GAZİANTEP UNIVERSITY
FACULTY OF THEOLOGY

2024 INSTITUTIONAL SELF EVALUATION REPORT

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Gaziantep – 2025

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INTRODUCTION

INFORMATION ABOUT THE FACULTY

1. Contact Information

Position	Title, Name and Surname	E-mail Address	Phone
Dean	Prof. Dr. Nazım HASIRCI	edehasirci@gmail.com	03423606965-3200
Vice Dean	Dr. Öğr. Üyesi Muhammet MAHMUTOĞLU	mahmutoglu@gantep.edu.tr	03423606965-3205
Vice Dean	Dr. Öğr. Üyesi Mustafa AKSOY	aksoymustaf@gmail.com	03423606965-3202

2. Historical Development

Gaziantep University Faculty of Theology was established by the decision published in the Official Gazette (No. 27744) on 30 October 2010. Our faculty began education in the 2011-2012 Academic Year with 81 students, 62 of whom were Turkish and 19 were international students. In the 2012-2013 Academic Year, the Evening Education Program was launched. Our faculty opened the Department of Religious Culture and Ethics Teaching for Primary Education in the 2013-2014 Academic Year; and the Arabic Program was launched starting from the fall semester of the 2015-2016 Academic Year. The Department of Religious Culture and Ethics Teaching for Primary Education was closed in 2019 by the decision of the Council of Higher Education (CoHE) (No. 75850160-104.01.02.01-E.44308, dated 20.06.2019).

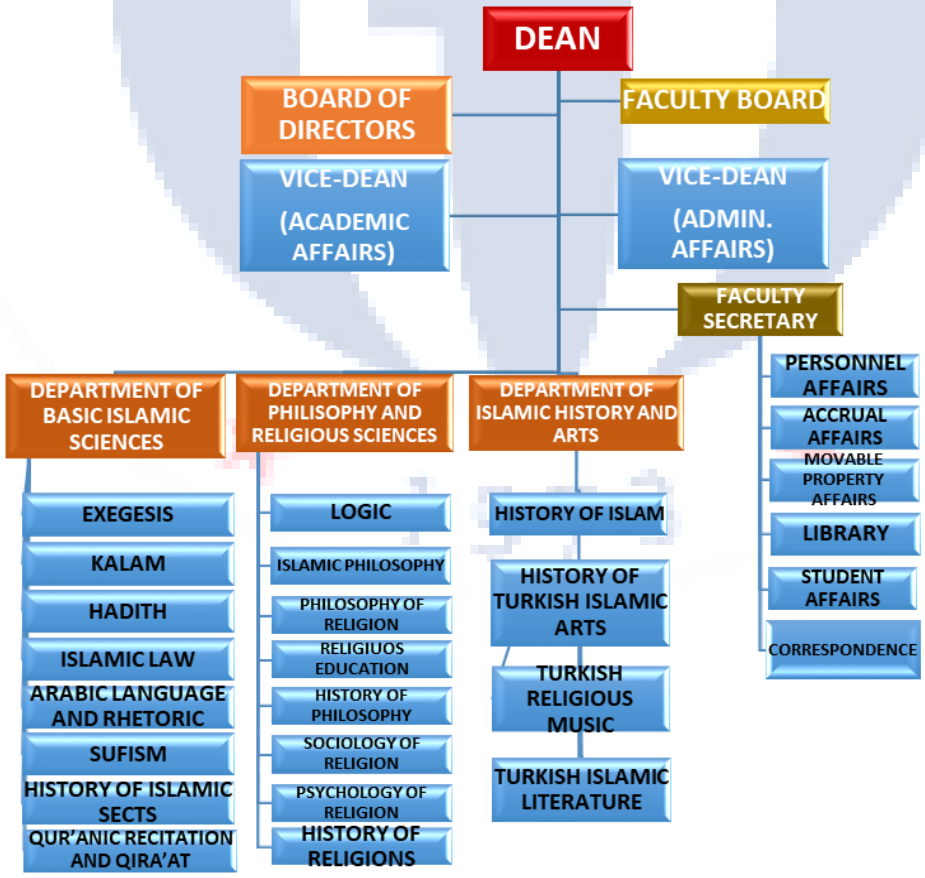
The proposal of Gaziantep University Rectorate regarding the establishment of an Arabic Theology Program within the Faculty of Theology and student admission for the 2020-2021 academic year was reviewed in the Higher Education General Council meeting on 26/03/2020, and in accordance with Article 7/h of Law No. 2547 amended by Law No. 2880, it was deemed

appropriate to admit 40 students to the aforementioned Arabic Theology Program and to establish a compulsory one-year preparatory class.

Prof. Dr. Ali AKPINAR, appointed as the founding dean, assumed office on 22 June 2011. From 2014 to 2021, Prof. Dr. Şehmus DEMİR served as dean. Starting from September 2021, Prof. Dr. Mehmet AKBAŞ acted as interim dean. As of 13 April 2023, Prof. Dr. Nazım HASIRCI has been serving as the permanent dean. The Preparatory Formal Education Program admitted students in the 2011-2012 academic year. The faculty graduated its first students in the 2015-2016 academic year. The official opening of the faculty was performed by His Excellency President Recep Tayyip Erdoğan. (See Evidence 2)

Gaziantep University Faculty of Theology has strived to become a leading educational institution in its region since its establishment. Particularly in recent years, the faculty has been working intensively in close cooperation with quality assurance bodies. In this context, our faculty has updated its mission, vision, core values, objectives, and strategic goals through various Academic Council and Board decisions, and continues its activities systematically within this framework.

Organisational Chart



3. Mission, Vision, and Core Values

MISSION

The mission of the Faculty of Theology is to educate qualified individuals capable of comprehensively evaluating religious and cultural heritage, interpreting the present and future by thoughtfully considering the past of human life, developing effective and lasting solutions to problems, and conducting research that meets national and international standards.

VISION

The vision of the Faculty is to become an institution that trains well-equipped academics and students adhering to scientific standards and academic criteria in the field of religion, and aims to produce solutions aligned with contemporary religious, social, and ethical needs, while effectively disseminating knowledge and values at national and international levels.

Core Values

1. Creating Distinction
2. Social Responsibility,
3. Prestige and Reliability,
4. Innovative/Creative Approaches ,
5. Continuous Learning,
6. Commitment to Quality
7. Institutional Integrity
8. Openness to Development,
9. Rational/Scientific Thinking,
10. Student-Centeredness,
11. Result-Orientedness,
12. Objectivity,
13. Leadership and Guidance,
14. Merit-Based Approach,
15. Teamwork Focus,

A. QUALITY ASSURANCE SYSTEM

A.1. Mission, Vision and Strategic Objectives

A.1.1. Mission, Vision, Strategic Goals and Objectives

The mission and vision, strategic goals and objectives of our Faculty were updated in accordance with Gaziantep University's mission and vision during the Faculty Executive Board meeting held on 17 December 2024 (See Evidence 1). The determined mission and vision have been published on our Faculty's official website (Evidence 2). All activities of our Faculty are carried out consistently with this mission and vision. Furthermore, our Faculty's mission, vision, strategic goals and objectives are also included in the Quality Manual (Evidence 3). The Quality Manual was updated in 2025. (Evidence 4). In line with this updated Quality Manual, the mission, vision, strategic goals and objectives were determined. The vision and mission of our Faculty are as follows:

Our Mission:

"The mission of the Faculty of Theology is to educate qualified individuals capable of comprehensively evaluating religious and cultural heritage, interpreting the present and future by thoughtfully considering the past of human life, developing effective and lasting solutions to problems, and conducting research that meets national and international standards."

Our Vision:

"The vision of the Faculty is to become an institution that trains well-equipped academics and students adhering to scientific standards and academic criteria in the field of religion, and aims to produce solutions aligned with contemporary religious, social, and ethical needs, while effectively disseminating knowledge and values at national and international levels."

Strategic Goals and Objectives:

The preparatory work for the "**2025-2029 Strategic Plan**" was initiated by the Faculty Executive Board Decision No. 39 dated 17/12/2024. For the preparation of the Strategic Plan, our Faculty's Strategic Plan Preparation Committee was updated (See. Evidence 5). Accordingly, through meetings held with the Strategic Plan Preparation Committee under the chairmanship of the Dean and Vice Deans (See Evidence 6, Evidence 7), the framework was determined with contributions from all stakeholders and finalized. In this context, the institution's current objectives and strategic goals were determined in accordance with the 2025-2029 Strategic Plan and Quality Manual as follows, and have been published on our Faculty's official website:

Goal 1 - To become an Effective, Prestigious and Innovative Research Faculty at National and International Levels

Objective 1.1- To increase the university's research and innovation outputs through qualified and high-quality publications.

Objective 1.2- To enhance knowledge production through national and international quality projects, scientific and artistic activities.

Objective 1.3- To increase the number of publications in journals indexed in international and national citation indexes.

Objective 1.4- To increase the number of publications in high impact factor journals that receive substantial citations.

Objective 1.5- To elevate the Faculty journal to national and international indexes.

Objective 1.6- To ensure academic staff participation in domestic and international activities that will enhance their professional experience.

Goal 2 - To Provide Quality Education within Universal Values

Objective 2.1- To increase the use of innovative approaches, techniques, and tools in education programs and adapt learning environments accordingly.

Objective 2.2- To implement systematic methods to enhance students' learning approaches and academics' teaching competencies.

Objective 2.3- To ensure regular updating and development of curricula in line with the knowledge, skills, and competencies required by degree programs, adhering to national and international standards.

Objective 2.4- To strengthen and effectively promote international interaction in teaching and learning processes.

Goal 3 - To Enhance the Quantity and Quality of Scientific Research

Objective 3.1- To strengthen infrastructure for more efficient research execution.

Objective 3.2- To encourage high-impact and quality scientific studies in academic fields.

Objective 3.3- To increase graduate thesis work with broad impact through national and international collaborations.

Objective 3.4- To conduct joint projects with leading theology institutes, research centers, and other university theology faculties to optimally utilize knowledge and technology.

Objective 3.5- To encourage and support academic staff in obtaining necessary training for conducting qualified research.

Goal 4 - To Enhance Students' Social-Cultural and Academic Development

Objective 4.1- To deliver educational activities through an experienced academic staff.

Objective 4.2- To ensure students graduate with comprehensive academic knowledge and competencies.

Objective 4.3- To integrate the academic program with social, cultural, and artistic activities that foster students' multidimensional growth.

Objective 4.4- To advance participatory and active learning methodologies in both curricular and extracurricular activities.

Objective 4.5- To organize student symposiums.

Objective 4.6- To broaden students' perspectives through diverse developmental approaches and organize activities supporting their personal and social growth.

Objective 4.7- To facilitate student participation in both internally and externally funded projects.

Goal 5 - Institutionalization and Strengthening Organizational Culture

Objective 5.1- To enhance the quality of institutional operations and services.

Objective 5.2- To increase training and social activities that foster organizational belonging.

Objective 5.3- To fulfill the fundamental requirements for our Faculty's accreditation in 2025.

Objective 5.4- To ensure quality by measuring and collaboratively improving institutional services with stakeholders.

Objective 5.5- To manage financial resources in alignment with the university's objectives.

Goal 6 – To Develop Services Provided to the Community

Objective 6.1- To strengthen collaboration, partnerships, and coordination with our Faculty's internal and external stakeholders.

Objective 6.2- To enhance processes for involving students in practical experience at religious service institutions.

Objective 6.3- To contribute to identifying and solving regional issues through coordination with relevant institutions, particularly the Gaziantep Provincial Mufti Office and Gaziantep Provincial Directorate of National Education.

Objective 6.4- To ensure research activities produce outputs that address social problems and can be converted for public benefit.

Objective 6.5- To develop academic activities that respond to social challenges.

Objective 6.6- To increase civic involvement projects under protocols established with the Governorship and other public institutions.

This strategic plan outlines a broad and holistic vision encompassing the Faculty's academic, educational, institutional, and social dimensions. Among the plan's primary focus areas are enhancing the quality of academic research and publications, improving educational processes, contributing to student development, strengthening institutional structure, and developing community-oriented services. Within this framework, each aim has been concretized through specific targets, with particular attention given to ensuring the sustainability of academic advancement.

When examining the strategies for teaching and learning processes, the plan emphasizes adopting innovative teaching methods, developing faculty members' pedagogical skills, and engaging students in more effective learning experiences. The integration of technological resources into learning environments will particularly enable students to benefit from active and participatory learning experiences. Additionally, providing students with social and cultural support alongside their academic development stands out as a crucial element in strengthening both their personal and social progress.

With the aim of reinforcing institutional structure and promoting organizational development, the plan includes preparing for accreditation processes, enhancing service quality, and fostering a sense of institutional belonging. The Faculty's evolution into an institution that continuously renews itself while maintaining a focus on quality constitutes a key factor in improving the productivity of both academic and administrative staff. This institutional strengthening will create a more robust foundation for achieving all strategic aims and targets.
In accordance with the aims and targets outlined in the Strategic Plan, our Faculty has carried out various activities in 2024, with efforts continuing actively. As an example, within the framework of becoming an effective, prestigious and innovative research faculty at national and international levels, the Faculty publishes the Journal of Theology Academy (See Evidence 9). The Journal of Theology Academy is a biannual publication prepared by Gaziantep University Faculty of Theology, indexed by numerous national and international databases, and publishes works in Turkish, English and Arabic. Its latest issue, Volume 20, was published in December 2024 (See Evidence 10).
Furthermore, aligned with the same objective, our Faculty has facilitated the participation of academic staff in international academic studies. (See Evidence 11, Evidence 12). Additionally, to achieve the aim of enhancing students' social-cultural and academic development, various conferences (See Evidence 13, Evidence 14), panels (See Evidence 15, Evidence 16), charity sales (See Evidence 17), projects (See Evidence 18) and events (See Evidence 19, Evidence 20).

Sub-Criterion Topic	A.1.1. Mission, Vision, Strategic Aims and Targets
Initial Planning Date	December 2024
Implementation Areas	All units of the Faculty
Monitoring Mechanisms:	Deans Office Quality and Accreditation Commission Quality and Accreditation Commissions and Boards Education and R&D Commission Measurement and Assessment Commission

Performance Indicators:	Meetings Held for Accreditation Purposes: 17.12.2024, 02.01.2025, 16.01.2025, 31.01.2025, 31.12.2024, 03.01.2025, 22.01.2025
Evaluation and Improvement:	Mission and Vision Evaluation and Improvement Meeting Year-End Evaluation Meeting

Maturity Level: Our Faculty has established a mission and vision within the framework of the strategic plan. Institution-wide implementations aligned with strategic aims and targets are currently in place, yielding measurable outcomes. Monitoring mechanisms for the strategic plan have been developed to address identified gaps, and these mechanisms serve as the foundation for preparing the new strategic plan.

Evidences:

Evidence 1: Faculty Executive Board Meeting Minutes

Evidence 2: Vision and Mission

Evidence 3: Quality Manual

Evidence 4: Quality Manual Update

Evidence 5: Strategic Plan Preparation Committee

Evidence 6: Strategic Plan Preparation Meeting

Evidence 7: Strategic Plan Preparation Meeting-2

Evidence 8: Strategic Plan Published on Faculty's Official Webpage

Evidence 9: Journal of Theology Academy – Homepage

Evidence 10: Journal of Theology Academy- Latest Issue

Evidence 11: International Academic Collaboration

Evidence 12: International Academic Collaboration-2

Evidence 13: Artificial Intelligence Conference

Evidence 14: Conference on "Theological-Sociological Roots of Zionist Order and Jewish Barbarism"

Evidence 15: Panel: "One Year of Zionist Genocide in Gaza"

Evidence 16: Panel: "Liberation from Sednaya"

Evidence 17: Charity Bazaar: "Step by Step Freedom from Damascus to Jerusalem"

Evidence 18: Compulsory Civic Involvement Projects Course

Evidence 19: World Arabic Language Day Event

Evidence 20: Psychology Reading Group Activities

A.1.2. Policies on Quality Assurance, Education and Training, Research and Development, Social Contribution, and Governance System

In line with our Faculty's commitment to quality assurance, education, research and development, social contribution, and management systems, we implement a student-centered approach in our educational processes, aiming to cultivate well-equipped individuals at both national and international levels. Our educational philosophy emphasizes access to knowledge, critical thinking, and research-based learning, incorporating various methods that contribute to students' academic and personal development. All teaching processes are planned, executed, and continuously improved through a quality-focused perspective. Accordingly, our Faculty has established comprehensive policies covering education and teaching, research and development, social contribution, institutional management and development, quality assurance, and internationalization.

The Faculty's policies were reviewed and updated during the Academic General Assembly Meeting on January 31, 2025 in alignment with our quality and accreditation processes (See Evidence 1). These policies reflect our vision and mission, formulated in accordance with the university's quality policies, and define our strategic objectives, targets, and performance indicators. They have been publicly shared with all stakeholders through Gaziantep University's official website (See Evidence 2) and are documented in the Quality Manual (See Evidence 3) and Strategic Plan (See Evidence 4). The Faculty monitors its strategic targets based on these policies, ensuring all activities are organized and executed within this established framework. The quality policies guiding these efforts are implemented consistently across all Faculty operations. The quality policies of our Faculty are as follows:

Our Quality Policy (See Evidence 5):

A. Education Policy

1. Student-Centered Approach: To adopt a student-centered educational model that supports academic and personal development while enhancing critical thinking and analytical skills.
2. Lifelong Learning: To equip students not only with professional knowledge but also with lifelong learning competencies that promote scientific, cultural, and spiritual growth.
3. Compliance with International Standards: To continuously improve education quality by aligning teaching processes with national and international academic standards.
4. Community-Service Oriented Education: To educate students as ethically conscious individuals with social awareness, ensuring their integration with society.
5. Continuous Improvement and Quality Management: To establish a continuous improvement system that evaluates educational processes through stakeholder participation, addresses deficiencies, and pursues perpetual development.

B. Research and Development Policy

1. Ethical Principles**:** To strictly adhere to scientific ethical principles (honesty, impartiality, objectivity, confidentiality, respect for intellectual property rights) in all research activities.
2. International Collaborations and Participation: To strengthen international academic collaborations and encourage participation in global research networks.
3. Inclusive Education and Research Opportunities: To provide qualified research opportunities for students and support their scientific thinking skills development.

4. Promotion of Interdisciplinary Studies: To conduct interdisciplinary research bridging theology with social and natural sciences.
5. Organizing Continuous Education and Research Programs: To organize continuous training programs and seminars on innovative research methodologies.
6. Conducting Innovative and Pioneering Studies for the Future: To develop pioneering studies addressing society's evolving needs in theology.

C. Social Contribution Policy

1. To develop and implement solutions for social challenges faced by the community.
2. To shape community service policies through active stakeholder participation.
3. To encourage and support faculty and student involvement in community service activities.
4. To translate research outcomes into public benefit through academic and social events.
5. To effectively utilize mass communication tools to enhance public religious literacy.

D. Institutional Management and Development Policy

1. To consider compliance with quality standards and procedures as fundamental requirements in the institutional development process.
2. To publicly share decisions made through consultations with internal and external stakeholders, in line with transparent management principles.
3. To carefully monitor national and international developments and standards.
4. To promote management culture and strengthen institutional belonging.
5. To monitor academic and administrative staff performance while providing equal opportunities, promotions, and delegations of authority in line with the institution's mission and vision.
6. To use communication tools to inform about institutional activities and enhance institutional visibility.
7. To maintain a healthy and safe environment for staff and students through occupational health and safety practices

E. Quality Policy

1. To establish a sustainable quality tradition within the Faculty.
2. To continuously improve services and activities in line with quality principles.
3. To conduct studies aimed at increasing satisfaction of internal and external stakeholders.
4. To comply with principles of transparency, accountability and innovation.
5. To create a safe, healthy and peaceful work environment.

F. Internationalization Policy

1. To enhance the Faculty of Theology's recognition both domestically and internationally.
2. To strengthen cooperation with other theology education institutions at international level.
3. To elevate the Faculty's undergraduate and graduate education to a more effective international standing.
4. To encourage participation of students and academic staff in international exchange programs.
5. To increase foreign participant numbers by organizing international symposiums, workshops and other scientific meetings.

6. To support faculty members in publishing their works in foreign languages through internationally recognized publishers and having their articles published in internationally indexed journals.
7. To make the Faculty a preferred institution for international students.
8. To implement continuous improvements towards internationalization goals.

Sub-Criterion Topic:	A.1.2. Quality Assurance, Education, Research & Development, Social Contribution, and Management System Policies
Initial Planning Date:	2020
Implementation Areas:	All units of the Faculty
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Quality and Accreditation Commissions and Board Education and R&D Commission Measurement and Assessment Commission
Performance Indicators:	Gaziantep University Faculty of Theology Policies 1- Objectives aligned with Education Policy (4 items) 2- Objectives aligned with Research & Development Policy (6 items) 3- Objectives aligned with Social Contribution Policy (8 items) 4- Objectives aligned with Institutional Management and Development Policy (6 items) 5- Objectives aligned with Quality Assurance Policy (6 items) 6- Objectives aligned with Internationalization Policy (2 items)
Evaluation and Improvement:	Evaluation Meetings

Maturity Level: Institutional policies in quality assurance, education, research and development, social contribution, and management systems have established interconnections, and this integrated policy framework guides the internal quality assurance system, with results being systematically monitored. While progress has been made in implementation, some deficiencies remain regarding the inclusion of all stakeholder perspectives. Corrective measures are currently being developed to address these gaps.

Evidence

Evidence 1: Academic General Assembly Meeting

Evidence 2: Policies of the Faculty of Theology, Gaziantep University

Evidence 3: Quality Manual

Evidence 4: Strategic Plan

Evidence 5: Our Quality Policies

A.1.3. Institutional Performance Management

Institutional performance management in our faculty is monitored in accordance with the period of the plan as outlined in the Quality Manual (See Evidence 1) and the Strategic Plan (See Evidence 2). In line with the institution's mission, vision, strategic objectives, and goals, and within the framework of the procedures and principles set by the Higher Education Quality Council, the Quality and Accreditation Commission (See Evidence 3), the Education and R&D Commission (See Evidence 4) and the Stakeholder Relations Commission (See Evidence 5) have been established, and their members have been designated (See Evidence 6) to plan and implement the process in accordance with Theology Accreditation Agency principles. Accordingly, each commission and board determines and monitors its own performance (See Evidence 7, Evidence 8) and the relevant records are documented (See Evidence 9). In addition, the Academic Board convenes with the participation of the Dean, Vice Deans, and occasionally the Rector (See Evidence 10, Evidence 11) to discuss performance indicators (See Evidence 12).

Sub-Criterion Topic:	A.1.3. Institutional Performance Management
Initial Planning Date	December 2024
Implementation Areas:	All units of the faculty
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Quality and Accreditation Commissions Board Education and R&D Commission Measurement and Assessment Commission Stakeholder Relations Commissions Strategic Relations Commission Strategic Plan Our Quality Policies
Performance Indicators:	Performance Indicators in the Strategic Plan Activity Reports
Evaluation and Improvement:	Year-End Evaluation Meeting

Maturity Level: Performance indicators and key performance indicators (KPIs) have been established across all relevant areas. However, the monitoring of these indicators is currently conducted in a non-systematic manner and does not comprehensively cover all target domains.

Evidence

Evidence 1: Quality Manual

Evidence 2: Strategic Plan

Evidence 3: Quality and Accreditation Commission

Evidence 4: Education and R&D Commission

Evidence 5: Stakeholder Relations Commission

Evidence 6: Commission Members

Evidence 7: Performance Indicators (University-wide)

Evidence 8: Stakeholder Relations Commission Meeting

Evidence 9: Advisory Board Meeting

Evidence 10: Academic General Assembly Meeting

Evidence 11: Quality and Accreditation Performance Evaluation Meeting

Evidence 12: Quality Accreditation Assessment Meeting

A.2. Internal Quality Assurance

Gaziantep University Faculty of Theology conducts its internal quality management in full alignment with the University's Quality Development Coordination Office. The Faculty executes all quality-related workflows in compliance with the conditions and requirements outlined in the Quality Manual, which has been prepared in accordance with the regulations specified in Gaziantep University's Strategic Plan. As defined in the Quality Manual, core areas—including education and training, R&D activities, COMMUNİTY engagement, management systems and protocols, and internationalization—are established by Gaziantep Faculty of Theology Quality and Accreditation Commissions and Boards and implemented in collaboration with Faculty administration. Activities under this framework are monitored, evaluated, and continuously improved through a "feedback loop" system by these same commissions and boards (See Evidence 1).

Evidence

Evidence 1**:** GAUN Faculty of Theology Board and Commission Meeting Minutes

A.2.1. Quality Commission

In accordance with Articles 7 and 8 of the "Higher Education Quality Assurance Regulation" concerning the Higher Education Council Quality Committee, our Faculty established Quality/Accreditation Commissions and Boards during a meeting held on 28/07/2020 (Evidence 1) and subsequently updated their objectives and scope on 27/12/2024 (Evidence 2). Between 2020-2024, our Faculty conducted intensive quality improvement activities (Evidence 3). By 2024, recognizing the need for a new strategic plan, the Faculty Executive Board approved the "**2025-2029 Strategic Plan**" through Decision No. 39 dated 17/12/2024, initiating preparatory work (Evidence 4).

The Faculty's quality processes operate under a total quality management framework, supervised by a Vice Dean and implemented jointly by the University Quality Development Coordination Office and Faculty Quality/Accreditation Commissions. Progress reports on these processes are evaluated in meetings chaired by the Dean and attended by the Vice Dean, quality commission members, and board members, where decisions regarding new improvement strategies are made (Evidence 5). Additionally, Quality/Accreditation Commission representatives meet periodically to assess completed and upcoming activities, ensuring process continuity (Evidence 6). The

relevant Quality and Accreditation commissions and boards active in our Faculty are presented in the Table below:

Gaziantep Faculty of Theology Quality Commissions	1. Quality and Accreditation Commission 2. Education and R&D Commission 3. Stakeholder Relations Commission 4. Strategic Plan Preparation Commission 5. Measurement and Assessment Commission 6-Faculty of Theology Advisory Board 7-National and International Advisory Board 8-External Relations Coordination Office 9-Faculty Promotion and Publicity Working Group 10- Internal and External Stakeholders 11- Quality Manual Preparation Team 12- Institutional Internal Evaluation Report Update Team

In addition to the previously listed commissions and boards, the Faculty has established the following unit committees, as shown in the table below:

Gaziantep Faculty of Theology Unit Commissions	Horizontal Transfer Commission Course Exemption Commission Preparatory Classes Commissions Academic Incentive Commission Movable Assets Inspection and Acceptance Commission Movable Assets Inventory and Deregistration Commission Procurement Commission

The definitions and responsibilities of these committees and commissions have been formally established. Their roles and operational guidelines were developed in accordance with the directives outlined in the *Gaziantep University Quality Manual* (See Evidence 7). Additionally, the descriptions and duties of these commissions and boards have been publicly shared on the faculty's website (Evidence 8).

The commissions and boards within Gaziantep University Faculty of Theology have been updated (Evidence 9). The established quality boards and commissions hold periodic meetings to make decisions aimed at setting goals. or example, the Strategic Plan Preparation Commission held a meeting regarding task definitions (Evidence 10). In a meeting organized by the "Stakeholder Relations Commission", discussions were held on improving stakeholder satisfaction measurement systems, evaluating and proposing improvements for existing stakeholder satisfaction practices, assessing graduate survey results, and adapting faculty courses to the quality and accreditation process (Evidence 11). The Education and R&D Commission convened to discuss the commission's role and objectives in accreditation, the evaluation of survey results for both current and graduate students, student performance assessments during

the learning process, and relationships with alumni (Evidence 12). Furthermore, other commissions and boards also hold meetings to assess the faculty's status, make decisions on precautionary measures, regulations, and updates (Evidence 13, 14).

Year:	2025
Sub-Criterion:	A.2.1. Quality Commission Implementation Areas
Initial Planning Meeting:	October 2020
Implementation Areas:	Faculty and Sub-Units
Monitoring Mechanisms:	Quality Commissions and Boards
Performance Indicators:	Meetings
Evaluation and Improvement:	Academic Board Meeting Commission Meetings

Maturity Level: The Quality Commission conducts its work systematically and in alignment with its authorized duties and responsibilities, operating within the framework of the institution's comprehensive quality management system. Findings from implemented practices are monitored, and the monitoring results are evaluated to implement necessary improvements.

Evidence

Evidence 1: Quality and Accreditation Commission Meeting Minutes

Evidence 2: Gaziantep University Faculty of Theology Meeting Minutes (No. 2024/40, dated 27/12/2024)

Evidence 3: Meetings Held within the Scope of Accreditation

Evidence 4: Gaziantep University Faculty of Theology Executive Board Decision (No.39, dated 17/12/2024)

Evidence 5: Commission Meeting Minutes

Evidence 6: Gaziantep University Faculty of Theology Accreditation Process Meeting Minutes (dated 18/11/2024)

Evidence 7: Gaziantep University Faculty of Theology Quality Manual

Evidence 8: Gaziantep University Faculty of Theology Commissions and Boards

Evidence 9: Gaziantep University Faculty of Theology Executive Board Meeting Minutes

Evidence 10: Gaziantep University Faculty of Theology Strategic Plan Preparation Commission Meeting Minutes (dated 03/02/2025)

Evidence 11: Gaziantep University Faculty of Theology Stakeholder Relations Commission Meeting Minutes

Evidence 12: Gaziantep Faculty of Theology Education and R&D Commission Meeting Minutes

Evidence 13: Gaziantep University Faculty of Theology Measurement and Assessment Commission Meeting Minutes

Evidence 14: Gaziantep University Faculty of Theology Quality and Accreditation Commission Meeting Documents

A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)

The internal quality assurance at our Faculty is maintained through Quality/Accreditation Commissions established under the management and presidency of the Dean's Office. These internal quality assurance mechanisms operate in accordance with the Quality Manual (See Evidence 1), and Strategic Plan (Evidence 2), with each commission conducting separate evaluations. Within the framework of total quality management, PDCA cycles (Plan-Do-Check-Act) are clearly defined. In this process, a system has been established that integrates with management information systems such as the Electronic Document Management System (EDMS), Student Automation System, Library Automation System, and Alumni Information System, enabling the evaluation, archiving, and tracking of institutional data through close collaboration with the University Quality Development Coordination Office.

Our Faculty places great importance on stakeholder meetings necessary for effective implementation of PDCA cycles, and such meetings have been conducted during this process (Evidence 3, Evidence 4). This approach has ensured quality continuity, with performance indicators monitored through *Internal Evaluation Reports*. Student participation in Quality Commission meetings has been encouraged (Evidence 4). Additionally, at the end of each academic year, year-end departmental meetings are organized to create a target action plan and evaluate the completed academic year (Evidence 5).

Our Faculty considers the Quality Manual and Strategic Plan as primary references in quality processes and strives to build a reliable structure in line with these documents. The internal quality assurance mechanisms are effectively managed by the Quality and Accreditation Commissions established under the Faculty administration and presidency, ensuring harmonious work with all units. To further develop and disseminate the quality assurance system more effectively across all units, our Faculty regularly organizes Quality Commission meetings. These efforts have significantly contributed to the institutionalization process of our Faculty and enhanced the sustainability of the management system. Despite changes in senior management, the necessary infrastructure has been established to ensure uninterrupted business processes, with full institutionalization targeted (Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10). This process has been shaped based on PDCA cycles.

To ensure the sustainability of quality processes, *Unit Activity Reports* (Evidence 11, Evidence 12, Evidence 13, Evidence 14, Evidence 15) and the Quality Manual are regularly updated, while our Faculty's objectives and performance indicators are carefully monitored by relevant academic units. In coordination with the University Quality Development Coordination Office, studies are conducted to analyze, archive, and monitor data through management information systems (Evidence 16).

Five main commissions have been established to effectively manage quality and accreditation processes. One of these commissions, the Quality and Accreditation Commission, oversees the functioning of other commissions while coordinating the establishment and implementation of quality standards (Evidence 17).

Year:	2025
Sub-Criterion Topic:	A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)
Initial Planning Meeting:	October 2020
Implementation Areas:	Faculty and Sub-Units
Monitoring Mechanisms:	Quality Commissions and Boards Quality Manual Strategic Plan Academic Board Meetings Minutes (Example-1, Example-2 Performance Reports Satisfaction Surveys Stakeholder Participation Meetings Department Meeting Minutes (Example-1, Example-2)
Performance Indicators:	Satisfaction Survey Results Unit Activity Report 2020 Unit Activity Report 2021 Unit Activity Report 2022 Unit Activity Report 2023
Evaluation and Improvement:	Academic Board Commission Meetings

Maturity Level: The institution has established internal quality assurance mechanisms (processes, PDCA cycles, duties, authorities and responsibilities, quality tools) covering all areas and processes, and some implementation results have been obtained from these mechanisms. However, these mechanisms are not executed within the framework of comprehensive quality management across the institution, and the results of implementations are not being monitored.

Evidence

Evidence 1: Gaziantep University Faculty of Theology Quality Manual

Evidence 2: Gaziantep University Faculty of Theology Strategic Objectives

Evidence 3: Gaziantep University Faculty of Theology Commission and Board Meeting Minutes

Evidence 4: Gaziantep University Faculty of Theology Academic Board Meeting Minutes

Evidence 5: Gaziantep University Faculty of Theology Stakeholder Relations Meeting

Evidence 6: Gaziantep University Faculty of Theology Strategic Plan Preparation Commission Meeting Minute

Evidence 7: Gaziantep University Faculty of Theology Stakeholder Relations Commission Meeting Minutes

Evidence 8: Gaziantep University Faculty of Theology Measurement and Assessment Commission Meeting Minutes

Evidence 9: Gaziantep University Faculty of Theology Education and R&D Commission Meeting Minutes

Evidence 10: Gaziantep University Faculty of Theology Quality and Accreditation Commission Meeting Minutes

Evidence 11: Gaziantep University Faculty of Theology Unit Activity Report 2019

Evidence 12: Gaziantep University Faculty of Theology Unit Activity Report 2020

Evidence 13: Gaziantep University Faculty of Theology Unit Activity Report 2021

Evidence 14: Gaziantep University Faculty of Theology Unit Activity Report 2022

Evidence 15: Gaziantep University Faculty of Theology Unit Activity Report 2023

Evidence 16: Gaziantep University Faculty of Theology Accreditation Process Information and Evaluation Meeting Minutes (dated 11.12.2024)

Evidence 17: Gaziantep University Faculty of Theology Advisory Board Meeting Minutes

A.2.3. Leadership and Quality Assurance Culture

Our Faculty systematically structures all strategic processes within its quality framework, emphasizing institutionalization. Accordingly, it has developed standard practices and regulations that align with institutional requirements. As previously stated, these implementations have been carried out in accordance with the *Quality Manual* (See Evidence 1) and *Strategic Plan* (See Evidence 2). Furthermore, improvements to existing practices have accelerated decision-making and implementation processes (See Evidence 3).

The Quality Management System (QMS) operates with an R&D-oriented approach, fostering a quality-conscious vision to become a globally competitive university in education and scientific research (See Evidence 4, Evidence 5). Survey results from Gaziantep University Faculty of Theology's cloud system demonstrate the monitoring of quality processes. Our Faculty collaborates with University Quality Development Coordination Office to align objectives and necessary actions (See Evidence 6). Annually, the Coordination Office collects *Unit Self-Evaluation Reports* for use in the *University Institutional Evaluation Report*, with submissions managed via the Institutional Information Management System.

The Faculty maintains continuous communication with external stakeholders and remains attentive to their expectations (See Evidence 7). To address these demands, collaborative efforts and protocols. The Gaziantep University Quality Commission guides our Faculty, working under the leadership of the Dean to institutionalize a sustainable quality culture. In 2024, the Faculty updated its *Quality Manual* and applied for accreditation with the Theology Accreditation Agency (TAA). Our website has been regularly updated throughout this process.

Alongside these initiatives, Unit Activity Reports are prepared routinely to ensure the sustainability of quality processes (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12). Revisions to the *Quality Manual* are made as deemed necessary.
Additionally, leadership training programs—offered internally, university-wide, and by the TAA—continue to enhance the competencies of administrators overseeing accreditation (Evidence 12)

Year:	2025
Sub-Criterion Topic:	A.2.3 Leadership and Quality Assurance Culture
Initial Planning Meeting:	October 2020
Implementation Areas:	Faculty and Sub-Units
Monitoring Mechanisms:	Quality Commissions and Boards Quality Manual Strategic Plan Academic Board Meeting Minutes (Example-1, Example-2 Performance Reports Satisfaction Surveys Administrative Staff Satisfaction Survey Academic Staff Satisfaction Survey Stakeholder Participation Meetings Department Meetings Minutes (Example-1, Example-2)
Performance Indicators:	Satisfaction Survey Results Unit Activity Report 2020 Unit Activity Report 2021 Unit Activity Report 2022 Unit Activity Report 2023
Evaluation and Improvement:	Academic Board Commission Meetings

Maturity Level: The institution possesses a corporate culture and leadership approach that supports quality assurance, encompassing all units and processes, with some results achieved from activities in this context. However, these practices are not implemented within a comprehensive quality management framework across the institution, and their outcomes are not systematically monitored.

Evidence

Evidence 1. Gaziantep University Faculty of Theology Quality Manual

Evidence 2. Gaziantep University Faculty of Theology Strategic Plan

Evidence 3. Gaziantep University Faculty of Theology Advisory Board Meeting Minutes

Evidence 4. Gaziantep University Quality Management System

Evidence 5. Gaziantep University Quality Development Coordination Office

Evidence 6. Accreditation Information and Evaluation Meeting

Evidence 7. Gaziantep University Faculty of Theology Stakeholder Relations Commission Meeting Minutes

Evidence 8. G Gaziantep University Faculty of Theology Unit Activity Report 2019

Evidence 9. Gaziantep University Faculty of Theology Unit Activity Report 2020

Evidence 10. Gaziantep University Faculty of Theology Unit Activity Report 2021

Evidence 11. Gaziantep University Faculty of Theology Unit Activity Report 2022

Evidence 12. Gaziantep University Faculty of Theology Unit Activity Report 2023

Evidence 13. TAA (Theology Accreditation Agency) Accreditation Information Meeting

A.3. Stakeholder Participation

A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education and Training, Research and Development, Social Contribution, Governance, and Internationalization Processes

In the Stakeholder Relations Commission meeting held on 27.12.2024 (See Evidence 1) commission members were updated. In the subsequent meeting held on 02.01.2025 by the updated commission (See Evidence 2) decisions were made to enhance communication with external stakeholders, collaborate with non-governmental organizations to increase the faculty's visibility, and effectively use social media accounts.

Our faculty prioritizes stakeholder feedback and contributions in executing, monitoring, and evaluating processes related to quality assurance, education and training, research and development, social contribution, governance, and internationalization (See Evidence 3). The processes related to stakeholder participation and their involvement in decision-making have been defined in the Quality Manual (See Evidence 4). Additionally, various meetings have been organized within the faculty to encourage the active participation of internal and external stakeholders (See Evidence 5). Through these meetings, our faculty identifies stakeholder opinions and expectations, which subsequently lead to reports analyzing the institution's strengths and weaknesses (See Evidence 6).

Our Faculty manages its long-term goal-setting and achievement processes through stakeholder participation within the framework of total quality management. Accordingly, a Stakeholder Analysis List has been prepared (See Evidence 7).

The Education and R&D Commission (See Evidence 8) and Stakeholder Relations Commission (See Evidence 9) established to implement quality policies for educational programs and develop new strategies, have monitored processes with stakeholders and presented their decisions to the Faculty Executive Board.

Student representation is ensured in relevant boards and commissions, with their opinions incorporated into processes. Through the 31.12.2024 decision of the Quality and Accreditation Commission, a resolution was made for students' advisory participation in the Faculty Executive Board (See Evidence 10). This decision enabled comprehensive evaluation of student representation. Additionally, all academic and administrative staff have been included to support the Quality Commission and contribute to the sustainability of the quality assurance system.
Our Faculty has gathered feedback from internal stakeholders - including academic staff (See Evidence 11), administrative staff (See Evidence 12) and students (See Evidence 13) through university-wide surveys, and their input has contributed to improvement processes. Plans have been made to conduct satisfaction surveys for personnel in administrative units and for both internal and external stakeholders (See Evidence 14) with the aim of ensuring oversight of process management. In our academic units, student evaluation surveys have been administered to monitor teaching processes and faculty performance (See Evidence 15, Evidence 16, Evidence 17, Evidence 18, Evidence 19). The results of these evaluation surveys have been shared with academic unit administrators and relevant faculty members (See Evidence 20).

Our Faculty ensures the participation of external stakeholders in decision-making processes through organized information sessions, symposia, workshops, and correspondence (See Evidence 21, Evidence 22). Additionally, the Gaziantep University Faculty of Theology External Stakeholder Satisfaction Survey (See Evidence 23) systematically collects feedback from our external partners. Furthermore, the suggestion and complaint form available on our Faculty's website is actively utilized (See Evidence 24).
The Faculty maintains ongoing collaboration with public and private institutions, as well as non-governmental organizations, across various domains including educational processes, scientific research projects, socio-cultural activities, and infrastructure development initiatives (See Evidence 25, Evidence 26, Evidence 27, Evidence 28).
To strengthen ties with alumni, our Faculty has implemented several engagement programs. Regular Alumni Satisfaction Surveys (See Evidence 29) are conducted to gather and evaluate graduate feedback. Moreover, traditional annual meetings with graduating students are planned each June under the Dean's Office to facilitate dialogue and exchange of ideas.

Sub-Criterion Topic:	A.3.1. Participation of Internal and External Stakeholders in Quality Assurance, Education, Research & Development, Social Contribution, Management, and Internationalization Processes
Initial Planning Date	December 2020
Implementation Areas:	All Faculty Units
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Quality and Accreditation Commissions and Boards Stakeholder Relations Commission Education and R&D Commission Academic Staff Satisfaction Survey Administrative Staff Satisfaction Survey Student Satisfaction Survey

	Suggestion and Complaint Form
Performance Indicators:	Student Satisfaction Rate: 51% Academic Staff Satisfaction Rate: 61.55% Administrative Staff Satisfaction Rate: 52.6%
Evaluation and Improvement:	General Status Assessment by the Education and R&D Commission Interpretation of Survey Results

Maturity Level: Stakeholder participation in all processes and decision-making within the institution is carried out as part of holistic quality management. The findings obtained from stakeholder participation practices are monitored, evaluated jointly with stakeholders, and necessary measures are taken based on the monitoring results.

Evidence

Evidence 1: Updated Stakeholder Relations Commission

Evidence 2: Stakeholder Relations Commission Meeting

Evidence 3: Stakeholder Relations Commission Meeting Minutes

Evidence 4: Quality Manual

Evidence 5: Advisory Meeting with External Stakeholders

Evidence 6: Unit Activity Report

Evidence 7: Stakeholder Analysis List

Evidence 8: Education and R&D Commission

Evidence 10: Quality and Accreditation Meeting

Evidence 11: Academic Staff Satisfaction Survey

Evidence 12: Administrative Staff Satisfaction Survey

Evidence 13: Student Satisfaction Survey

Evidence 14: Stakeholder Relations Commission Meeting

Evidence 15: Academic Staff Satisfaction Survey Results

Evidence 16: Advisor Satisfaction Survey Results

Evidence 17: Administrative Staff Satisfaction Survey Results

Evidence 18: Alumni Satisfaction Survey Results

Evidence 19: Student Satisfaction Survey Results

Evidence 20: Education R&D Meeting Minutes

Evidence 21: Advisory Board Meeting Invitation - Correspondence

Evidence 22: National and International Advisory Board Meeting Invitation

Evidence 23: External Stakeholder Satisfaction Survey

Evidence 24: Suggestion and Complaint Form

Evidence 25: Academic Cooperation Protocol with Religious Affairs

Evidence 26: Visual Documentation of Activities with Ministry of Education and Religious Affairs

Evidence 27: Social Involvement Projects

Evidence 28: Bilateral Protocol

Evidence 29: Alumni Satisfaction Survey

A.4. Internationalization

A.4.1. Internationalization Policy

Our Faculty follows an internationalization policy in accordance with Gaziantep University's Internationalization Policy Document (See Evidence 1) This includes maintaining programs such as the Bologna Process (See Evidence 2), Erasmus-Erasmus+ programs (See Evidence 3), Turkey Scholarships (See Evidence 4), Mevlana Exchange Program (See Evidence 5), and Farabi Exchange Program (See Evidence 6. University executives visit foreign universities to sign education and research cooperation protocols. Under these protocols, administrators from partner universities visit our Faculty to evaluate various cooperation opportunities. Faculty members participate in academic activities abroad, with two of our academics traveling to Uzbekistan in 2024 (See Evidence 7, Evidence 8). Our university has agreements with various countries for academic cooperation, student exchange, and joint research (See Evidence 9). Student and academic staff exchanges are conducted through Erasmus and Mevlana exchange programs. The institution accepts a certain number of students from different countries each year, thereby contributing to promoting Turkey's and the region's values internationally. Additionally, interaction between our students and international students is facilitated through the cultural values they bring (See. Evidence 10, Evidence 11, Evidence 12).
Our faculty journal has begun to be indexed in international databases (See Evidence 13, Evidence 14). In line with our internationalization efforts, our faculty has opened a department with Arabic as the medium of instruction for international students (See Evidence 15). Our university, making significant progress in internationalization, became the first higher education institution to establish a program abroad in accordance with the Presidential Decree of the Republic of Türkiye and the relevant decisions of the Council of Higher Education (CoHE). In this context, the Faculty of Islamic Sciences was inaugurated in Azaz, Syria, in 2019 (See Evidence 16). Our academic staff actively contributes to this faculty (See Evidence 17). Students enrolled in our faculty also have the opportunity to benefit from the YLSY Scholarship Program (See Evidence 18).
The internationalization policy of our faculty has been defined under eight main objectives: "Enhancing the recognition of the Faculty of Theology both nationally and internationally," "Strengthening collaboration with other institutions offering theology education at the international level," "Elevating the faculty's undergraduate and graduate education to a more effective standing globally," "Encouraging student and academic staff participation in international exchange programs," "Increasing the number of international participants by organizing symposiums, workshops, and other academic events," "Supporting faculty members in publishing their works in foreign languages through internationally recognized publishers and ensuring their articles are published in indexed journals," "Making the faculty a preferred

institution for international students," and "Implementing continuous improvements to achieve internationalization goals." Efforts continue in line with these objectives (See Evidence 19).

Year:	2024
Sub-Criterion Topic:	Internationalization Policy
Initial Planning Meeting:	Quality and Accreditation Unit meeting held on 15.10.2020
Implementation Areas:	Academic staff, students, and administrative personnel
Monitoring Mechanisms	National and International Advisory Board End-of-Term Meetings
Performance Indicators:	Our academics abroad: 1, 2.
Evaluation and Improvement:	Conducted at the end of each academic year Minutes of the end-of-term evaluation meeting Academic Board

Maturity Level: The institution has implemented certain practices in line with its internationalization policy, which takes into account all of its functions in education, research and development, and community engagement, and some results have been obtained from these practices. However, the outcomes of these implementations are not being monitored.

Evidence

Evidence 1: Gaziantep University Internationalization Policy Document

Evidence 2: Bologna Information Package

Evidence 3: Gaziantep University Office of International Relations

Evidence 4: Scholarships Provided by Various Institutions and Organizations

Evidence 5: Mevlana Exchange Program

Evidence 6: Farabi Exchange Program

Evidence 7: Permission for Research Abroad

Evidence 8: Request to Participate in an International Symposium

Evidence 9: Gaziantep University European Union Research Center (GABAM)

Evidence 10: Migrants' Day Event at GAÜN

Evidence 11: 8th International Student Sciences Congress at GAÜN

Evidence 12: Orientation Program for International Students at GAÜN

Evidence 13: Faculty Journal of Theology Academy Being Indexed in International Databases

Evidence 14: Journal of Theology Academy Indexing Information

Evidence 15: Faculty of Theology Active Programs (Theology Daytime Program, Theology

Evening Program, Theology Arabic Program, Theology Arabic Program for International Students)

Evidence 16: Gaziantep University Azaz Faculty of Islamic Sciences

Evidence 17: Azaz Faculty of Islamic Sciences Academic Staff List

Evidence 18: YLSY Scholarship Program Applications

Evidence 19: Internationalization Policy

A.4.2. Management of Internationalization Processes and Organizational Structure

Our faculty conducts all activities related to these processes in coordination with the university. The faculty has both national and international advisory boards (See Evidence 1) which contribute to student exchange processes at the faculty level. In collaboration with the university's Office of International Relations (See Evidence 2) the faculty develops and implements necessary strategies for managing these processes. Additionally, through coordination with the Office of International Relations, international academic collaborations are established through programs such as Erasmus, Farabi, Mevlana, Social Responsibility Projects, bilateral projects, and bilateral agreements (See Evidence 3). Our faculty hosts international students admitted through the Foreign Student Examination (YÖS) (See Evidence 4, Evidence 5, Evidence 6, Evidence 7).

Year:	2024
Sub-Criterion Topic:	Management of Internationalization Processes and Organizational Structure
Initial Planning Meeting:	Quality and Accreditation Unit meeting dated 15.10.2020
Implementation Areas:	Academic staff, students, and administrative personnel
Monitoring Mechanisms:	National and International Advisory Board Gaziantep University Office of International Relations Gaziantep University International Student Office
Performance Indicators:	Establishment of unit commissions
Evaluation and Improvement:	Conducted at the end of each academic year Minutes of the end-of-term evaluation meeting Academic Board

Maturity Level: The institution has established plans regarding the management and organizational structure of its internationalization processes. However, no implementations have been carried out in accordance with these plans.

Evidence

Evidence 1: Quality and Accreditation Commissions and Boards

Evidence 2: GAÜN Office of International Relations

Evidence 3: Exchange Programs

Evidence 4: Students Registered through YÖS (Turkish)

Evidence 5: Students Registered through YÖS (International)

Evidence 6: Students Registered through YÖS (International Late Registration)

Evidence 7: Students Registered through YÖS (International Syria)

A.4.3. Internationalization Resources

Our faculty, in coordination with the university, utilizes the following resources for internationalization: funding sources, scientific partnerships, project collaborations, exchange programs, and contributions to education. Within this framework, resources are obtained through activities such as grants, strategic partnerships, direct aid programs, and project collaborations (See Evidence 1, Evidence 2). Students of our faculty benefit from scholarships provided by the Presidency for Turks Abroad and Related Communities (YTB) (See Evidence 3)

Year:	2024
Sub-Criterion Topic:	Internationalization Resources
Initial Planning Meeting:	Quality and Accreditation Unit meeting held on 15.10.2020
Implementation Areas:	Academic staff, administrative personnel, and students
Monitoring Mechanisms:	National and International Advisory Board Gaziantep University Office of International Relations
Performance Indicators:	-
Evaluation and Improvement:	Conducted at the end of term Minutes of term-end evaluation meeting Academic Board

Maturity Level: The institution has established plans for developing physical, technical, and financial resources of appropriate quality and quantity to sustain internationalization activities. However, no implementations have been carried out in accordance with these plans.

Evidence

Evidence 1: Erasmus+ Outgoing Staff

Evidence 2: Erasmus+ Implementation Handbook

Evidence 3: Students Admitted as YTB Scholarship Recipients

A.4.4. Monitoring and Improvement of Internationalization Performance

Within the framework of our faculty's internationalization policy, close monitoring of internationalization performance indicators has been planned. Based on these monitoring activities, decisions have been made through meetings involving senior administrators and stakeholders regarding performance enhancement, improvement, and setting new strategic objectives (See Evidence 1, Evidence 2). The follow-up of these processes has been based on the Plan-Do-Check-Act (PDCA) cycle within the framework of total quality management.

Year:	2024
Sub-Criterion Topic:	Monitoring and Improvement of Internationalization Performance
Initial Planning Meeting:	Quality and Accreditation Unit meeting held on 15.10.2020
Implementation Areas:	Academic staff, students, and administrative personnel
Monitoring Mechanisms:	National and International Advisory Board Gaziantep University Office of International Relations
Performance Indicators:	Minutes of term-end evaluation meeting
Evaluation and Improvement:	Conducted at the end of term Minutes of term-end evaluation meeting

Maturity Level: The institution has established plans and defined processes for monitoring and evaluating internationalization performance. However, no implementations have been carried out in accordance with these plans and processes.

Evidence

Evidence 1: GAUN Faculty of Theology Strategic Objectives

Evidence 2: Accreditation Process Evaluation Meetings

B. EDUCATION AND TEACHING

B.1. Program Design and Approval

B.1.1. Program Design and Approval

The educational programs at our Faculty are annually reviewed and revised by department chairs and faculty members through committee meetings, in alignment with our mission, vision, and strategic goals (See Evidence 1). Program designs are developed through established boards and submitted to the University's standing Education Committee (e.g., Evidence 9). In developing our Education and Teaching Policies, objectives, and goals, we have incorporated both the directives and suggestions of external stakeholders and the proposals and needs of internal stakeholders (See Evidence 2) The current program design is documented in the Gaziantep University Faculty of Theology Quality Manual (See Evidence 3) Through our quality and accreditation efforts, student surveys have identified needs for updating course catalogs and content (See Evidence 4, Evidence 5). Furthermore, all courses in the curriculum have been structured with student workloads that comply with ECTS regulations (See Evidence 6) Our Faculty's curriculum is fully synchronized with the Bologna Information System (See Evidence 7). Program proposals approved by the Education Committee are forwarded to the University

Senate for final approval (See Evidence 8). Senate decisions are then submitted to the Council of Higher Education (CoHE). Pursuant to Decision No. 08 from the meeting (No. 03) of CoHE's Department of Education held on March 21, 2023 (Ref: E-75880160-104.01.07.01-20745), our course catalog has been revised to take effect in the 2023-2024 academic year, ensuring full compliance with CoHE regulations (See Evidence 9).
The implementation of our aforementioned mission, vision, and strategic objectives - including program-specific criteria and course outcomes - follows the PDCA (Plan-Do-Check-Act) cycle framework.
In addition, Gaziantep University Faculty of Theology has initiated preparations for its **"2025-2029 Strategic Plan"** through Faculty Board Decision No. 39 dated 17/12/2024. Building upon previously implemented activities and the experience gained from them, work has now commenced on establishing new strategic objectives. During faculty meetings, in light of intensive efforts undertaken between 2020-2024 to achieve its strategic goals, the **"2025-2029 Strategic Plan"** has been officially enacted (See Evidence 11).

Sub-Criterion Topic:	B.1.1. Program Design and Approval
Initial Planning Meeting:	2020
Implementation Areas:	Faculty of Theology Course Information Packages Programs Implemented at the Faculty of Theology Faculty of Theology Curriculum
Responsible Units:	Dean's Office Department Headships Education and R&D Commission Measurement and Assessment Commission
Internal Stakeholders:	Academic Staff, Students
External Stakeholders:	Gaziantep Provincial Mufti's Office, Provincial Directorate of National Education, Alumni
Monitoring Mechanisms:	Gaziantep University Faculty of Theology Student, Academic Staff, Administrative Staff, and Alumni Satisfaction Survey Results Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Discipline-Specific Criteria of the Faculty of Theology
Performance Indicators:	Gaziantep University Faculty of Theology Student, Academic Staff, Administrative Staff, and Alumni Satisfaction Survey Results

Evaluation and Improvement:	Education and R&D Commission Meeting Minutes (30.12.2024) Measurement and Assessment Commission Update Memorandum (27.12.2024)

Maturity Level:
The institution has implemented procedures for program design and approval in accordance with established processes, and some results have been obtained from these implementations. However, the outcomes of these implementations are not being systematically monitored.

Evidence

Evidence 1: Measurement and Assessment Commission Meeting

Evidence 2. Advisory Board Meeting Minutes

Evidence 3. Quality Manual

Evidence 4. Student Satisfaction Survey

Evidence 5. Student Satisfaction Survey Results

Evidence 6. Course Information Package

Evidence 7. Bologna Information Package

Evidence 8. Gaziantep University Faculty of Theology Faculty Board Meeting Minutes (09.07.2023, No. 356304)

Evidence 9. Catalog Amendment Decision

Evidence 10. Gaziantep Faculty of Theology 2025-2029 Strategic Plan

B.1.2. Alignment of Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes), and Theology Accreditation Agency (TAA) Criteria

All processes related to the program objectives and outcomes at our Faculty are specified in the prepared *Quality Manual* (See Evidence 1). As outlined below, the program outcomes and objectives established by the institution have been designed to meet the standards set by the *Turkish Higher Education Qualifications Framework (THQF)* (See Evidence 2, Evidence 3). Our Faculty determines its program objectives and outcomes within the framework of the *Turkish Higher Education Qualifications Framework (THQF)*, as defined by the Council of Higher Education (CoHE), and the *Plan-Do-Check-Act (PDCA)* cycle. Additionally, it ensures the monitoring and updating of these objectives and outcomes. All workflows related to the Faculty's program objectives and outcomes are carried out in accordance with the plan set forth in the *Gaziantep University Faculty of Theology Quality Manual*. The alignment of the Faculty's program outcomes with THQF is demonstrated through applied matrices (See Evidence 4). The program of Gaziantep University Faculty of Theology, its program outcomes, and program-specific criteria have been established in a co-focused manner with TAA outcomes and criteria, prepared in accordance with the THQF framework for the education process. The program implemented at our Faculty aims to ensure that students acquire the targeted knowledge, skills,

and competencies from the beginning of their undergraduate studies until graduation (See Evidence 5, Evidence 6, Evidence 7).
As our Faculty is undergoing the TAA accreditation process, existing deficiencies in the program objectives, program outcomes, and discipline-specific criteria are being updated. Workflows for reviewing and addressing gaps in all relevant program regulations and directives are ongoing. The prepared program objectives and outcomes, along with discipline-specific outcomes, have been cross-referenced in matrices demonstrating their internal coherence and alignment with TAA and THQF criteria, and these have been uploaded to the *University Cloud System* (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence12, Evidence 13, Evidence 14).

Sub-Criterion Topic:	B.1.2. Alignment of Program Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes), and TAA Criteria
Initial Planning Meeting	October 2020
Implementation Areas:	Faculty of Theology Course Information Packages Programs Implemented at the Faculty of Theology Faculty of Theology Curriculum
Responsible Units:	Dean's Office Department Headships Education and R&D Commission Measurement and Assessment Commission
Monitoring Mechanisms:	Gaziantep University Faculty of Theology Student, Academic Staff, Administrative Staff, and Alumni Satisfaction Survey Results
Performance Indicators:	Gaziantep University Faculty of Theology Student, Academic Staff, Administrative Staff, and Alumni Satisfaction Survey Results Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria Faculty of Theology Program Outcomes and THQF (Turkish Higher Education Qualifications Framework) Matrix Discipline-Specific Criteria and TAA Discipline-Specific Criteria Matrix Program Objectives and Discipline-Specific Criteria Matrix Program Outcomes and Discipline-Specific Criteria Matrix Program Outcomes and TAA Outcomes Matrix Program Objectives and Program Outcomes Matrix

Evaluation and Improvement:	Education and R&D Commission Meeting Minutes (30.12.2024 Measurement and Assessment Commission Update Memorandum (27.12.2024)

Maturity Level: The institution has defined, published, and implemented the program's objectives, outcomes, and their alignment with TAA (Theology Accreditation Agency) criteria, which are integrated with teaching practices. However, the outcomes of these implementations are not being systematically monitored.

Evidence

Evidence 1. Quality Manual

Evidence 2. Program Competencies

Evidence 3. THQF (Turkish Higher Education Qualifications Framework) - Program Competencies Relationship

Evidence 4. Gaziantep University Faculty of Theology Program Outcomes and THQF Matrix

Evidence 5. TAA (Theology Accreditation Agency) Undergraduate Program Evaluation Criteria

Evidence 6. Gaziantep University Program Outcomes

Evidence 7. Courses and Information Packages in Gaziantep Theology Program

Evidence 8. Gaziantep Faculty of Theology Program Objectives

Evidence 9. Gaziantep Faculty of Theology Discipline-Specific Criteria

Evidence 10. Gaziantep Faculty of Theology Discipline-Specific Criteria and TAA Discipline-Specific Criteria Matrix

Evidence 11. Gaziantep Faculty of Theology Program Objectives and Discipline-Specific Criteria Matrix

Evidence 12. Gaziantep Faculty of Theology Program Outcomes and Discipline-Specific Criteria Matrix

Evidence 13. Gaziantep Faculty of Theology Program Outcomes and TAA Outcomes Matrix

Evidence 14. Gaziantep Faculty of Theology Program Objectives and Program Outcomes Matrix

B.1.3. Alignment of Course Outcomes with Program Outcomes and Discipline-Specific Outcomes

Our Faculty employs a comprehensive range of assessment tools to evaluate the achievement level of program goals and outcomes, conducting criterion-based evaluations appropriate for the program (See Evidence 1). Each course in the institutional curriculum includes syllabi prepared by instructors, detailing course content, objectives, learning outcomes, assessment methods,

teaching approaches, and resources used (See Evidence 2). In addition to regular accreditation workflow evaluation meetings, the Faculty conducts comprehensive academic review meetings at the end of each term (See Evidence 3, Evidence 4).
The Faculty has identified gaps in aligning program objectives, outcomes, discipline-specific outcomes, and criteria set by TAA (Theology Accreditation Agency) during the accreditation process. Commission boards are working to address these deficiencies (See Evidence 5). Alongside these adjustments, in accordance with the Faculty's 2025-2029 Strategic Plan, regular updates and improvements to the curriculum are targeted within the framework of THQF (Turkish Higher Education Qualifications Framework) (See Evidence 6).
At Gaziantep University Faculty of Theology, course contents and catalogues were updated for the 2023-2024 academic year (See Evidence 7). Furthermore, the Faculty's course information packages have been organized to comply with the Bologna Information System (See Evidence 8).
Additionally, the Education and R&D Commission established within our Faculty's quality framework systematically monitors whether programs are achieving their educational objectives and learning outcomes (See Evidence 9, 10)

Sub-Criterion Topic:	B.1.3. Alignment of Course Outcomes with Program Outcomes and Discipline-Specific Outcome
Initial Planning Meeting:	2020
Implementation Areas:	Faculty of Theology Course Information Packages Programs Implemented at the Faculty of Theology Faculty of Theology Curriculum
Monitoring Mechanisms:	Education and R&D Commission Measurement and Assessment Commission Gaziantep University Faculty of Theology Student, Academic Staff, Administrative Staff, and Alumni Satisfaction Survey Results
Performance Indicators:	Gaziantep University Faculty of Theology Student, Academic Staff, Administrative Staff, and Alumni Satisfaction Survey Results Faculty of Theology Program Objectives Faculty of Theology Program Outcomes Faculty of Theology Discipline-Specific Criteria Faculty of Theology Program Outcomes and THQF (Turkish Higher Education Qualifications Framework) Matrix Discipline-Specific Criteria and TAA (Theology Accreditation Agency) Discipline-Specific Criteria Matrix Program Objectives and Discipline-Specific Criteria Matrix

	Program Outcomes and Discipline-Specific Criteria Matrix Program Outcomes and TAA Outcomes Matrix Program Objectives and Programs
Evaluation and Improvement:	Education and R&D Commission Meeting Minutes (30.12.2024) Measurement and Assessment Commission Update Memorandum (27.12.2024)

Maturity Level: The program has clearly aligned course outcomes (specifying Bloom's Taxonomy cognitive levels) with program outcomes and discipline-specific outcomes. This alignment has been formally published and integrated into teaching practices (such as course profiles and syllabi). However, the outcomes of these implementations are not being systematically monitored.

Evidence

Evidence 1. Quality Manual

Evidence 2. GAÜN Course Catalog and Contents

Evidence 3. Faculty of Theology Year-End and Accreditation Meeting Minutes

Evidence 4. Quality and Accreditation Process Evaluation Meeting Documents (Chronologically Organized Meeting Minutes)

Evidence 5. Gaziantep University Quality and Accreditation Commission/Board Meeting Minutes

Evidence 6. Gaziantep Faculty of Theology 2025-2029 Strategic Plan

Evidence 7. Gaziantep University Faculty of Theology Course Information Package and Contents

Evidence 8. Bologna Information Package

Evidence 9. Education and R&D Commission Meeting Minutes (30.12.2024)

Evidence 10. Sample Examination Paper

B.1.4. Program Structure and Course Distribution Balance (Balance between compulsory and elective courses; balance between field-specific professional knowledge and general culture courses; opportunities for gaining cultural depth and exposure to different disciplines)

Our faculty has adopted and implemented both the Gaziantep University Associate and Undergraduate Education-Teaching Regulations and the Joint Elective Courses Education-Teaching and Operations Directive (See Evidence 1). In addition to the compulsory courses specified in our faculty's education-teaching regulations, we have placed significant emphasis on elective courses that support students' personal and professional development. The distribution of elective courses follows a balanced approach in accordance with regulations (See Evidence 2),

maintaining proportion relative to compulsory courses. Accordingly, the curriculum has been structured so that electives constitute no less than 10% of total local credits. Careful attention has been given to maintaining disciplinary balance within the elective course pool. In this context, elective courses offered each semester are selected from all categories - field courses, professional courses, and general culture courses - and made available for student selection (See Evidence 3, Evidence 4) This approach provides students with opportunities to gain cultural depth and become acquainted with different disciplines through the options available to them.

Within the quality assurance process, plans have been developed in both advisory board meetings and other committee meetings to make elective courses more effective through consultations with internal and external stakeholders (See Evidence 5, Evidence 6, Evidence 7). These efforts aim to continuously improve the balance and quality of our course offerings while meeting all regulatory requirements and supporting comprehensive student development.

Year:	2024
Sub-Criterion Topic:	Program Structure and Course Distribution Balance (Balance between compulsory and elective courses; balance between field-specific professional knowledge and general culture courses; opportunities for gaining cultural depth and exposure to different disciplines)
Initial Planning Meeting:	December 30, 2024
Stakeholders:	Internal stakeholders and external stakeholders
Implementation Areas:	All departments
Monitoring Mechanisms:	Student satisfaction surveys Advisory Board meetings Academic Board meetings
Performance Indicators:	Survey results
Evaluation and Improvement:	Measurement and Assessment Commission Meeting Education and R&D Commission Meeting

Maturity Level:
The program structure and balance are systematically monitored across all areas, with monitoring results evaluated in collaboration with stakeholders to implement corrective measures and necessary updates.

Evidence

Evidence 1. Joint Elective Courses Education-Teaching and Operations Directive

Evidence 2. Gaziantep University Associate and Undergraduate Education-Teaching Regulations (Article 16)

Evidence 3. Elective Courses Offered

Evidence 4: Bologna Information Package

Evidence 5: Advisory Board Meeting Minutes

Evidence 6: Education and R&D Commission Meeting Minutes

Evidence 7: Student Course Evaluation Results

B.1.5. Student Workload-Based Design

The curriculum at our faculty has been designed according to the Bologna Process, with the completion of workload-based course credit allocation (17/81 credits). The student workload-based credit values have been established in compliance with the Bologna Process as outlined in the Associate and Bachelor's Degree Regulations (Articles 18 and 19) (See Evidence 1). The credit values (ECTS) are published in the Bologna Information Package on the university's website. According to this system, one ECTS credit corresponds to a total student workload of 30 hours, and each semester's curriculum maintains a total of 30 ECTS credits across all programs (See Evidence 2).

Year:	2024
Sub-Criterion Topic:	Student Workload-Based Design
Initial Planning Meeting:	2020
Stakeholders:	Internal Stakeholders and external stakeholders
Implementation Areas:	All departments
Monitoring Mechanisms:	Student satisfaction Survey Advisory Board Meeting Academic Board Meeting Education and R&D Commission Meeting Student Course Evaluation Results
Performance Indicators:	Survey results
Evaluation and Improvement:	Measurement and Assessment Commission Meeting Education and R&D Commission Meeting

Maturity Level: The defined student workloads in the program are shared with stakeholders (through program and course information packages) and are utilized in all educational practices (student mobility, recognition of prior learning, etc.). However, the monitoring of student workload implementation and its outcomes is not being conducted.

Evidence

Evidence 1: Gaziantep University Associate and Undergraduate Education-Teaching Regulations

Evidence 2: Bologna Information Package

B.1.6. Measurement and Assessment

Within the framework of the total quality approach adopted by our Faculty, course syllabi prepared by instructors clearly specify topic headings and assessment/evaluation processes. These syllabi are recorded in the Bologna Information System and are also announced to students (See Evidence 1, Evidence 2). The contribution of assessment tools to course outcomes and program outputs has been monitored by the Measurement and Assessment Commission (See Evidence 3). Furthermore, various seminars have been conducted for faculty members to improve and enhance the assessment and evaluation process (See Evidence 4). In this context, examinations have been administered considering expert recommendations and course outcomes (See Evidence 5). Examination schedules, established within the framework determined by the academic calendar, are published on the Faculty's website (See Evidence 6). To ensure the proper execution of the assessment and evaluation process, certain implementation principles have been established and communicated to both students and faculty members (See Evidence 7). For students with disabilities, proctors have been assigned, and examinations have been conducted through these appointed officials (See Evidence 8). Student grades have been transparently published through the OBS (Student Information System), make-up exams have been administered to students who missed midterms due to legally valid excuses (See Evidence 9) and grade appeals submitted via petition have been evaluated (See Evidence 10). Our Faculty employs various assessment criteria including in-class/out-of-class examinations, observations, and assignments (See Evidence 11). Additionally, student achievement levels are monitored and necessary measures are taken at the commission level (See. Evidence 12, Evidence 13).

Year:	2024
Sub-Criterion Topic:	Measurement and Assessment
Initial Planning Meeting:	December 30, 2024
Implementation Areas:	All departments
Stakeholders:	Internal stakeholders
Monitoring Mechanisms:	Student satisfaction surveys Measurement and Assessment Commission Meeting Education and R&D Commission Meeting Academic Board Meeting
Performance Indicators:	Survey results
Evaluation and Improvement:	Measurement and Assessment Commission Meeting Education and R&D Commission Meeting

Maturity Level: The findings obtained from the implemented assessment and evaluation system are systematically monitored, and the monitoring results are evaluated in collaboration with stakeholders to implement necessary corrective measures.

Evidence

Evidence 1. Course Syllabus Announcement

Evidence 2. Course Syllabi

Evidence 3. Measurement and Assessment Commission Meeting

Evidence 4. Assessment and Evaluation Seminar

Evidence 5. Sample Exam Questions and Course Outcome Alignment

Evidence 6. Exam Schedule Announcement

Evidence 7. Exam Rules Implementation Guidelines

Evidence 8. Proctors for Visually Impaired Students

Evidence 9. Make-up Exam Announcement

Evidence 10. Exam Appeal Petition

Evidence 11. Out-of-Class Observation and Assignments

Evidence 12. Education and R&D Commission Meeting

Evidence 13. Measurement and Assessment Commission Meeting

B.2. Student Admission and Progress

B.2.1. Student Admission and Recognition of Prior Learning and Credits *(Formal Education, Non-formal Education, and Knowledge/Skills Acquired through Free Learning)*

Student admissions to our Faculty are conducted in accordance with regulations established by the Council of Higher Education (CoHE) (See Evidence 1). The Faculty proposes student quotas to CoHE, with final decisions determined by CoHE. Students who qualify through the ÖSYM examination based on Verbal scores and preference rankings complete their registration within the dates specified under CoHE principles per Articles on Higher Education Entrance in Law No. 2547 on Higher Education. Admitted students are guided through programs supported by educational materials designed to reinforce and ensure continuity of their prior learning experiences (See Evidence 2).

For the 2024-2025 academic year, our Faculty admitted 145 students through the Higher Education Institutions Exam (YKS) to our 30% Arabic-medium program, along with 13 students admitted through horizontal transfer and 12 students through the Vertical Transfer Exam. Additionally, we accepted a total of 6 special status students, including 5 students admitted under special provisions due to earthquake-related circumstances (See Evidence 3).

Table: Total Student Enrollment

2024-25 Academic Year Students Admitted via YKS					
Female	**96**	**Male**	49	**Total**	**145**
2024-25 Academic Year Students Admitted via DGS					
Female	**8**	**Male**	4	**Total**	**12**
2024-25 Academic Year Students Admitted via Horizontal Transfer					
Female	**6**	**Male**	7	**Total**	**13**
2024-25 Academic Year Special Status Student Admissions					
Female	**3**	**Male**	2	**Total**	**5**
2024-25 Academic Year Total Student Enrollment					
Female	**539**	**Male**	243	**Total**	**782**

Prior to 2020, our faculty participated in student exchange programs including Farabi, Mevlana, and Erasmus, accepting international students through these initiatives. However, these programs were temporarily suspended due to the earthquake in our country and the global pandemic. The faculty has established plans to resume accepting students through these exchange programs in the coming academic periods.

Regarding orientation, newly enrolled students receive comprehensive orientation training conducted by Faculty Dean Prof. Dr. Nazım Hasırcı. The orientation program introduces students to the faculty's departmental and program structure, academic and administrative procedures, as well as various campus facilities and services. These include the library, prayer room, study halls, cafeteria and dining services, sports facilities, and social spaces. Additionally, the orientation covers the university's general operations, campus layout, and the expected learning outcomes upon completion of the program. This orientation is systematically conducted at the beginning of each academic year to ensure all incoming students are well-informed and prepared for their academic journey (See Evidence 4, Evidence 5, Evidence 6).

Following student admission, course adjustment and exemption processes are conducted in accordance with Gaziantep University's Course Adaptation and Exemption Procedures Directive (See Evidence 7). For students undergoing adaptation procedures, tailored academic programs are provided that both acknowledge their prior formal education and contribute to its further development, incorporating pedagogical training courses. This system ensures all students experience equitable conditions and a quality learning process throughout their degree program. For students admitted through the central examination system, main courses corresponding to their program type are offered to facilitate their transition from previous formal education to new academic requirements. These courses, designated as either compulsory or elective in departmental catalogs, maintain educational continuity while supporting students' academic adaptation (See Evidence 8).

Arabic Proficiency Requirements: Our faculty administers an Arabic Proficiency Exemption Examination annually before the start of the academic year for admitted students. For the 2024-2025 academic year, this examination was conducted on September 25, 2024 (See Evidence 9). Students scoring 70 or above are exempt from preparatory Arabic language courses. The preparatory program spans one academic year (Fall-Spring semesters), during which students complete a total of nine assessments: four quizzes, four midterm exams, and one final exam. For our 30% Arabic-medium programs, students must achieve a minimum score of 65, calculated with quizzes and midterms weighted at 60% and the final exam at 40% (See Evidence 10).

TÖMER Language Certification: As an institution providing international education, our faculty requires foreign applicants to our 30% Arabic-medium programs to submit either a

TÖMER certificate issued by our university or an equivalent certificate recognized by the university. The TÖMER program duration is one academic year (See Evidence 11). Successful candidates receive a TÖMER certificate, which holds official validity both within our university and at other government institutions (See Evidence 12). Enrollment figures demonstrate our international engagement: 17 students in 2022, 6 in 2023, and 7 in 2024 either completed TÖMER training or qualified for exemption before commencing studies (See Evidence 13).

Horizontal Transfer: Horizontal transfers to our faculty are processed in compliance with two key regulatory frameworks: the "Regulation on Transfers Between Associate and Bachelor's Degree Programs, Double Major, Minor Programs, and Inter-Institutional Credit Transfers in Higher Education Institutions" (See Evidence 14) and "Gaziantep University's Directive on Principles of Horizontal Transfers at Associate and Bachelor's Degree Levels" (See Evidence 15) following the academic calendar established by the Council of Higher Education (CoHE). The required documents and application criteria for horizontal transfer applications are published on the Student Affairs Department's official website. The Faculty's Horizontal Transfer Commission carefully evaluates whether applicants satisfy all necessary conditions. Students approved by the Commission are then formally confirmed through a Faculty Board decision, after which their registration procedures are coordinated by the Student Affairs Department (See Evidence 16 - Evidence 17). Admitted students receive notification exclusively through GAÜN's Student Information System (OBS), ensuring data privacy and security. Notably, all students admitted through horizontal transfer benefit from the same comprehensive orientation program provided to new registrants, facilitating their smooth academic transition. This standardized process guarantees adherence to national higher education standards while maintaining transparent procedures and equitable student support services across all admission pathways. The system's integrity is further ensured through strict compliance with institutional regulations and secure information management practices.

Vertical Transfer: Students graduating from any Theology Associate Degree program may gain admission to our Faculty through the Vertical Transfer Exam (DGS) administered by ÖSYM. The orientation process and course adjustment procedures for admitted students are conducted by our Faculty (See Evidence 18).

Course Exemptions: Regarding course exemptions, students admitted to our Faculty may request exemptions for courses they have successfully completed in their previous studies. These requests are processed based on written applications. Additionally, prior to each academic year, an optional "Arabic Proficiency Exemption Exam" is offered to eligible students. Those who pass this exam are exempt from preparatory Arabic courses and may directly register for undergraduate courses. For students admitted through YKS or DGS, course exemptions are processed after completing preparatory education, while horizontal transfer students undergo exemption procedures before course registration. All exemption and adaptation decisions are made by our "Course Exemption Commission," which carefully evaluates course content and credit equivalencies. Approved exemptions are formalized through a Faculty Board decision and subsequently recorded in students' transcripts by the Student Affairs Department, completing the exemption process **(**See Evidence 19**).**

Special Students: The special student system at our Faculty allows students enrolled at other higher education institutions to take courses in our diploma programs at equivalent levels, as well as enables our own students to take courses at peer institutions. This process is conducted in accordance with Gaziantep University's Special Student Directive. Eligible students must submit formal petitions along with documentation of their special student status, which are then evaluated by the Faculty Board to complete the admission procedures (See Evidence 20).

In response to the national earthquake disaster on February 6, 2023, which significantly impacted regional universities, our Faculty implemented special provisions. In addition to students admitted under regular exceptional circumstances, we accepted 22 students (17 in 2023-2024 and 5 in 2024-2025) from earthquake-affected provinces who were unable to continue their studies at their home institutions (See Evidence 21). To facilitate this process, standardized petition templates were developed for student use (See Evidence 22), with all admissions formally approved through Faculty Board decisions (See Evidence 23).

YÖS (International Student Admissions): Regarding international admissions, as an institution providing international education, our Faculty accepts foreign students through the YÖS (International Student Exam) system. Admissions are conducted according to the university's "Regulation on Student Applications and Registration for Arabic-Medium International Associate and Bachelor's Degree Programs" (See Evidence 24) Successful candidates who select our Faculty complete their registration through the Student Affairs Department to begin their academic programs (See Evidence 25).

Subject	**Student Admission and Recognition of Prior Learning and Credits** (Formal Education, Non-formal Education, and Knowledge/Skills Acquired through Free Learning)			
Responsible Units:	Faculty Board, Dean's Office, Quality and Accreditation Unit			
Internal Stakeholders	Students, Academic and Administrative Staff			
International Stakeholders	International Students, International Academic Staff			
Implementation Areas:	Faculty students (Daytime Education Program)			
Monitoring Mechanisms:	Allocated student quotas, Academic averages of admitted students, Number of incoming and outgoing transfer students			
Performance Indicators:	**Academic Year**	2022-23	2023-24	2024-25
	Quota	111	154	131
	Admitted Students	111	154	131
Performance Indicators:	Admission Scores	2022-23	2023-24	2024-25
	Top Score	445,87051	445,04028	346,95915
	Base Score	343,37767	340,41496	441,88818
Performance Indicators:	Horizontal Transfers	2022-23	2023-24	2024-25
	Incoming	11	10	13
	Outgoing	13	7	8
Evaluation and Improvement:	The faculty has systematically monitored student admission rankings and implemented promotional activities to attract higher-quality domestic and international students. Transfer student numbers have been tracked, with fluctuations observed based on periodic socioeconomic conditions.			

Maturity Level:
The institution has established and implemented defined criteria and processes for student admission, recognition of prior learning, and credit transfer. However, the outcomes of these implementations are not systematically monitored.

Evidence:

Evidence 1: Council of Higher Education (CoHE) Legislation

Evidence 2: 2024 Higher Education Institutions Exam (YKS) Guide

Evidence 3: Special Student Status Results (Earthquake Provisions)

Evidence 4: Orientation Training for Preparatory Class Students

Evidence 5: International Student Orientation Program

Evidence 6: Orientation Program

Evidence 7: Gaziantep University Course Exemption and Adaptation Procedures Directive

Evidence 8: Course Catalog - Course Contents

Evidence 9: Arabic Proficiency Exemption Exam Announcement

Evidence 10: Compulsory Arabic Preparatory Class Directive

Evidence 11: Gaziantep University Turkish Teaching Application and Research Center Regulation

Evidence 12: Sample TÖMER Certificate

Evidence 13: Annual TÖMER Data

Evidence 14: Regulation on Transfers between Associate and Bachelor's Degree Programs, Double Major, Minor Programs and Inter-Institutional Credit Transfers

Evidence 15: Gaziantep University Directive on Principles of Horizontal Transfers at Associate and Bachelor's Degree Levels

Evidence 16: Horizontal Transfer Commission Decision No. 01 dated 02.09.2024

Evidence 17: Faculty Board Decision No. 26 dated 02.09.2024 (Articles 1-2-3)

Evidence 18: Regulation on the Continuation of Bachelor's Degree Education for Vocational School and Open Education Associate Degree Graduates

Evidence 19: Faculty Board Decision No. 28 dated 13.09.2024 (Article 7)

Evidence 20: Gaziantep University Special Student Directive

Evidence 21: Special Student Application Results

Evidence 22: Special Student Petition Template

Evidence 23: Faculty Board Decision on Special Student Admissions

Evidence 24: Gaziantep University Directive on International Student Applications and Registration for Associate and Bachelor's Degree Programs

Evidence 25: Number of Students Admitted via YÖS (International Student Exam) in Last 3 Years

B.2.2. Recognition and Certification of Diplomas, Degrees, and Other Qualifications:

Our faculty awards a Bachelor's Degree Diploma to students who fulfill all graduation requirements, which include completing 240 ECTS credits, maintaining a minimum GPA of 2.00 on a 4.00 scale, and achieving at least a "DD" grade in all courses (See Evidence 1). The graduation process involves rigorous verification by student advisors, who carefully review the academic records of final-term students. A comprehensive list of graduation candidates is then prepared and formally approved through a multi-level authorization process, requiring signatures from the student's academic advisor, Student Affairs officer, and the Vice Dean responsible for student affairs before being submitted to the Student Affairs Department.

The diploma features a two-sided design: the front side displays essential student information including the Turkish ID number, full name, graduation date, diploma number, QR code, document reference details, and the names, titles, and signatures of authorizing officials. The reverse side includes pedagogical formation details for students who completed teaching certification programs (See Evidence 2). Notably, diplomas do not include photographs or cumulative GPAs, and all information is recorded based on the official graduation date. In alignment with digital transformation initiatives, graduates also receive verifiable digital versions of their diplomas (See Evidence 3).

Diploma Supplement and Advantages: The Diploma Supplement is an official document issued alongside the diploma to graduates who have successfully completed their academic programs. Its format follows the model developed by the European Commission, Council of Europe, and UNESCO/CEPES. The supplement contains the official logo of Gaziantep University, graduation date, diploma number, degree level achieved, transcript information, and details about the national education system. This document provides significant benefits for both graduates and institutions by enhancing transparency in higher education credentials, facilitating rapid evaluation of academic qualifications, supporting student mobility, and promoting lifelong learning opportunities. It serves as a reliable and authoritative source of information about the holder's academic achievements and competencies. Importantly, while the Diploma Supplement aids in academic and professional recognition of qualifications, it does not replace the original diploma nor guarantee international recognition. The Diploma Supplement is prepared and officially signed by the Head of the Student Affairs Department (See Evidence 4).

Tracking and Employment of Graduated Students: A "Graduate Information System" has been designed at the university level, and a web infrastructure has been established. As part of the project, interviews with Human Resources experts and academics are conducted and published to support the employment of our graduates (See Evidence 5). Additionally, within the scope of the quality process, communication with our faculty graduates and the tracking of their employment processes have been maintained (See Evidence 6, Evidence7, Evidence 8).
Through the Talent Gate Career Counseling module, developed by the Presidency of the Republic of Turkey Human Resources Office (TCBİKO) Talent Acquisition and Organization Department, students can schedule an appointment with a career counselor from their current or graduated departments via the yetenekkapisi.org platform under the "Career Counseling" section. These meetings can be held either online or face-to-face. To ensure the effective and widespread use of the Talent Gate Career Counseling module, which supports career planning for new graduates and senior students, career counselors and İŞKUR Job and Vocational Counselors are

encouraged to add available appointment slots to the platform. Additionally, students and graduates are informed to encourage them to request available appointments (See Evidence 9).

Recognition and Certification of Diplomas, Degrees, and Other Qualifications				
Subject	Student graduation procedures, diploma preparation process, diploma supplements and learning outcomes, graduate tracking and employment			
Responsible Units:	Faculty Board, Dean's Office, Education Commission, Assessment and Evaluation Commission			
Internal Stakeholders	Students, Academic and Administrative Staff			
External Stakeholders	Graduates utilizing diplomas and all national/international organizations			
Implementation Areas:	Theology Program of the Faculty of Theology			
Monitoring Mechanisms:	Certification processes for graduates of the Theology Program Systematic tracking of graduate outcomes			
Performance Indicators:	*Graduate Numbers*	2022-23	2023-24	2024-25
	Total	139	124	(Fall) 13
Evaluation and Improvement:	The faculty has implemented comprehensive practices for the recognition and certification of diplomas, degrees, and qualifications. Findings from these processes are systematically monitored and evaluated in collaboration with stakeholders, with corrective measures implemented based on monitoring results.			

Maturity Level: Clearly defined, comprehensive, and consistent criteria and processes regarding the recognition and certification of diplomas, degrees, and other qualifications are implemented within the institution. Necessary measures are taken based on monitoring results

Evidence:

Evidence 1: Gaziantep University Directive on the Issuance of Diplomas and Other Documents

Evidence 2: Gaziantep University Pedagogical Formation Education Directive

Evidence 3: Sample Diploma

Evidence 4: CoHE Diploma Supplement Format

Evidence 5: Interviews with Human Resources Experts and Academics

Evidence 6: Student Tracking Program Located at the Bottom of Our University's Website

Evidence 7: Alumni WhatsApp Communication Group

Evidence 8: Alumni Satisfaction Survey

Evidence 9: Official Letter on the Talent Gate Career Counseling Module Prepared by the Presidency of the Republic of Turkey Human Resources Office (TCBİKO) Talent Acquisition and Organization Department

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

B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research-/Learning-Oriented)

Our faculty has a well-defined process for teaching methods and techniques. This process is outlined in the 2025-2029 Gaziantep University Faculty of Theology Strategic Plan (See Evidence 1) and the Gaziantep University Faculty of Theology Quality Manual (See Evidence 2) To achieve our educational objectives, collaborations have been established with various institutions (See Evidence 3, 4).

Our faculty adopts a student-centered education model. Active learning methods and techniques, particularly in Arabic language courses and pedagogical formation courses, are a major focus. Within the framework of the Strategic Plan, students are encouraged to engage in scientific research through the Research Methods course (See Evidence 5). Teaching and learning methods have been selected to enhance students' skills in self-directed learning, observation, project presentations, critical thinking, teamwork, and effective use of technology (See Evidence 6).

Our faculty is committed to educating individuals who can provide solutions to the religious, social, and ethical needs of the modern era. To ensure that students achieve their learning outcomes, active, interdisciplinary, interactive, and research-/learning-oriented methods and techniques are implemented. As part of this approach, a compulsory course called Civic Involvement Projects has been included in the curriculum from the first year (See Evidence 7). Experts from the Civic Involvement Center conduct orientation sessions on the Implementation Principles of the Civic Involvement Project for both participating students and faculty members overseeing the projects (See Evidence 8). This course encourages students to engage in social and cultural activities (See Evidence 9).

The effectiveness of these methods is reflected in the conferences, charity events, and organizational skills demonstrated by students through faculty-based student clubs (See Evidence 10, Evidence 11, Evidence 12, Evidence 13, Evidence 14, Evidence 15). Additionally, foreign language learning is emphasized, and various informative sessions on effective language teaching and learning techniques are organized (See Evidence 16). Activities such as Arabic language competitions for preparatory students (See Evidence 17) and World Arabic Language Day celebrations (See Evidence 18) further enhance language proficiency. Furthermore, the fourth-year curriculum includes the Public Speaking and Professional Practice course to develop students' communication and practical skills (See Evidence 19).

Sub-Criterion Topic:	B.3.1. Teaching Methods and Techniques (Active, interdisciplinary, interactive, and research/learning-focused approaches)

Initial Planning Date	2024
Implementation Areas:	Faculty of Theology Course Programs
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Education and R&D Commission Measurement and Assessment Commission Student Satisfaction Survey Graduate Satisfaction Survey
Performance Indicators:	Student Satisfaction Rate: 51% Alumni Satisfaction Rate: 62.3%
Evaluation and Improvement:	Education and R&D Commission General Assessment and Survey Results Interpretation Academic Board

Maturity Level: Current, interactive, and student-centered teaching methods that promote active student participation, interdisciplinary collaboration, and research-based learning are implemented across all programs, with some positive outcomes being achieved. However, the results of these implementations are not systematically monitored.

Evidence

Evidence 1: Gaziantep University Faculty of Theology Strategic Plan

Evidence 2: Gaziantep University Faculty of Theology Quality Manual

Evidence 3: Collaboration with the Civic Involvement Projects Centre

Evidence 4: Advisory Board Meeting Minutes

Evidence 5: Research Methods Course in FDB Curriculum

Evidence 6: Instructional Technologies and Material Design Course Studies

Evidence 7: Compulsory Civic Involvement Projects Course

Evidence 8: Civic Involvement Projects Implementation Guidelines Presentation

Evidence 9: Sample Social Responsibility Project

Evidence 10: Psychology Reading Group

Evidence 11: Charity Bazaar: "Step by Step Freedom from Damascus to Jerusalem"

Evidence 12: “Liberation from Sednaya” Panel

Evidence 13: Artificial Intelligence Conference

Evidence 14: "Theological-Sociological Roots of the Zionist Order and Jewish Barbarism" Conference

Evidence 15: "Gaza Panel on the 1st Anniversary of the Zionist Genocide"

Evidence 16: "Effective Arabic Teaching-Learning Techniques" Panel

Evidence 17: Arabic Competition for Preparatory Classes

Evidence 18: World Arabic Day Event

Evidence 19: Oratory and Professional Practice Course

B.3.2. Measurement and Assessment

Our Faculty prepares examination schedules in accordance with Article 26 of Gaziantep University's Undergraduate Education Regulations (See Evidence 1). For measuring and assessing program outcomes, highly reliable and valid assessment methods—consistent, stable, and objective—have been employed (See Evidence 2). Unless circumstances necessitate otherwise, multiple-choice tests are generally administered (See Evidence 3). Additionally, alternative methods and techniques have been utilized for students with disabilities. For instance, visually impaired students are provided with a "reader" invigilator to assist with reading/marking, similar to the practice in ÖSYM (Student Selection and Placement Center) exams (See Evidence 4).
Students' performance in theoretical courses is evaluated using highly reliable measurement tools such as tests. However, for courses aimed at assessing verbal skills or practical competencies, assessment criteria tailored to the course's nature—beyond multiple-choice tests—have been applied (See Evidence 5, Evidence 6). Examinations are graded consistently and fairly, either electronically or by instructors, based on standardized criteria appropriate to the assessment type.
Furthermore, to enhance the reliability of measurement and assessment and to ensure appropriate exam conditions for students, specific rules have been established for both faculty members and students to follow. These rules were formulated by the dean's office in consultation with academic staff (See Evidence 7, Evidence 8) and published on the Faculty's official website (See Evidence 9).
In addition, our Faculty has organized seminars on measurement and assessment to reinforce instructors' expertise in this area and thereby improve the quality of education (See Evidence 10).

Sub-Criterion Topic:	B.3.2. Measurement and Assessment
Initial Planning Date:	2024
Implementation Areas:	All Courses in the Faculty Ensuring Active Student Participation in the Teaching Process
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Quality and Accreditation Commissions and Boards Education and R&D Commission Measurement and Assessment Commission Student Satisfaction Survey Alumni Satisfaction Survey

Performance Indicators:	Student Satisfaction Rate: 51% Alumni Satisfaction Rate: 62.3%
Evaluation and Improvement:	Education and R&D Commission General Assessment and Survey Results Interpretation Academic Board

Maturity Level: There are student-centered measurement and assessment plans and defined processes designed for the programs. However, there are no implemented applications aligned with these plans, or existing applications do not cover all programs.

Evidence

Evidence 1: Gaziantep University Education Regulations

Evidence 2: Sample Exam Paper

Evidence 3: Multiple-Choice Exam Sample

Evidence 4: Reader and Invigilator List

Evidence 5: Instructional Technologies and Material Design Course Final Assignments

Evidence 6: CIP (Civic Involvement Project) Course

Evidence 7: Exam Rules – Academic Staff Feedback

Evidence 8: Exam Rules – Feedback and Suggestions

Evidence 9: Exam Rules – Implementation Guidelines

Evidence 10: Measurement and Assessment Seminar

B.3.3. Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)

Our faculty has adopted various practices to gather student feedback on educational processes. In this context, a *Student Satisfaction Survey* was conducted in 2024 (See Evidence 1) and the survey results were analyzed by an academic expert in measurement and assessment, then compiled into a report using scientific methods (See Evidence 2). The report was prepared with due consideration for the reliability and validity of the collected data. Additionally, these results were forwarded to relevant commissions for review and evaluation (See Evidence 3, 4).
Beyond surveys, students may also provide feedback through their academic advisors. Faculty buildings display advisors' office hours on their doors (See Evidence 5), which are also shared with students via the faculty's official website (See Evidence 6). During these hours, students meet with advisors to share academic or administrative requests and complaints. Such feedback is then addressed in Academic Board meetings (See Evidence 7). Furthermore, students may submit suggestions or complaints through an online form available on the faculty's website (See Evidence 8). Students are also encouraged to provide feedback on all processes, including education/research-development/exam services/administrative procedures. All submissions are directed to the Faculty, with responses handled by the Dean's Office/Faculty Secretariat. Similarly, applications made via **CİMER** (Presidential Communications Center) are relayed to the Faculty through the Rectorate. The Dean's Office/Faculty Secretariat is responsible for

ensuring these applications are answered within two weeks and reported back to the Rectorate. In 2024, 14 CİMER applications were reviewed and resolved. In 2025, only 1 application was submitted and duly addressed. Prior years saw 7 CİMER applications in 2023 and 11 in 2022, all evaluated and concluded by the Dean's Office.

Sub-Criterion Topic	B.3.3. Student Feedback (Course-Instructor-Program-General Satisfaction Surveys, Request and Suggestion Systems)
Initial Planning Date:	2020
Implementation Areas:	Student Satisfaction Survey Suggestion and Complaint Form Academic Advising Hours
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Quality and Accreditation Commissions and Boards Education and R&D Commission Measurement and Assessment Commission Student Satisfaction Survey Advisor Satisfaction Survey Alumni Satisfaction Survey CİMER (Presidential Communications Center)
Performance Indicators:	Student Satisfaction Rate: 51% Alumni Satisfaction Rate: 62.3% Advisor Satisfaction Rate: 49.42% In 2024, 14 applications were submitted via CİMER, all of which were reviewed and responded to. In 2025, only 1 application was submitted and duly addressed. In 2023, 7 applications and in 2022, 11 applications were made via CİMER and all complaints were evaluated and resolved by the Dean's Office
Evaluation and Improvement:	Education and R&D Commission General Assessment and Survey Results Interpretation Academic Board

Maturity Level: The findings obtained from practices related to collecting feedback from all student groups (utilizing validated and reliable tools with diverse instruments) are systematically monitored. The monitoring results are evaluated together with stakeholders, and necessary measures are implemented.

Evidence

Evidence 1: Student Satisfaction Survey

Evidence 2: Student Satisfaction Survey Results Report

Evidence 3: Education and R&D Commission

Evidence 4: Academic Board

Evidence 5: Sample Advising Hours

Evidence 6: Academic Advising Hours

Evidence 7: Academic Board Meeting

Evidence 8: Suggestion and Complaint Form

B.3.4. Academic Advising

In our faculty, academic advising practices are carried out in accordance with the "Gaziantep University Academic Advising Directive" established by the decision numbered 05 dated 20.02.2018 of the Gaziantep University Senate (See Evidence 1). Within this framework, an academic advisor has been assigned by the dean's office for each student in our faculty (See Evidence 2) and the distribution of responsibilities among academic advisors has been published on the faculty's official website (See Evidence 3). At the beginning of each academic semester, the dean's office organizes an evaluation meeting with advising faculty members. During these meetings, discussions are held regarding necessary arrangements and improvements to ensure the smooth operation of important activities such as registration periods, exam weeks, and graduation programs. Participants review experiences from previous semesters and develop strategies to make processes more efficient and effective. These meetings facilitate coordination at every stage of the educational process and enable optimal support for students. These advisors provide academic guidance to students and monitor their course selection processes (See Evidence 4). Information about advising hours is displayed on advisors' office doors within the faculty building (See Evidence 5). These hours are also shared with students through the faculty's official website (See Evidence 6). Additionally, during periods of distance education and the earthquake aftermath, advising services were conducted online through WhatsApp or the system's message boxes. Communication with students was also maintained through phone calls (See Evidence 7).

Sub-Criterion Topic:	B.3.4. Academic Advising
Initial Planning Date:	2020
Implementation Areas:	Academic Staff Students
Monitoring Mechanisms:	Dean's Office Quality and Accreditation Commission Quality and Accreditation Commissions and Boards Education and R&D Commission

	Measurement and Assessment Commission Student Satisfaction Survey Alumni Satisfaction Survey Advisor Satisfaction Survey Suggestion and Complaint Form
Performance Indicators:	Student Satisfaction Rate: 51% Alumni Satisfaction Rate: 62.3% Advisor Satisfaction Rate: 49.42%
Evaluation and Improvement:	Education and R&D Commission General Assessment and Survey Results Interpretation Academic Board

Maturity Level: The findings obtained from academic advising practices conducted at the institution are systematically monitored, and the monitoring results are evaluated together with stakeholders to implement necessary measures.

Evidence

Evidence 1: Academic Advising Directive

Evidence 2: Academic Advising Duty Assignments

Evidence 3: Student Academic Advisor List

Evidence 4: Course Registration Process Information

Evidence 5: Sample Advising Hours

Evidence 6: Academic Advising Hours

Evidence 7: Student Calls during Earthquake Period

B.4. Faculty Members

B.4.1. Appointment, Promotion and Assignment Criteria

Our faculty has clearly defined processes for appointments, promotions and assignments. The minimum requirements for promotion and appointment to faculty positions at our faculty are determined in accordance with Gaziantep University's Academic Appointment, Promotion and Assignment Directive (approved by the Senate in Meeting Minutes No. 11 dated 25.05.2022) and the regulation published in the Official Gazette No. 30449 on 12.06.2018 (See Evidence.1). According to the provisions of the "Regulation on Determining and Utilizing Faculty Norm Positions in State Higher Education Institutions," the relevant department chair submits the required position requests to the dean's office following a departmental board decision (See Evidence: 2). Approved positions are announced by the Rectorate. Following position announcements, candidates applying for faculty positions at Gaziantep University Faculty of Theology must submit the information and documents specified by Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Positions (See Evidence: 4) along with the

requirements outlined in Gaziantep University's Criteria for Promotion and Appointment to Faculty Positions within the scope of the Faculty Quality Manual (See Evidence: 3) 2022.

The required score for appointment is calculated based on research publications, scientific activities, research and project work, as well as teaching activities. The scoring takes into account research-based and indexed publications, conference proceedings, indexed citations, research projects, journal editorships and refereeing activities, and conference participation. Within teaching activities, the supervision of doctoral and master's theses is considered the primary activity, while undergraduate and graduate courses taught are also included in the evaluation (See Evidence. 5).
e selection and assignment of external faculty members to teach courses at our university are carried out in accordance with Articles 31 and 40 of Law No. 2547. This process is conducted based on requests from departments, by obtaining permission from the institutions of qualified experts working in the relevant field at other universities or public institutions (See Evidence: 6, 7). Foreign national faculty members to be employed by contract at higher education institutions are appointed by the Rector according to Article 34 of Law No. 2547, upon the recommendation of the relevant faculty, institute or college administrative board and with the approval of the university administrative board (See Evidence 8).

Sub-Criterion Topic:	Appointment, Promotion and Assignment Criteria
Responsible Unit:	Quality Commission, Education and Teaching Development Commission, Dean's Office
Initial Planning Date	2020
Internal Stakeholders:	Department Academic Boards, Academic Staff
External Stakeholders:	Personnel Affairs Directorate, Council of Higher Education (CoHE)
Implementation Areas:	Academic Staff, Department Academic Boards
Monitoring Mechanisms:	Education and R&D Commission Faculty Member Satisfaction Surveys Student Satisfaction Surveys
Performance Indicators:	Academic Staff Satisfaction Survey
Evaluation and Improvement Date:	End of each academic term
Location of Sub-Criteria in Information Management System:	Faculty Website Academic Information System Personnel Affairs Directorate Website

Maturity Level: The institution implements defined criteria for appointment, promotion, and course assignments that are known to all stakeholders and used in decision-making processes (including recruitment, appointment, promotion, and course assignments of teaching staff). However, the outcomes of these practices are not systematically monitored.

Evidence:

Evidence 1**:** Gaziantep University Appointment, Promotion, and Assignment Criteria

Evidence 2: Gaziantep University Faculty of Theology Quality Manual

Evidence 3: Documents and Information Required by Law and the Regulation on Promotion and Appointment to Faculty Positions

Evidence 4: Personnel Affairs Directorate

Evidence 5: Gaziantep University Appointment, Promotion, and Assignment Criteria

Evidence 6: Part-Time Course Assignment

Evidence 7: Part-Time Course Assignment Documentation

Evidence 8: Recruitment of External Faculty Members

B.4.2. Teaching Competence (Active learning, distance education, measurement and assessment, innovative approaches, material development, competency building, and quality assurance system)

The effective utilization of teaching staff is fundamental. In this context, all kinds of scientific activities (artistic activities, seminars, conferences, workshops, panels, symposiums, field studies, and R&D activities) that contribute to the development of faculty members' knowledge and skills are encouraged, and assignments for these activities are supported through various means. For example, domestic and international leave for academic research is facilitated within existing possibilities, and necessary permissions are provided. Additionally, faculty members in the doctoral course phase are offered necessary accommodations to continue their education by being present in the city where they are pursuing their doctorate (See Evidence 1). Our faculty members with sufficient teaching experience have graduated from masters and doctoral programs at universities in Turkey and abroad. Faculty members from various countries (Egypt, Syria, Kyrgyzstan, and Bangladesh) also contribute unique diversity to the faculty (See Evidence 2, 3, 4). It is known that the faculty also plays an active role in consultancy services provided to external stakeholders (See Evidence. 5, 6). In terms of teaching experience and qualifications, they undertake active roles in maintaining, evaluating, and developing the program (See Evidence 7).
Our faculty provides various supports to encourage the professional development of teaching staff, including participation in development programs (See Evidence 8) improvement of library services, and utilization of the Continuing Education Center (See Evidence 9). To ensure all academic staff can equally benefit from these supports, necessary announcements are regularly made (See Evidence 10). In this context, the faculty actively supports participation in training seminars organized by relevant units of Gaziantep University, particularly in areas such as student-centered content creation, course delivery, and examination practices (See Evidence. 11). Within the framework of the Trainer's Training Plans prepared and scheduled annually based on formal requests coordinated by the Quality Improvement Directorate, our faculty members participate in training programs to enhance their skills (See Evidence:12).

Special emphasis is placed on employing native Arabic-speaking academic staff in preparatory classes to strengthen Arabic language proficiency, which forms the foundation of theological education (See Evidence 13, 14). According to the Gaziantep University Faculty of Theology Quality Manual 2024, satisfaction surveys are conducted for both faculty members and students to assess the competence and professional qualifications of academic staff (See Evidence 15).

These survey results are carefully analyzed to evaluate faculty competency, with necessary measures taken to address any identified shortcomings. (See Evidence 16, 17, 18). The institution offers three distinct educational programs: the Theology Undergraduate Program, the 100% Arabic Program (Tr.), and the Foreign Arabic Program (YAB) (See Evidence 19). While instruction in the Theology Undergraduate Program is primarily conducted face-to-face, distance education opportunities are provided through the ALMS system, an online education platform established under Gaziantep University's Distance Education Center (GAUZEM) for exceptional circumstances (e.g., earthquakes, pandemics). Instructional videos regarding the use of this platform are available on the GAUZEM YouTube channel (See Evidence 20). The quality of education is monitored by the Quality Commission and the Quality Improvement and Control Commission, with evaluations conducted through reports submitted at the end of each academic year (See Evidence 21). Based on these reports, the Education and Teaching Development Commission collaborates with stakeholders to organize semester-end and year-end meetings, forwarding improvement and development proposals to the Dean's Office (See Evidence: 22).

Sub-Criterion Topic:	Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Building, and Quality Assurance System)
Responsible Unit:	Quality Commission, Quality Improvement and Control Commission, Education and Teaching Development Commission, Dean's Office
Initial Planning Date:	2020
Internal Stakeholders:	Department Academic Boards, Students, Academic Staff
External Stakeholders:	Rectorate, Provincial and District Mufti Offices, Provincial Directorate of National Education, GAUZEM, Alumni
International Stakeholders:	Osh State University, Faculty of Theology (Kyrgyzstan) Hamad Bin Khalifa University, College of Islamic Studies (Qatar) Imam Abdulrahman Bin Faisal University, College of Law and Sharia (Saudi Arabia)
Implementation Areas:	Faculty of Theology Curriculum, Academic Staff
Monitoring Mechanisms:	Student Satisfaction Surveys, Academic Staff Satisfaction Surveys, Education and Teaching Development Commission Meetings
Performance Indicators:	Academic Staff Satisfaction Survey Rates Trainer's Obtaining Training Certificates Student Satisfaction Survey Results
Evaluation and Improvement Date:	End of each academic term

Location of Sub-Criteria in Information Management System:	Faculty Website GAUZEM (Gaziantep University Distance Education Center) OBS (Student Information System)

Maturity Level: The findings obtained from practices implemented to enhance the teaching competence of the institution's faculty members are systematically monitored. The monitoring results are evaluated in collaboration with stakeholders, and necessary measures are implemented.

Evidence

Evidence 1: Research Leave Application

Evidence 2: Foreign Academic Staff

Evidence 3: Foreign Academic Staff

Evidence 4: Foreign Academic Staff

Evidence 5: External Stakeholder

Evidence 6: External Stakeholder

Evidence 7: Academic Staff

Evidence 8: Erasmus+ Faculty Mobility and Presidential Human Resources Office Distance Education Portal

Evidence 9: Continuing Education Center

Evidence 10: Incentive Documentation

Evidence 11: Staff Training

Evidence 12: Measurement and Assessment Training

Evidence 13: Academic Staff

Evidence 14: Academic Staff

Evidence 15: Student Satisfaction Survey

Evidence 16: Academic Staff Survey

Evidence 17: Academic Board

Evidence 18: Education and R&D Commission

Evidence 19: Curriculum

Evidence 20: GAUZEM YouTube Channel

Evidence 21: Education and R&D Commission

Evidence 22: Quality Commission, Quality Improvement and Control Commission

B.4.3 Incentives and Rewards for Educational Activities

Different methods are used in our faculty to incentivize and reward educational activities. These include:

1. In addition to rewarding academic staff within the scope of the Higher Education Council's Academic Incentive Program, financial support is provided for research projects submitted to the BAP (Scientific Research Projects) unit. So far, seven academics have completed BAP projects (See Evidence 1, 2, 3, 4, 5, 6, 7, 8). As part of this support, an academic incentive award is granted (See Evidence 9).
2. Additionally, the BAP unit supports academic staff in maintaining their professional development, improving their teaching skills, and participating in domestic and international congresses, seminars, and other academic activities (See Evidence 10).
3. At the end of each year, the average number of publications per department is calculated based on the Web of Science database (See Evidence 11). Academics who publish above the department's average are recognized by the Rector during the academic year's opening ceremony, where their names are announced, and they are invited on stage. Successful academics are also congratulated by the Dean during the Academic Board meeting. Researchers whose publications fall below the department's average are reminded of the expectation to contribute to the university's overall success (See Evidence 12).
4. During the academic year, numerous congresses and symposiums specific to the interests of faculty members are regularly organized (See Evidence 13, 14) along with conferences, (See Evidence 15) seminars, and panels (See Evidence 16, 17) Additionally, religious and cultural events (See Evidence 18, 19, 20, 21) and courses are organized in line with faculty members' interests to enhance their qualifications (See Evidence 22, 23, 24).
5. Furthermore, within the institution, social media communication groups exist to maintain staff motivation and a sense of belonging. In these groups, academic achievements such as thesis completion, promotions, appointments, and title changes are recognized and appreciated by the administration, ensuring the visibility of academic accomplishments (See Evidence 25). Additionally, institutional reward mechanisms, such as faculty social media accounts, bulletins, Gaziantep Theology Promotional Booklets, and the Faculty News Bulletin aim to evaluate and honor faculty members based on their publication and activity performance and are actively used for this purpose. Similarly, books published by faculty members are displayed in the publication unit at the faculty entrance (See Evidence 26).

Sub-Criterion Topic:	Incentives and Awards for Educational Activities
Responsible Unit:	Gaziantep University Faculty of Theology Dean's Office Quality Commission Quality Improvement and Control Commission Education and Teaching Development Commission
Initial Planning Date:	2020
Internal Stakeholders:	Department Academic Boards, Students, Academic Staff, Administrative Staff
External Stakeholders:	Library Coordination. Provincial and District Mufti Offices, Gaziantep Metropolitan Municipality, Alumni
Implementation Areas:	Academic Staff

Monitoring Mechanisms:	Student Satisfaction Surveys, Academic Staff Satisfaction Surveys, Education and Teaching Development Commission Meetings
Performance Indicators:	Quantitative Data on Learning Resources Satisfaction Survey Results Faculty Publication Bulletin Activity Reports Process/Activity Monitoring Forms Evaluation of Education and Teaching Development Commission Activities
Evaluation and Improvement Date:	End of each academic term
Location of Sub-Criteria in Information Management System:	Faculty Website, Quality Improvement Coordination Office Email Address, WhatsApp Groups

Maturity Level: The findings obtained from the institution's practices regarding faculty incentives and awards are systematically monitored. The monitoring results are evaluated in collaboration with stakeholders, and necessary measures are implemented.

Evidence

Evidence 1: BAP Project

Evidence 2: Project 1

Evidence 3: Project 2

Evidence 4: Project 3

Evidence 5: Project 4

Evidence 6: Project 5

Evidence 7: Project 6

Evidence 8: Project 7

Evidence 9: Academic Incentive Results

Evidence 10: BAP Congress Support

Evidence 11: Monthly Publication Tracking

Evidence 12: Awards

Evidence 13: Symposium

Evidence 14: Symposium

Evidence 15: Conference

Evidence 16: Panel

Evidence 17: Panel

Evidence 18: Event

Evidence 19: Event

Evidence 20: Event

Evidence 21: Event

Evidence 22: Training

Evidence 23: Training

Evidence 24: Training

Evidence 25: Staff Appreciation

Evidence 26: Publication Exhibition Area

B.5. Learning Resources

B.5.1. Learning Resources

Our faculty possesses the necessary resources and infrastructure to conduct educational activities. In addition to classrooms suitable for the current student capacity, the faculty has a library, study halls, and meeting rooms. The use of classrooms follows a defined process. Weekly class schedules are prepared under the supervision of the relevant Vice Dean before the start of each semester and shared with all academic staff for review. Based on feedback received, the final version is determined and implemented. This defined process also applies to the preparation of the exam schedule (See Evidence 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11). Our university has a distance education infrastructure to facilitate remote learning when necessary (See Evidence 12). The university's Continuing Education Center (GÜSEM) is available for use by our staff, students, and other interested individuals. Scholarships are provided to students in need through our faculty association and university (See Evidence 13, 14, 15) and part-time employment opportunities are available through the part-time student unit (See Evidence 16). Additionally, the physical infrastructure is continuously monitored and improved as needed to ensure a better learning environment for students (See Evidence 17). Significant progress has been made in this regard, particularly over the past five years. Considering our undergraduate student population, it is evident that our faculty has sufficient classroom facilities to provide high-quality education and training: (See Evidence 18 pp. 6-8)

- Classrooms have sufficient desks, chairs, and seating capacity, considering the number of students (See Evidence 19).
- Each classroom is equipped with one projector and a whiteboard to facilitate interactive learning.
- The physical structure of the classrooms is suitable for conducting lessons, and student desks and chairs are ergonomically designed.
- A faculty library is available to support students in their academic development (See Evidence 20).
- There are three study halls where students can study individually (See Evidence 21).
- A conference hall is available for all kinds of academic presentations and conferences (See Evidence 22).
- Each faculty member has an office equipped with appropriate furniture and a computer.

In addition, the central campus library serves students with 28 desktop computers and 25 laptops. There are 2 SelfCheck (Borrow-Return Machines) and 4 Kiosks (dedicated for catalog searches). The library operates 24/7, providing services to students and academics with a 7,000 m² enclosed area, a seating capacity of 800, and a staff of 23. The library holds over 140,000 printed books, provides access to more than 460,000 e-books, over 6,200,000 e-theses, and more than 45,000 e-standards. It also contains over 24,500 bound periodicals, 23 printed periodicals, and more than 78,000 electronic periodicals. All buildings under the Health, Culture, and Sports Department are equipped with wireless internet of -65DBM quality, interactive computer labs for teaching, design software, and statistical programs, providing students with advanced digital resources. The library offers access to 26 databases, including 14 ULAKBİM, 5 ANKOS, and 4 non-consortium databases. Additionally, there are 3 plagiarism prevention software, 1 discovery tool, and 1 e-journal search engine. Furthermore, the library includes a 100-seat cinema hall (See Evidence 23). Requests can be made for resource acquisition and access to new databases (See Evidence 24). Continuous updates are provided regarding newly available databases (See Evidence 25, 26). Students can benefit from library services to support their academic work. In addition to printed and digital resources, the library provides study areas and guidance services, facilitating students' access to information (See Evidence 27).

Fuat Sezgin Library: The Faculty of Theology Fuat Sezgin Library began operating as a research library on April 1, 2016. The library serves its users on weekdays from 08:00 to 17:00. Users can borrow books through a system integrated with the central library. At the beginning of each academic year, newly enrolled students receive an orientation on the library and its resources. The library also provides study spaces for users (See Evidence 28).

Fuat Sezgin (Faculty of Theology) Library Statistics for 2023 Academic Year:

S.NO	Fuat Sezgin Library	Registered Users	Books Borrowed	Books Returned
1	Academic Staff	52	94	82
2	Administrative Staff	14	9	10
3	Students	1.519	417	396

Fuat Sezgin (Faculty of Theology) Library Statistics for 2024 Academic Year:

S.NO	Fuat Sezgin Library	Registered Users	Books Borrowed	Books Returned
1	Academic Staff	39	67	69
2	Administrative Staff	7	18	15
3	Students	1.466	870	833

Monitoring and evaluation of access to learning resources have been conducted through survey data by including relevant questions in both the academic staff survey and the student general satisfaction survey (See Evidence 29, 30).

Year:	2024
Subject:	Learning Resources

Responsible Unit:	Dean's Office
Initial Planning Meeting:	2020
Implementation Areas:	All physical facilities of the Faculty
Monitoring Mechanisms:	Faculty member and student satisfaction surveys (2024-2025 Fall Semester)
Performance Indicators:	Satisfaction survey results Quality Manual 2024 Unit Activity Report
Evaluation and Improvement:	Education and R&D Commission Meeting (30.12.2024) Academic Board Meeting Monitoring and evaluation conducted through survey data by including questions in both academic staff and student general satisfaction surveys regarding access to learning resources.

Maturity Level: The institution manages learning resources to provide accessible resources of appropriate quantity and quality across all areas. Findings from these practices are systematically monitored, with results evaluated in collaboration with stakeholders to implement necessary measures. Resources are diversified according to identified needs and demands.

Evidence

1. Evidence 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11: 024-2025 Fall Semester Final Exam Schedule and Proctor List, Official Letter, Table/Chart, 2024-2025 Fall Semester Midterm Exam Schedule, 2024-2025 Fall Semester Course Schedule, 2023-2024 Summer School Final Exam Schedule, Summer School Midterm Exam Schedule, 2023-2024 Spring Semester Final Exam Schedule, 2023-2024 Spring Semester Course Schedule, 2023-2024 Fall Semester Final Exam Schedule, 2023-2024 Fall Semester Midterm Exam Schedule, 2023-2024 Course Schedule

Evidence 12: GAUZEM Distance Education System

Evidence 13: Scholarship Announcement

Evidence 14: Iftar Support Announcement

Evidence 15: Meal Scholarship Announcement

Evidence 16: Part-Time Student Employment Announcement

Evidence 17: Meeting Minutes

Evidence 18: 2024 Unit Activity Report

Evidence 19: Classroom Capacities and Visual Documentation

Evidence 20: Faculty Library

Evidence 21: Reading Room

Evidence 22: Conference Hall

Evidence 23: Library and Documentation Department 2024 Unit Activity Report

Evidence 24: Official Letter Regarding Library Resource Provision and Databases

Evidence 25, 26: New Database Trial Access Announcement 1, 2

Evidence 27: Faculty Library Book Circulation Records

Evidence 28: Library Services

Evidence 29: Academic Staff Satisfaction Survey, Student Satisfaction Survey

Evidence 30: Academic Board Meeting Minutes

B.5.2. Social, Cultural and Sports Activities

Our faculty actively supports cultural, social and sports activities for student development. These activities are conducted in accordance with the Directive on Implementation of Extracurricular Student Activities and Student Clubs (See Evidence 1). Various student communities operate within our faculty (See Evidence 2) and carry out promotional activities (See Evidence 3). These communities regularly organize events (See Evidence 4, Evidence 5, Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12). Alongside academic instruction, our faculty aims to provide students with learning opportunities through social activities and competition programs (See Evidence 13) – (See Evidence 14). A selection of activities conducted by our faculty in 2024 are documented in the 2024 Activity Report (See Evidence 15 s. 21) while activities from 2023 are included in the 2023 Activity Report (See Evidence 16).

Civic Involvement Projects, implemented university-wide, are a compulsory part of our faculty curriculum, and students organize various activities within this framework (See Evidence 17, Evidence 18, Evidence 19).

As a social activity, our faculty collaborated with Şahinbey Municipality to organize an iftar dinner for students and faculty staff, attended by Şahinbey Mayor Mehmet Tahmazoğlu. This iftar organization, planned to become a tradition, has revitalized the sense of belonging among students and staff. Additionally, a youth community within our faculty, with support from Gaziantep University's Health, Culture and Sports Department and various institutions, organized a university-wide iftar dinner inviting all students and staff.

Our faculty has a conference hall with a seating capacity of 286. This facility is equipped and has sufficient capacity to host student programs as well as comprehensive events such as seminars, panel discussions, symposiums, training meetings, and coordination meetings (See Evidence 20, Evidence 21, Evidence 22, Evidence 23, Evidence 24).

Our faculty continuously organizes activities for the development of students and academic/administrative staff in collaboration with internal and external stakeholders. For example, the "Family Symposium" conducted by our faculty is among these activities (See Evidence 25). The "Islam and Brotherhood Symposium" organized by our faculty represents significant efforts to maintain our strategic goals sustainably. A digital book was published following this symposium (See Evidence 26). Gaziantep Faculty of Theology regularly organizes conferences on various topics. These conferences hold importance not only for students but also for scientists and the faculty's academic staff (See Evidence 27, Evidence 28). Additionally, our faculty continues to conduct internal seminars to develop a culture of academic presentations and consultations within its own structure (See Evidence 29, Evidence 30).

The university has two major congress centers: **Mâvera Congress and Arts Center** and **Atatürk Cultural Stage**. Our faculty can organize events at these venues by following the required procedures (See Evidence 31) in collaboration with internal and external stakeholders (See Evidence 32, Evidence 33) The **Atatürk Cultural Stage** was established to host university events and activities (concerts, theater performances, shows, conferences, etc.) in an integrated manner. Since 1999, it has served as a venue for events organized by both our university and various local associations and institutions, which have been covered by regional and national media. The venue features natural acoustics and possesses the technical infrastructure and equipment required for modern performance halls worldwide.

Mâvera Open-Air Theater stands as one of Gaziantep's premier venues for concerts and events. Operating under Gaziantep University's Mâvera Congress and Art Center, this complex features a 14,500-square-meter indoor facility complemented by an open-air stage accommodating 3,600 attendees. Since its inauguration in December 2015, Mâvera KSM has hosted numerous acclaimed Turkish and international artists and performance groups. The center boasts specialized performance spaces including a 1,500-seat Main Hall with advanced acoustic and electro-acoustic engineering, and a 500-seat Drama Stage with natural acoustics, both equipped with cutting-edge technical infrastructure suitable for diverse artistic productions. For academic functions, Mâvera KSM offers three 200-capacity halls, two 50-seat seminar rooms, and a 20-seat workshop room, making it fully equipped to host national and international conferences and symposiums. The venue additionally features expansive 2,500-square-meter gallery spaces designed for exhibiting visual and contemporary artworks such as paintings and sculptures (See Evidence 34).

Our faculty has a two-story application mosque. The upper floor, which is open for use by women, has a capacity of approximately 750 people. The mosque is equipped with a highly advanced ventilation and heating system, and its cleaning and maintenance are carried out regularly. Additionally, there are ablution areas on the floors where the mosque is located. There is also a mosque for male staff on the third floor (See Evidence 35, Evidence 36, Evidence 37).
The mosque hosts lessons, including Friday sermons and lectures. The Friday sermons are generally delivered by the faculty's academic staff on a voluntary basis, following a program, and are based on the topics specified by the Directorate of Religious Affairs. Furthermore, within our university, students can participate in extracurricular activities, including cultural, artistic, and sporting events, at the 80th Year Student Cultural Center, operated by the Health, Culture, and Sports Department (See Evidence 38).
Students can also benefit from the university's indoor sports hall, outdoor swimming pool, tennis courts, football field, and cultural center located on the main campus. Additionally, the region's first sports complex with an TS EN ISO 9001:2015 Quality Management System certificate GAÜN Sporium, offers various sports and recreational activities for our students (See Evidence 39, Evidence 40). The facility includes a Swimming Pool, Fitness Center, Indoor Turf Field, Pilates-Spinning, Indoor Sports Hall, Turf Field, Tennis Courts, Streetball Court, Climbing Wall, Game Room, Bowling Center, Walking Track, Sauna, and Café (See Evidence 41).

Year:	2024
Subject:	Social, Cultural, and Sports Activities
Implementation Areas:	All Faculty Units
Responsible Unit	Dean's Office, Quality and Accreditation Unit

Initial Planning Meeting:	2020
Internal Stakeholders:	Survey Preparation, Implementation and Evaluation Committee Students Academic Staff
External Stakeholders:	Health, Culture and Sports Department Rectorate Student Clubs
Implementation Areas:	Entire Faculty
Monitoring Mechanisms:	The Health, Culture and Sports Department monitors all social, cultural and sports activities. Students and student clubs wishing to organize events may apply by submitting an Event Application Form to the relevant offices. These application forms are maintained and tracked by the Health, Culture and Sports Department. Activity reports from the Health, Culture and Sports Department
Monitoring Indicators:	Student satisfaction survey (Questions 3 and 12) Number of active student clubs (5)
Performance Indicators:	Student satisfaction survey results (Questions 3 and 12)
Evaluation and Improvement:	Monitoring of social, cultural and sports activities is conducted through student satisfaction surveys. The collected data is shared with and evaluated by the Dean's Office. (Evidence)

Maturity Level: The institution conducts social, cultural, and sports activities of appropriate quantity and quality. However, the outcomes of these practices and activities are not systematically monitored.

Evidence

Evidence 1: Directive on Implementation of Extracurricular Student Activities and Student Clubs

Evidence 2: Faculty of Theology Student Communities

Evidence 3: Student Clubs Promotion Event

Evidence 4: Book Reading Group Announcement

Evidence 5: Temperament Education Program

Evidence 6: "Step by Step Freedom from Damascus to Jerusalem" Event and Charity Bazaar

Evidence 7 "Liberation from Sednaya" Panel

Evidence 8: "The Never-Ending Sleep of Muslims" Event

Evidence 9: "The Liberation of Gaziantep" Conference

Evidence 10: "The Exemplary Character of the Prophet" Conference

Evidence 11: Reading Group Announcement

Evidence 12: "Operation Aqsa Flood" Anniversary Event

Evidence 13: Quran Recitation Competition

Evidence 14: "Being a Child in Gaza" Story Writing Competition with Awards

Evidence 15: 2024 Activity Report

Evidence 16: 2023 Activity Report

Evidence 17: Civic Involvement Projects Regulation

Evidence 18: Civic Involvement Projects Unit Coordinators

Evidence 19: Various Activities Organized in Collaboration with Ministry of National Education and Presidency of Religious Affairs

Evidence 20: Faculty Conference Hall

Evidence 21: Seminar on Combating Addiction

Evidence 22: "One Year of Zionist Genocide in Gaza" Panel and Art Exhibition

Evidence 23: "Jerusalem" Talk

Evidence 24: Discussion on "Events in Gaza"

Evidence 25: Family Symposium

Evidence 26: "Islam and Brotherhood" Symposium

Evidence 27: "Quantum Physics and Religion" Conference

Evidence 28: "Artificial Intelligence and Metaverse" Conference

Evidence 29: Faculty Seminar Series III

Evidence 30: Faculty Seminar Series IV

Evidence 31: GAUN Event Workflow Procedures

Evidence 32: "Divine Melodies from World-Famous Voices" Program

Evidence 33: 2023-2024 Graduation Ceremony

Evidence 34: MAVERA Cultural Center 2023 Self-Assessment Report

Evidence 35: Faculty Mosque (Men)

Evidence 36: Faculty Mosque (Women)

Evidence 37: Faculty Mosque (Staff)

Evidence 38: 80th Anniversary Student Culture Center

Evidence 39: Sporium Sports Complex

Evidence 40: Sporium Promotional Video

Evidence 41: Sporium Services

B.5.3. Facilities and Infrastructure (Dining Halls, Dormitories, Technology-Equipped Study Areas, Health Services, etc.)

At our institution, the planning of facilities and infrastructure is carried out by the Health, Culture, and Sports Department and the Construction and Technical Affairs Department, under the supervision of the Rectorate. Technological infrastructure processes are managed by the Information Technology Department according to defined procedures.

Monitoring activities related to facilities and infrastructure have been conducted through surveys applied to students and academic staff, and the results have been reported (See Evidence 1).

Our faculty has a canteen located on the ground floor, which is open for students. The canteen is considered an important space for socialization and is adequately equipped to meet the needs of students. There are a total of 64 student workspaces located on the floors where classrooms and the library are situated. In addition, on the B floor, there is a 80-student capacity study room, which is equipped with adequate technical infrastructure, advanced ventilation systems, and sound insulation (See Evidence 2).

Our faculty is equipped with sufficient classrooms and laboratory infrastructures, equipped with modern devices for the work of undergraduate and graduate students, to enhance teaching and research activities (See Evidence 3).
Our students can benefit from campus facilities related to sports, dining, guesthouses, accommodation, shopping, and health services (See Evidence 4, Evidence 5, Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10).

Year:	2024
Subject:	Facilities and Infrastructure (Dining Halls, Dormitories, Technology-Equipped Study Areas, Health Services, etc.)
Responsible Unit:	Dean's Office
Initial Planning Meeting:	2020
Internal Stakeholders:	Academic and Administrative Staff
External Stakeholders:	Rectorate, Health Culture and Sports Department, Construction and Technical Affairs Department
Implementation Areas:	University-wide
Monitoring Mechanisms:	Facilities and infrastructure-related processes are managed by the Rectorate. The Education and R&D Commission Staff Satisfaction Surveys University-wide Staff Satisfaction Surveys
Performance Indicators:	Staff Satisfaction Survey Question 6: Satisfaction rate of 84% University-wide Satisfaction Survey Results

Evaluation and Improvement:	2023 GAÜN Institutional Internal Evaluation Report 2023 Student Quality Committee Institutional Internal Evaluation Report

Maturity Level: The physical resources and spaces at the institution are managed holistically to provide appropriate quality and quantity of facilities and infrastructure. The usage of all facilities and infrastructures is systematically monitored, and the monitoring results are evaluated with stakeholders. Based on these evaluations, measures are taken, and resources are diversified according to needs and demands.

Evidence

Evidence 1: Staff Satisfaction Survey

Evidence 2: Study Rooms

Evidence 3: Physical Infrastructure

Evidence 4: GAÜN Orientation Guide

Evidence 5: Health Services

Evidence 6: Şahinbey Research and Practice Hospital

Evidence 7: Faculty of Dentistry

Evidence 8: Refectory

Evidence 9: Internet Facilities

Evidence 10: Gaziantep University Sporium Center

B.5.4. Barrier-Free University

At the faculty entrance, there is a ramp that allows students with disabilities to easily access classrooms (See Evidence 1). Additionally, the building is equipped with an audio elevator for people with disabilities, and the elevator buttons are marked with Braille (See Evidence 2). A WC in the student restroom on the ground floor has been specially designed to accommodate students with disabilities, and the necessary equipment has been provided (See Evidence 3). The directional signs and door nameplates for classrooms and other sections of the faculty also include Braille guidance texts for people with disabilities (See Evidence 4). A designated parking section for people with disabilities is available in the parking lot in front of the faculty (See Evidence 5).

In the university library, Braille-encoded materials are available for students with disabilities, and a movable platform is available to help them access the upper floor. Throughout the university, signs are equipped with Braille, and guide paths have been designed. There are designated parking areas and restrooms for people with disabilities. Additionally, some building entrances have phones for assistance. Disabled students and their companions are allowed to eat in the staff cafeteria (See Evidence 6 p.20-29).

The procedures for students with disabilities in our faculty are carried out by the "Disabled Student Unit" established under the Rectorate (See Evidence 7). The university campus has been awarded the Blue Flag in the socio-cultural accessibility category as part of the Accessible University initiative (See Evidence 8). There is a regulation governing the operation of this unit (See Evidence 9). This unit provides services for individuals with attention deficit hyperactivity disorder, hearing impairments and partial hearing loss, visual impairments and low vision, mobility impairments (physical disabilities), psychological disorders, learning disabilities, chronic health conditions, Asperger's syndrome or high-functioning autism, and temporary disabilities (See Evidence 9). To benefit from the services specified in the regulation, students must personally apply to the Disabled Student Unit after enrolling in their respective faculty or vocational school and provide documentation of their disability.

An academic advisor has been assigned in all departments to offer counseling and support services to students with disabilities (See Evidence 10, Evidence 11, Evidence 12). These advisors work in coordination with the Disabled Student Unit to assist students with disabilities in their departments. They collaborate with academic advisors and the Disabled Student Unit to ensure that students receive the services they request based on their special needs, that courses and exams are conducted according to their specific requirements, and that facilities such as elevators, wheelchair ramps, and guide paths are accessible (See Evidence 13). During each exam period, faculty staff take turns serving as readers for students with disabilities (See Evidence 14). Additionally, as part of the TDP course this year, students have recorded audio versions of textbooks for their peers with disabilities (See Evidence 15).

Subject	Barrier-Free Campus
Responsible Unit:	Dean's Office
Initial Planning Meeting:	2020
Internal Stakeholders:	Academic Staff, Administrative Staff, Students
External Stakeholders:	Rectorate, Disability Support Unit
Implementation Areas:	Entire Faculty
Monitoring Mechanisms:	Disability Support Unit
Performance Indicators:	Student satisfaction rates regarding accessibility Disability Support Unit activity reports
Evaluation and Improvement:	Dean's Office - at the beginning of each academic term

Maturity Level: Findings from the accessible university practices implemented across all units of the institution are systematically monitored. The results of these observations are evaluated in collaboration with stakeholders, and necessary measures are taken accordingly.

Evidences

Evidence 1: Disabled Ramp

Evidence 2: Elevator Button

Evidence 3: Disabled Restroom

Evidence 4: Braille-Labeled Nameplates

Evidence 5: Disabled Parking Space

Evidence 6: Presentation Prepared for Individuals with Disabilities

Evidence 7: Disabled Student Unit

Evidence 8: Blue Flag Award

Evidence 9: Regulation of the Disabled Student Unit

Evidence 10: Advisors of the Disabled Student Unit

Evidence 11: Assignment Letter for the Disabled Student Advisor

Evidence 12: Practices for Disabled Students

Evidence 13: 2023 Annual Report of the Disabled Student Unit

Evidence 14: Reader Duty Schedule

Evidence 15: CIP Project Report

B.5.5. Guidance, Psychological Counseling and Career Services

At our faculty, all students are provided with orientation programs and academic advisory services, including guidance and counseling (See Evidence 1, Evidence 2). Additionally, the Department of Health, Culture, and Sports offers health and psychological counseling services to students. If these services are insufficient, students can receive the necessary support from the relevant departments of our faculty-affiliated Şahinbey Research and Application Hospital. Within the Department of Health, Culture, and Sports, two psychologists provide psychological counseling and guidance services to students (See Evidence 3). Furthermore, Şahinbey Research Hospital offers services related to mental and physical health. Gaziantep University Psychological Counseling and Guidance Center (GAÜN PDREM) aims to support students' individual, social, and academic development, facilitate their adaptation to university and dormitory life, and equip them with the necessary skills to cope with challenges in these areas (See Evidence 4).

As part of the curriculum, our faculty offers pedagogical formation courses in collaboration with the Ministry of National Education (MEB). Senior-year students participate in the Teaching Practice program at schools designated by the MEB (See Evidence 5, Evidence 6). These courses and the Teaching Practice program prepare students for their professional careers.

Every year, students organize an Instructional Technologies and Material Design Exhibition, where they develop various teaching materials to enhance the effectiveness of the Religious Culture and Moral Knowledge course in their future careers, ensuring it aligns with modern teaching principles and needs (See Evidence 7).
Career development activities for students are coordinated by the Career Planning and Entrepreneurship Application and Research Center, operating under the Rectorate, where career counseling services are also provided (See Evidence 8, Evidence 9, Evidence 10, Evidence 11).
At the faculty, various career services are conducted in collaboration with the Career Planning and Entrepreneurship Application and Research Center (See Evidence 12, Evidence 13, Evidence 14, Evidence 15, Evidence 16). The Career Planning course is a compulsory part of our curriculum for all students.
Within the scope of the Presidency's National Internship Program, our faculty students have the opportunity to participate in internship programs (See Evidence 17, Evidence 18). Additionally, an İŞKUR (Turkish Employment Agency) office operates within the university, providing students with career counseling services (See Evidence 19).

During the February 6 earthquake, faculty members personally contacted students to assess their health conditions. Students in need of accommodation were provided housing support, while those facing financial difficulties were identified and referred to relevant aid organizations. Moreover, a special committee was formed to provide psychological and emotional support (See Evidence 20, Evidence 21).

Students received psychological support not only through the university's counseling units but also via academic faculty members, who directed them to specialized psychological counseling units or expert psychologists when necessary. Advisors closely monitored students' academic progress and guided them to relevant support services whenever needed (See Evidence 22 See Article 14-15).

Subject	Guidance, Psychological Counseling, and Career Services
Responsible Unit	Dean's Office, Student Academic Advisors
Initial Planning Meeting	2020
Internal Stakeholders:	Academic and Administrative Staff, Students, Quality and Accreditation Unit
External Stakeholders	Career Planning and Entrepreneurship Application and Research Center, Provincial Mufti Office, Provincial Directorate of National Education, Alumni
Implementation Areas:	All Students
Monitoring Mechanisms:	Student Surveys
Performance Indicators:	Alumni Satisfaction Survey Results Student Satisfaction Survey Outcomes 2023 Annual Activity Report Findings Academic Advisor Evaluation Survey Results
Evaluation and Improvement:	Education and R&D Commission Meetings, Academic Board Meetings

Maturity Level: The guidance, psychological counseling, and career services provided in all units of the institution are managed holistically (including the presence of a center overseeing these services and the administrative organization managing this center). The outcomes of these services are systematically monitored, and the results of the monitoring process are evaluated together with stakeholders. Necessary measures are taken, and resources are diversified in line with needs and demands.

Evidence

Evidence 1: Orientation Program Announcement

Evidence 2: Orientation Program

Evidence 3: Psychological Counseling and Guidance Center

Evidence 4: Psychological Counseling Center Regulation

Evidence 5: Teaching Practice Course Announcement

Evidence 6: Teaching Practice Course Announcement (2023)

Evidence 7: Educational Technologies and Material Design Exhibition

Evidence 8: Career Planning Center Website

Evidence 9: Career Planning Center Visual

Evidence 10: Career Planning Center Regulation

Evidence 11: Career Planning Center Activities

Evidence 12: Career Meetings Event Announcement

Evidence 13: Career Fair Announcement

Evidence 14: Official Letter for Career Fair

Evidence 15: Talent Gateway Announcement

Evidence 16: Talent Gateway Announcement 2

Evidence 17: 2024 National Internship Program Announcement

Evidence 18: List of Students for Internship

Evidence 19: İŞKUR Service Point Announcement

Evidence 20: EBYS Document No. 296557 titled "Provision of Spiritual Guidance and Psychological Counseling Services to Earthquake Victims"

Evidence 21: Screenshot Regarding Counseling Services for Earthquake Victims

Evidence 22: Academic Advising Regulation

B.6. Program Monitoring and Updating

B.6.1. Monitoring and Updating of Program Outcomes

Our faculty ensures the creation, development, and follow-up of curricula in line with evolving needs. The processes related to the objectives and outcomes of implemented programs are detailed in the Faculty of Theology Quality Manual (See Evidence-1). A Furthermore, defined procedures for program updates are outlined in the Education and Teaching Regulations (See Evidence-2). In alignment with our faculty's vision and mission (See Evidence-3) the Faculty of Theology Program Objectives (See Evidence-4), Program Outcomes (See Evidence-5) and Discipline-Specific Criteria (See Evidence-6) have been established. All courses offered in our faculty are mapped to their relevant program outcomes, with these relationships presented in detailed tables (See Evidence-7).

When program updates are required, the proposed curriculum is prepared according to the Turkish Higher Education Qualifications Framework (THQF) criteria. The updated curriculum is first discussed by the Department Board and then presented to the Faculty Board. Following

approval, it is forwarded to the Education Commission (See Evidence-8). After review and revisions by the commission, the final curriculum proposal is submitted to the University Senate. Approved curricula are then implemented (See Evidence-9) Throughout the academic year, advisory board meetings (See Evidence-10), department board meetings, and year-end academic board meetings serve as platforms to review annual program performance and identify necessary updates (See Evidence-11).

To ensure the participation of internal stakeholders, satisfaction surveys were conducted at the end of the academic year (See Evidence-12). The data collected from internal stakeholders were evaluated both in the Academic Board Meeting (See Evidence-13) and the Education and Research Commission Meeting, leading to the adoption of improvement measures (See Evidence-14).
Within the quality process, during periods when catalog updates are planned, feedback from both internal and external stakeholders, as well as recommendations from advisory boards, will be considered to implement necessary updates. In this regard, the goal is to ensure that the catalogs are kept up-to-date, comprehensive, and functional, in line with both stakeholders' needs and the strategic guidance provided by advisory boards.

Year:	2024
Sub-Criterion Topic:	Monitoring and Updating Program Outcomes
Implementation Areas:	Faculty of Theology Students
Responsible Units:	Faculty of Theology Dean's Office Faculty Administrative Board Faculty Board Quality and Accreditation Unit
Monitoring Mechanisms:	Student Satisfaction Surveys External Stakeholder Satisfaction Survey Stakeholder Relations Commission Meetings
Performance Indicators:	Discipline-Specific Criteria Matrix TAA Discipline-Specific Criteria TAA Outcomes Faculty of Theology Program Outcomes TAA Outcomes Matrix Faculty of Theology Program Objectives Matrix Discipline-Specific Criteria TAA Discipline-Specific Criteria Matrix Student Satisfaction Survey
Evaluation and	End-of-Term Academic Board Meetings Unit, Quality, and Accreditation Commission Meeting dated

Improvement:	31.12.2024 Education and Research Commission Meeting

Maturity Level: The institution systematically monitors program outcomes (annually and periodically at the end of the program duration) in alignment with institutional goals (education and training policies and objectives). These monitoring results are evaluated together with stakeholders, and updates are made accordingly.

Evidence:

Evidence-1. Quality Manual

Evidence-2. Education and Training Regulation

Evidence-3. Faculty of Theology Vision and Mission

Evidence-4. Faculty of Theology Program Objectives

Evidence-5. Faculty of Theology Program Outcomes

Evidence-6. Discipline-Specific Criteria

Evidence-7. Faculty Board Meeting dated 18.07.2023

Evidence-8. Senate Meeting dated 15.08.2023

Evidence-9. Advisory Board Meeting Minutes

Evidence-10. Academic Board Meeting

Evidence-11. Student Satisfaction Survey

Evidence-12. Education and Research Commission Meeting

B.6.2. Alumni Monitoring System

At the university level, the status of our graduates has been monitored through the Alumni Information System, and steps have been taken for improvements based on feedback (See Evidence-1). Additionally, a graduate satisfaction survey has been conducted to measure the satisfaction levels of our alumni and to analyze their feedback on university experiences in more depth (See Evidence-2). Furthermore, one of the faculty's plans to effectively advance the quality process is to develop closer collaboration with our alumni.
Various platforms and events have been utilized to inform students about post-graduation matters (See Evidence-3). In addition, informative seminars have been organized in the context of career planning (See Evidence-4). Moreover, various career planning events and networking opportunities have been announced to both active students and graduates (See Evidence-5). Finally, within the scope of the accreditation process, maintaining strong communication with our alumni is a priority for the faculty. In this regard, the bonds with our graduates continue to strengthen through events and updates shared via smart phone application groups and social media platforms (See Evidence-6). Communication with faculty graduates is maintained not only through social media but also through face-to-face meetings. This allows for a stronger connection with our alumni, enabling us to closely follow their academic and professional development. Additionally, alumni who wish to do so can schedule meetings at the faculty in accordance with the consultation hours of academic staff listed on the website (See Evidence-7).

Initial Planning Date:	2024
Sub-Criterion Topic:	Alumni Monitoring System
Implementation Areas:	Faculty of Theology Graduates
Responsible Units:	Faculty of Theology Dean's Office Faculty Executive Board Faculty Board Quality and Accreditation Unit
Monitoring Mechanisms:	Alumni Satisfaction Surveys Alumni Information System WhatsApp Alumni Group
Performance Indicators:	Alumni Satisfaction Survey Faculty of Theology Program Outcomes Faculty of Theology Program Objectives Matrix
Evaluation and Improvement:	Faculty of Theology Education and Research Commission Meeting on 30.12.2024 Stakeholder Relations Commission Meeting Decisions on 02.01.2025

Maturity Level: At the institution, graduates are monitored at the end of each year through surveys and meetings in line with program objectives (education and training policies and goals). Based on the results of this monitoring, measures are taken to enhance competencies and qualifications.

Evidence:

Evidence-1. Gaziantep University Alumni Information System

Evidence-2. Alumni Satisfaction Survey

Evidence-3. Conference on "What Should I Do After Graduation?"

Evidence-4. Graduate Education and Career Planning Seminar

Evidence-5. Career Education-Related Events

Evidence-6. Alumni Student WhatsApp Group

Evidence-7. Student Advisor List

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

Gaziantep University has a research strategy covering the years 2020-2024 (See Evidence 1). Our faculty has adopted a quality policy (See Evidence 2) and has set objectives and goals (See Evidence 3). In accordance with these objectives, activities that meet national and international

expectations are planned and partially implemented. To ensure a systematic and effective management of education and research-development processes, a dedicated commission has been established within our faculty, and the process is monitored through academic board meetings held at the end of each term (See Evidence 4). Additionally, A Quality Manual which includes a self-assessment of the past three years, has been prepared (See Evidence 5, Evidence 6, Evidence 7) and strategic goals have been determined.

C.1.1. The institution's Research Policy, Objectives, and Strategy

Our faculty, within the framework of Gaziantep University's 2020-2024 strategic plan (See Evidence 1) follows a policy that aligns with its academic priorities, generates value, and transforms this value into social benefit. In accordance with this policy, our faculty envisions producing knowledge at international academic standards and sharing this knowledge with both academic and social communities. In line with its research policy, our faculty has established significant databases accessible to researchers (See Evidence 8). Since its inception, our international journal has been published biannually, adhering to scientific criteria (See Evidence 9). Additionally, numerous scientific events have been hosted under our faculty's research policy (See Evidence 10). To achieve these strategic goals, maximum effort has been made by both the administrative and academic staff. The processes have been monitored by the Education and R&D Commission and the academic board (See Evidence 4). The goals have been assessed through annual activity reports (See Evidence 5, Evidence 6, Evidence 7). Our faculty's research policy, which aligns with Gaziantep University's strategic plan and internationalization policy (See Evidence 11) can be outlined as follows (See Evidence 12):

1. **Ethical Principles:** All research and development activities will strictly adhere to scientific ethical principles, including honesty, impartiality, objectivity, confidentiality, and respect for intellectual property rights. Transparency and accountability in research processes will be ensured.
2. **International Collaboration and Participation:** The faculty aims to strengthen international academic collaborations, encourage participation in global research networks, and support involvement in overseas research projects.
3. **Inclusive Education and Research Opportunities:** We are committed to offering qualified research opportunities for students, encouraging their participation in research processes. This initiative will help develop their scientific thinking skills and prepare them for advanced academic and professional careers.
4. **Encouraging Interdisciplinary Research:** The faculty will promote interdisciplinary research by engaging not only with different areas within theology but also with social sciences, natural sciences, and other disciplines**.**
5. **Continuous Education and Research Programs:**
To stay at the forefront of scientific development, the faculty will organize continuous education programs and seminars for researchers. These programs will support the dissemination of the latest scientific advances and innovative research methods.
6. **Innovative and Pioneering Work for the Future:** The faculty is committed to conducting innovative and pioneering research that addresses the evolving needs of society, especially in the field of theology. This will involve anticipating future trends and ensuring our research aligns with the dynamic changes in global and social contexts.

Our faculty has set certain goals in line with the quality policy of Gaziantep University. These goals include improving educational, research, and administrative processes; enhancing scientific collaboration within and outside the faculty departments; meeting the demands and expectations of internal and external stakeholders; increasing both the quantity and quality of scientific

publications; organizing national and international scientific meetings; and leading social change and transformation.
For the 2020–2024 period, our faculty has made preparations to define its strategic objectives. Under the leadership of the Dean and Vice Deans, along with contributions from the University Quality Board, the Faculty Accreditation Commission, and the Faculty Council, a framework has been established and finalized with input from all stakeholders (See Evidence 3). These strategic objectives, which the institution will follow to achieve its mission, vision, and goals in the coming years, have been shared with the public and are outlined as follows:

Goal 1	To become an effective, reputable, and innovative research faculty at national and international levels
Goal 2	To provide high-quality education based on universal values
Goal 3	To increase the quantity and quality of scientific research.
Goal 4	To enhance students' social, cultural, and academic development.
Goal 5	To strengthen institutionalization and the organizational culture.
Goal 6	To improve services offered to society.

Year:	2024
Subject:	Institutional Research Policy, Goals, and Strategy
Initial Planning Meeting:	2020
Implementation Areas:	Academic and administrative staff, external stakeholders, students, and alumni
Monitoring Mechanisms:	Academic Staff Satisfaction Survey
Performance Indicators:	Advisory Board Meeting, Academic Staff Satisfaction Survey Results
Evaluation and Improvement:	Academic Board

Maturity Level: The institution has implemented practices in line with its defined research policy, strategy, and goals. However, the outcomes of these practices have not been systematically evaluated

Evidence:

Evidence 1: Gaziantep University 2024-2028 Strategic Plan

Evidence 2: Quality Policy Document

Evidence 3: Strategic Goals

Evidence 4: Education and R&D Commission

Evidence 5: Internal Evaluation Report 2020

Evidence 6: Internal Evaluation Report 2022

Evidence 7: Internal Evaluation Report 2023

Evidence 8: Quran Studies Research Center Database

Evidence 9: Theology Academy Journal

Evidence 10: Our Scientific Activities

Evidence 11: Gaziantep University Internationalization Policy Document

Evidence 12: Gaziantep University Faculty of Theology Policies

C.1.2 Management of Research and Development Processes and Organizational Structure

Our faculty plans and oversees the research and development processes in collaboration with the management team and other boards and committees. Additionally, all research and development activities are carried out with the coordination of the university and relevant stakeholders.
The Education and R&D Commission within our faculty (See Evidence 1), in alignment with the faculty's vision, mission, strategic plan, and goals, has examined the entire process of teaching and education activities within the framework defined by the Higher Education Quality Board and in accordance with TAA principles. The commission has developed and implemented methods such as surveys and other techniques for measurement and assessment (See Evidence 2; Evidence 3). Furthermore, consultations have been held with affiliated members, and when necessary, these members have been brought together to contribute to the process (See Evidence 4, Evidence 5).
The duties of the Education and R&D Commission, which oversees the research and development processes in our faculty, are outlined in the table below.

Duties of the Education and R&D Commission:

Determines, monitors, and reports the contribution rates of the courses in the undergraduate curriculum to the program outcomes.
Collaborates with relevant institutions and committees to improve the educational processes.
Identifies the need for updates in the curriculum.
Conducts and evaluates course evaluation surveys from the perspectives of both students and faculty.
Works on updating the surveys, periodically determines and reports the statistics.
Develops recommendations for improving measurement and assessment tools.
Contributes to the work necessary to prepare the Self-Assessment Report during the accreditation process.
In consultation with its affiliated members, the Education and R&D Commission reviews, measures, evaluates, develops, and applies methods such as surveys for the entire process of the institution's educational activities. When necessary, the commission assigns tasks to its affiliated members.

In our faculty, there are higher units responsible for managing research and development processes. One of these units is the Gaziantep University Scientific Research Project Unit (BAPYB). BAPYB is structured within the university's organizational framework to support R&D activities and provide funding for academic projects. Through the online application

system, projects can be easily submitted, and processes can be tracked digitally. Additionally, the participation of academic staff in conferences and symposiums is encouraged, with financial support provided. Upon the completion of projects, a final report is requested, and the project outcomes are evaluated in detail. A portion of our academic staff has successfully completed their projects with the support provided by BAPYB (See Evidence 6).

Our faculty's internationally recognized *Theology Academy Journal*, published biannually, has also made significant contributions to the research and development processes. As of December 2024, the journal will publish its 20th issue (See Evidence 7) and is indexed not only in TR Index but also in various international databases (See Evidence 8). The application process for higher-ranking indexes is ongoing. To increase the journal's impact factor and prioritize high-quality submissions, the editorial board (See Evidence 9) plays a key role in enhancing the quality of the research and development process.

A concrete example of research and development efforts is the institution's website that publishes translations of various books, research papers, and theses targeting the international academic community in English, Arabic, and Turkish (See Evidence 10). Named the *Wisdom and Virtue Quran Research Project*, it aims to support researchers interested in Islamic studies, especially in the field of Quran Sciences

Year:	2024
Sub-criterion and Topic:	Management and Organizational Structure of Research and Development Processes
Initial Planning Meeting	October 15, 2020
Implementation Areas:	All faculty and sub-units
Monitoring Mechanisms:	Quality and Accreditation information and evaluation meetings
Performance Indicators:	Academic staff satisfaction survey
Evaluation and Improvement:	June 14, 2024 Year-end evaluation and Accreditation meeting July 10, 2024 Quality and Accreditation meeting May 27, 2024 Quality and Accreditation meeting Academic Board

Maturity Level: The management of research and development processes and the organizational structure within the institution have been implemented in alignment with institutional preferences, leading to some results. However, these results have not yet been tracked or monitored.

Evidence

Evidence-1: Education and R&D Committee

Evidence-2: Academic Staff Satisfaction Survey

Evidence-3: Surveys for Institution's Staff, Students, and External Stakeholders

Evidence-4: Seminar Organized with External Stakeholders

Evidence-5: Consultation Meeting with the Deans of Theology Faculties

Evidence-6: Gaziantep University Scientific Research Project Unit

Evidence-7: Theology Academy Journal

Evidence-8: Indexes Where the Theology Academy Journal Is Indexed

Evidence-9: Editorial Board of the Theology Academy Journal

Evidence-10: Qur'an Research Center Website

C.1.3. Research Relation to Local/Regional/National Needs and Demands

Our faculty has conducted research and development activities addressing local, regional, and national needs and demands. In this context, it has pioneered scientific and social events (See Evidence 1). This not only contributed to science on a national and global scale but also served the purpose of benefiting the religious, social, and cultural development of our region.

In response to the demands of the region, our faculty has organized numerous panels, symposiums, and various scientific events. All activities were organized in consultation with our external stakeholders, and sponsorship support was obtained where necessary. Some of the programs organized by our faculty, considering regional and national needs, are as follows:

1. "International Gaziantep Scholars and Religious Life in Gaziantep Symposium": This program aimed to shed light on the religious figures who contributed to the religious life in Gaziantep, with a goal to illuminate the city's religious life in all its aspects (See Evidence 2).
2. "Family Symposium": The symposium focused on the issues threatening the family and discussed potential solutions (See Evidence 3).
3. "Islam and Brotherhood Symposium": Organized by Gaziantep University (GAÜN) Faculty of Theology, in collaboration with Şahinbey Municipality and MİDAD Unrestricted Education Association, this symposium took place at the GAÜN Atatürk Culture Stage. The program addressed several issues, ranging from education to migration problems, especially considering the presence of Syrian citizens in Gaziantep (See Evidence 4).
4. "The Responsibility of Scholars in Solving Social Problems Workshop": This workshop, organized by Gaziantep University (GAÜN) and Anadolu Platform, attracted wide participation (See Evidence 5).
5. "International Bedrüddin Ayni Symposium": The program focused on Bedrüddin Ayni, a prominent scholar born and raised in Gaziantep. His life, scholarly activities, and contributions to Islamic history and thought were discussed (See Evidence 6).
6. "The Contemporary Value of Sunnah Symposium": This event, with the participation of qualified scholars, focused on correctly understanding and transferring the Sunnah to the present day (See Evidence 7).
7. "The Importance of Religious Discourse in Strengthening Social Unity": This controversial academic event involved a large number of scholars and representatives from civil society organizations. The program emphasized the importance of social unity and fundamental topics such as living together with people of different beliefs and thoughts (See Evidence 8).

Year:	2024
Subject	Relation of Research to Local/Regional/National Needs and Demands

Initial Planning Meeting:	2020
Implementation Areas:	Academic and Administrative Personnel , External Stakeholders , Students and Alumni
Monitoring Mechanisms:	Academic Staff Satisfaction Survey
Performance Indicators	Advisory Board Meetings Academic Staff Satisfaction Survey Results
Evaluation and Improvement Date:	Academic Board

Maturity Level: The institution considers local, regional, and national needs, demands, and changes in the planning, execution, or management of research-related activities. However, the outcomes of these efforts have not been monitored.

Evidence

Evidence-1: Faculty-led Religious Studies Faculty Consultation Meeting

Evidence-2: International Gaziantep Scholars and Religious Life in Gaziantep Symposium

Evidence-3: Family Symposium

Evidence-4: Islam and Brotherhood Symposium

Evidence-5: Responsibility of Scholars in Solving Social Problems Workshop

Evidence-6: International Bedrüddin Ayni Symposium

Evidence-7: Current Value of the Sunnah Symposium

Evidence-8: Importance of Religious Discourse in Strengthening Social Unity

C.2 Research Resources

C.2.1. Research Resources: Physical, Technical, and Financial

Our faculty building is newly constructed and is equipped with facilities that support both the education and research infrastructure. Adequate resources have been provided for our academic and administrative staff, students, and external participants wishing to engage in the research process. The total closed area of our faculty is 8,400 square meters, and it houses a library, one male and one female mosque, each with a capacity of approximately 280 people, a conference hall with a 250-person capacity, a canteen, 27 classrooms with a capacity to accommodate 1,380 students, one 250-person conference hall, one 50-person meeting room, three study rooms, and 61 academic and administrative offices (See Evidence 1). In 2023, we also established a new 80-person study room on the ground floor of our building, which was inaugurated in 2021. The room is equipped with study tables and wireless internet access, allowing students to connect their phones and computers (See Evidence 2). Along with our other reading and study halls, environments have been created where our students can work in peace and under suitable conditions. Together with other reading and study rooms, we have created environments where

students can work in comfortable and suitable conditions. The Faculty of Theology's Fuat Sezgin Library started its operations as a research library on 01.04.2016. Our library is equipped with the latest YordamBT 18.7 Library Automation System. We hold 15,534 books, reference materials, and more than 40 periodicals. The library also facilitates book lending through an integrated automation system with the central library. Additionally, we offer ILL (Interlibrary Loan) services for accessing publications from other universities (See Evidence 3). The integration of newly purchased books continues, as managed by the Library and Documentation Department.

Our conference hall has a capacity of 250 people and is equipped with air conditioning, ventilation systems, projection, video, and sound systems (See Evidence 4). In addition, our faculty has a 50-person meeting room where academic board meetings and various other presentations are held (See Evidence 5). A newly established Council Room, where our faculty's publications and printed materials are displayed, also serves as the venue for the Faculty Board and Administrative Board meetings (See Evidence 6).
Research-related expenses are coordinated with the university and managed according to the project (See Evidence 7, 8, 9). Additionally, financial support for scientific research is provided by external stakeholders.

Year:	2024
Sub-Criterion Topic:	C.2.1. Research Resources: Physical, Technical, Financial
Initial Planning Date:	2020
Implementation Areas:	Academic, Administrative Staff, Students, Faculty's Physical Areas
Monitoring Mechanisms:	Education and R&D Commission Academic Staff
Performance Indicators:	Academic Staff Satisfaction Survey Administrative Staff Satisfaction Survey Advisor Satisfaction Survey Alumni Satisfaction Survey
Evaluation and Improvement:	Education and R&D Commission Meeting Minutes Academic Board

Maturity Level: The institution manages research resources in a way that supports priority research areas and covers all domains. The findings from all these practices are systematically monitored, and the monitoring results are evaluated with stakeholders. Measures are taken, and resources are diversified based on needs and demands.

Evidence

Evidence 1: Faculty Physical Infrastructure

Evidence 2: Reading/Study Rooms

Evidence 3: Library

Evidence 4: Conference Hall

Evidence 5: Meeting Room

Evidence 6: Board Room

Evidence 7: BAP Support

Evidence 8: BAP Support

Evidence 9: BAP Support

C.2.2. University Internal Resources (BAP, etc.)

Within the scope of the Higher Education Council's Academic Incentive Program, academic staff are rewarded, and faculty members are supported in continuing their professional development and improving their teaching skills by participating in domestic and international conferences, seminars, and other academic activities. These activities are supported by the Scientific Research Projects Unit (BAP) (See Evidence 1) (See Evidence 2). Financial support for participation in these activities is also provided from the faculty's budget items (See Evidence 3).

Year:	2024
Sub-criterion Topic:	C.2.2. University Internal Resources (BAP, etc.)
Initial Planning Date:	2020
Implementation Areas:	All Academic Departments
Monitoring Mechanisms:	Education and R&D Commission Stakeholder Relations Commission Academic Staff Satisfaction Surveys
Performance Indicators:	Performance Data Completed Projects Academic Staff Survey Result
Evaluation and Improvement:	Education and R&D Commission Meeting Minutes Stakeholder Relations Meeting Minutes

Maturity Level: The institution has adequate qualitative and quantitative internal university resources to sustain its research and development activities. Internal resources are utilized by the institution's researchers. However, the outcomes related to the use of these resources are not being monitored.

Evidence

Evidence 1. Completed BAP Projects

Evidence 2. Ongoing BAP Projects

C.2.3. Orientation toward External Resources (Methods and Supports)

In order to increase the university's orientation towards external resources, there are support projects such as TÜBİTAK-funded projects, development agency projects, and additional BAP support. The annual monitoring and follow-up are conducted in BAP activity reports. Our faculty's academic staff and some students have applied for external resource support in roles such as project executors, researchers, and participants. There have been both accepted and rejected projects:

The Scientific Nature of the Treatment of Mental and Nervous Disorders in the 19th Century Ottoman Period and the Development of the Science of Psychology in Islamic Civilization – Religious and Historical Perspective: Prof. Dr. Mustafa ÜNVERDİ (Project Coordinator)

2209-A Student Project: The Effect of Sufism on Inter-denominational Dialogue Studies Today: Assoc. Prof. Dr. Fehmi SOĞUKOĞLU (Coordinator); Student Ahmet Şamil AL; Student Adem ATAŞ; Student Furkan Özdemir ŞAHİN

Year:	2024
Sub-criterion Topic:	C.2.3. Direction Toward External Resources (Methods and Supports)
Initial Planning Date:	2020
Implementation Areas:	Academic Staff and Students
Monitoring Mechanisms:	Quality and Accreditation Commission Academic Staff Satisfaction Survey
Performance Indicators:	The Scientific Nature of the Treatment of Mental and Nervous Disorders in the 19th Century Ottoman Period and the Development of the Science of Psychology in Islamic Civilization – Religious and Historical Perspective-: Prof. Dr. Mustafa ÜNVERDİ (Project Coordinator) 2209-A Student Project: The Effect of Sufism on Inter-denominational Dialogue Studies Today : Assoc. Prof. Dr. Fehmi SOĞUKOĞLU (Coordinator); Student Ahmet Şamil AL; Student Adem ATAŞ; Student Furkan Özdemir ŞAHİN Evaluation and Improvement:
Evaluation and Improvement:	Academic Board

Maturity Level: The institution has developed methods and support plans for utilizing external resources to sustain research and development activities in line with institutional objectives, and these plans cover all relevant areas. However, the outcomes related to the use of these resources and their applications are not monitored.

Evidence

Evidence 1: The Effect of Sufism on Contemporary Inter-denominational Dialogue Studies

Evidence 2: The Scientific Nature of the Treatment of Mental and Nervous Disorders in the 19th Century Ottoman Period and the Development of the Science of Psychology in Islamic Civilization – Religious and Historical Perspective-:

C.2.4. Graduate Programs Aligned with Institution's Research Policy, Goals, and Strategy

At Gaziantep University, the following graduate programs are offered within the Institute of Social Sciences: the Master's and PhD programs in Basic Islamic Sciences (See Evidence 1); he Master's program in Philosophy and Religious Studies (See Evidence 2) and the Master's program in Islamic History and Arts (See Evidence 3). These programs are regularly reviewed based on current data, and the results of these evaluations are used to increase program efficiency and ensure they meet social needs. Program competencies are created taking into account the expectations of external stakeholders. Therefore, to ensure that the educational goals of the programs are met and that they address the needs of students and society, necessary collaboration with both internal and external stakeholders is established (See Evidence 4).

Year:	2024
Sub-Criterion Topic:	C.2.4. Graduate Programs Aligned with Institutional Research Policy, Objectives, and Strategy
Initial Planning Date:	2020
Implementation Areas:	All Academic Departments
Monitoring Mechanisms:	Education and R&D Commission Academic Staff Satisfaction Surveys
Performance Indicators:	Academic Staff Satisfaction Survey Results Advisor Satisfaction Survey Results
Evaluation and Improvement:	Education and R&D Commission Meetings Academic Board Meeting Minutes

Maturity Level: The institution runs graduate programs that are consistent with and support its research policy, objectives, and strategies (Strategic Goals and Objectives). However, the results of these implementations are not being tracked.

Evidence

Evidence 1: Doctoral Programs

Evidence 2: Masters Programs

C.3. Research Competency

C.3.1. Faculty Members' Research Competency and Research Capacity Development

In accordance with the guidelines outlined in the Quality Manual, our faculty has appointed the Education and R&D Commission to monitor and support the development of the research competencies of academic staff (See Evidence 1). As of 2025, the faculty will have 55 teaching staff/researchers (See Evidence 2).

As stated in the Academic Board Meeting minutes, various goals and plans have been set to increase the number of qualified publications (See Evidence 3). The faculty's 2024 activities include a variety of social and scientific events such as symposiums, conferences, and seminars (See Evidence 4). To enhance the research competencies of academic staff, the faculty continues to organize seminars, courses, and symposiums with the support and participation of internal and external stakeholders (See Evidence 5). An evaluation will be made in the Academic Board to assess the goals of academic staff, how much they have achieved, and what actions need to be taken to achieve them (See Evidence 6).
In order to improve the scientific infrastructure of faculty members, our university provides project support. Within this framework, the Faculty's Research and Development Unit (BAP) has supported faculty members' participation in TÜBİTAK, European Union projects, patent applications, international and national congresses/symposia, editorial roles, and article authorships in journals indexed in SCI, SSCI, AHCI, and other international databases (See Evidence 7) (See Evidence 8) (See Evidence 9). Furthermore, various scientific, social, and cultural activities (seminars, symposiums, exhibitions, workshops, etc.) are regularly organized in collaboration with internal and external stakeholders to enhance the competencies of academic staff (See Evidence 10) (See Evidence 11) (See Evidence 12).
s part of the accreditation process, faculty members share one of their doctoral or master's thesis topics with their colleagues every month to enhance their research competencies and strengthen interdisciplinary academic collaboration. This activity helps academic staff gain knowledge in different research areas and fosters new academic collaborations. As a result, scientific productivity within the faculty is encouraged, and academic development becomes continuous (See Evidence 13, 14).

Year:	2025
Sub-Criterion Topic:	C.3.1. Faculty Research Competency and Research Capacity Development
Initial Planning Meeting:	2024 R&D Meeting Minutes
Implementation Areas:	Academic Staff
Monitoring Mechanisms:	Research and Development Committee Monitoring of Academic Staff Scientific Research Activities Scientific Research Projects Unit (BAP) Academic Staff Satisfaction Surveys Quality and Accreditation Commission Information and Evaluation Meetings

Performance Indicators:	Academic Staff Satisfaction Rate BAP Projects (2020-2022)
Evaluation and Improvement:	Accreditation Meeting Minutes (2024) R&D Meeting Minutes

Maturity Level: At the institution, practices aimed at evaluating and improving the research competencies of academic staff are being carried out in a manner that covers all fields. However, the outcomes of these practices are not being monitored.

Evidence

Evidence 1: Research and Development Commission

Evidence 2: Staff List

Evidence 3: Academic Board Meeting Minutes

Evidence 4: Performance Data

Evidence 5: Performance Data

Evidence 6: Academic Staff Work Objectives

Evidence 7: Project Support

Evidence 8: Project Support

Evidence 9: Project Support

Evidence 10: Social and Cultural Activities

Evidence 11: Directorate of Religious Affairs Academy Courses

Evidence 12: ISAM Training

Evidence 13: Seminar 4

Evidence 14: Seminar 3

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

Our faculty encourages its researchers to participate in research and development activities by strengthening collaborations with external stakeholders, taking into account national and international needs and priorities. For this purpose, it has developed collaborations by signing protocols with various institutions and units. The institution regularly carries out numerous scientific, social, and cultural activities (such as seminars, symposiums, exhibitions, and workshops) in collaboration with internal and external stakeholders (See Evidence 1) (See Evidence 2) (See Evidence 3) (See Evidence 4) (See Evidence 5) (See Evidence 6) (See Evidence 7) (See Evidence 8)

Year:	2025
Sub-Criterion Topic:	C.3.2. National and International Joint Programs and Joint

	Research Units
Initial Planning Meeting:	2024
Implementation Areas:	Academic Staff
Monitoring Mechanisms:	Research and Development Commission Identification of the Scientific Research Activities of Academic Staff Scientific Research Projects (BAP) Unit Academic Staff Satisfaction Survey Information and Evaluation Meetings of the Quality and Accreditation Commissions
Performance Indicators:	Academic Staff Satisfaction Rate
Evaluation and Improvement:	Accreditation Meeting Minutes (2024) R&D Meeting Minutes

Maturity Level: The institution has planning and defined processes for multiple research activities such as participation in research networks and establishing collaborations through internal and inter-institutional joint programs and joint research units at both national and international levels. However, there are no implemented actions in line with these plans and processes.

Evidence

Evidence 1: Directorate of Religious Affairs Academic Cooperation Protocol

Evidence 2: Kagem Joint Conference

Evidence 3: Symposium

Evidence 4: External Stakeholder

Evidence 5: Sabahattin Zaim University

Evidence 6: Conference

Evidence 7: Directorate of Religious Affairs Academy

Evidence 8: İlim Yayma Society Sahn-ı Seman Turkey Program

C.4. Research Performance

Our faculty regularly measures its R&D activities based on data and shares the results with the public. The collected data is used for the periodic review and continuous development of the faculty's R&D capacity. Additionally, under the guidance of the Strategic Plan (See Evidence 1), Quality Manual (See Evidence 2) and the R&D Commission (See Evidence 3) our existing processes are being developed in line with the PDCA cycle standards..

C.4.1. Faculty Performance Evaluation

Our faculty continuously evaluates the performance of the academic staff in accordance with the procedures outlined in the strategic plan (See Evidence 4,) and develops methods to support their development. In this regard, data is collected on the research and development achievements of academic staff by each academic unit, including the number of publications in indexed journals, national and international conference papers, books and book chapters, projects they have contributed to or conducted, graduate student advisory roles, scientific and artistic activities, etc. This data is organized by the relevant unit heads and submitted as the Administrative Activity Report (See Evidence 5) o to the Strategy Development Office. An academic incentive program has been introduced to enhance the performance of the teaching staff. The implementation and progress of this program are monitored by the Academic Incentive Application and Review Commission (See Evidence 6).
To ensure the continuity, diversity, and depth of research and development activities, evaluation meetings have been held (See Evidence 7). The results and recommendations from these meetings, conducted by the Research and Development Committee, are communicated to the deanship as development strategies (See Evidence 8).

Year:	2024
Sub-criteria topic:	C.4.1. Faculty Members' Academic Publication Performance Evaluation
First planning meeting:	2020
Implementation areas:	Faculty Members
Performance indicators:	Faculty Members' Publication Number and Quality: 2020 UNIT ACTIVITY REPORT 2021 UNIT ACTIVITY REPORT 2022 UNIT ACTIVITY REPORT 2023 UNIT ACTIVITY REPORT 2024 UNIT ACTIVITY REPORT
Evaluation and improvement:	Academic Board Meeting

Maturity Level: Applications covering all areas are being monitored to track and evaluate the research and development performance of faculty members, and the results of the monitoring are assessed to take preventive actions.

Evidence

Evidence 1: Strategic Plan

Evidence 2: Quality Manual

Evidence 3: Research and Development Committee

Evidence 4: Strategic Plan

Evidence 5: Performance Data

Evidence 6: Academic Incentive Application and Review Committee; Review Results;

Evidence 7: Meeting

Evidence 8: Meeting Minutes

C.4.2. Evaluation of Research Performance and Improvement Based on Results

In our faculty, the evaluation of research performance and the implementation of improvements based on the results are the responsibility of the Faculty Council (See Evidence 1). The Council carries out this process in collaboration with the Education and R&D Committee (See Evidence 2). The research performance for the 2024-2025 academic year was evaluated at the Faculty Council (See Evidence 3). Within the framework of the Academic Incentive Program of the Higher Education Council, the academic staff are supported by the Scientific Research Projects Unit (BAP) (See Evidence 4) to continue their professional development and improve their teaching skills by participating in domestic and international conferences, seminars, and other academic activities (See Evidence 5) (See Evidence 6).

Year:	2024
Sub-criterion Topic:	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Initial Planning Date:	2020
Implementation Areas:	Faculty Members
Monitoring Mechanisms:	Education and R&D Committee Identification of Academic Publications of Faculty Members BAP Projects Unit
Performance Indicators:	Academic Board
Evaluation and Improvement	Academic Board

Maturity Level: The institution carries out practices for monitoring and evaluating research performance across all areas. However, the results of these practices are not monitored or used in decision-making.

Evidence

Evidence 1: Faculty Board

Evidence 2: R&D Committee

Evidence 3: Performance Evaluation

Evidence 4: BAP Unit

Evidence 5: Completed BAP Projects

Evidence 6: Supported Project

C.4.3. Research Budget Performance

Since processes related to the research budget are monitored by the relevant units within the Rectorate, there is no specific research budget allocated to our faculty. Support is provided by the BAP unit within the Rectorate.

Year:	2024
Sub-Criterion Topic:	Research Budget Performance
First Planning Meeting:	2020
Implementation Areas:	Academic Staff
Monitoring Mechanisms:	BAP Support Limits
Performance Indicators:	Ongoing Projects: BAP Projects Unit Completed Projects: BAP Projects 2020-2022
Evaluation and Improvement:	-

Maturity Level: The institution has established plans and defined processes for monitoring research budget performance. However, there are either no implementations carried out in line with these plans and processes, or the existing implementations do not comprehensively cover all areas.

D. COMMUNITY ENGAGEMENT

D.1. Community Engagement Strategy

D.1.1. Community Engagement Policy, Goals, and Strategy

Our faculty, in line with its strategic plan and objectives, is committed to being effective, efficient, and competitive in the field of community service, focusing on high performance, achieving international recognition and prestige, and engaging in continuous improvement and development with its stakeholders (See Evidence 1). Therefore, it maintains ongoing communication with both internal and external stakeholders (See Evidence 2).
Civic Involvement Projects (CIP): As stated in our strategic plan, our faculty continues to contribute to the social and cultural fabric of society. One such initiative is the CIP course and its practical implementation. This course is organized according to specific guidelines and implementation principles (See Evidence 3). A CIP coordinator is assigned within the faculty (See Evidence 4). Through this course, all enrolled students participate in social sensitivity projects in groups, under the supervision of their academic advisors (See Evidence 5, See Evidence 6). In this way, students aim to reach all segments of society through bilateral protocols signed between our university and public institutions, as well as non-governmental organizations (See Evidence 7). Considering our faculty is frequently chosen by international students, activities have been organized to foster interaction and integration between international and Turkish students (See Evidence 8).

Our Journal: Our faculty publishes a biannual academic journal titled Theology Academy Journal. The journal aims to convey the academic knowledge of Turkey on major issues within the Islamic world—particularly to the Middle East and Arab countries, and globally. Theology

Academy Journal also holds the distinction of being the first and only scientific journal among Turkish universities to be published in Turkish, Arabic, and English.

So far, Theology Academy Journal has published 14 themed issues on topics such as Salafism, Alienation and Religiosity, Migration and Religion, Sectarianism, Islamophobia, Sunnah, Morality, Qur'an, Family, Youth, Islamic Economics, and Religious Discourse. Following the themed issues, five non-themed issues have also been released (See Evidence 9). Additionally, after publishing an issue, symposia have been organized on the respective themes featuring the article authors as speakers. For instance, following the *Sunnah* issue, the *Current Relevance of the Sunnah Symposium* was held (See Evidence 10), and after the *Religious Discourse* issue, the *Importance of Religious Discourse in Strengthening Social Unity Symposium* took place (See Evidence 11).

Cultural and Artistic Activities:

A wide range of national and international cultural and artistic events have been organized at our university's *Mavera Congress and Art Center*, the *Atatürk Cultural Stage* within the Congress and Art Center, and our faculty's own conference hall (See Evidence 12, Evidence 13, Evidence 14, Evidence 15, Evidence 16, Evidence 17, Evidence 18, Evidence 19, Evidence 20, Evidence 21, Evidence 22, Evidence 23, Evidence 24, Evidence 25, Evidence 26, Evidence 27).

Additionally, our faculty's academic staff have participated as guests in various media programs, and have delivered weekly lectures across different platforms (See Evidence 28, 29).

Charity Bazaars**:** From time to time, students of our institution have organized charity bazaars to support those in need (See Evidence 28, Evidence 29, Evidence 30).

Beyond all these activities, our faculty consistently aims to serve as both an example and a guide to society, particularly in matters of religion, and to contribute to solving social issues. In fact, our faculty has not remained indifferent to developments in Syria and has made efforts to support the resolution of related challenges (See Evidence 31, Evidence 32). It aims to maintain and strengthen such contributions in the future as well.

Year:	2024
Sub-Criterion Topic:	D.1. Community Engagement Policy, Objectives, and Strategy
Initial Planning Meeting:	2020
Implementation Areas:	University Campus and Public Spaces (Cultural Centers, Schools, and Mosques)
Monitoring Mechanisms:	Unit CIP (Civic Involvement Projects) Coordinator Stakeholder Relations and Community Engagement Committee Advisory Board Meeting
Performance Indicators:	Projects Approved by the CIP Committee
Evaluation and Improvement:	Advisory Board Meeting Meeting Minutes of the Stakeholder Relations and Community Engagement Committee

Maturity Level: Practices related to the institution-wide adopted community engagement policy, its goals, and strategies are systematically monitored. Based on the results of this

monitoring, institution-wide measures are taken to ensure comprehensive and effective implementation across all relevant areas.

Evidence

Evidence 1: 2025–2029 Strategic Plan

Evidence 2: Directorate of Religious Affairs Academic Cooperation Protocol

Evidence 3 Directive on the Implementation Principles of the Civic Involvement Projects Course

Evidence 4: CIP Coordination Office

Evidence 5: Informational Meeting on Civic Involvement Projects

Evidence 6: Projects Carried Out Within the Scope of the CIP Course

Evidence 7: Bilateral Protocol

Evidence 8: Brotherhood Activity

Evidence 9: Theology Academy Journal

Evidence 10: Symposium on the Contemporary Relevance of the Sunnah

Evidence 11: Symposium on the Importance of Religious Discourse in Strengthening Social Unity

Evidence 12: GAUN Mavera Congress and Arts Center

Evidence 13: Atatürk Cultural Stage at the Congress and Arts Center

Evidence 14: Symposium on Religious Life and Islamic Scholars in Gaziantep

Evidence 15: Islam and Brotherhood Symposium

Evidence 16 : International Scientific Meeting on Islamic Studies and Fuat Sezgin

Evidence 17: Conference on the Conquest of Bayt al-Maqdis

Evidence 18: Panel on Leading Figures of the Islamic World

Evidence 19: Time Management and Motivation Conference

Evidence 20: Religion and Social Change Conference

Evidence 21: Conference on Unity and Congregations in Islam

Evidence 22: Spirit of Conquest in Islam and the Conquest of Jerusalem

Evidence 23: Tafsir Coordination Meeting

Evidence 24: Academic Meeting on Islam and Muslim Identity in Contemporary Turkey

Evidence 25: Panel on the Causes and Consequences of July 15

Evidence 26: Organ Donation Conference

Evidence 27: Conference on the Past and Present State of the Islamic Ummah

Evidence 28: Basic Religious Knowledge Course

Evidence 29: Directorate of Religious Affairs Academy Course Outline

Evidence 30: World Arabic Day Charity Bazaar Event

Evidence 31: Brotherhood Charity Bazaar Event

Evidence 32: Charity Bazaar Event for Yemen

Evidence 33: Azaz Faculty of Islamic Sciences

Evidence 34: Afrin Faculty of Education

D.1.2. Management and Organizational Structure of Community Engagement Processes

The management and organizational structure of community engagement processes consists of three main stages: planning, implementation, and control. The planning phase is shaped through meetings with internal and external stakeholders and based on their demands. The implementation phase is carried out in cooperation with the dean's office and both internal and external stakeholders. The institution, through its administrative staff and various boards, plans and monitors the operation of community engagement processes. In addition, large-scale social, cultural, and scientific activities that aim to benefit society are coordinated by the university in collaboration with relevant stakeholders (See Evidence 1, Evidence 2, Evidence 3).
The dean's office conducts community engagement activities in cooperation with national and international non-governmental organizations, public institutions (such as municipalities, the Ministry of National Education, and the Presidency of Religious Affairs), the Faculty Quality Commission, academic and administrative staff, and students. Requests for events that may contribute to society from internal and external stakeholders are taken into consideration, and the necessary steps are taken accordingly. Following each event, the activities are audited by the Stakeholder Relations and Community Engagement Commission (See Evidence 4).
Students have also actively participated in scientific, social, and cultural activities. Their contributions to internal and external stakeholders have been realized through student clubs established within the institution, such as the Wisdom and Virtue Student Club (See Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12).

Additionally, scholarship opportunities are provided by the Faculty of Theology Association for students with limited financial means (See Evidence 13).

Year:	2024
Sub-Criterion Topic:	D.1.2. Management and Organizational Structure of Community Engagement Processes
Initial Planning Meeting:	2020
Implementation Areas:	University Campus and Public Spaces (Cultural Centers, Schools and Mosques)
Monitoring Mechanisms:	Quality and Accreditation Board , Stakeholder Relations and Community Engagement Commission , Unit TDP Coordinator
Performance Indicators:	Advisory Board Meeting
Evaluation and Improvement:	Stakeholder Relations and Community Engagement Commission Meeting Academic Board Meeting

Maturity Level: The management and organizational structure of community engagement processes have been implemented in line with institutional preferences and in a way that encompasses all areas, leading to certain results. However, the monitoring of these results has only recently begun.

Evidence

Evidence 1: Meeting Minutes of the Stakeholder Relations and Community Engagement Commission

Evidence 2: Academic Cooperation Protocol with the Presidency of Religious Affairs

Evidence 3: Stakeholder Relations and Community Engagement Commission

Evidence 4: Stakeholder Relations and Community Engagement Commission

Evidence 5: Wisdom and Virtue Student Club

Evidence 6: Conference on the Traps of Imperialism

Evidence 7: 1000 Books - 1000 Students - 1000 Signatures Festival

Evidence 8: Conference on Sufism and Sociology

Evidence 9: Conference on Religion and Social Change

Evidence 10: Conference on the Development and Identity Process of Muslim Women in Turkey

Evidence 11: Faculty of Theology Promotional Movie

Evidence 12: Interview on Zaynab al-Ghazali

Evidence 13: Scholarship Support by the Faculty of Theology Association

Evidence 14: Visuals from Events Organized in Collaboration with the Ministry of National Education and the Presidency of Religious Affairs

Evidence 15: Quality and Accreditation Commission

D.2. Community Engagement Resources

D.2.1. Resources

Our faculty possesses various physical, technical, and human resources to carry out community engagement activities. These resources enable the execution of effective projects in the field of community engagement. The resources available to our faculty and their operation are detailed below:

1. **Physical and Technical Resources:** Our faculty houses a modern conference hall with a seating capacity of 350, a practice mosque for students to receive hands-on training, and a well-equipped library with a rich collection. These spaces are effectively utilized for events such as symposiums, conferences, panels, and workshops. Additionally, technical

infrastructure such as computer laboratories and projection equipment within the faculty provides significant support for community engagement projects. (See Evidence 1)

2. **Academic and Administrative Personnel Resources:** Our faculty supports community engagement activities with a sufficient number of qualified academic and administrative staff. Our academic staff contribute to social issues with solution-oriented approaches based on their areas of expertise, while our administrative staff play an active role in organizing these activities. (See Evidence 2)
3. **Financial Resources:** The faculty secures the necessary financial resources for community engagement activities from the university budget as well as through protocols established with external stakeholders. Support is also received from public institutions such as the Gaziantep Provincial and District Mufti Offices and from civil society organizations like the Gaziantep Faculty of Theology Association (See Evidence 4, Evidence 5).
4. **Student Contributions:** Various student clubs and societies operate within our faculty to ensure that students actively participate in community engagement activities. These clubs and societies secure the financial support needed for their projects through donations they raise and their own individual efforts. (See Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12, Evidence 13)
5. **Support from Foundations and Associations:** The Gaziantep Faculty of Theology Association was established and became operational with the purpose of supporting the community engagement activities of our faculty. The association has started to accept donations and has become a significant financial resource for our faculty's community engagement efforts. (See Evidence 14)
6. **Collaborations and Protocols:** Our faculty continues its community engagement activities within the framework of a protocol signed with the Gaziantep Provincial Mufti Office (See Evidence 15). This protocol provides the financial and logistical support necessary for joint projects and events.
7. **Scientific and Social Events:** Our faculty aims to enhance university-city collaboration and contribute to solving social problems through scientific events such as symposiums, panels, and workshops organized annually. The "International Symposium on Islam and Brotherhood" held in 2022 stands out as a significant endeavor in this regard. (See Evidence 16)

Category	Details
Year:	2024
Sub-Criterion Topic:	D.2.1. Resources
Initial Planning Meeting:	2020
Responsible Unit:	Stakeholder Relations and Community Engagement Commission
Implementation Areas:	University Rectorate, Gaziantep Provincial and District Mufti Offices, Gaziantep Provincial Directorate of National Education, NGOs, Research Centers, Gaziantep Faculty of Theology Association

Monitoring Mechanisms:	Satisfaction Surveys Focus Group Interviews with Stakeholders End-of-Term Evaluation Meetings
Performance Indicators:	Meeting Minutes of the Stakeholder Relations and Community Engagement Commission
Evaluation and Improvement:	Advisory Board Meeting Minutes

Maturity Level: The institution has established plans to ensure the availability of physical, technical, and financial resources with appropriate qualifications and quantities for sustaining its community engagement activities. However, either no implementations have been made in line with these plans, or the existing implementations do not comprehensively cover all areas.

Evidence

Evidence 1: Documents on Physical and Technical Resources

Evidence 2: Academic Staff's Community Engagement Activities

Evidence 4: Financial Resource Documents

Evidence 5: Protocols and Collaborations

Evidence 6: Student Club Activities 1

Evidence 7: Student Club Activities 2

Evidence 8: Student Club Activities 4

Evidence 9: Student Club Activities 5

Evidence 10: Student Club Activities 6

Evidence 11: Student Club Activities 7

Evidence 12: Student Club Activities 8

Evidence 13: Student Club Activities 9

Evidence 14: Documents of the Gaziantep Faculty of Theology Association

Evidence 15: Protocol Documents

Evidence 16: Symposium Proceedings

D.3. Community Engagement Performance

D.3.1. Monitoring and Improvement of Community Engagement Performance

Our faculty plans and implements community engagement activities by taking into account regional and urban needs (See Evidence 1). These activities aim to reach different segments of society by considering the multicultural demographic structure and dynamic social characteristics of Gaziantep (See Evidence 2). Our faculty conducts joint projects with internal

stakeholders (See Evidence 3), local public institutions (See Evidence 4), and non-governmental organizations (NGOs) (See Evidence 5) as well as other external stakeholders (See Evidence 6) aiming to create lasting impacts through community engagement (See Evidence 7).
Academics evaluate the outcomes of the projects they carry out under the scope of the Civic Involvement Project (CIP) and prepare reports, which are submitted to the CIP Center at the end of each term (See Evidence 8). Based on these evaluations, improvement actions are taken for the following year's activities (See Evidence 9). While the CIP courses increase students' awareness of community issues, courses in the curriculum such as Public Speaking and Professional Practice enhance their potential to contribute to society (See Evidence 10). In this context, our faculty organizes various activities through student clubs and regularly monitors the effectiveness of these activities (See Evidence 11).
The evaluation and improvement of community engagement performance are carried out in accordance with the Strategic Plan of Gaziantep University, and performance indicators are analyzed at regular intervals (See Evidence 12). Data obtained from satisfaction surveys (See Evidence 13) and meetings held with stakeholders are integrated into the evaluation processes (See Evidence 14).
Various activities are organized with the aim of raising social awareness and contributing to the social development of students (See Evidence 15). These activities are planned and managed by the quality unit in coordination with the Stakeholder Relations and Community Engagement Commission. In line with the strategic goals of the university, academic and administrative staff, as well as student clubs, are actively involved in these processes (See Evidence 16; Evidence 17). In addition, student organizations such as the "Youth Community" (See Evidence 18), "Mothers Raising Conquerors Community (FAYAT)" (See Evidence 19), "Knowledge and Values Community" (Evidence 20) and "Wisdom and Virtue Community" (See Evidence 21) play an active role in community engagement activities (See Evidence 22). All activities organized by our faculty are shared with the public via the official website and social media accounts including Instagram (See Evidence 23), X (formerly Twitter) (Evidence 24) and YouTube (See Evidence 25). The reach and impact of these contents are regularly monitored, and improvement efforts are undertaken (See Evidence 26).
Evaluation meetings are held to identify the strengths and areas for improvement of community engagement activities (Evidence 27). The suggestions generated as a result of these meetings are integrated into the faculty's annual activity reports (Evidence 28).

Sub-Criterion Topic:	D.3.1. Monitoring and Improvement of Community Engagement Performance
Initial Planning Meeting:	2020
Implementation Areas:	External Stakeholders: Public Institutions and Organizations: Gaziantep Provincial and District Mufti Offices Gaziantep Provincial Directorate of National Education Gaziantep Provincial Directorate of Family and Social Services **NGOs:** İlim Yayma Foundation IHH Humanitarian Relief Foundation Bülbülzade Foundation

Monitoring Mechanisms:	Stakeholder Relations and Community Engagement Commission Satisfaction Surveys
Performance Indicators:	Satisfaction Surveys End-of-Term Evaluation Meetings
Evaluation and Improvement:	May–December 2024 Activity Evaluation Meeting Minutes Stakeholder Relations and Community Engagement Commission Meeting Minutes

Maturity Level: The community engagement performance across all areas of the institution is monitored, evaluated, and used in decision-making processes. These practices are regularly reviewed, and the outcomes are assessed in collaboration with stakeholders, leading to the implementation of necessary measures.

Evidence:

Evidence 1: Community Engagement Activities

Evidence 2: Quality Manual

Evidence 3: Divine Inspirations from World-Famous Voices

Evidence 4: Combating Addiction

Evidence 5: Cooperation with NGOs

Evidence 6: Youth Policy Document Vision Workshop

Evidence 7: Youth Knowledge Competition

Evidence 8: Example of Civic Involvement Project (CIP) Report

Evidence 9: CIP Meeting

Evidence10: Visit to the Barrier-Free Living Center

Evidence 11: Student Communities

Evidence 12: Strategic Plan

Evidence 13: Surveys

Evidence 14: Stakeholder Relations and Community Engagement Commission Meeting

Evidence 15: "The Never-Ending Sleep of Muslims" Event

Evidence 16: Strategic Plan

Evidence 17: Student Communities

Evidence 18: “A Youth Community”

Evidence 19: “Mothers Raising Conquerors” Community (FAYAT)

Evidence 20: Knowledge and Values Community

Evidence 21: Wisdom and Virtue Community

Evidence 22: Student Communities

Evidence 23: Instagram Account

Evidence 24: X (formerly Twitter) Account

Evidence 25: YouTube Channel

Evidence 26: Social Media Accounts

Evidence 27: Evaluation Meetings

Evidence 28: Activity Reports

E. MANAGEMENT SYSTEM

E.1. Structure of Administrative and Governance Units

Our Faculty was established under the Presidency of Gaziantep University by the Council of Ministers Decision dated 27/09/2010 and numbered 2010/940. The governance and administrative structure of our Faculty is composed of academic and administrative bodies and units as defined by the Additional Article 2 of Law No. 2809 on the Organization of Higher Education Institutions (See Evidence 1), and Articles 16, 17, 18, 51, and 52 of the Higher Education Law No. 2547 (See Evidence 2). These bodies and units have been implemented in accordance with the provisions set forth in the relevant legislation and reflected in the organizational chart of our Faculty (See Evidence 3).
Educational, research, administrative, and support processes are carried out within the framework of the relevant legal regulations. Our education, training, and research processes are implemented in accordance with the Higher Education Law No. 2547 (See Evidence 2), the Higher Education Personnel Law No. 2914 (See Evidence 4), Law No. 3843 (See Evidence 5), the Law No. 2809 on the Organization of Higher Education Institutions (See Evidence 1), 657 and the Civil Servants Law No. 657 (See Evidence 6) along with secondary and tertiary legislation. In addition, financial and administrative processes are conducted in line with the Public Financial Management and Control Law No. 5018 (See Evidence 7), he "Procedures and Principles on Internal Control and Preliminary Financial Control," the "Public Internal Control Standards Communiqué," and the "Public Internal Control Standards Compliance Action Plan Guide" (See Evidence 8) as well as the principles outlined in our Faculty's Quality Manual (See Evidence 9).

E.1.1. Governance Model and Administrative Structure

The governance model adopted in the management and administrative organization of our Faculty is the "Strategic Management Model," as stipulated by the Public Financial Management and Control Law No. 5018. This model, which is implemented across all units of our University, is also actively applied in our Faculty. In addition to this, the administrative and managerial processes are governed in accordance with the Higher Education Law No. 2547, the Civil Servants Law No. 657, and the Public Financial Management and Control Law No. 5018, along with the associated secondary and tertiary legislation.

With the restructuring introduced by Law No. 5018, the public financial management and control system was redesigned, and a transition was made from a program-based budget to a

performance-based analytical budget system. Within the scope of these regulations, our Faculty has been designated as a separate spending unit.

Accordingly, the Faculty of Theology carries out all its activities and services within the framework of the allocated budget as an independent spending unit.

Our Faculty maintains its governance model and administrative structure in accordance with the quality policies defined by Gaziantep University (See Evidence 10) while adhering to the Faculty's own quality and accreditation procedures (See Evidence 11). The policies and strategic goals related to the management and administrative domains are pursued in alignment with the Faculty's mission, vision, and strategic objectives (See Evidence 12, Evidence 13).
Our Faculty strives to ensure that all its organizational bodies function in accordance with relevant legislation, operate in a complementary and coordinated manner, and adhere to a participatory, transparent governance approach that values equal opportunity, justice, freedom, and critical thinking (See Evidence 14). It aims to enhance visibility and recognition of the unit and its institutional activities through appropriate communication and interaction tools and to use financial resources efficiently, transparently, and effectively (See Evidence 15, Evidence 16, Evidence 17).
Our Faculty has established coordinatorships, commissions, and teams to follow quality and accreditation processes with a participatory approach to ensure the achievement of its defined goals. The duties and responsibilities of all commissions and teams have been clearly defined and publicly announced on the Faculty's official website (See Evidence 18, Evidence 19, Evidence 20). Members contributing to management processes through these coordinatorships, commissions, and units have been selected from among the Faculty's academic and administrative staff, as well as students. Given that the individuals serving as coordinators, chairs, and members in these boards and commissions constitute a significant portion of the Faculty staff, it has been ensured that academic and administrative personnel are closely acquainted with the processes being carried out and have a say in the decision-making mechanisms (See Evidence 21).
In order to review the work and activities of the Faculty's academic and administrative decision-making bodies and to assess our quality and accreditation processes, it has been decided to hold general evaluation meetings with the institution's academic and administrative personnel at least twice a year. The most recent meeting was held with the participation of the Dean, Vice Deans, Faculty Secretary, members of the Quality and Accreditation Commission and related teams, as well as academic and administrative personnel and student representatives. Additionally, surveys have been conducted to determine the satisfaction levels of academic and administrative staff and students regarding institutional operations (See Evidence 15, Evidence 16, Evidence 17).
Our Faculty has continued to maintain interaction with institutions engaged in religious education and training and has expanded its network through formal cooperation protocols. In this context, a cooperation protocol was signed with the Gaziantep Provincial Mufti's Office on 16.11.2020 (See Evidence 22). Within the scope of this protocol, both institutions have assigned teaching staff to areas where a need has been identified. Similarly, academic activities such as panels and conferences have been organized to support the scientific and intellectual development of students and trainees studying in these institutions.

Year:	2024
Sub-Criterion Topic:	E.1.1. Management Model and Administrative Structure
Initial Planning Date:	May 2022 (p.29)
Implementation Areas:	Academic and Administrative Staff, Students

Monitoring Mechanisms:	Satisfaction Surveys for Academic and Administrative Staff, and Students
Performance Indicators:	Satisfaction rates of academic and administrative staff and students regarding the management Academic Staff Satisfaction Survey 2024 Administrative Staff Satisfaction Survey 2024 Student Satisfaction Survey 2024
Evaluation and Improvement:	End of Year 2024 Activities Evaluation Meeting Minutes

Maturity Level: A management model and administrative structure that ensures the institution's achievement of its mission and strategic goals has been established in alignment with its processes and covers all units/areas. Some results have been obtained from the implementations carried out in line with this model. However, these results are not being monitored.

Evidence:

Evidence 1: Organization of Higher Education Institutions Law No. 2809

Evidence 2: Higher Education Law No. 2547

Evidence 3: Organizational Chart

Evidence 4: Higher Education Personnel Law No. 2914

Evidence 5: Law No. 3843

Evidence 6: Civil Servants Law No. 657

Evidence 7: Public Financial Management and Control Law No. 5018

Evidence 8: Public Internal Audit Guide

Evidence 9: Quality Manual

Evidence 10: Gaziantep University Quality Policy

Evidence 11: Strategic Goals and Objectives

Evidence 12: Mission

Evidence 13: Vision

Evidence 14: Administrative Staff Satisfaction Survey

Evidence 15: Academic Staff Satisfaction Survey

Evidence 16: Student Satisfaction Survey

Evidence 17: Management Evaluation Survey

Evidence 18: Quality and Accreditation Committees and Teams

Evidence 19: Protocol with the Provincial Mufti's Office

E.1.2. Process Management

Process management in our Faculty is addressed under the following titles in terms of legal structure, functioning, and responsibilities.
The PDCA cycle (Plan-Do-Check-Act) has been adopted in managing the processes of all activities carried out in our Faculty. The responsible units and commissions for each stage of this cycle are clearly stated in the **Gaziantep University Faculty of Theology Quality Manual** and published on our Faculty's official website (See Evidence 1). Within this framework, an activity framework plan has been defined for each commission and made publicly available (See Evidence 2)

Implementation of Institutional Activities
In the management of academic and administrative processes at our Faculty, all official correspondence is conducted in accordance with the "Regulation on the Procedures and Principles to be Applied in Official Correspondence" published in the Official Gazette (See Evidence 3) All correspondence is followed and managed electronically through the Electronic Document Management System (EBYS) (See Evidence 4). The approval and confirmation processes of all academic and administrative procedures are tracked hierarchically, recorded, and completed accordingly. Processes related to internal and external stakeholders are carried out within the framework of the relevant laws, regulations, and legislation.
Academic Activities
Academic processes in our unit are managed in accordance with the Higher Education Law No. 2547 and the related directives issued by our university (See Evidence 5, Evidence 6, Evidence 7, Evidence 8) These processes include decisions made by the Senate, Administrative Board, Faculty Board, Academic Boards, as well as planning and implementation of undergraduate and graduate courses for fall, spring, and summer terms, midterm/final/make-up exam schedules, exemption requests, transfer procedures (vertical and horizontal), make-up exam applications, investigations, and appointments to academic positions (See Evidence 9, Evidence 10, Evidence 11, Evidence 12, Evidence 13)
Administrative Activities Administrative activities in our unit are carried out under the authority of the Dean's Office by the administrative offices operating under the Faculty Secretariat, in accordance with the Higher Education Law No. 2547 and other relevant laws, regulations, and legal frameworks (See Evidence 14)
Student-Oriented Activities: Student-oriented activities are carried out by the Student Affairs **Office** in line with the directives, regulations, and implementation guidelines approved by the **University Senate**. Social, cultural, artistic, sports, and scientific activities are organized by student clubs affiliated with the Department of Health, Culture, and Sports – Cultural Services Directorate (See Evidence 15, Evidence 16).
External Stakeholder Activities: Activities aimed at external stakeholders include scientific meetings, social and cultural events, consultancy, and educational services (See Evidence 17, See Evidence 18, See Evidence 19).

Institutional Financial Activities
Our unit conducts its operations through the appropriations received from the central budget allocated by the Rectorate, as a public institution, and through revenues generated by the institution's income-generating activities. As a faculty unit, the Faculty of Theology also meets various needs through funds allocated by the Rectorate and the share from the revenues of the evening education programs (See Evidence 20).
The faculty's unit budget is prepared in collaboration with the Department of Strategy Development, in line with the limits allocated by the Rectorate. Taking our institutional needs into consideration, budget amounts are assigned to the relevant expenditure items accordingly (See Evidence 21)

For goods, services, or construction needs exceeding our unit's budget, the required support is provided through relevant departments of the Rectorate. The Scientific Research Projects Coordination Unit covers procurement costs for approved research projects. As an expenditure unit, our faculty procures required goods and services through direct procurement or direct purchase methods within the framework of its allocated budget (See Evidence 22).

R&D and Consultancy Activities

Research and development activities are supported through the institutional budget and also through domestic and international funded project sources. These are monitored by the Scientific Research Projects Unit. The funds of such projects are tracked through special accounts opened by the Department of Strategy Development, and all project-related expenses are paid from these accounts. Consultancy services within our faculty are provided through TARGET TTO, which operates under the university's Technopark (TEKNOPARK) (See Evidence 23, Evidence 24).

G Research and development activities carried out by our academic staff are also included in this scope, with expenses covered accordingly.

Educational Activities In order to improve the quality of education, accreditation processes are actively carried out (See Evidence 25) The University Education Commission operates regularly to enhance educational quality and ensure standardization in practice at the institutional level. In this context, our Faculty Education Commission also conducts curriculum studies aimed at diversifying and updating course content. It evaluates educational and exam-related requests submitted by departments and coordinates closely with the University Education Commission (See Evidence 26, Evidence 27, Evidence 28).
https://bulut.gantep.edu.tr/index.php/s/egNQw3HPmaHiWPg

Inter-Institutional Collaborations: As a unit affiliated with the Rectorate, our faculty signs national and international protocols with public institutions, private sector actors, and non-governmental organizations in various fields. Within this framework, our Faculty signed a Directorate of Religious Affairs Academic Cooperation Protocol with the Gaziantep Provincial Mufti's Office to enhance the professional qualifications of religious officials and to improve the quality of religious services offered to society (See Evidence 29).

Social Responsibility Activities: Social responsibility projects within our unit are organized by faculty members assigned in accordance with the Directive on the Implementation Principles of Civic Involvement Projects Course, under the coordination of the University's Civic Involvement Projects (CIP) Unit. With the active participation of our students, various socially responsive projects are carried out (See Evidence 30, Evidence 31).

Year:	2024
Sub-Criterion Topic:	E.1.2. Process Management
Initial Planning Meeting:	May 2022 (p.29)
Implementation Areas:	Academic and Administrative Staff, Students
Monitoring Mechanisms:	Management Evaluation Survey Satisfaction Surveys for Academic and Administrative Staff, and

	Students
Performance Indicators:	Satisfaction rates of academic and administrative staff and students regarding management Academic Staff Satisfaction Survey 2024 Administrative Staff Satisfaction Survey 2024 Student Satisfaction Survey 2024
Evaluation and Improvement:	End of Year Evaluation Meeting for 2025 Activities

Maturity Level: All processes within the institution have been defined in a way that covers all units and areas, and all practices are carried out in accordance with these processes. However, process performance results are not monitored or used in decision-making.

Evidence:

Evidence 1: Quality Manual

Evidence 2: Quality and Accreditation Commissions and Teams

Evidence 3: Regulation on Official Correspondence Procedures and Principles

Evidence 4: EBYS – Electronic Document Management System

Evidence 5: Gaziantep University Associate and Undergraduate Education Regulation

Evidence 6: Gaziantep University Graduate Education and Examination Regulation

Evidence 7: Framework Regulation on Education, Exams, and Assessment Principles

Evidence 8: Various Guidelines Related to Academic Activities

Evidence 9: Guidelines Regarding Student Affairs

Evidence 10: Course Schedule

Evidence 11: Summer School Program

Evidence 12: Lateral Transfer Procedures

Evidence 13: Example of Academic Staff Appointment

Evidence 14: Administrative Staff Units

Evidence 15: Student Clubs

Evidence 16: An Event Organized by the Geçerken Student Society

Evidence 17: Faculty Journal – Theology Academy Journal

Evidence 18: Advisory Board Meeting Minutes

Evidence 19: Evidences Related to Stakeholder Participation

Evidence 20: 2024 Budget Figures

Evidence 21: Budget Planning with Strategy Development Department

Evidence 22: Activity Report (Financial Information Section)

Evidence 23: TEKNOPARK Technology Transfer Office

Evidence 24: Sample BAP Project

Evidence 25: Our Accreditation Process

Evidence 26: Education and R&D Commission Meeting Minutes

Evidence 27: Advisory Board Meeting Minutes

Evidence 28: Seminar on Measurement and Assessment

Evidence 29: Academic Cooperation Protocol with the Presidency of Religious Affairs

Evidence 30: Civic Involvement Projects Course Implementation Directive

Evidence 31: Sample Civic Involvement Project Course Implementation

E.2. Resource Management

E.2.1. Human Resources Management

The human resources management process at our Faculty is transparently described in the Quality Manual (See Evidence 1). In this context, actions are taken in accordance with the defined processes outlined in the "Human Resources Directive" (See Evidence 2). Activities within our Faculty are conducted based on the principles stated in our 2019–2023 Strategic Plan (See Evidence 3). To support the realization of our strategic goals, satisfaction surveys have been conducted for academic staff (See Evidence 4) administrative staff (See Evidence 5) and students (See Evidence 6).

The academic and administrative staff structure of our Faculty continues to develop. As of 2021, the number of administrative staff was 13, while academic staff consisted of 6 professors, 4 associate professors, 14 assistant professors, 6 lecturers, and 10 research assistants, totaling 53 personnel (See Evidence 7). By 2024, the number of administrative staff increased to 16 (See Evidence 8) and academic staff rose to 8 professors, 5 associate professors, 14 assistant professors, 5 lecturers, and 13 research assistants, totaling 61 (See Evidence 9). Transparency and stakeholder satisfaction are also considered essential elements in these processes (See Evidence 10).

Legal regulations are followed in matters such as staff recruitment, promotion to senior positions, and personnel rights. Academic appointments and promotions are carried out based on the criteria set by the Council of Higher Education (CoHE) and the Senate's "Criteria for Promotion and Appointment to Academic Staff" directive (See Evidence 11).

Our Faculty adopts an integrated management approach that prioritizes efficiency and effectiveness. In this context, human resources management is handled with attention to performance through practices such as in-service training, promotion exams, and title changes, in accordance with the In-Service Training Directive (See Evidence 12).

At the beginning of each academic year, the Dean's Office organizes a meeting with academic and administrative staff to collect feedback, requests, and suggestions. The aim is to strengthen institutional commitment and encourage institutional success. Additional meetings are held when necessary. Furthermore, all human resources-related activities are meticulously monitored, documented, and reported (See Evidence 13).

The academic structure of our Faculty is shaped according to the Higher Education Institutions Law No. 2809 and the Higher Education Law No. 2547 (See Evidence 14). Job descriptions, duties, and responsibilities of academic personnel are clearly and transparently defined (See Evidence 15)

Administrative Organization: In the university's administrative organization, Article 51 titled "Management Organizations" of the Higher Education Law No. 2547 stipulates that the Faculty Secretary, who is directly responsible to the Dean, along with civil servants and other employees subject to the Law No. 657 on Civil Servants, will be assigned to perform office and internal service duties. The principles regarding the establishment and duties of the administrative organization to be set up in higher education institutions under this article are regulated by Decree-Law No. 124 on Administrative Organization of Higher Education Institutions and Higher Education Institutions. This is defined in Section 7 and Article 38 of the Decree-Law No. 124 (See Evidence 16). The roles and responsibilities of the administrative staff are clearly defined and transparent (See Evidence 17)

Human Resources Planning: The Personnel Department of our university carries out human resources planning in line with the needs and demands of the units, determining the required administrative and academic staff (recruitment, career development, performance management, salary, etc.) in accordance with relevant legislation. These plans are prepared by taking into account changes in institutional duties, technological innovations that affect personnel employment, qualitative developments in human resources, legal regulations, and ensuring that the service is carried out by a sufficient, effective, efficient, high-quality, and appropriately sized workforce (See Evidence 18).

In our Faculty, the processes related to the recruitment, assignment, and promotion of the academic staff are carried out by making staffing requests through the Personnel Department to the Rectorate, in accordance with the legislation, based on the needs and requests from departments and major science branches (See Evidence 19).

Regarding the recruitment of foreign academic staff in our unit, requests and procedures are approved by the University Senate and decided by the Foreign Academic Staff Recruitment Commission, and then submitted to the Board of Directors. The recruitment of academic staff is carried out in three categories: full-time faculty members, teaching staff other than full-time faculty members, and part-time academic staff. The recruitment processes for academic staff are conducted in accordance with the relevant regulations (See Evidence 20).

In our Faculty, the recruitment of administrative personnel is divided into three categories: (a) permanent (appointed under the Civil Servants Law No. 657), (b) contracted (based on contracts), and (c) permanent workers transferred under Decree-Law No. 696 (See Evidence 21 and See Evidence 22).

The recruitment process for administrative staff is carried out within the framework of the appointment quotas allocated to our Faculty, using qualification codes entered for the areas required by the relevant units, through KPSS (Public Personnel Selection Examination), inter-institutional transfer, and EKPSS (Public Personnel Selection Examination for Disabled) (See Evidence 23 and See Evidence 24).

In our Faculty, part-time student applications are accepted and their employment is carried out based on the needs (See Evidence 25).

Year:	2024
Sub-Criteria Subject:	E.2.1. Human Resources Management
Initial Planning Meeting:	2020
Implementation	Academic, Administrative, and Support Staff, Students

Areas:	
Monitoring Mechanisms:	Management System Development Commission Management Review Meetings: 2024-2025: 2024-2025 -Academic, administrative and Support staff, and student satisfaction surveys.
Performance Indicators:	Academic, administrative, and support staff, student satisfaction rates Academic staff satisfaction survey 2024 Administrative staff satisfaction survey 2024 Student satisfaction survey 2024 Graduate satisfaction survey 2024 Advisor satisfaction survey 2024
Evaluation and Improvement:	End of year 1. Meeting minutes of the 2024 Management System Activity Evaluation 2. Meeting minutes of improvement measures aimed at increasing academic performance quality in education 3. Meeting minutes of discussions and suggestions regarding the deficiencies of the previous period in accreditation work 4. Meeting minutes of information sharing and suggestions regarding accreditation processes

Maturity Level: The results of human resources management practices covering all units in the institution are systematically monitored, stakeholder opinions are collected, and the monitoring results are evaluated together with stakeholders, with measures being taken accordingly.

Evidence:

Evidence 1: Quality Manual

Evidence 2: Gaziantep University Human Resources Directive

Evidence 3: Faculty of Theology Strategic Plan

Evidence 4: Academic Staff Satisfaction Survey

Evidence 5: Administrative Staff Satisfaction Survey

Evidence 6: Student Satisfaction Survey

Evidence 7: Number of Administrative and Academic Staff in 2021

Evidence 8: Number of Administrative Staff in 2024

Evidence 9: Number of Academic Staff in 2024

Evidence 10: External Stakeholder Relations Commission Meeting

Evidence 11: Gaziantep University Promotion and Appointment Criteria for Academic Staff Directive

Evidence: 12: In-Service Training Programs

Evidence 13: Meeting to Strengthen the Sense of Involvement to the Dean's Office and Encourage Institutional Success

Evidence 14: Higher Education Institutions Organizational Law

Evidence 15: Academic Staff Job Description, Duties, and Responsibilities

Evidence 16: University Administrative Organizational Structure

Evidence 17: Administrative Staff Job Descriptions

Evidence 18: Our University Human Resources Planning

Evidence 19: Gaziantep University Human Resources Directive

Evidence 20: Employment of Foreign National Staff

Evidence 21: Civil Servants Law No. 657

Evidence 22: Decree No. 696

Evidence 23: Employment within the Scope of Counter-Terrorism Law

Evidence 24: Employment under the Social Services Act

Evidence 25: Documents Related to Part-Time Student Employment

Evidence 26: Stakeholder Analysis

E.2.2. Financial Resource Management

In our faculty, the internal audit of financial resources is carried out in accordance with the provisions of the Law No. 5018 on Public Financial Management and Control and the Pre-Financial Control Directive published under this law. In this context, the pre-financial control processes carried out in the spending units and the operations carried out by the Department of Internal Control and Pre-Financial Control under the Strategy Development Department are evaluated and implemented in accordance with the principles of legality, effectiveness, and efficiency (See Evidence 1 and Evidence 2). The laws and regulations related to the management of financial resources are clearly stated in the "Laws" section on the Strategy Development Department's website.

The management of movable and immovable resources in our faculty is carried out in accordance with Law No. 5018 and the relevant legislation. In this scope, the necessary procedures are followed using the Movable Asset Registration and Management System module within the Ministry of Treasury and Finance's Public Spending and Accounting Information System. Regular information is provided to the Rectorate regarding the movable inventory processes, and the relevant inventory applications are controlled through the accounting system and records. A detailed Account Statement for the management of movable assets at the end of the year is created through Accounting Information System and sent to the Rectorate (Evidence 3 and Evidence 4).

The management of financial resources in our faculty is carried out in accordance with the established processes, and budget control is performed at the end of each year. Evidence includes a distribution table of the expenditure statements for the last three years. This table shows budget

increases and improvements in categories such as salaries, travel allowances, service procurements, consumables, material purchases, and maintenance and repair as examples. In 2021, the total expenditure for these items by our faculty was 7,159,863.10 TL. The allocated amount for 2022 was 12,506,986.92 TL, for 2023 was 26,082,398.46 TL, and for 2024 was 54,807,807.52 TL (See Evidence 5). As seen from these examples, there is an increase in amounts related to financial resources over the years. In fact, the budget for our faculty in 2025 is planned to be 70,839,000.00 TL, in 2026 it is planned to be 78,167,000.00 TL, and in 2027 it is planned to be 88,103,000.00 TL (See Evidence 6 , Evidence 7 and Evidence 8).
The expenditures made in our faculty are covered by the allocated budget resources. These resources are created by the Ministry of Finance based on the proposals from universities the previous year and are allocated to universities at the beginning of the year. The distribution of resources is under the authority of the Rectorate, and the distribution to faculties is made accordingly. In our faculty, the budget distribution by categories is estimated by the financial affairs officer, taking into account factors such as the data from previous years and inflation expectations. Our faculty prepares the budget planning for the following year at the end of each year and submits it to the university. During this process, the evaluation of the relevant year is made, necessary improvements are considered, and a budget request is created. Legal processes such as procurement procedures, pre-financial control guidelines, and supplier evaluation instructions are meticulously followed (See Evidence 9 and Evidence 10). Additionally, the processes related to the management of financial resources are monitored and recorded (See Evidence 11, Evidence 12 and Evidence 13).

Year:	2024
Sub-Criterion Subject:	E.2.2. Financial Resource Management
Initial Planning Meeting:	2020
Monitoring Mechanisms:	Strategic Plan Preparation Committee Academic and administrative staff, as well as student satisfaction surveys
Performance Indicators:	Academic, administrative staff, and student satisfaction rates: Academic staff satisfaction survey, Fall 2024 Administrative staff satisfaction survey, 2024 Student satisfaction survey, Fall 2024
Evaluation and Improvement:	End of the year Faculty of Theology 2024 Unit Activity Report Strategic Plan Preparation Committee Meeting Minutes - Strategic Plan Preparation Committee Task Distribution Strategic Plan Preparation Committee - Evaluation of the work done related to the Strategic Plan and finalizing it

Maturity Level: The results of financial resource management practices, which cover all areas within the institution, are systematically monitored. Stakeholder feedback is gathered, and the

monitoring results are evaluated together with stakeholders, leading to the implementation of necessary corrective actions.

Evidence

Evidence 1: Public Financial Management and Control Law No. 5018

Evidence 2: Pre-Financial Control Regulation

Evidence 3: Ministry of Treasury and Finance's Public Expenditure and Accounting Information System (KBS)

Evidence 4: Inventory Registration and Management System (TKYS)

Evidence 5: Faculty of Theology Budget Expenditures 2021-2022-2023

Evidence 6: Faculty of Theology Budget Expenditures 2024

Evidence 7: Faculty of Theology Budget Expenditures 2025

Evidence 8: Faculty of Theology Allocation Table 2023-2027

Evidence 9: Procurement Process

Evidence 10: Supplier Evaluation Instructions

Evidence 11: Faculty of Theology 2024 Unit Activity Report

Evidence 12: Strategic Plan Preparation Committee Meeting Minutes - Strategic Plan Preparation Committee Task Distribution

Evidence 13: Strategic Plan Preparation Committee - Evaluation of the work related to the Strategic Plan and finalizing it

E.3. Information Management System

At our faculty, automation systems implemented by the Rectorate are being used. These include the Student Affairs Information System (See Evidence 1), Electronic Document Management System (See Evidence 2), Scientific Research Projects Management System (See Evidence 3), Alumni Information System (See Evidence 4), Distance Education Portal (See Evidence 5), Academic Information System (See Evidence 6) Administrative Staff Information System (See Evidence 7), GABIS Academic Personnel Information Portal (See Evidence 8) and others. The security and confidentiality of the data collected through these systems are ensured by the university's software programs (See Evidence 9). The data used by the Student Affairs Department can be accessed via the software it utilizes. Through the student automation module, organizational definitions can be made, activities in the academic calendar can be defined, courses can be opened, schedules can be created, and student documents such as certificates, military service certificates, and transcripts can be generated according to student requests (See Evidence 1). Additionally, operations such as statistics, YÖKSİS transactions, preparatory class operations, tuition fee processes, and others are also carried out through this system. In the Student Information System, students can access their weekly class schedules, view grades, check transcripts, renew registrations, select courses, view tuition information, apply for double major/minor, and access information for preparatory students through the student web module.

Faculty members, via the Faculty Member Module, can view class student lists, enter grades, access reports like exam attendance sheets, and input learning outcomes for their courses. Academic advisors for each class can also access demographic data, development, and success rate information of students (See Evidence 1).
The GAÜN Alumni Information System (See Evidence 4) which shows data about our graduates, has been made available by our university. The aim of the Alumni Information System is to allow Gaziantep University alumni to input and track their contact information and work experience (See Evidence 10).
For our faculty's R&D activities, the information management system is maintained and monitored by the "BAP Coordination Unit" via its website (See Evidence 3).
All internal and external correspondence of our faculty is conducted through the Electronic Document Management System, which is managed by the Document Archive Directorate under the General Secretariat (See Evidence 2).
The Information Technology Department at our university periodically reviews all the software and network systems used by the university units. Additionally, all academic and administrative staff are aware of the importance of the work they perform and the responsibilities they carry, ensuring that all staff show the necessary attention and care regarding information security.

E.3.1. Integrated Information Management System

Within the institution, access to information management systems is provided through a robust network infrastructure, both wired and wireless. With a main output speed of 2,000 Mbps, our faculty is one of the first universities in Turkey to provide infrastructure for the European Roaming Network (eduroam) among Turkish universities, having an integrated information management system (See Evidence 11).

Wireless switches located on every floor of our faculty ensure seamless internet access for all students and staff.

All integrated information management systems used in our faculty are supported by the infrastructure provided by the Information Technology Department. All information related to information management is recorded, and reports, both generated and requested, can be obtained through this information management system (See Evidence 12).
As part of our responsibility to society, our faculty regularly publishes up-to-date data and data analyses related to our activities, including education, teaching, research, and development. These are shared in the form of Unit Activity Reports and Administrative Activity Reports with stakeholders and made publicly available via our website (See Evidence 13).
At the end of each semester, the results of the Faculty Member Evaluation Surveys, filled out by students through the student automation system, are evaluated by the department, the faculty administration, and the Rectorate (See Evidence 14).
The Academic Information System, which tracks and analyzes the work of academic staff, operates in integration with YÖKSİS. General statistics of academic staff's publications, peer reviews, projects, etc., are published through this system. Furthermore, as the infrastructure supporting research outside the campus is available to our researchers and students via a proxy server, our university's library provides access to online databases for both faculty and students (See Evidence 15, See Evidence 16, See Evidence 17)

Year:	2024
Sub-Criterion Topic:	E.3.1. Integrated Information Management System

Initial Planning Meeting:	May 2022
Implementation Areas	All University
Monitoring Mechanisms:	Academic and Administrative Personnel and Student Satisfaction Surveys
Performance Indicators:	Academic, Administrative Personnel, and Student Satisfaction Rates: Academic Personnel Satisfaction Survey 2024 Administrative Personnel Satisfaction Survey 2024 Student Satisfaction Survey 2024
Evaluation and Improvement:	End of the year 2025 Activities Evaluation Meeting

Maturity Level:
An integrated information management system exists at the institution, covering all areas and supporting all processes (education and training, research and development, community engagement, quality assurance). Some implementations for the use of this system are in place. However, the information system is not utilized in decision-making processes, and the outcomes related to the use of the system are not being monitored.

Evidence:

Evidence 1**:** Student Affairs Information System

Evidence 2**:** Electronic Document Management System

Evidence 3**:** BAP (Scientific Research Projects) Management System

Evidence 4: Alumni Information System

Evidence 5: Distance Education Portal

Evidence 6: Academic Information System

Evidence 7: Administrative Personnel Information Portal

Evidence 8: GABIS Academic Personnel Information Portal

Evidence 9: Software Inventory

Evidence 10: Alumni Student Groups

Evidence 11: EDUROAM and Information Management Systems

Evidence 12: Electronic Document Management System (EBYS)

Evidence 13: Activity Reports

Evidence 14: Surveys

Evidence 15: Academic Information System

Evidence 16: University Library

Evidence 17: Faculty Library

E 3.2. Information Security and Reliability

As a faculty, we adopt a management approach that places great emphasis on the security and reliability of information. Both at the institutional and unit levels, we ensure that our staff are made aware—within the framework of legal regulations—regarding the protection of information and personal data. Additionally, critical areas of our service building (such as the archive room containing institutional and personal data, and the Student Affairs Office), as well as all entrances, floors, and corridors of the building, are monitored and recorded by 47 security cameras. The camera footage of high-traffic areas is stored on recorders for 15 days. (See Evidence 1) However, the security and reliability of both virtual and physical data produced by the automation and systems used within our unit are primarily ensured at the institutional level.

The Information Technology Department of Gaziantep University is responsible for maintaining the information security of the entire university and its units at an institutional level. Well-defined processes and policies related to information security have been developed by the IT Department. Our faculty follows the relevant processes and policies as outlined in the IT Department's workflow diagrams. (See Evidence 2).
Institutionally, the IT Department keeps up with developments in the field of information technology and provides services with the latest technology to students, academic and administrative staff across 7 campuses. The university hosts one of the region's top-tier data center infrastructures. Our data center operates at Tier 3 standard, which is the third level of data center classification defined by the Telecommunications Industry Association (TIA), accredited by the American National Standards Institute (ANSI). (See Evidence 3, See Evidence 4).
Equipped with redundant power and cooling systems, the data center is monitored 24/7 via 822 sensors that detect fire, smoke, water leakage, temperature, humidity, voltage fluctuations, and port-based current measurements. In the event of any issue, specially designed software and devices instantly notify the relevant personnel via email, SMS, and voice calls, allowing for immediate preventive measures. Additionally, to safeguard against disruptions or natural disasters, a Disaster Recovery Center (DRC) established by the IT Department securely backs up critical data at an alternative location. (See Evidence 5, See Evidence 6).
As part of efforts carried out under the TS ISO/IEC 27001 Information Security Management System, the Information Security Policy and Information Security Procedure are actively implemented by all staff. Procedures for controlling access to information and determining standards for accessing networks and services have been established under the Access Control Procedure. Great care is taken to ensure the confidentiality and reliability of collected data, and private information is never shared with unauthorized parties. Necessary infrastructure is in place to secure data recorded in compliance with the Law on the Protection of Personal Data. (See Evidence 7, See Evidence 8).

Year:	2024
Sub-Criterion Topic:	E.3.2. Information Security and Reliability
Initial Planning Meeting:	2025
Implementation Areas:	All University

Monitoring Mechanisms:	Satisfaction Surveys for Academic and Administrative Staff, and Students
Performance Indicators:	Satisfaction Rates of Academic, Administrative Staff, and Students Academic Staff Satisfaction Survey 2024 Administrative Staff Satisfaction Survey 2024 Student Satisfaction Survey 2024
Evaluation and Improvement:	End of the year 2025 Activity Evaluation Meeting

Maturity Level: Practices aimed at ensuring information security and reliability at the institution are systematically monitored. The monitoring results are evaluated together with stakeholders, and necessary precautions are taken accordingly.

Evidence:

Evidence 1: Security Camera System

Evidence 2: GAUN Information Security Services

Evidence 3: GAUN-BIDB_2019 Software Inventory (Ver.2)

Evidence 4: BIDB-PRD-03 Access Control Procedure

Evidence 5: BIDB-PRD-02 Information Security Breach Procedure

Evidence 6: BIDB-POL-01 Information Security Policy

Evidence 7: BIDB-PRD-01 Information Security Procedure

Evidence 8: BIDB-POL-02 Domain-Specific Security Policy

E.4. Support Services

E. 4.1. Appropriateness, Quality, and Continuity of Services and Goods

The procurement of services and goods required by our faculty, including those obtained externally, is carried out by the relevant departments within the faculty. In line with requests from both departments and the administration, the faculty primarily attempts to meet these needs using institutional resources. If this is not possible, services or goods are procured externally. Inspection and Acceptance Commissions (See Evidence 1) have been established to ensure the quality of all externally supplied services and goods. These commissions evaluate the procured services and goods, and necessary precautions are taken accordingly.

Our faculty operates under the Public Procurement Law No. 4734 (See Evidence 2) and all external procurements are carried out in accordance with this law, the Public Procurement Contracts Law No. 4735 (See Evidence 3) the Regulation on the Implementation of Service Procurement Tenders (See Evidence 4) and the provisions in the Public Procurement Communiqué. The appropriateness, quality, and continuity of externally acquired services are ensured through inspections conducted by the acceptance commissions.

To ensure the appropriateness and quality of externally procured services, technical specifications are prepared by qualified personnel within our university in the relevant fields. All procedures are carried out in line with these technical specifications and contracts based on the provisions of Law No. 4735 (See Evidence 3).

At Gaziantep University, units with allocated budgets procure goods and services through direct procurement using a Purchase Request Form (See Evidence 5). This ensures that the quality of externally procured goods and services aligns with both the objectives of our unit and the broader institutional goals.

Year:	2024
Sub-Criterion Topic:	E.4.1. Appropriateness, Quality, and Continuity of Services and Goods
Initial Planning Date	2022 (p.36)
Implementation Areas	Externally Procured Goods and Services
Monitoring Mechanisms:	Satisfaction Surveys for Academic and Administrative Staff, and Students
Performance Indicators:	Satisfaction Rates of Academic and Administrative Staff and Students with Management: Academic Staff Satisfaction Survey Fall 2024-2025 Administrative Staff Satisfaction Survey Fall 2024-2025 Student Satisfaction Survey Fall 2024-2025
Evaluation and Improvement:	End-of-Year Evaluation Meeting for 2025

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

Evidence:

Evidence-1: Inspection and Acceptance Committees

Evidence -2: Public Procurement Law No. 4734

Evidence -3: Public Procurement Contracts Law No. 4735

Evidence -4: Regulation on the Implementation of Service Procurement Tenders

Evidence -5: Purchase Request Form

Evidence -6: Direct Procurement Record

Evidence -7: Inspection Report

Evidence -8: Payment Order Document

Evidence -9: Market Research Report

Evidence -10: Movable Property Transaction Slip

E.5. Public Information and Accountability

E.5.1. Public Information Disclosure

Under the heading of public information disclosure, our faculty uses its official website (See Evidence 1) as well as various social media channels such as the faculty's Facebook (See Evidence 2), X (formerly Twitter) (See Evidence 3) and the University's official YouTube channel (See Evidence 4) to inform the public about its activities. Additionally, to inform the public about its monthly and annual activities, the Faculty of Theology at Gaziantep University has published the Gaziantep University Faculty of Theology Quality Manual-2021 (Evidence 5). To manage quality and accreditation efforts, the Quality and Accreditation Commissions and Boards have been established within our faculty (See Evidence 6).

Our faculty, in line with the vision of our university to become a world-class institution, upholds the core values of adherence to ethical principles, collaborative production, respect for diversity and expertise, innovation/creativity, sharing, efficiency in resource use, continuous improvement, stakeholder orientation, excellence, social sensitivity, and process orientation. As part of both its legal and social responsibilities, the faculty embraces transparency and accountability in informing all internal and external stakeholders (See Evidence 7) Guided by this mission and equipped with strong academic capacity, our faculty offers undergraduate and graduate education and hosts numerous scientific conferences, national and international meetings, and social events (See Evidence 8).

In accordance with regulations, our Faculty Annual Activity Report is published on our website and made available to the public (See Evidence 9).

To inform the public, our faculty also shares news, announcements, and its publications (See Evidence 10) through its official website. One of these publications is *el-Camia* (See Evidence 11) a newspaper published by our faculty, notable for being the first official Arabic-language newspaper among universities in Turkey. Alongside this, our faculty's official website provides the latest announcements and news related to the institution and our students.

As a performance indicator, our faculty conducts a Management Evaluation Survey, Student Satisfaction Survey, Academic Staff Satisfaction Survey, and Administrative Staff Satisfaction Survey (See Evidence 12). The faculty also has mechanisms and special commissions in place to ensure continuous updating and monitoring of the information disclosed to the public (See Evidence 13). Moreover, meetings have been held as part of the evaluation and improvement processes (See Evidence 14).

Year:	2025
Sub-Criterion Topic:	E.5.1. Public Information Disclosure
Initial Planning Date:	2020

Implementation Areas:	Academic and Administrative Staff , students, external stakeholders, and target audience
Monitoring Mechanisms:	Satisfaction surveys for academic and administrative staff, and students
Performance Indicators:	Management satisfaction rates of academic and administrative staff, and students: Academic Staff Satisfaction Survey, Fall 2024–2025 Administrative Staff Satisfaction Survey, Fall 2024–2025 Student Satisfaction Survey, Fall 2024–2025 Gaziantep University Faculty of Theology Website Gaziantep University Faculty of Theology Facebook Account Gaziantep University Faculty of Theology Twitter Account Gaziantep University YouTube Channel
Evaluation and Improvement:	End of the Year 2025 Activity Evaluation Meeting Minutes

Maturity Level: The institution's public information disclosure activities are monitored, stakeholder opinions are collected, and the monitoring results are evaluated together with the stakeholders, leading to necessary actions

Evidence:

Evidence-1: Gaziantep University Faculty of Theology Website

Evidence-2: Gaziantep University Faculty of Theology Facebook Account

Evidence-3: Gaziantep University Faculty of Theology Twitter Account

Evidence-4: Gaziantep University YouTube Channel

Evidence-5: Gaziantep University Quality Manual - 2022

Evidence-6: Quality and Accreditation Commissions and Boards

Evidence-7: Our Stakeholders

Evidence -8: Research and Development (R&D)

Evidence-9: 2024 Annual Activity Report

Evidence-10: Gaziantep University Theology Academy Journal

Evidence-11: El-Camia Newspaper

Evidence-12: Surveys and Results

Evidence-13: Commissions and Boards

Evidence-14: Evaluation Meeting Minutes

E.5.2. Accountability Methods

Our faculty fulfills the accountability provisions stemming from Law No. 5018 (See Evidence 1). Information related to the faculty, including Annual Activity Reports, is shared with the public through the university's and faculty's official websites. This information is published with the approval of authorized units, upper management, or the source of the information, ensuring its accuracy, reliability, and validity. No unverified information is shared with the public.

Additionally, our students have the opportunity to directly convey their complaints and requests face-to-face. For this purpose, they can meet with the Faculty Secretary or relevant academic and administrative staff to share their feedback. Our faculty always values student opinions and suggestions and ensures that this process is open and accessible. In addition, complaints, suggestions, and requests can be submitted through the Request section of the Quality Management Information System (See Evidence 3) The unit selected in this section (General Secretariat, Strategic Planning, and Quality Management Systems Branch Directorate, etc.) is responsible for handling the submissions.

Our faculty has diversified its accountability methods, and in this context, surveys are conducted regarding faculty members, which are answered by students (See Evidence 4). Additionally, internal and external audits conducted at our faculty, the reports prepared as a result of these audits, the activity reports published by our unit according to legal regulations (See Evidence 5) and the information meetings held (See Evidence 6) are considered accountability methods. To inform the public about our faculty's activities, news bulletins are shared, and this is used as an effective method (See Evidence 7).
Through the Quality Management Information System, various suggestions and feedback related to education, research and development, examination services, and administrative processes can be submitted. All messages received from this section are forwarded to our faculty, and the responsibility of responding lies with the Dean's Office/Faculty Secretary. Similarly, applications made through CIMER (Central Communication System of the Presidency) are forwarded to our faculty via the Rectorate. The Dean's Office/Faculty Secretary is responsible for responding to these applications within two weeks and reporting the response to the Rectorate. In 2024, 14 applications were made to CIMER, and all of them were answered. In 2025, only 1 application was made, and it received a response. In 2023, there were 7 CIMER applications, and in 2022, there were 11 CİMER applications. These complaints were evaluated and resolved by the Dean's Office.

Year:	2025
Sub-Criteria Topic:	E.5.2 Accountability Methods
Initial Planning Date:	2020
Implementation Areas:	Academic and Administrative Staff, Students, Alumni, Stakeholders, and Target Audience
Monitoring Mechanisms:	Management System Improvement Commission , Academic and Administrative Staff , and Student Satisfaction Surveys

Performance Indicators:	Management satisfaction rates of academic and administrative staff, and students: Satisfaction rates evaluation survey 2025 Academic staff satisfaction survey 2025 Fall Student satisfaction survey 2025 Fall
Evaluation and Improvement:	End of the Year Evaluation Meeting Minutes

Maturity Level: The findings obtained from the institution's accountability activities are monitored, stakeholder opinions are collected, and the results of the monitoring are evaluated together with stakeholders, and measures are taken.

Evidence:

Evidence-1: Public Financial Management and Control Law No. 5018

Evidence-2: Gaziantep University Faculty of Theology Email Address

Evidence-3: Gaziantep University GIMER (Communication and Information Center)

Evidence-4: Surveys and Results

Evidence-5: Activity Reports

Evidence-6: Accreditation Meeting Minutes

Evidence-7: Gaziantep University News Center

CONCLUSION AND EVALUATION

A. QUALITY ASSURANCE SYSTEM

A.1. Strengths:

- The internal quality assurance in the faculty is managed by the Quality and Accreditation Commissions established under the leadership of the Dean's office and department chairs.
- The Quality and Accreditation Commission, which ensures the institution's quality assurance, is strengthened with coordinators, and these coordinators play an active role in the quality improvement process.
- The quality policy covers all areas in the faculty, and these areas are interconnected.
- The Quality Manual will be updated in 2025 with contributions from the Quality Commissions and Committees.
- A “2025-2029 Strategic Plan” will be prepared as part of the quality and accreditation process.
- The internal quality assurance mechanisms are evaluated separately by each commission, based on the Quality Manual and the Strategic Plan. The Plan-Do-Check-Act cycle is defined within the framework of total quality understanding, with meetings held and planned with stakeholders to ensure the effective application of this cycle.
- The quality performance processes are periodically monitored by the Quality Commission through necessary monitoring mechanisms. Evaluation meetings are held by relevant committees and commissions, with continuous improvement within the "feedback" loop and setting of new goals.
- Student representatives are included in each of the quality and accreditation commissions.
- To ensure the sustainability of quality processes, data in the Unit Activity Reports and the Quality Manual are archived through the University's Quality Development Coordination in coordination with information management systems, with necessary analyses conducted.
- Within the framework of the faculty's quality approach, all strategic processes are systematically shaped, emphasizing institutionalization, and standard practices and regulations are developed in accordance with the institution.
- The Dean’s office adopts a supportive attitude in managing the quality process.

A.2. Areas for Improvement:

- Ensuring more active participation from personnel at all levels in the faculty regarding the sustainability of the quality culture.

- Strengthening the coordination among quality commissions and committees.
- Increasing the interaction between academic units and quality commissions/committees.
- Expanding the institution's internationalization activities.
- Maintaining active relationships with external stakeholders and evaluating feedback related to the processes for ensuring the sustainability of quality.
- The Internationalization Commission should collaborate with the University's International Relations Office to manage these processes. Strategies needed for this process should be developed in coordination with this office and executed within the framework of these strategies.

B. EDUCATION AND TEACHING

B.1. Strengths:

- Regular review and refinement of the faculty's educational programs and curriculum designs in alignment with the mission, vision, and strategic goals.
- Comprehensive and functional course catalogs developed according to the suggestions and needs of both internal and external stakeholders, as well as the directives and decisions of the advisory board.
- Monitoring of program objectives, learning outcomes, discipline-specific criteria, and course achievements by relevant committees, ensuring alignment with TAA standards and the Plan-Do-Check-Act cycle.
- Updates to program objectives, learning outcomes, and competencies are shared with internal and external stakeholders via the Bologna Information System and published on the faculty's website.
- Regular consultation with internal and external stakeholders regarding elective courses during advisory board meetings and other committee sessions to ensure they are current and efficient.
- Use of reliable, valid, consistent, and objective assessment methods for evaluating program outcomes.
- Organization of seminars by experts in the field to enhance teaching staff competency in assessment and evaluation, thereby improving the overall quality of education.
- Systematic tracking of student performance statistics, with measures taken based on the analysis of results to ensure continued improvement.
- Periodic monitoring of institutional performance and satisfaction, with steps taken based on analysis results to improve the quality of educational processes.
- Ensuring that exams are conducted according to established procedures, with compliance from academic staff, invigilators, and students.

- Providing necessary accommodations for students with disabilities during exams, offering support similar to what is available in ÖSYM (Student Selection and Placement Center) exams.
- Ensuring that classrooms are equipped with sufficient technological and physical facilities for optimal learning.
- Embracing a student-centered approach in education, ensuring that teaching methods are tailored to individual learning needs and preferences.
- Continuing to produce graduates who can address contemporary religious, social, and ethical challenges through active, interdisciplinary work and interactive research/learning techniques.
- Keeping faculty members updated on the latest developments in the field and improving the knowledge base through the publication of the Theology Academy Journal, indexed in international databases.
- Organizing a wide variety of social and cultural activities that extend beyond local capabilities, contributing to students' personal development.
- Ensuring that student and staff satisfaction surveys are conducted scientifically and that actionable steps are taken based on the results.
- Providing equal access to learning resources for all students, with the necessary infrastructure to support the availability of comprehensive and high-quality learning materials.
- Institutionalizing and improving academic advising to ensure a structured and effective support system for students.
- Ensuring transparency in appointment, promotion, and assignment procedures, in compliance with relevant regulations.
- Supporting faculty participation in scientific endeavors to enhance their professional development and knowledge base.
- Monitoring academic staff's scientific and community engagements and ensuring that these activities align with the faculty's mission.
- Maintaining the ongoing goal of improving teaching and learning, with systematic management of related reports, analyses, and actions.
- Using the Graduate Information System to track the progress of alumni, assess their satisfaction levels, and take corrective actions based on their feedback.

B.2. Areas for Improvement:

- The workload of academic advisors may become overwhelming due to the high number of students assigned to each advisor.

- Increasing external stakeholder support for social and cultural activities to enhance the impact and diversity of student engagement.
- Improving access to alumni for tracking graduates, particularly in terms of better means of communication and follow-up with alumni.
- Enriching satisfaction surveys to provide a more objective and comprehensive view of the learning process.
- Providing more opportunities for the “Speech and Professional Practice” course, a key example of active learning, to be carried out outside the faculty in practical settings.
- Using a variety of assessment tools to measure the degree to which program goals and outcomes are being met.
- Enhancing the teaching methods and techniques applied by faculty members, ensuring that they are constantly updated and effective.
- Improving opportunities for academic staff to participate in prestigious projects, thus enhancing their academic reputation and competence.
- Increasing the involvement of both internal and external stakeholders in decision-making processes regarding the improvement of education and teaching.

C. RESEARCH AND DEVELOPMENT

C.1. Strengths:

- The institution has a research policy, strategy, and goals that are aligned with its academic priorities, capable of producing value and transforming it into social benefit.
- The institution has an Education and R&D Commission responsible for managing and organizing research and development processes, monitoring, supervising, evaluating, and providing necessary guidance for these activities.
- The institution's research and development activities are transparent, open, and measurable.
- The institution has internal and external research support resources in terms of physical, technical, and financial aspects.
- The institution uses evaluation tools aimed at enhancing faculty members' research and development competencies.
- The institution regularly conducts scientific, social, and cultural activities with internal and external stakeholders to improve the competencies of faculty members.
- Project Writing Trainings are provided to our university's faculty members by the Technology Transfer Office (TTO) and the Quality Development Coordination.

- Supporting academic activities conducted by faculty members domestically and internationally to maintain their professional development and improve teaching skills, with support from the Scientific Research Projects Unit (BAP).
- Finding appropriate internal and external resources to sustain the institution's research and development activities.
- Developing plans, methods, and support processes for the creation and utilization of external resources.
- Supporting the use of external resources for the sustainability of research and development activities in line with the institution's strategic goals and objectives, and identifying relevant external stakeholders.
- Having the Fuat Sezgin Library of the Faculty of Theology, which houses 15,534 registered works and over 40 periodicals.
- Providing access to the university's online databases via a proxy server, allowing off-campus research for faculty and students.
- Having a conference hall with a capacity of 250 people, large study rooms for students, and meeting rooms.
- Offering graduate programs in Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts in coordination with the Social Sciences Institute, in line with the institution's research policies, goals, and strategies.
- Ensuring necessary cooperation with internal and external stakeholders to achieve the goals of undergraduate and graduate programs, considering educational objectives and the needs of students and society.
- Continuing research and development activities, being aware of local, regional, national, and international issues, needs, and priorities related to the Islamic world, due to the faculty's geographical significance.
- Requesting academic publication and activity data from every academic unit and preparing annual and monthly activity reports.
- Contributing to science at national and international levels through research and development activities while benefiting the academic, religious, social, and cultural development of the region and the country.
- Conducting evaluation meetings within the Quality and Research and Development Committees to ensure the continuity, diversity, and depth of research and development activities, and transmitting the results and recommendations of these meetings as development strategies to the deanship.

C.2. Areas for Improvement:

- Encouraging undergraduate students to engage in project work.

- Increasing the number of scientific activities carried out by faculty members and students in collaboration with external stakeholders.
- Promoting national and international scientific activities to the academic staff and students within the faculty.
- Organizing informative and motivational seminars for researchers and students regarding the application process and execution of research resources, ensuring effective utilization of these resources.
- Ensuring that faculty members and undergraduate/postgraduate students make greater use of the opportunities provided by the Scientific Research Projects Unit (BAP) in their research.
- Enhancing opportunities for faculty members and students to collaborate more with external stakeholders to increase their knowledge and experience.
- Increasing the research and development activities of the Education and R&D Commission.
- Strengthening the activities of the Education and R&D Commission to enhance its effectiveness in the field of R&D.

D. COMMUNITY ENGAGEMENT

D.1. Strengths:

- The community engagement policy is aligned with the university's social contribution policy and strategic goals, as defined in the Strategic Plan and Quality Manual.
- A Stakeholder Relations and Social Contribution Commission has been established to carry out social contribution activities according to quality standards.
- The evaluation and improvement of social contribution performance are conducted in accordance with the Gaziantep University Strategic Plan, with performance indicators regularly analyzed, and the collected data integrated into evaluation processes.
- The physical and technical infrastructure of the faculty is highly suitable for social contribution activities.
- Providing solution-oriented contributions in activities related to academic expertise.
- Academic staff provide qualified consultancy support to student clubs organizing social contribution activities.
- The necessary financial resources for the faculty's social contribution activities are obtained from the university budget and agreements with external stakeholders.
- The establishment of the Gaziantep Faculty of Theology Association to support social contribution activities.
- Students actively participate in various student communities they are members of.
- The faculty maintains university-city collaboration in organizing scientific meetings that contribute to society.
- Announcements of the institution’s social contribution activities are made through various media channels, events are shared with the community, and feedback is evaluated to improve quality standards.

D.2. Areas for Improvement:

- Social contribution activities should be meticulously carried out in accordance with the planning, implementation, control, and corrective action processes.
- Stronger collaboration with social stakeholders should be established in securing the necessary resources for these activities.

E. MANAGEMENT SYSTEM

E.1. Strengths:

- The management model and administrative structure that ensure the institution's mission and strategic objectives are achieved, created in alignment with processes and covering all units/areas.
- The implementation of the PDCA cycle (Planning, Implementation, Control, and Action) in the process management of the tasks and operations carried out in our faculty.
- The tracking and recording of the tasks and operations in all academic and administrative units through the "Electronic Document Management System" (EBYS), following the hierarchical approval processes, ensuring transparency in completing the processes.
- The execution of tasks related to internal and external stakeholders within the framework of relevant laws, regulations, and legislation.
- The budget of our faculty unit is managed in collaboration with the Strategy Development Department, based on the limits assigned by the Rectorate, and considering the needs of the institution, with budget amounts processed for relevant expenditure items.
- The definition of all processes related to the execution of institutional activities covering all units and areas, with applications carried out in accordance with these processes.
- The presence of an integrated information-management system supporting all areas and processes (education, research, community contribution, quality assurance), which is actively used in the institution.
- The institution has automated systems ensuring secure information flow, such as the Student Affairs Information System, Electronic Document Management System, BAP Management System, Alumni Information System, Distance Education Portal, Academic Information System, Administrative Staff Information Portal, and GABIS Academic Staff Information Portal.
- Our faculty shares current data and analysis related to activities with internal and external stakeholders through Unit Activity Reports, Administrative Activity Reports, made publicly available on our website.

- Our faculty adheres to a management approach that values information security and reliability, ensuring archival records of information and personal data security, with surveillance cameras placed at 47 key points inside and outside the building.
- Our faculty has an information management system that ensures the security of information flow and management, with procedures in place for Information Security Policy, Information Security Procedure, Access Control Procedure, and similar applications.
- Human resources activities are conducted within the defined processes according to the relevant guidelines.
- Legal regulations regarding academic appointments, promotions, personnel employment, and personal rights are followed.
- Our faculty adopts an integrated management approach prioritizing efficiency and effectiveness.
- Internal stakeholders' opinions on human resources are considered, and cooperation with external stakeholders is established.
- The expected quality levels of all goods and support services purchased from outside are planned, evaluated, and improved under the internal quality assurance system.
- Our faculty has an official website and social media accounts to share activities with the public and keep them informed, which are actively used.
- Budget implementation processes are monitored in accordance with the budget law, published circulars, and procedures, with reports on the budget implementation outcomes sent to relevant institutions and made available to the public.

E.2. Areas for Improvement

- The number of personnel needed for the smooth execution of administrative processes and services such as cleaning within the building.
- Strengthening of human resources.
- Strengthening cooperation with external stakeholders.
- The periodic implementation of internal stakeholders' institutional evaluations and monitoring their level of maturity.
- Increasing the number of training and certification programs for academic and administrative staff career development, and securing financial resources for these programs.

ATT.2 PERFORMANCE INDICATORS

ATT.2 PERFORMANCE INDICATORS								
Indicator								
1. Institution Information	Description	Achieved in 2022	Targeted in 2023	Achieved in 2023	Targeted in 2024	Achieved in 2024	Targeted in 2025	Status (Should be written as Successful or Needs Improvement)
1. Number of Programs		2	2	2	2	2	2	Succes sful
2. Number of Departments		3	3	3	3	3	3	Succes sful
3. Number of Major Science Fields (Divisions)		20	20	20	20	20	20	Succes sful
4. Number of Language Laboratories								
5. Number of Research and Application Centers Collaborated With								
6. Number of Master's Programs		2	2	3	3	3	3	Succes sful
7. Number of Doctoral Programs		1	1	1	1	1	1	Succes sful
8. Amount of Educational Areas (Classrooms, etc.) in Square Meters (m²)	25Classrooms - 1.227,62 m2	1.22 7 m2	1.227 m2	1.227 m2	1.227 m2	1.227 m2	1.227 m2	Succes sful
9. Amount of Research Areas (Lab, Library, etc.) in Square Meters (m²)	Library	341 m2	341 m2	341 m2	341 m2	341 m2	341 m2	Succes sful
10. Amount of Administrative Areas in Square Meters (m²)	47 Offices, 9 Administrative Offices Total = 56 Offices	4.37 1 m2	4.371 m2	4.371 m2	4.371 m2	4.371 m2	4.371 m2	Succes sful
11. Amount of Social Areas (Cafeteria, Canteen, Dining Hall, Sports Area, etc.) in Square Meters (m²)	Cafeteria	80 m2	80 m2	80 m2	80 m2	80 m2	80 m2	Succes sful
12. Other Areas		2.38 1m2	2.381m2	2.381m 2	2.381m2	2.381m2	2.381m2	Succes sful
13. Total Area in Square Meters (m²)		8.40 0m2	8.400m2	8.400m 2	8.400m2	8.400m2	8.400m2	Succes sful
14. Number of Students in Bachelor's Programs	Daytime Education	120	120	122	120	120	120	Succes sful

15. Number of International Students						58	60	Succes sful
16. Total Number of Undergraduate Students	Daytime Education	1170		973		781	770	Succes sful
17. Number of Master's Students with Thesis	Please enter the number of students enrolled in master's programs with thesis	192		204		109		Succes sful
18. Number of Non-Thesis Master's Students	Please enter the number of students enrolled in non-thesis master's programs	-	-	-	-	-	-	-
19. Total Number of Master's Students		192		204		109		Succes sful
20. Number of Doctoral Students		42		41		42		Succes sful
21. Number of Undergraduate Graduates		111		166		106		Succes sful
22. Number of Master's Graduates		11		19		30		Succes sful
23. Number of Doctoral Graduates		1		5		6		Succes sful
24. Total Number of Graduates		123		189		142		Succes sful
25. Number of Undergraduate Students Who Left the Institution								
26. Number of Master's Students Who Left the Institution		11		27		31		Succes sful
27. Number of Doctoral Students Who Left the Institution		1		10		4		Succes sful
28. Total Number of Students Leaving the Institution Annually (Excluding Graduates)		12		37		35		
29. Number of Faculty Members in Undergraduate Programs		26	29	29	29	29	30	Succes sful
30. Number of Teaching Staff (Other than Faculty Members) in Bachelor's Programs		18	16	16	18	18	19	Succes sful
31. Number of International Teaching Staff		5	8	8	8	8	8	Succes sful
32. Total Number of Faculty Members		31	34	34	35	35	37	Succes sful
33. Total Number of Teaching Staff		50	53	53	55	55	58	Succes sful

34. Total Number of Administrative Personnel		13	14	14	16	16	16	Succes sful
35. (Amount of Research Area in m²) / (Total Number of Teaching Staff) Ratio								
36. (Amount of Educational Area in m²) / (Total Number of Students) Ratio								
37. (Amount of Administrative Area in m²) / (Total Number of Students) Ratio								
38. (Amount of Social Area in m²) / (Total Number of Students) Ratio								
39. (Total Area in m²) / (Total Number of Students) Ratio								
40. Number of Administrative Personnel		13	14	14	16	16	16	Succes sful

Indicator

2. Quality Assurance System	Description	2022 Achieved	2023 Targeted	2023 Achieved	2024 Targeted	2024 Achieved	2025 Targeted	Status (Should be written as Successful or Needs Improvement)
1. Percentage of achieving the educational and teaching objectives in the institution's strategic plan (%)								
2. Percentage of achieving the research objectives in the institution's strategic plan (%)								
3. Percentage of achieving the administrative objectives in the institution's strategic plan (%)	Please enter the percentage of achievement of strategic goals.							
4. Percentage of achieving the community service objectives in the institution's strategic plan (%)								
5. SCOPUS (SCIMAGO)							Targeted for 2025	Needs Improv ement
6. Web of Sciences (RUR)							Targeted for 2026	Needs Improv ement

7. Number of activities (meetings, workshops, etc.) organized by your institution annually to spread the quality culture	Please enter the number of meetings, workshops, etc., conducted/organized by your institution within the scope of the relevant indicator between January 1 and December 31. These activities must be institutional in nature. Meetings held within the institution that could be referred to as 'institutional quality commissions' are not included	11		11		40		Successful
8. Number of annual feedback and evaluation meetings conducted with internal stakeholders within the quality processes	Please enter the number of feedback and evaluation meetings conducted by your institution for internal stakeholders (Students, Administrative Staff, Academic Staff, etc.)..	3		4		3		Successful
9. Number of annual feedback and evaluation meetings conducted with external stakeholders within the quality processes	Please enter the number of feedback and evaluation meetings conducted by your institution for external stakeholders (such as MoNE, (Directorate of Religious Affairs, etc.)	0	0	0	0	0	1	Needs Improvement
10. Academic staff satisfaction (%)	Please enter the academic staff satisfaction results regarding the activities carried out by the institution as a percentage (%).	0	0	0	0	61,55%	70%	Needs Improvement
11. Administrative staff satisfaction rate (%)	Please enter the administrative staff satisfaction results regarding the activities carried out by the institution as a percentage (%)	0	0	0	0	52,60%	70%	Needs Improvement
12. Overall student satisfaction (%)	Please enter the general student satisfaction results regarding the activities carried out by the institution as a percentage (%)	0	0	0	0	51%	70%	Needs Improvement
13. Number of incoming Erasmus students		0	0	0	0	0	1	Needs Improvement
14. Number of outgoing Erasmus students		0	0	0	0	0	1	Needs Improvement
15. Number of incoming Farabi students		0	0	0	0	0	1	Needs Improvement
16. Number of outgoing Farabi students		0	0	0	0	0	1	Needs Improvement

17. Number of incoming Mevlana students		0	0	0	0	0	1	Needs Improvement
18. Number of outgoing Mevlana students		0	0	0	0	0	1	Needs Improvement
19. Total number of incoming students from student exchange programs		0	0	0	0	0	1	Needs Improvement
20. Total number of outgoing students from student exchange programs	.	0	0	0	0	0	1	Needs Improvement
21. Number of incoming Erasmus staff	Please enter the number of teaching staff who came to your institution and the number of teaching staff who went from your institution under the relevant indicator	0	0	0	0	0		
22. Number of outgoing Erasmus staff		0	0	0	0	0		
23. Number of incoming Mevlana staff		0	0	0	0	0		
24. Number of outgoing Mevlana staff		0	0	0	0	0		
25. Total number of incoming staff from staff exchange programs		0	0	0	0	0		
26. Total number of outgoing staff from staff exchange programs		0	0	0	0	0		
Indicator								
3. Education and Teaching	**Description**	**2022 Achieved**	**2023 Targeted**	**2023 Achieved**	**2024 Targeted**	**2024 Achieved**	**2025 Targeted**	**Status (Should be written as Successful or Needs Improvement)**
1. Number of Bachelor's programs / Master's programs / Doctoral programs with a completed program information package that can be viewed on the institution's website		1-UGRD, 3-MD. 1-Dr.	-	1-UGRD, 3-MD. 1- Dr.	-	1- UGRD, 3-MD 1-Dr.	1-UGRD, 3-MD. 2- Dr.	Needs Improvement
2. Percentage of students satisfied with the program they are enrolled in (e.g., Learning-teaching methods, acquiring general	Please enter the satisfaction rate (%) of students with the education provided in the accredited	-	-	-	60%	51%	60%	Needs Improvement

competencies)	program they are enrolled in, as part of the accreditation application.							
3. Is double major allowed in the program?	No	-	-	-	-	-	-	-
4. Is minor allowed in the program?	No	-	-	-	-	-	-	-
5. Number of undergraduate students enrolled in double major	None	-	-	-	-	-	-	-
6. Number of undergraduate students enrolled in a minor 1. Ratio of students enrolled in double major to total undergraduate students	None	-	-	-	-	-	-	-
7. Ratio of students enrolled in minor to total undergraduate students	None	-	-	-	-	-	-	-
8. Ratio of students accepted to the Master's program to those who applied	None	-	-	-	-	-	-	-
9. Ratio of students accepted to the Doctoral program to those who applied		0,79 (72/91)	-	0,60 (68/112)	-	0,62 (77/124)	-	Needs Improvement
10. Number of interdisciplinary Master's programs		0,30 (04/13)	-	0,95 (20/21)	-	0,54 (13/24)		Needs Improvement
11. Number of interdisciplinary non-thesis Master's programs		-	-	-	-	-	-	-
12. Number of interdisciplinary doctoral programs		-	-	-	-	-	-	-
13. Ratio of students placed in Bachelor's programs to those who preferred them		-	-	-	-	-	-	-
14. Number of programs organized for trainer training at the institution	Please enter the ratio of the number of students placed in the undergraduate program through central placement (including additional quotas) to the number of students who preferred the relevant program	108	118	118	131	129	120	Successful

15. Number of faculty members who received training in trainer training programs	Please enter the number of training events organized by your institution or in collaboration with another institution, or jointly with another institution, for the training of trainers during the period from January 1 to December 31 (activities for which you are primarily responsible or have joint responsibility are meant. Only events organized by another institution where you participated as a participant are not included)							
16. Satisfaction rate for trainer training programs at the institution (%)	Please enter the number of academic staff from your institution who received training during the specified dates for the meetings/events mentioned in the previous indicator							
17. Average of faculty evaluation survey (student evaluations) (%)	Please enter the percentage result of the surveys conducted for the participants of the train-the-trainer sessions during the specified dates (if there are multiple, enter the average)							
18. Average of academic advisor evaluation survey (student evaluations)	Please enter the percentage result of the surveys conducted by your students to evaluate the faculty members during the specified dates (if there are multiple, enter the average).							
19. Thesis management (ongoing Master's and Doctoral thesis management)								
20. Average weekly teaching hours of faculty members who teach		125	130	137	115	118	-	Needs Improvement

21. Ratio of total classroom area to total student number								
22. Ratio of program-related resources in the institution's library to student number	1.227,62 m2/Student number	1,59 (1227,62/771)	-	1,60 (1227,62/764)	-	1,56 (1227,62/782)	-	Successful
23. Ratio of program-related electronic resources in the institution's library to student number	Please enter the ratio of the total number of resources your institution has in categories such as textbooks, reference books, source books, printed periodicals, etc., to the total number of students. (Number of program-related resources in the institution's library) / (Number of students) = Ratio (Please write it as shown in the formula).	186,389 (143.706/771)	-	175,782 (134.298/764)	-	183,097 (143.182/782)	-	Needs Improvement
24. Number of student clubs program students are members of	Please enter the ratio of the total number of resources accessible electronically by students to the total number of students. (Number of program-related e-resources in the institution's library) / (Number of students) = Ratio (Please write it as shown in the formula).	593,259 (457.403/771)	-	467,29 (357.010/764)	-	598,466 (468.001/782)	-	Needs Improvement
25. Number of program students participating in student club activities		-	-	40	-	51	70	Needs Improvement
26. Number of student projects	Please enter the number of students involved in student organizations operating within the institution.	-	-	136	-	280	400	Needs Improvement
27. Number of Bachelor's programs with accreditation mentioned in the university's Higher Education Programs and Quotas Guide for accreditation requests		9	-	10	-	12	12	Needs Improvement
28. Satisfaction level of employer stakeholders (e.g., Ministry of Education, Directorate of Religious Affairs) with the qualifications of graduates	Please enter the number of programs accredited by Accreditation Bodies as of the							

(%)	specified date							
29. Ratio of graduates placed via the KPSS exam to graduates who took the KPSS exam	Please enter the satisfaction percentage result of surveys conducted (if any) with employer stakeholders (such as Ministry of National Education, Directorate of Religious Affairs, etc.) regarding the competencies of your graduates for the specified period. If there are multiple surveys, provide the average result.							
30. MBSTS (Measurement of Basic Skills Test)	Please enter the ratio of the number of graduates who were successful in the KPSS exam to the total number of graduates in the relevant year.							
31. Number of students enrolled at the beginning of the program	Please enter the ratio of the number of graduates who were successful in the DUS exam to the total number of graduates in the relevant year.							
32. Number of students who have reached the graduation stage in the program	For example: The number of students who were *Hafız* among those enrolled in 2020 (including all types of placement)							
33. Number of students taking YDS-YÖKDİL exams	For example: The number of *Hafız* students among those who were at the graduation stage in 2020.							
34. Number of students who took YDS-YÖKDİL exams	The number and average of program students who took the YDS and YÖKDİL exams in Arabic over the past 4 years.							

35. Number of graduates employed	The number and average of program students who took the YDS and YÖKDİL exams in English or other languages (excluding Arabic) over the past 4 years							
36. Percentage of graduates continuing to postgraduate education	Please enter the number of graduates who have been employed (e.g., in MoNE, the Presidency of Religious Affairs, higher education institutions, public institutions, or the private sector, etc.) based on the data obtained through your institution's Alumni Information System or similar structures, if available.							
37. Number of members in the alumni association	If available, please enter the total number of your graduates who are pursuing postgraduate education based on the information obtained through your institution's Alumni Information System or similar structures. If such data has not been entered into the alumni system, then please enter the number of graduates who continued their education in your institution's postgraduate programs after graduation.							
38. Number of graduates from the Religious Higher Education Center		-	-	190	-	274	400	Needs Improvement
39. Ratio of students graduating within the normal study period to those who should have graduated within the normal study period								

40. Ratio of student number in undergraduate and graduate programs to faculty number	Please enter the ratio of the number of students who graduated within the regular duration to the number of students who were expected to graduate within the regular duration.	148	120	123	120	105	125	Successful
41. Ratio of student number in undergraduate and graduate programs to faculty members	Number of Students in Undergraduate and Graduate Programs / Number of Academic Staff = Ratio (as shown in the formula) It will be calculated on an annual basis	26,42 (771+154/35)	-	23,21 (764+118/38)	-	20,28 (782+151/46)	-	Successful
42. Ratio of graduate students to undergraduate students	Number of Students in Undergraduate and Graduate Programs / Number of Faculty Members = Ratio (Please write it exactly in this formula format. It will be calculated on an annual basis.)	44,04 (925/21)	-	36,75 (882/24)	-	32,17 (933/29)	-	Needs Improvement
43. Ratio of undergraduate student number to faculty number	Number of Students in Graduate Programs / Number of Students in Undergraduate Programs = Ratio (Please write it exactly in this formula format. It will be calculated on an annual basis.)	0,199 (154/771)	-	0,154 (118/764)	-	0,193 (151/782)	-	Needs Improvement
44. Ratio of doctoral graduates to faculty members	Number of Undergraduate Students / Number of Teaching Staff = Ratio (Please write it exactly in this formula format. It will be calculated on an annual basis.)	22,02 (771/35)	-	20,10 (764/38)	-	17 (782/46)	-	Needs Improvement
45. Ratio of doctoral students to faculty members	Number of Doctoral Graduates / Number of Teaching Staff = Ratio (Please write it exactly in this formula format. It will be calculated on an annual basis.)	0,095 (2/21)	-	0,041 (1/24)	-	0,103 (3/29)	-	Needs Improvement

46. Ratio of international students to total student number	Number of Doctoral Students / Number of Teaching Staff = Ratio (Please write it exactly in this formula format. It will be calculated on an annual basis.)	1,95 (41/21)	-	1,41 (34/24)	-	1,68 (49/29)	-	Needs Improvement
47. Ratio of doctoral students to total (undergraduate, graduate, doctoral) student number	Number of International Students / Total Number of Students = Ratio (Please write it exactly in this formula format. It will be calculated on an annual basis.)	0,07 (60/771)	-	0,04 (37/764)	-	0,02 (20/782)	-	Needs Improvement
48. Number of doctoral graduates	**Number of Doctoral Students / Total Number of Students Undergraduate + Master's + Doctoral = Ratio** (Please write it exactly in this formula format. It will be calculated on an annual basis.)	0,04 (41/154+771)	-	0,03 (34/118+764)	-	0,04 (42/151+782)	-	Needs Improvement
49. Number of students leaving the institution annually	This should be expressed on an annual basis for the last 4 years	2	-	1	-	3	-	Needs Improvement
50. Ratio of international faculty members to total faculty members	This should be expressed on an annual basis for the last 4 years	352	-	298	-	204	200	Successful
51. Ratio of administrative staff to total student number	Number of Foreign Faculty Members / Total Number of Faculty Members = Ratio (This should be expressed on an annual basis.)							
52. Ratio of administrative staff to faculty number	Number of Administrative Staff / Total Number of Students = Ratio (This should be expressed on an annual basis.)	0,016 (13/771)	-	0,018 (14/764)	-	0,020 (16/782)	-	Needs Improvement
53. Number of Bachelor's programs / Master's programs / Doctoral programs with a completed program information package that can be viewed on the institution's	Number of Administrative Staff / Number of Academic Staff = Ratio (This should be							

website	expressed on an annual basis.)							
Indicator								
4. Community Engagement	**Description**	**2022 Achieved**	**2023 Targeted**	**2023 Achieved**	**2024 Targeted**	**2024 Achieved**	**2025 Targeted**	**Status (Should be written as Successful or Needs Improvement)**
1. Number of social responsibility projects with a budget that the institution executes on its own.								
2. Number of social responsibility projects with a budget executed in collaboration with external stakeholders (excluding MEB and DIB).								
3. Number of social responsibility projects with a budget executed in collaboration with MEB.								
4. Number of social responsibility projects with a budget executed in collaboration with DIB.								
5. Number of social responsibility projects without a budget executed in collaboration with external stakeholders (excluding MEB and DIB).								
6. Number of social responsibility projects without a budget executed in collaboration with MEB.								
7. Number of social responsibility projects without a budget executed in collaboration with DIB.								
8. Number of activities carried out by program faculty members in MEB institutions.	Activities excluding education							
9. Number of participants in activities carried out by program faculty members in MEB institutions.	Activities excluding education							
10. Total number of hours of activities carried out by program faculty members in	Activities excluding education							

MEB institutions.								
11. Satisfaction rate of participants in activities carried out by program faculty members in MEB institutions (%).	Activities excluding education							
12. Number of activities carried out by program faculty members in DIB institutions.	Activities excluding education							
13. Number of participants in activities carried out by program faculty members in DIB institutions.	Activities excluding education							
14. Total number of hours of activities carried out by program faculty members in DIB institutions.	Activities excluding education							
15. Satisfaction rate of participants in activities carried out by program faculty members in DIB institutions (%).	Activities excluding education							
16. Number of social responsibility projects with a budget carried out in collaboration with public institutions.								
17. Annual training hours conducted by program faculty members in external stakeholder institutions (excluding MEB and DIB).								
18. Number of individuals receiving training from program faculty in external stakeholder institutions annually.								
19. Total number of hours and individuals receiving training from program faculty in external stakeholder institutions annually.								
20. Satisfaction rate of participants in training programs conducted by program faculty in external stakeholder institutions (%).								
21. Annual training hours conducted by program faculty members in SEM or other university centers.	The Educational Center, Continuous Education, and Research Center, which were established and operated under various names such as the Continuous Center, have been							

	providing training hours annually between January 1, 1931, and December 2019.							
22. Number of individuals receiving training from program faculty in SEM or other university centers annually.								
23. Total number of hours and individuals receiving training from program faculty in SEM or other university centers annually.								
24. Satisfaction rate of participants in community contribution activities (%).								
25. Number of seminars, conferences, panels, symposiums, etc. conducted by program faculty members.								
26. Ratio of the number of seminars, conferences, panels, symposiums, etc. conducted by program faculty to program faculty members.								
Indicator								
5. MANAGEMENT SYSTEM	**Description**	**2022 Achieved**	**2023 Targeted**	**2023 Achieved**	**2024 Targeted**	**2024 Achieved**	**2025 Targeted**	**Status (Should be written as Successful or Needs Improvement)**
1. Central Budget	Revenue from the central budget that does not belong to the research and development category activities	1185 5114	1414600 0	254785 56	3449400 0	54304399	6937200 0	
2. Research Revenues	General research revenues will be written.							
3. Community Service Revenues	General community service revenues will be written							

4. Donations	Donations transferred to the institution from non-governmental sources, either conditional or unconditional.							
5. Personnel Expenses	Personnel expenses (including SGK expenses)	11851017	14130000	25463348	34437000	54233170	69205000	
6. Education Expenses	General education expenses will be written.							
7. Research Expenses	All expenses related to actions and activities in the research category.							
8. Community Service Expenses	All expenses related to activities in the community service category							
9. Management Expenses	Consumables and materials purchases, travel expenses, service purchases, minor repairs (movable and immovable property), etc.	4098	16000	15208	57000	71230	167000	
10. Investment Expenses	Fixed assets, machinery, equipment, and similar expenses							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