Department of Health, Culture and Sports.

Title	B.5.3. Facilities and infrastructure
Responsible Unit/s	Planning: Department of Health, Culture and Sports Implementation: Department of Health, Culture and Sports Evaluation: Department of Health, Culture and Sports Improvement: Department of Health, Culture and Sports
Initial Planning Date	September 2017
Stakeholders	Academic and Administrative Staff, Students
Implementation Areas	The entire university
Performance Indicators	Student and Staff Satisfaction Rate
Date of Evaluation and Improvement	At the end of each year
Place in the Information Management System	SABIS>Department of Health, Culture and Sports SABIS>Lunch Menu

B.5.4. Accessible Faculty

The aim of our University's Disabled Student Unit is to identify the needs of higher education students with disabilities in academic, administrative, physical, psychological, housing and social areas and to determine what needs to be done to meet these needs and to plan, implement, develop and evaluate the results of the studies to be carried out.

Disabled students apply to the Department of Health, Culture and Sports in order to be exempt from the evening education fee or to benefit from different practices special for disabled students, and their number and needs can be identified in this way. The Department of Health, Culture and Sports notifies the faculty about the identified disabled students. Students with disabilities submit their requests, complaints and suggestions to the Dean's Office through the mechanisms included in the "A.3.1 Stakeholder Participation" criterion. Our faculty also has two representatives affiliated with the university disability unit. When necessary, requests from students with disabilities are conveyed to the disabled unit of the university through the disabled representatives of our faculty. The Student Affairs Working Group presents the necessary improvement suggestions to the Dean's Office by taking into account the questions of the Student Satisfaction Survey results at the meetings held at the beginning (November-December) and at the end (May-June) of the academic year.

Title	B.5.4. Accessible Faculty
Responsible Unit/s	Planning: Dean's Office, Faculty's Representatives of the Disabled Implementation: Dean's Office, Student Affairs Working Group Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	September 2017
Stakeholders	Students, academic and administrative staff
Implementation Areas	The entire faculty
Performance Indicators	Student Satisfaction Rate

Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABIS>Administrator's Notebook http://www.engelsiz.sakarya.edu.tr/

B.5.5. Guidance, Psychological Counseling and Career Services

The institution carries out its guidance, psychological counseling and career services through the advisors assigned to each student and the Student Affairs Working Group according to the Counseling Management System. Among the main duties and policies of this group are planning the counseling and carrying out the necessary studies for the healthy conduct of the counseling, ensuring communication with the foreign students in the institution, preparing and applying surveys to measure student satisfaction and presenting the results to the institution as a report.

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

In addition, psychological counseling services are provided to the students of the institution through psychologists working in the guidance center and Medical Center within the Rectorate. Also, the students of the faculty are directed to the University Career Coordination Office in order to benefit from career support services.

The institution measures the satisfaction of its students through surveys every semester. Apart from the surveys, it organizes as a feedback tool for the services it provides to its students, it receives requests, requests, satisfaction, complaints and suggestions online through the Quality Management Information System and makes the necessary arrangements and measures as Corrective-Preventive Action by the relevant unit in line with the data obtained from these feedbacks.

Title	B.5.5. Guidance, Psychological Counseling and Career Services

Responsible Unit/s	Planning: Student Affairs Working Group Implementation: Representative of the Student Affairs Working Group responsible for advising Evaluation: Student Affairs Working Group Improvement: Student Affairs Working Group
Initial Planning Date	September each year
Stakeholders	Internal Stakeholders: Departmental Boards, Academic Board, Student Representatives External Stakeholders: SAU Health Center, SAU Career Services Coordination Office
Implementation Areas	All students
Performance Indicators	Satisfaction rate of the "Career Services" question in the student satisfaction survey Satisfaction rate of the ”Health Center" question in the student satisfaction survey
Date of Evaluation and Improvement	July each year
Place in the Information Management System	SABIS>Academic Information System (ABS) >Academic Advising Management

B.6. Follow-up and Updating of Programs

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

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

In our institution, the processes related to the program objectives, program outputs, program-specific criteria, and the determination and updating of course outcomes are defined in the PUKÖ-Based Educational Process Directive. Accordingly, in May-June, internal stakeholders meet to discuss the program teaching outputs (face-to-face, online or in writing) and propose them to the Faculty Board, and the outputs are determined. At the end of each term, the Quality and Accreditation Board can click on the Output Reports on the SABİS Accreditation page to complete the I. and II. Examines the graphics related to the contribution of each compulsory and elective course opened in the relevant semester, separately for the teachings, and the Program Outcomes General Success Rates, Program Outcomes Weighted General Success Rates, and Program Outcomes General Success Rates, including the Contribution Level, which consists of the average of all courses. In addition, it examines achievement levels of program's outcomes for students who are about to graduate through the same webpage. In order to create the aforementioned graphics from this page, it is necessary to select the contribution of the questions of the exams defined for each course opened in the relevant semester to the program outputs and learning outcomes (Question-Program/Learning Outcome Matching). Before the start of the final exams, the Dean's Office sends an informative e-mail on how to make the said pairings and the importance of doing so. After the final versions of the courses are given, the Quality and Accreditation Board checks whether the graphics of the courses are formed and determines the courses that do not have graphics and notifies the Dean. The Deanship sends a reminder e-mail to the coordinators of these courses. At the end of the fall and spring semesters, the Quality and Accreditation Board prepares some improvement suggestions for the program outputs that are below average or at the lowest level after examining the graphs of the program outputs. At the follow-up meeting held at the end of the spring semester, the Quality and Accreditation Board prepares its recommendations and suggestions by taking into account results of the employer satisfaction survey and the stakeholder satisfaction survey directed to external stakeholders (especially by MEB and DIB), the student satisfaction survey and graduation survey. If the suggestions just recommend certain activities to raise achievement level of outcomes which have low-level, these suggestions are presented directly to the Dean's Office. If the Quality and Accreditation Board's suggestions are for updating some program outputs, then it creates a draft proposal for changes and submits it to the Dean's Office by taking the opinions of the stakeholders at the Academic General Assembly Meeting, Student Representatives Meeting and Advisory Board Meeting held in May-June of the last year of every four years. Program outputs that are decided by the Faculty Board are announced on the faculty page and entered into the EBS in July.

The defined processes for monitoring and updating the program outputs are controlled by the Quality and Accreditation Board, and the improvement suggestions deemed necessary are discussed at the Academic General Assembly meeting held at the end of the academic year. Improvement suggestions deemed appropriate are put into action by the Dean's Office.

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

Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board
Initial Planning Date	May-June 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board
Implementation Areas	All departments of the faculty, academic staff
Performance Indicators	• Satisfaction level of employer stakeholders (MEB, DIB, etc.) regarding the qualifications of graduates (by percentage) • Program outcomes overall success rates • Success rates of program outcomes based on courses • Attainment level of the program outcomes of the students who are about to graduate
Date of Evaluation and Improvement	Evaluation: At the end of each academic year (June) Improvement: In June every four years (June 2024)
Place in the Information Management System	• SABIS>Academic Information System (ABS) >EBS>Accreditation >Outcome Reports • SABIS>Educational Information System (EBS) >Faculty of Theology > Department of Theology > Theology (New Plan)>Program Outcomes

B.6.2. Alumni Tracking System

Faculty graduates are monitored through various mechanisms:

First, the Alumni Information System was created over SABİS in order to collect the necessary information of all graduates and to take measures in line with the data obtained. All graduates are transferred to this system. The current e-mail address and phone number of the students are taken from the surveys applied to the students who graduate and come to receive their diploma. Later, through this contact information, graduates are requested to enter their information into the Alumni Information System. People who register by logging

into the system can benefit from many opportunities offered to students. In addition, requests sent to the university regarding job postings and internship opportunities are shared with graduates, contributing to their career opportunities and employment.

Secondly, graduates are followed through Sakarya University Faculty of Theology Alumni and Members Association (ILDER). ILDER President is involved in decision-making processes as a member of the Faculty Advisory Board.

Thirdly, the employment levels of the graduates of our faculty are monitored through the data released by the sites that are looking for a job and have an employer network. The employment of faculty graduates is monitored by examining the "Employer Interest Index" data released annually by Kariyer.net, one of the human resources sites with the largest job seeker and employer network in Turkey. Kariyer.net's "Employer Interest Index" tries to determine the speed at which graduates get a job in the first two years following university graduation, and that employers pay more attention to which university or department's graduates.

Fourthly, Graduation Surveys are conducted to graduating students when they are about to get their diplomas. Graduation Surveys applied to new graduates are conducted by SAUDEK. After these surveys are finalized, they are archived in the "Surveys" section of the SABİS Institutional Management System page. In addition, Sakarya University Strategy Development Department sends a letter to the Dean's Office to carry out the Corrective and Preventive Action regarding the red areas. The Dean's Office initiates an action regarding the red areas and makes the necessary improvements. Corrective and Preventive Action processes are followed by the unit managers on the SABİS Quality Management System page. Our Faculty's Quality and Accreditation Board also discusses the graduate surveys at the end of the year and presents improvement suggestions to the Dean's Office regarding the aspects that are open to further improvement.

Fifthly, there is a Telegram Channel named SAU Theology Graduates, created by our Faculty in order to communicate more quickly with its graduates. Graduate students are encouraged to join this Telegram Channel. The organization of events to be held with alumni is done through this Telegram Channel.

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

The Quality and Accreditation Board and Student Affairs Working Group examine the data obtained from the graduates through various mechanisms and shares them with the relevant boards and working groups in the institution and prepares a report on the changes and measures that need to be taken in the graduate monitoring system and presents it to the Dean in June, taking into account the recommendations and demands from these boards.

Title	B.6.2. Alumni Tracking System
Responsible Unit/s	Planning: Quality and Accreditation Board

	Implementation: Quality and Accreditation Board and Student Affairs Working Group Evaluation: Quality and Accreditation Board and Student Affairs Working Group Improvement: Quality and Accreditation Board and Student Affairs Working Group
Initial Planning Date	May-June 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board
Implementation Areas	All departments of the faculty, all students
Performance Indicators	● Satisfaction level of employer stakeholders (MEB, DIB, etc.) regarding the qualifications of graduates (by percentage) ● Graduation satisfaction rate (by percentage) ● Program outcomes overall success rates ● Attainment level of the program outcomes of the students who are about to graduate ● Number of students registered in the Graduate Information System ● Kariyer.net job placement rates ● The success rates of YÖK ATLAS KPSS ● Rate of graduates pursuing graduate degrees ● Number of activities carried out in cooperation with our graduates ● Number of activities organized for our graduates
Date of Evaluation and Improvement	At the end of each academic year (June)
Place in the Information Management System	● SABIS> Academic Information System (ABS) >EBS>Accreditation >Graduation Surveys ● SABIS>Academic Information System (ABS) >EBS>Accreditation>Outcome Reports>Student's Program Outcome Transcript

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

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

In addition to learning and teaching, our institution has paid attention to the presence of research-related statements in both old and new mission and vision texts due to the importance it attaches to research and development activities within the framework of its strategic plan and to transforming them into the social benefit. In this direction, it determines its research and development policy, strategy and targets together with its partners. While establishing its research and development policy, strategy and objectives, our institution aims to reach the determined priorities by considering (i) compliance with educational activities; (ii) establishing cooperation networks with other institutions and centers; (iii) providing all kinds of support with a non-intrusive management approach to improve the competencies of the research staff and increase their research performance in line with these competencies.

The research policy, objectives and strategies of the institution are updated in 5-year periods by taking stakeholder opinions through internal and external stakeholder meetings and stakeholder opinions analysis. During these reviews, the performance values and internal evaluation reports of our faculty are also taken into account. The process of updating the research objectives and strategies of the institution is carried out simultaneously with all units of the university under the coordination of SAÜDEK. The most effective tool used for stakeholder participation in the process of updating strategies and objectives under the coordination of SAÜDEK is the method of analysis of stakeholder opinions. This method is applied in the form of directing the questions prepared to be different for each of them to internal and external stakeholders and analyzing the collected responses. Control and monitoring of the process is carried out by the Quality and Accreditation Board in cooperation with the R&D Working Group; As a result of negotiations with internal and external stakeholders, the necessary improvements are reported to the Dean's Office. Necessary actions are taken to activate the improvement proposals deemed appropriate by the Dean's Office.

Title	C.1.1. The research policy, objectives and strategy of the institution
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: R&D Working Group Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Faculty Board

Initial Planning Date	Initial planning: July 2018 Interim revision: December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	Academic staff, all departments, regional, national and international areas
Performance Indicators	The graph showing the rate of realization of the 2nd and 3rd strategy regarding social contribution in the Strategic Management>Reports>Red Area Graph page in the Institutional Management Information System (KYBS)
Date of Evaluation and Improvement	Evaluation: December every year Improvements: June-July 2024
Place in the Information Management System	SABIS>Institutional Management Information System (KYBS)

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

The management of the R&D processes in the institution is carried out by the R&D Working Group using the performance indicators related to R&D on the webpage of Enterprise Management Information System and the Process Management on the same page; and the results of Scientific Research Projects Coordination Service Evaluation Survey. A member elected by the Faculty Advisory Board involving the faculty external stakeholders, is also invited to the meetings of the R&D Working Group. In the meetings, the research and development activities carried out during the year are evaluated by considering the annual targets, based on the institutional research performance data on KYBS and the news about the research activities shared on the faculty website, and the reasons for the unachieved targets are examined. Necessary improvement suggestions are prepared by taking into account the proposals from other committees and working groups. The decisions taken by the R&D Working Group are submitted to the approval of the Dean's Office. Necessary actions are taken to implement the improvement suggestions deemed appropriate by the Dean's Office. Implementation of improvement suggestions is followed up with the cooperation of the Vice Dean and group coordinator to whom the R&D Working Group is affiliated. In addition, the process of organizing symposiums, panels and workshops, which

also have a research and development aspect, is carried out in cooperation with the Academic and Social Activities Working Group and the Dean's Office. Also, members of our faculty or any other institution that has a research proposal can directly convey this request to the Dean's Office. The Dean's Office evaluates the compatibility of such requests with our faculty's policies, strategies and objectives and their relationship with institutional priorities, and coordinates the process for implementation if deemed appropriate.

Title	C.1.2 Management and organizational structure of research and development processes
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: R&D Working Group Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Faculty Board
Initial Planning Date	Initial planning: July 2018 Interim revision: December 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	Academic staff, all departments, national and international
Performance Indicators	● Number of meetings held by R&D Working Group ● Number of activities held by R&D Working Group ● Number of meetings for monitoring performance indicators
Date of Evaluation and Improvement	At the end of each academic year (June)

Place in the Information Management System	SABIS>Institutional Management Information System (KYBS) >Admin Panel >Process Management >Processes >Faculty of Theology>Research and Development Processes

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

Our faculty has adopted as a policy the consideration of regional, national and international requirements and priorities in research and development studies. In line with this policy, the importance of meeting the local/regional/national needs and demands of the activities to be held at the meetings related to research activities in our faculty is emphasized and activities within this framework are prioritized. In the process of determining strategic goals, our institution also determines a list of needs and demands every 5 years with the contributions of academic staff, students and external stakeholders. The needs and demands determined by our faculty in line with its strategic goals are as follows: Sakarya's religious, national, historical and cultural values as part of local priorities; the current religious problems of our country, the religious and philosophical dimensions of current problems and their background issues (radical religious movements, family, youth, divorce, all kinds of violence, current legal problems, easy access to authentic religious information, religious abuse, etc.) as part of national priorities; the problems faced by Islam around the world in the global age (Islamophobia, the position of Sunnah in religion, youth, etc.) as part of international priorities.

The R&D working group controls and monitors this criterion in 5-year periods, during which the strategic objectives are updated. Since this process is carried out simultaneously in the entire university, the process calendar is shared with the units by the Rectorate in the year the update will be made. In addition, in the annual meetings (May-November) of the internal and external stakeholders of our faculty, they present their suggestions for improvement regarding the local/regional/national needs and demands of our faculty and research activities in line with these to the Dean's Office. The implementation process of the proposed improvement suggestions is carried out by the Dean's Office in cooperation with the relevant committees.

Title	C.1.3. The relationship of the research with local/regional/national needs and demands
Responsible Unit/s	Planning: R&D Working Group Implementation: R&D Working Group Evaluation: R&D Working Group

	Improvement: R&D Working Group
Initial Planning Date	Initial planning: July 2018
Stakeholders	Internal Stakeholders: Academic Board, Faculty Journal Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	Academic and administrative staff, all departments, national and international
Performance Indicators	● The number of conferences, workshops and symposiums held in accordance with regional, national and international demands and needs ● The number of publications made in accordance with regional, national and international demands and needs ● The number of projects carried out in accordance with regional, national and international demands and needs
Date of Evaluation and Improvement	Evaluation: May-November Improvements: June-July 2024
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan Tables>Number of R&D Activities

C.2 Research Resources

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

The institution provides its personnel with physical, technical and financial means for their research activities. The principles regarding the use and distribution of the offices offered as physical facilities are determined by the Dean's Office. In addition, the institution provides desktop or laptop personal computers and printers upon request to academic and administrative staff so that they can carry out their research activities. Apart from the central budget, the institution negotiates with external stakeholders to support the research of academic staff. It is ensured that external stakeholders support activities such as symposiums, workshops and seminars. It encourages faculty members to receive support

from the Scientific and Technological Research Council of Turkey (TUBITAK), Scientific Research Projects (SRP), public institutions and organizations and NGOs for their projects. Support is received from ADAPTTO Technology Transfer Office, SRP and similar units within the Rectorate for projects.

The R&D Working Group is responsible for the physical, technical and financial research resources. The R&D Working Group, Quality and Accreditation Board, Advisory Board and International Advisory Board present their opinions, suggestions and proposals regarding this criterion to the Dean's Office at the meetings held at the end of the academic year (May-June). The Dean's Office makes the necessary improvements by taking into account the suggestions from the Boards, Working Groups and external stakeholders and the results of the Employee Satisfaction Survey.

Title	C.2.1. Research resources: physical, technical, financial
Responsible Unit/s	Planning: Dean's Office Implementation: Dean's Office, R&D Working Group, Quality and Accreditation Board Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Student Representatives, R&D Working Group, Quality and Accreditation Board, Advisory Board External Stakeholders: International Advisory Board
Implementation Areas	The Entire Faculty, National Priority Areas, International Priority Areas
Performance Indicators	● Average annual total budget of the externally supported projects that are completed ● Total budget of ongoing externally supported projects ● The ratio of the total ongoing externally supported project budget to the number of ongoing externally supported projects

	• Employee Satisfaction Rate
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABIS>Institutional Management Information System >Strategic Management >Target Tracking

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

Faculty members receive support for their projects by following the Scientific Research Projects (SRP) Directive, which is dependent on the university budget, in order to contribute to their scientific studies.

The faculty shares all relevant announcements, especially SRP-related project calls, with the academic staff via e-mail, encouraging them to in-house resources and guiding them.

The demands of the faculty members that require in-university purchases related to their fields of study are taken into account, and these requests are directed to the relevant unit affiliated with the Rector's Office. In addition, students studying in graduate programs within the faculty are encouraged to receive support for thesis projects.

All SRP projects completed or carried out by faculty academic staff are monitored annually by the R&D Working Group. These numbers are systematically monitored on the BAP Supported Projects page, necessary measures are taken, new plans are made to take necessary measures, especially in terms of increasing the projects, and all these are presented to the Dean's Office.

The R&D Working Group also takes the necessary steps to organize various informative seminars and training activities for the type of project requested by the staff, based on the results of the surveys, in order to increase the contribution of the academic staff to project development.

Process Chart of In-University Resources

Defined Process	Process Details	Units in Charge	Calendar

Announcing project calls regarding SRP with academic staff (Plan)	All related announcements, especially project calls related to SRP, are shared with academic staff via e-mail, encouraging them to use in-university resources.	Dean's Office; R&D Working Group	R&D Working Group Meeting held twice a year (June and October)
Collection of requests for the use of university resources, thesis projects	The demands of the faculty members, which require in-university purchases, are taken into consideration, and these requests are directed to the Rectorate or the relevant unit affiliated to the Rectorate. In addition, students studying in graduate programs within the faculty are encouraged to receive support for their thesis projects.	Dean's Office; Department Heads	R&D Working Group Meeting held twice a year
Application of faculty members to SRP (Implementing)	Faculty members receive support for their projects by following the Scientific Research Projects (SRP) Directive, which is dependent on the university budget, in order to contribute to their scientific studies.	Individual applications (through SRP application system)	individual application, within the relevant year

Monitoring of completed or ongoing SRP projects by the R&D Working Group (Monitoring/Control)	All SRP projects completed or carried out by the faculty academic staff are regularly monitored annually by the R&D Working Group. These numbers are monitored through systems such as KBYS, SRP, etc., necessary measures are taken, plans are made to increase the projects and all these are presented to the Dean's Office.	Dean's Office; R&D Working Group	At the beginning of each year, knowledge of the faculty staff regarding the projects of the previous year is collected and reported, and this data is evaluated at the board meeting held twice a year.
Organizing trainings-seminars for incentive and information purposes when a decrease is observed in the number of projects (Taking Measures/Acting)	The R&D Working Group also takes the necessary steps to organize informative seminars and conferences for the type of project requested by the staff, based on the results of the surveys, in order to increase the contribution of the academic staff to project development.	Dean's Office; R&D Working Group	After a decision is taken when deemed necessary

Title	C.2.2. Intra-university resources (Scientific Research Projects Units-SRP)
Responsible Unit/s	Planning: Dean's Office, R&D Working Group Implementation: Teaching Staff (Individual application) Evaluation: Dean's Office, R&D Working Group

	Improvement: Dean's Office, R&D Working Group
Initial Planning Date	At the beginning and end of each academic year
Stakeholders	Internal Stakeholders: R&D Working Group; Teaching Staff External Stakeholders: Advisory Board; Graduate Students
Implementation Areas	The entire faculty
Performance Indicators	• Number of meetings held by R&D Working Group • Number of activities held by R&D Working Group • Number of meetings for monitoring performance indicators • Number of SRP-Supported Projects
Date of Evaluation and Improvement	At the beginning and end of each academic year
Place in the Information Management System	• Institutional Management Information System (KYBS) • SRP-Supported Projects page

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

The faculty follows the Outsourced Project Incentive System determined by the Scientific Research Coordinatorship of the university. In addition, the faculty announces and encourages project applications and research programs carried out by trusted institutions via e-mail in terms of directing its academic staff to external resources, and supports the processes of ongoing projects.

The R&D Working Group continues the task of monitoring the external projects previously carried out by the faculty quality ambassadors. The R&D Working Group follows the project calls made in the field of theology, examines them and informs the faculty lecturers through the heads of the relevant departments. The Board, at its meetings held at least twice a year, identifies the deficiencies regarding the orientation to non-university resources and submits improvement proposals to the Dean's Office in October and June by taking the opinions of the partners. If a decrease is observed in the number of outsourced projects as a result of the monitoring, various workshops and seminars are organized under the coordination of the R&D Working Group to take measures in this regard.

Apart from outsourced projects, the faculty benefits from various external resources, especially by cooperating nationally and internationally in organization and financing and signing bilateral protocols.

Process Chart of Non-University Resources

Defined Process	Process Details	Units in Charge	Calendar
Outsourced project applications are announced to academic staff via e-mail. (Announcement)	The Faculty follows the Outsourced Project Incentive System determined by the Scientific Research Coordinatorship of the university. In addition, the faculty announces and encourages project applications and research programs carried out by trusted institutions via e-mail, at the point of directing its academic staff to external resources; and supports the processes of ongoing projects.	Dean's Office; R&D Working Group	Within the relevant year (as application announcements are made)
Making plans to increase faculty project performance (Plan)	In addition to the individual project applications of the faculty academic staff, the subject of externally funded projects is brought to the agenda at the R&D Working Group meeting, where Internal and External Stakeholders also participate, and necessary plans are made according to the monitoring results.	Dean's Office; R&D Working Group	At the working group meeting held twice a year (June-October)
The faculty makes correspondence and agreements with various institutions, organizations and NGOs to carry out activities. (Planning and Implementation)	Apart from outsourced projects, the Faculty makes use of various external resources by making national and international cooperations and signing bilateral protocols, especially in terms of organization and financing.	Dean's Office	Within the relevant year
Monitoring and control	The R&D Working Group follows the project calls	R&D Working Group; Dean's	Beginning of the year

of outsourced project performance	made in the field of theology, examines them and informs the faculty lecturers through the heads of the relevant departments. The Board identifies the deficiencies regarding the orientation to non-university resources at its meetings, held at least twice a year, and submits improvement suggestions to the Dean's Office in October and June by taking the opinions of the stakeholders.	Office	(collection of previous year's performance data); Meetings in June and October
Taking Measures/Acting	If a decrease is observed in the number of outsourced projects as a result of the monitoring, various trainings and seminars are organized under the coordination of the R&D Working Group to take measures in this regard.	Dean's Office; R&D Working Group	Board meetings held in June and October

Title	C.2.3. Access to resources outside the university
Responsible Unit/s	Planning: Dean's Office, R&D Working Group Implementation: Dean's Office, Teaching Staff (Individual application) Evaluation: Dean's Office, R&D Working Group Improvement: Dean's Office, R&D Working Group
Initial Planning Date	At the beginning and end of each academic year
Stakeholders	Internal Stakeholders: R&D Working Group; Teaching Staff External Stakeholders: Advisory Board

Implementation Areas	The entire faculty
Performance Indicators	• Number of meetings held by R&D Working Group • Number of activities held by R&D Working Group • Number of meetings for monitoring performance indicators • Number of Outsourced Projects • ANNEX-1 Performance Indicators, "3. Research and Development" Title (Lines 5-13)
Date of Evaluation and Improvement	At the beginning and end of each academic year
Place in the Information Management System	• Institutional Management Information System (KYBS) • Outsourced Project Incentive System

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

When the conditions required for the opening of the graduate program in the departments affiliated to the Social Sciences Institute and operating within the faculty are completed, the necessary steps are taken immediately to open the graduate education for that program. Applications to open a graduate program are made by the department board decision by the head of the department that has the license equivalent of the relevant program. It is then forwarded to the Institute of Social Sciences along with the application files.

Apart from these, when deemed necessary, steps are taken to open new graduate programs in line with the research policy, objectives and strategy of the faculty.

In the faculty advisory board, an agenda is set for postgraduate thesis topics. Suggestions for new thesis topics are received from the stakeholders, in line with the faculty's mission-vision, strategy, goals and policies, especially for social contribution and local, regional and national needs and demands at the graduate level. Studies on these issues are encouraged by sharing them with the department heads of our faculty.

Title	C.2.4. Graduate programs in accordance with the institution's research policy, objectives and strategy
Responsible Unit/s	Planning: Dean's Office; Quality and Accreditation Board Implementation: Dean's Office; Quality and Accreditation Board Evaluation: Dean's Office; Quality and Accreditation Board

	Improvement: Dean's Office; Quality and Accreditation Board
Initial Planning Date	Initial Plan: December 2020 Revision: November 2023
Stakeholders	Internal Stakeholders: Department Heads External Stakeholders: Advisory Board
Implementation Areas	The Entire Faculty; Local, Regional and National
Performance Indicators	● Number of Related Graduate Programs
Date of Evaluation and Improvement	2024
Place in the Information Management System	-

C.3. Research Competence

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

Our institution has a defined process for the development of the research competence of the faculty members. This process is based on the association of institutional goals with individual goals. Individual performance is monitored through SABİS, and in this way, the achievement of institutional targets is observed. Our institution carries out the process of developing the research competence of the academic staff on three pillars. First of all, the criteria accepted by the institution in initial appointments and academic promotions have been created with this in mind, but every update prioritizes the development of this competence. Another issue that the institution accepts as the fundamental policy for the development of the research competencies of the academic staff is based on the organization of various activities (training, seminars, courses, etc.) with the support and participation of internal and external stakeholders, together with individual academic trainings. Finally, our institution considers individual performance indicators in the determination and development of research competence.

Our institution, within the framework of its research and development policy, provides the necessary support and opportunities to the researchers so that the academic staff can carry out qualified academic studies and shares the results with society. Our institution ensures that the faculty members participate in research and development studies by strengthening their cooperation with external stakeholders. Ultimately, it is among the policies of our

institution to encourage and support the academic staff in the areas determined through social cooperation.

In our institution, the R&D Working Group monitors research competencies through academic performance indicators and surveys conducted through Quality Management Information System, and meets twice a year, in May and October, to discuss the results of these indicators and the measures and improvements to be taken against the indicators. The improvement decisions taken at these meetings are reported to the Dean's Office and the Dean's Office makes the arrangements to be made in this regard.

Title	C.3.1. The improvement of research competencies of teaching staff
Responsible Unit/s	Planning: R&D Working Group Implementation: R&D Working Group Evaluation: R&D Working Group Improvement: R&D Working Group
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board External Stakeholders: Advisory Board
Implementation Areas	All teaching staff, international
Performance Indicators	● Number of activities carried out to improve the research competencies of the teaching staff ● Satisfaction rates of activities carried out to improve the research competencies of the teaching staff
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan Tables>R&D Indicators

C.3.2. National and International Joint Programs and Joint Research Units

Taking into account regional, national and international requirements and priorities in research and development studies; the faculty signs protocols with various institutions and units and contributes to various research activities in order to implement research and development policies such as strengthening cooperation with external stakeholders and enabling them to participate in research and development activities. The Foreign Relations and Adaptation Working Group makes the activity proposals and plans for the creation of national and international joint programs and participation in joint research units. The plans made are forwarded to the Faculty Administrative Board by the Dean's Office to make a decision. Execution of the decisions taken is within the responsibility of the Dean. In addition, the Foreign Relations and Adaptation Working Group meets at the end of each year (November-December). Apart from this Working Group, current cooperation activities are reviewed by obtaining opinions at the end-of-term meetings with external stakeholders and evaluations are made on subsequent cooperation activities. In addition, at the meeting held with the International Advisory Board at the beginning and end of each academic year, ideas and suggestions about the joint program and research units of the board are taken.

Title	C.3.2. National and International Joint Programs and Joint Research Units
Responsible Unit/s	Planning: Foreign Relations and Adaptation Working Group Implementation: Foreign Relations and Adaptation Working Group, Dean's Office Evaluation: Foreign Relations and Adaptation Working Group Improvement: Foreign Relations and Adaptation Working Group
Initial Planning Date	July 2018
Stakeholders	Internal Stakeholders: Departmental Boards, Academic Board, Student Representatives External Stakeholders: Advisory Board, International Advisory Board
Implementation Areas	All departments of the faculty
Performance Indicators	Number of Cooperation Protocols

	Number of Collaborations with Research and Application Centers
Date of Evaluation and Improvement	At the end of each year (November-December)
Place in the Information Management System	

C.4. Research Performance

C.4.1. Performance evaluation of the teaching staff

There are defined processes in place to monitor the research and development performance of academic staff in our institution. Within SABİS used by our university, our faculty members' academic activities are recorded. This system, located in SABİS under the heading of "Academic Activities and Performance" and works in an integrated manner with YÖK AKADEMIK, ensures that all academic activities of the faculty members can be monitored. This system has been prepared by taking into account the 88 categories in the scoring and evaluation system to be considered in the appointments and promotions of faculty members and the URAP Evaluation System, which carries out the ranking of universities in Turkey. Indexed articles, papers, letters to the editor, abstracts, technical notes, etc., in the international databases and the citations to them are periodically taken from the Web of Sciences database and automatically updated.

There are also defined processes aimed at improving the academic performance of faculty members with rewards. In this manner, the faculty members of our university are awarded as per the "Sakarya University Science, Art and Young Scientist Awards Directive". The awards given in three categories, namely Science Award/Art Award, Young Scientist Award, and Periodic Achievement Award, are evaluated through the following.

a) Articles published in scanned journals in the "Science Citation Index (SCI)", "Social Sciences Citation Index (SSCI)", "Arts and Humanities Citation Index (AHCI)".

b) Original works in the field of science and art, including books or book chapters.

c) Completed outsourced projects.

d) Artistic activities

e) Citation restricted on the application form.

The awards, given as a result of the candidates' in-person applications, are in the form of documents and financial support; and the amount of financial support is determined by the Rectorate every year.

Apart from these general rewards, our institution also has an individual reward system. These awards are given to the teaching staff at the end of the academic year in the Academic General Assembly according to the points announced by the university in three different categories: Science Award/Art Award, Young Scientist Award, and Periodic Achievement Award. In the same way, our academic staff, who are at the top of the academic incentive

score rankings, are also awarded by our institution in the Academic General Assembly. In order to increase competitiveness, it is given in two categories: (i) Instructor (Research Assistant, Teaching Assistant and Lecturer) and (ii) Faculty Member (Assistant Professor, Associate Professor and Professor).

The Dean's Office monitors the performance evaluation process of the instructors through the R&D working group. This working group monitors the performance indicators of the instructors on the system and organizes meetings twice a year, in May and October, where the results of these performance indicators and the requests and suggestions of the instructors regarding research activities are discussed. In these meetings, the working group reports to the Dean about the improvements and reviews to be made. The controls of the implementations that have been improved as a result of this report are discussed at the next meeting.

Title	C.4.1. Performance evaluation of the teaching staff
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Quality and Accreditation Board Evaluation: Quality and Accreditation Board Improvement: Quality and Accreditation Board Approval: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Departmental Boards, R&D Working Group
Implementation Areas	All the academic staff
Performance Indicators	● Number of national and international papers presented by the teaching staff ● Number of articles published in indexed journals by the teaching staff ● Number of national and international books published by the teaching staff ● Number of national and international projects carried out by the teaching staff ● Number of citations for the studies of the teaching staff

	• Number of teaching staff awarded by the faculty • Number of awards received from other institutions and organizations • Number of congratulatory letters given by the Rectorate to the teaching staff whose number of articles published in web of science journals is above the department average
Date of Evaluation and Improvement	Evaluation: At the end of each year Improvement: At the end of each academic year
Place in the Information Management System	SABİS>Institutional Management Information System>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate

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

Faculty research performance is monitored through Sakarya University Quality Management Information System. The strategic plan objectives for research and implemented activities are followed here.

During the year, the faculty requests that the information of the publications of the faculty academic staff for research be updated through the YÖKSİS and SABİS Academic Activities and Performance page. In addition, it also requests information via e-mail at various times regarding the number of projects underway. In addition, data in the SOBİAD Impact Factor system are taken into account.

In the faculty, the R&D Working Group qualitatively monitors the research performance of the faculty members. At this point, the most important monitoring mechanisms are the "Employee Satisfaction Survey", YÖKSİS and SABİS Academic Activities and Performance systems. At the meetings held twice a year (at the beginning and end of the academic year) with the participation of the Dean's Office and the stakeholders, the R&D Working Group evaluates these data and takes decisions to take various measures according to the situation, and presents the improvement suggestions and proposals to the Dean's Office.

Title	C.4.2. Evaluation and result-based improvement of research performance
Responsible Unit/s	Planning: Dean's Office, R&D Working Group Implementation: Dean's Office, R&D Working Group Evaluation: Dean's Office; R&D Working Group; Academic Board,

	Departmental Boards Improvement: Dean's Office, R&D Working Group Approval: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic Board, Departmental Boards
Implementation Areas	All the academic staff
Performance Indicators	• Annual research performance of the faculty's academic staff (see. C.4.1. Title) and relevant periodic requests for information • Web of Science publication performance • Number of Research Activities in the Faculty Bulletin • Research Performance of the Teaching Staff on YÖKSİS Page • SOBIAD Impact Factor • SABIS Academic Activities and Performance • In ANNEX-1 Performance Indicators "3. Research and Development" title, • satisfaction rate for the articles 9, 10 and 11 in the Employee Satisfaction Survey
Date of Evaluation and Improvement	Evaluation: At the end of each academic year Improvement: At the end of each academic year
Place in the Information Management System	• Institutional Management Information System (KYBS) (SABİS>Institutional Management Information System (KYBS)>Strategic Management>Reports>Strategic Plan Tables>Performance Indicators Realization Rate) • SABIS Academic Activities and Performance

C.4.3. Research budget performance

In the budget planning made every year for expenses such as transportation allowances, service purchases, consumer goods and material purchases, maintenance and repair, our institution requests a budget for these expenses every three months to the Strategy Development Department. If there is a need for additional budget, an additional budget request is made. Apart from the central budget, our faculty cooperates with various research

centers, foundations and organizations to fund research activities.

Title	C.4.3. Research budget performance
Responsible Unit/s	Planning: Strategy Development Department Implementation: Dean's Office Evaluation: Strategy Development Department Improvement: Strategy Development Department
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Administrative Staff External Stakeholders: Public Organizations and Non-Governmental Organizations
Implementation Areas	The Entire Faculty, National and International Priority Areas
Performance Indicators	• Employee Satisfaction Rate • Budget allocated from the central budget for research activities • Budget provided other than the central budget for research activities
Date of Evaluation and Improvement	Evaluation: Within 3-month periods Improvement: At the end of each academic year
Place in the Information Management System	Institutional Management Information System >Admin Panel >Process Management >Process Performance

D. SERVICE TO SOCIETY

D.1. Service to Society Strategy

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

Our faculty aims to meet the academic expectations of the society and to provide genuine religious information to the society by touching the religious life of the society; so with this responsibility, it carries out many activities in the context of social services and takes care of

the participation of the society in its activities. Various steps are taken for both students and faculty members to take part in social responsibility projects.

Faculty social contribution strategy, objectives and policies are determined by taking the opinions of internal and external stakeholders.

"Social contribution" is included in the mission and strategic objectives of the faculty.

Our faculty's social contribution policy, prepared with the opinion of internal and external stakeholders, is as follows:

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

2) To maintain stakeholder-oriented, transparent and accountable governance in 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.

The strategy and objectives of our faculty for social contribution, prepared with the opinions of internal and external stakeholders, are as follows:

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.

Each of the faculty education and research policies contains articles related to the social contribution policy.

The faculty makes video recordings of most of its activities, especially symposiums, workshops and conferences, for the purpose of social contribution, and then shares the relevant videos on the faculty Youtube channel.

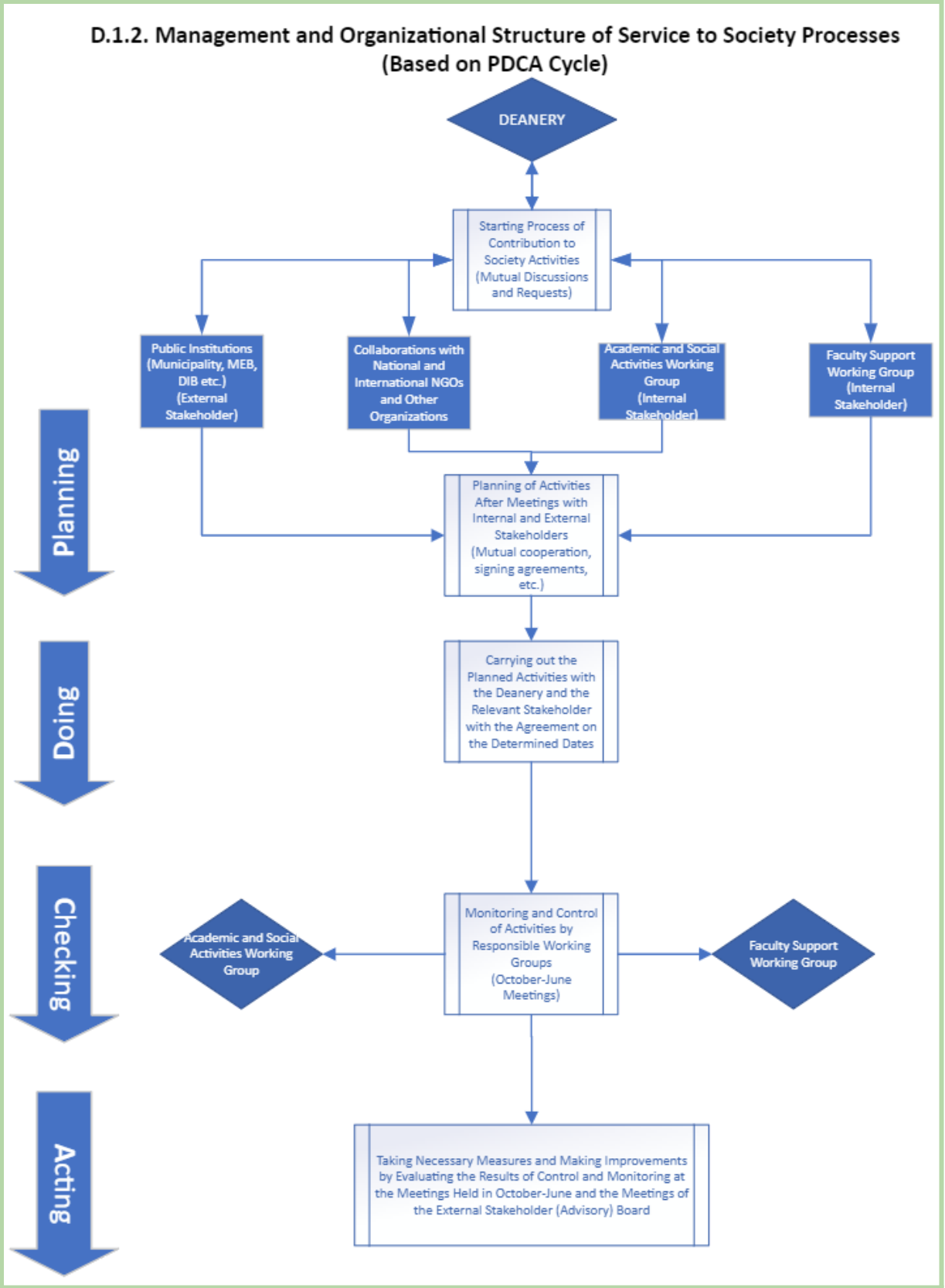
Title	D.1.1. Policy, objectives and strategy of service to society

Responsible Unit/s	Planning: Dean's Office; Quality and Accreditation Board Implementation: Dean's Office; Academic and Social Activities Working Group Evaluation: Dean's Office; Quality and Accreditation Board Improvement: Dean's Office; Quality and Accreditation Board
Initial Planning Date	Initial planning: July 2018 Interim revision: December 2020 Revision: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	The Entire Faculty; National and International Areas
Performance Indicators	The graph showing the rate of realization of the 4th strategy regarding social contribution in the Strategic Management>Reports>Red Area Graph page in the Institutional Management Information System (KYBS)
Date of Evaluation and Improvement	Evaluation: In December each year Improvements: June-July 2024
Place in the Information Management System	Institutional Management Information System (KYBS)

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

Social contribution processes in the faculty work in two ways: First, the Dean's Office takes the necessary steps to initiate activities for social contribution by exchanging views with the relevant NGOs, institutions or organizations. Secondly, activities aimed at the society are organized in line with the demands of the external faculty stakeholders or from various institutions and organizations. At this point, correspondences and the necessary collaborations are made for the planning to be operational.

There are two groups in the faculty called “Academic and Social Activities Working Group” and “Faculty Support Working Group” that carry out or monitor social contribution processes. These two groups are included in the directive of faculty working boards and groups under the heading "Social Contribution Related Boards and Working Groups". The activities and processes for social contribution are discussed in the relevant boards, which convene twice a year (May and October).



Title	D.1.2. Management and organizational structure of service to

	society processes
Responsible Unit/s	Planning: Quality and Accreditation Board Implementation: Academic and Social Activities Working Group; Faculty Support Working Group Evaluation: Quality and Accreditation Board; Academic and Social Activities Working Group; Faculty Support Working Group Improvement: Quality and Accreditation Board; Academic and Social Activities Working Group; Faculty Support Working Group Approval: Faculty Board
Initial Planning Date	Initial planning: July 2018 Interim revision: December 2020
Stakeholders	Internal Stakeholders: Academic Board External Stakeholders: Advisory Board International Stakeholders: International Advisory Board
Implementation Areas	The Entire Faculty; National and International Areas
Performance Indicators	● Number of meetings held by Academic and Social Activities Working Group and Faculty Support Working Group ● Number of activities conducted by Academic and Social Activities Working Group and Faculty Support Working Group ● Number of meetings for monitoring performance indicators
Date of Evaluation and Improvement	Evaluation: In December each year Improvements: June-July 2024
Place in the Information Management System	SABIS>Institutional Management Information System (KYBS) >Admin Panel >Process Management >Processes >Faculty of Theology>Implementation and Service to Society Processes

D.2. Service to Society Resources

D.2.1. Resources

In order to increase the effectiveness of social service activities and to establish social responsibility awareness, support is obtained from the university in addition to the physical, technical and financial opportunities that the faculty has in social projects. Those responsible for the faculty social contribution resources are the partners of the activity carried out with the Dean's Office, Academic and Social Activities Working Group (internal stakeholder) and Faculty Support Working Group (internal stakeholder) (external stakeholder: NGOs, public institutions and organizations, etc.).

The faculty cooperates and signs bilateral protocols with the municipality, various NGOs, institutions and organizations at the point of finding sources for social activities, and receives support from them; especially at the point of organization and finance in the execution of these activities. At the planning stage of each activity for social contribution, the faculty makes a plan for the resources of these activities in agreements with institutions, organizations and NGOs, and takes decisions for activity resources with the responsible partner at the planning stage. Since the activities are carried out in cooperation with institutions and organizations other than our faculty, time period in the supply of resources may vary.

Title	D.2.1. Resources
Responsible Unit/s	Dean's Office; Academic and Social Activities Working Group; Faculty Support Working Group; Stakeholder of the Related Activity (NGOs, public institutions and organizations, etc.)
Initial Planning Date	Before the activity (with relevant public institutions or NGOs)
Stakeholders	Internal Stakeholders: Academic and Social Activities Working Group; Faculty Support Working Group External Stakeholders: Relevant public institutions or NGOs etc.
Implementation Areas	The Entire Faculty; National and International Areas
Performance Indicators	● Number of meetings held by Academic and Social Activities Working Group and Faculty Support Working Group ● Number of activities conducted by Academic and Social Activities Working Group and Faculty Support Working Group ● Number of meetings for monitoring performance indicators

	• The amount of resources provided for service to society
Date of Evaluation and Improvement	At the Advisory Board Meeting held at the end of each academic year
Place in the Information Management System	Institutional Management Information System (KYBS)

D.3. Service to Society Performance

D.3.1. Monitoring and Improving Social Contribution Performance

The targets and performance indicators determined within the scope of the objectives and strategies of the faculty for social contribution are periodically (December-January) monitored by the Academic and Social Activities Working Group through Sakarya University Quality Information Management System (KBYS), and it is reported through this system whether the social contribution goals have been achieved. At the monitoring point, the faculty also requests information about the social contribution activities of the faculty members for the previous year via e-mail in December and January. At the beginning of each year, the information collected from the previous year is compiled and published in the Faculty Bulletin, and also shared as pdf on the Faculty website.

Based on the data obtained, various improvement decisions are taken and implemented by discussing with the stakeholders at the working board meeting (June-October) and the advisory board meeting (year-end).

Process Chart of Social Contribution Performance

Defined Process	Process Details	Units in Charge	Calendar
Social Contribution Performance Monitoring-1	Social contribution targets and performance are monitored through Sakarya University Quality Information Management System	Dean's Office; Academic and Social Activities Working Group	December-January
Social Contribution Performance Monitoring-2	Information on social contribution activities of the previous year is requested from Faculty Members; These are also included in the Faculty Bulletin.	Dean's Office; Academic and Social Activities Working Group	At the beginning of each academic year

Controlling/ Measuring	The data obtained are evaluated and various measures and improvement decisions are taken accordingly.	Dean's Office; Academic and Social Activities Working Group; Faculty Support Working Group; Advisory Board	At the end of each academic year

Title	D.3.1. Monitoring and Improving Social Contribution Performance
Responsible Unit/s	Planning: Dean's Office; Academic and Social Activities Working Group; Faculty Support Working Group Implementation: Dean's Office; Academic and Social Activities Working Group; Faculty Support Working Group Evaluation: Academic and Social Activities Working Group; Faculty Support Working Group Improvement: Academic and Social Activities Working Group; Faculty Support Working Group Approval: Dean's Office
Initial Planning Date	At the beginning of each academic year
Stakeholders	Internal Stakeholders: Academic Board, Student Societies External Stakeholders: Advisory Board
Implementation Areas	The Entire Faculty; National and International Areas
Performance Indicators	• ANNEX-1 Performance Indicators "4. Service to Society" Data • Service to Society Activities in the Faculty Bulletin
Date of Evaluation and Improvement	At the end of each academic year

Place in the Information Management System	SABIS>Institutional Management Information System (KYBS) >Admin Panel >Process Management >Processes >Faculty of Theology>Implementation and Service to Society Processes

E. GOVERNANCE SYSTEM

E.1. Structure of Governance and Administrative Units

E.1.1. Governance model and administrative structure

In accordance with the Higher Education Law No. 2547 and the Decree Law No. 124 on the Establishment and Duties of Senior Institutions Regulating Higher Education and the Administrative Organization of Higher Education Institutions, and in line with its mission, vision and strategic objectives, the faculty establishes new coordinatorships, commissions, boards and working groups with a participatory approach. The institution establishes the International Advisory Board and the Faculty Advisory Board in order to consult with non-governmental organizations, public institutions and other external stakeholders in order to increase the efficiency and quality of learning-teaching, research-development, social and cultural activities. The committees, which convene under the chairmanship of the Dean, consist of the Faculty secretary and other officials, and representatives of public and civil institutions and organizations that are close stakeholders of the Faculty. In addition, the faculty signs protocols with non-governmental organizations and public institutions in order to increase cooperation in various fields. The Dean's Office is responsible for the processes related to the management model and administrative structure. Sakarya University Faculty of Theology adopts a management model that ensures the participation of all stakeholders in the processes.

In order to realize its mission and vision, our institution establishes different Boards and Working Groups in line with its strategic objectives, when necessary, apart from the legislative-based management structure. Likewise, it designs the boards it creates accordingly. The members of the Quality and Accreditation Board are members of the Fundamental Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts departments within the Faculty. The duties and terms of office of the personnel working in the groups and committees formed within the faculty are followed by the Dean's Office. The Dean's Office controls and monitors the management approach at the end of each year, taking into account the results of the satisfaction surveys applied to internal and external stakeholders, the leadership survey related to the Dean's Office, employee satisfaction surveys and internal control evaluation surveys in administrative processes. It makes the necessary improvements by taking into account the suggestions from the stakeholders.

Title	E.1.1. Governance model and administrative structure
Responsible Unit/s	Planning: Dean's Office

	Implementation: Dean's Office Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Academic and Administrative Staff
Implementation Areas	The entire faculty
Performance Indicators	Satisfaction rate for the management model of the Leadership Behavior Assessment Survey
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	if.sakarya.edu.tr > Management

E.1.2. Process management

Since all management approaches, including strategic management, process management and risk management implemented institutionally at Sakarya University, are in line with internal control standards, action plans are carried out within the relevant approach of monitoring and evaluating these plans. In addition, the current situation is evaluated annually with the internal control self-assessment survey and action plans are prepared on a unit basis. The institution defines all its processes in the Quality Manual. The Quality Manual manages the processes in line with the guidelines and regulations. In our faculty, all processes such as learning and teaching processes, research and development processes, implementation and social service processes, administrative and support processes and administrative processes are followed through the Institutional Management Information System. The Dean's Office makes the necessary improvements in line with the satisfaction rate of the leader behavior evaluation survey regarding the process management and the suggestions presented at the meetings held with internal and external stakeholders in May-June.

Title	E.1.2. Process management
Responsible Unit/s	Planning: Dean's Office Implementation: Quality and Accreditation Board Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	July 2020
Stakeholders	Internal Stakeholders: Academic Board, Student Representatives External Stakeholders: Advisory Board
Implementation Areas	All employees, students
Performance Indicators	● Satisfaction rate for the process management of the Leadership Behavior Assessment Survey
Date of Evaluation and Improvement	In May-June each year
Place in the Information Management System	● SABIS>Institutional Management Information System>Process Management ● SABİS>Institutional Management Information System>Admin Panel>Process Management

E.2. Resource Management

E.2.1. Management of human resources

Our institution has a detailed defined process for human resources management. In this respect, Sakarya University has a "Human Resources Directive" that is updated and improved every year. In this defined process, human resources policy and objectives have also been set out. The directive includes regulations on staffing (job analysis, human resources planning, procurement and selection, appointments) and personnel development and valuation (meeting personnel training needs and personnel development, career development). This directive covers administrative, contracted personnel and permanent workers working in

administrative units in our institution.

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

1) To approach human resources as a corporate value by planning the medium and long-term human resources needs in line with the mission and vision of the 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.

Our institution has a defined process related to recruitment. In this respect, it informs the Directorate of Personnel of our university in terms of quality and quantity of administrative personnel needs with its reasons until the end of December every year. The personnel procurement of our institution is carried out in line with human resources planning within the framework of Civil Servants Law No. 657, Labor Law No. 4857 and related legislation. There are different ways in the process of recruiting administrative personnel requested by the head of the personnel department of our institution. These are addition, transfer, title change and promotion in office. There are also options for contracted personnel and permanent recruitment.

Dean's Office meets with the administrative staff once at the beginning of each academic year in order to receive their requests and suggestions, strengthen their institutional engagement and provide incentives for institutional success. Additional meetings can also be held if needed.

Our institution also attaches importance to and encourages the training of administrative staff in various subjects. In this respect, there are also defined processes about the training that administrative personnel will receive. In this respect, in order to determine the educational needs first, Sakarya University Service Department requests information from our institution about which personnel will receive which training. Our administrative staff, working in our institution, also choose the training they want to receive from the training list, predetermined by the Service Department. After the ‘training needs analysis’ study is completed, annual training plans and programs are prepared. After the training programs are implemented, the level of learning and the effectiveness of the training program are measured. Then, within the scope of the evaluation of education, it is defined to what extent what is learned in the training process is reflected in work.

In our faculty, human resources management, including the appointment and training of

administrative personnel, is monitored by our Dean's Office and the Personnel Department within our University. The Dean's Office informs the personnel department of the personnel shortage that it notices during the administrative functioning of the institution. The requests submitted in December are taken into account by the personnel department in the next administrative staff recruitment of the university. Our Dean's Office also monitors the training processes of the administrative personnel with the administrative personnel satisfaction surveys it conducts every year. As a result of the information obtained from these surveys, the necessary reviews and improvements regarding the trainings are reported to the in-service branch office.

Title	E.2.1. Management of human resources
Responsible Unit/s	Planning: Dean's Office Implementation: Dean's Office Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	Initial Plan: December 2020 Revision: November 2023
Stakeholders	Internal Stakeholders: Academic Board, Departmental Boards External Stakeholders: Department of Personnel, Advisory Board
Implementation Areas	All the academic and administrative staff
Performance Indicators	● Employee satisfaction rates ● Leadership Behavior Assessment Survey Satisfaction Rates ● Internal Control Assessment Survey Satisfaction Rates
Date of Evaluation and Improvement	At the end of each academic year and at the end of each year
Place in the Information Management System	● SABIS>Administrator's Notebook>Staff ● SABİS>Institutional Management Information System>Admin Panel>Surveys

E.2.2. Management of financial resources

The institution is supervised by the Department of Strategy Development of the Rectorate of Sakarya University, which has the authority to determine the amounts 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 to 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.

Title	E.2.2. Management of financial resources
Responsible Unit/s	Planning: Strategy Development Department Implementation: Dean's Office Evaluation: Strategy Development Department Improvement: Strategy Development Department
Initial Planning Date	Initial Plan: December 2020 Revision: November 2023
Stakeholders	Academic and Administrative Staff
Implementation Areas	The entire faculty
Performance Indicators	Employee Satisfaction Rate

Date of Evaluation and Improvement	Evaluation: Within 3-month periods Improvement: Each academic year
Place in the Information Management System	Institutional Management Information System >Admin Panel >Process Management >Process Performance

E.3. Information Management System

E.3.1. Integrated information management system

Our institution provides information management through SABİS (Sakarya University Information System) software, created and developed by BAUM (Computer Research and Application Center) within Sakarya University. Correspondence, Announcement of Grades, Exam Calendar, Student Information System, Electronic Document Management System, Integrated Information System, Academic Information System, Academic Advisory System, and all information flow of the University is carried through this software. The management of distance education is also provided by UZEM (Distance Education Center) through SABİS. The problems and demands submitted by the internal stakeholders to the Dean's Office are forwarded by the Dean's Office to BAUM or UZEM to resolve them. Also, the errors, deficiencies and improvement proposals in relation to SABİS, noticed by the members of the boards, working groups in our faculty and other personnel, are communicated directly to BAUM.

Title	E.3.1. Integrated information management system
Responsible Unit/s	Planning: Computer Research and Application Center Implementation: Dean's Office Evaluation: Computer Research and Application Center Improvement: Computer Research and Application Center
Initial Planning Date	December 2020
Stakeholders	Academic and Administrative Staff, Students
Implementation Areas	The entire university

Performance Indicators	Internal Control Assessment Survey Satisfaction Rates
Date of Evaluation and Improvement	At the end of each academic year
Place in the Information Management System	Sakarya Information Management System (SABIS)

E.3.2. Information security and reliability

Requests from stakeholders regarding information security are forwarded by the Dean's Office to the Information Technologies Department, and these are resolved.

Sakarya University carries out the confidentiality, announcement and preservation of the academic results through SABİS (Sakarya University Information System). Between certain dates, faculty members ensure that their exam grades are included in SABIS. It is not possible to enter notes except for the instructor who teaches the course. Students can see the grades they have received during the semester through OBS (Student Information System) in SABİS. Only students who have been authenticated in the system with their username and password can see these notes. Apart from the student who takes the course, only the coordinator and instructor who gives the course can see the grades of all the students.

Information security is provided by the Information Technologies Department. The defined processes and policies related to information security are as follows:

E-mail addresses opened by SAÜ-BİDB (Information Technologies Department) cannot be given in bulk to any individual, unit or institution other than SAU Communication Coordinatorship. The authority and responsibility for sending bulk e-mails to all users belong only to the SAU Communication Coordinatorship. In our servers operating within the Information Technologies Department, backup is performed regularly according to the specified backup policy.

Backup operations: which data to back up according to the service provided by the server, the size of the data to be backed up from the server, the determination of the number of media to be backed up according to the total data size, the determination of the backup times in which environment, for what time the backup media will be stored, the determination of the opening times of the backups as quickly as necessary, are carried out within a certain program.

There are also differences in the data to be backed up on the servers where various services are provided within SAÜ-BIDB. Therefore, it is determined by the branch offices which data to back up on which server. In the current system, backups are performed every day, every 24 hours. Backups to be performed if needed are performed in the remaining free timeframes from standard backup and copy operations.

Daily backups are taken to the log cassettes located on the backup unit. Backups taken to these cassettes are copied into two copies to weekly backup cassettes, which change once a week. One of these copies is stored in the data storage vault located in the system room, and

the other is stored in the System Management Branch Office Service of the Information Technologies Department.

System Management Branch Office server backups are stored in such a way that they can be returned to each day monthly and to the first day of each month yearly.

The backups on the servers would be reopened due to problems that may occur from the system, in cases that may be caused by legal conditions, in requests from branch offices due to any problems that will require to return. Any other requests to reopen the backups are opened as a result of the positive decision to be issued by SAU-BIDB.

Title	E.3.2. Information security and reliability
Responsible Unit/s	Planning: Information Technologies Department Implementation: Information Technologies Department Evaluation: Information Technologies Department Improvement: Information Technologies Department
Initial Planning Date	December 2020
Stakeholders	Students, Academic and Administrative Staff
Implementation Areas	The entire university
Performance Indicators	
Date of Evaluation and Improvement	Evaluation: When needed Improvement: When needed
Place in the Information Management System	

E.4. Support Services

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

Purchases needed by the units are notified to the Expenditure Authority (Dean of the Faculty).

Purchase requests from units are evaluated with an estimation of the approximate cost. Each year, the Expenditure Authority (Dean of the Faculty) can decide on the purchases in line with the figure determined in the new budget by taking stakeholder opinions into account. Suppliers (approved and/or new suppliers) receive offers. Samples are requested from the required products. The collected proposals and approved samples are evaluated by the Inspection Commission and submitted to the Expenditure Authority. The supplier is decided. Product/service is requested from the supplier selected by the expenditure authority. If there is nonconformity in the product or service received from the suppliers, the inappropriate product report is filled out. The annual performance of suppliers is evaluated according to the supplier evaluation form. Approved supplier lists are republished based on supplier performance scores. Suppliers prior to publication of this process are directly registered in the approved supplier list. Company information that is removed from or included in the list of approved suppliers during the year is recorded in the list. The data is collected.

Title	E.4.1. Suitability, quality and continuity of services and goods
Responsible Unit/s	Planning: Dean's Office Implementation: Dean's Office Evaluation: Dean's Office Improvement: Dean's Office
Initial Planning Date	December 2020
Stakeholders	Academic and Administrative Staff, Students
Implementation Areas	The entire faculty
Performance Indicators	Student and Employee Satisfaction Rates
Date of Evaluation and Improvement	At the end of each year
Place in the Information Management System	SABIS> SAU at a glance >Infrastructure and Resources>Technological Resources

E.5. Public Disclosure and Accountability

The institution publishes information about all its activities in an open, accurate, up-to-date and easily accessible manner, including educational programs and research and development activities, and informs the public. The institution has approaches that ensure its accountability.

E.5.1. Public Disclosure

The institution prioritizes presenting information about both educational programs and academic, social and cultural activities in a transparent, accurate and easily accessible way. In this context, SAU ensures the practices to inform the public by integrating the official web address and social media accounts of the institution in addition to the principle and implementation of the Institutional Communication Policy.

The institution has mechanisms that constantly update and monitor the information presented to the public and has formed a special committee within this scope. Among the main duties and policies of this delegation called “Faculty Promotion and Information Group” are to collect information and materials for preparing newsletters, brochures, digital materials promoting the institution and its activities; update the official website of the institution, translate the necessary sections into English and Arabic; ensure that the activities of the institution and news about the institution are published on the SAU News portal, faculty website and official social media accounts of the faculty, while at the same time to ensure that it reaches the archive team; organize activities promoting the faculty to the students and guests visiting the institution, etc. This committee works in coordination with the Academic and Social Studies Group, among other working units. It engages in cooperation in tasks such as planning symposiums, panels, conferences, seminars, courses, etc., under the responsibility of the Academic and Social Studies Group, conducting the necessary preparation, promotion and announcement procedures of such events; and announcing student club activities to the necessary units. The Faculty Promotion and Information Group presents the decisions taken at the regular meetings held at the beginning and end of each academic year to the Dean's Office. The Dean's Office is responsible for the execution of the decisions taken.

The institution also informs the local and national press exclusively about its academic, social and cultural activities.

The institution uses social media effectively, takes into account the feedback of its followers and engages in the necessary corrective-preventive actions. It cares about the number of audiences reached by following social media statistics. In this context, the institution has the opportunity to announce its activities to a wider audience by ensuring that all academic and social activities are shared on SAU social media accounts.

In addition, the institution creates e-mail groups at the institutional e-mail address (if@sakarya.edu.tr) on the basis of expanding its public information network. Thus, academic and social activities are announced, and necessary information is provided with the official internet address and social media accounts of the institution, as well as with bulk mail groups.

Title	E.5.1. Public Disclosure
Responsible Unit/s	Planning: Faculty Promotion and Information Group Implementation: Faculty Promotion and Information Group Evaluation: Faculty Promotion and Information Group Improvement: Faculty Promotion and Information Group, Quality and Accreditation Board
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Social Studies Group, Academic Board External Stakeholders: Advisory Board, International Advisory Board and, if necessary, SAU Communications Coordination Office
Implementation Areas	All departments of the faculty
Performance Indicators	Faculty Bulletin Activities Number of Social Media Followers Youtube Channel Data Student Satisfaction Rate (Answer given to the question of providing adequate information from the website and social media accounts)
Evaluation and Improvement Date	There are continuous evaluation and improvement works.
Place in the Information Management System	SAU Faculty of Theology SAU Faculty of Theology Bulletin

E.5.2. Accountability methods

Internal and external accountability methods of the institution are established and implemented. They are systematic, carried out within the framework of the announced calendar, and those in charge of them are clear. Their effectiveness is evaluated with the feedback received.

Apart from the official accountability methods, the institution also answers the questions written in the message section (https://if.sakarya.edu.tr/tr/3093/iletisim) on its official site, which are forwarded directly to the official e-mail address (if@sakarya.edu.tr) through the Faculty Secretary, and the problems submitted to the official e-mail address of the student affairs (ifogrenci@sakarya.edu.tr) through the senior officers responsible for student affairs. Requests sent to the aforementioned e-mail address are also checked daily by the Faculty Secretary.

Apart from these; requests, suggestions and complaints are received from the Individual Suggestion Entry field in the Institutional Management Information System. It is under the responsibility of the Faculty Secretary to take actions about the entries and respond to them within 3 (three) working days.

The institution shares all its activities with the public through its website, social media accounts and annual newsletters and uses this as an effective method. Questions received through social media channels are answered by the officials whose names are detailed in the Boards and Working Groups document. The Boards and Working Groups document is updated by the Faculty Administrative Board at the beginning of each academic year and shared with internal stakeholders.

Likewise, all kinds of suggestions and opinions such as learning-teaching, research-development, exam services and administrative processes can be conveyed through the Individual Suggestion Entry system. All messages sent through this are forwarded directly to the e-mail address of the Faculty Secretary and it is the Faculty Secretary's responsibility to reply to them.

Similarly, applications made through the Presidency's Communication Center (CIMER) are forwarded to the institution through the Rectorate. The Faculty Secretary is responsible for responding to the applications within two weeks and reporting them to the Rectorate.

Title	E.5.2. Accountability methods

Responsible Unit/s	Planning: Faculty Promotion and Information Group Implementation: Faculty Promotion and Information Group, Dean's Office Evaluation: Faculty Promotion and Information Group Improvement: Faculty Promotion and Information Group
Initial Planning Date	December 2020
Stakeholders	Internal Stakeholders: Academic and Social Studies Group, Academic Board External Stakeholders: Advisory Board, International Advisory Board and, if necessary, SAU Communications Coordination Office
Implementation Areas	All the Departments of the Faculty, All Students, Local and National Press
Performance Indicators	Number of Individual Recommendations in the Quality Management Information System (KYBS)
Evaluation and Improvement Date	At the beginning and end of each academic year
Place in the Information Management System	SAU > Faculty of Theology > Contact SABIS > Quality Management Information System > Individual Recommendations