



GAZİANTEP UNIVERSITY FACULTY OF THEOLOGY

2025 INSTITUTIONAL SELF EVALUATION REPORT



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FACULTY OF THEOLOGY

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Gaziantep – 2026

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INTRODUCTION

INFORMATION ABOUT THE FACULTY

1. Contact Information

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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).

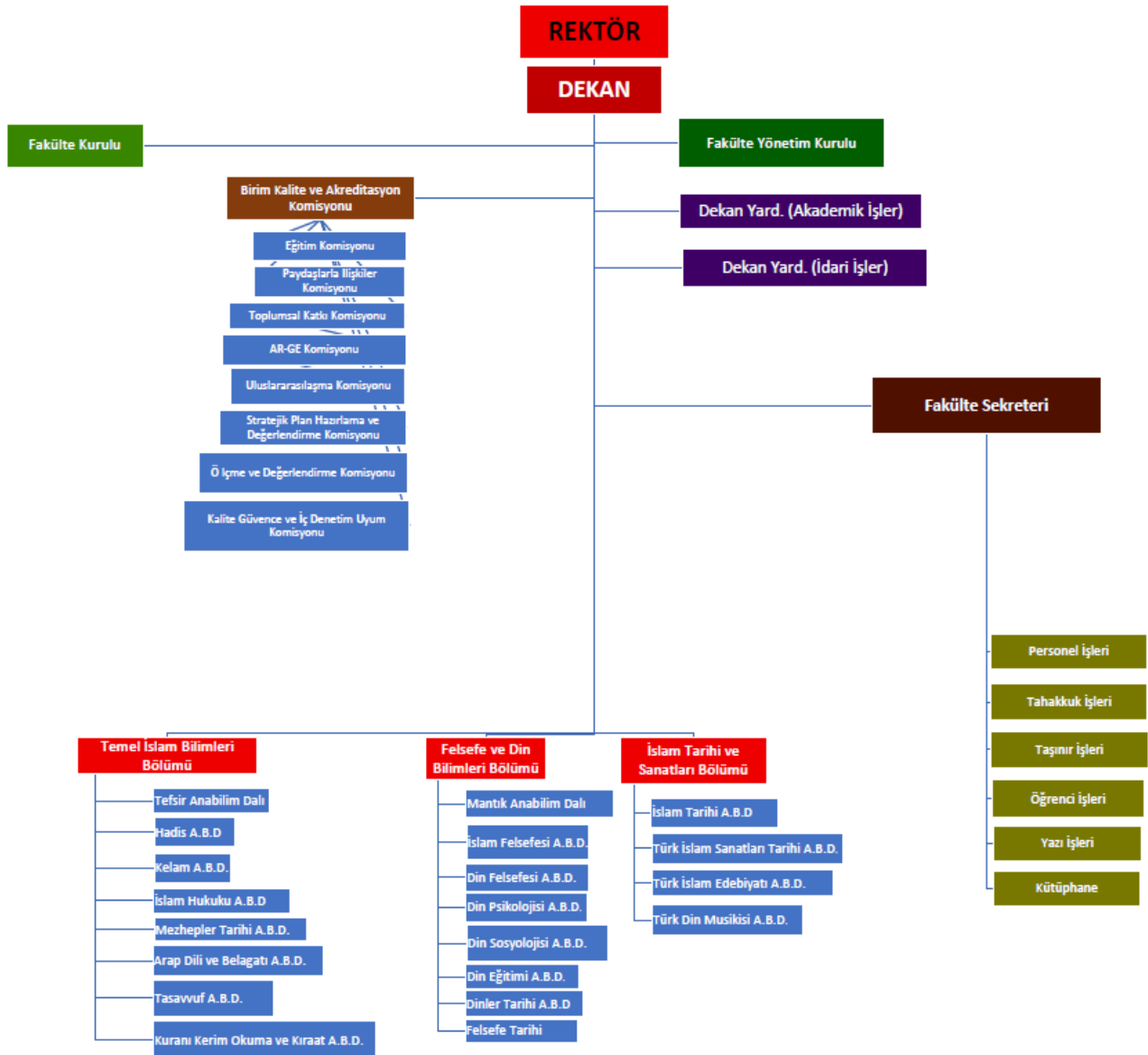
The proposal of Gaziantep University Rectorate regarding the establishment of an Arabic Theology Program within the Faculty of Theology and student admission for the 2020-2021 academic year was reviewed in the Higher Education General Council meeting on 26/03/2020, and in accordance with Article 7/h 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

Our faculty's mission and vision were determined in line with the mission and vision of Gaziantep University at the Faculty Board meeting dated 17.12.2024 and numbered 39 ([See Evidence 1](#)) and updated with the Academic Board Decision dated 31.01.2025 ([Bkz. KanıtSee Evidence 2](#)). All activities of our faculty are carried out in accordance with the determined mission and vision. Furthermore, it is included in the Quality Manual updated in 2025 ([See Evidence 3](#)), the Unit Self-Assessment Report ([See Evidence 4](#)), and the 2025-2029 Strategic Plan ([See Evidence 5](#)). The determined mission and vision have been published on our faculty's official website and shared with stakeholders and the public ([See Evidence 6](#)).

The mission and vision statements below are used as the fundamental reference point in our faculty's strategic planning, decision-making, and quality assurance processes; they guide the creation of the determined aims and objectives.

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:

In accordance with the Faculty Board decision dated 17/12/2024 and numbered 39, preparatory work for the "2025-2029 Strategic Plan" has commenced ([See Evidence 7](#), [Evidence 8](#)). Within this scope, the Faculty of Theology has conducted a systematic and multi-stakeholder working process to prepare its strategic plan for the 2025-2029 period. The steps related to this process are summarized below:

1. Establishment of the Strategic Plan Preparation Committee: A Strategic Plan Preparation Committee has been established within our Faculty for the purpose of preparing the strategic plan ([See Evidence 8](#)). Furthermore, information about the strategic plan preparation process was provided at the academic council meeting ([See Evidence 7](#)) and in meetings held with internal

and external stakeholders ([See Evidence 9](#), [Evidence 10](#), [Evidence 11](#)) and the views and suggestions of the relevant stakeholders were obtained. ([See Evidence 12](#)).

2. Creation of the Strategic Plan Draft: Commission meetings were held to determine the scope and content of the strategic plan, and tasks were assigned in these meetings ([See Evidence 13](#), [Evidence 14](#)). In line with the opinions of the Faculty Board members and the feedback received from the teaching staff, a draft plan consistent with the university's general strategic plan was prepared by the Strategic Plan Preparation Commission. ([See Evidence 15](#), [Evidence 16](#))

3. Discussion of the Draft with the Commission: The prepared draft plan was evaluated and opened for discussion in the Strategic Plan Preparation Commission meetings. ([Evidence 17](#), [Evidence 18](#)). However, it was brought up again at the Academic Council meeting on January 31, 2025, and necessary updates were made in line with the feedback from the teaching staff ([See Evidence 19](#)).

4. Finalization and Approval of the Draft: Following meetings and evaluations conducted with the Strategic Plan Preparation Committee, chaired by the Dean and Vice-Deans, and taking into account the opinions and suggestions of the committee members, the draft plan was finalized and submitted to the Dean's Office. ([See Evidence 20](#), [Evidence 21](#)). As a result of this process, the plan was accepted by the Faculty Board of Directors Decision No. 06 dated 20.02.2025 and shared with internal stakeholders ([See Evidence 22](#)).

5. Updating the Plan: Our Institution's Quality Manual stipulates that the mission, vision, strategic aims and objectives will be reviewed and updated at certain intervals ([See Evidence 3](#)). In line with this, the strategic aims and objectives were re-evaluated by our Faculty's Strategic Plan Preparation Committee within the framework of the relevant articles of the Strategic Plan ([See Evidence 23](#), [Evidence 24](#), [Evidence 25](#), [Evidence 26](#), [Evidence 27](#)); The Faculty Management Board Decision No. 10, dated 30.03.2026, updated and finalized ([See Evidence 28](#)).

6. Updating Strategic Goals and Objectives: During the field visit conducted by the Theology Accreditation Agency (IAA) following the implementation of the strategic plan, it was emphasized that making the strategic goals, objectives, and performance indicators more measurable, monitorable, and evaluable would significantly contribute to institutional development and quality assurance processes. It was determined that updating these objectives is necessary to improve the measurability and monitorability of performance indicators, to give the objectives a more concrete and results-oriented structure, and to meet the needs of institutional development.

The updating work initiated in line with these findings was discussed at the Strategic Plan Preparation Commission meeting. As a result of the comprehensive evaluations made by the commission members, the strategic objectives, strategic goals, and performance indicators were reviewed in line with the Faculty's mission, vision, quality policy, and strategic priorities; and the measurability, traceability, and achievability levels of the existing objectives and indicators were improved. The updating work was discussed at the Strategic Plan Preparation Commission meeting held on June 22, 2026; it was decided by the unanimous vote of the commission members to submit the updated strategic objectives, strategic goals, and performance indicators to the Faculty Board of Directors ([See Evidence 88](#), [Evidence 89](#)).

The updated strategic objectives, strategic goals, and performance indicators deemed appropriate by the Commission were discussed at the Faculty Board of Directors meeting, approved by the Faculty Board of Directors ([See Evidence 90](#)), put into effect, and shared with the public ([See Evidence 29](#)).

Strategic Goals and Objectives:

Goal 1: To continuously improve the services and activities in the faculty based on quality principles, to increase student and academic staff satisfaction, and to make educational processes more efficient.

Strategic Objective 1: To ensure that the relevant committees meet at least once a year to develop a sustainable quality culture in the faculty.

Performance Indicators:

- Number of quality and related subcommittees that meet annually
- Number of reports/action plans prepared as a result of committee meetings and submitted to senior management

Strategic Objective 2: To conduct a satisfaction survey with academic and administrative staff and students at least once a year. Performance Indicators:

- Number of satisfaction surveys conducted annually
- Percentage participation rate in surveys
- Annual satisfaction rates

Strategic Objective 3: To increase the number of improvement activities aimed at enhancing the effectiveness of educational processes to at least 2 per year.

Performance Indicators:

- Organizing meetings to evaluate student feedback
- Reviewing course learning outcomes and program outcomes

Strategic Objective 4: To organize at least 2 activities per year to increase the competence of teaching staff in using contemporary assessment methods (project-based learning, rubric use, etc.) and digital educational tools. Performance Indicators:

- Number of contemporary assessment and evaluation and digital tool training/workshops organized for teaching staff
- Number of teaching staff participating in these activities
- Number of teaching staff using rubrics or project-based learning in their courses

Goal 2: To enhance students' socio-cultural and academic development

Strategic Objective 1: To organize at least 6 scientific or socio-cultural events annually under the leadership of student clubs.

Performance Indicators:

- Total number of annual scientific events actively organized by student clubs
- Total number of annual socio-cultural events organized by student clubs

Strategic Objective 2: To ensure that each student benefits from academic advising services at least once per semester to support their academic development. Performance Indicators:

- Total number of semester advising sessions recorded through official forms
- Ratio of students who benefited from semester advising services (at least once) to the total number of students in the faculty
- Student satisfaction rate with academic advising services

Strategic Objective 3: To ensure that at least 3 students benefit from national or international project support programs annually to support students' research and project development skills. Performance Indicators:

- Number of students/projects applying to national or international institutions' project support programs
- Number of student projects annually that were accepted and qualified for funding/support
- Number of information/training sessions given to students on project writing and implementation processes

Goal 3: To provide quality education within the framework of universal values

Strategic Objective 1: To organize at least 2 events per year focusing on ethics, human rights, or social responsibility.

Performance Indicators:

- Number of academic ethics, human rights, or social responsibility themed activities (conferences, panels, seminars, etc.) organized per term/year
- Total number of students and staff participating in these activities annually
- Number of social responsibility-focused social projects implemented

Strategic Objective 2: To organize at least 4 training activities per year aimed at improving academic, digital, or foreign language skills. Performance Indicators:

- Number of academic writing courses, digital literacy training, or foreign language (Arabic/English) development workshops organized for students
- Number of students participating in these training activities

- Percentage of students who successfully completed the training and received a certificate/certificate of participation

Strategic Objective 3: To organize a career or development event every two years to support students' career planning and personal development processes. Performance Indicators:

- Number of career days, alumni-student meetings, or personal development seminars held over a two-year period
- Ratio of students participating in career events to the total number of students

Strategic Objective 4: To strengthen the understanding of equal opportunity and inclusion in education, to conduct one improvement study every two years regarding the educational processes of students with special needs. Performance Indicators:

- Number of improvements made to educational materials (audiobooks, braille printing, digital accessibility, etc.) for access by students with special needs (disabilities)
- Number of applications made or flags/awards received within the scope of the Barrier-Free University Awards (Accessibility in Physical Space - Orange Flag, Accessibility in Education - Green Flag, etc.)
- Satisfaction rate of students with special needs in their educational processes

Strategic Objective 5: To evaluate and improve counseling processes at least once a year to ensure that students effectively benefit from academic counseling services. Performance Indicators:

- Meeting reports with advisors at the beginning of each academic semester
- Number of improvements/updates made to the advisory system (forms, guides, or the Student Information System infrastructure) based on meeting reports
- Overall student satisfaction rate with academic advising processes

Strategic Objective 6: To conduct at least 2 supplementary educational activities annually to support students' skills in the Quran, Arabic, and professional practice. Performance Indicators:

- Number of courses, supplementary classes, or workshops opened in the fields of the Quran, Arabic, and professional practice
- Total number of students participating in these supplementary educational activities annually

Goal 4: To increase the quantity and quality of scientific research

Strategic Objective 1: To increase the number of scientific publications within the faculty by 2% compared to the previous year.

Performance Indicators:

- Total number of articles published in journals indexed in internationally reputable databases such as Web of Science (SCI, SSCI, AHCI, ESCI) and Scopus.
- Number of articles published in TR Dizin and other national/international peer-reviewed journals.
- Average annual number of scientific publications (articles, conference papers, books, book chapters) per faculty member.
- Number of works presented at national and international scientific meetings (congresses, symposiums, etc.) and published in the proceedings (full text/abstract).

Strategic Objective 2: To organize at least 2 training sessions per year for academic staff to improve the quality of academic work.

Performance Indicators:

- Total number of training sessions organized during the year on topics such as scientific research, project writing, and academic writing.
- Number of academic staff members who participated in the training sessions and their ratio to the total number of academic staff.
- The number of tangible outcomes achieved in the relevant training topics (e.g., number of projects submitted after project writing training) within one year following the training.

Strategic Objective 3: To increase the participation of academic staff in academic activities such as peer review, editorship, and scientific board membership.

Performance Indicators:

- Total number of peer reviews conducted in national and international peer-reviewed scientific/academic journals during the year.
- Number of faculty members serving as editors, field editors, or members of editorial boards in national and international journals.
- Number of faculty members serving as members of scientific boards or organizing committees in national and international congresses, symposia, or workshops.
- Participation rate of the total academic staff within the faculty in such external activities (peer review, editorship, board membership).

Goal 5: To improve services offered to the community

Strategic Objective 1: To organize at least 3 scientific, cultural, or educational events annually for the community.

Performance Indicators:

- Total number of scientific, cultural, or educational events (panels, conferences, exhibitions, workshops, etc.) held publicly.
- Estimated number of participants (beneficiaries) in the organized events.
- Number of times the events were featured in local or national media (print, visual, digital media).

Strategic Objective 2: To conduct at least 2 joint activities annually with external stakeholders.

Performance Indicators:

- Total number of activities/projects conducted jointly with external stakeholders (Mufti's Office, National Education Directorate, local governments, foundations and associations, etc.).
- Number of newly signed or actively ongoing inter-institutional cooperation protocols.
- Number of staff and students participating in joint activities representing the faculty.

Strategic Objective 3: To encourage faculty members to participate in television and radio programs, sermons, lectures, interviews, and similar community service activities, increasing the number of such activities to at least 5 per year.

Performance Indicators:

- Number of TV, radio, and digital broadcast programs in which faculty members participated as invited speakers or experts.
- Total number of sermons, lectures, public talks, and interview programs conducted for the general public.
- Number of faculty members who participated in community service activities at least once.
- Number of articles/writings published in print or digital media (magazines, newspapers, popular science/culture websites) aimed at enlightening the public.

Strategic Objective 4: To conduct at least one visit per year to nursing homes, children's shelters, and rehabilitation centers.

Performance Indicators:

- Number of official visits and events to institutions for disadvantaged groups (nursing homes, children's homes, rehabilitation centers, etc.).
- Number of volunteer students participating in and assisting with these visits.
- Number of in-kind/material or psychosocial support activities (gifts, bazaar proceeds, morale-boosting activities, etc.) provided to the visited institutions.

Strategic Objective 5: To organize spiritual counseling events for students and the community at least once a year.

Performance Indicators:

- Number of seminars/meetings on spiritual counseling and guidance organized for students and the public within or outside the faculty.

Strategic Objective 6: To organize events promoting religious and cultural heritage every two years.

Performance Indicators:

- Number of events held to promote religious and cultural heritage (historical site tours, calligraphy/illumination exhibitions, promotional documentaries, symposiums, etc.).
- Number of participants/visitors at the event.
- Number of written, printed, or digital materials (brochures, booklets, promotional videos) produced within the scope of the organized promotional events.

Goal 6: To be an effective, reputable, and innovative research faculty at national and international levels.

Strategic Objective 1: To produce at least 5 scientific publications indexed in international databases annually.

Performance Indicators:

- Total number of articles published in journals indexed in internationally reputable databases (Web of Science, Scopus, etc.).
- Number of books or book chapters published by international publishing houses.
- Number of scientific articles and works published in foreign languages.

Strategic Objective 2: To submit at least 3 national or international research project applications annually.

Performance Indicators:

- Number of externally funded research project applications submitted to national funding organizations (TÜBİTAK, BAP, TÜSEB, Ministries, etc.).
- Number of research/collaboration project applications submitted to international organizations (EU, Erasmus+ KA2/KA3, international funds, etc.).
- Number of projects that are deemed eligible for support (accepted) from among the submitted projects.

Strategic Objective 3: To ensure that at least 3 faculty members participate in international scientific events annually.

Performance Indicators:

- Number of faculty members participating in international scientific events (congresses, symposiums, conferences, workshops) with presentations or as invited speakers.
- Total number of presentations (oral/poster) at international events.
- Number of financial grants (from BAP or external sources) provided to support faculty members' participation in international scientific events.

Strategic Objective 4: To encourage student participation in national and international exchange programs, ensuring that at least 1 student benefits from exchange programs each year.

Performance Indicators:

- Number of students applying to national and international exchange programs (Erasmus+, Farabi, Mevlana).
- Number of students going abroad (domestic/international) for education within the scope of exchange programs.
- Number of foreign/visiting students who chose the faculty within the scope of exchange programs.
- Number of information/incentive meetings organized for students about exchange programs.

Strategic Objective 5: To increase the national and international scientific visibility of the faculty journal, Theology Academy, by increasing the number of citations to the journal by at least 2% annually compared to the previous year.

Performance Indicators:

- Total annual number of citations to articles published in the Theology Academy journal from publications indexed in national (TR Dizin) and international indexes.
- Percentage change in the total number of citations to the journal compared to the previous year.
- Number of new national or international indexes in which the Theology Academy journal has begun to be indexed.

Goal 7: Strengthening Institutionalization and Corporate Culture

Strategic Objective 1: Organizing at least 2 in-service training sessions annually for academic and administrative staff.

Performance Indicators:

- Total number of in-service training sessions organized for the professional/personal development of academic and administrative staff.
- Total number of staff participating in the organized in-service training sessions and their ratio to the total number of institutional staff.

Strategic Objective 2: Organizing at least 1 orientation program annually for academic and administrative staff to strengthen institutional belonging.

Performance Indicators:

- Total number of orientation programs/meetings open to new or existing staff members.
- Participation rate of new staff members in the orientation program during that year.
- Average satisfaction score obtained in annual surveys conducted to measure internal communication and sense of belonging.

Strategic Objective 3: Organizing an annual orientation meeting for preparatory class students.

Performance Indicators:

- Number of orientation events organized at the beginning of the academic year for preparatory and first-year students.
- Results of feedback surveys measuring students' knowledge level about university/faculty procedures (regulations, rights, campus facilities, etc.) after orientation training.

Strategic Objective 4: To ensure the regular sharing of activities carried out on the faculty's website and social media accounts in order to increase the faculty's institutional visibility.

Performance Indicators:

- Number of news, announcements, and event shares published on the faculty's official website during the year.
- Total number of shares made on the faculty's official social media accounts.
- Total number of followers on social media accounts and the follower growth rate compared to the previous year.
- Total number of interactions (likes, comments, views) on social media shares at the end of the year.

Strategic Objective 5: To reward the first, second, and third-place students in the faculty each year in order to encourage successful students and spread a culture of success.

Performance Indicators:

- Number of award ceremonies held for students who achieved top grades at the end of the academic year.
- Number of awards, certificates, or plaques presented to successful students. - Number of "exemplary student/high-achieving student" promotions made via website/social media to promote a culture of success.

Strategic Objective 6: To reward outstanding achievements of academic staff in scientific, educational, and community contribution areas in order to increase their institutional belonging and motivation.

Performance Indicators:

- Number of staff members awarded/received certificates of appreciation by the faculty for scientific publications, projects, or community contribution activities during the year.
- Number of academic incentive and award ceremonies held at the faculty level. - Balance of the distribution of awarded academic activities according to subcategories (publication, project, education, community contribution).

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.

Planning: The Journal of Theology Academy, published within our faculty, contributes to increasing academic visibility by being indexed in national and international databases (Objective 4, Target 3; Objective 6, Target 1). The journal published its first issue on October 19, 2015, and has reached its 22nd issue today. Until 2022, the journal was published in print in Turkish, English,

and Arabic; since then, it has continued to be published electronically in Turkish. It is indexed by a total of 9 national and international databases, primarily ULAKBİM and EBSCO ([See Evidence 30](#), [Evidence 31](#)). This shows a development consistent with the goals of increasing the number of indexes included in the strategic plan. Furthermore, it is planned to continue efforts to increase the number of indexes for the faculty journal (Objective 4, Target 3).

Activities aimed at increasing scientific productivity and academic visibility have been carried out within the scope of Objective 4 ([See Evidence 32](#)). In addition, the participation of academic staff in national and international scientific events has been ensured ([See Evidence 33](#), [Evidence 34](#)), symposia ([See Evidence 35](#)) have been organized, and scientific productivity has been supported. The fact that Dr. Edip YILMAZ, a faculty member, received two separate awards for his doctoral thesis is one of the concrete indicators of academic quality ([See Evidence 36](#)). Within the scope of developing research activities, it is planned to increase the number of academic staff participations in scientific events in line with the annual targets determined in the strategic plan.

Within the scope of Objective 2, conferences, ([See Evidence 43](#), [Evidence 44](#), [Evidence 45](#), [Evidence 46](#), [Evidence 47](#), [Evidence 48](#), [Evidence 49](#), [Evidence 50](#), [Evidence 51](#), [Evidence 52](#), [Evidence 53](#), [Evidence 54](#), [Evidence 70](#), [Evidence 71](#)), seminars ([See Evidence 55](#), [Evidence 56](#), [Evidence 57](#), [Evidence 58](#), [Evidence 59](#), [Evidence 78](#), [Evidence 82](#)), panels ([See Evidence 60](#), [Evidence 61](#), [Evidence 72](#), [Evidence 83](#)), conversation ([See Evidence 64](#), [See Evidence 81](#)), exhibition ([See Evidence 73](#)), kermis ([See Evidence 65](#)), projects ([See Evidence 66](#)) and various activities have been carried out ([See Evidence 67](#), [Evidence 68](#), [Evidence 40](#), [Evidence 41](#), [Evidence 42](#), [Evidence 74](#)). "Theology Career Days" ([See Evidence 62](#), [Evidence 63](#)), an Arabic language competition among preparatory classes ([See Evidence 37](#)), memorization competitions ([See Evidence 38](#), [Evidence 39](#)), and graduation ceremonies have been organized in our faculty ([See Evidence 69](#)); the achievements of our students have been shared with the public. Our student's achievement of second place in the memorization competition in Turkey is one of the outcomes of our student development efforts. The goal is to increase activities within a planned calendar framework to support the academic and social development of students and to encourage participation in scientific studies ([See Evidence 75](#), [Evidence 76](#)).

Within the scope of Objective 5, community contribution and stakeholder collaborations have been strengthened. Visits to our faculty by representatives from the Gaziantep Provincial Mufti's Office, the Provincial Directorate of National Education, and various institutions, as well as joint activities ([See Evidence 77](#), [Evidence 84](#), [Evidence 85](#), [Evidence 86](#), [Evidence 87](#)); in addition, the Turkish Red Crescent blood donation campaign ([See Evidence 79](#), [Evidence 80](#)), a family symposium, and social responsibility programs have been carried out in line with this objective. The aim is to increase the number of community contribution activities in line with strategic objectives.

Our faculty aims to transform the process of reviewing its mission, vision, strategic goals, and objectives into an institutional habit in line with the 2025–2029 Strategic Plan, updated with the Faculty Board Decision No. 18 dated June 23, 2026; within this scope, it is planned that the Strategic Plan Preparation Commission will meet at least twice a year to evaluate performance indicators and submit the necessary updates to the Faculty Board. The participation of academic

staff in scientific activities will be gradually increased with a target of at least 43 activities in 2026, at least 44 in 2027, at least 46 in 2028, and at least 47 in 2029; the number of indexes in which the Journal of Theology Academy is indexed will be increased to at least 9 in the 2026–2027 period and at least 10 in the 2028–2029 period. Activities supporting the social, cultural, and academic development of students will be diversified within a planned calendar framework, and participation in scientific studies will be encouraged. Social contribution activities will be expanded with a target of at least 36 activities in 2026–2027, at least 39 in 2028, and at least 40 in 2029. Within the scope of stakeholder collaborations, the number of social responsibility projects will be increased to at least 23 in 2026, at least 28 in 2027–2028, and at least 32 in 2029; the institutionalization process will systematically continue by codifying business and service processes into written procedures, regularly conducting satisfaction surveys, and implementing improvement activities based on this data.

Maturity Level: Within the scope of the strategic plan, implementations covering all areas in line with the strategic aims and targets are systematically monitored in alignment with the institution's internal quality assurance system, and corrective actions are taken collaboratively with stakeholders.

Evidences:

Evidence 1: [Faculty Board Decision](#)

Evidence 2: [Academic Council Meeting](#)

Evidence 3: [Gaziantep University Faculty of Theology Quality Handbook](#)

Evidence 4: [Unit Self-Assessment Report](#)

Evidence 5: [Faculty of Theology 2025-2029 Strategic Plan](#)

Evidence 6: [Mission and Vision](#)

Evidence 7: [Faculty Board Meeting Minutes](#)

Evidence 8: [Strategic Plan Preparation Commission Assignment Letter](#)

Evidence 9: [Unit Quality and Accreditation Commission Meeting Minutes](#)

Evidence 10: [Stakeholder Relations and Social Contribution Commission Meeting Minutes](#)

Evidence 11: [Unit Quality and Accreditation Commission Meeting Minutes](#)

Evidence 12: [Stakeholder Opinion](#)

Evidence 13: [Strategic Plan Preparation Commission Meeting Invitation Letter 03.01.2024](#)

Evidence 14: [Strategic Plan Preparation Committee Meeting Minutes 03.01.2024](#)

Evidence 15: [Strategic Plan Preparation Committee Invitation Letter 22.01.2025](#)

Evidence 16: [Minutes of the Strategic Plan Preparation Commission Meeting, January 22, 2025](#)

Evidence 17: [Invitation Letter to the Strategic Plan Preparation Commission, February 5, 2025](#)

Evidence 18: [Minutes of the Strategic Plan Preparation Commission Meeting, February 5, 2025](#)

Evidence 19: [Minutes of the Academic Board Meeting, January 31, 2025](#)

Evidence 20: [Invitation Letter to the Strategic Plan Preparation Commission Meeting, February 14, 2025](#)

Evidence 21: [Minutes of the Strategic Plan Preparation Commission Meeting, February 14, 2025](#)

Evidence 22: [Distribution of the Faculty of Theology's 2025-2029 Strategic Plan to Internal Stakeholders](#)

Evidence 23: [Invitation Letter to the Strategic Plan Preparation Commission, January 29, 2026](#)

Evidence 24: [Strategic Plan Preparation Commission Meeting Minutes 29.01.2026](#)

Evidence 25: [Invitation Letter to the Strategic Plan Preparation Commission 10.02.2026](#)

Evidence 26: [Minutes of the Strategic Plan Preparation Commission Meeting 10.02.2026](#)

Evidence 27: [Minutes of the Strategic Plan Preparation Commission Meeting 06.03.2026](#)

Evidence 28: [Faculty Board Decision 30.03.2026](#)

Evidence 29: [Updated Web Announcement of the 2025-2029 Strategic Plan](#)

Evidence 30: [Dergi Park Theology Academy](#)

Evidence 31: [Theology Academy](#)

Evidence 32: [Artificial Intelligence for Academics in Theology Research](#)

Evidence 33: [International Academic Study-1](#)

Evidence 34: [International Academic Study-2](#)

Evidence 35: [The Future of the Family: Threats, Values and the Search for Solutions Symposium](#)

Evidence 36: [Theology and Islamic Studies Doctoral Thesis Awards](#)

Evidence 37: [Arabic Competition Program Among Preparatory Classes](#)

Evidence 38: [Inter-University Quran Memorization Competition Women's Turkey Final](#)

Evidence 39: [Quran Memorization and Beautiful Recitation Competitions](#)

Evidence 40: [Inter-University Quran Recitation Competition Regional Final](#)

Evidence 41: [Gaza Bazaar](#)

Evidence 42: [Psychology Readings](#)

Evidence 43: [Artificial Intelligence Conference](#)

Evidence 44: [Theological and Sociological Origins of the Zionist Order and Jewish Barbarism Conference](#)

Evidence 45: [Towards a Barrier-Free Tomorrow](#)

Evidence 46: [How Should Working Methods Be in Our Changing Education System?](#)

Evidence 47: [Do We Have to Agree?](#) Evidence 48: [Artificial Intelligence for Academics in Theological Studies](#)

Evidence 48: [Artificial Intelligence for Academics in the Field of Theological Research](#)

Evidence 49: [Self-Reliance](#)

Evidence 50: [Academic Entrance Exam, Its Purpose, Importance and Strategies](#)

Evidence 51: [The Impact of Artificial Intelligence on Our Future](#)

Evidence 52: [World Philosophy Day Philosophy Readings Conference](#)

Evidence 53: [Shams' and Mevlana's Friendship of Love](#)

Evidence 54: [Zionism Historical Background Conference](#)

Evidence 55: [First Aid Training](#)

Evidence 56: [Measurement and Evaluation Seminar](#)

Evidence 57: [Faculty Seminar Series-4](#)

Evidence 58: [Faculty Seminar Series-5](#)

Evidence 59: [Faculty Seminar Series-6](#)

Evidence 60: [Gaza Panel on the 1st Anniversary of the Zionist Genocide](#)

Evidence 61: [Liberation from Sednaya Panel](#)

Evidence 62: [Theology Career Days - Panel](#)

Evidence 63: [3rd Panel within the Scope of Theology Faculty Career Days](#)

Evidence 64: [Administrator Ethics-Discussion](#)

Evidence 65: [Bazaar for Gaza](#)

Evidence 66: [Compulsory Social Responsibility Project Course](#)

Evidence 67: [World Arabic Language Day Event](#)

Evidence 68: [Psychology Readings Group](#)

Evidence 69: [Graduation Ceremony](#)

Evidence 70: [The Anatomy of Food - You Are What You Eat](#)

Evidence 71: [How Should Working Methods Be in Our Changing Education System?](#)

Evidence 72: [Panel on the Future of the Ummah in the Light of Gaza](#)

Evidence 73: [Exhibition of Instructional Technologies and Material Design](#)

Evidence 74: [Saplings Meet the Soil](#)

Evidence 75: [University Students Research Projects Support Program 2025 Call](#)

Evidence 76: [Virtual Exhibition of Instructional Technologies Course](#)

Evidence 77: [Meaningful Visit to Our Faculty from Deniz Feneri Association](#)

Evidence 78: [Science Morality Conference](#)

Evidence 79: [Blood Donation-1](#)

Evidence 80: [Blood Donation-2](#)

Evidence 81: [Conference on the State of the Islamic Ummah from Yesterday to Today](#)

Evidence 82: [Metaverse and Artificial Intelligence Conference](#)

Evidence 83: [Panel on the Collapse of Civilization in the Shadow of Oppression in Palestine](#)

Evidence 84: [Invitation Letter from the Gaziantep Provincial Mufti](#)

Evidence 85: [Invitation Letter from the Ministry of National Education Branch Manager](#)

Evidence 86: [Invitation Letter to the Representative of a Civil Society Organization](#)

Evidence 87: [Invitation Letter to the Principal of the Religious High School](#)

Evidence 88: [Invitation Letter to the Strategic Plan Preparation Commission Meeting 22.06.2026](#)

Evidence 89: [Minutes of the Strategic Plan Preparation Commission Meeting 22.06.2026](#)

Evidence 90: [Faculty Board Decision 23.06.2026](#)

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.

Planning: In line with its education, research and development, community service, institutional governance, quality, and internationalization policies, our faculty will systematically carry out planning activities covering the 2026–2029 period within the framework of the priorities outlined below. Under the Education Policy, it is aimed to review course plans at least once a year, record advisory services each semester, and organize at least two workshops annually to increase the use of student-centered methods (rubrics, project-based learning, etc.). Under the Research and Development Policy, it is planned to gradually increase the number of national and international project applications to at least three per year, and to organize at least two training sessions annually on academic writing and publication processes. Under the Community Service Policy, it is aimed to diversify public events and strengthen interaction with the community through social media and YouTube channels. Under the Institutional Governance and Development Policy, it is aimed to formalize workflow diagrams into written procedures and improve digital document management processes. In line with the Quality Policy, it is planned to conduct satisfaction surveys at least once a year, initiate at least two improvement activities each year based on the data obtained, and reach a survey participation rate of 70% by 2029. Within the scope of the Internationalization Policy, the goals are to increase Erasmus+ mobility, gradually increase the number of publications in foreign languages, and expand international academic collaborations.

Maturity Level: The interrelationships among institutional policies in the areas of quality assurance, education and training, research and development, societal contribution, and the management system have been established, and this holistic policy framework guides the internal quality assurance system; outcomes are monitored and evaluated collaboratively with stakeholders to take corrective actions.

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](#)

A.1.3. Institutional Performance Management

Performance management at our institution is carried out in accordance with the processes defined in the Quality Manual ([See Evidence 1](#)) and the implementation, monitoring, auditing, and improvement (PDCA) cycle specified in the 2025 Self-Assessment Report ([See Evidence 2](#)). The goal is a performance management system that aligns with the institution's mission, vision, and strategic goals; the procedures and principles of the Higher Education Quality Council (YÖKAK); and the principles of the Theology Accreditation Agency (İAA). A comprehensive commission structure has been established and its members determined for the planning and implementation

of these processes ([See Evidence 6](#)). Within this scope; The Unit has established and appointed members for the following committees: Unit Quality and Accreditation Committee ([See Evidence 3](#)), Education and R&D Committee ([See Evidence 4](#)), Stakeholder Relations and Social Contribution Committee ([See Evidence 5](#)), Measurement and Evaluation Committee ([See Evidence 13](#)), Student Performance Review Committee ([See Evidence 14](#)), Unit Education Committee ([See Evidence 15](#)), Strategic Plan Preparation Committee ([See Evidence 16](#)), and National and International Advisory Board ([Kanit See Evidence 9](#)).

As a result of the field visit and evaluation process conducted by the Theology Accreditation Agency (IAA), it was suggested that the areas of responsibility of some commissions be reorganized in order to make the commission structure more functional, specialized, and sustainable. Accordingly, the Stakeholder Relations and Social Contribution Commission, which previously operated together, was restructured into two separate commissions ([See Evidence 18, Evidence 19](#)); and the Education and R&D Commission was separated to more effectively monitor education and research and development activities ([See Evidence 20, Evidence 21](#)). In addition, an Internationalization Commission was established in line with the Faculty's internationalization goals ([See Evidence 22](#)).

These changes were formalized with the relevant decision of the Faculty Board of Directors ([See Evidence 23](#)), the job descriptions and membership structures of the commissions were updated, and the current commission lists were published on the Faculty website in accordance with the principles of transparency and accountability, making them accessible to internal and external stakeholders. Thus, the institutional structure of the quality assurance system has been strengthened, enabling more effective monitoring of processes and the systematic implementation of continuous improvement activities ([See Evidence 24](#)).

Performance monitoring is conducted in a hierarchical and participatory structure. Each commission and board monitors its own performance through self-auditing ([See Evidence 7, Evidence 8, Evidence 11, Evidence 17](#)) and records the process. At the senior management level, key performance indicators are discussed comprehensively in Academic General Assembly meetings, which are organized with the participation of the Dean's office and, when necessary, the Rector's office ([See Evidence 10, Evidence 12](#)). The development of performance indicators over the years and the level of achievement of targets can be transparently monitored through the Strategic Plan.

Deficiencies identified in line with strategy-focused performance indicators are transformed into systematic improvement activities. In this context, to improve research capacity, project writing training and technical support are provided to academic staff to increase the quality and quantity of national projects. Academic writing and publication process training is organized for faculty members with the aim of increasing the number and visibility of international publications. These practices demonstrate that the institution has internalized a performance-oriented management approach and actively operates continuous improvement mechanisms.

Planning: In terms of planning, our faculty and institution have set measurable and monitorable goals for 2026 to make the institutional performance management system more effective and sustainable. Within this scope, it is planned to hold at least two Unit Quality and Accreditation Commission meetings each semester, at least four inter-commission coordination meetings annually, and at least two Academic General Assembly meetings annually. It is aimed to monitor performance indicators based on at least 20 key indicators, diversified across departments, programs, and administrative units; and to report the achievement levels of these indicators every six months. Furthermore, it is envisioned that internal and external stakeholder satisfaction surveys will be conducted at least once a year, and at least five improvement activities will be implemented

annually based on feedback. Within the scope of academic development, it is planned to organize at least three training programs for faculty members annually, and at least two informational meetings aimed at improving project and publication performance. Thus, the aim is to strengthen the institutional performance management culture in our institution based on data-driven decision-making, accountability, transparency, and continuous improvement.

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: [Unit Quality and Accreditation Commission](#)

Evidence 4: [Education and R&D Commission](#)

Evidence 5: [Stakeholder Relations and Social Contribution Commission](#)

Evidence 6: [Quality and Accreditation Commission and Board Members](#)

Evidence 7: [Performance Indicators \(University-wide\)](#)

Evidence 8: [Stakeholder Relations Commission Meeting](#)

Evidence 9: [Advisory Board Meeting](#)

Evidence 10: [Academic Board Meeting - 31.01.2025](#)

Evidence 11: [Quality and Accreditation Performance Evaluation Meeting](#)

Evidence 12: [Academic Board Meeting - 29.09.2025](#)

Evidence 13: [Measurement and Evaluation Commission](#)

Evidence 14: [Student Achievement Review Commission](#)

Evidence 15: [Establishment of Unit Education Commission](#)

Evidence 16: [Strategic Plan Preparation Commission](#)

Evidence 17: [Student Performance Review Report](#)

Evidence 18: [Stakeholder Relations Commission Update Letter](#)

Evidence 19: [Social Contribution Commission Update Letter](#)

Evidence 20: [Education Commission Update Letter](#)

Evidence 21: [R&D Commission Update Letter](#)

Evidence 22: [Internationalization Commission Update Letter](#)

Evidence 23: [Faculty Board Decision 17-15.06.2026](#)

Evidence 24: [Commissions' Web Page Announcement](#)

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, COMMUNITY 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 carried out within this scope are monitored by the same commissions and boards and continuously improved within a feedback loop ([See Evidence 1](#), [Evidence 2](#), [Evidence 3](#), [Evidence 4](#)).

Evidence

Evidence 1: [Minutes of the Faculty of Theology Accreditation Meeting 2024-2025](#)

Evidence 2: [Minutes of the Faculty of Theology Board and Commission Meetings 2024-2025](#)

Evidence 3: [Minutes of the Faculty of Theology Board and Commission Meetings 2025](#)

Evidence 4: [Minutes of the Faculty of Theology Board and Commission Meetings 2026](#)

A.2.1. Quality Commission

Quality assurance activities in our faculty are structured in accordance with Articles 7 and 8 of the "Regulation on Quality Assurance in Higher Education" concerning the formation and duties of Quality Commissions in Higher Education Institutions ([See Evidence 1](#)). Within this scope, the definitions and areas of responsibility of the Quality/Accreditation Commissions and Boards were determined at the Faculty Board meeting dated 27.12.2024 (See. [Evidence 2](#), [Evidence 7](#)).

Between 2020 and 2024, intensive and systematic studies were conducted in our faculty regarding quality processes; in line with the institutional experience gained, the need to prepare a new strategic plan was deemed necessary. Within this framework, the preparation process for the "2025-2029 Strategic Plan" was initiated with the Faculty Board Decision No. 39 dated 17.12.2024 ([See Evidence 3](#)), and the studies were completed with the Faculty Board Decision No. 06 dated 20.02.2025 ([See Evidence 4](#)). Subsequently, the aims and objectives were reviewed under Article 6 of the Strategic Plan, and as a result of the evaluations made by the Strategic Plan Preparation Committee, they were updated with the Faculty Board Decision No. 10 dated 30.03.2026 ([See Evidence 5](#)).

In our faculty, quality processes are carried out within the framework of total quality management, under the coordination of a Vice Dean, in cooperation with the University Quality Development Coordination Office and the Faculty Quality/Accreditation Boards and Commissions. Reports prepared regarding the processes are evaluated in meetings chaired by the Dean, with the

participation of the Vice Dean and members of the quality board and commissions; areas for improvement are identified, and new strategic decisions are made.

In line with the assessments made during the Theology Accreditation Agency (IAA) field visit, our Faculty's strategic aims, objectives, and performance indicators have been reviewed. Within this scope, as a result of the work carried out by the Strategic Plan Preparation and Evaluation Commission on June 22, 2026, the Strategic Aims, Strategic Objectives, and Performance Indicators for the 2025-2029 period have been updated, based on the mission, vision, quality policy, and PDCA cycle, making them more measurable and monitorable ([See Evidence 30](#), [Evidence 31](#)). The updated plan elements have been approved by the Faculty Board and put into practice ([See Evidence 32](#)).

The quality management structure is designed to represent all academic units within the faculty. Representatives from the Departments of Basic Islamic Sciences, Philosophy and Religious Studies, and Islamic History and Arts are included in the committee; this balance of representation is also considered in the appointment of new members. In addition, the Faculty Secretary serves as a natural member of the committee to ensure the efficient conduct of administrative processes ([See Evidence 6](#)).

Representatives of the Quality/Accreditation Committees hold periodic meetings to ensure the effective execution of processes; they evaluate completed activities and make decisions about planned work. The main boards and committees operating in our Faculty are as follows:

1. Unit Quality and Accreditation Commission ([See Evidence 8](#))
2. Education Commission ([See Evidence 9](#))
3. R&D Commission ([See Evidence 15](#))
4. Stakeholder Relations Commission ([See Evidence 10](#))
5. Social Contribution Commission ([See Evidence 14](#))
6. Internationalization Commission ([See Evidence 15](#))
7. Measurement and Evaluation Commission ([See Evidence 11](#))
8. Student Performance Review Committee ([See Evidence 12](#))
9. Unit Education Committee ([See Evidence 13](#))
10. Strategic Plan Preparation and Evaluation Committee ([See Evidence 16](#))
11. National Advisory Board ([See Evidence 2](#))
12. International Advisory Board ([See Evidence 2](#))
13. Faculty of Theology Advisory Board ([See Evidence 2](#))
14. External Relations Coordination Office ([See Evidence 2](#))
15. Faculty Promotion and Information Working Group ([See Evidence 2](#))
16. Our Internal and External Stakeholders ([See Evidence 2](#))
17. Quality Manual Preparation Team ([See Evidence 2](#))
18. Institutional Internal Evaluation Report Update Team ([See Evidence 2](#))
19. Transfer Committee ([See Evidence 16](#))
20. Course Exemption Committee ([See Evidence 16](#))
21. Preparatory Classes Committees ([See Evidence 16](#))
22. Academic Incentive Commission ([See Evidence 17](#))
23. Movable Asset Inspection and Acceptance Commission ([See Evidence 18](#))
24. Movable Asset Inventory and Deregistration Commission ([See Evidence 19](#))
25. Purchasing Commission ([See Evidence 20](#))

The job descriptions of the aforementioned boards and commissions have been defined, and these descriptions have been prepared taking into account the principles and guidelines contained in the Gaziantep University Quality Handbook ([See Evidence 21](#)). Furthermore, the areas of

responsibility of the boards and commissions are shared with the public through the faculty website ([See Evidence 22](#)).

Periodic meetings held by the Quality and Accreditation Board address topics such as internal and external stakeholder participation, satisfaction and alumni survey results, academic incentives and awards, alignment of program outcomes with course learning outcomes, collaboration meetings with external stakeholders, and continuous improvement processes.

The Board works in coordination with other internal and external stakeholder groups of the faculty ([See Evidence 23](#)). Issues requested for evaluation within the scope of quality processes are brought up in stakeholder meetings, and necessary adjustments are made in line with the opinions and suggestions. Accordingly, the determination, implementation, monitoring, and necessary improvements of quality assurance policies are regularly followed up.

The faculty's board and commission structures are reviewed and updated at regular intervals. Commissions hold regular meetings to evaluate the level of achievement of objectives and to set new ones. For example, the Strategic Plan Preparation Commission held meetings regarding job descriptions and planning processes ([See Evidence 24](#)). The Stakeholder Relations Commission meetings addressed the development of stakeholder satisfaction measurement systems, evaluation of existing practices, examination of alumni survey results, and work towards the compliance of courses with quality/accreditation processes ([See Evidence 25](#)). The Education and R&D Commission meetings evaluated the commission's role in accreditation, student performance data, alumni relations, and academic development processes ([See Evidence 26](#), [Evidence 27](#)).

In addition, other boards and commissions hold regular meetings to evaluate the faculty's academic and administrative processes; and take necessary precautions, regulations, and updates ([See Evidence 28](#), [Evidence 29](#)).

Planning: To increase the effectiveness of quality assurance processes within the unit, at least 4 quality committee meetings, 2 internal stakeholder evaluation meetings each term, and 1 external stakeholder meeting per year are planned. Strategic target indicators will be monitored every 6 months, and improvement activities will be initiated for areas where the achievement level is below 80%. At least 2 quality training sessions will be held annually for academic and administrative staff, and 1 information meeting will be held annually for students. In addition, student, alumni, academic staff, and administrative staff satisfaction surveys will be conducted regularly every year; the goal is to increase the participation rate in these surveys to over 60%. Corrective actions will be initiated by the relevant committees for areas where the satisfaction rate is below 75%.

To promote a culture of quality, at least four training sessions/seminars will be organized annually for academic and administrative staff, and at least one information meeting will be held annually for students. The aim is to achieve a training participation rate of 80% for staff and 60% for students.

In line with the principle of institutional visibility and transparency, board decisions, activity reports, survey results summaries, and improvement practices related to quality processes will be published on the faculty website; website content will be updated every three months. Within this planning framework, the goals are to establish a measurable, traceable, and sustainable quality assurance system within our Faculty; to increase the effectiveness of boards and commissions; to make decision-making processes data-driven; and to transform the concept of continuous improvement into an institutional culture through the participation of all stakeholders.

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: [Higher Education Quality Assurance Regulation](#)

Evidence 2: [Faculty Board Meeting Minutes 27/12/2024](#)

Evidence 3: [Faculty Board Meeting Minutes 17/12/2024](#)

Evidence 4: [Distribution of the Faculty of Theology's 2025-2029 Strategic Plan to Internal Stakeholders](#)

Evidence 5: [Faculty Board Decision 30.03.2026](#)

Evidence 6: [Gaziantep University Faculty of Theology Accreditation Process Meeting Minutes dated 18.11.2024](#)

Evidence 7: [Quality and Accreditation Boards and Commissions](#)

Evidence 8: [Unit Quality and Accreditation Commission](#)

Evidence 9: [Education Commission](#)

Evidence 10: [Stakeholder Relations Commission](#)

Evidence 11: [Measurement and Evaluation Commission](#)

Evidence 12: [Student Performance Review Committee](#)

Evidence 13: [Establishment of Unit Education Committee](#)

Evidence 14: [Strategic Plan Preparation Committee](#)

Evidence 15: [R&D Commission](#)

Evidence 16: [Distribution of Duties of Boards and Committees](#)

Evidence 17: [Academic Incentive Committee](#)

Evidence 18: [Movable Asset Inspection and Acceptance Committee](#)

Evidence 19: [Movable Asset Inventory and Deregistration Committee](#)

Evidence 20: [Purchasing Committee](#)

Evidence 21: [Quality Manual](#)

Evidence 22: [Quality and Accreditation Boards and Committees](#)

Evidence 23: [Advisory Board Meeting Minutes](#)

Evidence 24: [Strategic Plan Preparation Committee Meeting Minutes](#)

Evidence 25: [Stakeholder Relations Committee Meeting](#)

Evidence 26: [Education and R&D Committee Meeting Minutes - 30.12.2024](#)

Evidence 27: [Education and R&D Commission Meeting Minutes - 10.06.2025](#)

Evidence 28: [Measurement and Evaluation Commission Meeting Minutes](#)

Evidence 29: [Unit Quality and Accreditation Commission Meeting Minutes](#)

Evidence 30: [Invitation Letter to the Strategic Plan Preparation Commission Meeting 22.06.2026](#)

Evidence 31: [Minutes of the Strategic Plan Preparation Commission Meeting 22.06.2026](#)

Evidence 32: [Faculty Board Decision 23.06.2026](#)

Evidence 33: [Social Contribution Commission](#)

Evidence 34: [Internationalization Commission](#)

Evidence 35: [Strategic Plan Preparation and Evaluation Commission](#)

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](#), [18](#), [Evidence 19](#), [Evidence 20](#)).

Planning: To increase the effectiveness of internal quality assurance mechanisms in our faculty, in 2026, it is planned to review the annual work schedule of the quality and accreditation commissions, link the activities of all commissions to performance indicators, create standard reporting formats for monitoring PDCA cycles on a unit basis, and make stakeholder-participatory meetings regular. In 2027, it is aimed to analyze the results of commission activities in line with strategic objectives, to more systematically include student and external stakeholder feedback in decision-making processes, and to expand the use of data obtained from management information systems in quality processes. In 2028, it is planned to increase improvement activities in line with the monitoring results of quality processes, to strengthen coordination between commissions, and to evaluate quality performance indicators annually. In 2029, it is aimed to transfer all quality processes to the institutional memory, to strengthen the sustainable quality culture, and to expand the internal quality assurance system at the institutional level with a continuous improvement approach.

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: [Minutes of the Gaziantep University Faculty of Theology Meeting](#)

Evidence 4: [Gaziantep University Faculty of Theology Commissions](#)

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: [Unit Quality and Accreditation Commission Updated](#)
- Evidence 18: [Unit Quality and Accreditation Commission Meeting Minutes](#)
- Evidence 19: [Gaziantep University Faculty of Theology Advisory Board Meeting Minutes](#)
- Evidence 20: [Unit Quality and Accreditation Commission 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 13](#)) ([Evidence 14](#))

Planning: In order to develop a leadership approach in our faculty that supports a quality culture, it is planned to conduct quality assurance, strategic management, and accreditation-focused training activities for managers and commission members involved in quality and accreditation

processes in 2026, to increase awareness of quality processes, and to carry out information activities aimed at the adoption of a quality culture by all stakeholders. In 2027, it is aimed to develop practices that will increase the active participation of academic and administrative staff in quality processes, to transform the results obtained from satisfaction surveys into improvement activities, and to share best practice examples for quality processes. In 2028, it is planned to strengthen the quality culture with institutional belonging and a participatory management approach, to increase cooperation with external stakeholders, and to evaluate the effectiveness of leadership roles in quality processes. In 2029, it is aimed to integrate a quality assurance culture into all academic and administrative processes, to strengthen a sustainable leadership approach, and to make a quality-oriented management approach an institutional value.

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 7. [Gaziantep University Faculty of Theology Stakeholder Relations Commission Meeting Minutes](#)
- Evidence 6. [Accreditation Information and Evaluation Meeting](#)
- Evidence 8. [Faculty of Theology and Provincial Mufti's Office Protocol](#)
- Evidence 9. [Gaziantep University Faculty of Theology Unit Activity Report 2019](#)
- Evidence 10. [Gaziantep University Faculty of Theology Unit Activity Report 2020](#)
- Evidence 11. [Gaziantep University Faculty of Theology Unit Activity Report 2021](#)
- Evidence 12. [Gaziantep University Faculty of Theology Unit Activity Report 2022](#)
- Evidence 13. [Gaziantep University Faculty of Theology Unit Activity Report 2023](#)
- Evidence 14. [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, Management and Internationalization Processes

In our faculty, we attach importance to the participation of internal and external stakeholders in decision-making processes in order to carry out the quality assurance system effectively and sustainably; stakeholder opinions are systematically used in education, research and development, social contribution, management system and internationalization processes. In this context, the processes regarding stakeholder participation are defined in the Faculty Quality Handbook, and the planning, implementation, monitoring and improvement of the processes are carried out within the framework of the determined procedures and principles (See Table 1). [Evidence 3](#), [Evidence 4](#)).

At the meeting of the Stakeholder Relations and Social Contribution Commission dated 27.12.2024, the commission members were updated (See Stakeholders' Relations). [Evidence 1](#)), and at the meeting dated 02.01.2025 held by the updated commission, decisions were taken to use social media accounts more effectively in order to strengthen the faculty's communication with external stakeholders, increase cooperation with non-governmental organizations and improve institutional visibility (See Evidence 1). [Evidence 2](#)).

Various meetings are organized in our faculty in order to ensure the active participation of internal and external stakeholders in the processes; through these meetings, the opinions, suggestions and expectations of the stakeholders are systematically evaluated (See Table 1). [Evidence 5](#)). In line with the feedback obtained, evaluation reports are prepared on the strengths and areas open to development of the faculty and improvement activities are directed (See. [Evidence 6](#)).

In line with the understanding of total quality management, our Faculty is based on stakeholder participation in the processes of determining its strategic goals and achieving these goals; in this context, a Stakeholder Analysis List has been created to determine the impact and importance levels of stakeholders (See Table 1). [Evidence 7](#)). The Education and R&D Commission, which operates in order to increase the quality of education and training processes and to develop new strategies (See. [Evidence 8](#)) and the Stakeholder Relations and Social Contribution Commission (See Evidence 9) evaluate the data obtained from the stakeholders and present the decisions taken to the Faculty Administrative Board.

In line with the student-centered management approach in our faculty, student representation is provided in the relevant boards and commissions, and the opinions and suggestions of the students are included in the decision-making processes. In this context, in line with the decision of the Unit Quality and Accreditation Commission dated 31.12.2024, arrangements have been made for the participation of students in Faculty Administrative Board meetings at the consultative level (See Table 1). [Evidence 9](#)). In addition, the active participation of academic and administrative staff in

quality processes is encouraged in order to strengthen the sustainability of the quality assurance system.

In order to systematically obtain internal stakeholder opinions, academic staff (see. [Evidence 10](#)), administrative staff (See [Evidence 11](#)) and satisfaction surveys covering students were applied; the results obtained were evaluated in improvement studies (See Table 1). [Evidence 12](#)). In addition, plans have been made for the implementation of satisfaction surveys for staff and evaluation surveys for internal and external stakeholders in administrative units within the faculty; in this direction, it is aimed to increase the effectiveness of process management (See. [Evidence 13](#), [Evidence 14](#)).

In order to evaluate the education and training processes, evaluation questionnaires were applied by the students for the courses and academic staff; the results obtained were shared with the relevant academic unit managers and lecturers (See Table 1). [Evidence 15](#), [Evidence 16](#), [Evidence 17](#), [Evidence 18](#), [Evidence 19](#), [Evidence 20](#)). Thus, a data-based approach has been adopted to monitor and continuously improve educational processes.

The participation of external stakeholders in decision-making processes is ensured through information meetings, symposiums, workshops and official correspondence (See Table 1). [Evidence 21](#), [Evidence 22](#)). In addition, the opinions of external stakeholders are regularly taken and evaluated through the Gaziantep University Faculty of Theology External Stakeholder Satisfaction Survey (See Table 1). [Evidence 23](#)). The suggestion and complaint form on the website of our faculty is also used effectively to receive stakeholder feedback (See. [Evidence 24](#)).

Our faculty; It carries out activities in cooperation with public institutions and organizations, private sector representatives and non-governmental organizations in educational activities, scientific research projects, social and cultural activities and studies for the development of physical infrastructure (See Table 1). [Evidence 25](#), [Evidence 26](#), [Evidence 27](#), [Evidence 28](#), [Evidence 29](#)). Through these collaborations, both social contribution strengthens activities and encourages the active contribution of stakeholders to corporate processes.

Various studies are also carried out to ensure the sustainability of communication with graduates. In this context, the Alumni Satisfaction Survey is regularly applied and the opinions of the graduates are evaluated and contribute to the institutional development processes (See Table 1). [Evidence 30](#)). In addition, it is planned to organize traditional meetings with graduating students within the dean's office in June every year; thus, it is aimed to strengthen the institutional bond with the graduates (See. [Evidence 31](#)).

As a result, our faculty aims to strengthen the quality assurance system through multifaceted communication and cooperation mechanisms established with internal and external stakeholders; stakeholder feedback is considered as one of the basic components of continuous improvement processes. This interaction with stakeholders makes significant contributions to the institutional development of our faculty, increasing its social visibility and disseminating the quality culture (See Table 1). [Evidence 32](#), [Evidence 33](#), [Evidence 34](#), [Evidence 35](#), [36](#), [37](#), [38](#), [39](#))

Maturity Level:

The participation of identified stakeholders in relation to all institutional processes and decision-making mechanisms has been ensured, and certain operational outcomes have been derived from this engagement. However, these practices are not executed within the scope of a holistic quality management system, and their outcomes are not systematically monitored.

Evidence

- Evidence 1: [Stakeholder Relations Commission Meeting](#)
- Evidence 2: [Quality Handbook](#)
- Evidence 3: Relations [with stakeholders up-to-date commission](#)
- Evidence 4: [Stakeholder Relations Committee meeting](#)
- Evidence 5: [Consultation Meeting with the Participation of External Stakeholders](#)
- Evidence 6: [Unit Activity Report](#)
- Evidence 7: [List of Stakeholder Analysis](#)
- Evidence 8: [Education and R&D Commission](#)
- Evidence 10: [Unit 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 Committee meeting](#)
- Evidence 15: [Survey Studies](#)
- Evidence 16: [Academic Staff Satisfaction Survey Results](#)
- Evidence 17: [Results of the Consultant Satisfaction Survey](#)
- Evidence 18: [Administrative Staff Satisfaction Survey Results](#)
- Evidence 19: [Alumni Satisfaction Survey Results](#)
- Evidence 20: [Student Satisfaction Survey Results](#)
- Evidence 21: [Training R&D Meeting Minutes](#)
- Evidence 22: [Invitation to the Advisory Board Meeting - Mutual Correspondence](#)
- Evidence 23: [Invitation to National and International Advisory Board Meeting](#)
- Evidence 24: [External Stakeholder Satisfaction Survey](#)
- Evidence 25: [Suggestion and Complaint Form](#)
- Evidence 26: [Diyanet Academic Cooperation Protocol](#)
- Evidence 27: [Visuals of the Activities Organized in Cooperation with the Ministry of National Education and Religious Affairs](#)
- Evidence 28: [Projects Carried Out within the Scope of the Civic Involvement Project](#)
- Evidence 29: [Binary Protocol](#)
- Evidence 30: [Family Symposium Stakeholder Contribution](#)
- Evidence 31: [Alumni Satisfaction Survey](#)
- Evidence 32: [Alumni Meeting](#)
- Evidence 33: Panel [on the future of the Ummah in the light of Gaza](#)
- Evidence 34: [First Aid Education](#)
- Evidence 35: [Theology Career Days](#)
- Evidence 36: [Inter-University Hafiz Competition](#)
- Evidence 37: [Alumni Reunions](#)
- Evidence 38: [Minutes of the Stakeholder Relations Committee Meeting](#)
- Evidence 39: [Student Satisfaction Survey Results \(2026\)](#)

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 Strategic [Goal 1 of Gaziantep Üniversitesi](#) ("To become an effective, reputable, entrepreneurial, and innovative research university at the national and international level") and Objective 1.2 ("To increase the university's national and international recognition and its standing in achievement indices"), a total of 51 international academic works were produced within the scope of the publications recorded by our faculty in 2024, including 11 international journal articles, 11 international book chapters, 4 international books, and 18 international conference papers. (See [Evidence 15](#)).

In line with our internationalization efforts, our faculty has opened a department with Arabic as the medium of instruction for international students (See [Evidence 16](#)). 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 17](#)). Students enrolled in our faculty also have the opportunity to benefit from the YLSY Scholarship Program (See [Evidence 18](#)).

Our faculty's internationalization policy has been planned in accordance with our strategic objective: "To become an effective, respected, and innovative research faculty both nationally and internationally." (See [Evidence 22](#)). Our eight-point internationalization policy, determined within this framework, is listed below:

1. Enhancing the recognition of the Faculty of Theology both nationally and internationally
2. Strengthening collaboration with other institutions offering theology education at the international level
3. Elevating the faculty's undergraduate and graduate education to a more effective standing globally
4. Encouraging student and academic staff participation in international exchange programs

5. Increasing the number of international participants by organizing symposiums, workshops, and other academic events
6. Supporting faculty members in publishing their works in foreign languages through internationally recognized publishers and ensuring their articles are published in indexed journals
7. Making the faculty a preferred institution for international students
8. Implementing continuous improvements to achieve internationalization goals

Our faculty continues its work in line with its internationalization policy (See [Evidence 19](#)).

Planning: Our faculty has structured its internationalization processes into a concrete and measurable plan in line with the strategic goals and objectives 6.1, 6.2, and 6.3. In this context, while ensuring the continuity of our faculty journal “İlahiyat Akademi”—which was accepted into the DOAJ and ERIH PLUS indexes in 2023–2024—through 2025, the goal is to maintain its current indexing status in 2026 and secure at least one additional international index for the journal. In terms of academic performance, building upon the achievements of 41 international articles, 45 international conference papers, 14 book chapters and 21 books published during the 2023–2025 period, the plan is to publish at least 15 international articles, 20 conference papers, 8 book chapters and 4 books within the 2026 calendar year. In accordance with IAA quality assurance standards and the PDCA cycle, these output-focused targets will be monitored by the “Stakeholder Relations and Social Contribution Commission,” the “Unit Quality and Accreditation Commission,” and the Dean’s Office in June and December of each year. Based on the data obtained from monitoring results and stakeholder feedback, deviations from the targets will be identified, the activity plan for the following year will be updated, and continuous improvement in the internationalization process will be ensured.

Maturity Level: In line with its internationalization policy—which encompasses education and training, research and development, and societal contribution—the institution has implemented various practices that have yielded certain results. However, these outcomes are not systematically monitored.

Evidence

Evidence 1: [Gaziantep University Internationalization Policy Document](#)

Evidence 2: [Bologna Information Package](#)

Evidence 3: [Gaziantep University Erasmus+ Guidelines](#)

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: [GAÜN Faculty of Theology Publication Numbers for 2020-2025](#)
- Evidence 16: [Faculty of Theology Active Programs \(Theology Daytime Program, Theology Evening Program, Theology Arabic Program, Theology Arabic Program for International Students\)](#)
- Evidence 17: [Gaziantep University Azaz Faculty of Islamic Sciences](#)
- Evidence 18: [YLSY Scholarship Program Applications](#)
- Evidence 19: [Internationalization Policy](#)
- Evidence 20: [Establishment of Unit Commissions](#)
- Evidence 21: [National and International Advisory Board](#)
- Evidence 22: [Strategic Aims and Objectives](#)

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](#)).

Our faculty's internationalization processes are coordinated by the Dean's Office and [internationalization commission](#) in accordance with [Gaziantep University's strategic plan](#) (Objective 1, Goals 2 and 4) and our faculty's relevant policies (Objective 6). (Evidence [23](#)) These efforts are supported by the Unit Quality, Accreditation, Education, and R&D committees, while the Stakeholder Relations and Social Contribution Committee ensures the active participation of students and faculty in the process (Objective 7). The International Relations Coordination Office within our faculty organizes education, R&D, and social contribution projects carried out at our faculties in Syria (Objective 5, Goal 2). The activities of our academic staff abroad are reported to the faculty and recorded, and are announced in real-time on social media through the Public Relations Working Group (Objective 7, Goal 4).

Faculty members working in the Farabi, Mevlana, and Erasmus Coordination Unit attended the Erasmus+ Central Projects Information Meeting organized by the Turkish National Agency and hosted by Hasan Kalyoncu University, thereby increasing their knowledge in this field (See [Evidence 8](#)). Additionally, Keziban Hilal ALTINDAĞ, a research assistant in Islamic Philosophy at our Faculty of Philosophy and Religious Studies, has been accepted under the Erasmus program

at Eberhard Karls University of Tübingen in Germany. as a “doctoral student in Islamic Philosophy at the Ankara University Institute of Social Sciences” for the fall semester of the 2025-2026 academic year (See [Evidence 9](#)). Our faculty members contribute to academic activities abroad (See [Evidence 21, 22](#)).

The “International Student Coordination Office” has been established to address issues related to international students studying at our faculty. Dr. Samir Omar Kamel Hassan Sayed has been appointed as coordinator, and Lecturer Hatice Kübra CANPOLAT as assistant coordinator (See [Evidence 10](#)). The Coordination Office has communicated with these students by organizing meetings. These meetings are planned to be held annually as a tradition (See [Evidence 11](#)).

Our faculty members also serve in the faculties of the university's Syrian branch, contributing to the relevant faculties in administrative and academic terms. Some of our faculty members also teach at the Azez Faculty of Islamic Sciences (See [Evidence 12](#)). Our faculty members are part of the administrative staff of the relevant faculty (See [Evidence 13](#)). Additionally, the Head of the Department of Basic Islamic Sciences at our faculty also serves as the dean of the Afrin Faculty of Education (See [Evidence 14](#)). Our staff also participates in and contributes to academic activities and social contribution initiatives at the Azez Faculty of Islamic Sciences, the Afrin Faculty of Education, and the El-Bab Faculty of Economics and Administrative Sciences in Syria (See [Evidence 15, Evidence 16, Evidence 17](#)). A protocol with the Syrian Government has been planned and discussed and decided upon by the academic council (See [Evidence 18](#)).

Gaziantep University (GAÜN) Migration Institute and Gaziantep Metropolitan Municipality held a workshop titled “Reconstruction of Syria: Opportunities for Cooperation and Policy Recommendations for Universities in Turkey and Syria” at the Voluntary Return Counseling and Support Center. Our faculty members, Associate Professor Ayşe Eroğlu and Lecturer Hatice Kübra Canpolat, also participated in the workshop and discussed topics such as how universities in Syria can be restructured in the new process, academic cooperation between the two countries, and the integration of Syrian students (See [Evidence 19](#)).

Our faculty is organizing an international symposium titled “The Future of the Family: Values, Threats, and Recommendations” on November 6-8, 2025. Papers submitted within this scope evaluated and accepted for presentation, after which they published (See [Evidence 20](#)).

Planning: In 2023-2024, 12 students enrolled in the Theology I and II programs through the YÖS exam, and in 2025, 2 students enrolled. The target number of students to enroll in 2026 through the YÖS exam is 4. In 2025, the International Student Coordination Office was established, and meetings were held with students. In 2026, it is planned that the International Student Coordination Office will continue its work actively, holding 3 meetings with students under its purview: 1 face-to-face and 2 online. The faculty organized an international symposium in November 2025. A symposium is also planned for 2026. Our faculty members contribute to international studies conducted domestically and academic activities abroad within the scope of our strategic goals: 'Increasing the quantity and quality of scientific research' (Goal 5) and 'Producing at least 5 scientific publications indexed in international databases (WoS, Scopus, etc.) annually' (Objective 6, Goal 1). As part of academic activities, 4 of our faculty members traveled abroad to participate in symposiums: 2 in 2023-2024 and 2 in 2025. It is planned that at least 4 of our faculty members will participate in international academic activities in 2026. Five faculty members from our faculty also teach at the Azaz Faculty of Islamic Studies. Two faculty members from the Azaz Faculty of

Islamic Studies also teach at our faculty, contributing to the teaching process. It is aimed that this cooperation and mutual contribution process will continue in 2026 as needed.

Maturity Level: Although the management and organizational structure of internationalization processes have been operationalized based on institutional preferences and have produced some results, these outcomes are not systematically monitored.

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 \(International Syria\)](#)

Evidence 8: [Participation in the Erasmus+ Information Meeting](#)

Evidence 9: [Erasmus Overseas Assignment Letter](#)

Evidence 10: [Establishment of the Foreign Student Coordination Office](#)

Evidence 11: [International Student Coordination Office and International Students Meeting](#)

Evidence 12: [List of Academic Staff at Azez Faculty of Islamic Sciences](#)

Evidence 13: [Azez Faculty of Islamic Sciences Management Team](#)

Evidence 14: [Afrin Faculty of Education Management Team](#)

Evidence 15: [GAÜN Faculty of Theology Takes a Step Towards Internationalization and Social Contribution](#)

Evidence 16: [GAÜN Faculty of Theology International and Social Contribution-Focused Activities](#)

Evidence 17: [Academic Contribution and Cooperation in Cerablus](#)

Evidence 18: [Academic Board](#)

Evidence 19: [Workshop titled “Reconstruction of Syria: Opportunities for Cooperation between Universities in Turkey and Syria and Policy Recommendations”](#)

Evidence 20: [The Future of the Family: Values, Threats, and Recommendations International Symposium](#)

Evidence 21: [Our Academics Going Abroad - Mustafa Ünverdi's Assignment Letter to Uzbekistan](#)

Evidence 22: [Our Academics Going Abroad - Dilara Tinas's Assignment Letter to Uzbekistan](#)

Evidence 23: [Internationalization commission meeting](#)

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](#))

Our faculty is undertaking initiatives within the scope of Erasmus+ (See [Evidence 4](#)), and the programs in which students can participate are announced to our students (See [Evidence 5](#)). Through the BAP unit within our university, academic staff are encouraged and supported at the international level. In this context, financial support is provided for participation in international congresses, symposiums, and scientific events, as well as for publication fees in internationally indexed journals. There are academic staff members who have benefited from these supports, including those from our faculty. ([Evidence 6](#) see paper 51)

Planning: Within the scope of partnerships and collaborations with universities abroad, there were no cooperation agreements signed in 2023-2024, and no students went abroad for education under this program. An Erasmus+ cooperation agreement was signed with one university by the end of 2025. An Erasmus+ cooperation agreement was signed with 1 university at the end of 2025. Within the framework of our strategic objective 'To ensure that at least 1 student benefits from national/international exchange programs (Erasmus+, Farabi, Mevlana) each year' (Objektive 6, Goal 4), it is planned to cooperate with 1 university abroad in 2026, and to enable 4 of our students to benefit from education opportunities abroad within the scope of this cooperation. In addition, an informational seminar is planned to be held in 2026 to encourage students and academic staff to participate in international mobility programs.

Maturity Level: To sustain its internationalization activities, the institution provides physical, technical, and financial resources of adequate quality and quantity; however, the outcomes of resource utilization are not systematically monitored.

Evidence

Evidence 1: [Erasmus+ Study Application Form](#)

Evidence 2: [Erasmus+ Implementation Handbook](#)

Evidence 3: [Students Admitted as YTB Scholarship Recipients](#)

Evidence 4: [Erasmus+ Agreement with JIHOČESKÁ UNIVERZITA V ČESKÝCH BUDEJOVICÍCH University](#)

Evidence 5: [2026-2027 Erasmus+ Learning Mobility](#)

Evidence 6: [2025 Annual Report](#)

A.4.4. Monitoring and Improvement of Internationalization Performance

The institution's internationalization performance is systematically monitored within the framework of the processes defined in the Quality Manual, and improvements are implemented where deemed necessary. Performance outputs within the scope of our internationalization policy are systematically monitored and reported by our unit. Strategic decisions aimed at enhancing performance based on monitoring results are made through platforms that ensure stakeholder participation. As stipulated in the Quality Manual (See [Evidence 26](#), p. 22), the PDCA (Plan-Do-Check-Act) cycle is implemented in process management as a requirement of total quality management; thus, the alignment between strategic goals and implementation outcomes is audited, and necessary measures are taken.

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.

Gaziantep University has agreements with many different countries and universities (See [Evidence 28](#), [29](#), [30](#)). The cooperation protocol recently signed between GAUN and Tashkent Perfect University in Uzbekistan can be given as an example in this context (See [Evidence 31](#)). The agreements our university has made with other countries and universities also serve as a guide for our faculty.

A WhatsApp group has been created by the Foreign Student Coordination Office established at the faculty (See [Evidence 3](#)), a consultation meeting was held with these students in our faculty's conference hall. The coordination office plans to continue communicating with the students and organize these meetings regularly every year (See [Evidence 4](#)).

The faculty curriculum has been updated to include 30% Arabic content. For the first semester: “İLT103 Fundamentals of Islamic Belief,” “İLT105 History and Methodology of Hadith,” “İLT111 Arabic Language and Literature-I”; for the second semester: “İLT104 Fundamentals of Islamic Worship,” “İLT106 Hadith-I”, “İLT108 Tafsir-I”, “İLT112 Arabic Language and Literature-II”; for the third semester, “İLT215 Arabic Language and Literature-III”; for the fourth semester, “İLT202 Quran Reading and Tajweed-IV”, “İLT204 Islamic Law Procedures”; for the fifth semester, “İLT301 Quran Reading and Tajweed-V”, “İLT303 Islamic Law-I”; for the sixth semester, “İLT302 Quran Reading and Tajweed-VI”; For the seventh semester, “İLT407 Fundamentals and Philosophy of Islamic Ethics”; For the eighth semester, “İLT402 Quran Reading and Tajweed-VIII” courses will be taught in Arabic, and students will be required to take one Arabic elective course from the fifth and sixth semester electives. The updated curriculum will be followed regarding the teaching of the specified courses in Arabic (See [Evidence 5](#), [Evidence 6](#)). The changes to the curriculum were discussed and approved at a meeting with the international advisory board. This was also formalized at the academic board meeting ([Evidence 7](#), [8](#)).

Faculty members from our department contribute to academic activities in the Syrian unit. They play an active role in establishing academic cooperation with our university's units in Azaz and Jarablus. Their presentations and lectures at international symposiums, book reviews, and workshops represent significant steps in the internationalization process. In 2025, 13 academic staff members from our faculty actively contributed to activities in Azaz and Jarablus through their work (See. [Evidence 14](#), [15](#), [16](#), [17](#), [18](#)). Our faculty members also support workshops held in our

city in the context of Turkey-Syria relations (See [Evidence 19](#)). Furthermore, an International Symposium titled “From Crisis to Salvation: Islamic Civilization and the Ideal of Unity” will be held in person and online between May 18-20, 2026, hosted by the Faculty of Islamic Sciences in Azaz, Syria, whose administrative affairs are managed by our faculty members Prof. Dr. Mustafa Ünverdi, Dr. Lecturer Mahmut Nefise, and Dr. Lecturer Muhammet Kasım Erden (See [Evidence 20](#)).

Our faculty members also participate in academic studies and make scientific contributions outside of the Syrian units. In this context, Dr. Dilara Tinas, a faculty member of our department, participated online in the following: the 2nd International Symposium on Family and Values organized by the Faculty of Theology of Kyrgyzstan-Turkey Manas University with a paper titled "Turkish Culture, Islam and Gender: Family and Leadership in the Example of Kurmancan Datka" (See [Evidence 21](#)); the Winter Seminars of the Institute of Islamic Theology at Osnabrück University with a presentation titled "Contemporary Islamic Oratory and Religious Education in Türkiye: Structures, Pedagogy and Social Reflections" (See [Evidence 22](#)); and the 1st International Symposium on the Power of Language, Memory of Culture: Common Values in the Turkic World with a paper titled "Religious Identity and Cultural Memory in the Turkic World: A Common Values Approach in Education" (See [Evidence 23](#)).

Erasmus mobility announcements are shared with both our students and academic staff to ensure that prospective applicants are informed (See [Evidence 24](#), [25](#)). An Erasmus+ information seminar for our students was conducted by Research Assistant Hilal Altındağ from our faculty. (See [Evidence 27](#))

Internationalization performance is monitored through periodic meetings, where the progress of the internationalization process is evaluated and recorded ([Evidence 9](#), [10](#), [11](#), [12](#), [13](#)). During the latest meeting held on June 19, 2026, issues such as activities within the scope of internationalization, students' participation in international exchange programs, and the educational processes of international students at the faculty were discussed in detail, and decisions were made in line with the designated agenda items. ([Evidence 32](#))

Planning: Monitoring of internationalization performance will continue in a planned manner at specified intervals, and the necessary projects and studies for improvement will be implemented by the internationalization commission. Within this framework, it is planned that the necessary meeting will be held in 2026 to monitor and improve international performance. Between 2024-2025, 15 academic staff members from our faculty participated in 13 different international events, and it is expected that at least 18 of our faculty members will participate in various international events in 2026. In addition, efforts will be launched to establish bilateral cooperation agreements with universities in Syria with the aim of increasing student mobility and supporting our students in pursuing language education abroad.

Maturity Level: While comprehensive practices to monitor and evaluate internationalization performance are implemented across all areas. The results of these practices are evaluated in the monitoring and decision-making processes.

Evidence

Evidence 1: [GAUN Faculty of Theology Strategic Objectives](#)

Evidence 2: [Accreditation Process Evaluation Meetings](#)

Evidence 3: [International Students WhatsApp Group](#)

- Evidence 4: [Meeting for Foreign Students](#)
- Evidence 5: [2025-2026 Theology Program Curriculum](#)
- Evidence 6: [2025-2026 Theology Program Curriculum \(Elective Courses\)](#)
- Evidence 7: [Minutes of National and International Advisory Board Meetings](#)
- Evidence 8: [Academic Board-2025-2026](#)
- Evidence 9: [National and International Advisory Board Meeting-1](#)
- Evidence 10: [National and International Advisory Board Meeting-2](#)
- Evidence 11: [Academic Board-2024-2025](#)
- Evidence 12: [Academic Board-2025-2026](#)
- Evidence 13: [Minutes of the End-of-Term Review Meeting](#)
- Evidence 14: [GAUN Faculty of Theology Takes a Step Towards Internationalization and Social Contribution](#)
- Evidence 15: [Academic Contribution and Cooperation in Jarablus](#)
- Evidence 16: [International Afrin Education and Social Research Symposium](#)
- Evidence 17: [Student Interview Program in Azaz](#)
- Evidence 18: [10th International Symposium on Religious Studies and Humanity](#)
- Evidence 19: [Economic Dimensions of the Syrian Return Process: Change in Turkey, Reconstruction in Syria Workshop](#)
- Evidence 20: [International Azez Symposium III: “From Crisis to Salvation: Islamic Civilization and the Ideal of Unity”](#)
- Evidence 21: [II. International Symposium on Family and Values \(Family in the Turkic World\)](#)
- Evidence 22: [Osnabrück University Institute of Islamic Theology Winter Seminars](#)
- Evidence 23: [I. International Symposium on the Power of Language, the Memory of Culture: Common Values in the Turkic World](#)
- Evidence 24: [Erasmus+ KA131 Staff Mobility Announcement](#)
- Evidence 25: [Erasmus+ Learning Mobility Announcement \(2026–2027\)](#)
- Evidence: 26: [Quality Manual](#)
- Evidence 27: [An Erasmus+ Information Seminar](#)
- Evidence 28: [Erasmus+ Inter-Institutional Agreements](#)
- Evidence 29: [GAUN International Services](#)
- Evidence 30: [Erasmus+ Interinstitutional Agreements List](#)
- Evidence 31: [Cooperation Protocol Between GAÜN and Tashkent Perfect University of Uzbekistan](#)
- Evidence 32: [19.06.2026 Internationalization Commission Meeting](#)

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](#)). A meeting was held with the advisory board on January 16, 2025. At this meeting, the curriculum was evaluated in consultation with the board members, and their opinions and approval were obtained. ([Evidence 3](#)).

The undergraduate program in Theology aims to enable students to correctly and properly recite the Qur'an ([Evidence 21](#)), understand and interpret Arabic and basic Islamic sources, and comprehend the doctrinal, ritual, and ethical principles of Islam along with their scholarly foundations ([Evidence 20](#)). It also seeks to develop students' critical thinking and analytical skills, enabling them to interpret local and global religious issues ([Evidence 19](#)). In addition, graduates are expected to share religious knowledge with society, provide guidance and spiritual support, and adopt fair and constructive attitudes toward different viewpoints. The program further aims to educate graduates who can use technological tools, follow current developments, and take responsibility.

The current program design is documented in the Gaziantep University Faculty of Theology Quality Manual (See [Evidence 4](#)). Through our quality and accreditation efforts, student surveys have identified needs for updating course catalogs and content (See [Evidence 5](#), [Evidence 6](#)). The academic status of our faculty's students and graduates is analyzed based on data, and continuous improvements are made in course content and teaching methods accordingly. For instance, at the Education and R&D Commission meeting held on 30.12.2024, improvement suggestions such as extending Arabic language education throughout the learning process were discussed. These activities are carried out in line with Strategic Objective 1.3 under Goal 1, which aims to make educational processes more efficient and increase stakeholder satisfaction, as well as Strategic Objective 1.4, which focuses on developing the competencies of faculty members in using contemporary measurement and evaluation methods. ([Evidence 14](#)). In addition, at meetings such as the Education and R&D Commission meeting held on 07.07.2025, the status of graduates is evaluated and improvement-oriented feedback is provided for the educational processes of current students. Furthermore, through sessions such as the Education and R&D Commission meeting held on 10.06.2025, future semester planning is conducted, and the development of academic processes such as updates to the Bologna Information Package is targeted ([Evidence 15](#), [Evidence 16](#)). Furthermore, all courses in the curriculum have been structured with student workloads that comply with ECTS regulations (See [Evidence 7](#)). At the Measurement and Assessment Commission meeting held on 28.05.2025, decisions were made regarding the evaluation of exam analysis reports, the improvement of assessment and evaluation processes, and the development of objective examination practices; additionally, continuous improvement of educational processes was targeted based on course achievement analyses ([Evidence 17](#), [Evidence 18](#)). Our Faculty's curriculum is fully synchronized with the Bologna Information System (See [Evidence 8](#)). Program proposals approved by the Education Committee are forwarded to the University Senate for final approval (See [Evidence 9](#)). 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](#) 10).

Within the scope of the accreditation process, new decisions were adopted for the 2025–2026 academic year. As part of this process, courses to be conducted 30% in a foreign language were identified, and learning outcomes as well as assessment and evaluation procedures were standardized. In accordance with the principles of the Bologna Process, the curriculum was revised based on workload, and course information packages, learning outcomes, and ECTS values were updated. These efforts aim to enhance the quality of educational processes, strengthen a student-centered approach, and improve both academic achievement and graduation standards (See [Evidence](#) 11, 12).

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.

Our faculty evaluates educational processes through surveys conducted with graduates and continuously implements improvement actions based on the feedback obtained. Not only student feedback but also the contributions of academic staff are taken into account, allowing educational activities to be developed through a holistic approach. This process is carried out in line with the faculty's strategic goals and objectives, within a quality-oriented framework. In addition, at the beginning of each academic term, academic advisors support students in ensuring a productive semester and enhancing their academic development ([Evidence](#) 22, [Evidence](#) 23, [Evidence](#) 24, [Evidence](#) 25). In order to address the deficiencies regarding the Bologna Information System, an information meeting was held on February 27, 2026 (Friday) at 1:30 PM. An expert team from the Faculty of Education at Gaziantep University shared their experiences with the faculty members, explaining the necessary steps for establishing the Bologna Information System and conducting a Q&A session ([Evidence](#) 26, [Evidence](#) 27).

Planning: "The program design, approval, and update processes of the Gaziantep University Faculty of Theology are planned through a systematic projection based on internal and external stakeholder participation, in full alignment with Strategic Objectives 1.2, 1.3, and 1.4 under Goal 1, as well as Strategic Objectives 3.2, 3.5, and 3.6 under Goal 3 of the 2025-2029 Strategic Plan. In accordance with the stakeholder analyses, satisfaction surveys, and Advisory Board consultations conducted during the 2025-2026 period, it has been decided that 30% of the courses in the curriculum will be conducted in a foreign language to elevate educational quality to international standards; within this scope, the relevant courses have been identified, and their learning outcomes, Bologna information packages, and assessment-evaluation processes have been standardized. Under this planning framework, the structuring of academic reading groups, the organization of supportive training courses to reinforce students' academic competencies alongside their proficiency in the Qur'an, Arabic, and professional applications, and the implementation of at least one classic written exam per course to enhance the quality of assessment processes have been enacted. To ensure data-driven monitoring, efficiency of academic advising, and sustainable improvement of the process, it is aimed to regularly report academic performance and exam analyses, monitor stakeholder satisfaction rates, and gradually implement quality improvement activities that will continuously enhance the efficiency of educational processes through the newly established Student Achievement Monitoring Commission and other relevant committees in line with the strategic plan goals."

Maturity Level: While implementations have been executed based on defined procedures for program design and approval, producing various practical outcomes, systematic monitoring of these results is not currently conducted.

Evidence

- Evidence 1: [Measurement and Assessment Commission Meeting](#)
- Evidence 2: [Advisory Board Meeting Minutes](#)
- Evidence 3: [Advisory Board Meeting Minutes](#)
- Evidence 4: [Quality Manual](#)
- Evidence 5: [Student Satisfaction Survey](#)
- Evidence 6: [Student Satisfaction Survey Results](#)
- Evidence 7: [Course Information Package](#)
- Evidence 8: [Bologna Information Package](#)
- Evidence 9: [Gaziantep University Faculty of Theology Faculty Board Meeting Minutes \(09.07.2023, No. 356304\)](#)
- Evidence 10: [Catalog Amendment Decision](#)
- Evidence 11: [Minutes of the Academic Council Meeting for the 2025–2026 Academic Year,](#)
- Evidence 12: [Minutes of National and International Advisory Board Meetings](#)
- Evidence 13: [Gaziantep Faculty of Theology 2025-2029 Strategic Plan](#)
- Evidence 14: [Education and R&D Commission Meeting Minutes \(30.12.2024\)](#)
- Evidence 15: [Education and R&D Commission Meeting Minutes \(10.06.2025\)](#)
- Evidence 16: [Education and R&D Commission Meeting Minutes \(07.07.2025\)](#)
- Evidence 17: [Measurement and Assessment Commission Update Memorandum \(27.12.2024\)](#)
- Evidence 18: [Measurement and Assessment Commission Update Memorandum \(28.05.2025\)](#)
- Evidence 19: [Faculty of Theology Program Objectives](#)
- Evidence 20: [Faculty of Theology Program Outcomes](#)
- Evidence 21: [Discipline-Specific Criteria of the Faculty of Theology](#)
- Evidence 22: [Administrative Staff, and Alumni Satisfaction Survey Results](#)
- Evidence 23: [10.02.2026 Strategic Planning Preparation Commission Meeting Invitation Letter](#)
- Evidence 24: [06.03.2026 Strategic Planning Preparation Commission Meeting Minutes](#)
- Evidence 25: [29.01.2026 Student Academic Advising Meeting Minutes](#)
- Evidence 26: [Photograph of the WhatsApp Announcement Regarding the Bologna Information System Informational Meeting.](#)
- Evidence: [Minutes of the Bologna Information System Informational Meeting - 27.02.2026](#)

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

The process of structuring the objectives and outcomes of the programs offered by our faculty is approached in line with the vision of quality education and continuous improvement emphasized in the Gaziantep University 2025–2029 Strategic Plan. In this context, processes are carried out in alignment with the University’s Strategic Objective 4 (“To provide quality education within the framework of universal values”) and Target 4.4 (“Enhancing the quality of educational programs”). To enhance the efficiency of education and teaching processes and to offer a curriculum aligned with universal values, program outcomes have been fully aligned with the Turkish Higher Education Qualifications Framework (TYYÇ) and IAA criteria. As part of the quality assurance system, all program data and course content are updated through the Bologna Information System and made transparently accessible. Conducted in alignment with accreditation objectives, these efforts are based on harmonizing discipline-specific outcomes with institutional strategic goals and ensuring the traceability of student learning outcomes in accordance with international standards.

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](#), [Evidence 12](#), [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#)).

Planning: Gaziantep University Faculty of Theology has made significant progress by focusing on establishing the theoretical and structural infrastructure of its quality assurance system in the period leading up to 2026. In studies conducted in line with the 2025-2029 Strategic Plan; program objectives, program outcomes, and discipline-specific criteria have been fully defined based on the Turkish Higher Education Qualifications Framework (TYYÇ) and IAA standards. Within the framework of the procedures specified in the *Quality Manual*, course information packages and compatibility matrices have been prepared and made accessible to stakeholders via the University Cloud System. In accordance with the decisions taken at the meetings of the Measurement and

Evaluation Commission on 30.12.2025 and the Education and R&D Commission on 07.01.2026, the alignment of the current curriculum with universal values has been registered, and the "Plan" and "Do" stages of the PDUA (PDCA) cycle have attained institutional continuity.

As of 2026, the primary goal in the new period is to advance the maturity level to the monitoring and improvement stage by operating the "Check" and "Act" steps of the system. Systematic feedback mechanisms will be put into operation to track the tangible results generated in the field by these defined and announced educational practices. In coordination with the goals in the strategic plan; data obtained through annual stakeholder surveys, alumni tracking data, and student achievement analyses will be meticulously evaluated by our commissions. By ensuring that necessary updates are made to program objectives and outcomes in line with these monitoring results and that identified deficiencies are transformed into improvement activities, it is aimed to bring the quality assurance system in our faculty to full sustainability at international accreditation standards.

In our faculty, the program objectives, outcomes, and their alignment with IAA criteria are clearly defined, announced, and linked to educational practices (via course information packages and matrices). In line with the goals of continuous development-oriented strategy and formalizing processes into written procedures as emphasized in Objective 1 and Objective 7 of the Strategic Plan, current deficiencies are being updated and all processes are being institutionalized around the Quality Manual. However, the process of systematically monitoring and evaluating the results of these practices through annual surveys and feedback mechanisms—as envisaged in the strategic goals (Goal 7.4)—and fully transforming them into improvement activities is currently in the completion stage.

Data to be acquired through monitoring and evaluation activities will be shared transparently with the public through the webpage and social media channels (Objective 7.4); thereby, a sustainable quality ecosystem will be institutionally secured by ensuring the update of course information packages, the revision of matrices, and the elimination of accreditation deficiencies with a gradual and consistent increase graph from 2026 until 2029.

Maturity Level: Although the program educational objectives, learning outcomes, and their alignment with the IAA criteria have been defined, published, and linked to educational practices, systematic monitoring of the results from these implementations is not conducted.

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](#)

Evidence 15. [Meeting Minutes of the Education and R&D Commission, Dated 07.01.2026](#)

Evidence 16. [Meeting Minutes of the Measurement and Evaluation Commission, Dated 30.12.2025](#)

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

The process of mapping course learning outcomes with program outcomes and discipline-specific criteria in our faculty is carried out with the vision of continuously improving educational activities in line with quality principles and enhancing the efficiency of training processes. In this context, to provide a qualified education within the framework of universal values, course information packages and contents have been harmonized with current approaches and the Turkish Qualifications Framework for Higher Education (TQFHE/TYYÇ). The level of achievement regarding program objectives and learning outcomes is systematically monitored in accordance with strategies for institutionalization and strengthening corporate culture; the data obtained forms the basis for the improvement of educational processes. Furthermore, through self-assessment studies conducted within the scope of accreditation processes, we aim to ensure full compliance of program outcomes with discipline-specific criteria, thereby increasing the national and international academic reputation of our faculty and ensuring that all processes remain auditable.

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, 11](#)). In addition to all these, the Measurement and Evaluation Commission has decided that exam questions inconsistent with the curriculum shall be reported to the Dean's Office along with their justifications, and the relevant faculty members shall be informed of these deficiencies. For practical courses, the current success criteria will continue to be applied; however, regulations will be made to ensure these criteria are clearly announced at the beginning of the semester to keep students informed. Faculty members will be encouraged to increase question diversity and prevent repetitions in exams, and accordingly, the organization of educational seminars and academic briefing meetings will continue (See [Evidence 12](#)).

At the meeting of the Assessment and Evaluation Committee dated June 18, 2026, academic processes were resolved to ensure alignment between course learning outcomes and program outcomes. Within this scope, the establishment of a permanent periodic monitoring system was unanimously approved to audit the compliance of exam papers, answer keys, and tables of specifications with the course-program outcome matrices. Furthermore, it was resolved to revise the relevant program outcomes before updating the examination criteria, to bring course profiles into full compliance with higher education framework standards, and to provide pedagogical support to course instructors for whom non-compliance is identified ([Evidence 13](#)).

Planning: Gaziantep University Faculty of Theology is striving to ensure structural and academic integration in the process of mapping course learning outcomes with program and discipline-specific outcomes in the period leading up to 2026. In line with the quality education vision of the 2025-2029 Strategic Plan, the cognitive levels of all courses have been defined according to Bloom's Taxonomy, and matrices compatible with TYYÇ (Turkish Higher Education Qualifications Framework) and IAA criteria have been created and announced via the Bologna Information System. The decisions of the Education and R&D Commission dated 30.12.2024 and 07.01.2026, along with the Measurement and Evaluation Commission dated 30.12.2025, have ensured that these mappings are not merely on paper but are integrated with exam questions and course syllabi. In this process, the "Plan" and "Do" stages of the PDCA cycle have become an institutional standard through the reporting of assessment tools incompatible with the curriculum and the updating of course contents.

In our projection covering 2026 and beyond, the focus will be on monitoring the tangible results of these announced mappings in educational activities and on continuous improvement. In accordance with goal 7.4 of the Strategic Plan, data obtained from stakeholder satisfaction surveys and academic board meetings will be systematically analyzed to measure the degree to which course outcomes serve program objectives. In the coming period, especially in light of the audit findings of the Measurement and Evaluation Commission, digital tracking mechanisms will be strengthened to increase exam diversity and ensure the traceability of student achievements at international standards. Thus, a dynamic quality management process will be operated—one where monitoring results directly provide data for curriculum development, raising the maturity level to the highest point and guaranteeing the sustainability of accreditation.

In conclusion, stakeholder survey analyses that evaluate the extent to which course learning outcomes align with program objectives, contemporary course catalogs, and PDCA improvement outputs will be published on the faculty webpage and corporate social media accounts with an expanding digital broadcasting performance each year. Thus, a dynamic quality management

process—which ensures the international traceability of course outcomes, possesses a high maturity level, and maintains sustainable accreditation—will be pursued.

Maturity Level: While course learning outcomes explicitly defining the cognitive level (Bloom's Level) are mapped to program and discipline-specific outcomes, published, and integrated into educational practices—including course profiles and syllabi—systematic monitoring of the results from these applications is not conducted.

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](#)

Evidence 11. [Meeting Minutes of the Education and R&D Commission, Dated 07.01.2026](#)

Evidence 12. [Meeting Minutes of the Measurement and Evaluation Commission, Dated 30.12.2025](#)

Evidence 13: [Minutes of the Measurement and Evaluation Commission Meeting Dated 18.06.2026](#)

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.

In accordance with Strategic Objective 5 of our faculty, the opinions of internal and external stakeholders (Provincial Mufti's Office, Ministry of National Education [MEB], NGOs, etc.) are sought; elective course contents are revised in advisory board and department meetings in line with stakeholder expectations. 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](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#)). These efforts aim to continuously improve the balance and quality of our course offerings while meeting all regulatory requirements and supporting comprehensive student development.

t the Assessment and Evaluation Commission Meeting dated June 18, 2026, academic processes such as the alignment of exams with course learning outcomes, increasing question diversity, and enhancing the transparency of rubric (grading scale) usage in practical courses were resolved. Furthermore, in line with the results of the 2026 student satisfaction survey; it was unanimously accepted to present actions to the Dean's Office, including easing the rote-learning-based system through interactive methods, updating elective courses with traditional arts, expanding physical spaces during exam periods, and establishing a support desk for international students ([Evidence 13](#))

Planning: Gaziantep University Faculty of Theology has reshaped its course distribution balance and program structure through a process leading up to 2026, adopting an approach that ensures full regulatory compliance and centers on stakeholder expectations. In adherence to the goals of the 2025-2029 Strategic Plan, a precise balance has been established between field-specific, professional, and general elective courses, and an elective course pool comprising at least 10% of the curriculum has been created. The alignment of this new structure with academic standards was certified through the Education and R&D Commission meetings held on December 30, 2024, and June 10, 2025, as well as the work of the Measurement and Evaluation Commission conducted in January and May 2025. During these steps, the views of external stakeholders—such as the Mufti's Office, the Ministry of National Education (MEB), and non-governmental organizations—were directly reflected in the curriculum via the Advisory Board; thus, the "Plan" and "Do" phases of the PDCA (Plan-Do-Check-Act) cycle have been successfully integrated into the faculty's quality culture.

As highlighted in the commission decisions dated January 7, 2026, the focus has now shifted to the "Check and Act" (monitoring and improvement) phase. To measure the tangible impact of this established system on students, data obtained from student course evaluations and annual satisfaction surveys are regularly analyzed. In light of this field data, the Common Elective Courses pool will be expanded to enhance interdisciplinary interaction, and the curriculum will continue to be dynamically updated based on student needs.

Maturity Level: While the program and course information packages have been developed with careful consideration of structural and distributional balance—including the equilibrium between discipline-specific and general education courses, opportunities for cultural enrichment, and exposure to diverse disciplines—systematic monitoring of the outcomes from these implementations is not conducted.

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 dated December 30, 2024](#)
- Evidence 7: [Education and R&D Commission Meeting dated June 10, 2025](#)
- Evidence 8: [Student Course Evaluation Results](#)
- Evidence 9: [Measurement and Evaluation Commission Meeting dated January 23, 2025](#)
- Evidence 10: [Measurement and Evaluation Commission Meeting dated May 28, 2025](#)
- Evidence 11: [2025-2026 Academic Board Meeting](#)
- Evidence 12: [Meeting Minutes of the Education and R&D Commission, Dated 07.01.2026](#)
- Evidence 13: [Minutes of the Measurement and Evaluation Commission Meeting Dated 18.06.2026](#)

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](#)).

An information meeting regarding the Bologna Information System was organized for the academic and administrative staff of our faculty. During this meeting, participants were informed about the fundamental principles of the Bologna Process, the operation of the Bologna Information System, and the procedures and principles for preparing and updating course information packages. Furthermore, the importance of ensuring quality assurance in educational activities and the alignment of program outcomes with learning outcomes was emphasized (See [Evidence 3](#)).

To ensure a more effective management of the Bologna process within our faculty, Res. Asst. Raziye Gül Güzeş has been appointed as the 'Bologna Information System Department Representative' (See [Evidence 8](#)). Within the scope of quality and accreditation studies, a comprehensive briefing presentation titled 'Introduction to the Bologna Information System' was delivered to our academic staff on June 10, 2026, by Ms. Bahar Çelik, the Team Chair of the Theology Accreditation Agency (İAA) (See [Evidence 9](#)); immediately following this, an online informative seminar on the 'Updating of the Bologna Information Package' was organized by our department representative on June 11, 2026 (See [Evidence 10](#)). In addition, our faculty actively

participated in the 'Bologna Information System Evaluation of Course Information Packages Workshop I and II' meetings organized by the University Education Directorate at the Rectorate level, through which system controls and deficiency resolution planning were executed institutionally (See [Evidence 11](#), [Evidence 12](#)).

In addition to the compulsory courses in the curriculum, the elective courses to be offered during the semester are determined through consultations with academic staff and stakeholders. At the beginning of each semester, the Dean's Office sends a formal notice to the department heads for the preparation of course distributions and the selection of elective courses (See [Evidence 4](#)). Accordingly, each department head holds a meeting with the faculty members to finalize their requests from the elective courses available in the curriculum catalog attached to the notice.

Furthermore, consultations regarding course content are conducted during meetings with stakeholders, and elective courses are determined by taking their suggestions into account. For instance, during the Faculty Advisory Board Meeting held on January 16, 2025, it was decided to offer "Contemporary Problems of Faith" as an elective course based on the recommendations of our stakeholders from the Ministry of National Education (See [Evidence 5](#)).

Another point of consideration is that, alongside the Faculty of Theology curriculum, various common courses designated by Gaziantep University, such as Music, Sports and Healthy Living, and the Social Sensitivity Project, are included in the program as electives (See [Evidence 6](#)). Educators for these courses are requested from the relevant faculties (See [Evidence 7](#)).

Planning: In line with the total quality assurance principles adopted by our faculty, a gradual action planning fully aligned with the 2025-2029 Strategic Plan has been implemented to ensure the sustainability of the curriculum and workload processes carried out under heading B.1.5. Student Workload-Based Design and to institutionalize the identified areas open to improvement. Within this scope, while maintaining the established ECTS calculation parameters of 30 hours per credit, the appointment of the Bologna Unit Representative, and the baseline alignment of course information packages; periodic in-service training programs and specialized evaluation workshops will be conducted starting from 2026 with increasing targets each year to enhance the competencies of academic and administrative staff in curriculum design, program matrices, and Bologna alignment. Furthermore, to optimize educational processes based on robust data, systematic student feedback meetings and internal review mechanisms will be scheduled on a semester basis to evaluate actual workloads and course outcomes, while shifting the inclusion of external stakeholder proposals into a continuous institutional pipeline with the Advisory Board; all of which will be closely monitored through scheduled commission meetings and transformed into action-driven evaluation reports submitted to the Dean's Office under the strategic coordination of the Faculty Bologna Coordination Unit and the Quality Assurance Committee.

Maturity Level: TWhile the defined student workloads are communicated to stakeholders through program and course information packages and integrated into all educational practices—including student mobility and the recognition of prior learning—systematic monitoring of student workload and its associated outcomes is not conducted.

Evidence

Evidence 1: [Gaziantep University Associate and Undergraduate Education-Teaching Regulations](#)

Evidence 2: [Bologna Information Package](#)

Evidence 3: [Information Meeting on the Bologna Information System](#)

Evidence 4: [Official Correspondence Regarding the Determination of Course Distributions and Elective Course Requests by Department Heads](#)

Evidence 5: [Faculty Advisory Board Meeting](#)

Evidence 6: [Common Courses Included in the Program](#)

Evidence 7: [Assignment of Educators/Teaching Staff](#)

Evidence 8: [Appointment Letter of the Bologna Information System Department Representative](#)

Evidence 9: [Announcement of Bologna Information System Training Within the Scope of the Accreditation Process](#)

Evidence 10: [Bologna Information Package Training Seminar](#)

Evidence 11: [Bologna Information System Workshop I](#)

Evidence 12: [Bologna Information System Workshop II](#)

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](#)). Within the scope of quality assurance studies, exam table of specifications (matrix) were requested and collected from the faculty members in order to systematically monitor the alignment between exam questions and the announced learning outcomes as well as the course-program output matrix (See Evidence 23). 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](#) [Evidence 9](#)). Reading assistance provided for visually impaired students was recorded using voice recorders throughout the duration of the exam ([Evidence 10](#)).

Diversity is fundamental to the assessment and evaluation activities in our faculty, in accordance with the content and objectives of each course. For instance, in the "Öğretim Teknolojileri ve Materyal Tasarımı" course, students developed various educational materials to teach "Din Kültürü ve Ahlak Bilgisi" lessons—offered in DKAB and İmam Hatip schools—more efficiently and in line with contemporary teaching principles and needs. As an assignment, each student prepared three distinct materials to be used in their selected lessons (See [Evidence 11](#)). Additionally, in courses such as "Kur'ân-ı Kerîm ve Tecvid" and "Hitabet ve Mesleki Uygulama," students were evaluated using assessment methods such as oral examinations and performance tasks. To increase transparency and traceability in applied courses, the use of rubrics (grading

rubrics) is complied with, and in line with the commission's decision, the exam table of specifications and rubric of the "Materyal Tasarımı" course were collected by the commission as a sample to be reviewed (See Evidence 24).

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 12](#), [Evidence 13](#)) and grade appeals submitted via petition have been evaluated (See [Evidence 14](#)). Additionally, student achievement levels are monitored and necessary measures are taken at the commission level (See. [Evidence 15](#), [Evidence 16](#), [Evidence 17](#), [Evidence 18](#)). In order to increase the effectiveness of institutional PDCA (Plan-Do-Check-Act) cycles, the Measurement and Assessment Commission was updated by the decision of the Faculty Management Board (See Evidence 25) and met on June 18, 2026, with its updated commission structure to decide on agenda items such as the matrix alignment of exam documents, alternative assessment tools, and the updating of survey items (See Evidence 26).

In line with the pandemic process and subsequent needs, the assessment and evaluation activities in our faculty have been migrated to the digital environment using the infrastructure of the Gaziantep University Remote Education Center (GAUZEM) (See [Evidence 19](#)). During this process, assessment and evaluation activities were carried out through GAUZEM by diversifying them with multiple-choice exams, open-ended questions, assignments, and projects (See [Evidence 20](#)). To ensure that students do not experience any grievances during the exam, the exam duration and application window were announced by the relevant faculty member via GAUZEM prior to the exam ([Evidence 21](#)). Additionally, technically informative videos regarding the use of the remote education system were prepared and published by GAUZEM (See [Evidence 22](#)).

Furthermore, as a result of the Student Satisfaction Survey conducted in June 2026, the overall satisfaction rate of the faculty was determined as 71.71% and the institutional belonging rate as 83.25%, and the results were analyzed by the commission (See Evidence 27).

Planning: In line with the total quality assurance principles of our faculty, a gradual action plan fully compatible with the 2025-2029 Strategic Plan has been implemented to ensure the sustainability of the activities carried out under the heading of B.1.6. Measurement and Assessment and to bring a systematic structure to the identified areas open to improvement. In this context, while mechanisms such as the alignment of course syllabi with the Bologna Information System and the tracking of exam tables of specifications and matrix alignments found in the current self-evaluation findings are maintained; periodic in-service trainings and workshops with increasing participation rates each year starting from 2026 have been planned to enhance the competencies of faculty members regarding contemporary measurement-evaluation approaches (rubrics, project-based learning) and digital education tools. In addition, in order to gradually increase the student satisfaction rate, which was determined as 71.71% in the June 2026 survey, and institutional belonging, regular survey applications and student feedback meetings will be conducted annually by the Faculty Quality Commission; while rubric audits of applied courses supporting transparency and diversity in assessment processes will be tightened, the proctoring and voice recording infrastructure provided to students with special needs will be expanded to carry out material improvements in accordance with the Accessible University Awards standards, and all these institutional PDCA cyclical processes will be recorded by being regularly reported to the dean's office under the coordination of the Measurement and Assessment Commission and the Quality Commission.

Maturity Level: Findings derived from the program's assessment and evaluation system are systematically monitored, and the resulting data are evaluated in collaboration with stakeholders to implement precautionary measures and continuous improvements.

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.** [2025-2026 Spring Semester Midterm Exams Reader List](#)
- Evidence 10.** [Voice Recording of Exam Reading for Visually Impaired Students](#)
- Evidence 11.** [Öğretim Teknolojileri ve Materyal Tasarımı Course Assignment](#)
- Evidence 12.** [2024-2025 Fall Semester Midterm Make-up Exam Announcement](#)
- Evidence 13.** [2025-2026 Spring Semester Midterm Make-up Exam Information](#)
- Evidence 14.** [Exam Appeal Petition](#)
- Evidence 15.** [Education and R&D Commission Meeting dated December 30, 2024](#)
- Evidence 16.** [Measurement and Evaluation Commission Meeting dated January 23, 2025](#)
- Evidence 17.** [Education and R&D Commission Meeting dated June 10, 2025](#)
- Evidence 18.** [Measurement and Evaluation Commission Meeting dated May 28, 2025](#)
- Evidence 19.** [GAUZEM](#)
- Evidence 20.** [Öğretmenlik Uygulaması Course Assignment](#)
- Evidence 21.** [Announcement of Exam Duration](#)
- Evidence 22.** [GAUZEM Informative Videos](#)
- Evidence 23.** [Exam Tables of Specifications](#)
- Evidence 24.** [Measurement and Assessment Commission Meeting Report Dated June 18, 2026](#)
- Evidence 25.** [Revision of the Measurement and Assessment Commission](#)
- Evidence 26.** [Measurement and Assessment Commission Meeting Report Dated June 18, 2026](#)
- Evidence 27.** [Measurement and Assessment Commission Meeting Report Dated June 18, 2026](#)

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 admission to our faculty is conducted through transparent and standardized processes within the framework of the legislation determined by the Council of Higher Education (YÖK), the primary regulatory body of the higher education system (See [Evidence 1](#)). Student quotas are proposed by the faculty, and the final decision is reached by the Council of Higher Education (YÖK). Students are admitted to our faculty based on the "Verbal" (Sözel) score type through the central examination system (YKS) administered by the Assessment, Selection, and Placement Center (ÖSYM).

Candidates who qualify for education based on their scores and preference rankings in the exam conducted by ÖSYM complete their registration procedures within the framework of the calendar announced in accordance with the provisions of Higher Education Law No. 2547, relevant legislation, and the YKS Guide (See [Evidence 2](#)). In order to support the academic integration of students admitted to our faculty and to ensure the continuity of their prior learning experiences, the educational process is supported by appropriate instructional materials and guiding academic practices.

As of the 2025-2026 academic year, student admission to the faculty has been carried out through various admission types. In this context, 121 students were admitted via YKS, 9 via the vertical transfer exam (DGS), 7 via lateral transfer, and 5 students under special student status—4 of whom were admitted due to the earthquake (See [Evidence 3](#)). This diversity demonstrates that the faculty adopts an inclusive student admission policy open to multiple entry pathways.

Table: Total Student Enrollment

2025-26 Academic Year Students Admitted via YKS					
Female	70	Male	51	Total	121
2025-26 Academic Year Students Admitted via DGS					
Female	6	Male	3	Total	9
2025-26 Academic Year Students Admitted via Horizontal Transfer					
Female	5	Male	2	Total	7
2025-26 Academic Year Special Status Student Admissions					
Female	4	Male	1	Total	5
2025-26 Academic Year Total Student Enrollment					
Female	500	Male	217	Total	717

Academic Year	2022-23	2023-24	2024-25
Quota	111	154	131
Admitted Students	111	154	131
Admission Scores	2022-23	2023-24	2024-25
Top Score	445,87051	445,04028	346,95915
Base Score	343,37767	340,41496	441,88818
Horizontal Transfers	2022-23	2023-24	2024-25
Incoming	11	10	13
Outgoing	13	7	8

Student mobility and admission processes were actively carried out within the scope of student exchange programs such as Farabi, Mevlana, and Erasmus at our faculty prior to 2020. However, due to the global pandemic and the earthquake disaster in our country, these programs have been temporarily suspended. In line with our internationalization strategy, planning studies are currently underway to reactivate the relevant exchange programs, aiming to increase student mobility and strengthen international collaborations in the upcoming periods.

Orientation Process: The orientation program for newly enrolled students at our faculty is conducted in a systematic and planned manner under the coordination of the Faculty management. The orientation training is delivered by the Dean of the Faculty, Prof. Dr. Nazım Hasırcı; within the scope of the program, the department and program structures of the faculty, as well as the academic and administrative operational processes, are introduced to the students.

Additionally, comprehensive information is provided regarding the library, prayer room (mescit), study areas, canteen and cafeteria services, sporting activities, and social facilities that students can utilize throughout their education. Furthermore, the general functioning of the university, campus facilities, and the academic and professional gains to be achieved upon completion of the educational process are conveyed to the students.

Orientation activities are implemented regularly at the beginning of each academic year and are conducted as a continuous quality assurance practice aimed at enhancing students' adaptation to the institution and supporting their academic success (See [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#)).

Adjustment (Intibak): Following student admission, course adjustments and exemptions are carried out in accordance with the Gaziantep University Directive on Adjustment and Exemption Procedures (See [Evidence 9](#)). Students undergoing adjustment procedures are provided with curricula that take their previous formal education into account and contribute to their development, alongside formation courses. The objective is to ensure that students experience a high-quality education process under equal conditions throughout their diploma track.

For students placed through the central examination system, core courses that support their previous formal learning—tailored to the type of program they are enrolled in—facilitate the adaptation from their previous formal learning processes to the new formal education environment. To this end, mandatory or elective courses are integrated into the unit catalogs to ensure continuity (See [Evidence 10](#)).

Arabic Proficiency: In order to determine the language proficiency of students entitled to study at our faculty, an Arabic Preparatory Exemption Exam is administered at the beginning of each academic year, prior to the start of the educational term. Within the scope of the 2024-2025 academic year, the aforementioned exam was conducted on September 25, 2025 (See [Evidence 11](#)). Students who score 70 and above on the exemption exam are exempt from preparatory education, while students who score below this threshold are directed to the compulsory preparatory program. Preparatory education is conducted over one academic year (Fall and Spring semesters).

The measurement and evaluation process in the preparatory program consists of a total of 9 assessment tools: 4 quizzes, 4 midterm exams, and 1 final exam. The success status of the students is calculated based on 60% of the in-process evaluations and 40% of the final exam. Within the scope of programs where the language of instruction is 30% Arabic, students who obtain a passing grade of 65 and above are considered successful (See [Evidence 12](#)).

This process ensures that students' language proficiencies are determined through objective and multi-dimensional measurement and evaluation methods, and it is implemented as a significant quality assurance mechanism that supports their academic success.

TÖMER and International Student Language Proficiency Process: In line with its internationalization policy, our faculty is a higher education unit that carries out the admission of foreign students. International students admitted to programs where the medium of instruction is 30% Arabic are expected to certify their Turkish language proficiency to ensure their effective participation in academic processes. In this context, a TÖMER Education Certificate, issued by our University or recognized as equivalent by our University, is mandatory (See [Evidence 13](#)).

TÖMER education is conducted over one academic year, and certificates are awarded to students who are successful in the evaluations held at the end of the training. The certificate in question is recognized and valid not only within our University but also by other official institutions at the national level (See [Evidence 14](#)).

At our faculty, the language proficiency processes of international students are regularly monitored; in this context, 17 students in 2022, 6 students in 2023, and 7 students in 2024 began their studies at our faculty after either receiving TÖMER training or successfully completing the exemption process (See [Evidence 15](#)).

This practice is considered a significant quality assurance mechanism that supports the academic adaptation of international students and ensures the sustainability of educational quality.

Lateral Transfer Process: Student admission to our faculty via lateral transfer is carried out in accordance with the provisions of the "Regulation on the Principles of Transfer Between Associate and Undergraduate Degree Programs, Double Major, Minor, and Inter-Institutional Credit Transfer in Higher Education Institutions" and the "Gaziantep University Directive on the Principles of Lateral Transfer at Associate and Undergraduate Levels," within the framework of the academic calendar determined by the Council of Higher Education (See [Evidence 16](#), See [Evidence 17](#)).

Lateral transfer application requirements, required documents, and evaluation criteria are announced by the Department of Student Affairs, and the process is conducted in line with the principles of transparency and accessibility. The evaluation of applications is performed by the Lateral Transfer Commission established within the Faculty, based on predetermined criteria.

The admission of candidates deemed suitable by the Commission is finalized by the decision of the Faculty Executive Board and reported to the Department of Student Affairs for the completion of registration procedures (See [Evidence 18](#) - [Evidence 19](#)). Admission results are announced to students individually via the Student Information System (OBS) in accordance with the principles of personal data protection and information security.

In order to support the academic and institutional adaptation of students admitted to our faculty through lateral transfer, orientation programs and adjustment processes are implemented, thereby ensuring the students' effective participation in the educational processes.

Vertical Transfer Process: Student admission to our faculty via vertical transfer is carried out through the central placement system based on the results of the Vertical Transfer Exam (DGS) conducted by the Assessment, Selection, and Placement Center (ÖSYM) in accordance with the relevant legislative provisions (See [Evidence 20](#)).

Orientation processes are conducted in a planned and systematic manner to ensure the academic integration of students placed in our faculty. In addition, adjustment procedures are evaluated and implemented within the framework of relevant directives to recognize students' prior learning and place them at the appropriate grade level.

During the adjustment process, course contents, credit compatibility, and program competencies are taken into consideration; the evaluation results are finalized by the decision of the Faculty Executive Board. This process is operated as a quality assurance mechanism aimed at ensuring students' effective and balanced participation in educational activities.

Course Exemption and Adjustment Process: The recognition and crediting of courses successfully completed by students admitted to our faculty in their previous education are conducted within the framework of relevant legislation and directives upon the written applications of the students. In this context, an optional Arabic Preparatory Exemption Exam is administered at the beginning of each academic year to students entitled to study at our faculty; students who pass the exam are exempted from preparatory education and can directly register for courses in the undergraduate program.

Course exemption and adjustment procedures are carried out following preparatory education for students placed via YKS and DGS, and prior to registration for students arriving via lateral transfer. These procedures are evaluated by the Course Exemption Commission established within the Faculty, taking into account course content, credit compatibility, and program competencies. Exemption and adjustment decisions deemed appropriate by the Commission are finalized with the approval of the Faculty Executive Board and forwarded to the Department of Student Affairs to be recorded in the students' academic transcripts (See [Evidence 21](#)). This process is implemented as a quality assurance mechanism that increases the efficiency of the educational process and supports learning continuity by ensuring the recognition of students' prior learning.

Special Student Process: Special student admission at our faculty is conducted to include both students enrolled in another higher education institution who wish to take courses from equivalent programs at our faculty, and our own students who wish to take courses from a different higher education institution. This process is carried out in accordance with the provisions of the Gaziantep University Special Student Directive (See [Evidence 22](#)).

Applications from candidates wishing to benefit from special student status are received via a formal petition and official documents certifying their relevant status; these applications are evaluated by the relevant boards, and the admission procedures for students deemed suitable are

completed. The process is conducted within the framework of the principles of transparency, equality, and compliance with legislation.

Following the earthquake disaster that occurred on February 6, 2023, special student admission processes were effectively implemented to ensure continuity in education and to alleviate student grievances. In this context, in addition to students applying for various other reasons, a total of 22 students who were unable to continue their studies in the provinces affected by the earthquake (2023-2024: 17, 2024-2025: 5, 2025-2026: 4) were admitted to our faculty under special student status (See [Evidence 23](#)).

To ensure the process was conducted effectively and accessibly, standard petition formats for applications were created (See [Evidence 24](#)), and applications were finalized through decisions made by the Faculty Executive Board (See [Evidence 25](#)).

This practice is considered a significant support mechanism aimed at ensuring the sustainability of educational activities in extraordinary circumstances, and it is evaluated as a quality assurance application that reflects our faculty's student-oriented approach and sense of social responsibility.

International Student Admission (YÖS): In line with its internationalization policy, our faculty carries out the admission of foreign students. In this context, student admission processes are conducted within the framework of the provisions of the Gaziantep University "Directive on Student Application, Registration, and Admission for Arabic International Associate and Undergraduate Education Programs" (See [Evidence 26](#)).

Foreign students are evaluated based on the results of the Foreign Student Examination (YÖS) administered by our University; they are placed in our faculty in accordance with their success status and preferences. The registration procedures of the placed students are managed by the Department of Student Affairs, and the students' educational processes are initiated (See [Evidence 27](#)).

The international student admission process is conducted in accordance with the principles of transparency, equality, and accessibility; it is one of the quality assurance practices of our faculty aimed at increasing international student diversity and enhancing global competitiveness.

Planning: Student admission and recognition of prior learning processes in our faculty have been transformed into a data-driven planning framework based on IAA standards and the PDCA cycle. In the context of data from the last three years, the change in the number of students placed through YKS from 154 to 121, along with statistics of 30 transfer students, 22 special status students, and 30 international students receiving TÖMER education, are taken as references. Accordingly, quota requests for 2026 and beyond will be optimized in line with the faculty's capacity. To accelerate the academic adaptation of these diverse student groups admitted through multiple channels such as YKS, DGS, horizontal transfer, and YÖS, orientation and academic advising activities conducted at the beginning of each academic year will be strengthened. Exemption and adaptation procedures, including Arabic Preparatory Class exemptions carried out by the Exemption Commission, will be maintained without interruption. In addition, student mobility is planned to be reactivated in 2026 by restarting Erasmus, Farabi, and Mevlana programs, which had been suspended due to the pandemic and the earthquake. These strategies and institutional processes will be monitored at the end of each semester by the Dean's Office and relevant commissions through quantitative indicators, and student admission and adaptation policies will be continuously improved based on the data obtained.

Maturity Level: While defined criteria and processes for student admission, recognition of prior learning, and credit assignment are fully operational, systematic monitoring of the outcomes from these practices is not conducted.

Evidence:

Evidence 1: [Higher Education Law No. 2547](#)

Evidence 2: [2024 Higher Education Institutions Examination \(YKS\) Guide](#)

Evidence 3: [Special Student Status Results Due to the Earthquake](#)

Evidence 4: [Orientation Training for Preparatory Class Students](#)

Evidence 5: [International Student Orientation Program](#)

Evidence 6: [Orientation Program \(2024-25\)](#)

Evidence 7: [Orientation Training for Faculty of Theology Preparatory Class Students \(2025-26\)](#)

Evidence 8: [Orientation Training for Newly Enrolled Students of Gaziantep University \(2025-26\)](#)

Evidence 9: [Gaziantep University Directive on Exemption and Adjustment Procedures](#)

Evidence 10: [Course Catalog - Course Contents](#)

Evidence 11: [Announcement of Arabic Preparatory Exemption Exam](#)

Evidence 12: [Directive on Compulsory Arabic Preparatory Class](#)

Evidence 13: [Regulation on Gaziantep University Turkish Teaching Application and Research Center \(TÖMER\)](#)

Evidence 14: [Sample TÖMER Certificate](#)

Evidence 15: [Annual TÖMER Data](#)

Evidence 16: [Regulation on the Principles of Transfer Between Associate and Undergraduate Degree Programs, Double Major, Minor, and Inter-Institutional Credit Transfer in Higher Education Institutions](#)

Evidence 17: [Gaziantep University Directive on the Principles of Lateral Transfer at Associate and Undergraduate Levels](#)

Evidence 18: [Lateral Transfer Commission Decision No. 03, dated 28.08.2025](#)

Evidence 19: [Faculty Executive Board Decision No. 17, dated 01.09.2025 \(Art. 1-2-3\)](#)

Evidence 20: [Regulation on the Continuation of Graduates of Vocational Schools and Open Education Associate Degree Programs to Undergraduate Education](#)

Evidence 21: [Faculty Executive Board Decision No. 28, dated 13.09.2024 \(Art. 7\)](#)

Evidence 22: [Gaziantep University Special Student Directive](#)

Evidence 23: [Special Student Application Results](#)

Evidence 24: [Draft Petition for Special Student Application](#)

Evidence 25: [Faculty Executive Board Decision on Special Student Admission](#)

Evidence 26: [Gaziantep University Directive on International Student Application, Registration, and Admission for Associate and Undergraduate Programs](#)

Evidence 27: [Number of Students Admitted to Our Faculty via YÖS in the Last 3 \(Three\) Years](#)

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

A bachelor's degree is issued to students at our faculty who have fulfilled all academic requirements necessary for graduation. To graduate, students must complete 240 ECTS credits, maintain a minimum cumulative grade point average (CGPA) of 2.00/4.00, and successfully pass all courses with at least a "DD" letter grade (See [Evidence 1](#)).

The graduation process is conducted within a multi-stage framework that includes rigorous control mechanisms. Students' graduation statuses are initially verified by their academic advisors; subsequently, the generated list of graduation candidates is approved by the relevant advisor, the student affairs officer, and the Vice Dean responsible for student affairs before being forwarded to the Department of Student Affairs. Following the final checks performed by the Department of Student Affairs, bachelor's diplomas are issued to students who meet the graduation requirements. This process is carried out in accordance with the principles of accuracy, transparency, and accountability.

Diplomas are issued in a standardized format consisting of both front and back sides. The back of the diploma contains relevant information for students who have completed pedagogical formation training (See [Evidence 2](#)). The front side includes the student's identification details, graduation date, diploma number, QR code, document date and number, as well as authorized signatures; diplomas are prepared with security features and are also made available in digital format (See [Evidence 3](#)). Diplomas and provisional graduation certificates are issued based on the graduation date, ensuring compliance with established standards.

At our faculty, the Diploma Supplement is issued in accordance with international standards developed by the European Commission, the Council of Europe, and UNESCO/CEPES, and is presented to graduates along with their diplomas (See [Evidence 4](#)). The Diploma Supplement includes the graduation date, diploma number, the level of the degree obtained, the transcript of records, and explanatory information regarding the national higher education system.

The Diploma Supplement provides significant contributions in terms of ensuring transparency in higher education, increasing the national and international intelligibility of academic and professional qualifications, supporting student and graduate mobility, and enhancing lifelong learning opportunities. While this document does not replace the diploma itself, it is considered a complementary element that supports the recognition and the scope of use of the diploma.

Graduate Tracking and Employment Processes: For the purpose of tracking graduates at our faculty, a university-wide Graduate Information System has been established and is operated via a web-based infrastructure (See [Evidence 5](#)). Through this system, the employment status, career development, and feedback of graduates are monitored.

To increase the employability of graduates, informative content prepared in collaboration with human resources experts, academics, and alumni is produced and shared. Additionally, job advertisements for graduates are regularly posted, communication and employment processes are monitored, and graduate satisfaction surveys are administered. Furthermore, social media platforms are effectively utilized to ensure the sustainability of communication with alumni; these channels facilitate announcements, information dissemination, and experience sharing, thereby supporting interaction and feedback processes with graduates. This practice is considered a complementary monitoring and quality assurance mechanism that ensures continuous communication with alumni (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#)).

Through the "Yetenek Kapısı" (Talent Gate) Career Counseling module developed by the Presidency of the Republic of Türkiye Human Resources Office, students and graduates can conduct online or face-to-face meetings with career counselors. In this context, the effective use of career counseling services is encouraged, and students and graduates are informed on a regular basis (See [Evidence 9](#)).

Monitoring and Continuous Improvement: Processes regarding the recognition and certification of diplomas, degrees, and other qualifications are regularly monitored through graduation data, graduate satisfaction, employment indicators, and career development outcomes. In light of the data obtained, processes are evaluated, and necessary improvement activities are planned and implemented.

Planning: In line with the quality assurance approach to the processes related to the recognition and certification of diplomas, degrees, and other qualifications in our faculty, in 2026, performance indicators will be created for graduation, diploma supplement, and alumni tracking processes, alumni satisfaction measurements will be initiated, career and alumni meetings will be planned, and the digital monitoring infrastructure of these processes will be strengthened. In 2027, graduation and counseling processes will be supported by electronic tracking mechanisms, participation in the alumni information system will be increased, and joint career activities will be developed with external stakeholders. In 2028, improvement activities will be expanded in line with alumni feedback, alumni mentoring practices will be implemented, and alumni employment and career development data will be analyzed more systematically. In 2029, all diploma and graduation processes will be transformed into a sustainable structure that is data-driven, maintains continuous communication with alumni, supports national and international mobility opportunities, and is integrated with a quality assurance system.

Maturity Level: While the institution systematically applies clear, transparent, comprehensive, and consistent criteria and procedures for the recognition and certification of diplomas, degrees, and other qualifications, the outcomes of these implementations are not systematically monitored.

Evidence:

Evidence 1: [Gaziantep University Directive on the Issuance of Diplomas and Other Documents](#)

Evidence 2: [Gaziantep University Directive on Pedagogical Formation Training](#)

Evidence 3: [Sample Diploma](#)

Evidence 4: [Diploma Supplement Format of Gaziantep University Faculty of Theology](#)

Evidence 5: [Gaziantep University Graduate Information System](#)

Evidence 6: [Alumni WhatsApp Communication Group](#)

Evidence 7: [Graduate Satisfaction Survey](#)

Evidence 8: [Gaziantep University Faculty of Theology Social Media Account \(Instagram\)](#)

Evidence 9: [Official Correspondence Regarding the "Yetenek Kapısı" \(Talent Gate\) Career Counseling Module Prepared by the Republic of Türkiye Presidency Human Resources Office \(CBİKO\) 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](#)). The opening lecture of our faculty for the 2025-2026 academic year was organized by a student community (See [Evidence 16](#)). Additionally, foreign language learning is emphasized, and various informative sessions on effective language teaching and learning techniques are organized (See [Evidence 17](#)). Activities such as Arabic language competitions for preparatory students (See [Evidence 18](#)) and World Arabic Language Day celebrations (See [Evidence 19](#)) 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 20](#)). At the Stakeholder Relations Commission meeting held on June 19, 2026, it was decided to establish an institutional framework for collaborations that will enable students to gain international academic and cultural experience. In this regard, it has been deemed appropriate to systematize preliminary contacts and convert them into an official protocol process in coordination with the Rectorate's International Relations Office. To ensure the effective execution of the protocol process, a pre-

assessment mechanism will be established to evaluate potential partner institutions regarding academic proficiency, student capacity, curriculum language compatibility, and quality standards. It is planned that the drafted protocols will undergo academic and administrative review, as well as legal compliance processes, and will be implemented upon reaching mutual agreement between the parties. Regarding the Arabic language education program in Damascus, it has been decided to continue efforts in coordination with relevant institutions, to evaluate the program's academic, administrative, and safety dimensions, and to plan student mobility provided that the necessary conditions are met. Furthermore, it has been resolved to develop collaboration opportunities with the Presidency of Religious Affairs, provincial mufti offices, and the Diyanet Academy, and to plan joint educational activities in practice-oriented courses where field experts can contribute to student learning ([Evidence 30](#)).

The monitoring and evaluation of teaching methods and techniques in our faculty are carried out under the coordination of the Dean's Office by the Unit Quality and Accreditation Commission ([Evidence 21](#)), the Education Commission ([Evidence 22](#)), and the Measurement and Evaluation Commission ([Evidence 23](#)). In addition, data are regularly collected through student and alumni satisfaction surveys ([Evidence 24](#)).

Based on the findings obtained, student satisfaction rates have increased from 51% to 72.9%, while the alumni satisfaction rate has reached 62.3% ([Evidence 25-26-27](#)). These data demonstrate the positive impact of the implemented teaching methods and techniques on the student experience. Furthermore, within the scope of the continuous improvement cycle, these findings are discussed in Academic Council meetings (2024–2025 and 2025–2026), enabling the identification of areas for further development ([Evidence 28-29](#)).

Planning: Initiatives have been launched within our Faculty to systematically monitor instructional methodologies and techniques and enhance them within a sustainable quality assurance framework. Within this scope, in line with Strategic Goal 1 / Objective 1.2, satisfaction surveys are administered to academic/administrative staff and students at least once a year, and the data derived are regularly analyzed and evaluated during Academic Board meetings under Strategic Goal 1 / Objective 1.3 to drive decisions for refining teaching processes. Additionally, the monitoring process has gained an institutional structure through enhanced coordination among the Unit Quality and Accreditation Commission, the Education and R&D Commission, and the Assessment and Evaluation Commission. Moving forward, within the framework of Strategic Goal 1 / Objective 1.4, the Faculty plans to develop course-level performance indicators to evaluate teaching effectiveness, generate outcome-oriented reports on active and research-based learning practices, and diversify student feedback mechanisms. Furthermore, it is planned to expand in-service training programs focusing on interactive teaching methodologies for academic staff.

Maturity Level: Findings derived from modern, student-centered, and research-driven teaching methodologies—which foster active student engagement and promote interdisciplinary collaboration—are systematically monitored. These results are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

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: [The Opening Lecture](#)
- Evidence 17: ["Effective Arabic Teaching-Learning Techniques" Panel](#)
- Evidence 18: [Arabic Competition for Preparatory Classes](#)
- Evidence 19: [World Arabic Day Event](#)
- Evidence 20: [Oratory and Professional Practice Course](#)
- Evidence 21: [Unit Quality and Accreditation Commission](#)
- Evidence 22: [Education and R&D Commission](#)
- Evidence 23: [Measurement and Evaluation Commission](#)
- Evidence 24: [Student Satisfaction Survey](#)
- Evidence 25: [Student Satisfaction Rate: 51%](#)
- Evidence 26: [Student Satisfaction Rate \(Second Measurement\): 72.9%](#)
- Evidence 27: [Alumni Satisfaction Rate: 62.3%](#)
- Evidence 28: [Academic Council Meeting \(2024–2025\)](#)
- Evidence 29: [Academic Council Meeting \(2025–2026\)](#)
- Evidence 30: [Minutes of the Stakeholder Relations Commission Meeting \(June 19, 2026\)](#)

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. In addition, the instructors responsible for the courses were asked to prepare an exam specification table to ensure that the targeted content of the courses and the content of the exam questions are compatible with each other (See [Evidence 7](#)).

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 8](#), [Evidence 9](#)) and published on the Faculty's official website (See [Evidence 10](#)).

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 11](#)). These seminars and the standardization of examination rules are in perfect alignment with our institutional policies under Strategic Goal 1 / Objective 1.4, which focuses on developing the competencies of faculty members in utilizing contemporary measurement and evaluation methods.

In our faculty, assessment and evaluation processes are not limited to examinations; rather, they are structured within a student-centered framework. In this context, project-based, presentation-based, and practice-oriented assessment methods that promote students' active participation in the learning process are employed. Accordingly, not only students' knowledge levels but also their analytical, interpretative, and expressive skills are incorporated into the evaluation process. Particularly in applied courses and socially oriented activities, students' performances are monitored through a process-oriented approach and supported by continuous feedback mechanisms (Evidence [12-13](#)).

In distance education processes, the student-centered assessment and evaluation approach is sustained through digital platforms (Evidence [14](#)). In this regard, students' learning processes are monitored multidimensionally through the use of online exams, assignments, project presentations, and interactive assessment tools. At the same time, accessibility to assessment processes is enhanced by ensuring flexibility in time and space. These practices contribute to the development of flexible assessment models that particularly encourage student engagement and take into account individual learning paces.

The monitoring and continuous improvement of assessment and evaluation processes in our faculty are carried out under the coordination of the Dean's Office by the Unit Quality and Accreditation Commission, the Education Commission, and the Measurement and Evaluation Commission (Evidence [15-16-17-18](#)). At the meeting of the Assessment and Evaluation Commission held on June 18, 2026, the examination assessment processes were reviewed, leading to the identification of discrepancies between course and program outcomes, alongside the determination of strategic solutions to address these issues. In this regard, to rectify the shortcomings in monitoring and evaluation, it has been formally decided to establish a "Performance Evaluation Criteria (Rubric) Pool" organized by academic departments; furthermore, as a pilot implementation, the Commission has officially received the Examination Specification Table and the rubric for the "Material Design" course, with the subsequent process to be executed based on these sample materials. (Evidence [24](#)) In addition, data are regularly collected through student and alumni satisfaction surveys and systematically integrated into decision-making processes.

Based on the findings obtained, student satisfaction rates have increased from 51% to 72.9%, while the alumni satisfaction rate has reached 62.3% (Evidence [19-20-21](#)). These indicators demonstrate the positive impact of assessment and evaluation processes on the student experience and are also addressed in Academic Council meetings (2024–2025 and 2025–2026), thereby being incorporated into the continuous improvement cycle (Evidence [22-23](#)).

Planning: Initiatives have been launched within our Faculty to systematically monitor and enhance assessment and evaluation processes. Within this scope, data derived from student and alumni satisfaction surveys, administered at least once a year in line with Strategic Goal 1 / Objective 1.2, are regularly analyzed and evaluated during Academic Board meetings under Strategic Goal 1 / Objective 1.3 to drive decisions for refining assessment practices. Additionally, these processes have gained an institutional monitoring structure through enhanced coordination among the Unit Quality and Accreditation Commission, the Education Commission, and the Assessment and Evaluation Commission. Moving forward, within the framework of Strategic Goal 1 / Objective 1.4, it is aimed to conduct at least 2 institutional activities/improvement studies per year in order to evaluate the effectiveness of course-level assessment tools, analyze exam specification tables, and diversify student-centered assessment methodologies.

Maturity Level: Findings derived from well-established student-centered assessment and evaluation practices across all disciplines are systematically monitored. These results are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

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 Specification Table](#)

Evidence 8: [Exam Rules – Academic Staff Feedback](#)

Evidence 9: [Exam Rules – Feedback and Suggestions](#)

Evidence 10: [Exam Rules – Implementation Guidelines](#)

Evidence 11: [Measurement and Assessment Seminar](#)

Evidence 12: [Book Analysis](#)

Evidence 13: [Museum Visit](#)

Evidence 14: [Online Activity](#)

Evidence 15: [Unit Quality and Accreditation Commission](#)

Evidence 16: [Quality and Accreditation Commissions and Boards](#)

Evidence 17: [Education and R&D Commission](#)

Evidence 18: [Measurement and Evaluation Commission](#)

Evidence 19: [Student Satisfaction Rate: 51%](#)

Evidence 20: [Student Satisfaction Rate \(Second Measurement\): 72.9%](#)

Evidence 21: [Alumni Satisfaction Rate: 62.3%](#)

Evidence 22: [Academic Council Meeting \(2024–2025\)](#)

Evidence 23: [Academic Council Meeting \(2025–2026\)](#)

Evidence 24: [Minutes of the Measurement and Evaluation Commission Meeting \(June 18, 2026\)](#)

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 for the fall semester [Evidence 1](#) and for the spring semester [2 2026 spring](#) (%71.9)) and the survey results were analyzed by an academic expert in measurement and assessment, then compiled into a report using scientific methods (See [Evidence 3](#)). 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 4, 5, 6](#)). In addition, a survey was conducted to determine the reasons for the decline in KPSS success and students' suggestions were taken to increase exam success in 2025 (See [Evidence 7](#)).

Beyond surveys, students may also provide feedback through their academic advisors. Faculty buildings display advisors' office hours on their doors (See [Evidence 8](#)), which are also shared with students via the faculty's official website (See [Evidence 9](#)). 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 10, 11](#)). Furthermore, students may submit suggestions or complaints through an online form available on the faculty's website (See [Evidence 12](#)). 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, 5 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.

Planning: Student feedback, requests, and suggestion processes in our faculty have been structured systematically in line with IAA quality assurance standards and the PDCA cycle. The student satisfaction surveys, which were successfully implemented in 2024 and 2025, are planned to continue as a standard digital procedure at the end of each semester starting from 2026, with a target of increasing the participation rate to at least 80%. To reduce the number of CİMER complaints, which ranged between 5 and 14 in previous years, it is planned to increase the visibility of the internal suggestion/complaint form on the faculty website and to ensure more active use of academic advising hours. All survey results, internal form submissions, and advising reports will be carefully analyzed by the Dean's Office and relevant commissions at the end of each term. The findings will be evaluated within the agenda of the Academic Board to ensure continuous improvement in educational and administrative services.

Maturity Level: Findings derived from a diverse range of validated and reliable feedback mechanisms across all student cohorts are systematically monitored. These results are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

Evidence

Evidence 1: [Student Satisfaction Survey](#)

Evidence 2: [2.Student Satisfaction Rate: %72,9](#)

Evidence 3: [Student Satisfaction Survey Results Report](#)

Evidence 4: [Education and R&D Commission](#)

Evidence 5: [Academic Board Meeting 2024-2025](#)

Evidence 6: [Academic Board Meeting 2025-2026](#)

Evidence 7: [Determination Report on the Reasons for Low KPSS Exam Success](#)

Evidence 8: [Sample Advising Hours](#)

Evidence 9: [Academic Advising Hours](#)

Evidence 10: [Academic Board Meeting 2024-2025](#)

Evidence 11: [Academic Board Meeting 2025-2026](#)

Evidence 12: [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 08 dated 23.12.2025 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 (See [Evidence 4, 5](#)). 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 6, 7, 8, 9](#)). Information about advising hours is displayed on advisors' office doors within the faculty building (See [Evidence 10](#)). These hours are also shared with students through the faculty's official website (See [Evidence 11](#)). 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 12](#)). The monitoring and evaluation of academic advising processes in our faculty are carried out under the coordination of the Dean's Office through the Unit Quality and Accreditation Commission, the Education and R&D Commission, and other relevant boards (Evidence [13-14](#)). Within this framework, student, alumni, and advisor satisfaction surveys, along with suggestion and complaint mechanisms, are actively utilized; the data obtained are regularly analyzed and systematically integrated into decision-making processes.

Notably, the increase in student satisfaction rates from 51% to 72.9% and in advisor satisfaction rates from 49.42% to 68.2% indicates a significant improvement in the effectiveness of academic advising services. Furthermore, the alumni satisfaction rate of 62.3% serves as a key indicator reflecting the long-term impact of these advising processes (Evidence [15-16-17-18-19](#)).

These findings are evaluated within the scope of overall performance assessments by the Education and R&D Commission and are further discussed in Academic Council meetings (2024–2025 and 2025–2026), thereby being incorporated into the continuous improvement cycle. In this context, the academic advising system is operated as a sustainable quality assurance mechanism within the framework of the Plan–Do–Check–Act (PDCA) cycle. (Evidence [20-21](#)). In line with these continuous improvement efforts, the aforementioned academic advising satisfaction rate is planned to be further increased in 2026.

Planning: To further enhance the efficacy of academic advising processes within our Faculty, new improvement strategies have been designed based on current monitoring and evaluation data. Within this framework, in line with Strategic Goal 1 / Objective 1.3, data derived from student, alumni, and advisor satisfaction surveys will be evaluated during Academic Board meetings to drive decision-making. In order to standardize advising practices and foster institutional dynamism, in-service briefing sessions and best-practice sharing workshops will be organized for advisors, the effective use of digital communication channels will be encouraged, and rapid-response mechanisms for evaluating data from suggestion and complaint systems will be established. Moving forward, within the framework of Strategic Goal 3 / Strategic Objective 3, it is aimed to organize an institutional career or professional development event every two years in order to further support students' career planning and personal development pathways through academic advising guidance.

Maturity Level: Findings derived from institutional academic advising practices are systematically monitored. These results are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

Evidence

Evidence 1: [Academic Advising Directive](#)

Evidence 2: [Academic Advising Duty Assignments](#)

Evidence 3: [Student Academic Advisor List](#)

Evidence 4: [Meeting Regarding Course Registrations](#)

Evidence 5: [Meeting Regarding Course Registrations-2](#)

Evidence 6: [Course Registration Process Information](#)

Evidence 7: [Course Registration Process Information-2](#)

Evidence 8: [Course Registration Process Information-3](#)

Evidence 9: [Information About Educational Processes](#)

Evidence 10: [Sample Advising Hours](#)

Evidence 11: [Academic Advising Hours](#)

Evidence 12: [Student Calls during Earthquake Period](#)

Evidence 13: [Unit Quality and Accreditation Commission](#)

Evidence 14: [Education and R&D Commission](#)

Evidence 15: [Student Satisfaction Rate: 51%](#)

Evidence 16: [2.Student Satisfaction Rate: %72,9](#)

Evidence 17: [Alumni Satisfaction Rate: 62.3%](#)

Evidence 18: [Advisor Satisfaction Rate: 49.42%](#)

Evidence 19: [2.Advisor Satisfaction Rate: 68,2%](#)

Evidence 20: [Academic Board Meeting 2024-2025](#)

Evidence 21: [Academic Board Meeting 2025-2026](#)

B.4. Faculty Members

B.4.1. Appointment, Promotion and Assignment Criteria

The appointments, promotions, and assignments of our Faculty are carried out in accordance with the defined procedures set out [in the Faculty Handbook](#), the minimum requirements determined by our Faculty for appointments and promotions to academic staff positions, the criteria specified in the Directive on Academic Appointment, Promotion, and Assignment of Gaziantep University—which was approved by the Senate with the decision dated 25.05.2022 and numbered 11, and published in the Official Gazette dated 12.06.2018 and numbered 30449—and [Article 5 of the Human Resources Policy](#) (see [Evidence 1](#)).

By following this process, a total of 9 appointments were made to strengthen our academic staff between the years 2024–2025, including 2 Assistant Professors (Doctor Faculty Members), 2 Associate Professors, and 5 Research Assistants recruited externally. In addition, within the scope of internal promotions, 5 Assistant Professors, 2 Associate Professors, and 2 Professors were appointed (see [Evidence 2, 3](#)).

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 ([Evidence: 4](#)). Approved positions are announced by the Rectorate. Following position announcements, candidates applying for faculty positions at Gaziantep University Faculty of Theology ([Evidence: 5](#)) must submit the information and documents specified by Law No. 2547 and the Regulation on Promotion and Appointment to Faculty Positions (See [Evidence:6](#)) 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 ([Evidence: 7](#)) 2022.

The required score for appointment is calculated based on publications related to the research, scientific activities, research and project work, and education and teaching activities. Publications based on research and indexed in databases, conference papers, citations defined in databases, research projects, journal editorships and refereeships, and conference activities are taken into account in the scoring. Within education and teaching activities, doctoral and master's thesis supervision is considered the main activity. In addition, undergraduate and graduate courses taught are also taken into consideration in the evaluation. ([Evidence 8](#))

The appointment and selection of teaching staff to deliver courses externally at our university is carried out in accordance with the provisions of Articles 31 and 40 of Law No. 2547, based on requests from departments. This process involves obtaining permission from the institutions where the requested personnel are employed, provided they are experts in the relevant field and currently serving at another university or public institution or organization. ([Evidence: 9, 10](#)). 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 ([Evidence11](#)).

It has been observed that the processes of appointment, promotion, and assignment of academic staff within the Faculty have been structured through a Faculty Executive Board decision into a systematic and measurable framework. In this context, it has been determined that among candidates who meet the relevant legislation and established academic criteria, evaluations are conducted based on a scoring system, while also taking into account objective criteria such as the date of completion of doctoral studies. It has been found that, among candidates with equal qualifications, priority is given to those who completed their doctoral education earlier. Furthermore, in cases where staffing needs arise within the relevant academic departments, it has been identified that planning is carried out by the Dean's Office based on needs analysis, and the process is implemented within the framework of institutional decision-making mechanisms.([Evidence](#) 12)

Planning: It is aimed to conduct the appointment, promotion, and assignment processes of the 55-member academic staff in 20 departments under the Departments of Basic Islamic Sciences, Philosophy and Religious Studies, and Islamic History and Arts within the Faculty of Theology at Gaziantep University in full compliance with the university's current legislation and the principles of the Quality Handbook. In order to maintain the quality of the educational services offered to our 1,466 current domestic and international undergraduate/graduate students, institutional monitoring mechanisms will be gradually strengthened over the next four-year period. Within this scope, in 2026, faculty member training on processes that have high weight in appointment criteria such as contemporary measurement-evaluation, rubric usage, and thesis management (Strategic Goal 1.4), as well as institutional orientation processes for preparatory classes (Strategic Goal 7.3), will be standardized. By 2027, in-service training activities for academic staff (Strategic Goal 7.1) and the quality of advising processes that directly affect appointment scoring (Strategic Goal 3.5) will be systematically reported and improved. In 2028, staff requests needed within the scope of norm staff planning and satisfaction outputs of appointment processes for external or foreign national faculty members will be optimized on a data-based foundation. Finally, in 2029, incentive and reward mechanisms (Strategic Goal 7.6) for personnel who have successfully completed appointment and promotion requirements and increased their publication and project performance within the faculty will be maximized, and our faculty's human resources policy will be fully integrated with strategic objectives.

Maturity Level: While defined and transparent criteria for appointment, promotion, and course scheduling are fully operational and integrated into academic decision-making (such as faculty recruitment, tenure, promotion, and teaching assignments), systematic monitoring of the outcomes from these practices is not conducted.

Evidence:

Evidence 1: [Gaziantep University Appointment, Promotion, and Assignment Criteria](#)

Evidence 2: [Academic Staff Appointment](#)

Evidence 3: [Academic Staff](#)

Evidence 4: [Some Forms 1 .2](#)

Evidence 5: [Gaziantep University Faculty of Theology Quality Manual](#)

Evidence 6: [Documents and Information Required by Law and the Regulation on Promotion and Appointment to Faculty Positions](#)

Evidence 7 : [Appointment Documents](#)

Evidence 8: [Gaziantep University Appointment, Promotion, and Assignment Criteria](#)

Evidence 9: [Part-Time Course Assignment](#)

Evidence 10: [Part-Time Course Assignment Documentation](#)

Evidence 11: [Recruitment of External Faculty Members](#)

Evidence 12: [Faculty Board of Administration Decision](#)

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

Teaching competence processes at the institution have been carried out in accordance with the initial planning made in 2020 under the coordination of the Quality Commission, Quality Development and Control Commission, Educational and Teaching Development Commission ([Evidence 1](#)), and the Dean's Office (Evidence [2](#), [3](#)). These processes are implemented in alignment with the institutional [strategic plan's](#) objectives and targets.

In particular, within Objective 1, a quality-oriented continuous improvement approach is adopted, and under Target 1.1, the development of educational processes through innovative methods and a continuous improvement perspective in management processes is taken as a basis.

Internal stakeholders include departmental academic boards, students, and academic staff, while external stakeholders include the Rectorate, Provincial and District Directorates of Religious Affairs, the Ministry of National Education, GAUZEM, and alumni. In addition, international academic cooperation is maintained with the Faculty of Theology at Osh State University (Kyrgyzstan), the Faculty of Islamic Studies at Hamad Bin Khalifa University (Qatar), and the Faculty of Law and Sharia at Imam Abdulrahman Bin Faisal University (Saudi Arabia).

The institution systematically conducts activities aimed at improving the competencies of academic staff, including seminars, congresses, workshops, panels, symposiums, conferences, and artistic events. The institution aims to enhance teaching competence by supporting the scientific and professional development of academic staff, and this approach is also related to **Objective 4**. In this context, participation of academic staff in national and international scientific events is encouraged (**Target 4.1**), academic collaborations are supported (**Target 4.2**), and the quality of research outputs is increased.

These activities directly contribute to the disciplinary knowledge and pedagogical competencies of academic staff (e.g., Evidence [4](#), [5](#)), while field studies and R&D activities are also encouraged and supported through various institutional arrangements ([Evidence 6](#)). For instance, within academic research activities, domestic and international permissions are facilitated within available institutional capacities ([Evidence 7](#)). Additionally, academic staff in the doctoral coursework stage are provided necessary flexibility to remain in the city where they pursue their doctoral studies (See [Evidence 8](#)).

The academic staff consists of scholars with postgraduate education from different universities and experienced academics in their fields, and faculty members from different countries (Egypt, Syria, Kyrgyzstan, Bangladesh) contribute to the international diversity of the institution (Evidence [9](#), [10](#), [11](#)). In addition, academic staff actively participate in consultancy activities for external stakeholders (Evidence [12](#), [13](#), [14](#), [15](#), [16](#), [17](#), [18](#), [19](#), [20](#)) and play effective roles in the continuation, evaluation, and development of programs in terms of their teaching experience and qualifications (Evidence [21](#)).

The faculty also provides support for participation in professional development programs (Evidence [22](#), [23](#), [24](#)), development of library services, and access to the [Continuing Education Center](#) (Evidence [25](#)). Accordingly, necessary announcements are made to ensure equal access for all academic staff (Evidence [26](#)). In this context, student participation in training seminars provided by relevant units of Gaziantep University on student-centered content development, teaching delivery, and assessment practices has been supported (Evidence [27](#)).

Within the scope of the Annual Educators' Training Plans prepared based on formal requests by the Quality Development Coordination Unit, and in line with **Objective 3: Quality Education within Universal Values**, and **Target 3.1**, the use of innovative educational technologies in teaching processes is increased, and academic staff improve themselves in material development and innovative teaching methods through participation in training programs (Evidence [28](#) [29](#)).

To improve Arabic proficiency, which is the foundation of Islamic studies education, priority is given to employing native Arabic-speaking academic staff in preparatory classes (Evidence [30](#), [31](#)).

In accordance with the Gaziantep University Faculty of Theology Quality Handbook, surveys are conducted for both academic staff and students to assess teaching competence and professional qualifications (Evidence [32](#) [33](#) [34](#)). These surveys are analyzed, teaching staff competencies are evaluated, and corrective actions are taken when necessary (Evidence [35](#), [36](#), [37](#), [38](#)).

Within the institution, three different programs are implemented: the Theology Undergraduate Program, the Fully Arabic Program, and the Foreign Arabic Program (YAB) (Evidence [39](#)). In the Theology Undergraduate Program, education is primarily face-to-face; however, in exceptional circumstances (earthquakes, pandemics, etc.), distance education is provided through the ALMS system established under [GAUZEM](#) Distance Education Center (Evidence [40](#)). Instructional videos for this platform are available on the GAUZEM YouTube channel.

The Education and R&D Commission prepares improvement and development reports based on meetings and stakeholder collaborations (Evidence [41](#), [42](#)). These reports are evaluated together with other commission reports by the Unit Quality and Accreditation Commission within the annual institutional report, and proposed improvements are communicated to the Dean's Office (Evidence [43](#), [44](#)).

In the academic staff satisfaction survey, the satisfaction rate regarding the adequacy of in-service training, scientific events, seminars, academic meetings, and training sessions conducted via Zoom at the faculty was determined to be 85.6%. In this context, it was observed that the overall level of satisfaction regarding this item was high. (Evidence [49](#))

Planning : Teaching competence processes are carried out under the coordination of the Quality Commission, Quality Development and Control Commission, Educational and Teaching Development Commission, and the Dean's Office, in accordance with the initial planning conducted in 2020. These processes are aligned with the 2025–2029 Strategic Plan and its objectives and targets.

In this context, particularly within **Objective 1** and **Target 1.1**, a continuous quality improvement approach has been adopted, and educational processes are developed based on data obtained from internal and external stakeholders. The student satisfaction survey participation rate reached **70% during 2020–2025**, and it is targeted to increase to **80% in 2026–2030 (Target 7.4)**.

During 2020–2025, the total number of seminars, congresses, workshops, and similar activities reached **40**, and the average annual participation of academic staff in national and international scientific events exceeded **25**. These indicators are planned to increase to **30 annual participations** and **50 in-service training activities (+25%)** in the 2026–2030 period. These activities are directly related to **Objective 4 (Targets 4.1 and 4.2)**. Furthermore, the number of international partner institutions is targeted to increase from **3 to 4**, thereby supporting **Objective 6**.

Within the scope of promoting innovative approaches in education, participation in educator training programs exceeded **60% during 2020–2025**, and this rate is targeted to increase to **70% in 2026–2030**. Additionally, it is planned that **60% of academic staff** will develop digital and innovative teaching materials, and distance education systems will be effectively used in at least **20% of courses**. These activities are implemented in alignment with **Objective 3, Targets 3.1 and 3.2**.

External stakeholder collaboration activities reached an average of **15 annually during 2020–2025**, and this number is targeted to increase to **20 annually in 2026–2030**. In this context, collaborations with directorates of religious affairs, the Ministry of National Education, GAUZEM, and international partner universities are maintained in alignment with **Objectives 5 and 6**.

The Education and R&D Commission holds at least **two periodic meetings per year** and prepares annual evaluation reports. These reports are analyzed by the Unit Quality and Accreditation Commission and guide improvement processes.

All these data demonstrate that teaching competence in the institution is developed within a structured cycle of planning, implementation, monitoring, and improvement in alignment with strategic objectives and targets, within a measurable and sustainable quality assurance system.

Ayrıca fakülte bünyesinde öğretim yetkinliğinin sürekli geliştirilmesine yönelik hizmet içi eğitim faaliyetlerinin sistematik hale getirilmesi amacıyla Fakülte Yönetim Kurulu tarafından karar alınmıştır. Bu kapsamda hizmet içi eğitimlerin her yıl Eylül ayında düzenli olarak planlanması ve yürütülmesi kararlaştırılmış; eğitimlerin organizasyon, izleme ve raporlama süreçlerinin Eğitim ve AR-GE Komisyonu tarafından koordine edilmesine ve takip edilmesine hükmedilmiştir. Böylece öğretim elemanlarının mesleki gelişimlerini destekleyen eğitim faaliyetlerinin kurumsal bir takvim doğrultusunda sürdürülebilir, ölçülebilir ve kalite güvencesi temelli bir yapıya kavuşturulduğu ifade edilmiştir. ([Evidence 47](#), [48](#))

Maturity Level: Findings derived from institutional initiatives aimed at developing faculty teaching competencies are systematically monitored. These results are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

Evidence

Evidence 1: [Education and R&D Commission Meeting Minutes](#)

Evidence 2: [Academic Board 2025 Presentation](#)

Evidence 3: [Academic Board Meeting Minutes 2025–2026](#)

Evidence 4: [Symposium](#)

Evidence 5: [Staff Training](#)

Evidence 6: [BAP \(Scientific Research Projects\) Support](#)

Evidence 7: [Research Permission Petition](#)

Evidence 8: [Staff Support](#)

Evidence 9: [International Academic Staff](#)

Evidence 10: [International Academic Staff](#)

Evidence 11: [International Academic Staff](#)

Evidence 12: [External Stakeholder](#)

Evidence 13: [External Stakeholder](#)

Evidence 14: [External Stakeholder](#)

Evidence 15: [External Stakeholder](#)

Evidence 16: [External Stakeholder](#)

Evidence 17: [External Stakeholder](#)

Evidence 18: [External Stakeholder](#)

Evidence 19: [External Stakeholder](#)

Evidence 20: [External Stakeholder](#)

Evidence 21: [Professional Guidance for Students](#)

Evidence 22: [Erasmus Teaching Staff Mobility](#)
Evidence 23: [Presidency Human Resources Office Distance Learning Portal](#)
Evidence 24: [Type of Staff Training](#)
Evidence 25: [Type of Staff Training](#)
Evidence 26: [Staff Training](#)
Evidence 27: [Staff Training](#)
Evidence 28: [Assessment and Evaluation Training](#)
Evidence 29: [TÜBİTAK Project Preparation and Information Seminar](#)
Evidence 30: [Academic Staff](#)
Evidence 31: [Academic Staff](#)
Evidence 32: [Student Satisfaction Survey](#)
Evidence 33: [Student Satisfaction Survey](#)
Evidence 34: [Student Satisfaction Survey](#)
Evidence 35: [Academic Staff Survey](#)
Evidence 36: [Academic Board 2024–2025](#)
Evidence 37: [Academic Board 2025–2026](#)
Evidence 38: [Education and R&D Commission Meeting Minutes 2024](#)
Evidence 39: [Curriculum](#)
Evidence 40: [GAUZEM YouTube Channel](#)
Evidence 41: [Education and R&D Commission Meeting Minutes 2025](#)
Evidence 42: [Education and R&D Commission Meeting Minutes 2026](#)
Evidence 43: [Unit Quality and Accreditation Commission Meeting Minutes 2025](#)
Evidence 44: [Unit Quality and Accreditation Commission Meeting Minutes 2026](#)
Evidence 47: [Faculty Board of Administration Decision](#)
Evidence 48 : [Faculty Board Meeting](#)
Evidence 49: [Results of the Academic Staff Satisfaction Survey](#)

B.4.3 Incentives and Rewards for Educational Activities

The incentive and reward processes for educational activities at our faculty are carried out under the coordination of the Dean's Office of the Faculty of Theology at Gaziantep University, in accordance with the initial planning conducted in 2020, by the Unit Quality and Accreditation Commission and the Education and R&D Commission. In these processes, internal stakeholders—including departmental academic councils, students, and academic and administrative staff—play an active role; collaboration is also carried out with external stakeholders such as the Library Coordination Office, Provincial and District Directorate of Religious Affairs, Gaziantep Metropolitan Municipality, and alumni. The initiatives are primarily aimed at academic staff and are designed to enhance the quality of educational activities.

Various methods are employed in our Faculty to support incentive and reward mechanisms for educational activities. These include:

1. In addition to rewarding academic staff within the scope of the Academic Incentive Program of the Council of Higher Education, financial support is provided for research projects submitted to the [BAP](#) unit. To date, 7 of our academics have completed BAP projects (see Evidence [1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#)). In 2025, 6 project applications were submitted and accepted (Evidence [9](#), [10](#), [11](#), [12](#), [13](#), [14](#)). Within this framework, academic incentive awards are granted (see Evidence [15](#), [16](#)).

2. Furthermore, in order to sustain the professional development of academic staff, improve their teaching competencies, and support their participation in national and international congresses, seminars, and similar academic activities, support is provided by the [BAP](#) unit (see [Evidence 17](#)).
3. At the end of each year, the average number of publications of the department is calculated based on the Web of Science database (see [Evidence 18](#)). Academics who publish above the departmental average are recognized by the Rector during the academic year opening ceremony by being called to the stage and acknowledged by name. Successful academics are also congratulated by the Dean during Academic Board meetings. Researchers whose publication output is below the departmental average are also encouraged to contribute to enhancing the university's overall performance (see [Evidence 19](#)).
4. During the academic year, numerous congresses, symposia ([Evidence 20, 21, 22](#)), conferences (see [Evidence 23, 24, 25](#)), seminars, and panels ([Evidence 26, 27](#)) are regularly organized in line with the interests of academic staff. In addition, religious and cultural events ([Evidence 28, 29, 30, 31](#)) and training courses are organized to enhance the qualifications of academic staff (see [Evidence 32, 33, 34, 35, 36](#)).
5. Within the institution, social media communication groups exist to maintain staff motivation and institutional belonging (see [Evidence 37, 38, 39, 40](#)). In these groups, academic and administrative achievements of academic staff—such as thesis completion, promotion, appointment, and title changes—are acknowledged and celebrated by the administration, thereby increasing the visibility of academic success ([Evidence 41](#)). Additionally, the [Faculty Newsletter](#) functions as an internal recognition mechanism aimed at evaluating and rewarding academic staff based on their publication and activity performance, and it is actively used for this purpose. Furthermore, plaques are presented to academic staff during conferences, panels, and similar events organized within or outside the faculty to encourage their contributions to students ([Evidence 42, 43, 44](#)). Likewise, publications authored by faculty members are exhibited in the publication display unit located at the faculty entrance ([Evidence 45](#)).

These processes are regularly monitored through student and academic staff satisfaction surveys and meetings of the Commission for the Development of Education and Training; performance evaluations are conducted using quantitative data on learning resources, survey results, faculty newsletters, activity reports, and process/activity monitoring forms. Based on the data obtained, evaluation and improvement activities are discussed in Academic Board meetings held at the end of each academic term (2024–2025 and 2025–2026). In addition, all processes are shared via the faculty website, the Quality Development Coordination Office, email communication channels, and WhatsApp groups, and are made accessible within the information management system.

According to the results of the academic staff satisfaction survey conducted in the spring semester of 2026, the satisfaction rate regarding the encouragement of academic activities carried out at the faculty (publications, projects, conference presentations, etc.) through various means was determined to be 82.1%. Additionally, it was found that the satisfaction rate regarding the timely and complete provision of necessary approvals within the scope of research processes stood at 96.4%. These findings indicate that incentive and facilitative measures aimed at supporting the scientific and professional development of academic staff are being effectively implemented. (Evidence [46](#))

Planning: The incentive and recognition processes for educational activities at our faculty are carried out under the coordination of the Unit Quality and Accreditation Commission and the Education and R&D Commission, in accordance with the plan established in 2020, and are being implemented in alignment with the 2025–2029 Strategic Plan. This structure specifically supports the objectives of Goal 1 (quality-focused continuous improvement), Goal 3 (high-quality education), and Goal 4 (scientific productivity).

During the 2020–2025 period, 7 BAP projects were completed, and 6 new projects were accepted in 2025. Within the scope of the academic incentive system, the scientific productivity of academic staff has been regularly monitored; publication performance has been evaluated based on Web of Science data, and academics producing above the average have been rewarded. In the same period, the number of scientific events such as congresses and symposia exceeded 40, and the annual average participation of academic staff reached 25. These results support academic development in alignment with Targets 4.1 and 4.2.

For the 2026–2030 period, it is planned to further strengthen incentive mechanisms; increasing the annual number of BAP projects to at least 8, enhancing participation in academic activities by 10%, and expanding the scope of rewards to include a broader academic community are among the targets. In addition, it is envisaged to systematize plaque presentations, newsletters, and institutional recognition practices to increase visibility and motivation.

Accordingly, the incentive and reward system will continue to be developed within a measurable and sustainable structure, supported by past data and aligned with the objectives of the strategic plan.

Maturity Level: "While the institution's incentive and reward systems for academic staff are conducted fairly and transparently across all disciplines based on faculty competencies, the outcomes of these practices are not systematically monitored.

Evidence

- Evidence 1: [Scientific Research Project \(BAP\)](#)
- Evidence 2: [Research Project 1](#)
- Evidence 3: [Research Project 2](#)
- Evidence 4: [Research Project 3](#)
- Evidence 5: [Research Project 4](#)
- Evidence 6: [Research Project 5](#)
- Evidence 7: [Research Project 6](#)
- Evidence 8: [Research Project 7](#)
- Evidence 9: [Research Project 8](#)
- Evidence 10: [Research Project 9](#)
- Evidence 11: [Research Project 10](#)
- Evidence 12: [Research Project 11](#)
- Evidence 13: [Research Project 12](#)
- Evidence 14: [Research Project 13](#)
- Evidence 15: [Academic Incentive Results](#)
- Evidence 16: [Academic Incentive Results \(2026\)](#)
- Evidence 17: [BAP Conference Support](#)
- Evidence 18: [Monthly Publication Monitoring Reports](#)
- Evidence 19: [Awarding and Recognition Practices](#)
- Evidence 20: [Symposium Organization/Participation](#)
- Evidence 21: [Panel Organization/Participation](#)
- Evidence 22: [Contributions to Symposium](#)
- Evidence 23: [Conference Participation/Organization](#)
- Evidence 24: [Conference Participation/Organization II](#)
- Evidence 25: [Conference Participation/Organization III](#)
- Evidence 26: [Panel Organization/Participation](#)
- Evidence 27: [Panel Organization/Participation](#)
- Evidence 28: [Event Organization/Participation](#)
- Evidence 29: [Event Organization/Participation](#)
- Evidence 30: [Event Organization/Participation](#)
- Evidence 31: [Event Organization/Participation](#)
- Evidence 32: [Training Activities](#)
- Evidence 33: [Training Activities](#)

- Evidence 34: [Training Activities](#)
- Evidence 35: [TÜBİTAK Project Preparation and Information Seminar](#)
- Evidence 36: [Bologna Information System Training Seminar](#)
- Evidence 37: [Staff Recognition \(Congratulatory Notice\)](#)
- Evidence 38: [Staff Recognition \(Congratulatory Notice\)](#)
- Evidence 39: [Staff Recognition \(Congratulatory Notice\)](#)
- Evidence 40: [Staff Retirement Recognition](#)
- Evidence 41: [Staff Recognition \(Congratulatory Notice\)](#)
- Evidence 42: [Plaque Presentation Ceremony](#)
- Evidence 43: [Plaque Presentation Ceremony II](#)
- Evidence 44: [Plaque Presentation Ceremony III](#)
- Evidence 45: [Publication Exhibition Area](#)
- Evidence 46: [Results of the Academic Staff Satisfaction Survey](#)

B.5. Learning Resources

B.5.1. Learning Resources

Our faculty is well-equipped with the necessary resources and infrastructure to carry out its educational activities. We plan and implement these resources in line with the [Faculty's Strategic Goals and Objectives](#) and [Gaziantep University's strategic goals and objectives](#) (Goal 4.4 and Objective 4.3: "Construction of necessary educational, sports, and social facilities; renovation of existing buildings; and improvement of campus infrastructure"). The defined and targeted processes related to learning resources are included in the [Quality Manual](#), and implementation, monitoring, and improvement steps are systematically carried out within this framework. (Evidence [34](#)) These improvements include prioritizing physical learning resources, making some improvements regarding library resources and operating hours, and making improvements to the content of educational programs. The planning and implementation process of learning resources is carried out by the Dean's Office, while monitoring and improvement activities are performed through relevant committees and working groups. (Evidence [35](#), [36](#))

Our faculty has the appropriate resources and infrastructure to conduct its educational activities, including classrooms, a library, study halls, meeting rooms, and seminar rooms. 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](#), [12](#)). Our university has a distance education infrastructure to facilitate remote learning when necessary (See Evidence [13](#)). 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 [14](#), [15](#), [16](#)) and [part-time employment](#) opportunities are available through the part-time student unit (See Evidence [17](#)).

Additionally, the physical infrastructure is continuously monitored and improved as needed to ensure a better learning environment for students (See Evidence [18](#)). 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 [19](#) pp. 6-8)

- Classrooms have sufficient desks, chairs, and seating capacity, considering the number of students (See Evidence [20](#)).
- 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 [21](#)).
- There are three study halls where students can study individually (See Evidence [22](#)).
- A conference hall is available for all kinds of academic presentations and conferences (See Evidence [23](#)).
- 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 [24](#)). Requests can be made for resource acquisition and access to new databases (See Evidence [25](#)). Continuous updates are provided regarding newly available databases (See Evidence [26](#), [27](#)). 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 28](#)).

Improvement efforts are underway to enhance library services, and various arrangements are being made to increase access to the resources needed by students and academic staff. Within this scope, a "request form" application has been implemented, allowing users to submit their requests for specific works. This application ensures the development of the library collection and its adaptation to current needs through direct contributions from students and academics (Evidence [37](#)).

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 29](#)).

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

Fuat Sezgin (Faculty of Theology) Library Statistics for 2025 Academic Year:

S.NO	Fuat Sezgin Library	Registered Users	Books Borrowed	Books Returned
1	Academic Staff	38	56	56
2	Administrative Staff	7	45	42
3	Students	1.898	585	611

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](#) 30, [31](#), [32](#), [33](#)).

Planning: Planning activities aimed at developing learning resources in our faculty are carried out systematically. Within this scope, significant improvements have been made to strengthen the physical and academic learning environments of our faculty between 2023 and 2025. The efficiency of student areas in our faculty, which has 8,400 m² of indoor space, including 27 classrooms, 3 study halls, conference and meeting rooms, has been increased; in particular, a new study hall with a capacity of 80 people on the ground floor, along with existing study areas with capacities of 34 and 30 people, has created a more conducive learning environment for individual and group studies. Digital learning opportunities have been strengthened by providing computer and telephone connection infrastructure and wireless internet access to these areas. Furthermore, in 2025, the faculty's mission and vision statements will be placed in two separate signs at the main entrance area to increase the visibility of the quality culture. Our Faculty of Theology has created two archive rooms and two storage areas covering an area of 83 m² each, providing storage space for durable and consumable goods/materials. Our Faculty of Theology will have 253 technological resources used by its academic and administrative staff and students in 2025, and will periodically

strive to increase this number in the coming years. Efforts to improve learning resources will continue systematically between 2026-2029 in line with strategic goals and objectives, specifically [Target 1.1, Objective 1](#), with the aim of strengthening a sustainable quality culture, increasing the effectiveness of educational processes, and expanding student-centered learning environments. In this context, in 2026, student and staff satisfaction measurements regarding learning resources will be conducted to identify priority areas of need, and capacity increase and digital infrastructure development efforts will be initiated by analyzing data on the use of study halls. In 2027, infrastructure work for the establishment of computer and language laboratories will be completed, training sessions will be organized to increase the use of digital learning tools, and the accessibility of library resources will be improved. In 2028, the goals are to put the laboratories into active use, to expand learning environment improvements based on student feedback, and to implement physical and digital arrangements supporting access for students with special needs. In 2029, a comprehensive evaluation of the effectiveness of learning resources will be conducted, and improvement results will be reported. This will ensure a sustainable increase in student satisfaction and usage rates, and the quality of digital learning infrastructure and collaborative workspaces will be strengthened, completing the continuous improvement cycle within the quality assurance system.

Maturity Level: The institution systematically manages its learning resources to ensure they are accessible and of adequate quality and quantity across all disciplines. Data derived from these management practices are routinely monitored and evaluated in partnership with stakeholders, driving corrective actions and the diversification of resources based on evolving needs and demands.

Evidence

Evidence 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12: [2024-2025 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](#), [2025-2026 Spring Semester Midterm Exam Schedule](#)

Evidence 13: [GAUZEM Distance Education System](#)

Evidence 14: [Scholarship Announcement](#)

Evidence 15: [Iftar Support Announcement](#)

Evidence 16: [Meal Scholarship Announcement](#)

Evidence 17: [Part-Time Student Employment Announcement](#)

Evidence 18: [Meeting Minutes](#)

Evidence 19: [2024 Unit Activity Report](#)

Evidence 20: [Classroom Capacities and Visual Documentation](#)

Evidence 21: [Faculty Library](#)

Evidence 22: [Reading Room](#)

Evidence 23: [Conference Hall](#)

Evidence 24: [Library and Documentation Department 2024 Unit Activity Report](#)

Evidence 25: [Official Letter Regarding Library Resource Provision and Databases](#)

Evidence 26, 27: [New Database Trial Access Announcement](#) 1, 2

Evidence 28: [Faculty Library Book Circulation Records](#)

Evidence 29: [Library Services](#)

Evidence 30: [Academic Staff Satisfaction Survey, Student Satisfaction Survey](#)

Evidence 31: [Academic Board Meeting Minutes](#)

Evidence 32: [Academic Board Meeting 2025-2026](#)

Evidence 33: [Faculty and Student Satisfaction Surveys \(Spring 2024-2025\)](#)

Evidence 34: [Minutes of the Education R&D Commission Meeting](#)

Evidence 35: [Minutes of the Meeting with Graduate Students](#)

Evidence 36: [Quality and Accreditation Commission Boards](#)

Evidence 37: [Library Request Form](#)

B.5.2. Social, Cultural and Sports Activities

Our faculty actively supports cultural, social and sports activities for student development. These activities are carried out in accordance with the Guidelines on the Conduct of Extracurricular Student Activities and Student Clubs, as well as the strategic goals and objectives established by [our university](#) (H 4.6: Increasing student participation in activities in the fields of science, culture, the arts, sports, and community service) and our faculty. (See Evidence [1](#) Evidence [105](#)). Various student communities operate within our faculty (See Evidence [2](#)) and carry out promotional activities (See Evidence [3](#)). The student communities operating within our faculty organize various activities to support students' social, cultural, and academic development. These activities are carried out in line with Goal 2, Objective 1 and Goal 2, Objective 2, which aim to foster students' multidimensional development and encourage their engagement in scientific studies (See Evidence [4](#), Evidence [5](#), Evidence [6](#), Evidence [7](#), Evidence [8](#), Evidence [9](#), Evidence [10](#), Evidence [11](#), Evidence [12](#) Evidence [45](#) Evidence [46](#) Evidence [48](#) Evidence [49](#) Evidence [64](#) Evidence [70](#) Evidence [74](#) Evidence [95](#) Evidence [101](#) Evidence [103](#)). Alongside academic instruction, our faculty aims to provide students with learning opportunities through social activities and competition programs (See Evidence [13](#)) – (See Evidence [14](#) Evidence [59](#) Evidence [72](#)). 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. These activities are carried out in line with Goal 2 (Enhancing students' social, cultural, and academic development) and Goal 5 (Developing services provided to the community), in accordance with the relevant objectives (See Evidence [17](#), Evidence [18](#), Evidence [19](#) Evidence [104](#) Evidence [55](#) Evidence [68](#)). At the meeting of the Social Contribution Commission held on June 18, 2026, it was decided that the stakeholder workshop proposed for inviting school principals to our faculty should be designed not merely as a single meeting but as a sustainable platform for collaboration. In this context, it has been resolved to conduct stakeholder analyses, gather participant expectations, and establish

thematic working groups focusing on youth issues, spiritual counseling practices, approaches to religious education, and regional social needs prior to the event. It was further decided that all insights obtained from the workshop will be systematically reported, shared with relevant academic units, and integrated directly into improvement plans, while simultaneously collaborating with municipalities to transform the seminars into a continuous, planned educational series throughout the year. ([Evidence 110](#)) At the meeting held on January 7, 2026, it was decided to support student clubs' social and community-based activities and to enhance the visibility of their social impact in reporting processes. Furthermore, the commission emphasized the importance of academic staff's contributions to Diyanet (Presidency of Religious Affairs) centers and acknowledged their active roles as jury members and speakers in collaboration with the Provincial Directorate of National Education, expressing a desire to further expand these collaborative efforts ([Evidence 111](#)).

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. ([Evidence 44](#))

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](#) [Evidence 53](#) [Evidence 57](#) [Evidence 58](#) [Evidence 62](#) [Evidence 65](#) [Evidence 66](#) [Evidence 67](#) [Evidence 73](#) [Evidence 78](#) [Evidence 100](#) [Evidence 102](#)).

The activities carried out at our faculty are implemented through collaboration between external stakeholders such as the Department of Health, Culture and Sports, the Rectorate, and student clubs, and internal stakeholders including the Survey Preparation, Implementation and Evaluation Commission, students, and academic staff, based on cooperation, participation, and interaction. Our planning in this regard started in 2020 and is still ongoing ([Evidence 106](#)). For example, the "Family Symposium" conducted by our faculty is among these activities (See [Evidence 25](#) [Evidence 69](#) [Evidence 82](#)). 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](#) [Evidence 50](#) [Evidence 56](#) [Evidence 61](#) [Evidence 63](#) [Evidence 75](#) [Evidence 76](#) [Evidence 79](#) [Evidence 83](#) [Evidence 87](#) [Evidence 89](#) [Evidence 98](#)). 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](#) [Evidence 42](#) [Evidence 54](#)). Our faculty is making applications for scientific projects. ([Evidence 47](#)) Participation in national and international competitions was achieved and various degrees were won. ([Evidence 51](#) [Evidence 52](#) [Evidence 60](#) [Evidence 71](#)). Various organizations were made for the farewell and retirement of academic staff. ([Evidence 77](#) [Evidence 91](#)). Various meetings are held with graduate students. ([Evidence 80](#)). The Graduation Ceremony for the 2024-2025 Graduates was held. ([Evidence 81](#)). A faculty introductory video was prepared for the new semester students of 2025-2026. ([Evidence 85](#)). Visits were made with external stakeholders. ([Evidence 86](#)). As every year, an announcement has been made for the Arabic exemption preparatory exam for new students this year. ([Evidence 88](#)). Our academic staff have received awards from various organizations. ([Evidence 90](#)). Our academic staff has achieved promotion within the institution. ([Evidence 92](#), [Evidence 97](#)). An Orientation Program has been organized for new students. ([Evidence 94](#)). A traditional orientation program was held for our new students at the beginning of each semester. ([Evidence 96](#)). Farewell visit of the Provincial Mufti,

one of our external stakeholders, due to his appointment as the Presidency of Religious Affairs. ([Evidence](#) 99)

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).

Khutbah and sermon practices related to coursework are conducted in our mosque. These activities are carried out in line with Goal 2 (Enhancing students' social, cultural, and academic development), particularly under Objective 2, which focuses on developing students' participatory and active learning processes in both curricular and extracurricular activities. 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).

Social, cultural, and sports activities are monitored by the Department of Health, Culture and Sports. Students and student clubs wishing to organize events may apply to the relevant units using the Event Application Form. Applications are recorded and systematically followed by the Department of Health, Culture and Sports. In addition, students evaluate these processes through surveys, and the feedback obtained is used to improve the faculty's quality assurance processes, leading to necessary improvement actions (Evidence [107](#), Evidence [108](#), Evidence [109](#)).

Planning: The social, cultural, and athletic activity processes of the Faculty of Theology at Gaziantep University have been planned in line with the institutional objectives outlined in the 2025-2029 Strategic Plan to enhance students' well-rounded development, international vision, and social awareness. Based on the inventory of activities documented in the 2024 and 2025 Unit Activity Reports, as well as the Erasmus+ mobility processes carried out in previous periods, the faculty aims to increase students' international socio-cultural interactions and ensure the continuity of the institutional culture of belonging. In this regard, within the framework of Strategic Goal 2 / Objective 2.1, it is planned to conduct at least 6 comprehensive institutional social, cultural, or sports activities per year. Furthermore, in line with Strategic Goal 3 / Objective 3.1, which focuses on providing qualified education within the framework of universal values, organizing at least 2 events per year themed around ethics, human rights, or social responsibility has been established as an institutional target. In light of stakeholder satisfaction surveys and feedback, all these processes are structured to remain dynamic and continuously improvable.

Maturity Level: While the institution conducts social, cultural, and athletic activities of adequate quality and quantity, 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: [GAÜN 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](#)

Evidence: 42: [Dr. Said Sami- Book "Reading Group"](#)

Evidence: 43: ["Theological Academy Journal" 2024, issue 20](#)

Evidence: 44: [Gaziantep University Faculty of Theology-Şahinbey Municipality-Iftar Program](#)

Evidence: 45: [Wisdom and Virtue Club - Psychology Readings | Touching the Pain](#)

Evidence: 46: [Fajr Student Community's "East Turkestan" themed Painting Exhibition](#)

Evidence: 47: [TÜBİTAK -\(BİDEB\) “2209-A 34.762 Approved Project](#)

Evidence: 48: [Psychology Readings - "Childhood Traumas"](#)

Evidence: 49: [GAÜN Civilization and Elegance Society - "Recognizing the Self in Marriage" Conference](#)

- Evidece: 50: ["The Effects of Family Education on Society" -Panelist-Assoc. Prof. Dr. İsmail Yılmaz](#)
- Evidece: 51: [QURAN READING COMPETITION-SUCCESS](#)
- Evidece: 52: [INTER-UNIVERSITY WOMEN'S MEMORY COMPETITION REGIONAL FINAL](#)
- Evidece: 53: [Conference titled "Things I Didn't Write on My CV" - Dr. Lecturer Mustafa Aksoy](#)
- Evidece: 54: [FACULTY SEMINARS SEVEN](#)
- Evidece: 55: ["Social Cohesion and Awareness Project" - Assoc. Prof. Dr. Ayşe Eroğlu](#)
- Evidece: 56: [Women in Socio-Economic and Cultural Perspectives Panel - Speaker - Assoc. Prof. Dr. Ayşe Eroğlu](#)
- Evidece: 57: [Weekly Fiqh Readings Course - Assoc. Prof. Dr. Adnan ALGÜL](#)
- Evidece: 58: [Arabic Supplementary Lessons for Preparatory Class Students](#)
- Evidece: 59: [Poetry and Story Animation Competition between Provincial Imam Hatip Secondary Schools](#)
- Evidece: 60: [Second Place in the Türkiye Final of the Inter-University Women's Quran Memorization Competition](#)
- Evidence: 61: [Seminars in Collaboration with the Faculty of Theology and Şahinbey Municipality](#)
- Evidence: 62: ["Social Harmony and Awareness Project" - Mandala Coloring Activity](#)
- Evidence: 63: [Conference Titled Questions About Faith in the Context of Disasters](#)
- Evidence: 64: [Fifth of the "Marriage School Seminars"](#)
- Evidence: 65: [Theology Career Days Events"](#)
- Evidence: 66: ["LANDS OF SORROW: GAZA AND EAST TURKESTAN" Conference](#)
- Evidence: 67: [Second in the Faculty of Theology Career Days Events](#)
- Evidence: 68: ["Social Cohesion and Awareness Project" "Hendesi Ornament Event"](#)
- Evidence: 69: ["Career Conversations in the Legal Profession II"](#)
- Evidence: 70: [Book Review Event - Michael Ende's "Momo" Book](#)
- Evidence: 71: ["From Campus to Academia: Career Panel with Students and Alumni"](#)
- Evidence: 72: [Preparatory Class Students; Reading, Song and Knowledge Competition](#)
- Evidence: 73: [First Aid Training by Prof. Dr. Suat Sezgin within the Scope of Accreditation](#)
- Evidence: 74: [Dr. Lecturer Said Sami Psychology Readings Group Final Event](#)
- Evidence: 75: [Assoc. Prof. Dr. İsmail Yılmaz - "Afterlife Consciousness" Talk at Şahinbey National Mosque](#)
- Evidence: 76: [Suriye'nin Yeniden Yapılanması Çalıştayı](#)
- Evidence: 77: [Academic Staff Farewell Dinner](#)

Evidence: 78: [Arabic Preparatory Classes Workshop with Arabic Language Department Teachers](#)

Evidence: 79: [Gaziantep Youth Center | Summer School Event-Assistant Lecturer Said Sami](#)

Evidence: 80: [Alumni Reunion](#)

Evidence: 81: [GAÜN Faculty of Theology Graduation Ceremony-2024-2025](#)

Evidence: 82: ["The Future of the Family: Values, Threats, and Proposals" Symposium Announcement](#)

Evidence: 83: [A Step for Internationalization and Social Contribution from GAÜN Faculty of Theology](#)

Evidence: 84: [Gaziantep University Faculty of Theology Prospective Student Promotion Video](#)

Evidence: 85: [International and Social Contribution-Focused Activities from Our Faculty](#)

Evidence: 86: [Visit to Gaziantep Governorate by the Dean's Office Administration](#)

Evidence: 87: [A Talk on "The Prophet and Child Education" by Prof. Dr. Mahmut Çınar](#)

Evidence: 88: [2025-2026 Arabic Preparatory Exemption Exam Application Announcement](#)

Evidence: 89: [Academic Contribution and Collaboration in Jarabulus](#)

Evidence: 90: [Academic Success from Our Faculty Research Assistant](#)

Evidence: 91: [Farewell Visit to Academic Staff](#)

Evidence: 92: [Gaziantep University Faculty of Theology-Academic Staff Promotion](#)

Evidence: 93: [2025-2026 Academic Board Meeting](#)

Evidence: 94: ["Harmony 2025" Program at GAÜN](#)

Evidence: 95: [Information and Values Community \(BİLDEK\) Conference](#)

Evidence: 96: [Gaziantep University Faculty of Theology Arabic Preparatory Orientation Program](#)

Evidence: 97: [Gaziantep University Faculty of Theology-Academic Staff Promotion](#)

Evidence: 98: [Educational Studies Launch and Talk Program](#)

Evidence: 99: [Farewell Visit to Gaziantep Provincial Mufti, Dr. Hüseyin Hazırlar](#)

Evidence: 100: [TÜBİTAK Project Preparation and Information Seminar](#)

Evidence: 101: ["Psychology Readings Begin!" Announcement](#)

Evidence: 102: [Promotion and Information Meeting for International Students](#)

Evidence: 103: [Declaration of the Community of Wisdom and Virtue](#)

Evidence 104: [Various Activities Organized in Collaboration with Ministry of National Education and Presidency of Religious Affairs 2](#)

Evidence 105: [Quality Manual](#)

Evidence 106: [Planning meetings](#)

Evidence 107: [Activity Reports of the Department of Health, Culture and Sports](#)

Evidence 108: [Student Satisfaction Survey](#)

Evidence 109: [Evaluation of survey results](#)

Evidence 110: [Minutes of the Social Contribution Commission Meeting \(June 18, 2026\)](#)

Evidence 111: [Minutes of the Stakeholder Relations and Social Contribution Commission Meeting \(January 7, 2026\)](#)

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

Our faculty continues to strengthen its facilities and infrastructure through the contributions of external stakeholders such as the Rectorate, the Department of Health, Culture and Sports, and the Department of Construction and Technical Affairs, and internal stakeholders including academic and administrative staff. Technological infrastructure processes are carried out by the Information Technology Department. The initial detailed planning in these areas began in 2020 and the process is still ongoing. Internal institutional evaluations also make an important contribution to this process (Evidence [11](#), Evidence [12](#), Evidence [13](#)).

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](#)).

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 an 80-student capacity study room, which is equipped with adequate technical infrastructure, advanced ventilation systems, and sound insulation. These study areas are utilized to support students' academic activities, serving in line with Strategic Goal 1 / Strategic Objective 3, which aims to develop research and learning environments. (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](#)).

Planning: The facility and infrastructure management processes of the Faculty of Theology at Gaziantep University have been planned using a systematic strategic approach in line with Strategic Goal 1, which aims to continuously develop services and activities based on quality principles. The infrastructure development projection initiated in 2020 is continuously updated based on data from the 2024 and 2025 Unit Activity Reports and stakeholder surveys. Within this scope, the number of printed publications in the library inventory has been increased to 17,500 as of 2025; following the 2026 strategic planning meetings, it was decided to further increase this number to expand the library's service capacity and enhance student accessibility by extending library services to include lunch hours. Within the framework of this planning, the goal is to enhance modern laboratory infrastructure, high-capacity study rooms, and social facilities, with the aim of improving technological and physical resources in coordination with the university's relevant external stakeholders.

Maturity Level: While the institution has established physical facilities and infrastructure of adequate quality and quantity, outcomes regarding the utilization of these assets are not systematically monitored.

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](#)

Evidence 11: [Planning meetings](#)

Evidence 12: [2023 Student Quality Committee Institutional Internal Evaluation Report](#)

Evidence 13: [2023 GAÜN Institutional Internal Evaluation Report](#)

B.5.4. Barrier-Free University

The 2025-2029 Strategic Planning process of our Faculty of Theology reflects our commitment to building a corporate structure based on quality principles, student-centeredness, and social benefit, guided by universal values. At the heart of our strategic objectives lie the goals of "Enhancing the efficiency of educational processes (Objective 1)" and "Increasing the socio-cultural development of students (Objective 2)." These objectives encompass not only academic success but also the right of every individual to access education equally and without barriers.

In this regard, our Faculty has transformed the "Barrier-Free University" vision from a theoretical principle into a tangible culture within both physical and academic realms. This approach, an integral part of our institutional accreditation and quality processes, integrates with our strategic goals across three primary axes:

1. Accessibility and Physical Infrastructure Standards

In accordance with the institutionalization and quality principles of our strategic plan (Objective 7), our faculty campus has been modernized based on the principle of "accessibility for all." From handicap ramps at entrances to Braille directional signage, and from voice-guided elevators to fully equipped restrooms and reserved parking areas, every detail has been evidence-based to facilitate student life. The "Blue Flag" award—received by our university in the category of socio-cultural accessibility—attests to the success of these physical standards at a national level.

2. Academic Support and Individualized Education

Within the scope of our goal to "Provide Quality Education (Objective 3)," the full integration of our students with disabilities into educational processes is ensured. Working in coordination with the University Rectorship's Office for Students with Disabilities, our faculty assigns a dedicated academic advisor to each student with special needs. We offer a wide range of support, including "reader" services during examination periods and "audiobook" projects (such as those implemented within the scope of Social Sensitivity Projects - TDP). These practices are the direct outputs of our goal to enrich learning environments with innovative and inclusive tools.

3. Social Sensitivity and Stakeholder Focus

While aiming to "Enhance services provided to society (Objective 5)," our faculty seeks to create awareness starting with the individuals with "special needs" within our own institution. In this context, our unit—providing services across a broad spectrum from ADHD to chronic health issues—considers it a duty to remove not only physical obstacles but all barriers to learning.

Conclusion This strategic roadmap for the 2025-2029 period represents the Faculty of Theology's ideal of being both a leader in scientific research and inclusive in human values. Our "Barrier-Free Faculty" achievements within the quality accreditation process serve as one of the strongest references toward reaching our strategic goals.

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](#)). Participated in the program titled "Accessibility for All," organized for our students with disabilities. (See [Evidence 16](#)). The "Office for Students with Disabilities" has been established at our Faculty, and academic personnel have been appointed to the unit. (See [Evidence 17](#)) Our faculty ensures equal opportunity in education by formalizing academic accommodation procedures, meticulously implementing personalized adjustments for courses, examinations, and materials within a structured institutional framework and schedule. (See [Evidence 18](#)) Our faculty ensures full accessibility and equal opportunity by developing customized examination schedules and providing tailored environments for students with disabilities, assigning specialized proctors or readers as needed, and communicating these academic arrangements through personalized notifications. (See [Evidence 19](#)) Fakültemiz, eğitimde fırsat eşitliği ilkesi uyarınca, özel gereksinimli öğrencilerin sosyal ve kültürel ekosisteme tam entegrasyonunu sağlamak amacıyla; faaliyetlerin erişilebilirliğini denetleyen, öğrenci geri bildirimlerini temel alan ve katılım bariyerlerini ortadan kaldırmayı hedefleyen periyodik değerlendirme toplantıları gerçekleştirmektedir.(See [Evidence 20](#))

In our Faculty, the practices aimed at supporting the full and effective participation of students with disabilities and special needs in teaching and learning processes have been institutionalized through a decision of the Faculty Executive Board, thereby ensuring their sustainability (See Evidence 21). In this context, in addition to academic adjustments implemented in line with students' individual needs, it has been decided that relevant instructors shall provide the necessary support to enhance the accessibility of course materials and, when required, deliver these materials in accessible formats to students. In this way, the "barrier-free university" approach in our Faculty is implemented not only at the level of practice but also within a systematic quality assurance framework supported by managerial decision-making mechanisms. (See [Evidence 21](#) (p.13))

Planning: The 'Accessible University' processes of Gaziantep University Faculty of Theology have been planned with an inclusive strategic approach, in line with our targets of Efficiency of Educational Processes (Goal 1), Supporting Social and Academic Development (Goal 2), and Qualified Education (Goal 3) as outlined in the 2025-2029 Strategic Plan. To ensure our students with disabilities have full and equal access to their educational rights, our Faculty structures all service areas—ranging from physical infrastructure (Evidence 1, 2, 3, 4, 5, 6) to academic processes (Evidence 7, 10, 11, 12, 18, 19)—within the framework of Institutionalization and Quality Principles (Goal 7). In this context, under the coordination of the Rectorate's Disabled Student Unit (Evidence 9) and the Faculty's newly established Accessible Life Unit (Evidence 17), it has been resolved to assign a dedicated academic advisor to each student with special needs and to bind the 'Academic Adaptation' processes to an official schedule.

Our planning strategy is based on a holistic service model that encompasses not only physical accessibility (ramps, elevators, Braille signage, etc.) but also exam accommodations (Evidence 14, 19), audio material design (Evidence 15), and social integration (Evidence 16, 20). In order to observe equal opportunity in socio-cultural events, continuous improvement of these processes is targeted through periodic evaluation meetings and stakeholder feedback analysis. With this planning, our Faculty commits to removing the barriers to the academic success of individuals with special needs and offering an inclusive educational ecosystem that prioritizes Social Benefit (Goal 5). Within the scope of this commitment, material improvements for students with disabilities, applications for the Accessible University Awards, exam accommodation audits, and stakeholder meetings will be carried out with a gradual and consistent upward trend starting from 2026, based on the existing evidence infrastructure; pilot applications initiated in the first year will

be institutionalized in subsequent years, thereby systematically increasing student satisfaction rates and service quality.

Maturity Level: Findings derived from campus accessibility initiatives implemented across all institutional units are systematically monitored. These results are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

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](#)

Evidence 16: [Accessibility for All](#)

Evidence 17: [Office for Students with Disabilities](#)

Evidence 18: [Academic Accommodation](#)

Evidence 19: [Accessible Academic Examination Program](#)

Evidence 20: [Equity in Socio-Cultural Activities](#)

Evidence 21: [Faculty Board of Administration Decision](#)

B.5.5. Guidance, Psychological Counseling and Career Services

At our faculty, orientation programs and guidance, counseling, and advisory services are provided to all students through academic advisors. These processes are carried out with the contributions of internal stakeholders such as academic and administrative staff, students, and the Quality and Accreditation Unit, as well as external stakeholders including the Career Planning and Entrepreneurship Application and Research Center, the Provincial Mufti Office, the Provincial

Directorate of National Education, and alumni. These activities are conducted under Goal 2 (Enhancing students' social, cultural, and academic development), particularly in line with Objective 1, which aims to ensure that students graduate with sufficient academic knowledge and competencies (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. Our faculty analyzes students' academic performance and monitors their academic development, providing data-driven contributions to improvement processes. These activities are carried out within the scope of Goal 2, which aims to support students' social, cultural, and academic development. ([Evidence 27](#)).

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). In addition, students are able to evaluate our educational processes and academic advisors through surveys, and the feedback obtained is analyzed and used to support the continuous development and improvement of our faculty. ([Evidence 23](#), [Evidence 24](#), [Evidence 25](#), [Evidence 26](#)).

According to the student satisfaction survey conducted in the Spring 2026 semester, the overall satisfaction level regarding counseling services related to students' career and academic development processes was found to be positive. In this context, the satisfaction rate for accessibility to advisors during office hours was determined as 80.75%, while the satisfaction rate regarding the adequacy of advisor support during registration and course selection periods was 78.75%. In addition, the satisfaction rate related to guidance and support provided for academic development, educational needs, and career goals was identified as 68.15%. These findings demonstrate that the career and academic counseling services provided at the faculty are generally perceived positively by students ([Evidence 28](#)).

Planning: The guidance, psychological counseling, and career planning processes of the Gaziantep University Faculty of Theology are planned through a systematic strategic approach, in full alignment with Strategic Goal 2 of the 2025-2029 Strategic Plan, which aims to support students' social and academic development and ensure they graduate with high competencies. To enhance the quality of the student advisory system, processes are dynamically structured through coordination meetings held at the beginning of each academic term with the participation of research assistants and faculty members. Furthermore, in line with Strategic Goal 3 / Strategic Objective 5, which is structured to evaluate and improve advisory processes at least once a year to ensure students benefit effectively from academic advisory services, student feedback obtained from stakeholder surveys is systematically analyzed during these meetings, and data-driven decisions are made to improve advisory services. Within this planning framework, it is aimed to strengthen cooperation with external stakeholders such as GAÜN PDREM and the Career Center, enhance professional competence through pedagogical formation and internship programs, and ensure the sustainability of psychosocial support mechanisms, including those for crisis periods. In this regard, we will continue to carry out the necessary improvement activities without interruption to ensure full alignment with strategic objectives in 2026 and beyond.

Maturity Level: Guidance, psychological counseling, and career services of adequate quality and quantity are managed holistically across all institutional units through a dedicated center and a structured administrative organization. Outcomes derived from these services are systematically monitored and evaluated in partnership with stakeholders, driving corrective actions and the diversification of resources based on evolving 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](#)
- Evidence 23: [Student Satisfaction Survey](#)
- Evidence 24: [Student Satisfaction Survey Results](#)
- Evidence 25: [Advisor Satisfaction Survey](#)
- Evidence 26: [Education and Research Commission Meeting](#)
- Evidence 27: [Student Academic Performance Review Report](#)
- Evidence 28: [Student Satisfaction Survey Results](#)

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](#)). 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 academic board meetings (See

[Evidence-11](#)) serve as platforms to review annual program performance and identify necessary updates (See [Evidence-12](#)).

To ensure the participation of internal stakeholders, satisfaction surveys were conducted at the end of the academic year. While the student satisfaction rate was 51% at the end of the 2024–2025 Fall Semester (See [Evidence-13](#)), it was measured at 72.9% during the Spring Semester (See [Evidence-14](#)). In the Spring Semester of 2026, the overall student satisfaction rate was measured at 71.71% (See [Evidence-15](#)). The data collected from internal stakeholders were evaluated both in the Academic Board Meeting (See [Evidence-16](#)) and the Education and Research Commission Meeting, leading to the adoption of improvement measures (See [Evidence-17](#); [Evidence-18](#)). In addition, the Unit Quality and Accreditation Commission held a meeting to evaluate the activities carried out as part of the Quality and Accreditation process and to implement corrective measures (See [Evidence-19](#); [Evidence-20](#)). Within this framework, the “International Student Coordination Office” unit has been established to maintain close communication with international students and closely monitor the problems they encounter (See [Evidence-21](#)). In addition, a WhatsApp group has been created for international students (See [Evidence-22](#)). In addition, a satisfaction survey form has been prepared for external stakeholders to monitor and evaluate the process (See [Evidence-23](#)).

Within the framework of the quality process, a meeting was held with the National and International Advisory Board regarding the general evaluation of the current curriculum and the updating of 30% of the curriculum in Arabic (See [Evidence-24](#)). Within this scope, the current catalogs of compulsory and elective courses have been announced to our stakeholders in line with their needs and the strategic guidance of the advisory boards (See [Evidence-25](#); [Evidence-26](#)).

Planning: Planning: In order to establish a more effective and sustainable structure for the monitoring and revision of program outcomes, it is planned that, in 2026, a comprehensive review of the alignment between course learning outcomes and program outcomes within the Bologna Information Package system will be conducted, identified deficiencies will be addressed, and at least two practical training sessions will be organized for academic staff. In 2027, all program- and course-level alignments are expected to be completed and verified, student and external stakeholder feedback will be systematically integrated into curriculum revision processes, and program performance reports will be prepared. In 2028, program outcomes will be reassessed in line with national and international standards, data obtained from academic advising processes will be incorporated into quality assurance mechanisms, and the continuous improvement cycle will be institutionalized. By 2029, it is envisaged that the monitoring and revision processes of program outcomes will be further strengthened through external stakeholder contributions, fully integrated into the quality assurance system, and supported by the regular dissemination of outcomes to stakeholders, thereby establishing a sustainable monitoring and evaluation framework that ensures the programs’ responsiveness to evolving educational needs.

Maturity Level: The institution systematically monitors program outcomes both annually and periodically upon completion of the program duration, ensuring alignment with institutional goals and educational policies. These monitoring results are evaluated in partnership with stakeholders to drive continuous updates and revisions.

Evidences:

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. [Program Output Table](#)
- Evidence-8. [Faculty Council Meeting](#)
- Evidence-9. [Senate Meeting dated 15.08.2023](#)
- Evidence-10. [Advisory Board Meeting Minutes](#)
- Evidence-11. [Academic Board Meeting \(29.09.2025\)](#)
- Evidence-12. [2024-2025 Fall Semester Academic Council Decisions](#)
- Evidence-13. [Student Satisfaction Survey](#)
- Evidence-14. [Spring Semester Student Satisfaction Survey](#)
- Evidence-15. [2026 Spring Semester Student Satisfaction Survey](#)
- Evidence-16. [Academic Board Meeting \(29.09.2025\)](#)
- Evidence-17. [Education and Research Commission Meeting](#)
- Evidence-18. [Education and Research Commission Meeting \(.07.01.2026\)](#)
- Evidence-19. [Departmental Quality and Accreditation Committee Meeting 31.12.2024](#)
- Evidence-20. [Departmental Quality and Accreditation Committee Meeting 19.06.2025](#)
- Evidence-21. [International Student Coordination Office](#)
- Evidence-22. [International Student WhatsApp Group](#)
- Evidence-23. [External Stakeholder Satisfaction Survey](#)
- Evidence-24. [National and International Advisory Board Meeting](#)
- Evidence-25. [2025-2026 Course Catalog](#)
- Evidence-26. [2025-2026 Elective Course Catalog](#)

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. Within this framework, meetings are held once a year with our graduates to evaluate their faculty experiences and suggestions for improvement (See [Evidence-3-12](#)).

Various platforms and events have been utilized to inform students about post-graduation matters (See [Evidence-4](#)). In addition, informative seminars (See [Evidence-5](#)) have been organized in the context of career planning (See [Evidence-6](#); [Evidence-7](#); [Evidence-8](#)). Moreover, various career planning events and networking opportunities have been announced to both active students and graduates (See [Evidence-9](#)). 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-10](#)). 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-11](#)).

Planning: In 2026 data from the alumni information system and feedback obtained from focus group interviews with alumni will be evaluated and incorporated into educational and quality assurance processes; furthermore, alumni will be encouraged to participate in academic, scientific, social, and career events organized by the faculty. In 2027, focus group interviews will continue on a regular basis; improvements to educational processes will be made in necessary areas based on the suggestions received, and opportunities will be provided for graduates to share their experiences with students at panels, seminars, and similar events. In 2028, efforts to strengthen communication with alumni will continue; digital communication channels will be used more effectively to increase participation in events; and the contribution of feedback to educational processes will be reviewed. In 2029, the initiatives carried out in previous years will be evaluated with the aim of institutionalizing successful practices, ensuring the sustainable continuation of communication with alumni, and continuing to utilize the feedback received in quality improvement efforts.

Maturity Level: The institution systematically tracks its alumni in alignment with program objectives and educational policies, implementing necessary refinements and corrective actions based on the monitoring data.

Evidence:

Evidence-1. [Gaziantep University Alumni Information System](#)

Evidence-2. [Alumni Satisfaction Survey](#)

Evidence-3. [Evaluation Meeting with Graduates](#)

Evidence-4. [Conference on "What Should I Do After Graduation?"](#)

Evidence-5. [Graduate Education and Career Planning Seminar](#)

Evidence-6. [Panel Dated May 21, 2025 \(Provincial Mufti Dr. Hüseyin HAZIRLAR\)](#)

Evidence-7. [Panel Dated May 21, 2025 \(Provincial Director of National Education Dr. Erdal Kılınç\)](#)

Evidence-8. [Panel Dated May 21, 2025 \(Dr. Lecturer Said SAMİ\)](#)

Evidence-9. [Career Education-Related Events](#)

Evidence-10. [Alumni Student WhatsApp Group](#)

Evidence-11. [Student Advisor List](#)

Evidence 12: [Alumni Reunions](#)

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 maintains a policy that is aligned with the strategic priorities of Gaziantep University's 2025-2029 Strategic Plan (See [Evidence 8](#)) and Gaziantep University Faculty of Theology's 2025-2029 Strategic Plan (See [Evidence 9](#)), capable of creating value and transforming it into social benefit (See [Evidence 10](#)). In accordance with this policy, it possesses a vision and mission that generates information at international standards in academic terms and brings this produced information together with both academic and social sectors (See [Evidence 11](#)). Pursuant to our faculty's research policy, significant databases have been established and made available to researchers (See [Evidence 12](#)). Since its inception, our international journal has been published semi-annually in compliance with scientific criteria (See [Evidence 13](#)). Furthermore, within the scope of our faculty's research policy, numerous scientific events have been hosted (See [Evidence 14](#)). Maximum effort has been exerted by the administrative and academic staff to achieve the relevant strategies and objectives (See [Evidence 15](#)). Additionally, the processes have been monitored by the Education and R&D Commission established within the faculty and the [academic board](#) (See [Evidence 16](#)). The targets have been subjected to evaluation through annual activity reports (See [Evidence 17](#)). Our faculty's research policy (See [Evidence 10](#)), which is in harmony with Gaziantep University's strategic plan and internationalization policy (See [Evidence 18](#)), can be listed as follows:

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 2025–2029 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 19](#)).

Planning: Our faculty is carrying out a comprehensive future planning aimed at increasing academic quality and international visibility in line with the 2025-2029 strategic plan (Goal 6). Within this framework, it has been decided to organize applied training sessions in cooperation with the BAP unit to improve the project writing skills of academic staff in 2026 (Target 4.2), to reward faculty members who reach publication targets (Target 7.6), and to organize panels on publication strategies in internationally indexed journals (Target 6.1, Target 6.5). Furthermore, it is planned to support trainer seminars to increase the quality of education (Target 1.4, Target 7.1). Likewise, the monitoring of proposals regarding the curriculum and the publication targets declared by the academic staff (Target 1.3, Target 4.1) forms the basis of the faculty's sustainable development and quality-oriented research policy (Goal 1, Goal 4) (See [Evidence 20](#)). In addition, the action plan, prepared in alignment with the 2025-2029 Strategic Plan, aims to strengthen the faculty's existing academic accumulation and institutional structure (Goal 7), increase the quality of research (Goal 4), and systematize social contribution processes (Goal 5); in this direction, the activities to be conducted under the leadership of the Quality Commission and relevant academic boards will be monitored within the framework of the "Plan-Do-Check-Act" (PDCA) cycle starting from 2026 (Target 1.1), and will be reported at the end of each year with internal stakeholder satisfaction data obtained from survey applications and external stakeholder collaborations, forming the basis for the next year's objectives (Target 1.2, Target 5.2).

Maturity Level: Implementations of the research policy, strategy, and objectives adopted across all disciplines are systematically monitored. These results are evaluated in partnership with stakeholders to implement institution-wide corrective actions covering all areas.

Evidences:

Evidence 1: [Gaziantep University 2024-2028 Strategic Plan](#)

Evidence 2: [Quality Policy Document](#)

Evidence 3: [Strategic Objectives](#)

Evidence 4: [Education and R&D Commission](#)

Evidence 5: [2020 Institutional Self-Evaluation Report](#)

Evidence 6: [2022 Institutional Self-Evaluation Report](#)

Evidence 7: [2023 Institutional Self-Evaluation Report](#)

- Evidence 8: [Gaziantep University 2025-2029 Strategic Plan](#)
- Evidence 9: [Gaziantep University Faculty of Theology 2025-2029 Strategic Plan](#)
- Evidence 10: [Gaziantep University Faculty of Theology Policies](#)
- Evidence 11: [Gaziantep University Faculty of Theology Mission and Vision](#)
- Evidence 12: [Quranic Research Center Database](#)
- Evidence 13: [Journal of Theology Academy \(İlahiyat Akademi Dergisi\)](#)
- Evidence 14: [Our Scientific Activities](#)
- Evidence 15: [Academic Board Meeting](#)
- Evidence 16: [Education and R&D Commission Meeting](#)
- Evidence 17: [2024 Unit Self-Evaluation Report](#)
- Evidence 18: [Gaziantep University Internationalization Policy Document](#)
- Evidence 19: [Strategic Plan Determination Meeting](#)
- Evidence 20: [Education and R&D Commission Meeting Minutes](#)

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 (See Evidence [1](#)). Additionally, all research and development activities are carried out with the coordination of the university and relevant stakeholders (See Evidence [2](#)).

The R&D Commission within our faculty (See Evidence [3](#)), 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 [1](#); Evidence [4](#); Evidence [5](#)). Furthermore, consultations have been held with affiliated members, and when necessary, these members have been brought together to contribute to the process (See Evidence [6](#), Evidence [7](#)).

Our faculty also organizes “TUBITAK Project Preparation and Information Seminars” for academic and administrative staff at regular intervals. During these seminars, participants are provided with comprehensive information on the preparation process for TUBITAK projects, key considerations in project writing, and topics such as project leadership and project partnerships. (See Evidence [8](#)) A [project coordinator](#) has been appointed within the faculty to ensure that students' TUBİTAK projects are carried out effectively.

The duties of the R&D Commission, which oversees the research and development processes in our faculty, are outlined in the table below.

The Duties R&D Commission:

Monitors the effectiveness of R&D activities at the faculty and prepares recommendations for improvement.
Conducts evaluations aimed at enhancing the quality of research projects, scientific publications, and national/international academic outputs.
It contributes to institutional academic performance by ensuring that R&D processes align with the faculty's strategic goals.
It plans activities that foster the internal research ecosystem.
Based on strategic plan evaluation reports, it is responsible for preparing improvement plans aimed at achieving the goals within its area of responsibility.

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 [9](#)).

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 [10](#)) and is indexed not only in TR Index but also in various international databases (See Evidence [11](#)). 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 [12](#)) 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 [13](#)).

Planning

In the 2024–2025 period, the research competencies of the academic staff in our faculty were reviewed within the scope of monitoring and evaluation activities conducted under the coordination of the Education and R&D Commission. In this process, areas requiring support were identified by considering indicators such as publication performance, project development capacity, and the level of internationalization. Accordingly, one TÜBİTAK Project Preparation and Information Seminar was organized for academic staff (See Evidence [14](#)), and periodic reporting practices aimed at monitoring academic performance were carried out (See Evidence [15](#)). In addition, within the scope of research activities conducted in the faculty, the number of articles published in internationally indexed journals, conference presentations, and the number of BAP-supported projects were regularly monitored and reported (See Evidence [16](#), Evidence [17](#)).

For 2026, in line with the goals outlined in our faculty's strategic plan, we aim to submit at least 3 applications for TÜBİTAK projects, publish at least 5 articles in internationally indexed journals, and present at least 3 papers at national and international scientific events. In order to achieve these targets, it is planned to provide the necessary training and support mechanisms.

Maturity Level: Outcomes and stakeholder feedback related to the management of R&D processes are systematically monitored. These findings are evaluated in partnership with stakeholders to implement necessary refinements based on the monitoring data.

Evidence

Evidence-1: [R&D Committee Meeting](#)

Evidence-2: [Stakeholder Relations Committee Meeting](#)

Evidence-3: [R&D Committee](#)

Evidence-4: [Academic Staff Satisfaction Survey](#)

Evidence-5: [Surveys for Institution's Staff, Students, and External Stakeholders](#)

Evidence-6: [Seminar Organized with External Stakeholders](#)

Evidence-7: [Consultation Meeting with the Deans of Theology Faculties](#)

Evidence-8: [TUBITAK Project Preparation and Information Seminar](#)

Evidence-9: [Gaziantep University Scientific Research Project Unit](#)

Evidence-10: [Theology Academy Journal](#)

Evidence-11: [Indexes Where the Theology Academy Journal Is Indexed](#)

Evidence-12: [Editorial Board of the Theology Academy Journal](#)

Evidence-13: [Qur'an Research Center Website](#)

Evidence-14: [Seminar on the Preparation and Information of TÜBİTAK Projects](#)

Evidence-15: [Academic Performance Report for the Year 2024](#)

Evidence-16: [The Number of Articles, Books, Book Chapters, and Conference Papers Published in Internationally Indexed Journals within the Faculty](#)

Evidence-17: [Projects Completed within the Scope of BAP](#)

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](#)).
8. “The Future of the Family: Values, Threats, and Recommendations”: In today's world, where globalization is gaining momentum, the institution of the family is undergoing profound and multi-layered transformations. In this context, the symposium titled “The Future of the Family: Values, Threats, and Recommendations” aims to address the effects of global processes on the family through an interdisciplinary approach and to create solution-oriented discussion environments within the framework of current issues that reflect the spirit of the age. (See Evidence [9](#))

Our faculty continues its activities aimed at strengthening cooperation with local and regional stakeholders in coordination with relevant institutions, primarily the Ministry of National Education (MEB) and the Presidency of Religious Affairs. The activities carried out in this regard are presented below:

1. Interaction with local and regional stakeholders has been strengthened through various activities organized within the scope of cooperation with the MEB and the Presidency of Religious Affairs. (Evidence [17](#))
2. Gaziantep Provincial Director of National Education, Dr. Erdal Kılınç, was invited to the panel organized within the scope of the Career Days event, contributing to the career planning of students. (Evidence [18](#))
3. Gaziantep Provincial Mufti, Dr. Hüseyin Hazırlar, was invited to the panel organized within the scope of the Career Days event, contributing to increasing the professional and academic awareness of students. (Evidence [19](#))
4. Research Assistant Dr. Said Sami participated as a speaker in the panel organized within the scope of the Career Days event, ensuring that the academic perspective was conveyed to the students. (Evidence [20](#))

Our faculty also takes into account the needs and shortcomings of the region in postgraduate theses. Studies under this heading reveal the direct relationship between research and development activities and local and regional educational needs. These theses offer data-based contributions regarding the alignment of educational practices with field realities:

1. Ümit Köse (2018) Evaluation of views of the students towards the elective religion courses in secondary schools: Gaziantep province example (Evidence [22](#))
2. Esra Kılıç (2021) An evaluation of educators' perspectives in the implementation of the DIB's 4-6 year old Quran course curriculum within the context of religious development theories (Gaziantep example) (Evidence [23](#))

Our faculty continues to carry out various academic and social contribution activities in cooperation with external stakeholders in line with the needs and demands at the local, regional and national levels. In this context, the Inter-University Southeastern Anatolia Region Holy Quran Recitation Competition, organized in cooperation with the Presidency of Religious Affairs and the Council of Higher Education (YÖK), was held at our faculty, contributing to cultural and academic interaction among higher education institutions in the region. (Evidence [10](#)) Furthermore, within the framework of the "Probation Services" cooperation protocol signed with the Gaziantep Chief Public Prosecutor's Office, our faculty members provided training on topics such as "Nutrition During Ramadan and the Virtues of Fasting," raising awareness among different segments of society. (Evidence [11](#)) In addition, seminars and training activities on topics such as combating addiction, family communication, and values education have contributed to addressing regional social needs. (Evidence [12](#), [13](#), [14](#), [15](#), [16](#)) These activities strengthen our university's interaction with the local community and stakeholder institutions in line with its social responsibility mission, and support the transfer of academic knowledge to society.

Furthermore, in 2026, a meeting was held to evaluate activities carried out within the scope of collaborations with the Provincial Mufti's Office, the Provincial Directorate of National Education, municipalities, civil society organizations, and alumni; student club activities; efforts to increase the faculty's social communication and institutional/academic visibility; and the encouragement of faculty members' participation in scientific meetings and the promotion of these activities. This meeting provided a basis for reviewing and improving the faculty's collaboration processes with external stakeholders. (Evidence [21](#))

Planning: Our faculty systematically conducts planning activities in collaboration with external stakeholders to strengthen the alignment of research with local, regional, and national needs and demands. Within this scope, between 2023 and 2025, we organized 6 symposiums, 1 workshop, and 1 scientific meeting, and collaborated with various institutions in many different fields, providing academic contributions to regional and national needs through these activities. Furthermore, Career Days events were organized in collaboration with the Ministry of National Education and the Presidency of Religious Affairs, with the participation of the Provincial Director of National Education, the Provincial Mufti, and academics, contributing to the professional and academic development of students. In addition, the Inter-University Southeastern Anatolia Region Quran Recitation Competition was held at the faculty in collaboration with the Presidency of Religious Affairs and the Council of Higher Education; seminars were organized under the "Probation Services" protocol signed with the Gaziantep Chief Public Prosecutor's Office; and social contribution activities were carried out in areas such as combating addiction, family communication, and values education. For 2026, the plan is to further strengthen collaborations with the Provincial Mufti's Office, the Provincial Directorate of National Education, municipalities, civil society organizations, and alumni; to increase student club activities; to plan new events that will improve the faculty's social communication and institutional/academic visibility; and to systematically continue efforts to encourage the participation of faculty members in scientific meetings.

Maturity Level: While the institution integrates local, regional, and national needs, demands, and trends into the planning, execution, and management of its research across all disciplines, the outcomes of these practices are not systematically 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](#)

Evidence-9: [Family Symposium](#)

Evidence-10: [Inter-University Southeastern Anatolia Region Holy Quran Recitation Competition](#)

Evidence-11: [Faculty-External Training Seminar](#)

Evidence-12, 13, 14, 15, 16: [social contribution activities](#)

Evidence-17, 18, 19, 20: [collaboration with local and regional stakeholders](#)

Evidence-21: [2026 External Stakeholder Relations Meeting Minutes](#)

Evidence-22: [Graduate Thesis Example 1](#)

Evidence-23: [Graduate Thesis Example 2](#)

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 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](#), [10](#), [11](#), [12](#), [13](#)). Additionally, financial support for scientific research is provided by external stakeholders.

Planning: Our faculty systematically carries out planning activities aimed at improving research resources in terms of physical, technical, and financial aspects, in line with its strategic goals. Within this scope, between 2023 and 2025, the efficiency of the 27 classrooms, 3 study halls, conference and meeting rooms, library, academic and administrative offices, and student areas in the faculty building with 8,400 m² of indoor space was increased; in particular, a new study hall with a capacity of 80 people was made available to students and researchers, and the wireless internet and digital equipment infrastructure was strengthened. Furthermore, the research capacity of the Fuat Sezgin Library was increased with 15,534 books, reference resources, and more than 40 periodicals; and academic access opportunities were expanded with the ILL (Interlibrary Loan) service. The technical equipment of the conference hall, meeting room, and board room was improved, providing a suitable infrastructure for academic events and research activities. Financial resources for research were managed on a project basis under university coordination and strengthened with external stakeholder support. For 2026, plans include further developing research infrastructure by expanding the library collection, increasing access to digital resources, improving the capacity of physical study areas, and diversifying financial support mechanisms for research.

Maturity Level: While physical, technical, and financial resources of adequate quality and quantity are allocated in a balanced manner across disciplines to sustain the institution's R&D activities, outcomes regarding the utilization of these resources are not systematically monitored.

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](#)

Evidence 10: [BAP Support](#)

Evidence 11: [BAP Support](#)

Evidence 12: [BAP Support](#)

Evidence 13: [BAP Academic Output Support Limits](#)

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

In line with [Gaziantep University's Strategic Objective 1](#) ("To be an effective, reputable, entrepreneurial, and innovative research university at the national and international levels") and Target 1.3 ("Strengthening research resources"), the processes aimed at supporting research and academic activities conducted in our faculty are carried out in alignment with the university's [policies](#) and research-focused development. In this context, the effective use of internal university resources and the enhancement of research capacity are among the top priorities.

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](#)). In addition, regarding general operational aspects related to the subject, it follows the processes defined in the Quality Manual. Our university's Research and Development Unit regularly announces project support limits for academic staff who wish to produce academic work each year (Evidence [3](#)) and provides the necessary support. (Evidence [6](#), [7](#))

At the Education and R&D Meeting held in 2025, our Faculty evaluated the BAP (Research and Development Project) applications of the faculty members, drew attention to the shortcomings in these applications, and made assessments on increasing the number of applications. (Evidence [4](#)) In this context, it was decided at the meeting to be held in 2026 to provide information about BAP projects, to provide training for personnel and faculty members who need support in this area, and to conduct an "Applied Project Writing Training" in cooperation with the Rectorate's BAP unit. Rewarding faculty members who achieve specific project goals by the Dean's Office, thereby encouraging and increasing applications, is also among the goals for 2026. (Evidence [5](#))

In addition to research activities conducted within the scope of Internal University Resources (BAP, etc.), our Faculty Association also provides contributions supporting internal scientific studies within the university. The Association provides financial and/or in-kind support to students at various times (Evidence [8](#), [9](#), [10](#)); thus contributing to increasing academic productivity and strengthening the research culture.

Planning: In order to increase the effective use of internal university research resources and strengthen research capacity in our faculty, systematic improvement activities will be carried out between 2026 and 2029. Within this scope, in 2026, information meetings and practical project writing trainings will be organized to increase the awareness of faculty members regarding BAP (Research Projects Support Program), TÜBİTAK (Turkish Scientific and Technological Research Council), BAP-supported scientific publications, and other research funds; and consultancy support will be provided to academic staff who need it in the project application processes. Furthermore, reward systems will be developed to encourage faculty members who are successful

in project, publication, and academic performance areas. In 2027, the goal is to increase the number of applications to BAP and other research support programs, encourage faculty members' participation in national and international project calls, and establish regular evaluation mechanisms for monitoring research outputs. In 2028, advanced training activities in project preparation, academic writing, and research methods will be expanded to foster an interdisciplinary project culture within the faculty; and the outputs obtained by academic staff from scientific publications, projects, and research activities will be regularly monitored and improvement efforts will be carried out. By 2029, all indicators related to research performance will be evaluated, aiming for a sustainable increase in the number of BAP-supported projects, national and international project applications, and scientific publication production; cooperation between the Faculty Association, the BAP Unit, and relevant university units will be strengthened to ensure the permanent integration of the research ecosystem into the institutional structure.

Maturity Level: While the institution provides internal resources of adequate quality and quantity to sustain its R&D activities, and institutional researchers actively utilize them, outcomes regarding the utilization of these internal resources are not systematically monitored.

Evidence

Evidence 1. [Completed BAP Projects](#)

Evidence 2. [Ongoing BAP Projects](#)

Evidence 3. [BAP Academic Product Support Limits](#)

Evidence 4: [2025 Education R&D Meeting Minutes](#)

Evidence 5: [2026 Research Project Targets](#)

Evidence 6-7: [Research Project Academic Incentive-Support](#)

Evidence 8: [Faculty Association Support](#)

Evidence 9: [Faculty Association Support](#)

Evidence 10: [University Research Project and other support budgets](#)

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

Our university encourages academic staff to increase their participation in externally funded project activities. In this context, research activities are supported through various funding mechanisms such as TÜBİTAK-supported projects, development agency projects. (Evidence [3](#), [4](#)) Information, training, and consultancy activities are also conducted regarding project writing. (Evidence [5](#), [8](#))

Our faculty's academic staff and students apply to TÜBİTAK and other externally funded project calls as project leaders, researchers, and participants (Evidence [6](#), [7](#)); as a result of these applications, there are examples of both accepted and rejected projects. (Evidence [9](#), [10](#), [11](#)) Improvement studies are carried out based on the outputs obtained to increase the effectiveness of the processes. (Evidence [12](#)) In addition, a project coordinator has been appointed within the scope of TÜBİTAK projects to inform students about the project and guide them towards scientific research. .In this context, 9 project applications were submitted by 2209 students (Evidence [13](#), [14](#))

Our faculty's academic staff and some students have applied for external funding in capacities such as project leaders, researchers, and participants. While some projects were accepted, others were not:

[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

As part of its focus on external resources, our faculty develops collaborations with various institutions and organizations to ensure that research and scientific activities are conducted more effectively and sustainably. In this regard, support and resources are obtained from stakeholders such as municipalities, the Provincial Mufti's Office, district mufti's offices, and district mayoral offices. (Evidence [15](#)) In particular, these institutions provided sponsorship for the FAMILY Symposium held in 2025, significantly contributing to the strong scientific and organizational execution of the event. (Evidence [16, 17](#)) These collaborations demonstrate the contribution of our faculty's relationships with external stakeholders to institutional development and the diversification of academic activities.

Planning: Between 2026 and 2029, systematic efforts will be undertaken within our faculty to increase access to external resources, promote a culture of externally funded projects, and sustainably develop research activities. Within this scope, in 2026, training and awareness activities will be conducted to inform academic staff and students about TÜBİTAK, Development Agencies, EU Programs, Erasmus+, the Presidency of Religious Affairs, Municipalities, and other national/international funding sources; and consultancy support will be provided to researchers who need it in the project preparation process. Furthermore, the project coordination system for student projects such as 2209-A will be strengthened, aiming to increase the number of student project applications. In 2027, efforts will be made to increase the number of externally funded project applications, to form project teams, and to develop joint research and scientific activities with external stakeholders. In 2028, the goals will be to disseminate successful project examples, to involve academic staff with project experience in mentoring activities, and to increase applications for international funding sources. By 2029, the impact of external funding on research outputs will be evaluated to ensure sustainable improvement in project, publication, and scientific activity performance; collaborations with external stakeholders will be institutionalized, and the diversity of resources for research and community service activities will be increased.

Maturity Level: While methods and support strategies designed to leverage external resources for sustaining R&D activities in alignment with institutional goals are operational across all disciplines, the outcomes of these resource utilization practices and implementations are not systematically 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-](#)

Evidence 3-4: [Scientific Research Project Support](#)
Evidence 5, 8: [Information and Support Seminars on Project Writing](#)
Evidence 6-7: [Project Applications](#)
Evidence 9-11: [Examples of Accepted and Rejected Projects](#)
Evidence 12: [Project Improvement Efforts](#)
Evidence 13: [Coordinator Appointment](#)
Evidence 14: [2209 Student Project Application](#)
Evidence 15: [Cooperation with Institutions and Organizations](#)
Evidence 16-17: [Support from Institutions and Organizations](#)

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](#)); the 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](#)).

These programs are structured in alignment with the faculty's research policy and strategic priorities, particularly promoting knowledge production at the intersection of religion, society, and contemporary social issues. Graduate-level thesis studies are not limited to theoretical knowledge production; they also encompass field-based research activities that generate solutions to current problems and prioritize an interdisciplinary approach. This demonstrates a direct alignment between the faculty's research vision and graduate education outcomes.

The monitoring and development processes of these programs are carried out under the coordination of the Education and R&D Commission, with regular data collection through academic staff and advisor satisfaction surveys. The Education and R&D Commission has been split into two, and the commission members have been updated. (Education Commission Evidence [5-6-7](#), R&D Commission Evidence [8-9](#).) Based on the data obtained, the content, course structures, and research orientations of graduate programs are reviewed, and necessary updates are implemented in line with decisions taken in academic council and commission meetings (Evidence [10-11](#)). This process enables the continuous improvement of graduate programs in a dynamic structure and facilitates rapid adaptation to evolving academic and societal needs.

Within this framework, graduate programs are planned, implemented, and monitored in alignment with the faculty's research policy, objectives, and strategies. The process is conducted in accordance with a holistic quality assurance approach encompassing planning, implementation, monitoring, and improvement stages, thereby establishing a sustainable and outcome-oriented graduate education model.

Planning: A strategic planning has been formulated in line with Objective 5.1, which envisions transforming the research activities of Gaziantep University Faculty of Theology into outputs aimed at resolving social problems and serving the public interest, as well as Objectives 6.1 and 6.2, which aim to gradually increase the number of academic activities within this scope until 2029. Within this framework, in order to ensure a stronger integration of postgraduate thesis studies with our faculty's research policy, it is aimed to concentrate the research carried out in all departments on current and dynamic issues related to social problems and to guide students accordingly. This strategic orientation aims to achieve the designated performance indicators by strengthening the social contribution and scientific depth focus of our institutional research vision. In order to promptly restructure the areas for improvement in existing processes and to ensure the adoption of this academic vision by all stakeholders, the matter will be placed on the agenda of the first Academic Board meeting and evaluated as a strategic improvement item. Thus, by ensuring that monitoring results are transformed into data-driven decisions, the research capacity of postgraduate programs will be elevated to the highest level through a sustainable quality assurance mechanism compatible with strategic goals oriented toward social contribution.

Maturity Level: While the institution conducts graduate programs that are fully aligned with and supportive of its research policies, strategies, and overall Strategic Goals and Objectives, the outcomes of these implementations are not systematically monitored.

Evidence

Evidence 1: [Doctoral Programs](#)

Evidence 2: [Masters Programs](#)

Evidence 3: [Master's Degree Programs](#)

Evidence 4: [Faculty Collaboration](#)

Evidence 5: [Education Commission](#)

Evidence 6: [Education Commission](#)

Evidence 7: [Education Commission](#)

Evidence 8: [R&D Commission](#)

Evidence 9: [R&D Commission](#)

Evidence 10: [Academic Staff Satisfaction Surveys](#)

Evidence 11: [Education and R&D Commission Meeting](#)

Evidence 12: [Academic Council Meeting Minutes](#)

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). These processes also align with Objective 4 of [Gaziantep](#)

[University's Strategic Plan](#): “To provide high-quality education within the framework of universal values” and H 4.1: “To increase the number of academic staff with high teaching competence,” as well as Objective 1: “To become an effective, reputable, entrepreneurial, and innovative research university at the national and international levels,” specifically Action 1.1: “To increase scientific research in both quantity and quality,” and Action 1.2: “To enhance the university’s national and international recognition and its standing in success indices.”

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](#)).

As 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](#)).

In addition, during the most recent meeting of the Quality Improvement Commission, it was decided to organize an informative training session on TÜBİTAK project preparation processes in order to enhance the faculty members’ project development capacities (See [Evidence 15](#)). This training is planned as an institutional component of the ongoing activities aimed at strengthening the research competencies of the faculty staff.

The monitoring of processes related to research competence in our faculty is carried out under the coordination of the Research and Development Commission. Scientific activities of academic staff are systematically monitored, and research outputs supported through BAP projects are analyzed ([Evidence 16-17-18](#)). In addition, data obtained through academic staff satisfaction surveys are utilized to evaluate the effectiveness of research processes and are discussed during evaluation meetings conducted by quality commissions ([Evidence 19-20](#)).

According to the results of the academic staff satisfaction survey conducted in the spring semester of 2026, the satisfaction rate regarding the adequacy of in-service training, scientific events, seminars, academic meetings, and training sessions conducted via Zoom—all organized to enhance the quality of the faculty’s academic staff—was determined to be 85.6%. Similarly, it was found that academic staff also reported high levels of satisfaction regarding the development of research competencies, indicating that the academic development and research support processes implemented at the faculty are being carried out effectively. ([Evidence 21](#))

Planning: "In order to further enhance the research competencies of the faculty members in our faculty, new plans integrated with the objectives of the 2025-2029 Strategic Plan have been formulated in line with the current monitoring and evaluation results (academic staff satisfaction surveys, committee reports, and Scientific Research Projects [BAP] output analyses). Within this scope, it is planned to diversify performance indicators for areas such as the number and quality of national/international publications, project production capacity, and participation in external activities to monitor the research performance of academic staff more effectively (Strategic Objective 4, Target 4.1 and 4.3). To increase participation in TÜBİTAK and European Union projects, project preparation trainings will be expanded in accordance with the decisions of the Quality Development Committee (Target 4.2 - PI 1), and it will be targeted to make at least 3 national/international project applications per year (Strategic Objective 6, Target 6.2). In order to sustain research competency, interdisciplinary research groups and academic interaction environments where good practice examples are shared—such as the monthly thesis and research presentations successfully carried out within the scope of the accreditation process—will be further strengthened (Target 4.2 - PI 2). Along with this, to increase the number of publications indexed in international databases and to support the participation of faculty members in international scientific events, information dissemination processes regarding the efficient use of BAP and external funds will be increased (Strategic Objective 6, Target 6.1 and 6.3); additionally, incentive and reward mechanisms (Strategic Objective 7, Target 7.6) that encourage the institutional belonging, motivation, and scientific achievements of the academic staff will be actively operated."

Maturity Level: While initiatives designed to evaluate and enhance the research competencies of faculty members are operational across all disciplines, the outcomes of these practices are not systematically 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](#)

Evidence 15: [TÜBİTAK Training](#)

Evidence 16: [Research and Development Committee](#)

Evidence 17: [Identification of Academic Staff's Scientific Research Activities](#)

Evidence 18: [BAP Projects Unit](#)

Evidence 19: [Academic Staff Satisfaction Survey](#)

Evidence 20: [Information and Evaluation Meetings of Quality and Accreditation Commissions](#)

Evidence 21: [Academic Staff Satisfaction Results](#)

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. The work carried out in this regard is also being conducted in line with Objective 3 of the [Gaziantep University Strategic Plan](#)—“Ensuring effective and sustainable university-industry collaboration”—and Target 3.1—“Increasing R&D collaborations.”. 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](#)) (See [Evidence 9](#)) (See [Evidence 10](#)) (See [Evidence 11](#)) (See [Evidence 12](#)) (See [Evidence 27](#)) (See [Evidence 28](#)) (See [Evidence 29](#)) (See [Evidence 30](#)) (See [Evidence 31](#)) (See [Evidence 32](#)) (See [Evidence 33](#)) (See [Evidence 34](#)) (See [Evidence 35](#)) (See [Evidence 36](#)) (See [Evidence 37](#)) (See [Evidence 38](#)) (See [Evidence 39](#)) (See [Evidence 40](#)) (See [Evidence 41](#)) (See [Evidence 42](#)) (See [Evidence 43](#)) (See [Evidence 44](#)) (See [Evidence 45](#)) (See [Evidence 46](#)) (See [Evidence 47](#)) (See [Evidence 48](#)) (See [Evidence 49](#)) (See [Evidence 50](#)))

In our faculty, joint research and collaboration processes were systematized within a structured framework in line with the planning meetings held in 2024 and have been implemented as of 2025. Within this scope, the participation of academic staff in research activities is actively encouraged, and institutional research capacity is strengthened particularly through joint projects and activities developed with external stakeholders (Evidence [13-14-23-24](#)).

The monitoring and evaluation of these processes are carried out under the coordination of the Research and Development Commission. Scientific activities of academic staff are regularly tracked and supported through the BAP Projects Unit (Evidence [15-16-17](#)). In addition, academic staff satisfaction surveys are conducted. (Evidence [18-25](#))

The effectiveness of collaboration and research activities is measured through evaluation meetings conducted by quality committees and academic board meetings held in 2024-2025. (Evidence [19-26](#)). This multidimensional monitoring mechanism ensures that research processes are evaluated not only through quantitative outputs but also through qualitative feedback.

In line with the findings, academic staff satisfaction rates are regularly analyzed, and this data is integrated into decision-making processes. Within the framework of the Accreditation meeting minutes (2024, 2025) and R&D meeting evaluations, improvement decisions are made to expand the scope of collaborations, increase joint research activities, and strengthen the level of internationalization. (Evidence [20-21-22](#)). In this regard, the faculty structures its research and development processes in line with a continuous improvement approach and takes strategic steps toward establishing a sustainable academic collaboration ecosystem.

Planning: In our faculty, new planning initiatives have been developed in line with the existing monitoring and evaluation results in order to further strengthen national and international joint programs and research collaborations. Within this framework, it is aimed to diversify collaborations carried out with external stakeholders, increase participation in international research networks, and strengthen the capacity for joint project development. In particular, it is planned to expand informational and training activities aimed at increasing the participation of academic staff in international projects (such as TÜBİTAK and EU-funded projects), establish interdisciplinary research groups, and develop mechanisms that encourage joint publication production. In addition, in order to measure the effectiveness of ongoing collaborations, performance indicators such as the number of projects, joint publication outputs, and participation in international academic events will be diversified and monitored on a regular basis.

Maturity Level: While the institution has established strategic plans and defined frameworks for multi-faceted research activities—including domestic and international joint programs, collaborative research units, and engagement in research networks—no concrete implementations have yet been executed in alignment 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](#)

Evidence 9: [First Aid Training](#)

Evidence 10: [Career Days Events](#)

Evidence 11: [Career Days Events](#)

Evidence 12: [Interuniversity Qur'an Recitation Competition](#)

Evidence 13: [Academic Incentive](#)

Evidence 14: [Request to Participate in an International Symposium](#)

Evidence 15: [Research and Development Commission](#)

Evidence 16: [Identification of Academic Staff's Scientific Research Activities](#)

Evidence 17: [BAP Projects Unit](#)

Evidence 18: [Academic Staff Satisfaction Survey](#)

Evidence 19: [Information and Evaluation Meetings of Quality and Accreditation Commissions](#)

Evidence 20: [Meeting with Internal Stakeholders](#)

Evidence 21: [Accreditation Meeting Minutes \(2024-2025\)](#)

Evidence 22: [R&D Meeting Minutes](#)

Evidence 23: [Research Permit Abroad BAP Project](#)
Evidence 24: [Erasmus Assignment](#)
Evidence 25: [Academic Staff Satisfaction Survey](#)
Evidence 26: [Academic Board Meeting Minutes](#)
Evidence 27: [Career Days Seminar](#)
Evidence 28: [Migration Institute Workshop](#)
Evidence 29: [Social Contribution](#)
Evidence 30: [National Education Cooperation](#)
Evidence 31: [Religious Affairs Directorate Friday Sermon and Preaching](#)
Evidence 32: [Gaza Panel](#)
Evidence 33: [Bülbülzade Foundation Interview](#)
Evidence 34: [Psychology Readings](#)
Evidence 35: [Azaz Islamic Sciences Interview](#)
Evidence 36: [Symposium Academic Contribution](#)
Evidence 37: [Arabic Preparatory Program Workshop](#)
Evidence 38: [Workshop Academic Contribution](#)
Evidence 39: [Family Future Symposium](#)
Evidence 40: [Symposium Academic Contribution](#)
Evidence 41: [Book Analysis Event](#)
Evidence 42: [Academic Discussion](#)
Evidence 43: [Religious Thought Workshop](#)
Evidence 44: [Adhan Recitation Competition](#)
Evidence 45: [Academic Contribution to International Symposium](#)
Evidence 46: [Libraries Week Conference](#)
Evidence 47: [Beautiful Recitation of the Holy Quran Competition](#)
Evidence 48: [Conference on Scientific Ethics](#)
Evidence 49: [Family School Seminar](#)
Evidence 50: [Participation in International Symposium](#)

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 collected information is organized by the relevant unit managers and reported within the scope of the Administrative Activity Report (See [Evidence 5](#)). 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](#)).

In addition, the AKBIS system is effectively used in the processes of monitoring and reporting the academic activities of faculty members. Academic data processed in YÖKSİS is automatically transferred to AKBIS; thus, publications, projects, presentations, and other academic activities are tracked in an up-to-date and regular manner. (See [Evidence 15](#))

Regular evaluations are conducted at relevant board and commission meetings to monitor the continuity, diversity, and quality of research and development activities. In this context, item 5 of the Education and R&D Commission's meeting dated June 10, 2025, and numbered 669518, addressed the current state of research activities, performance indicators, and areas for improvement; improvement processes were planned in line with the decisions taken (See [Evidence 16](#)). Furthermore, items 12 and 13 of the Academic Board's meeting dated September 29, 2025, evaluated the annual publications, projects, and research activities of faculty members; the unit's research objectives were reviewed, and strategies and goals for the coming period were determined (See [Evidence 7](#)). Based on these evaluations, the aim is to ensure that research and development processes are carried out in a sustainable manner, aligned with institutional goals (See [Evidence 8](#)).

The monitoring of faculty members' performance in our faculty has been systematized through unit activity reports regularly prepared since 2020 (Evidence [9-10-11-12-13-14](#))). In the activity reports covering the years 2020–2024, data regarding the number and quality of academic publications produced by academic staff are analyzed, and these data are used to identify performance trends through year-to-year comparisons. This approach demonstrates that performance evaluation processes are conducted in accordance with the principles of continuity and comparability. The performance data obtained are evaluated during Academic Council meetings (see Academic Council Meeting, Article 12; 2025 meetings), and improvement decisions aimed at enhancing academic publication performance are taken accordingly. Within this framework, encouraging the production of high-quality publications, increasing the number of

articles published in internationally indexed journals, and strengthening project-oriented research activities are among the primary objectives. In this context, the faculty's academic staff performance evaluation process is conducted in line with a holistic quality assurance approach encompassing the stages of data collection, analysis, evaluation, and improvement. Accordingly, a sustainable academic performance management system has been established within the framework of the planning–implementation–monitoring–improvement cycle. (Evidence [15](#), [16](#), [17](#))

Planning: Between 2026 and 2029, within our faculty, an implementable and gradual action plan will be carried out in order to enhance research performance and strengthen the institutional quality assurance system, particularly in line with Goal 4 (Increasing the quantity and quality of scientific research) and Goal 6 (Becoming an effective and reputable faculty at national and international level); in this context, in 2026, academic publication and project data will be regularly collected under the coordination of the R&D Committee, two brief performance evaluation reports will be prepared annually, and at least one training activity on project writing and academic writing will be organized for academic staff; in 2027, while maintaining the current level of academic output, a modest increase in national project applications will be targeted, guidance and informational activities on project development will be strengthened, and the participation of academic staff in peer-reviewing and scientific events will be supported; in 2028, a stable increase in publications and project outputs will be sustained, practices encouraging academic collaboration will be expanded, and performance data will be comparatively analyzed at the departmental level to identify areas for improvement; in 2029, the outcomes of the four-year implementation will be evaluated based on concrete indicators, particularly assessing whether there has been a measurable increase compared to previous years in publication numbers, project applications, and external academic activities, and accordingly, the R&D monitoring and improvement mechanism will be structured in a more regular and periodic manner to establish a sustainable performance tracking system.

Maturity Level: Initiatives aimed at monitoring and evaluating the research and development performance of faculty members are systematically tracked across all disciplines. These monitoring results are routinely evaluated to implement necessary refinements and corrective 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](#)

Evidence 9: [Unit Activity Report for the Year 2020](#)

Evidence 10: [Unit Activity Report for the Year 2021](#)

Evidence 11: [Unit Activity Report for the Year 2022](#)

Evidence 12: [Unit Activity Report for the Year 2023](#)

Evidence 13: [Unit Activity Report for the Year 2024](#)

Evidence 14: [Unit Activity Report for the Year 2025](#)

Evidence 15: [AKBIS system](#)

Evidence 16: [R&D Commission Meeting](#)

Evidence 17 : [Minutes of the R&D Committee Meeting](#)

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

The processes of evaluating, monitoring, and improving research performance based on results are carried out in coordination with the Faculty Board, the Education and R&D Commission, the Unit Quality and Accreditation Commission, and the Dean's Office. The duties, authorities, and responsibilities related to this process are defined in Section C.3. Research Competence of the Faculty Quality Assurance System Handbook (See [Evidence 1](#)). Within this scope, in items 3 and 5 of the Education and R&D Commission's meeting on January 7, 2026, research performance indicators, faculty members' publication and project activities, and needs for developing research capacity were evaluated (See [Evidence 2](#)). The evaluations and improvement suggestions made by the Commission were discussed in item 5 of the Unit Quality and Accreditation Commission's meeting on February 2, 2026; decisions were made regarding monitoring research performance from a quality perspective (See [Evidence 3](#)). Furthermore, in items 12, 13, 14, and 15 of the Faculty Board meeting dated 31.01.2025, the research performance for the 2024-2025 academic year was evaluated; decisions were made to increase the number of scientific publications of faculty members, to improve their project production capacity, and to encourage their participation in externally funded projects (See [Evidence 4](#)).

In order to improve research performance based on results, seminars, trainings, workshops, and information activities are organized for faculty members; academic staff are supported in continuing their professional development and increasing their research competencies (See [Evidence 5](#), [6](#), [7](#)). Within the scope of the Higher Education Council Academic Incentive Program, the participation of faculty members in congresses, seminars, and scientific events is encouraged with the support of the Scientific Research Projects Unit (BAP) (See [Evidence 8](#)) (See [Evidence 9](#)). The findings and recommendations prepared as a result of the evaluations carried out by the Education and R&D Commission in December and June are submitted to the Dean's Office; The Dean's Office, taking stakeholder opinions into account, plans and implements improvement activities aimed at increasing research capacity (See [Evidence 10](#)).

Planning: Plans have been made to conduct research performance evaluations and improvement processes based on results in our faculty in a more systematic, traceable, and data-driven manner. In this context, the goal is to structure the processes carried out under the coordination of the Faculty Board and the Education and R&D Commission in line with the Faculty Quality Assurance System and to strengthen the regular monitoring mechanism.

Within the scope of periodic monitoring conducted by the Education and R&D Commission in December and June; the number of publications of faculty members, the quality level of publications (SCI, SSCI, AHCI indexed publications), the number and budget of projects, and international collaboration activities are regularly analyzed. Accordingly, it is aimed to achieve at least a 15% annual increase in the current performance indicators. Furthermore, it is planned to

increase the average number of SCI/SSCI publications per faculty member from 1.2 to 1.5, to increase the number of projects undertaken, and to increase the number of internationally collaborative projects.

In addition, it is aimed to regularly analyze the impact of the Academic Incentive Program and BAP support mechanisms on research outputs and to increase the effectiveness of these supports in line with these analyses. Within this framework, it is planned to increase the number of BAP-supported projects annually and to raise the percentage of faculty members benefiting from academic incentives.

Maturity Level: Research performance across all disciplines is systematically monitored and evaluated to inform institutional decision-making, including performance-based incentive and reward mechanisms. These practices are routinely tracked, and the monitoring data are evaluated in partnership with stakeholders to drive continuous refinements.

Evidence

Evidence 1: [Quality Booklet](#)

Evidence 2: [R&D Commission](#)

Evidence 3: [Performance Evaluation](#)

Evidence 4: [Academic Board Meeting](#)

Evidence 5: [Seminar for Faculty Members](#)

Evidence 6: [TÜBİTAK Seminar](#)

Evidence 7: [Erasmus Staff Information](#)

Evidence 8: [BAP Support](#)

Evidence 9: [BAP Support](#)

Evidence 10: [Education R&D Meeting Minutes](#)

C.4.3. Research Budget Performance

The research budget performance and related processes of the institution are carried out by the Rectorate-affiliated units within the framework of the Gaziantep University Quality Handbook and relevant legislation. In this context, the planning, implementation, monitoring, and evaluation processes of the research budget are coordinated through the Strategy Development Department and the Scientific Research Projects (BAP) Coordination Unit. The monitoring and evaluation of the institution's research budget performance are systematically conducted in line with the workflows defined by the relevant administrative units. In this regard, the expenditure and payment processes of projects carried out by academic and administrative staff are implemented in accordance with the procedures and principles established by the Strategy Development Department. (See [Evidence 1](#))

Within the Faculty of Theology at Gaziantep University, academic incentive practices for academic staff are regularly implemented, and these incentives play a significant role in increasing scientific publications, project development, and participation in academic activities. Through the academic incentive system, the national and international visibility of faculty members increases, and the research-oriented institutional culture is strengthened. (See [Evidence 2](#))

Within the scope of Scientific Research Projects (BAP), an increase in project applications submitted by faculty members has been observed in recent years, and a significant proportion of these applications have been supported. Through the funded projects, the research infrastructure of the faculty has been strengthened, and scientific knowledge production has been supported. BAP projects are particularly recognized as an important mechanism encouraging early-career academics to actively participate in research processes. (See [Evidence 3](#)) (See [Evidence 4](#)) (See [Evidence 5](#)) (See [Evidence 6](#))

On the other hand, applications to projects supported by the Scientific and Technological Research Council of Türkiye (TÜBİTAK) are also encouraged by the faculty administration, and academic staff are provided with guidance throughout these processes. The funding obtained through TÜBİTAK projects enhances the faculty's capacity to benefit from external funding sources and contributes to the development of interdisciplinary research activities. (See [Evidence 7](#))

Regarding the defined research budget performance targets, necessary planning and evaluation meetings have been conducted within the faculty, and these targets were discussed and approved at the Academic Board Meeting of the Faculty of Theology, Gaziantep University. In this context, a roadmap for the implementation of the targets has been established, and coordination for the monitoring of related processes has been ensured. (See [Evidence 8](#)) (See [Evidence 9](#))

Accordingly, in 2026, the identified targets were thoroughly reviewed and evaluated in the meetings of the Unit Quality and Accreditation Commission as well as the Education and R&D Commission; additional decisions were taken to strengthen the implementation processes and to enhance monitoring and evaluation mechanisms. Through these meetings, the sustainability of the established roadmap was supported, and institutional coordination was further reinforced to ensure the achievement of the research budget performance targets. (See [Evidence 10](#)) (See [Evidence 11](#)) ([Evidence 12](#)) ([Evidence 13](#))

Planning: In order to enhance research budget performance during the 2026–2029 period, Gaziantep University Faculty of Theology will carry out activities in line with Goal 4: Increasing the Quantity and Quality of Scientific Research and Goal 6: Becoming an Effective, Prestigious, and Innovative Research Faculty at the National and International Levels as outlined in the Faculty's Strategic Plan. In this context, particularly in accordance with Strategic Targets 4.2 and 6.2, regular training programs on project development and proposal writing for BAP, TÜBİTAK, Erasmus+, European Union funds, and other national and international funding opportunities will be organized each year. In addition, mentoring and consultancy support will be provided to academic staff in order to increase both the number of national and international project applications and the number of funded projects. Furthermore, in line with Strategic Targets 4.1 and 6.1, the publications, conference papers, and other research outputs generated through supported projects will be systematically monitored, and continuous improvement will be

encouraged in the number of publications indexed in Web of Science, Scopus, and TR Dizin, as well as in the average number of scientific publications per academic staff member and internationally indexed scholarly outputs. In accordance with Strategic Target 6.3, academic staff participation in international congresses, symposiums, conferences, and other scientific events will be supported to enhance the Faculty's international visibility. The development of research budget performance, project outcomes, and scientific outputs will be regularly reviewed and reported through meetings of the Academic Board, the Unit Quality and Accreditation Commission, and the Education and R&D Commission, in line with Strategic Target 1.1, and necessary improvement actions will be implemented. Moreover, pursuant to Strategic Target 7.6, successful project, publication, and research activities will be recognized and rewarded in order to strengthen a research-oriented institutional culture. Through these efforts, the Faculty aims to further develop its research infrastructure, increase its capacity to utilize external funding sources, improve its scientific publication performance, and sustainably enhance its national and international research visibility.

Maturity Level: The institution's research budget performance is systematically monitored and evaluated to inform decision-making, including strategic budget allocation. These practices are routinely tracked, and the monitoring data are evaluated in partnership with stakeholders to drive continuous refinements.

Evidences:

Evidence 1: [Quality Handbook](#)

Evidence 2: [Academic Incentive Payment Amounts](#)

Evidence 3: [Scientific Research Projects Board Decision](#)

Evidence 4: [Scientific Research Projects Board Decision 2](#)

Evidence 5: [BAP Project Funding](#)

Evidence 6: [List of Academic Staff with Completed BAP Projects](#)

Evidence 7: [Scientific Research Projects Unit Support](#)

Evidence 8: [Academic Board Meeting](#)

Evidence 9: [Strategic Plan Preparation Commission Meeting](#)

Evidence 10: [Minutes of the Unit Quality and Accreditation Commission](#)

Evidence 11: [Meeting of the Education and R&D Commission](#)

Evidence 12: [Strategic Plan Preparation Commission Meeting 2](#)

Evidence 13: [Strategic Plan Preparation Commission Meeting 2026](#)

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](#), [Evidence 2](#), [Evidence 3](#), [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Kanit 7](#)). Therefore, it maintains ongoing communication with both internal and external stakeholders (See [Evidence 8](#), [Evidence 9](#)). All of these processes are carried out in alignment with

[our university's strategic goals and objectives](#), [as well as its social contribution policies](#) particularly “Goal 4: To provide quality education within the framework of universal values” and “Objective 4.6: To increase student participation in scientific, cultural, artistic, athletic, and community service activities.”

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 10](#)). A CIP coordinator is assigned within the faculty (See [Evidence 11](#)). Through this course, all enrolled students participate in social sensitivity projects in groups, under the supervision of their academic advisors (See [Evidence 12](#), [Evidence 13](#)). 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 14](#)). 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 15](#)).

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, seven non-themed issues have also been released (See [Evidence 16](#)). 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 17](#)), and after the *Religious Discourse* issue, the *Importance of Religious Discourse in Strengthening Social Unity Symposium* took place (See [Evidence 18](#)).

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 19](#), [Evidence 20](#), [Evidence 21](#), [Evidence 22](#), [Evidence 23](#), [Evidence 24](#), [Evidence 25](#), [Evidence 26](#), [Evidence 27](#), [Evidence 28](#), [Evidence 29](#), [Evidence 30](#), [Evidence 31](#), [Evidence 32](#), [Evidence 33](#), [Evidence 34](#), [Evidence 35](#), [Evidence 36](#), [Evidence 37](#), [Evidence 38](#), [Evidence 39](#)). In addition, sermon and seminar programs have been organized in mosques in cooperation with the municipality ([Evidence 40](#), [Evidence 41](#)). Various academic activities have been carried out in schools in collaboration with different units of the Provincial Directorate of National Education ([Evidence 42](#)). In addition, seminars have been organized in cooperation with the Provincial Mufti's Office ([Evidence 43](#)).

Additionally, our faculty's academic staff have participated as guests in various media programs (See [Evidence 44](#)), and have delivered weekly lectures across different platforms (See [Evidence 45](#), [Evidence 46](#)). Our academic staff have also contributed to scholarly and cultural activities organized by various institutions and organizations. Some of these activities are particularly important for the internationalization of our faculty (See [Evidence 47](#), [Evidence 48](#), [Evidence 49](#), [Evidence 50](#), [Evidence 51](#), [Evidence 52](#), [Evidence 53](#), [Evidence 54](#), [Evidence 55](#), [Evidence 56](#), [Evidence 57](#), [Evidence 58](#), [Evidence 59](#), [Evidence 60](#), [Evidence 61](#), [Evidence 62](#), [Evidence 63](#),

[Evidence 64](#), [Evidence 65](#), [Evidence 66](#), [Evidence 67](#), [Evidence 68](#), [Evidence 69](#), [Evidence 70](#), [Evidence 71](#), [Evidence 72](#), [Evidence 73](#)).

Charity Bazaars: From time to time, students of our institution have organized charity bazaars to support those in need (See [Evidence 74](#), [Evidence 75](#), [Evidence 76](#)).

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 77](#), [Evidence 78](#)). It aims to maintain and strengthen such contributions in the future as well.

Planning: In line with the total quality assurance principles adopted by our faculty, a gradual action planning fully aligned with the 2025-2029 Strategic Plan has been implemented to ensure the sustainability of the activities carried out under heading Social Contribution Policy, Goals, and Strategy and to institutionalize the identified areas open to improvement. Within this scope, the existing institutional mechanisms such as the Social Sensitivity Projects (TDP) course, bilateral protocols signed with local governments and non-governmental organizations, mosque sermons, radio/television programs, and socio-cultural contributions carried out for the regional geography (Syria/Azez/Afrin/Cerablus) will be preserved as permanent structures, while the number of public scientific and educational events as well as external stakeholder collaborations will be gradually increased each year starting from 2026. Furthermore, in order to increase the qualitative metrics of the indexing scope and citation numbers of the İlahiyat Akademi Journal, which constitutes one of the most vital pillars of our internationalization strategy, regular symposia, citation development workflows, and institutional rewarding procedures to encourage the editorial/refereeing activities of academic staff will be operated annually; the charity bazaars, social aid, and fraternity activities carried out by our students through student societies will be expanded with official visit strategies targeting vulnerable groups such as nursing homes and child protection agencies, and the effectiveness reports of all these processes within the institutional PDCA cycle will be submitted to the Faculty Quality Assurance Committee and the Dean's Office at regular intervals by the Social Contribution and Stakeholder Relations Committee.

Maturity Level: Implementations of the social contribution policy, goals, and strategy adopted institution-wide are systematically monitored. Based on these monitoring findings, comprehensive corrective actions are implemented across all disciplines.

Evidence

Evidence 1: [2025–2029 Strategic Plan](#)

Evidence 2: [Stakeholder Relations and Social Contribution Committee Meeting_1](#)

Evidence 3: [Stakeholder Relations and Social Contribution Committee Meeting_2](#)

Evidence 4: [Stakeholder Relations and Social Contribution Committee Meeting_3](#)

Evidence 5: [Faculty of Theology Advisory Board Meeting_Provincial Mufti's Office](#)

Evidence 6: [Faculty of Theology Advisory Board Meeting_District Directorate of the Ministry of National Education](#)

Evidence 7: [Faculty of Theology Advisory Board Meeting](#)

Evidence 8 : [Directorate of Religious Affairs Academic Cooperation Protocol](#)

Evidence 9: [Alumni Meeting](#)

- Evidence 10: [Directive on the Implementation Principles of the Civic Involvement Projects Course](#)
- Evidence 11: [CIP Coordination Office](#)
- Evidence 12: [Informational Meeting on Civic Involvement Projects](#)
- Evidence 13: [Projects Carried Out Within the Scope of the CIP Course](#)
- Evidence 14: [Bilateral Protocol](#)
- Evidence 15: [Brotherhood Activity](#)
- Evidence 16: [Theology Academy Journal](#)
- Evidence 17: [Symposium on the Contemporary Relevance of the Sunnah](#)
- Evidence 18: [Symposium on the Importance of Religious Discourse in Strengthening Social Unity](#)
- Evidence 19: [GAUN Mavera Congress and Arts Center](#)
- Evidence 20: [Atatürk Cultural Stage at the Congress and Arts Center](#)
- Evidence 21: [Symposium on Religious Life and Islamic Scholars in Gaziantep](#)
- Evidence 22: [Islam and Brotherhood Symposium](#)
- Evidence 23 : [International Scientific Meeting on Islamic Studies and Fuat Sezgin](#)
- Evidence 24: [Conference on the Conquest of Bayt al-Maqdis](#)
- Evidence 25: [Panel on Leading Figures of the Islamic World](#)
- Evidence 26: [Time Management and Motivation Conference](#)
- Evidence 27: [Religion and Social Change Conference](#)
- Evidence 28: [Conference on Unity and Congregations in Islam](#)
- Evidence 29: [Spirit of Conquest in Islam and the Conquest of Jerusalem](#)
- Evidence 30: [Tafsir Coordination Meeting](#)
- Evidence 31: [Academic Meeting on Islam and Muslim Identity in Contemporary Turkey](#)
- Evidence 32: [Panel on the Causes and Consequences of July 15](#)
- Evidence 33: [Organ Donation Conference](#)
- Evidence 34: [Conference on the Past and Present State of the Islamic Ummah](#)
- Evidence 35: [Step Toward Internationalization and Social Contribution](#)
- Evidence 36: [Psychology Reading Sessions](#)
- Evidence 37: [Conference on Self-Understanding in Marriage](#)
- Evidence 38: [Panel on the Future of the Ummah and the Theological Perspective in the Light of Gaza](#)
- Evidence 39: [Psychology Reading Sessions](#)
- Evidence 40: [Seminar at Şahinbey Grand Mosque Complex.](#)
- Evidence 41: [Şahinbey Grand Mosque Conference on Awareness of the Hereafter](#)

Evidence 42: [Talk on the Prophet Muhammad and Child Education](#)

Evidence 43: [Stress Management and Mental Resilience Seminar](#)

Evidence:44: [Guest Academic in Publications](#)

Evidence 45: [Basic Religious Knowledge Course](#)

Evidence 46: [Directorate of Religious Affairs Academy Course Outline](#)

Evidence 47: [Turkey and Syria University Collaboration Workshop](#)

Evidence 48: [Panel on the Social Impacts of Family Education](#)

Evidence 49: [Panel on Women from Socio-Economic and Cultural Perspectives](#)

Evidence 50: [Presentation on the Effects of Disasters on Human Psychology and Faith](#)

Evidence 51: [Presentation: Happiness is in the Heart](#)

Evidence 52: [Social Contribution and Scientific Activities in Syria/Jarabulus](#)

Evidence 53: [Talk on the Prophet Muhammad and Child Education](#)

Evidence 54: [Bülbülzade Foundation Education Activities Launch and Talk](#)

Evidence 55: [International and Social Contribution-Focused Activities](#)

Evidence 56: [Friday Sermon and Preaching](#)

Evidence 57: [The radio program featuring the instructor as a guest](#)

Evidence 58: [The Gaza and East Turkestan Conference organized by the Fecr Student Society](#)

Evidence 59: [The "Things I Didn't Write on My CV" Conference organized by the Wisdom and Virtue Society](#)

Evidence 60: [The Television Program Attended by the Instructor](#)

Evidence 61: [The Instructor's Library Week Interview](#)

Evidence 62: [Ramadan Seminars within the Scope of Probation Services](#)

Evidence 63: [The Conference on Combating Addiction at Our Faculty](#)

Evidence 64: [Book Discussion of the Fecr Student Society](#)

Evidence 65: [The Effects of Ash'ari and Maturidi Thought on Today's Islamic World](#)

Evidence 66: [Philosophy Readings](#)

Evidence 67: [Academic Contribution to the "Philosophy Evenings" Program](#)

Evidence 68: [Book Analysis of the Wisdom and Virtue Society](#)

Evidence 69: ["Being Able to Lean on Oneself" Conference by the Civilization and Elegance Society](#)

Evidence 70: [Art Event by the Young Revival Society](#)

Evidence 71: [World Philosophy Day Event](#)

Evidence 72: [National Afforestation Day Event](#)

Evidence 73: [Family Future Symposium](#)

Evidence 74: [World Arabic Day Charity Bazaar Event](#)

Evidence 75: [Brotherhood Charity Bazaar Event](#)

Evidence 76: [Charity Bazaar Event for Yemen](#)

Evidence 77: [Azaz Faculty of Islamic Sciences](#)

Evidence 78: [Afrin Faculty of Education](#)

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

The management and organizational structure of Societal Contribution Processes consists of three fundamental stages: the Planning, Implementation, and Evaluation of Societal Contribution Activities. The planning stage, which is the first of these phases, was shaped by meetings with internal and external stakeholders and their specific demands. The implementation was similarly carried out in cooperation with the dean's office and internal and external stakeholders. The institution, along with its management team and other boards, planned the societal contribution processes and monitored their execution. Furthermore, it conducted large-scale activities intended to contribute to society in social, cultural, and scientific fields under the coordination of the university and relevant stakeholders. (See [Evidence 1](#), [Evidence 2](#), [Evidence 3](#)).

The Dean's Office and the Stakeholder Relations and Societal Contribution Commission carried out societal contribution activities in collaboration with National and International Non-Governmental Organizations, Public Institutions (Municipalities, Ministry of National Education, Presidency of Religious Affairs), the Faculty Unit Quality and Accreditation Commission, Academic and Administrative Staff, and Students. Demands from internal and external stakeholders regarding activities that would provide societal contribution were taken into consideration, and the necessary steps were taken. Following the events, the Stakeholder Relations and Societal Contribution Commission also gathered the required feedback and implemented necessary improvements. (See [Evidence 4](#)).

The name, members, and job description of the "Stakeholder Relations and Societal Contribution Commission," which was established to manage societal contribution processes, were updated by the Faculty Executive Board on 15.06.2026, and it has since continued its activities under the name "Societal Contribution Commission." (See [Evidence 19](#)).

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, Civilization and Elegance Society and Young Revival (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#), [Evidence 13](#), [Evidence 14](#), [Evidence 15](#), [Evidence 16](#), [Evidence 17](#)).

The institution has a structured approach that defines how community engagement activities are managed and organized. Within this framework, processes are planned, implemented, regularly monitored, and evaluated in accordance with the workflow outlined in the Faculty Quality Manual (see Section D.1.2), and corrective actions are taken as needed. Care is taken to ensure that the activities carried out are consistent with the faculty's policies, objectives, and strategic directions regarding societal contribution. Additionally, no updates have been made to the organizational structure previously established with the input of internal and external stakeholders. ([Evidence 18](#))

Planning: While the faculty's societal contribution processes are carried out in a structured manner under the coordination of the "Societal Contribution Commission" with the participation of internal and external stakeholders, and it is observed that student clubs (*Hikmet ve Erdem*, *Medeniyet ve Zarafet*, *Genç İhya*) are already actively participating in these processes; a

comprehensive action plan covering the years 2026-2029 has been designed to increase this existing potential steadily over the years in full compliance with the faculty's strategic aims and targets. In this context, within the framework of the improvement area of making the societal contribution activities carried out in line with internal and external stakeholder demands planned and continuous (Target 5.1), it is planned to organize public scientific, cultural, and educational events directed at society in cooperation with stakeholders under the responsibility of the Societal Contribution Commission, and it has been decided to gradually increase this action in the context of the relevant performance indicators (number of public events, number of beneficiaries, number of media appearances) to 3 in 2026, 4 in 2027, 5 in 2028, and 6 in 2029. Similarly, with the aim of transforming existing relationships with public institutions and NGOs into active protocols and measurable joint activities (Target 5.2), it is targeted that the number of activities/projects to be implemented jointly with external stakeholders (Municipality, Ministry of National Education, Presidency of Religious Affairs) by the Dean's Office and the Societal Contribution Commission, along with the indicators of signed/active protocols and participating staff/students, reaches 2 joint activities for 2026, 3 for 2027, 4 for 2028, and 5 for 2029. Furthermore, to ensure the full integration of the societal contribution potential of student clubs with the scientific and socio-cultural targets of the faculty (Target 2.1), it is envisaged that the total annual number of scientific and socio-cultural events to be held under the leadership of Student Club Advisors will be increased with a steady momentum to 6 events in 2026, 7 in 2027, 8 in 2028, and 10 in 2029. Finally, in line with the target of meeting the spiritual guidance and counseling needs directed at society and students as a result of the feedback received (Target 5.5), it is planned that the number of spiritual counseling and guidance seminars/meetings to be organized under the responsibility of the Societal Contribution Commission and Academic Staff will be structured starting with 1 seminar in 2026, reaching 2 seminars in 2027, 3 in 2028, and 4 in 2029.

Maturity Level: While the management and organizational framework of social contribution processes have been operationalized across all disciplines in alignment with institutional priorities—generating initial outputs—the outcomes of these implementations are not systematically monitored.

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: [Fecr Student Society East Turkestan-Themed Photo Exhibition](#)
- Evidence 14: [Civilization and Elegance Society Marriage School Seminars](#)
- Evidence 15: [Fecr Student Society Lands of Sorrow: Gaza and East Turkestan](#)
- Evidence 16: [Young Revival Art Event](#)
- Evidence 17: [Young Revival Book Analysis](#)
- Evidence 18: [Quality Manual 2025](#)
- Evidence 19: [Updating the Societal Contribution 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](#)) According to the results of the academic staff satisfaction survey conducted in the spring semester of 2026, the satisfaction rate regarding the institution's encouragement of academic staff to carry out activities related to their fields of expertise—such as seminars, lectures, conferences, media programs, and collaborations with NGOs—was determined to be 82.2%. This finding indicates that academic staff generally view the institution's support for community-focused activities positively. ([Evidence 18](#))
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](#), [Evidence 17](#))

Planning: Within the scope of the action plan prepared for the identified areas open to improvement in our faculty; firstly (Target 5.1), in order to ensure the sustainability of comprehensive events left in the past, under the responsibility of the Dean's Office and the Societal Contribution Commission, it is scheduled to organize public symposiums, panels, and cultural events using the physical facilities of the faculty, and to increase these events to 3 in 2026, 4 in 2027, 5 in 2028, and 6 in 2029 by monitoring the indicators of "number of public events, number of beneficiaries, media coverage"; secondly (Target 5.2), with the aim of transforming the protocols signed with external stakeholders into concrete data, to periodically increase the joint projects and activities by the Dean's Office and relevant Department Heads to 2 in 2026, 3 in 2027, 4 in 2028, and 5 in 2029 based on the indicators of "number of joint activities/projects, number of active protocols, number of participants"; thirdly (Target 5.3), in response to the problem of underreporting the transfer of academic staff's expertise to society, to increase TV/radio programs, sermons, and talks to 5 activities in 2026, 7 in 2027, 9 in 2028, and 11 in 2029 in cooperation with the Dean's Office and academic staff, in line with the indicators of "number of TV/radio appearances, total number of sermons/khutbahs, number of popular articles"; and finally (Target 2.1), to support student clubs operating with their own means within an institutional framework, and to increase scientific and socio-cultural events, under the guidance of the Dean of Students and Club Advisors, to 6 events in 2026, 7 in 2027, 8 in 2028, and 10 in 2029 based on the indicator of "total annual number of events".

Maturity Level: While strategic plans exist to generate physical, technical, and financial resources of adequate quality and quantity to sustain social contribution activities, concrete implementations in line with these plans are either non-existent or fragmented, failing to encompass all institutional 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](#)
- Evidence 17: [Family Symposium Resources](#)
- Evidence 18 : [Academic Staff Satisfaction Results](#)

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 ([Evidence 1](#)). These activities aim to reach different segments of society by considering the multicultural demographic structure and dynamic social characteristics of Gaziantep ([Evidence 2](#)). Our faculty conducts joint projects with internal stakeholders ([Evidence 3](#)), local public institutions (See [Evidence 4](#)), and non-governmental organizations (NGOs) ([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 ([Evidence 8](#)). Based on these evaluations, improvement actions are taken for the following year's activities ([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 ([Evidence 10](#)). In this context, our faculty organizes various activities through student clubs and regularly monitors the effectiveness of these activities ([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 ([Evidence 12](#)). Data obtained from satisfaction surveys ([Evidence 13](#)) and [meetings](#) held with stakeholders are integrated into the evaluation processes ([Evidence 14](#)).

Various activities are organized with the aim of raising social awareness and contributing to the social development of students ([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” ([Evidence 21](#)) play an active role in community engagement activities ([Evidence 22](#)) ([Evidence 23](#)). ([Evidence 24](#)) ([Evidence 25](#)). All activities organized by our faculty are shared with the public via the official website and

social media accounts including Instagram ([Evidence 26](#)), X (formerly Twitter) ([Evidence 27](#)) and YouTube ([Evidence 28](#)). The reach and impact of these contents are regularly monitored, and improvement efforts are undertaken ([Evidence 29](#)).

Evaluation meetings are held to identify the strengths and areas for improvement of community engagement activities ([Evidence 30](#)). The suggestions generated as a result of these meetings are integrated into the faculty's annual activity reports ([Evidence 31](#)).

Planning:

In 2023, our faculty planned its social contribution activities in line with Gaziantep's multicultural structure and established partnerships with local public institutions and NGOs. These activities aligned directly with the "Social Contribution and Stakeholder Management" section of Gaziantep University's Strategic Plan, thereby enhancing the social awareness of academic staff through TDP projects. In 2024, these activities were regularly measured through stakeholder satisfaction surveys and within the context of the strategic plan's "Sustainability" section, and the data obtained was integrated into the faculty's annual activity reports. In 2025, our faculty further strengthened the "Community Engagement" and "Social Responsibility" objectives outlined in the Gaziantep University Strategic Plan, enhancing the effectiveness of student communities and taking steps to ensure the sustainability of social contribution activities. In 2026, our faculty will systematize its social contribution performance in line with the "Social Contribution and Stakeholder Management" and "Sustainability" provisions of the Gaziantep University Strategic Plan. Within this scope, impact measurement methods for TDP projects will be developed, and feedback obtained from stakeholder meetings will be analyzed more comprehensively. In addition, comprehensive improvements will be implemented to ensure the sustainability of our faculty's community engagement performance, supported by reference indicators based on national standards.

Maturity Level: Social contribution performance across all disciplines is systematically monitored and evaluated to inform institutional decision-making. These tracking practices are routinely reviewed, and the monitoring data are evaluated in partnership with stakeholders to drive continuous refinements.

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 Clubs](#)
- Evidence 18:** [A Youth Community](#)
- Evidence 19:** [Fayat Topluluğu](#)
- Evidence 20:** [Knowledge and Values Community](#)
- Evidence 21:** [Wisdom and Virtue Community](#)
- Evidence 22:** [Student Clubs](#)
- Evidence 23:** [Panel on the Future of the Ummah in the Light of Gaza](#)
- Evidence 24:** [First Aid Training](#)
- Evidence 25:** [Career Days](#)
- Evidence 26:** [Instagram Account](#)
- Evidence 27:** [X Account](#)
- Evidence 28:** [YouTube Channel](#)
- Evidence 29:** [Social Media Accounts](#)
- Evidence 30:** [Evaluation Meetings](#)
- Evidence 31:** [Activity Report](#)

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](#)), the "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 coordinators, 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 coordinators, 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 18](#)).

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 21](#)). 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.

Planning: To increase the effectiveness of our faculty's management model and administrative structure, in 2026, it is planned to update the job descriptions of coordinators, commissions, and working groups, review workflow processes, and develop practices that will strengthen stakeholder participation in decision-making mechanisms. In 2027, it is aimed to regularly monitor performance indicators related to management processes, systematize evaluation meetings to increase the participation of academic and administrative staff in managerial processes, and ensure the effective use of institutional communication tools. In 2028, it is planned to increase digitalization in management processes, use data obtained from institutional information management systems more effectively in decision-making processes, and carry out improvement studies aimed at improving the efficiency of administrative processes. In 2029, it is aimed to further strengthen the participatory, transparent, and accountable management approach, ensure the sustainability of institutional memory, and continuously improve the management model in full alignment with strategic goals.

Maturity Level: Findings derived from the implementation of the institution-wide management model and administrative structure are systematically monitored. By integrating stakeholder feedback, these monitoring results are evaluated in partnership with stakeholders to drive corrective actions and execute updates aligned with evolving needs and demands.

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: [Strategic Goals and Objectives](#)

Evidence 13: [Mission ve Vizyonumuz](#)

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: [Unit Training Commission](#)

[Evidence 20: International Advisory Board](#)

[Evidence 21: The Protocol of the Provincial Muftiship with our Faculty](#)

E.1.2. Process Management

Process management in our faculty; It is built on the principle of transparency, accountability and sustainability of corporate functioning. In the management of all academic and administrative operations, the PDCA (Planning, Implementation, Control and Prevention) cycle has become the natural functioning mechanism of the units.

The areas of authority and working procedures of the units and commissions responsible for the execution of these processes have been given a normative structure within the Gaziantep University Faculty of Theology Quality Handbook and announced to all stakeholders through the corporate website (See. [Evidence 1](#)). In order to ensure the operability of the system, each commission has concretized the process by creating "Activity Framework Plans" specific to its field of activity (See. [Evidence 2](#)). Our faculty conducts regular [surveys](#) on process management. These surveys are evaluated by the Dean's Office and the Quality and Accreditation Committee, and the Dean's Office implements various improvement initiatives based on the findings.

Official Correspondence and Digital Process Management: Correspondence, which forms the basis of administrative processes, is established through the Electronic Document Management System (EBYS) within the framework of current legislation provisions (See Table 1). [Evidence 3](#)). This digital infrastructure guarantees the traceability of processes, the security of hierarchical approval mechanisms and the accuracy of the institutional archive (See Table 1). [Evidence 4](#)).

Management of Academic Processes: Academic activities in our unit are carried out under the guidance of internal university directives prepared in accordance with Law No. 2547 and related regulations (See Table 1). [Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#)). In this context; critical processes such as planning course schedules, organization of exam calendars, deciding on exemption and transition requests, and academic staff appointments; It is managed by the Faculty Board, Administrative Board and Academic Boards in line with the recorded decisions (See Table 1). [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#), [Evidence 13](#)).

Administrative and Stakeholder-Oriented Processes: Administrative services are carried out by specialized offices under the coordination of the Faculty Secretariat under the Dean's Office (See Table 1). [Evidence 14](#)).

Student-Oriented Processes (Social, Cultural, Sports Activities, etc.): Activities for students are planned and implemented in coordination with the relevant departments and student societies in accordance with the directives, regulations and implementation principles decided by the senate of our university (See Table 1). [Evidence 15](#), [Evidence 16](#)).

External Stakeholder Processes: The activities of our unit for external stakeholders; scientific consultancy, social contribution protocols and training services are disciplined on the axis of (See. [Evidence 17](#), [Evidence 18](#), [Evidence 19](#)).

Management of Financial Processes and Resource Planning

Financial processes are managed through the rectorate budget and own revenues with the principle of effective and efficient use of public resources:

Budget and Expenditure Management: The faculty budget is shaped in a dynamic work with the Strategy Development Department within the limits determined by the Rector's Office (See Table 1). [Evidence 20](#), [Evidence 21](#)). The procurement processes of the needed goods and services are carried out in full compliance with the financial legislation through direct procurement or procurement methods (See Table 1). [Evidence 22](#)).

Scientific Research and Project Financing: The financial follow-up of BAP and outsourced projects is monitored and audited through special accounts opened. In addition, the consultancy processes within TARGET TTO are followed institutionally within the framework of this financial discipline (See. [Evidence 23](#), [Evidence 24](#)).

Improving Education and Social Responsibility Processes

Accreditation studies carried out in order to maintain the quality in education are at the center of our process management (See. [Evidence 25](#)).

Curriculum and Quality Development: The Unit Education Commission manages the processes of updating the curriculum and increasing the variety of courses by evaluating the feedback from the stakeholders and the demands of the departments; in this process, it works in full harmony with the University Education Commission (See Table 1). [Evidence 26](#), [Evidence 27](#), [Evidence 28](#)).

Social Awareness and Collaborations: Social responsibility processes have been systematized under the coordination of relevant directives and the CIP Unit. Practices such as the "Diyanet Academic Cooperation Protocol" signed with the Gaziantep Provincial Mufti's Office are used as institutional tools that increase the level of social impact of the processes (See. [Evidence 29](#), [Evidence 30](#), [Evidence 31](#)).

Planning: With the aim of ensuring that these processes are carried out in a more effective, traceable, and sustainable manner, the PUKÖ (Plan–Do–Check–Act) based process management approach implemented in our faculty will be continuously improved in line with the 2025–2029 Strategic Plan. In this context, aligned with Strategic Goal 1 (particularly targets 1.1 and 1.3), Goal 5 (5.2), and Goal 7 (7.4), the annual activity plans and responsibilities of commissions will be regularly reviewed, and academic and administrative processes will be evaluated through stakeholder feedback collected via meetings and satisfaction surveys, with necessary improvement actions implemented accordingly. Commission activities related to education, research, social contribution, and governance will be monitored annually, the level of implementation of decisions will be assessed at the end of each period, and the results will be reviewed by the Strategic Plan Preparation and Evaluation Commission, which will provide feedback to the relevant commissions. Within the scope of the accreditation process, workflow procedures, job descriptions, and commission operating guidelines will be updated as needed; the continuity of collaborations with external stakeholders will be supported; and regular updates and announcements will be shared through the faculty website, thereby strengthening the quality assurance system and institutional sustainability culture.

Maturity Level: While all processes are comprehensively defined and operationalized across all institutional units and areas, process performance metrics are either not systematically monitored or fail to inform institutional decision-making.

Evidences:

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

In our faculty, human resources management processes are transparently defined in the Quality Manual (See [Evidence 1](#)), and all practices are carried out within the framework of the "Human Resources Directive" (See [Evidence 2](#)). Institutional activities are carried out in line with the principles and guidelines determined in the 2025-2029 Strategic Plan (See [Evidence 3](#)). Our faculty conducts academic staff (See [Evidence 4](#))-administrative staff (See [Evidence 5](#)) and student satisfaction surveys (See [Evidence 6](#)).

To measure the level of achievement of its strategic goals and stakeholder satisfaction. As of 2026, the academic and administrative staff structure of our faculty has continuously developed in terms of qualifications and areas of expertise, reaching a total of 67 employees.

- **Academic Staff Structure (Total 51):** 9 professors, 9 associate professors, 18 assistant professors, 4 lecturers, and 11 research assistants (See [Evidence 7](#)).
- **Administrative Staff Structure (Total 16):** 1 faculty secretary, 1 institute secretary, 1 dean's secretary, 1 personnel affairs officer, 1 department secretary, 1 student affairs chief, 1 finance officer, 1 movable property registration officer, 1 library chief, 1 library assistant, 1 technical affairs officer, and 5 service personnel (See [Evidence 8](#)).

Strategic aims and objectives have been determined to continuously improve educational services and institutional activities based on the quality principles of our university, to increase the efficiency of educational processes, and to maximize stakeholder satisfaction (See [Evidence 9](#)). Transparency, accountability, and stakeholder satisfaction are considered fundamental elements in these processes (See [Evidence 10](#)).

Employment, Appointment, and Personnel Rights Processes

Legal regulations are meticulously followed in personnel employment, promotion to higher positions, and personnel rights processes. The appointment and promotion of academic staff are carried out in accordance with the framework criteria determined by the Council of Higher Education (YÖK) and the "Directive on the Promotion and Appointment of Faculty Members" enacted by the University Senate (See [Evidence 11](#)). Our Faculty adopts an integrated management approach focused on effectiveness and efficiency. The promotion, title changes, and professional development of administrative staff are evaluated based on merit and productivity in line with the provisions of the "In-Service Training Directive" (See [Evidence 12](#)).

The Dean's Office holds regular meetings with administrative and academic staff at the beginning of each academic year to gather personnel demands, requests, and suggestions, aiming to promote institutional belonging and success. Additional meetings are also organized during interim periods when needed. All human resources activities are carefully recorded, documented, and presented in annual activity reports (See [Evidence 13](#)).

Organizational Structure and Human Resources Planning

The academic organizational structure of our Faculty has been established in accordance with the provisions of Law No. 2809 on the Organization of Higher Education Institutions and Law No. 2547 on Higher Education (See [Evidence 14](#)). The job descriptions, authorities, and responsibilities of academic staff have been clearly defined and publicly announced (See [Evidence 15](#)).

- **Administrative Organization:** In accordance with Article 51 of Law No. 2547, the Faculty's administrative organization consists of the Faculty Secretary, who reports to the Dean, and personnel subject to the Civil Servants Law No. 657, responsible for office and internal services. The establishment, duties, and operating principles of the administrative organization are defined in Article 38 of Decree Law No. 124 on the Administrative Organization of Higher Education Supervisory Institutions and Higher Education Institutions (See [Evidence 16](#)).). The job descriptions, workflow processes, and responsibilities of administrative staff have been clearly defined (See [Evidence 17](#)).
- **Human Resources Planning:** Human resources planning (recruitment, career development, performance management, etc.) is carried out under the coordination of the Personnel Department in line with the needs of the units and the provisions of the relevant legislation. Planning is prepared by considering changes in institutional duties, technological innovations, qualitative developments, and legal regulations to ensure that services are delivered continuously, effectively, efficiently, and with an optimal number of personnel (See [Evidence 18](#)).

For the recruitment and promotion of teaching staff, position requests are submitted to the Rectorate based on demands received from departments and divisions (See [Evidence 19](#)).

The employment processes of foreign national academic staff are conducted in compliance with legal regulations through University Senate approval, the decision of the Foreign National Academic Staff Recruitment Commission, and submission to the Executive Board. Academic staff recruitment is carried out in three categories: full-time faculty members, teaching staff other than faculty members, and part-time teaching staff (See [Evidence 20](#)).

Administrative personnel employment is managed in three groups: personnel employed under Article 4/A of Law No. 657 (permanent civil servants), Article 4/B (contracted personnel), and

personnel transferred to permanent worker status through Decree Law No. 696 (See [Evidence 21](#) and [Evidence 22](#)). The administrative staff recruitment process is conducted transparently through KPSS, EKPSS, or inter-institutional transfer mechanisms by entering field-specific qualification codes within the quotas allocated to our faculty (See [Evidence 23](#) and [Evidence 24](#)).

PDCA Cycle and Continuous Improvement Practices

In our human resources management processes, the Plan-Do-Check-Act (PDCA) cycle is implemented based on the following principles:

- 1. Planning and Transparency:** Compliance with quality standards has been adopted as a fundamental requirement in the institutional development process; in line with the principle of transparent governance, decisions made with the participation of internal and external stakeholders have been shared with the public (See [Evidence 25](#)),
- 2. Institutional Commitment and Development:** In accordance with the institution's mission and vision, emphasis has been placed on in-service training programs and social activities to monitor personnel performance, provide equal opportunities, and ensure fair promotion and authorization processes (See [Evidence 26](#)),
- 3. Effective Communication:** Digital media channels, conferences, and information meetings have been actively utilized to inform stakeholders about institutional activities and enhance institutional visibility (See [Evidence 27](#)),
- 4. Monitoring and Taking Action:** To ensure that our faculty meets accreditation requirements, the outcomes of human resources management practices have been monitored periodically, and the collected data have been evaluated with stakeholders to implement the necessary improvement measures (See [Evidence 28](#)).

Planning: In alignment with the objectives of Goal 7 (Institutionalization) in the 2025–2029 Strategic Plan, our faculty's human resources planning is based on managing personnel needs not only quantitatively but also through a competency-based approach. Within this framework, our primary action plan is to ensure that all academic and administrative processes comply with accreditation standards and that workflow diagrams are linked to written procedures in line with strategic objectives. To enhance the professional competencies and institutional commitment of our personnel, a predetermined number of professional development training programs and social activities are organized annually. The effectiveness of these activities is measured through satisfaction surveys and stakeholder feedback and incorporated into the continuous improvement cycle.

Within the framework of our transparent governance approach, all processes—from academic appointments and promotions to administrative staff recruitment—are aligned with legal regulations and our strategic objectives. In this way, a qualified workforce structure that maximizes the institution's research and educational quality is systematically maintained.

To ensure the sustainability of our faculty's institutional development, quality assurance, and institutionalization processes, the findings related to institutional standards, in-service training, institutional communication, accreditation, and human resources processes identified in the Self-Assessment Report have been restructured in full alignment with Goal 1 and Goal 7 of the 2025–2029 Strategic Plan. Accordingly, all activities—including periodic meetings of quality commissions, regular implementation of stakeholder satisfaction surveys, the gradual annual increase of competency-based professional development and in-service training for academic and administrative staff, the comprehensive implementation of orientation programs for newly recruited personnel and preparatory-class students, the systematic management of website and social media content to enhance institutional visibility, and the recognition and rewarding of personnel achievements—have been scheduled with progressive development targets for the 2026–2029 period. Performance indicators have been clearly defined, and a continuous improvement cycle aimed at maximizing institutional commitment has been secured.

Maturity Level: Outcomes of institution-wide human resources management practices are systematically monitored. By integrating stakeholder feedback, these monitoring findings are evaluated in partnership with stakeholders to implement necessary corrective actions.

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 Academic Staff in 2026](#)

Evidence 8: [Number of Administrative Staff as of 2026](#)

Evidence 9: [Job Description and Responsibilities of Administrative Staff](#)

Evidence 10: [External Stakeholder Relations Commission Meeting](#)

Evidence 11: [Gaziantep University Faculty Membership Promotion and Appointment Criteria Directive](#)

Evidence: 12: [In-service Training Programs](#)

Evidence 13: [Dean's Office Meeting to Strengthen Sense of Belonging and Encourage Institutional Success](#)

Evidence 14: [Higher Education Institutions Organization Law](#)

- Evidence 15: [Academic Staff Job Description and 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 Personnel](#)
- Evidence 21: [Law No. 657 on Civil Servants](#)
- Evidence 22: [Decree Law No. 696](#)
- Evidence 23: [Employment within the Scope of the Anti-Terrorism Law](#)
- Evidence 24: [Employment within the Scope of the Social Services Law](#)
- Evidence 25: [Institutional Development process, quality standards and procedures](#)
- Evidence 26: [Training on the importance of motivation for employees](#)
- Evidence 27: [Effective and accurate communication](#)
- Evidence 28: [Stakeholder Relations and Social Contribution](#)

E.2.2. Financial Resource Management

Management of financial resources in our faculty; It is carried out with the principles of transparency and efficiency within the framework of the Public Financial Management and Control Law No. 5018 and the provisions of the secondary legislation published in this context. Financial processes are structured to serve the strategic goals of the organization.

Internal Control and Preliminary Financial Control Processes

A gradual control mechanism is operated in order to prevent errors and irregularities in the use of financial resources:

Expenditure Unit Control: All expenditures are controlled in accordance with the provisions of the "Preliminary Financial Control Directive" prepared by the relevant units (See Expenditure Unit Control). [Evidence 1](#)).

Central Audit: Transactions are evaluated by the Internal Control and Preliminary Financial Control Directorate within the Strategy Development Department according to the criteria of compliance with the legislation, effectiveness and efficiency (See Table 1). [Evidence 2](#)). All legal regulations on which the processes are based are announced on the website in a way that is open to stakeholder access.

Management of Movable and Immovable Resources

Inventory management of corporate assets is monitored by digital infrastructure and strict reporting procedures:

System Integration: Movable registration transactions are carried out through the Movable Registration and Management System (TKYS) module within the Public Expenditure and Accounting Information System (KBS) of the Ministry of Treasury and Finance.

Reporting and Reconciliation: The "Administration Movable Property Management Account Execution Tables" prepared as of the end of the year are compared with the accounting records and submitted to the Rector's Office and the accuracy of the inventory is ensured (See Table of Materials). [Evidence 3](#), [Evidence 4](#)).

4.2.3. Budget Performance and Planning

Our faculty manages its supplementary budget resources based on the data and future projections of previous years:

Budget Development and Monitoring: When the budget realizations in recent years are examined, a disciplined increase and improvement is observed in items such as personnel expenses, service procurement and repairs. The total expenditure amount, which was 7,159,863.10 TL in 2021, reached 54,807,807.52 TL in 2024 (See Table 1). [Evidence 5](#)).

Future Projection: Budget planning covering the 2025-2027 period; In line with inflation expectations, unit needs and strategic targets, it is projected as 70.8 million TL, 78.1 million TL and 88.1 million TL, respectively (See Evidence [6](#), [7](#), [8](#)).

Participatory Planning: At the end of each fiscal year, the budget planning for the next year is prepared, and procurement procedures, preliminary financial control guidelines and supplier evaluation criteria are meticulously implemented (See Evidence [9](#), [10](#)).

Justification and Evaluation

Process Orientation: Financial management is carried out with standardized procedures through national data systems such as KBS and TKYS. This proves that the process does not depend on individuals and is institutionalized.

Data-Driven Management: Budget expenditures are tracked on an item basis (wages, travel, service procurement, etc.) and performance analysis is carried out with comparative tables covering the last 5 years. Data from 2021 to 2027 show that financial capacity has been increased within a strategic plan.

Closed PDCA Cycle: Budget checks at the end of each year and the planning process at the beginning of the year confirm that the system is continuously improving, and that the previous year's data provides input to the following year's budget demands (See Evidence [11](#), [12](#), [13](#)).

Planning: This action plan, prepared to address the deficiency identified in the self-assessment findings and the lack of monitoring of financial management practices and integration of this data into decision-making processes—a deficiency included in our faculty's "Management of Financial Resources" 2025-2029 strategic plan—and identified as an area for improvement in terms of institutional maturity level, will ensure the transformation of financial data into strategic decisions. Periodic financial monitoring meetings between the Quality Commission and relevant administrative units will be increased regularly, and administrative personnel will be provided with in-service training to enable the analysis of budget performance results. As a result, a fully integrated financial results monitoring and evaluation system that supports transparent, data-driven management aligned with the institution's strategic goals and completes the PDCA cycle at the evidence-based decision-making stage will be implemented gradually and systematically between 2026 and 2029.

Maturity Level: While practices for managing financial resources are operational in alignment with institutional strategic goals and defined processes—yielding initial results—the outcomes of these practices are neither systematically monitored nor utilized to inform decision-making.

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

Access to information management systems within the institution is provided by wired and wireless access with its wide network infrastructure. Our Faculty, which is one of the first universities to provide the infrastructure to the European Roaming Network (eduroam) among Turkish universities with a main output speed of 2,000 Mbps, has an integrated information management system. (See. [Evidence 11](#))

With the wireless switches on each floor in our faculty, internet access is provided to all our students and staff without any problems.

All integrated information management systems used in our unit; All kinds of information related to the infrastructure provided by the Department of Information Technologies and the automations used and information management; are recorded, and the resulting and requested reports can be obtained through this information management system. (See. [Evidence 12](#))

As a requirement of our unit's responsibility towards the society, up-to-date data and analysis of all its activities, including education, research and development activities, are published in Unit Activity Reports and Administrative Activity Reports with stakeholders by turning the analysis of the data into activity reports. These reports are shared with the public through our website (see. [Evidence 13](#)).

The results of the Instructor Evaluation Surveys filled out by the students through the student automation at the end of each semester are evaluated by the department, the dean's office and the Rectorate. (See. [Evidence 14](#))

The Academic Information System, where the work of academic staff is monitored and analyzed, works in integration with YÖKSİS and general statistics of our academic staff's publications, refereeing, projects, etc. information are published on the system. The infrastructure that provides access to the online databases of [our University Library](#) with the help of a proxy server that allows research to be done from outside the campus is open to the access of our academicians and students (See Table 1). [Evidence 15](#), see [Evidence 16](#), see [Evidence 17](#))

Planning: Information management systems (ÖBS, EBYS, BAP, MBS, GABİS) at our faculty are operated in an integrated manner with the Rectorate's infrastructure. Strategic improvement plans have been developed to ensure that the existing infrastructure is utilized to produce more active and measurable results in line with the objectives of the 2025–2029 Strategic Plan; In this context, specifically to support quality-focused continuous improvement, the participation rate in satisfaction surveys conducted through the student automation system will be gradually increased each year to reach 80% by 2029; the Alumni Information System (MBS) will be transformed from a passive database into an integrated system supporting participation in career events, thereby increasing student participation in alumni reunions from 10 to 25% through regular annual increases of 5%, monitoring academic data tracked via the GABİS and BAP modules in tandem with the growth in scientific publications to increase the number of publications per faculty member from 1.2' to 1.8, and finally, by regularly sharing institutional activity reports and success statistics generated through information systems on the faculty's website and social media accounts to systematically enhance institutional visibility and engagement targets year over year—the information management infrastructure has been transformed into a quality tool that strengthens institutional culture.

Planning: Stakeholder engagement processes at our faculty are aligned with the objectives of the 2025–2029 Strategic Plan—specifically Objective 1 (quality assurance and continuous improvement), Objective 2 (student development), Objective 5 (social contribution), and Objective 7 (institutionalization and stakeholder management) of the 2025–2029 Strategic Plan, as well as in line with IAA accreditation standards; In this context, the student, academic, and administrative staff satisfaction surveys, as well as external stakeholder satisfaction surveys—which are currently conducted on a regular basis—along with committee meetings, student representation practices, and alumni gatherings, will be scheduled on a more regular timeline to ensure that feedback is more effectively reflected in decision-making processes; Furthermore, the process of not only collecting feedback from stakeholders but also categorizing it, directing it to the relevant committees, and monitoring improvement decisions based on this feedback will be strengthened; it is planned to increase the number of collaborations with external stakeholders (NGOs, public institutions, and industry representatives) and to integrate these collaborations more systematically into education and training, research, and social contribution activities; In terms of student participation, the effectiveness of student representation on councils and committees will be enhanced, and the tracking of student suggestions will be ensured; regarding communication with alumni, the goal is to obtain regular feedback and ensure the continuity of alumni events; all these practices will be monitored by the quality committees and incorporated into strategic

Maturity Level: While an integrated information management system is in place institution-wide to support all core processes—including education, R&D, social contribution, and quality assurance—and initial implementation efforts exist, the system fails to inform decision-making, and the outcomes of its utilization are not systematically monitored.

Evidence:

Evidence 1: [Student Affairs Information System](#)

Evidence 2: [Electronic Document Management System](#)

- Evidence 3: [BAP Management System](#)
- Evidence 4: [Alumni Information System](#)
- Evidence 5: [Distance Education Portal](#)
- Evidence 6: [Academic Information System](#)
- Evidence 7: [Administrative Staff Information Portal](#)
- Evidence 8: [GABIS Academic Staff Information Portal](#)
- Evidence 9: [Software Inventory](#)
- Evidence 10: [Graduate Student Groups](#)
- Evidence 11: [EDUROAM and Information Management Systems](#)
- Evidence 12: [Electronic Document Management System \(EBYS\)](#)
- Evidence 13: [Annual Reports](#)
- Evidence 14: [Surveys](#)
- Evidence 15: [Academic Information System](#)
- Evidence 16: [Our University Library](#)
- Evidence 17: [Our Faculty Library](#)

E 3.2. Information Security and Reliability

As a unit, we have a management approach that pays attention to the security and reliability of information. In addition to raising awareness of our personnel about the security of information and personal data both institutionally and as a unit within the framework of the legislation, important points of our service building (archive room where corporate data and personal information are located, Student Affairs office, etc.) and all entrances, floors and corridors of our building are monitored and recorded with 47 cameras. Camera recordings of moving areas are stored in the recorder for 15 days. (See. [Evidence 1](#)) However, the security and reliability of the virtual and tangible information produced by the automation and systems used in our unit is mostly provided institutionally.

Gaziantep University Information Technologies Department provides the information security of all our university and units institutionally. Defined processes and policies related to information security have been established by the Department of Information Technologies. Our faculty follows the relevant processes and policies as specified in the Workflow Charts of the Department of Information Technologies (See. [Evidence 2](#)).

Institutionally, our IT Department follows the developments in the field of information processing; It serves our students, academic and administrative staff with the latest information technologies in 7 campuses. The system room of our University, which hosts the few system room infrastructure of our country and region; It provides services in the TIER 3 standard, which is the 3rd level of the standard that divides data centers into 4 groups according to their development by the Telecommunications Industry Association, accredited by the American National Standards Institute (ANSI) (See Table 1). [Evidence 3](#), see [Evidence 4](#)).

It is monitored 24 hours a day, 7 days a week by a total of 822 sensors, including sensors that measure fire, smoke, water leakage, heat, humidity, voltage fluctuation and port-based current, with redundant energy and cooling systems. Possible disasters can be prevented instantly by informing the relevant personnel via e-mail, sms and voice call about any negativity that may occur in the system room. In addition, against disruptions and natural disasters that may occur in our

existing system room; With the Disaster Recovery Center (FKM) established by the Department of Information Technologies, critical data is backed up in a separate center and the security of the data is protected (See Table 1). [Evidence 5](#), see [Evidence 6](#)).

The Information Security Policy and Information Security Procedure, which were created within the framework of the studies carried out within the scope of the TS ISO/IEC 27001 Information Security Management System certificate, are implemented by the personnel of the institution. Standards have been established for the establishment and operation of methods to control access to information, the Access Control Procedure, and how access to networks and network services will be made. Care is taken to ensure the confidentiality and reliability of the collected data, and private information is not shared with anyone other than those concerned. There are appropriate infrastructure works for the security, reliability and confidentiality of the information recorded in accordance with the Personal Data Protection Law (See. [Evidence 7](#), see [Evidence 8](#)).

Planning: Information security and reliability processes at our faculty have been systematically implemented to date in accordance with the objectives of the 2025–2029 Strategic Plan—particularly Objective 1 (quality assurance and continuous improvement of processes) and Objective 7 (institutionalization and strengthening of digital infrastructure)—as well as the IAA accreditation standards; In this context, key measures have included the monitoring and recording of critical areas in the service building via a camera system; the implementation of information security policies and access procedures defined by the Directorate of Information Technology; the adoption of the ISO/IEC 27001 information security framework; and the operation of processes aimed at protecting personal data in accordance with the Personal Data Protection Law (KVKK). Additionally, the TIER 3-level data center infrastructure, the Disaster Recovery Center, backup systems, and the secure management of automation systems used across the university form the foundation of the institutional information security structure. In line with strategic objectives, the effective use of existing systems is ensured, particularly within the framework of quality assurance and the institutional sustainability approach. In the coming period, in line with this strategic framework, there will be a focus on more regular monitoring of user authorization and access controls, strengthening data security awareness at the staff level, more systematic tracking of backup and system continuity processes, and ensuring the quality of information security practices through quality committees.

Maturity Level: While integrated practices designed to ensure information security and reliability are operational within the institution—yielding initial results—the outcomes of these implementations are neither systematically monitored nor utilized to inform decision-making.

Evidence

Evidence 1: [Security Cameras System](#)

Evidence 2: [GAÜN Information Security Services](#)

Evidence 3: [GAUN-BIDB_2019 Software Inventory\(Ver.2\)](#)

Evidence 4: [DID-PRD-03-Access Control Procedure](#)

Evidence 5: [CC-PRD-02-Information Security Breach Procedure](#)

Evidence 6: [CC-POL-01.Information Security Policy](#)

Evidence 7: [CC-PRD-01-Information Security Procedure](#)

Evidence 8: [CC-POL-02.Domain Party Security Policy](#)

E.4. Support Services

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

The quality and continuity of educational and administrative operations within our Faculty are comprehensively assured within the framework of the Quality Handbook (See [Evidence 1](#)) and the Service Inventory and Standards (See [Evidence 2](#)).

1. Procurement and Purchasing Processes

Goods and services are procured using the unit's own resources and funds provided by the University, based on recorded needs and incoming requests. For purchases made via the direct procurement method, the following steps are taken to ensure compliance with established procedural requirements:

a) Request and Research: Relevant units complete a Purchase Request Form (See [Evidence 3](#)), and the required Market Research (See [Evidence 4](#)), is conducted.

b) Procurement Method: Purchases are executed using the Direct Procurement Method (See [Evidence 5](#)). in accordance with applicable regulations.

c) Documentation and Closure: Following the approval of the transactions, the process is concluded by generating a Movable Property Transaction Slip (See [Evidence 7](#)) to serve as the Payment Order Document (See [Evidence 6](#)).

2. Quality Assurance of Externally Procured Services

Inspection and Acceptance Commissions (See [Evidence 8](#)). have been established to oversee the quality of all goods and services procured externally in cases where needs cannot be met through in-house resources.

a) Inspection and Examination: Procured goods and services are examined by these commissions, documented via Inspection Reports (See [Evidence 9](#)) and necessary corrective measures are promptly implemented.

b) Compliance with Legal Legislation: As a public institution subject to Public Procurement Law No. 4734, our Faculty conducts its external procurement processes in full compliance with

the provisions of Law No. 4734, Public Procurement Contracts Law No. 4735, the Regulation on Service Procurement Tenders, and the General Communiqué on Public Procurement (See [Evidence 10](#)).

c) Technical Specifications and Offsetting: The conformity of outsourced services is ensured through Technical Specifications prepared by expert personnel in the relevant fields within our University and through contracts concluded under Law No. 4735 ((See [Evidence 12](#)); expenditures are offset against general budget outlays (See [Evidence 11](#)).

3. Planning and Continuous Improvement Activities

To establish a sustainable quality culture in the management of goods and services, our Faculty conducts its planning activities based on the following focal points:

Establishing a Quality Tradition: The initial systematic planning regarding the suitability, quality, and continuity of services and goods was launched in 2022; it has since been refined annually and transformed into a sustainable quality tradition (See [Evidence 13](#)),

1.Internal Quality Assurance Integration: Practices aimed at planning, evaluating, and improving the expected quality levels of all externally procured goods and support services within the scope of the internal quality assurance system are being resolutely maintained (See [Evidence 14](#)),

2. Governance Principles: An institutional guidance model has been established by adhering to the principles of transparency, accountability, and innovation across all processes (See [Evidence 15](#)),

3. Feedback and Corrective Action: During the previous board meeting held on June 19,2025, it was determined that activities fostering individual and professional development were insufficient; consequently, concrete proposals and action plans were developed to address this deficiency (See [Evidence 16](#)),

4. Planning of Physical Infrastructure and Student Areas: Facilities include a cafeteria area on the ground floor to meet students' socialization needs, as well as modern classrooms, a prayer room, a library, and two study rooms (each with a 32-person capacity) on the first and second floors. Additionally, an 80-person capacity study room located on the B-level—equipped with advanced ventilation and sound insulation systems—is capable of accommodating 60% of the daily student volume during non-exam periods (See [Evidence 17](#)).

5. Adequacy of Education and Research Infrastructure: Our faculty possesses a sufficient number of classrooms, a specialized library, and facilities—including rooms equipped with modern instrumentation for undergraduate and graduate student work, project offices, and conference halls—that enhance teaching and research activities; these spaces meet 80% of institutional needs (See [Evidence 18](#)).

Our faculty has aligned its management of goods and services fully with the objectives of the 2025-2029 Strategic Plan. Accordingly, the technical equipment in classrooms and study areas is being upgraded based on current academic requirements, and all technical specifications and service standards are audited through the internal quality assurance system to ensure transparency in procurement processes. To maintain the quality of outsourced support services, regular PDCA (Plan-Do-Check-Act) cycles are implemented based on reports from Inspection and Acceptance Commissions. By linking budget planning to strategic goals, we ensure that resources are allocated directly to areas that enhance educational quality and that the continuity of physical facilities is guaranteed.

Maturity Level: While implementations designed to plan, evaluate, and enhance the expected quality standards of all externally procured goods and support services are integrated into the internal quality assurance system, the outcomes of these practices are neither systematically monitored nor utilized to inform institutional decision-making.

Evidence:

Evidence-1: [Quality Manual](#)

Evidence-2: [Faculty of Theology Service Inventory and Standards](#)

Evidence-3: [Purchase Request Form](#)

Evidence-4: [Market Research Report](#)

Evidence-5: [Direct Procurement Record](#)

Evidence-6: [Payment Order Document](#)

Evidence-7: [Movable Asset Transaction Slip](#)

Evidence-8: [Inspection and Acceptance Committees](#)

Evidence-9: [Inspection Report](#)

Evidence-10: [Public Procurement Law No. 4734](#)

Evidence-11: [Total General Budget Expenditures](#)

Evidence-12: [Contracts made within the framework of Law No. 4735](#)

Evidence-13: [Initial planning of quality and continuity \(2022 p.36\)](#)

Evidence-14: [Ensuring the quality levels of all goods and services](#)

Evidence-15: [Transparency, accountability meeting minutes](#)

Evidence-16: [Increasing activities that enhance individual and professional development Measures taken](#)

Evidence-17: [Physical infrastructure \(Canteen, Classrooms, Prayer Room, Study Halls, etc.\)](#)

Evidence-18: [Physical infrastructure \(Library, Conference Halls, Project Offices, etc.\)](#)

E.5. Public Information and Accountability

Our faculty publishes information about all its activities, including its educational programs and research and development activities, in an open, accurate, up-to-date, and accessible manner, in line with accountability principles, and informs the public accordingly.

E.5.1. Informing the Public

Under the heading "Informing the Public," the Turkish and Arabic websites of our Faculty are continuously updated to inform the public about our activities. The website provides basic information about the institution as well as current announcements and news updates (See [Evidence 1](#)).

The institution continues to inform the public about its academic, social, and cultural activities, and news from the press is published on the website (See [Evidence 2](#)).

Furthermore, in accordance with the decision taken at the meeting of the Unit Quality and Accreditation Commission on June 19, 2025, a research assistant has been assigned by the commission to ensure the active use and regular monitoring of our Faculty's social media accounts (See [Evidence 3](#)).

The institution's YouTube account (See [Evidence 4](#)) serves to promote the Faculty and inform the public. Opened on May 10, 2017, it has reached 17 videos, 39,123 views, and 333 subscribers. Among the content published on the institution's YouTube channel, the video of the opening of Gaziantep University Faculty of Theology with the participation of our President has reached 663 views (See [Evidence 5](#)).

In the 2025-2026 academic year, the institution conducted satisfaction surveys with a total of 302 students. In response to the question, "I follow the events organized or to be organized in our faculty through social media (Instagram and Twitter) accounts," the satisfaction rate was 87.3% (See [Evidence 6](#)). The institution continues to actively use its social media accounts and announce its activities through these channels. The Faculty X (Twitter) account has shared posts related to the institution and has reached 606 followers (See [Evidence 7](#)). As of January 7, 2025, the Faculty's Instagram account has a total of 166 posts and 1,075 followers. (See [Evidence 8](#)) In order to make the faculty's visibility effective and lasting, the content published on its Instagram account, titled "Your Story Begins," promoting Gaziantep University Faculty of Theology, received 81 likes. (See [Evidence 9](#))

On the institution's social media Instagram account, the "Academic Echo Group," formed by our faculty students, publishes videos about the faculty, academic staff activities, and how to become an academician in the future, in order to inform the public and our students and to promote the faculty. (See [Evidence 10](#))

It is observed that the institution's official social media accounts are used as a current and active information tool, and academic and social activities are announced to the public through the main social media channels. Our institution provides access to our graduates from previous years

through the "Alumni Information System" section on the faculty's official website for the purpose of informing the public. (See [Evidence 11](#))

In addition, our faculty has published the Gaziantep University Faculty of Theology Quality Handbook-2025 (See [Evidence 12](#)) to inform the public about its monthly and annual activities. "Quality and Accreditation Commissions and Boards" have been established within our faculty to carry out Quality and Accreditation studies (See [Evidence 13](#)).

Our faculty embraces the core values of our university, which aims to become a world-class university: commitment to ethical values, collaborative production, respect for diversity and expertise, innovation/creativity, sharing, efficiency and effectiveness in resource utilization, continuous improvement, stakeholder focus, perfectionism, social responsibility, and process orientation. In line with this, as a matter of both legal and social responsibility, we are committed to informing the public (see [Evidence 14](#)); evaluating the services and collaborations offered by our institution; and providing transparent information and accountability through meetings held with our internal and external stakeholders (see [Evidence 15](#)). These activities are presented to our faculty in a transparent, accurate and easily accessible manner. It is located in the R&D section. (See [Evidence 16](#)).

Our Faculty's 2025 Unit Annual Activity Report is shared with the public on our website as required by law (See [Evidence 17](#)). The most up-to-date announcements and news about our school and students are also published on our Faculty's website.

Our faculty has conducted several performance evaluation surveys, including the Management Evaluation Survey (See [Evidence 18](#)), the Student Satisfaction Survey for the 2024-2025 academic year, where students were asked, "I am satisfied to be a student of your faculty," with a 87.7% response rate out of 302 participating students (See [Evidence 19](#)), the Academic Staff Satisfaction Survey for the 2024-2025 academic year, where faculty members were asked, "Does the Faculty Management give sufficient importance to the suggestions and requests of academic staff?" with a 93.1% satisfaction rate (See [Evidence 20](#)), and the Administrative Staff Satisfaction Survey for the 2024-2025 academic year, where the question, "The attitudes and behaviors of the management of the unit I work in are positive and supportive," received a 62.5% satisfaction rate (See [Evidence 21](#)). Our faculty has mechanisms that continuously update and monitor the information presented to the public, and within this scope, it has special commissions and boards (See [Evidence 22](#)). In addition, meetings have been held within the scope of evaluation and improvement (See [Evidence 23](#)).

In line with the principle of transparent management, the institution has published the Gaziantep University Faculty of Theology 2025–2029 Strategic Plan, considering the sharing of decisions with the public and compliance with quality standards and procedures as a fundamental requirement in the institutional development process. (See [Evidence 24](#))

Planning

Our faculty adopts a holistic planning approach to make public information processes more effective, systematic, and sustainable. In this regard, the following are among the main priorities: regularly feeding the official website and social media channels with up-to-date and accessible content; conducting information activities for stakeholders at specific intervals; and preparing all

published content within the framework of the principles of accuracy, transparency, and accountability. Furthermore, in line with quality and accreditation processes, it is planned to regularly update and share with the public tools such as activity reports, strategic plans, and satisfaction surveys.

Within the scope of 2025, it is aimed to conduct at least one satisfaction and feedback survey annually for students and academic staff, and to carry out improvement activities based on the data obtained. These studies are carried out in line with Objective 7: Strengthening Institutional Culture and Target 4 in the Gaziantep University Faculty of Theology 2025–2029 Strategic Plan.

In line with the 2026 goals, the following are planned:

- * Increasing digitalization in public information processes, making website and social media content more interactive,
- * Diversifying and systematically conducting information activities for stakeholders at least twice a year,
- * Expanding the scope of satisfaction and feedback surveys, reporting the analysis results, and sharing them with the public at a summary level,
- * Publishing activity reports and strategic monitoring results in more understandable and accessible formats,
- * Developing monitoring and evaluation mechanisms that will strengthen the principles of transparency and accountability in corporate communication.

In this context, our faculty aims to continuously improve its communication strategies by systematically analyzing feedback from internal and external stakeholders, increasing the effective use of digital platforms, and strengthening the visibility of academic and social activities. Thus, our faculty will continue to inform the public accurately, timely, and reliably with a management approach based on transparency, participation, and continuous improvement.

Maturity Level: Findings derived from the institution's public disclosure activities are systematically monitored. By integrating stakeholder feedback, these monitoring results are evaluated in partnership with stakeholders to implement necessary corrective actions.

Evidence

Evidence-1: [G.U. Divine Institutional Website Announcements and Faculty of Theology Web Page](#)

Evidence-2: [Institutional Website \(Announcements and News Tab\)](#)

Evidence-3: [Assignment of Social Media Account Monitoring and Management](#)

Evidence-4: [YouTube Account](#)

Evidence-5: [Gaziantep University Faculty of Theology Opening Video](#)

Evidence-6: [Student Satisfaction Survey, 2025-2026 Fall-Spring](#)

Evidence-7: [Faculty X \(Twitter\) Account](#)

Evidence-8: [Instagram Account](#)

Evidence-9: [Gaziantep University Faculty of Theology Promotional Video with the title "Your Story Begins" on Instagram Account](#)

Evidence-10: [Instagram Academic Echo Group Videos](#)

Evidence-11: [Alumni Information System tab on the website](#)

Evidence-12: [Quality Handbook-2025](#)

Evidence-13: [Quality and Accreditation Commissions and Boards](#)

Evidence-14: [Our Stakeholders](#)

Evidence-15: [Advisory Board Meeting Minutes](#)

Evidence-16: [R&D section \(Scientific activities\)](#)

Evidence-17: [2025 Annual Activity Report](#)

Evidence-18: [Management Evaluation Survey](#)

Evidence-19: [Student Satisfaction Survey 2024-2025 Fall-Spring](#)

Evidence-20: [Academic Staff Satisfaction Survey, 2024-2025 Fall-Spring](#)

Evidence-21: [Administrative Staff Satisfaction Survey 2024-2025 Fall-Spring](#)

Evidence-22: [Commissions and Boards](#)

Evidence-23: [Evaluation Meeting Minutes](#)

Evidence-24: [Gaziantep University Faculty of Theology 2025–2029 Strategic Plan](#)

E.5.2. Accountability Methods

Our faculty continues to conduct its accountability processes to internal and external stakeholders in accordance with the defined process in the Quality Manual (See [Evidence 1](#)). It fulfills the accountability provisions stemming from Law No. 5018 (See [Evidence 2](#)). Furthermore, the faculty regularly applies accountability methods within the scope of implementation, monitoring, auditing, and improvement, as outlined in the annual Self-Assessment Reports (See [Evidence 3](#)). Information about the faculty, Annual Activity Reports, etc., is shared with the public on the faculty and university websites only by units authorized by the university and faculty, and with the approval of senior management or the source of the information. No information is shared with the public unless its timeliness, reliability, and validity have been confirmed by its source. As part

of accountability methods, students and staff can submit their complaints, suggestions, information, and satisfaction requests through the CIMER section on the institution's official website (See [Evidence 4](#)). In addition, our students have the opportunity to submit their complaints and requests directly in person. In this context, all faculty members working in our faculty have information boards at their office entrances containing advisory hours (See [Evidence 5](#)), course schedules, and contact information. Furthermore, this process can be monitored through the advisor satisfaction survey conducted by our institution. (See [Evidence 6](#))

Our faculty always values student opinions and suggestions in order to ensure that this process is open and accessible.

Students can share their feedback by meeting individually with the Faculty Secretary or relevant academic and administrative staff. Apart from this, the processing of submissions from this area is under the purview of the unit selected in the tab (General Secretariat, Strategic Planning and Quality Management Systems Branch Directorate, etc.).

The Faculty's accountability methods include Student Satisfaction Surveys (See [Evidence 7](#)), Academic Staff Satisfaction Surveys (See [Evidence 8](#)), and Administrative Staff Satisfaction Surveys (See [Evidence 17](#)). Furthermore, internal and external audits conducted in our Faculty and the reports prepared as a result of these audits, activity reports published by our unit as required by legislation (See [Evidence 9](#)), and information meetings held (See [Evidence 10](#)) can be considered as accountability methods. Our Faculty informs the public about its activities through news bulletins, using this as an effective method (See [Evidence 11](#)).

The Quality Management Information System allows for the submission of all kinds of suggestions and opinions regarding education/research and development/examination services/administrative processes. All communications from this area are forwarded to our Faculty, and the Dean's Office/Faculty Secretary is responsible for responding. Similarly, applications made through CIMER (See [Evidence 12](#)) are also forwarded to our Faculty through the Rectorate. The Dean's Office/Faculty Secretary is responsible for responding to these applications within two weeks and reporting them to the Rectorate. Indeed, 7 CIMER applications were made in 2023 and 11 in 2022, and 14 applications made to CIMER in 2024 were examined and all were answered. (See [Evidence: 18](#)) In 2025, only 25 applications were made, and finally, 2 applications were made in 2026, and the necessary answers were given to these applications as well. These complaints were evaluated and finalized by the Dean's Office. Internal and external stakeholders can reach the institution's student affairs department via the unit's email address. In this context, a total of 4,504

emails were received at ilahiyaz@gmail.com (See [Evidence 13](#)) and 2,990 of them were answered (See [Evidence 14](#)).

The Unit Quality and Accreditation Commission operates in collaboration with academic and administrative staff and students. It considers requests from internal and external stakeholders regarding activities that will contribute to society, and takes the necessary steps. After the activity, it is monitored by the Stakeholder Relations and Social Contribution Commission (See [Evidence 15](#)).

Planning

Our faculty will systematically strengthen its institutional communication and digital visibility activities during the 2026–2029 period in order to continuously improve public information processes in line with the principles of quality assurance, transparency, and accountability. Within this scope, in 2026, a regular content management system will be created for the website and social media accounts, satisfaction surveys will be conducted, communication processes will be evaluated by the quality commission, and key activity reports will be published. In 2027, stakeholder information activities will be diversified, survey participation rates will be increased, digital content production will be supported, and in-service training on communication processes will be expanded. In 2028, reporting and data sharing processes will be made more accessible, the impact of improvement activities based on feedback results will be measured, and the level of digital interaction will be increased. In 2029, institutional communication, quality monitoring, and public information processes will be integrated into a sustainable communication model; stakeholder feedback, quality reports, and the visibility of institutional activities will be regularly monitored and improved, strengthening the faculty's management approach based on transparency, participation, and continuous development.

Maturity Level: Findings derived from the institution's accountability practices are systematically monitored. By integrating stakeholder feedback, these monitoring results are evaluated in partnership with stakeholders to implement necessary corrective actions.

Evidence

Evidence-1: [Quality Manual 2025](#)

Evidence-2: [Law No. 5018 on Public Financial Management and Control](#)

Evidence 3: [Self-Assessment Report](#)

Evidence-4: [G.U. Quality Management Information System \(GIMER\)](#)

Evidence-5: [Academic Advising](#)

Evidence-6: [Adviser Satisfaction Survey](#)

Evidence-7: [Student Satisfaction Survey](#)

Evidence-8: [Academic Staff Satisfaction Survey](#)

Evidence-9: [Activity Reports](#)

Evidence-10: [Accreditation Meeting Minutes](#)

Evidence-11: [G.U. News Center](#)

Evidence-12: [CIMER \(Presidential Communication Center\)](#)

Evidence-13: [Number of Emails Received by Student Affairs](#)

Evidence-14: [Number of Emails Answered](#)

Evidence-15: [Stakeholder Relations and Social Contribution Commission](#)

Evidence-16: [CIMER \(Applications and Responses\)](#)

Evidence-17 : [Administrative Staff Satisfaction Surveys](#)

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.
- Including student representatives in the vast majority of quality and accreditation committees.
- 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.
- Fakültemizin uluslararasılaşma hedefleri doğrultusunda, bünyesinde görev yapan çok sayıda yabancı akademik personel ile güçlü bir akademik çeşitliliğe sahip olması.
- The presence of a journal indexed in international databases within our faculty is an important indicator that enhances the quality of scientific output.
- The international student coordination office, which is actively working in our faculty, supports the educational processes of students from different countries and contributes to strengthening cultural diversity.
- Our faculty effectively carries out administrative and academic duties at faculties in regions such as Afrin, El Bab, Jarablus, and Azaz in Syria, while also actively pursuing social contribution activities in these regions.

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.
- Within the context of the quality process, elective courses should be discussed with internal and external stakeholders at advisory board meetings as well as other relevant committee and board meetings to ensure they remain up-to-date 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.
- 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.
- Financial support by the BAP unit for activities conducted by academic staff that contribute to science and society.
- 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.

- To maintain ties with graduates, traditional reunions are held every year, where opinions are exchanged; communication is also maintained through WhatsApp groups and similar activities.

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.

- A project coordinator has been appointed at our faculty to encourage undergraduate students to engage in project work.

C.2. Areas for Improvement:

- 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.
- 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.
- Although the participation of internal and external stakeholders is encouraged, this participation could be made more systematic.
- Performance indicators should be developed to measure the concrete impact of activities on the community, students, and the institution.
- The number of academic staff participating in community contribution activities could be increased. In particular, these activities should be regularly encouraged and made more visible across all academic units.
- Community contribution activities should be integrated into course content, academic research, and thesis studies.

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	Successful
2. Number of Departments		3	3	3	3	3	3	Successful
3. Number of Major Science Fields (Divisions)		20	20	20	20	20	20	Successful
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	Successful
7. Number of Doctoral Programs		1	1	1	1	1	1	Successful

8.	Amount of Educational Areas (Classrooms, etc.) in Square Meters (m ²)	25Classrooms - 1.227,62 m ²	1.227 m ²	1.227 m ²	1.227 m ²	1.227 m ²	1.227 m ²	1.227 m ²	Successful
9.	Amount of Research Areas (Lab, Library, etc.) in Square Meters (m ²)	Library	341 m ²	341 m ²	341 m ²	341 m ²	341 m ²	341 m ²	Successful
10.	Amount of Administrative Areas in Square Meters (m ²)	47 Offices, 9 Administrative Offices Total = 56 Offices	4.371 m ²	4.371 m ²	4.371 m ²	4.371 m ²	4.371 m ²	4.371 m ²	Successful
11.	Amount of Social Areas (Cafeteria, Canteen, Dining Hall, Sports Area, etc.) in Square Meters (m ²)	Cafeteria	80 m ²	80 m ²	80 m ²	80 m ²	80 m ²	80 m ²	Successful
12.	Other Areas		2.381 m ²	2.381 m ²	2.381 m ²	2.381 m ²	2.381 m ²	2.381 m ²	Successful
13.	Total Area in Square Meters (m ²)		8.400 m ²	8.400 m ²	8.400 m ²	8.400 m ²	8.400 m ²	8.400 m ²	Successful
14.	Number of Students in Bachelor's Programs	Daytime Education	120	120	122	120	120	120	Successful
15.	Number of International Students						58	60	Successful
16.	Total Number of Undergraduate Students	Daytime Education	1170		973		781	770	Successful
17.	Number of Master's Students with Thesis	Please enter the number of students enrolled in master's programs with thesis	192		204		109		Successful
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		Successful
20.	Number of Doctoral Students		42		41		42		Successful
21.	Number of Undergraduate Graduates		111		166		106		Successful
22.	Number of Master's Graduates		11		19		30		Successful
23.	Number of Doctoral Graduates		1		5		6		Successful
24.	Total Number of Graduates		123		189		142		Successful
25.	Number of Undergraduate Students Who Left the Institution								
26.	Number of Master's Students Who Left the Institution		11		27		31		Successful

27. Number of Doctoral Students Who Left the Institution		1		10		4		Success ful
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	Success ful
30. Number of Teaching Staff (Other than Faculty Members) in Bachelor's Programs		18	16	16	18	18	19	Success ful
31. Number of International Teaching Staff		5	8	8	8	8	8	Success ful
32. Total Number of Faculty Members		31	34	34	35	35	37	Success ful
33. Total Number of Teaching Staff		50	53	53	55	55	58	Success ful
34. Total Number of Administrative Personnel		13	14	14	16	16	16	Success ful
35. (Amount of Research Area in m ²) / (Total Number of Teaching Staff) Ratio								
36. (Amount of Educational Area in m ²) / (Total Number of Students) Ratio								
37. (Amount of Administrative Area in m ²) / (Total Number of Students) Ratio								
38. (Amount of Social Area in m ²) / (Total Number of Students) Ratio								
39. (Total Area in m ²) / (Total Number of Students) Ratio								
40. Number of Administrative Personnel		13	14	14	16	16	16	Success ful
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 Improvement
6. Web of Sciences (RUR)							Targeted for 2026	Needs Improvement
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 competencies)	Please enter the satisfaction rate (%) of students with the education provided in the accredited program they are enrolled in, as part of the accreditation application.	-	-	-	60%	51%	60%	Needs Improvement
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	None	-	-	-	-	-	-	-
1.	Ratio of students enrolled in double major to total undergraduate students		-	-	-	-	-	-	-
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)	-	467,290 (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 <i>Hafiz</i> among those enrolled in 2020 (including all types of placement)							
33. Number of students taking YDS-YÖKDİL exams	For example: The number of <i>Hafiz</i> 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	148	120	123	120	105	125	Successful

	within the regular duration.							
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

	will be calculated on an annual basis.)							
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 website	Number of Administrative Staff / Number of Academic Staff = Ratio (This should be 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 MEB institutions.	Activities excluding education							
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)	1185 1017	1413000 0	254633 48	3443700 0	54233170	6920500 0	
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							

