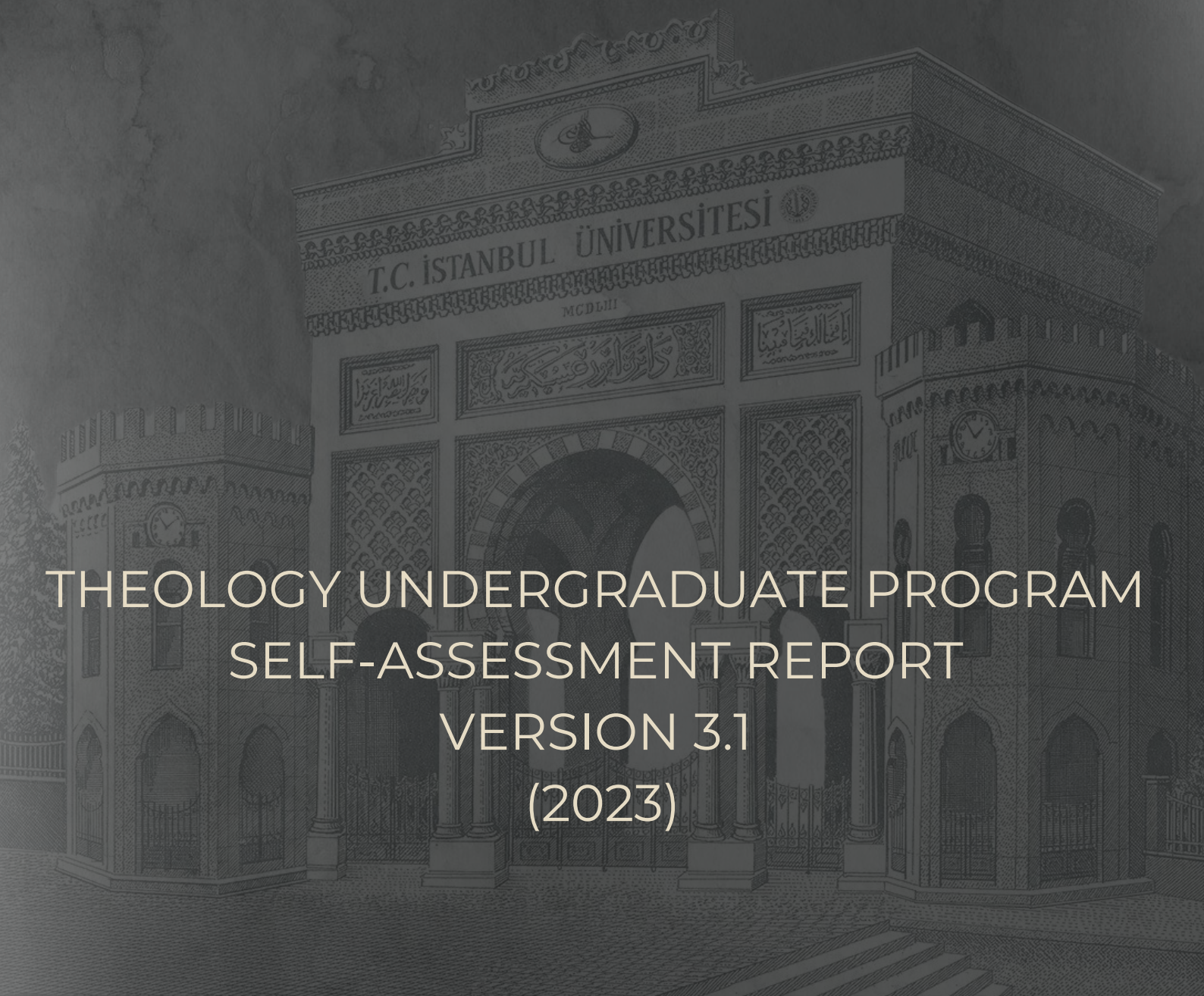
T.R. ISTANBUL UNIVERSITY
FACULTY OF THEOLOGY



THEOLOGY UNDERGRADUATE PROGRAM SELF-ASSESSMENT REPORT VERSION 3.1 (2023)

REPUBLIC OF TÜRKİYE

ISTANBUL UNIVERSITY

FACULTY OF THEOLOGY

THEOLOGY UNDERGRADUATE PROGRAM SELF-ASSESSMENT REPORT

VERSION 3.1 (2023)

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GENERAL INFORMATION

INFORMATION ABOUT THE INSTITUTION

1. Contact Information

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2. Historical Development

The history of the Faculty of Theology of Istanbul University dates back to the conquest of Istanbul in 1453. In the "Sahn-ı Seman Madrasas" established by the order of Sultan Mehmed II the Conqueror, education was given in fields such as religion and linguistics, mathematics and astronomy. This education continued to be given in the madrasas established later. During the reign of Sultan Abdulhamid II, the educational institution named "Dârülfünûn-ı Şâhâne", which consisted of theology, mathematics and literature departments, was opened on August 30, 1900. The foundation of Istanbul University Faculty of Theology dates back to this date. After the declaration of the Second Constitutional Monarchy, it was named "İstanbul Dârülfünûnu" on April 20, 1912. Here, too, education was given in the fields of law, medicine, science, literature and theology. In 1914, when all the madrasas in Istanbul were gathered under the name of “Dâr al-Khilafat al-Aliyya Madrasas”, the Dârülfünûn Theology Branch was transferred here as its Âlî part. Following the proclamation of the Republic, the madrasas were closed with Law No. 493 dated April 21, 1924, and Students enrolled in Süleymaniye Madrasas were transferred to the Faculty of Theology within the body of Istanbul Dârülfünûnu. This institution offered higher religious education for 8 years. With the report submitted to the Government on 29 May 1932, the Istanbul Dârülfünûnu was abolished with all its faculties and other units, including the Faculty of Theology. On August 1, 1933, Istanbul

University was opened with a new staff and structure. Although there have been branches providing theology education in all high-level educational institutions since its establishment in 1453, the Faculty of Theology has not been included in Istanbul University in this new form. However, Law No. 2809 on the Adoption of the Decree Law No. 41 on the Organization of Higher Education Institutions and the Law on the Amendment of the Decree Laws No. 78 and 190 4. As a result of the amendment made by Law No. 3837 dated 03.07.1992 in the article, Theology within the body of Istanbul University.

The faculty was re-established. Following the supply of staff and administrative staff, it started to accept students in 1996 and gave its first graduates in 2001. Since then, the faculty has been continuing its uninterrupted education and academic activities. Istanbul University Faculty of Theology still continues its education and administrative activities in Horhor campus.

In the establishment decision of our faculty, as in other Theology Faculties in our country, Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts departments and the main branches under them are included.

As of 2022, there are 3730 students enrolled in all programs of our Faculty, 228 of whom are foreign nationals, from 61 countries. As of 2022, 40 professors, 27 associate professors and 25 doctoral faculty members are working in our Faculty. In addition, there are 25 lecturers, 90 research assistants, including permanent and ÖYP members. The total number of Academic Staff in the institution is 207.

In the faculty, 37 administrative staff members serve in various duties such as Student Affairs, Personnel Affairs, Accrual, Documents, Movable Registration (Ayniyat), Security, Support Services.

The faculty campus consists of three buildings: Dean's building (Abdüllatif Suphi Paşa Mansion), A and B blocks. There is also a canteen in the garden as a detached structure.

3. Mission, Vision, Values, and Goals

Mission

To produce authentic religious knowledge within the framework of the basic sources of Islam and to share it with the society; to contribute to the fields of knowledge, culture and art by conducting scientific research in this direction; To build a vision of the future by feeding on the Islamic tradition of thought and analyzing the conditions of the time; to train competent theologians who are equipped to guide the society in this context.

Vision

The vision of the faculty is as follows: “To be a leading Theology Faculty in the national and international scene.

Values

Merit, Governance, Commitment to Ethical Values, Respect for Universal and Social Values, Loyalty, Honesty, and Justice.

Goals

In line with the objectives and goals indicated by Istanbul University in its strategic plan, the Faculty determined 5 objectives and 21 goals to achieve them. (see A.1.1.)

A. QUALITY ASSURANCE SYSTEM

A.1. Mission and Strategic Objectives

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

Istanbul University Faculty of Theology, in accordance with the process defined in the Quality Manual, has decided to update its mission, vision, strategic goals and objectives during the accreditation application process. The Unit Quality Coordinatorship was established on 21.07.2020 (EVIDENCE: 1) to monitor and control the processes related to quality and was updated by the creation of its sub-units on 21.12.2021 (EVIDENCE: 2). And on 22.11.2022, unit supervisors were re-designated (EVIDENCE: 3). The Dean's Office decided to hold a meeting with internal stakeholders on 08.09.2020 at 10.00 within the framework of the preparations of the Coordination Office. An official letter was sent to the internal stakeholders on 02.09.2020 on the subject of "Determining the mission, vision, strategic goals and objectives of the Faculty" via EBYS in order to participate in the meeting. (EVIDENCE: 4). On 08.09.2020, the meeting was held online at 10.00 due to pandemic conditions. Current version of the mission, vision, strategic goals and objectives were discussed (EVIDENCE: 5) and the issue of updating it was opened for discussion. According to the discussions and suggestions presented, it was decided to update the mission, vision, strategic goals and objectives, to share the final version with internal stakeholders through institutional EBYS and e-mail addresses, to discuss it again in the next Faculty Board and to give the final version accordingly (EVIDENCE: 6).

According to the criticisms made in the meetings held with the stakeholders and the proposals put forward, the Unit Quality Coordinatorship conducted a study to update the mission, vision, strategic goals and objectives of the Faculty (EVIDENCE: 7, EVIDENCE: 8) in accordance with the mission and vision document and values, strategic goals and objectives of Istanbul University, to which it is affiliated (EVIDENCE: 9, EVIDENCE: 10, EVIDENCE 11, p. 12).

The draft mission and vision documents prepared by the Unit Quality

Coordinatorship were sent to the stakeholders to comment via corporate e-mail on 08.09.2022 (EVIDENCE: 12). The mission and vision documents of the Faculty, which were finalized by the Unit Quality Coordinatorship, were presented at the Academic Board held online on 03.03.2021 and were discussed again (EVIDENCE: 13). At the end of the negotiations, the mission and vision documents of the Faculty were updated (EVIDENCE: 14) and its final version was uploaded to the Faculty website.

Accordingly, the mission of the Faculty is determined as follows:

"To produce authentic religious knowledge within the framework of the basic sources of Islam and to share it with the society; to contribute to the fields of knowledge, culture and art by conducting scientific research in this direction; to build a vision of the future by feeding on the Islamic tradition of thought and analyzing the conditions of the time; to train competent theologians who are equipped to guide the society in this context."

The vision of the Faculty is as follows: "To be a pioneering Faculty of Theology in the national and international arena."

The activities carried out in all units, including research and development, social contribution and management system, are based on the mission and vision document. For this purpose, meetings have been held with the Heads of departments, sub-departments and the relevant coordinatorships, commissions and working groups (EVIDENCE: 15; EVIDENCE: 16; EVIDENCE: 17).

It is decided that the visions and the missions are updated every 5 years in accordance with the strategic plan, as stated in the Quality Manual. The Unit Quality Coordinatorship is responsible for organizing and updating mission and vision documents in the Faculty, organizing meetings with internal and external stakeholders for this purpose and realizing them, organizing surveys related to the mission and vision document when necessary (EVIDENCE: 18) and the execution of implementation processes (EVIDENCE: 19).

The faculty has determined its strategic goals and objectives in line with the process defined in the Quality Manual, and in order to realize them, it has reviewed the current situation in the fields of education and training, research and development, social contribution and management system, and has revised its strategic goals and objectives.

Accordingly, the strategic goals and objectives of the faculty are as follows (EVIDENCE: 20):

Objective 1. Continuous Improvement of Potentials of Human, Socio-Technical and Physical Capital

Goal 1: Development of computing processes

Goal 2: Improving the physical structure of the faculty

Goal 3: Development of human resources

Goal 4: Increasing corporate communication capabilities

Target 5: Development of a quality assurance system in all processes of the institution and ensuring sustainability

Objective 2. Elevating Educational Activities to International Standards with a Student-Centered Model

Target 1: Regular development and renewal of curricula in accordance with national and international standards in accordance with diploma program knowledge, skills and competencies

Goal 2: Making internationalization widespread and effective in education and training

Target 3: Development of education and training infrastructures and establishment of monitoring processes

Goal 4: Creation and support of student-centered education-research models

Goal 5: Supporting social, cultural and professional activities that will support education and training and contribute to the personal development of students

Objective 3. Increasing the Research Infrastructure and Qualified

Scientific Studies to an International Competitive Level and Ensuring Sustainability

Goal 1: Development of research infrastructure

Goal 2: Increase scientific research with widespread impact and high output

Goal 3: Increasing the number of postgraduate theses with high widespread impact made with national and international cooperation

Goal 4: To carry out joint studies with institutes, research centers and theological faculties of other universities that carry out distinguished studies in the field of theology in order to benefit from information and technology opportunities

Objective 4. Improving the Social Contribution and Social Responsibility Activities

Goal 1: Improving institutional relations between Faculty and Non-Governmental Organizations (NGOs)

Goal 2: Increasing social responsibility projects for disadvantaged groups

Goal 3: Increasing the quantity and quality of activities and services within the scope of lifelong learning

Goal 4: Improve the work of the environmental management system

Objective 5. Increasing Entrepreneurship and Innovation Activities

Target 1: Increasing the number of outsourced projects

The faculty has applied to the Theology Accreditation Agency (IAA) by making plans/studies for the accreditation of Primary Education and English Theology Programs in order to provide better and quality services in the fields of quality assurance system, education-training, research-development, social contribution and management system in line with the updated mission, vision, strategic goals and objectives (EVİDENCE: 22, EVİDENCE: 23). On 08.12.2021, an international accreditation application was made to IAA (EVİDENCE: 24). BPositive response was given to our application on 14.12.2021(EVİDENCE: 25).

Table 1: Mission, Vision, Strategic Goals and Objectives

Subject:	Monitoring and Evaluation Processes
Responsible Unit:	Dean's Office Unit Quality Coordinatorship
First Planning Date:	September 2020
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students Coordinatorships
External Stakeholders:	Unit Advisory Board
International Stakeholders:	Unit International Advisory Board
Application Areas:	Sections Coordinatorships Istanbul University 2019-2023 Strategic Plan Istanbul University Faculty of Theology Mission, Vision, Strategic Aims and Goals Public Announcement on Mission and Vision Public Announcement on Strategic Purposes and Targets Example of Research and Development Coordinator's Implementation in Line with Strategic Purposes and Goals

Monitoring Mechanisms:	Internal Stakeholder Focus Group Interview Survey, Focus Group Interview: Academics, Student Club Representatives, YLSY Fellows, Alumni Association, Guidance and Counseling Coordinatorship, Graduate Students, International Theology Program Students, Special Needs Students Survey of External Stakeholders on Mission and Vision
Performance Indicators:	Istanbul University Faculty of Theology 2019-2023 Strategic Plan 72 academic staff participated in the decision making process of the mission and vision.
Date of Evaluation and Improvement:	May 2021: Mission, Vision, Strategic Objectives and Goals Consultation Meeting November 2022: Meeting Minutes of the Unit Advisory Board Containing Improvement Suggestions Regarding Mission, Vision, Strategic Goals and Aims
The Place of Sub-Criteria in the Information Management System:	Google Drive Istanbul University Strategic Management Information System (SMS) Quality Management System e-mail address

Maturity Level

Matured and sustainable practices to realize the strategic objectives and

targets as part of the strategic plan are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The mission, vision and strategic objectives defined within the scope of the Strategic Plan in the institution were created in September 2020, following the internal stakeholders' consideration by adhering to the Istanbul University framework text. The created processes were shared with the public via the Faculty website.

2. Academic activities have been planned by considering the mission, vision, strategic goals and objectives of the institution defined within the scope of the strategic plan, and the basic trajectory of the workflows was formed within the framework of these principles. Workflow charts have been created for departments and coordination offices to take these principles into consideration when forming their decisions. Accordingly, the EducationCoordinatorship, the research and development Coordinatorship and the Social Contribution Coordinatorship were established within the scope of the relevant articles of the strategic goals and objectives. Such monitoring mechanisms, which are applied to departments and coordination offices, have been decided to play an active role in decision-making processes. The Research and Development Coordinatorship, Project Support Unit, Academic Activities Unit and Academic Publication and Support Unit have been opened for negotiation to structure their activities in the orbit of 2019-2023 strategic goals during the year.

3. Within the scope of the strategic plan, the implementations including the strategic goals and objectives, the feasibility of the strategic plan in accordance with the internal quality assurance system and the aspects that are open to development were monitored through surveys and focus group interviews. In addition, performance indicators were added to the Strategic Management Information System (SMIS) system. The system is integrated to monitor the distribution according to the years.

4. Within the scope of the strategic plan, the practices covering all areas in line with the strategic objectives and objectives are monitored systematically and in accordance with the internal quality assurance system of the institution and measures are taken by evaluating them together with the stakeholders. The strategic plan, which was monitored through internal and external stakeholders, was evaluated by the Unit Quality Coordinatorship in order to establish a quality culture and then transferred to the unit Quality Commission.

5. Within the scope of the strategic plan, mature, sustainable practices to achieve strategic goals and objectives have been adopted throughout the organization; "The Istanbul Theology Agency has decided to plan for 2023 in order to adopt its strategic objectives after 2023, to incorporate the National Strategic Goals in order to carry out original and innovative practices and to be a pioneer for other Theology Faculties.

The List of Evidence

1. The Unit Quality Coordinatorship Job Description
2. The Structure of the Unit Quality Coordinatorship
3. Structuring the Unit Quality Coordinatorship and Determining the Unit Responsibles
4. The Vision, Mission, and Strategic Objectives Consultation Meeting
5. The Mission and Vision of the Faculty
6. The Approval of the Quality Manual and Self-Assessment Report
7. The Unit Quality Coordinatorship's Meeting About the Update of Mission and Vision
8. Accreditation Evaluation Meeting
9. 2009-2013 Istanbul University Strategic Plan
10. 2014-2015 Istanbul University Strategic Plan
11. 2019-2023 Istanbul University Strategic Plan
12. The Mailing of Mission and Vision Documents to Internal Stakeholders for Taking Their Opinions
13. Academic Board Official Invitation Letter (Mission and Vision)

14. Old and New Mission and Vision Files
15. Vision, Mission, and Strategic Objectives Meeting with Internal Stakeholders Invitation Letter
16. Accreditation Evaluation Meeting
17. Accreditation Evaluation Meeting Web Page Announcement
18. Survey of External Stakeholders on Mission and Vision
19. Unit Quality Coordinatorship Job Description
20. Accreditation Forms
21. IAA Accreditation application result
22. Faculty's IAA International Accreditation Application
23. Faculty's IAA Application Acceptance Certificate
24. Internal Stakeholder Focus Group Interview Survey
25. Focus Group Discussion
26. Strategic Performance Indicators by Years
27. 2019-2023 Strategic Performance Indicators Realization Percentage
28. 2019-2013 Strategic Plan Data

A.1.2. Quality Assurance, Education and Teaching, Research and Development, Service to Society, and Management System Policies

The faculty has prepared its policies related to quality assurance, education, research and development, social contribution and management system by taking into account the policies of Istanbul University (EVIDENCE: 1). Them Quality Manual according to the process defined. Accordingly, the Faculty will work with the faculty members, who are internal stakeholders, to determine their quality assurance and policies within the framework of the accreditation application on 16.02.2021 (EVIDENCE: 2). It is planned that the activities carried out within the scope of the faculty will be accessible and controllable, and these activities have been put on the website to be announced to the public (EVIDENCE: 3; EVIDENCE: 4, EVIDENCE: 5). In addition, the Faculty held an online meeting with the administrative staff on 24.03.2021 (EVIDENCE: 6). An online meeting was also held on 22.02.2021

at 14:00 with the coordinatorships established in order to increase the quality of the faculty. In this meeting, the activities of the faculty coordinators until September 2021 and the activities to be carried out after the said date were planned (EVIDENCE: 7; EVIDENCE: 7 EK). In addition, an online meeting was held with a group of students on the subject, what was done in the field of accreditation was explained to them, their opinions, suggestions and support were asked (EVIDENCE: 8). In addition, a survey was conducted to external stakeholders for the development of educational activities (EVIDENCE: 9). At the end of all these meetings, suggestions and consultations with internal and external stakeholders, the faculty determined its quality assurance and policies and shared them with the public (EVIDENCE: 10). Quality assurance and policy considerations include:

Faculty's Quality Assurance Principles

1. To make quality a dynamic and established culture in the whole institution through the Unit Quality Commission.
2. To ensure that the Unit Quality Commission works in coordination with other working groups and boards of the faculty.
3. To evaluate the results of the negotiations of the Unit Quality Commission with internal and external stakeholders and to make the necessary improvements.
4. To support the practices designed by the Unit Quality Commission to measure satisfaction with the services within the Faculty.

Our Quality Policy:

1. To establish a sustainable tradition of quality in the Faculty
2. To continuously improve services and activities in line with quality principles
3. To carry out studies to increase the satisfaction of internal and external stakeholders
4. To observe the principles of transparency, accountability and

innovation

5. To provide a safe, healthy and peaceful working environment

Our Education and Teaching Policy

1. To adopt an educational model that will equip students with lifelong learning skills as well as professional competence.
2. To bring the quality of education and training to international standards by following a student-oriented model (EVIDENCE: 9, EVIDENCE: 10; EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13).
3. To carry out educational practices for the protection of the heritage from our history in science, culture and art studies and to diversify them.
4. To continuously improve education and training processes with the participation of stakeholders by strengthening national and international collaborations.
5. To improve the skills of students and staff on digital literacy.

Our Research and Development Policy

1. To take into account regional, national and international needs and priorities in research and development studies.
2. To provide researchers with the necessary support and opportunities to carry out qualified academic studies, to share the results of their research with the public.
3. To strengthen cooperation with external stakeholders and to ensure their participation in research and development activities.
4. To ensure that research and development activities are carried out in cooperation with the research and application centers within the University; to ensure the use of resources and infrastructure in line with corporate objectives.
5. To carry out pioneering studies for the future within the framework of the changing world conditions and the needs of the society in the field of theology.

Our Social Contribution Policy

1. To give priority to local, regional, national and international needs in research and education and training activities in the field of theology.
2. To develop solutions to the religious problems of the society by taking into account the suggestions of internal and external stakeholders and to determine research and development foci.
3. To present the findings of the scientific studies carried out to the public, to carry out academic and social activities open to the public.
4. To encourage academic staff to areas for social needs determined with the participation of stakeholders and to provide support to them in these areas.
5. To contribute to the increase of the level of knowledge of the society on religious issues by using the mass media effectively.
6. To monitor the activities of the Faculty for social contribution and to make the necessary improvements.

Our Management System Policy

1. To ensure the spread of the culture of governance and corporate belonging
2. To take decisions based on consultation with internal and external stakeholders within the framework of the principle of transparent management and to share them with the public
3. To monitor the performance of academic and administrative staff in line with the mission and vision of the institution and to provide the necessary support, promotions and authorizations in accordance with the principle of equal opportunity
4. To inform about corporate activities by using communication tools and to increase corporate recognition
5. To create a healthy and safe environment for staff and students with occupational health and safety practices

With these policies, the Faculty aims to ensure that all academic staff and

administrative staff can use their talents at the highest level within the scope of quality systems. Again, by producing pioneering studies and projects, it aims to raise the quality level systematically, to gain the ability to solve problems, to have high representativeness, to internalize moral values, and to educate undergraduate and graduate students who have the ideal of creating a more peaceful world.

Faculty core values such as *Merit, Governance, Commitment to Ethical Values, Respect for Universal and Social Values, Fidelity, Honesty and Justice, which are* determined in accordance with the basic principles of the University, have a motivating effect on the determination of Faculty policies and the entry into force of these policies. All this process is carried out by announcing it to the public.

The Quality Coordinator is responsible for carrying out the process related to quality assurance, education-training, research-development, social contribution and management system policies in the institution. The Coordination Office also follows and monitors the process in terms of quality. It meets in June and November and submits its proposals for improvements to the Dean's Office in the form of a report for consideration in the Quality Commission. In line with the proposals and evaluations of the Quality Commission, the Dean's Office meets with the stakeholders and takes the necessary steps.

In November, the Unit Quality Coordinator held a meeting and made consultations and the results of this meeting were sent to the Commission in December. The faculty reviewed its quality assurance and policies in the period covering the months of November-December (EVIDENCE 14, EVIDENCE: 15).

Table 2: Quality Assurance, Education and Training, Research and Development, Social Contribution, Management System and Internationalization Policies

Topic:	**System Policy Management**
Responsible Unit:	Dean's Office Unit Quality Coordinatorship
First Planning Date:	May 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Student Representatives, Education Coordinatorship Research and Development (R&D) Coordinatorship International Relations Coordinatorship Social Contribution Coordinatorship
External Stakeholders:	Unit Advisory Board
International Stakeholders:	Unit International Advisory Board
Application Areas:	Academic staff Administrative staff All sections, Coordinatorships Quality Assurance Consultation Meeting with the Participation of Academic Staff, Coordinatorships and Departments Policies Consultation Meeting Istanbul University's Policy Papers on Quality,

	Education and Training, Research and Development, Social Contribution and Management System Istanbul Faculty of Theology Policies Public Announcement Implementation Chart by Policy
Monitoring Mechanisms:	Survey with External Stakeholders to Improve Quality in Education Survey with External Stakeholders to Improve Quality in Education Focus Group Interview_Kasim 2022
Performance Indicators:	Istanbul University Performance Evaluation Procedure
Date of Assessment and Improvement:	June, November July, December
Place of Sub-Criteria in the Information Management System:	Faculty Website Google Drive WhatsApp groups Quality Management System e-mail address

Maturity Level

Matured and sustainable practices in line with the institutional policies in all the fields are adopted in the entire institution and taken as a basis in decision-making processes. The institution has specific and innovative implementations in this regard, some of which serve as a model for other

institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The faculty has defined policies in various fields taking into account the policies of Istanbul University. The faculty has defined its policies related to quality assurance, education, research and development, social contribution and management system, taking into account the policies of the University of Istanbul.

2. There are defined policies in the institution in basic areas such as quality assurance, education-training, research and development, social contribution and management system. As a result of the meeting with internal stakeholders, the faculty has planned to make the activities accessible and controllable, and these activities have been put on the website to be announced to the public.

3. "Quality assurance, education and training, research and development, social contribution and management system areas all have been implemented in line with defined policies and some results have been obtained from these practices." In order to increase the quality of the faculty, coordinatorships were established, focus group interviews were held and surveys were conducted with external stakeholders for the development of educational activities.

4. The relations of the corporate policies in the fields of quality assurance, education ya, research and development, social contribution and management system are established and this holistic structure in the policies directs the internal quality assurance system; results are monitored by Quality Assurance Unit. In this direction, coordination offices were established and their activities were monitored regularly. Various monitoring mechanisms have been developed to detect the effects of applications and improve the current situation. Measures are taken by evaluating the results together with the stakeholders. At the end of all

meetings, suggestions and consultations of the faculty with internal and external stakeholders, quality assurance and policies were determined and shared with the public. While creating these policies, the faculty has ensured the spread of the culture of governance and institutional belonging by using the skills of all academics and administrative staff at the highest level within the scope of quality systems. Thus, these policy processes are monitored by the Unit Quality Coordinatorship. The Coordination Office held review meetings in June and November to check the relevant policies and make recommendations for changes and improvements, and submitted its recommendations to the Dean's Office in the form of a report to be discussed in July and December in the Quality Commission. The Dean's Office also took the stakeholder opinions, have meet with the authorized boards, and taken the necessary measures.

5. Matured, sustainable practices in line with corporate policies in all headings have been adopted throughout the institution and are taken as a basis in decision-making processes.

The List of Evidence

1. 2020-2021 Academic Year Fall Semester Evaluation and Accreditation Process Meeting
2. Internal Stakeholders Quality Assurance and Policies Meeting Record
3. Public Announcement of the Activities in the Faculty
4. Online Meeting Minutes
5. Accreditation Coordinators Meeting 22.02.2021, Addendium
6. Student Accreditation Information and Consultation Meeting
7. Survey with External Stakeholders to Improve Quality in Education
8. Public Announcement of the Policies of the Faculty
9. Excursion Request from students for the establishment of a club to carry out and increase activities
10. Excursion Request from students for the establishment of a club to carry out and increase activities 2
11. Establishment of Sufi Culture Club

12. Activities of the Sufi Culture Club
13. Activities of the Sufi Culture Club 2
14. Quality Assurance and Policies Consultation Mail
15. Quality Assurance and Policy Feedback to Consultation Mail
16. Policy and Strategic Planning Meeting
17. Focus Group Discussion_November 2022

A.1.3. Institutional Performance Management

The university measures institutional performance through various mechanisms such as AVESIS and prepares an internal evaluation report. (EVIDENCE: 1). Faculties are also obliged to report their institutional performance schedules. The faculty has carried out institutional performance management in cooperation with the commission responsible for quality, the coordination office and other working groups. In this context, a three-year report was prepared by monitoring the activities of academic staff (EVIDENCE: 2). The university has also published an internal evaluation report. In addition, on 09.06.2021, with the Heads of Departments (EVIDENCE: 3) and on 22.04.2021 meetings were held with the coordinators on performance evaluation.(EVIDENCE: 4). The requests of the units related to performance management were also taken and evaluated by the Dean's Office. In this context, the Academic Publication and Performance Monitoring Coordinatorship emphasized the importance of publishing in a foreign language for international visibility and recognition and recommended that foreign language editor support be provided for the linguistic review of these articles (EVIDENCE: 5; EVIDENCE: 6). In addition, within the framework of the 2019-2023 Strategic Plan, the Dean's Office requested reports from each department of the academic activities carried out between July and December . (EVIDENCE: 7)

The Faculty Unit Quality Coordinatorship has developed methods to measure the satisfaction of internal and external stakeholders with the

performance of the institution. For this, the feedback of the people and organizations receiving services; in the form of satisfaction, complaints and suggestions. For this purpose, it used tools such as surveys, face-to-face interviews and recommendation systems. A satisfaction survey was applied to all internal stakeholders in 2021 (EVIDENCE: 8; EVIDENCE: 9; EVIDENCE: 10). In 2020-2021, these studies were conducted online. All these processes were managed by adhering to the quality policy of the institution (EVIDENCE: 11).

The faculty follows up the documentation related to the quality management system through the cloud system. The IU Quality Management System (KALSIS), which the university has not yet included faculty units, has first started to carry its faculty system into its structure. (EVIDENCE: 12). In 2023, It is planned to be managed through the quality management system IU KALSİS .

Table 3: Corporate Performance Management

Topic:	**Corporate Performance Management Processes**
Responsible Unit:	Dean's Office, Unit Quality Coordinatorship Academic Publication Support Unit
First Planning Date:	October 2022 (Revision)
The Content of Planning:	Planning Table
Internal Stakeholders:	
External Stakeholders:	Unit Advisory Board
International Stakeholders:	-

Application Areas:	All Faculty Istanbul University Internal Evaluation Report 2021 Istanbul University Internal Evaluation Report 2022 Performance Evaluation Procedure Meeting Minute of Unit Quality Coordinatorship for Key Performance Indicators Determination
Monitoring Mechanisms:	Faculty Members Online Education and Training Satisfaction Survey
Performance Indicators:	Academic Activity Report January 2018-December 2021 January 2018-December 2021 Number of Academic Activities and Percentage Distribution According to the results of the academic activity report; the total number of activities is 1273. 26.63% of them are articles, 17.52% are books, 24.12% are chapters in books, 20.11% are papers, 0.24% are international projects and 7.60% are national projects. According to Istanbul University Performance Evaluation Procedure 2019-2023 strategic plan data, in the second half of 2022, the number of national and international scientific awards, which is one of the key performance indicators,

	was 2, the number of publications in the field of civil society was 23, and the number of students participating in social responsibility projects was 15.
Date of Evaluation and Improvement:	June 2022 r October 2022
Place of the Sub-criterion in the Information Management System:	KALSİS Google Drive Kalite Yönetim Sistemi e-posta adresi

Maturity Level

All performance indicators related to all the fields/processes are systematically monitored in line with the institution's internal quality assurance system. The results are evaluated with stakeholders and employed in decision-making processes, and necessary measures are taken with regard to performance management.

Summary Statement Compatible with the Rubric after the Site Visit

1. There is a performance management system in the faculty. Performance indicators defined in accordance with the performance management practice and strategic plan in the institution. The Academic Publication Support Unit was established to measure and monitor institutional performance.

2. The corporate performance management policy has progressed through two mechanisms.The unit collects the performance indicators of the academic staff from the departments every six months through AVESIS. This data is collected at the Dean's Office and transferred to the Strategic Management Information System. (SYBS). The relevant data can be viewed by pressing the "Send to Excel" button from the "detailed report" tab of the

SYBS and filtering it with the Faculty of Theology option. Awards were given to high-performing academic staff by the Award and Incentive Unit of the Unit Quality Coordinatorship.

3. Performance indicators and key performance indicators have been determined in relation to all areas. The Dean's Office evaluates administrative staff. These assessments are conducted every six months through surveys and focus group interviews. In the quality assurance system and management system, surveys are conducted by the Dean's Office about the functioning and physical conditions of the faculty, thus monitoring performance. Focus group interviews were also conducted with academic staff on 09/07/2020.

4. In both the quality assurance system and the management system, HPLP is actively and systematically filled in six-month periods. The data collected by the Academic Publication Support Unit to measure education and training, social contribution and research and development performances are reported and submitted to the Dean's Office at six-month intervals.

The List of Evidence

1. Academic Activity Report 2018-2021
2. Istanbul University Evaluation Report for the Institution
3. U.S. Presidents Consultation Meeting
4. Performance Evaluation Meeting with Coordinators 22.04.2021
5. Coordination Meeting (2)
6. Faculty of Theology Student Satisfaction Survey 2021
7. Faculty Members Online Education and Training Satisfaction Survey
8. 2022 Fall Administrative Staff Satisfaction Survey
9. Faculty of Theology Strategy Document
10. KALSIS
11. IU KALSIS
12. Accreditation Evaluation Meeting
13. Performance Evaluation Procedure
14. January 2018-December 2021 Number of Academic Activities and

Percentage Distribution

15. Meeting Minute of Unit Quality Coordinatorship for Key Performance Indicators Determination

A.2. Internal Quality Assurance

The Faculty created the Internal Quality Assurance System within the scope of the Quality Management System and included it in the Quality Manual. While creating the Internal Quality Assurance System, it has taken into account stakeholder participation and their perspectives by negotiating with internal and external reflections. (EVIDENCE: 1, EVIDENCE: 2). Thanks to the Internal Quality Assurance System, the Faculty aimed to review the processes, make improvements where necessary, and ensure continuity.(EVIDENCE: 3), (EVIDENCE: 4).

The faculty monitors the use of quality-responsible coordinatorship to achieve goals and outputs for in-house performance. (EVIDENCE: 5, EVIDENCE: 6) It provides internal quality assurance and makes the necessary evaluations in cooperation with the sub-units of the Quality Coordinator. (EVİDENCE: 7), (EVIDENCE: 8) At this point, it is in cooperation with the University's Quality Coordinator. The institution has established some units within the quality coordinatorship in order to ensure quality assurance in each unit and appointed a chairman and a member to them (EVIDENCE: 9). These units are:

- Quality Assurance System

  1. Unit Quality Coordinatorship

     a. Accreditation Unit

     b. Award and Incentive Unit

- Education and Training

  1. Education Coordinatorship

2. Arabic Preparatory Program Coordinatorship

3. Arabic Theology Undergraduate Program Coordinatorship

4. English Theology Undergraduate Program Coordinatorship

5. ILITAM Program Coordinatorship

6. International Theology Program (IIP) Coordinatorship

7. Unit International Relations Coordinatorship

8. Erasmus Exchange Program Coordinatorship

9. Farabi Exchange Program Coordinatorship

10. Mevlana Exchange Program Coordinatorship

11. Students with Special Needs Unit

12. Guidance and Counseling Coordinatorship

13. YLSY Scholarship Coordinatorship

- Research and Development

1. Research and Development Coordinatorship

   a. Academic Activities Unit
   b. Project Support Unit
   c. Academic Publication Support Unit

5. Library Coordinatorship

- Social Contribution

1. Social Contribution Coordinatorship

   a. Social Aid and Support Activities Unit
   b. Social, Cultural and Artistic Activities Unit
   c. Vocational Education and Practice Unit

- Management system

1. Personnel Affairs Coordinatorship

2. Corporate Communications Coordinatorship

These units and their members are announced on the Faculty website (EVIDENCE: 10). The Faculty negotiated that the number of surveys was not sufficient to monitor the institution's activities and stakeholder satisfaction, and established the Survey Organizing and Implementation Unit to administer surveys to internal and external stakeholders (EVIDENCE: 11).

The institution supported the personnel to receive the necessary training within the framework of the Quality Management System (QMS) studies (EVIDENCE: 12), (EVIDENCE: 13). Thus, it established an internal quality assurance integrated with the University.

The List of Evidence

1. Meeting Planned with Internal Stakeholders to Ensure Internal Quality Assurance 17.11.2021
2. Meeting Planned with Internal Stakeholders to Ensure Internal Quality Assurance 24.11.2021
3. Minutes of the Meeting and Negotiations with Internal Stakeholders 28.12.2021
4. Unit Quality Coordinator Application Evaluation Report 14.10.2022
5. Quality Commission Unit Quality Coordination Sub-Units
6. Faculty Web Page Open to the Public
7. Quality Coordinatorship 2021 Fall Term Report
8. Quality Coordinatorship Evaluation Report 14.02.2022-27.05.2022
9. Coordinatorships and Sub-Units
10. Coordinatorships Website Link
11. Establishment of Survey Organizing and Implementation Unit

A.2.1. Unit Quality Commission

The Unit Quality Commission was established on 12.11.2021 in order to establish the internal quality assurance system, to formulate evaluations and

improvements (EVIDENCE: 1) and since then , the Quality Commission is responsible for all quality-related processes (EVIDENCE: 2; EVIDENCE: 3). The Quality Commission, which was established by the Dean's Office to ensure and improve quality in the Faculty, evaluated the accreditation process at its first meeting held on 01 December 2021 and informed the members (EVIDENCE: 4). The Unit Quality Commission held its second meeting for 2021 on 30.12.2021 and evaluated the report from the Unit Quality Coordinatorship (EVIDENCE: 5) at the meeting held on 30.12.2021 and presented its findings and suggestions to the Dean's Office (EVIDENCE: 6). The Dean's Office discussed these points at the Faculty Administrative Board(FAB) meeting held on 26.01.2022 (EVIDENCE: 7).

New sub-units have been established in order to ensure the participation and representation of all units in the quality management process of the institution under the Unit Quality Coordinatorship, which operates under the Quality Commission (EVIDENCE: 8). The faculty took the said step by complying with the job descriptions in the Quality Assurance System Directive of Istanbul University. Thus, it was aimed to spread the quality more generally through the sub-units created.

Table 4: Quality Commission

Subject:	Monitoring, Evaluation and Improvement Studies on Quality Commissions
Responsible Unit:	Dean's Office
First Planning Date:	12 November 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	AdministrativeStaff Academic Staff Unit Quality Coordinatorship

External Stakeholders:	Unit Advisory Board
International Stakeholders:	-
Application Areas:	Academic Staff Administrative Staff, All departments Quality Coordinatorship organizational structure Quality Commission Members Duties and responsibilities of the members of the Quality Commission 30.12.2021 Quality Commission MeetingMinute 28.06.2022 Quality Commission Meeting Minute
Monitoring Mechanisms:	Focus Group Interview Survey with Internal Stakeholders Student Satisfaction Survey on Quality
Performance Indicators:	The students marked the option “I find the quality of my faculty sufficient” as 28% "I totally agree" and 15.7% "I mostly agree" as 15.7% in the 2021-2022 student satisfaction survey . Focus group meetings were held with 9 faculty members with different academic

	titles in the Academic Staff Focus Group Interview Report.
Date of Evaluation and Improvement:	June, **November** 28 November 2022 Quality Commission Evaluation Report July, **December** 30 June 2022 Unit Advisory Board and Improvement Recommendations
Place of Sub-criteria in the Information Management System:	EBYS Google Drive WhatsApp Groups Quality Management System e-mail address

Maturity Level

The quality commission is systematically conducting their works in line with their duties, authorities and responsibilities and in the scope of the integrated quality management in the institution. The findings obtained from these practices are monitored and the monitoring results are evaluated to enable improvement.

Summary Statement Compatible with the Rubric after the Site Visit

1. There is a quality commission established to carry out the quality assurance processes in the institution. The Quality Commission was established in November 2021 to establish, evaluate and improve the internal quality assurance system. Before that, the July 2020 Unit Quality Coordinatorship, which was established to monitor and evaluate the quality management system of the Faculty, monitored and evaluated the quality management process of the Faculty.

2. Unit Quality Coordinator was responsible for all quality assessment and quality assurance and accreditation processes in line with the strategic plan

and objectives of the faculty. In 2022, necessary revisions were made on the authority, duties, responsibilities and organizational structure of the Unit Quality Coordinator.

3. The authority, duties, responsibilities and organizational structure of the Quality Commission were defined in 2021. The Quality Commission complied with the job descriptions in the Quality Assurance System Instruction and gathered all units within the Unit Quality Coordinator, thereby ensuring the institution's participation in the quality management process, and the quality objectives were adopted throughout the faculty.

4. The Quality Commission has carried out its work transparently with an inclusive and participatory approach within the scope of its authorities, duties and responsibilities. The Quality Commission has met at regular intervals (July, December) and evaluated the reports received from the Unit Quality Coordinatorship and other coordinatorships within the framework of the mission, vision and strategic goals of the faculty and shared the findings and improvement proposals with the Dean's Office. In line with its authorities, duties and responsibilities, the Quality Commission carried out its work systematically and within the scope of holistic quality management in the institution; monitored the findings obtained from the practices and evaluated the monitoring results and proposed improvements in June 2021. Thereupon, the Dean's Office received the reports and recommendations submitted to it and made the necessary arrangements. Thus, quality assurance in the institution was monitored in all units. In this way, the process was monitored through coordinated discussions and meetings, and necessary improvements were evaluated and implemented by the management.

The List of Evidence

1. Quality Commission Establishment Letter
2. 2021 Quality Commission Job Description
3. 2022 Quality Coordinatorship Structuring and Job Descriptions
4. Quality Commission Meeting 01.12.2021

5. Unit Quality Coordinatorship 2021 Fall Term Report

6. 30.12.2021 Quality Commission Meeting

7. 2021-2022 Academic Year Fall Term Quality Commission Recommendations

8. 22.11.2022 Structuring of Quality Coordinatorship and Unit Determination of Responsible Persons Board of Directors Decision

9. 28.06.2022 Quality Commission Meeting and Recommendations

10. Focus Group Meeting Survey with Internal Stakeholders

11. Quality Student Satisfaction Survey

12. 28 November 2022 Quality Commission Evaluation Report

13. June 30, 2022 Unit Advisory Board and Recommendations for Improvement

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

Our faculty has defined processes regarding internal quality assurance mechanisms. The institution provides the internal quality assurance of the PUKO cycle from all units through the academic units formed in the Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts departments and the coordinators that support them (EVIDENCE: 1). The aforementioned units have made their plans and are in the implementation phase. The institution has planned to operate its internal quality assurance mechanisms in harmony with all sub-units. In this context, while creating the strategic plan, meetings were planned with the participation of the administrative staff of the Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts Departments, and Coordinatorships when necessary, and their demands and suggestions were discussed (EVIDENCE: 2, EVIDENCE: 3, (EVIDENCE: 4), (EVIDENCE: 5). Departments have planned course content names, contents (curriculum),

syllabus and instructors who will take the course (EVIDENCE: 6, EVIDENCE 7, EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10). The new course offers from the departments related to the elective courses were evaluated and the process was completed and the courses were presented to the students' preference. For example, courses such as Sufi Culture, Mesnevi Stories, Hikem-i Ataiyye, Turkish Sufi Literature were included in the elective course pool (EVIDENCE: 11). Again, the Persian Classical Texts course was discussed in the authorized committee as a new elective course and sent to the Senate. (EVIDENCE: 12). Islamic Philosophy and Sufism courses of 4 credits, which are among the compulsory courses in the curriculum, were divided at the request of the relevant departments and updated as two credits for two separate semesters. (EVIDENCE: 13, EVIDENCE: 14). Thus, after the planning, the process was followed and necessary updates were made. In addition, academic staff were asked to prepare and submit a report to evaluate their plans and practices to be discussed in the Quality Commission (EVIDENCE: 15). In November and June, the departments were asked to plan the courses to be opened in the next semester (EVIDENCE: 16).

Planning and practices related to quality in the faculty are carried out by the Quality Coordinator. The Coordinatorship reports on the practices in June and November and submits it to the Dean's Office for discussion at the Quality Commission. In line with the proposals and evaluations of the Quality Commission, the Dean's Office takes the necessary steps by meeting with the stakeholders. In addition, surveys and focus meetings were held for students and staff to monitor the efficiency of these planning and implementations (EVIDENCE: 17).

Table 5: Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)

Subject:	Processes of Internal Quality Assurance Mechanisms

Responsible Unit:	Dean's Office Unit Quality Coordinatorship
First Planning Date:	March 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Administrative staff Students Coordinatorships
External Stakeholders:	Unit Advisory Board Istanbul University Quality Coordinatorship
International Stakeholders:	-
Application Areas:	The Prepared PDCA Cycles Calendar For the Faculty Academic Units Administrative units PDCA Workflow for Academic Units PDCA Cycle for Quality Assurance System
Monitoring Mechanisms:	Feedback methods on internal quality mechanism and Stakeholder Engagement Questionnaire Conducted with Students on Quality Student Satisfaction Survey

	Focus group interviews
Performance Indicators:	According to the results of the satisfaction survey, - 65.5% of internal stakeholder students are satisfied with studying at Istanbul University Faculty of Theology - 62.2% of the students recommend Istanbul Theology Faculty. - Number of Periodical Information and Introduction Meetings: 3
Date of Evaluation and Improvement:	**June**, November 14.02.2022- 27.05.2022 Quality Coordination Evaluation Report 2021-2022 June Quality Assurance System Evaluation Report July, **December** Quality-Oriented Organizational Structure Improvement Unit Consultation Meeting
Place of Sub-criteria in the Information Management System:	Quality Management System (KALSİS), EBYS, Google Drive, WhatsApp Groups, Quality Management System e-mail address

Maturity Level

The institution has internal quality assurance mechanisms (processes, PDCA cycles, authorities, duties and responsibilities, quality tools) that cover all the fields and processes; and certain results have been obtained from the applications of these mechanisms. But they are not executed as part of the

integrated quality management of the institution and the results of these practices are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. Istanbul Faculty of Theology provided internal quality assurance in 2022 by following the processes in the Quality Manual prepared by the Unit Quality Coordinator. All areas of the faculty have developed basic mechanisms to operate the quality assurance system (education and training, research and development, social contribution, management system). Through the academic units and coordinators, the PDCA cycle in the whole faculty was provided with an informative meeting held three times a year. Demands and suggestions were discussed with the participation of all academic units and administrative staff to create a strategic plan.

2. The internal quality assurance mechanisms, quality processes, PDCA periodical information and promotion cycles, duties, authorities and responsibilities of the coordinators have been evaluated according to the processes defined in the quality manual, covering all areas and processes of the institution.

3. Internal quality assurance mechanisms and defined processes covering all areas and processes at Istanbul Theology Faculty have been systematically carried out within the scope of a holistic quality management approach; the findings obtained from the practices carried out were discussed with the Unit Quality Coordinatorship and the evaluation results were discussed with internal and external stakeholders. All coordinatorships were requested to prepare and submit their plans and practices as a report to be discussed at the Quality Commission. In order to monitor the efficiency of implementation and planning, surveys and focus group discussions were conducted. In this way, it is aimed to have a traceable, sustainable and integrated structure of quality in the whole faculty.

The List of Evidence

1. Quality Assurance System Process Scheme

2. 2020 Coordinatorships Accreditation Meeting
3. 2020 Coordinatorships Accreditation Meeting
4. 2021 Research Assistants Accreditation Information Meeting
5. 2021 İdari Personnel Accreditation Information Meeting
6. 2021-2022 Fall Semester Academic Year Evaluation and Request for Suggestions
7. 2021 Academic Staff Syllabus Meeting
8. 2022 Syllabus of Hadith Articles Negotiations
9. Faculty Web Site Course Syllabus Announcement Page
10. 2022 Academic Board Meeting Negotiation of Compulsory and Elective Courses
11. Faculty of Theology Elective Course Pool and Addition of New Courses
12. Letter to the Senate for the Opening of the Persian Classical Texts Course
13. Outgoing Letter from the Faculty Regarding the Changes in the Credits of Some Courses
14. Letter from the Senate on the Updating of Certain Course Credits
15. 2021-2022 Spring Semester Courses Planning Request
16. Planning Request for 2021-2022 Spring Semester Courses to be Taught
17. Focus group interviews
18. 12.05.2022 Internal Quality Mechanisms Planning Meeting
19. Meeting Reporting and PDCACycle Schedule
20. 2022 Academic Staff Organization Chart
21. Survey with Students on Internal Quality Mechanisms
22. Student Satisfaction Survey
23. Focus group interviews
24. 14.02.2022-27.05.2022 Quality Coordinatorship Evaluation Report
25. 2021-2022 June Quality Assurance System Evaluation Report
26. 04.01.2023 Syllabus Education Meeting

A.2.3. Leadership and Quality Assurance Culture

The faculty has a process defined in the QMS-EK regarding a good leadership and quality assurance culture in line with the mission and vision.

The institution explained the importance of fulfilling the expectations of the service recipients and the requirements of the legislation to all faculty staff. He conveyed the quality policy he created to clarify these issues to the employees via e-mail and in face-to-face meetings (EVIDENCE: 1 EVIDENCE: 2) (EVIDENCE: 3) (EVIDENCE: 4) (EVİDENCE: 5) (EVIDENCE: 6). The Faculty has ensured the establishment of Quality Objectives at the level of processes in line with the Strategic Plan. EVIDENCE: 7 Planned meetings with internal and external stakeholders to maximize and consolidate reputation within and outside the faculty (EVIDENCE: 8) has pioneered the realization of its values, thus trying to set an example in terms of social responsibility and ethical behavior. It has implemented practices to ensure compliance with human resources, infrastructure and working environment. For this purpose, Social Contribution Coordinatorship was established in the Faculty (EVIDENCE: 9, EVIDENCE: 10). In this context, negotiations were held with internal and external stakeholders to give the Amcazade Complex, which is located nearby, to the use of the Faculty (EVIDENCE: 11). The Amcazade Complex has been allocated to Istanbul University with the signed protocol (EVIDENCE: 12). In addition, a draft plan has been prepared by Fatih Municipality to implement a new Library Project in order to meet the library needs of the Faculty more easily (EVIDENCE: 13). It has led its employees in management and creativity and supported activities for the environment and society. It has encouraged the harmonious and efficient work of academic and administrative staff with the coordinatorships it has established within the Faculty (EVIDENCE: 14).

Although there is no written evidence to measure and monitor the leadership characteristics and competencies of the administrators in the institution, the Deanship paid attention to the fact that the members of the Faculty Quality Commission are composed of administrators and academic unit heads (EVIDENCE: 15, (EVIDENCE: 16). In this way, it aimed to create an

inclusive corporate culture and leadership understanding that supports the culture of quality assurance in the institution. In addition, in-service training was given to improve the leadership and managerial skills of the administrative staff (EVIDENCE: 17). In addition, the Faculty conducted focus group discussions to instill a culture of quality with both internal and external stakeholders (EVIDENCE: 18).

The process related to leadership and quality assurance culture in the faculty is carried out by the Quality Coordinator. The Coordinatorship reports on the practices in June and November and submits it to the Dean's Office for discussion at the Quality Commission. In line with the proposals and evaluations of the Quality Commission, the Dean's Office meets with the stakeholders and takes the necessary steps (EVIDENCE: 19, EVIDENCE: 20).

Table 6: Leadership and Quality Assurance Culture

Subject:	**Processes of Leadership and Quality Assurance Culture**
Responsible Unit:	Unit Quality Coordinatorship
First Planning Date:	March 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Administrative Staff Students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	-
Application Areas:	Academic Staff Administrative Staff Faculty Internal Evaluation Leadership and

	Quality Report 2022 Contact form where academic, administrative staff and students can express their opinions in order to measure Quality Culture and leadership. Meeting Feedback Form where academic and staff can express their opinions to measure Quality Culture and leadership.
Monitoring Mechanisms:	2022 Administrative Staff Satisfaction Survey 2022 Academic Staff Focus Group Interview 2022 Spring Semester Academic Staff Satisfaction Survey
Performance Indicators:	According to the results of the 2022 Fall Semester Administrative Staff Satisfaction Survey, 65% of the staff find Quality-Oriented Activities sufficient. 70% think that there is good communication between the administrative staff and the Faculty management. According to the 2022 Spring Term Academic Staff Satisfaction Survey, 67.8% are satisfied with the Dean's Office.
Date of Evaluation and Improvement:	**June**, November 2022 Unit Quality Coordination Evaluation Report July, **December** 2022 Unit Consultation Meeting to Develop Quality Culture

Place of Sub-criteria in the Information Management System:	Google Drive WhatsApp Groups Quality Management System e-mail address

Maturity Level

Sustainable and matured institutional quality culture and leadership approach that cover all the units and processes and in line with the institutional goals are adopted in the entire institution. The institution has innovative implementations for strengthening its quality culture and leadership approach, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. In 2022, Istanbul Faculty of Theology followed the processes suggested by the Quality Manual in line with the mission/vision for a quality culture and leadership approach that supports the quality assurance culture.

2. In order to establish a corporate culture and leadership approach that supports a culture of quality assurance, the Dean's Office has set up a transparent communication network to measure and monitor its own competence. In order to cover all areas, it has established a mechanism through the corporate website, through applications such as the Contact Form and the Meeting Feedback Form, where the staff or students studying at the institution can convey their complaints and criticisms against the leadership without revealing their identities.

3. Istanbul Faculty of Theology has involved all faculty staff in the process in order to ensure that the expectations of the service recipients and the legislative requirements operate in coordination with the quality culture; In order to clarify these issues, he conveyed the quality policy on which he bases his plans to the employees via e-mail and in face-to-face meetings.

4. Meetings with internal and external stakeholders have been planned in order to carry out the quality processes within the organization and to carry out the quality processes in line with the corporate culture, which ensures

high quality permanently in the institution, and the values and expectations of the institution. In addition, it has strengthened student clubs for the establishment and consolidation of the quality culture and aimed to open a Quality Club in the 2023 Action Plan. Thus, the main motivation is that the quality culture of the faculty is sustainable and traceable.

5. In addition to negotiations with internal and external stakeholders, a broad consensus was sought in specific events, with the cooperation of the Coordinatorships; practices such as the Amcazade Complex show that the institutional quality culture has matured in order for quality assurance to become widespread and governance to be realized.

The List of Evidence

1. Mail Requesting Opinions on the Strategy Document

2. Istanbul Theology Quality Policy and Strategic Planning Document

3. Internal Stakeholders Quality Assurance and Policies Meeting Record

4. Quality Coordination and Accreditation Unit Meeting

5. Administrative Staff Accreditation Information Meeting

6. Research Assistants Accreditation Information Meeting

7. Istanbul University Strategic Quality Method Web Site Link

8. 2020_Faculty Accreditation Coordinatorship Letter of Establishment

9. Decision of the 15.11.2022_Toplumsal Contribution Coordinatorship

10. Social Contribution Coordinatorship Web Site Announcement

11. Meeting of Negotiations with Internal and External Stakeholders on the Allocation of the Amcazade Complex to the Faculty

12. Amcazade Hüseyin Pasha Foundation Protocol Certificate

13. Istanbul University Faculty of Theology Library and Cultural Facility

17.09.2021

14. Faculty Web Page Coordinatorships Department

15. Quality Commission Assignment Letter

16. Quality Coordinatorship and Unit Officers Website

17. 2021 Administrative Letter on the Provision of In-Service Training to Personnel

18. 2022 Quality Coordinatorship Evaluation Report

19. 2020-2021_Student Satisfaction Survey

20. Coordinatorships Page of Faculty Website

21. Quality Commission Assignment Letter

22. Administrative Personnel In-Service Training

23. 2022 Administrative Staff Satisfaction Survey

24. 2022 Administrative Staff Satisfaction Survey

25. 2022 Academic Staff Focus Group Meeting

26. 2022 Spring Semester Academic Staff Satisfaction Survey

27. 2022 Quality Coordination Office Evaluation Report

28. 12.11.2022 Quality Coordination and Accreditation Unit Meeting

A.3. Stakeholder Engagement (Participation of internal and external stakeholders in quality assurance, education and training, research and development, social contribution, management and internationalization processes)

The faculty made stakeholder engagement in accordance with the process defined in the Quality Handbook and evaluated its stakeholders in two

categories, internal and external . It also provided the opportunity for all stakeholder groups to be informed and involved in the decisions taken on behalf of the faculty, through various mechanisms and tools (EVIDENCE: 1).

The Faculty cared and took into account stakeholder views in the planning, implementation, monitoring and improvement processes. It supported the inclusion of stakeholders in the process/decision mechanism. For this purpose, various data collection tools such as surveys and focus group meetings were used to ensure and increase stakeholder participation, as well as the Web page, e-mail, and electronic systems were actively used to receive feedback on complaints, suggestions and satisfaction, and systematic meetings were held. Documents, charts and reports on this subject have been recorded and shown below.

In order for all internal and external stakeholders to convey their views and suggestions, it was planned and put into practice to create a Stakeholder Suggestions Form link on the Faculty website. These monitoring mechanisms under two headings, Stakeholder Suggestions for Social Contribution and Stakeholder Suggestions for Research and Development, are located at the bottom of the faculty website (EVIDENCE: 2 , EVIDENCE: 3 and EVIDENCE: 4). In addition, there is a contact form on the website for stakeholders or non-stakeholders to convey their views and requests (EVIDENCE: 5). Requests and complaints sent from the aforementioned forms were reported to the faculty management by the Unit's Institutional Communications Coordinator via e-mail. (EVIDENCE: 6). The faculty management promptly evaluated and responded to the requests in all these suggestions and communication forms, followed them, checked them at systematic intervals and recorded them (EVIDENCE: 7, EVIDENCE: 8 and EVIDENCE: 9).

A.3.1. Internal Stakeholders

The faculty has adopted its academic and administrative staff and students as internal stakeholders. These are the people who are directly affected by

all kinds of services and activities produced in the institution. For this reason, the faculty encouraged its internal stakeholders to take part in all processes. In addition, the faculty has made an effort to ensure an active relationship with the internal stakeholders. For example, in this context, he reminded the academic staff to update the student meeting hours at the beginning of the academic year (EVIDENCE: 10).

A.3.1.1. Staff (Academic and Administrative Staff)

The Faculty Quality Assurance, Education and Training, Research and Development, Social Contribution, Management System and Internationalization processes, it is based on the participation of internal stakeholders in the control and monitoring, and their opinions and contributions. In line with the follow-ups and feedbacks made, various improvements were made at regular intervals in order to increase the participation of the stakeholders in the processes and to carry out this process on a dynamic and effective basis . In order for this process to work in a regular and coordinated manner, a calendar was created at the beginning of each semester regarding the meeting dates of the Departments, Coordinatorships, Departments and Academic Board and shared with the academic staff (EVIDENCE: 11). For example, an online meeting was held on 08.09.2020 at 10:00 with the faculty members, who are internal stakeholders working to prepare the faculty mission and vision documents, determine the strategic goals and objectives and determine their policies (EVIDENCE: 12). However, the dean's office requested written opinions from the staff on the mission and vision on January 12, 2021 (EVIDENCE: 13). Here, the ideas and proposals put forward by the internal stakeholders and adopted by the majority were included in the preparation of these documents (EVIDENCE: 14). An online academic board meeting was held on 03.03.2021 regarding the mission and vision documents of the faculty and strategic goals and objectives, which were finalized by the Unit Quality Coordinatorship with the faculty members who are also internal stakeholders (EVIDENCE: 15), the relevant issues are presented here_discussed once again. In addition, an

information meeting was held for the administrative staff of our faculty about the accreditation process (EVIDENCE: 16).

Academic committee meeting at the beginning and end of the academic year with the academic staff in order to ensure the participation of the internal stakeholders of the Dean's Office and to contribute to the institutional success; He held a meeting with the administrative staff at the beginning of the fall and spring semesters and received their ideas. In this way, the academic staff was informed about the subjects under four headings: educational activities, personnel affairs, administrative functioning and construction works, and some negotiations and consultations were held in order to increase the quality of the faculty in undergraduate and graduate education. For this reason, the agenda items of the meeting were shared with the academic staff before the meeting (EVIDENCE: 17). Thus, the Dean's unit directly involved the internal stakeholders in the decision-making, implementation and improvement of the decisions taken. These meetings not only strengthened the institutional belonging of the personnel, but also ensured their contribution to institutional success (EVIDENCE: 18, EVIDENCE : 19, EVIDENCE : 20, EVIDENCE: 21 and EVIDENCE: 22).

On September 29, 2021, at 14.30, the Dean's Department discussed the issue of accreditation at the academic board meeting in the Faculty Conference Hall and shared the process with the academicians (EVIDENCE: 23). In order to properly implement and control the targeted plans in this process , on May 12, 2022, at the online meeting of the Unit Quality Coordinator, attended by the dean's unit, Istanbul University Quality Coordinator Prof. Dr. Some suggestions have been made that it would be beneficial to have an interview with Eray Yurtseven (EVIDENCE: 24 and EVIDENCE: 25). In this context, a meeting was held with Yurtseven on 23 May 2022, accompanied by the Faculty Unit Quality Coordinator and its members, the Dean and the Deputy Dean. In this meeting, the accreditation process was negotiated, and direct information was obtained from him about how the process works at the

university level, and views were exchanged on ensuring the continuity of the quality management system in the faculty (EVIDENCE : 26 and EVIDENCE: 27) . In addition, Yurtseven was invited to the faculty's end-of-term academic board meeting on 27 June 2022; he gave a detailed presentation to the faculty's academic staff on accreditation types, benefits, processes and standards of accreditation in teaching. In addition, Yurtseven also gave detailed information about the accreditation processes of all other faculties of Istanbul University, especially the Faculty of Theology. In this way, the academic staff had the opportunity to directly ask the university quality coordinator about the issues they were wondering about the accreditation process (EVIDENCE: 28 and EVIDENCE: 29) In order to increase the knowledge of internal stakeholders within the scope of the faculty accreditation process studies, a visit was made to Sakarya University Faculty of Theology with some coordinator members on 10.12.22 (EVIDENCE: 30 , EVIDENCE: 31 and EVIDENCE: 32), the experiences gained and the notes taken as a result of the visit were shared with the internal stakeholders at the meeting dated 24.10.22 (EVIDENCE: 33). In addition, within the scope of accreditation, the accreditation unit met periodically with the relevant units and coordinators in order to manage the process in the best way and to conduct the relevant negotiations, to exchange ideas and make evaluations to further improve the process (EVIDENCE: 35 and EVIDENCE : 36) . The last of the meetings held with the faculty members at regular intervals was held at 17.00 on 24 November 2022, and information was given about the latest point reached by the faculty in the accreditation processes. In addition, at the meeting, evaluations were made about the mission, vision, strategic goals, objectives and policies of the Faculty (EVIDENCE : 3 7 , EVIDENCE : 3 8 and EVIDENCE: 39).

An online meeting was held with the administrative staff on 24.03.2021 at 14.00 in order to evaluate the latest situation and share information regarding the quality and accreditation studies (EVIDENCE: 4 0) . In the meeting, on behalf of the Accreditation Coordinatorship, the personnel were

asked to plan all their transactions within the framework of the accreditation process, to implement them within the framework of this plan, to frequently check their implementation, to intervene in the deficiencies and missing issues, to take measures and to support the improvement activities . In this regard, sample templates related to Salary and Transport business and transactions were prepared and shared with them (EVIDENCE : 41). The last of these meetings, which were held at regular intervals for the administrative staff, was held on 24 November 2022 at 09.30, and information was given about the last point reached by the faculty in the accreditation processes (EVIDENCE: 42 and EVIDENCE: 43).

Before determining the course schedules for each semester, the Dean's Office asked the lecturers about their overseas assignments or similar leave status via their corporate e-mail account or whatsapp group, and finalized the program in line with their requests. For example, one of the examples to be given in this regard was before the 2021 academic year. (EVIDENCE: 44 and EVIDENCE : 45).

During the departmental meetings, the stakeholders were allowed to discuss their views and demands both among themselves and with the dean's unit, and some decisions, practices and solutions were produced for these demands. For example, one of them is the decision about the ERMS support training program, which was expressed at the Basic Islamic Sciences Department Meeting dated 30.09.2022 (EVIDENCE: 46). The relevant decision was implemented on 12.10.2022, and an expert officer from the Rectorate provided EBYS support training to the faculty members (EVIDENCE: 47).

The faculty administered an employee satisfaction survey to academic staff on November 18, 2021 (EVIDENCE: 48). The Unit Quality Coordinator also applied a satisfaction survey to the academic staff of the faculty on 22 June 2022 (EVIDENCE: 49). On June 20, 2022, a satisfaction survey was conducted about the general cleanliness of the faculty (EVIDENCE : 50 , EVIDENCE: 51 and EVIDENCE: 52). In addition , focus group meetings were held with

academic staff in the 2022 day period; Their ideas and recommendations were received on what to do on behalf of issues such as improving the quality of education and training activities and improving research and development (EVIDENCE: 53 and EVIDENCE: 54). In addition, the faculty made a satisfaction survey similar to the academic staff and recorded them for the administrative staff (EVIDENCE: 55 and EVIDENCE: 56).

The faculty recorded the feedbacks within the scope of the survey, focus group meetings and e-mails for criticism, requests and suggestions for internal stakeholders, took into account the demands, requests and complaints of the internal stakeholders, and started to take steps towards the preservation of quality (EVIDENCE: 57 , EVIDENCE: 58 and EVIDENCE: 59). Thus, the participation of internal stakeholders in the processes and decision-making mechanisms was ensured, and the findings obtained from this interaction were monitored and evaluated together with the stakeholders, and measures were taken according to the monitoring results.

International Relations Coordinatorship and Project Support Coordinatorship aims to inform faculty students and academic staff more about current and new Erasmus and Mevlana program agreements and agreements made within the scope of bilateral-multiple relations and to encourage them to the program. It is planned to use channels such as telegram channel, university e-mail group, social media actively (EVIDENCE : 60 and EVIDENCE : 61) . Applications for national and international projects and events through channels related to this purpose ; national and international researcher and conference calls and academic position announcements are listed to be shared periodically (EVIDENCE: 62 , EVIDENCE: 63 , EVIDENCE: 64 , EVIDENCE: 65 , EVIDENCE: 66 , EVIDENCE: 67 and EVIDENCE: 68). In addition, the relevant coordinatorships made a plan for a meeting with their members in the context of listening to the academic staff with the project idea and making the necessary guidance (EVIDENCE: 69). Project Support Unit conducted 3 separate surveys for academic staff and graduate students for trainings and seminars on project support

(EVIDENCE : 70 , EVIDENCE: 71 and EVIDENCE: 72). From the answers of the respondents , it became clear that there was sufficient demand and interest , for this reason, the relevant coordinatorship decided to invite a project owner to promote the project every month in the 2022-2023 fall semester (EVIDENCE: 73) In this context, some activities were carried out in the said period (EVIDENCE : 74 and EVIDENCE: 75).

The meetings to be held with the faculty members in the faculty are held by the deputy dean responsible for the personnel. Meetings regarding the administrative staff are held under the direction and administration of the Faculty Secretary. Unit Quality Coordinator monitors the process in terms of quality. The Coordinatorship presents the necessary improvement suggestions to the Dean's Office in the form of a report to be discussed in the Quality Commission. The Commission gathers in July and December , examines the reports from the coordinators and reports its evaluations to the Dean's Office. In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements (EVIDENCE: 76 and EVIDENCE: 77).

A.3.1.2. Students

Higher Education Institutions Student Councils and Higher Education Institutions National Student Council and IU Student Council Directive dated 13 June 2020, the student representative election process in our Faculty was started and Mr. İbrahim Said İçtenal was unanimously elected as the Faculty Student Representative in the voting held on 11.11.2021 (EVIDENCE: 78 , EVIDENCE: 79 and EVIDENCE: 80, s. 5). Mr. İçtenal, in accordance with Article 10/e of the Directive , he participated in the board of directors and academic board meetings in the decision-making processes regarding the students and represented the students in taking decisions and implementing the decisions taken at these meetings. In this way , stakeholder representation was ensured in the decision-making processes regarding planning, implementation, monitoring and improvement (

EVIDENCE: 81 , EVIDENCE: 82 and EVIDENCE : 83). The process related to the selection of the student representative is explained in detail under the title of Education and Training.

In order to discuss and evaluate the vision and mission of the faculty, quality policies, the dean's unit held periodic meetings with the Faculty Representative and Club Presidents, and in these meetings, the proposals and recommendations of the representatives and presidents were discussed with the dean's unit on behalf of all students constituting the internal stakeholder (EVIDENCE: 84). In addition, the Dean's Office has created a WhatsApp group with some of the academic and administrative staff in order to communicate quickly with the student club representatives (EVIDENCE: 85).

The Faculty conducts Course Evaluation Surveys and student satisfaction surveys for all its students twice a year , in the Spring and Fall semesters (EVIDENCE: 86) . In addition, IU Quality Coordinatorship organizes satisfaction surveys throughout the year for all students within its body, including IU Faculty of Theology (EVIDENCE: 87 and EVIDENCE: 88). Thanks to these surveys, it is aimed to take into account the criticism and proposals of the students who constitute the internal stakeholder of the faculty, and it is planned to include them in every stage of the faculty work and operation process. In this context, surveys were conducted twice a year between the years 2020-2022 and the satisfaction of the students was monitored (EVIDENCE: 89).

In the survey conducted by the faculty in the Spring term of 2022, first of all, the students' opinions on three issues that need to be resolved (EVIDENCE: 90). The answers given to the questionnaire were recorded, and the satisfaction levels of the 264 students were determined according to their units, taking into account the statistical information of the 264 students (EVIDENCE: 91). In addition, a questionnaire measuring the level of satisfaction with the education they received at the faculty was applied to the students of the faculty enrolled in the UIP Program (EVIDENCE: 92 and

EVIDENCE: 93). Apart from all these, there are two other ways in which students convey their suggestions, complaints and demands regarding student affairs. One of the places where these messages are collected is the e-mail address of divine@istanbul.edu.tr, and the other is the contact form on the website of Istanbul University Faculty of Theology . Issues such as the number of incoming messages, information and how many days the mail was returned were recorded by the Corporate Communications Coordinator. Accordingly, in 2022, 2133 mails related to student affairs were sent to the e-mail address divine@istanbul.edu.tr, each of which was answered within five working days. In 2022, 87 messages regarding student affairs were sent to the contact form on the website of the Istanbul University Faculty of Theology, each of which was answered within three working days (EVIDENCE: 94). It is aimed that student messages will shed light on the studies carried out within the scope of the Quality Management System and give direction to the studies. There is also a library satisfaction survey for students on the faculty introduction site (EVIDENCE: 95). Criticisms and demands of internal stakeholders for the improvement of the faculty library were recorded with these annual surveys (EVIDENCE: 96 and EVIDENCE: 97). Apart from all these questionnaires, the questionnaires included in the AKSİS Automation System ensured the participation of the students in the process with their opinions. In the system in question, each course was surveyed separately (EVIDENCE : 98).

On the other hand, before the questions were asked in the above-mentioned student satisfaction surveys, some suggestions and suggestions were made by the faculty about the questions to be included in the survey. It has been decided by the Guidance and Counseling Coordinator to update these form files every year (EVIDENCE: 99).

In addition to the questionnaire forms that allow students to take an active role in the governance and education process of the faculty, some focus group interviews were planned by the Unit Quality Coordinator. The Unit Quality Coordinatorship has entrusted its duties to the relevant persons who

will carry out the said interviews with an official letter, and the unit that will follow the negotiations has determined the fields of application and subjects (EVIDENCE: 100). In this context, being International Theology Program (EVIDENCE: 101), Students with Special Needs (EVIDENCE: 102), Student Clubs Representatives (EVIDENCE: 103), YLSY Scholars (EVIDENCE: 104 and EVIDENCE: 105), and Graduate Students (EVIDENCE: 106) A total of six focus group meetings were held for students, in which the complaints and problems of the students were recorded and what could be done to ensure the necessary conditions and improvements were discussed. In this way, it was ensured that the students were involved in the process of improving the quality of the faculty. Subsequently, coordinatorship meetings were held where the results of the surveys and focus group discussions were discussed. In this context, the Coordinatorship of Guidance and Counseling decided to evaluate the complaints and suggestions of the students in the feedback and to report them to the necessary coordinators and made plans in this direction (EVIDENCE: 107). Relevant coordinatorships put forward some proposals to be submitted to the Unit Quality Coordinator in order to improve the issues they found insufficient as a result of their evaluations. Relevant documents were examined by the Unit Quality Coordinator and discussed at the meeting of the Coordinator. A general report on the documents discussed at the Unit Quality Coordinator meeting was prepared and submitted to the Dean's Office (EVIDENCE: 108 and EVIDENCE: 109).

Apart from the above-mentioned methods of obtaining information, satisfaction surveys were also applied to the students regarding the activities carried out within the scope of some courses. For example, one of them is the survey conducted after the trip activity carried out within the scope of Sufi Culture course on 25.05.2022. According to the results of the survey, the students were interested and interested in increasing the said excursion activities and even carrying out these activities within the scope of a club called "Sufi Culture" (EVIDENCE: 110 and EVIDENCE: 111). Considering the interest of the students in this direction, a Sufi Culture club was officially

established in October 2022 with the support of the dean's office (EVIDENCE: 112) and even the club started its first activities in November (EVIDENCE: 113 and EVIDENCE: 114).

controlled the planning by creating an event feedback form for the participants to evaluate the event after the events organized within the faculty . In this context, it is aimed to transparently reveal and record whether the activities carried out by the academic staff have achieved their goals, thanks to the form in question, as of the 2022 Fall Semester, and to make the necessary improvements (EVIDENCE: 115 and EVIDENCE: 116). For example, the feedback form made at the end of the Sociology of Religion Graduate Student Symposium can be shown to one of the activities carried out within this scope, as well as the survey feedback made at the end of the Book Discussions of the Hadith Department (EVIDENCE: 117). Thanks to these feedbacks, as can be seen in the example of the Sociology of Religion Graduate Student Symposium, the activities carried out within the scope of the faculty have enabled the implementation of the PUKÖ cycle in all its operations, serving to increase the quality of the faculty and to preserve the quality culture (EVIDENCE: 118).

The Dean and the Deputy Deans had a face-to-face meeting with the student class representatives on the terrace floor of the Faculty A block on 04.04.2021 (EVIDENCE : 119 and EVIDENCE: 120). In addition, Administration, Student Affairs, Student Representatives; Through the Social Media Communication Group (EVIDENCE: 121), he received the opinions and suggestions of the students on issues such as the balanced distribution of the syllabus in the education process and the distribution of the exams according to the credit weight of the courses (EVIDENCE: 122). For example, the final exams for the 2021-2022 Fall semester, which will start on January 3, were shared with the student representatives on December 1, before being announced to the instructors, and their opinions and suggestions were received (EVIDENCE: 123) . In addition, the Faculty has taken into account the requests from students regarding elective courses in 2020 and

2021, for example English Theology Program, Islamic Studies in the West and the right to choose a Turkish course are defined (EVIDENCE: 124 and EVIDENCE: 125).

For the 2021-2022 Spring semester, the Unit Quality Coordinator held a Student Accreditation Information Meeting on behalf of the student representative. The meeting, attended by the Faculty Accreditation Unit Supervisor and the Unit Quality Coordinator as well as the dean and vice deans, was held on 27.04.2022 in the large conference hall of the faculty (EVIDENCE: 126 and EVIDENCE: 127).

In the 2022-2023 Fall semester, it was decided to hold meetings with the internal and external stakeholders of the faculty between 10-30 November in order to inform them about the Accreditation process and the site visit schedule, and plans were made about the format and date of these meetings (EVIDENCE: 128). In the context of the decisions taken, a face-to-face meeting was held with the student class representatives on 18.11.2022 in the dean's meeting room with the participation of the vice deans. In this meeting, various issues related to the fall semester education process were evaluated, and decisions were taken for the representatives to work on the dissemination of accreditation awareness in class groups (EVIDENCE: 129). In addition, the immediate improvements made in solving the problems related to faculty washrooms that were brought forward at the meeting were recorded (EVIDENCE: 130 and EVIDENCE: 131). Another meeting with the students within the scope of the aforementioned planning was held on November 21, 2022. In this meeting, organized by the Arabic Preparatory Coordinatorship in cooperation with the Accreditation Unit, an accreditation information meeting was held for the preparatory classes. (EVIDENCE : 132). In addition, the activity notification form was shared with the students in order to control the information meetings planned to be held between 10-30 November and to make improvements regarding the necessary issues, and their answers were recorded (EVIDENCE: 133). The precautionary part, which includes the evaluations of these meetings, was held in the face-to-

face meeting held at the faculty on 24.11.2022 by the dean's unit and the Unit Quality Coordinator and Accreditation Unit (EVIDENCE: 134).

In its meeting dated 21.02.2022, the International Relations Coordinatorship decided to share the content promoting the agreements made both on social media and via communication tools such as e-mail and SMS, and to hold a face-to-face information meeting with the students on the topics planned about the faculty, in order to use the agreements more actively (EVIDENCE: 135), especially the Corporate Communications Coordinatorship, the faculty working groups confirmed that this decision was implemented by actively using the official accounts and channels of the faculty, as can be seen in the other headings in the text. In addition, the said coordinatorship was responsible for the management of these accounts (EVIDENCE: 136, EVIDENCE: 137, EVIDENCE: 138 and EVIDENCE: 139). As a result of all these decisions, it is aimed to inform the stakeholders in the planning, implementation, monitoring and improvement processes, to take into account their views and to be accountable to the public.

A Communication Coordinatorship Meeting was held on behalf of the Ministry of National Education with Students Studying Abroad, and the Faculty Quality Manual and Accreditation process were evaluated. Participants shared their positive impressions in these evaluations. (EVIDENCE: 140 and EVIDENCE: 141). During the focus meetings with them, mentioned above, in the fall term of 2022, discussions were held on the latest status of the Quality Manual and Accreditation process.

The faculty does not consider students' opinions only in the governance and education process. He also consulted the students about the poster to be hung on the façade of the faculty and sought their opinions. Accordingly, the student whose poster was deemed worthy to be hung was also rewarded. While one of these posters is the general poster competition, the other one is " Mawlid - i Nebi: Hz. Prophet and Loyalty. In addition, not only students but also all members and alumni were included in the voting for the relevant poster (EVIDENCE: 142, EVIDENCE: 143, EVIDENCE : 144 and

EVIDENCE: 145).

Works and procedures related to organizing meetings with students and receiving student feedback are carried out, monitored and controlled by the Education Coordinator. The Coordinatorship submits the necessary improvement suggestions to the Dean's Office in the form of a report to be discussed in the Quality Commission. The commission gathers in July and December , examines the reports from the coordinators and reports its evaluations to the Dean's Office. The Dean's Office takes the opinions of the stakeholders in line with the evaluations of the commission and makes the necessary improvements (EVIDENCE: 146 and EVIDENCE: 147).

A.3.2. External Stakeholders

The Unit Advisory Board (EVIDENCE: 148), which was established on 04.10.2019, consists of formal and non-formal education institutions that directly or indirectly benefit from the services of the Faculty, and non-faculty individuals and organizations that support the Faculty in various ways, as defined in the Quality Manual. occurs (EVIDENCE: 149). At the meeting held on 24.10.2020 with the Unit Advisory Board (EVIDENCE: 1 50 and EVIDENCE : 151) were discussed (EVIDENCE: 152), evaluated by the Dean at the meeting dated 26.01.2021 and working commissions for external stakeholders were formed (EVIDENCE: 153). With this, it is aimed to follow the processes related to the cooperation and activities decided in the Unit Advisory Board meetings held with the Dean's Office and stakeholder institutions and organizations. Accordingly, the Faculty; Official institutions and organizations such as Governorship, District Governorship, Provincial Mufti Office, Provincial Directorate of National Education, Provincial Directorate of Family and Social Services, Municipality, Istanbul Theology Alumni and Members Association, İstanbul Daru'l-Fünûn İlahiyat Foundation, Science Dissemination Society, Ensar Foundation determined the representatives of service-oriented Non- Governmental Organizations as its external stakeholders. In addition, some revisions were made on the Unit Advisory

Board on 13.01.2022, the current version was recorded and shared with all the stakeholders of the faculty (EVIDENCE: 154). The aforementioned list is included in the related title on the Faculty introduction website (EVIDENCE: 155 , EVIDENCE: 156 , EVIDENCE: 157 and EVIDENCE: 158).

The Faculty uses an alumni tracking system for sustainable relations with its former students, who are external stakeholders. In this context, it uses various data collection tools such as survey and focus group meetings (EVIDENCE: 159 , EVIDENCE: 160 and EVIDENCE: 161). One of the activities implemented by the faculty is to have an alumni contact form on the promotion site (EVIDENCE: 162). In addition, in order to ensure that the graduates are aware of the decisions and practices taken on behalf of the faculty and to maintain communication with the graduates, the dean's unit has created an effective telegram group (EVIDENCE: 16 3). An alumni report was created in line with the answers given to the surveys made periodically to the graduates by the relevant coordinatorships of the faculty and the graduates were followed up (EVIDENCE: 164). In addition, Accreditation Process Information Meeting was held on Thursday, November 17, 2022 between 15.00-16.00 with the graduates of our faculty (EVIDENCE: 165 and EVIDENCE: 166). In addition, the Registrar's Office has prepared a survey to measure the views and satisfaction of Istanbul University graduates. It is aimed that this survey will guide the Quality Management System studies (EVIDENCE: 167).

The Faculty is also in active interaction with its external stakeholder, Istanbul Theology Alumni and Members Association (ILMENDER). It is important for the faculty to maintain its quality standards, to bring together the students who have just started, continue and graduated from the faculty, and to organize conferences with people from different fields who will provide support in vocational orientation. In this context, some activities and organizations were held in cooperation with İLMENDER and the faculty. Some of the activities carried out in this context are: Water Well for Rohingya Muslims, Orientation, Çaylar Hocadan Program, İlmender Meetings , Iftar

Programs and Career Days (EVIDENCE: 168 , EVIDENCE: 169 , EVIDENCE: 170 , EVIDENCE: 171 , EVIDENCE: 172 , EVIDENCE: 173). So much so that among these activities, Çaylar Hocadan Program, İLMENDER Meetings and Iftar Programs have become traditional and continued at regular intervals. Thanks to these programs, it is aimed to bring together the students who have just started, continued and graduated from the Faculty, and the academic staff who are currently teaching at the faculty and have retired from the faculty.

The Social Contribution Unit of the Faculty's Unit Quality Coordinatorship made some negotiations regarding the meeting with the graduates that the faculty will carry out with İLMENDER . First of all, the details of the Alumni Meeting Activity to be held by the mentioned unit together with İLMENDER were planned (EVIDENCE: 174). The first program of the Career Days was held on Tuesday, March 15, 2022, in the conference hall of Istanbul University Faculty of Theology, with the participation of students, graduates and professors (EVIDENCE: 175 , EVIDENCE: 176 and EVIDENCE: 177). In addition, the Faculty received suggestions from the faculty members, who constitute the internal stakeholder of the faculty, regarding which graduates to invite in these activities with İLMENDER (EVIDENCE: 178 and EVIDENCE: 179). The Guidance and Counseling Working Group has decided that at least one person from the coordinatorships will participate in the programs that the Faculty plans to carry out with İLMENDER every 2 weeks in which a faculty member is hosted. With this, it is aimed to deliver reminder notifications of coordinating activities to internal stakeholders (EVIDENCE: 180).

Stakeholder Suggestions Form and Communication Form, one for social contribution and the other for research and development, was created on the corporate website in order for all internal and external stakeholders to convey their views and suggestions, and has been effectively implemented since the spring term. Requests and complaints sent from this form are reported to the faculty management by e-mail by the Unit Institutional Communication Coordinator. In fact, according to the decision taken by the

social unit in the spring term, these reports are checked daily, the works are forwarded to the relevant channels, and in the WhatsApp group, "Checked and forwarded to the relevant channels." It was decided to give feedback (EVIDENCE: 181). These forms ensure that the contact between the stakeholders and the faculty is strengthened. It is recorded that the faculty management immediately evaluated and answered the incoming requests (EVIDENCE: 182, EVIDENCE: 183 and EVIDENCE: 184).

Bilateral protocols have been signed with some of the institutions and organizations in the external stakeholders (EVIDENCE: 185 , EVIDENCE 186 , EVIDENCE: 187 and EVIDENCE: 188), through the commissions established by the Faculty, education-training, research-development, social contribution, management system and It was planned to hold talks on areas such as internationalization , and consultations were held with only some of them due to the global epidemic (EVIDENCE: 189) The limited talks that took place due to the global epidemic were replaced by face-to-face and mutual visits and negotiations in the spring of 2022. In this context, a meeting was held on 30 June 2022 by inviting the external stakeholders of the faculty to the institution. In this meeting, attended by a significant number of external stakeholders, the participants were informed about the activities carried out and planned by the faculty, especially quality studies. In the processes of these studies carried out to maintain the quality standards of the faculty, their opinions and recommendations were taken at the point of detection of deficiencies and improvement, and consultations were held with them on the agenda items of the meeting (EVIDENCE: 190 and EVIDENCE: 191). The last meeting of 2022-2023 was held with the External Stakeholders Unit Advisory Board on Wednesday, November 30, between 16.00-17.00. At the meeting, stakeholder suggestions regarding the mission, vision, policy and strategic goals of the faculty were received and the agenda items related to the Field Visit of the Evaluation Team related to the accreditation process were discussed (EVIDENCE: 192).

On the other hand, some visits to some institutions and organizations of

external stakeholders were made by the faculty itself, and bilateral protocols and collaborations were made. For example , on May 24, 2022, a delegation of six people from the faculty, including the dean and the vice dean, visited the Istanbul Provincial Directorate of the Ministry of Family and Social Services. Deputy directors also attended the meeting hosted by the Provincial Director. In the meeting, firstly, discussions were held on possible cooperation issues aimed at between the two institutions, and ideas were exchanged on the fact that supporting cooperation opportunities with mutual protocols and programs would make an important contribution to expanding sustainable relations (EVIDENCE: 193). In addition, some visits were made to the institution by associations that are not among the last current external stakeholders of the faculty, but carry out their activities under the roof of some foundations. During these visits, discussions were held on possible cooperation issues (EVIDENCE: 194).

In order to eliminate the problems experienced in the classroom, an allocation protocol was signed in order to make the Amcazade Hüseyin Pasha Complex , which belongs to the Amcazade Hüseyin Pasha Foundation, for the use of the Faculty (EVIDENCE: 195). In addition, on 02.11.2021, in order to eliminate the problems experienced in the administrative and physical structure of the faculty. In order to include Oruçgazi park in our faculty and make it available to the Faculty, some decisions have been taken to inform the head of the IMM park and gardens department (EVIDENCE: 196).

workshops that contribute to the internationalization of the faculty by External Stakeholders was discussed and it was decided to support the international symposiums to be held in 2022 by Zeytinburnu Municipality and some other institutions and organizations, and the said support was provided (EVIDENCE: 197). Similar support and contributions from external stakeholders were also provided at the graduate student symposiums organized by the Istanbul University Faculty of Theology Departments. For example, one of them is the VIII . It is the Islamic Law Graduate Student

Symposium (EVIDENCE: 198 and EVIDENCE: 199).

Istanbul Dâru'l-Fünûn Theology Foundation, one of the external stakeholders of the faculty, provided scholarships to faculty students (EVIDENCE: 200). In addition, Istanbul Dâru'l-Fünûn Theology Foundation created a program for the faculty students in the 2018-19 Fall Semester and implemented a supplementary curriculum for Basic Islamic Sciences (EVIDENCE: 201)

Besides the above-mentioned external stakeholders of the Faculty, it has an International External Advisory Board. Detailed information about the names of the members of this board, the institutions they represent and the countries they are located in is given in the related title on the faculty introduction site and shared with the public (EVIDENCE: 202). In addition, the International Unit Advisory Board Meeting was held online on Wednesday, November 16, 2022, between 13.00-14.00. At this meeting, the Faculty The International Unit Advisory Board was informed about its history , structure and accreditation process ; their advice on quality assurance and social contribution was taken (EVIDENCE : 203 and EVIDENCE : 204).

The Faculty attaches importance to the opinions and recommendations of the graduates, relatives of the graduates, and the Unit advisory boards and the International unit advisory boards, to get them, surveys and open-ended methods of obtaining opinions were applied and some interviews were conducted with them (EVIDENCE: 205 , EVIDENCE : 206 and EVIDENCE: 207).

Consultation meetings and other activities held with the participation of stakeholders within the scope of accreditation studies were submitted to the Dean's Office as a report by the relevant coordinatorship (EVIDENCE: 208). In the new structuring process, accreditation studies were included in the Unit Quality Coordinator as an "Accreditation Unit". Unit Quality Coordinatorship monitors and controls these studies in terms of quality; It convenes in June and November and presents the report it prepared to the

Dean's Office for discussion at the Quality Commission. The Commission gathers in July and December , examines the reports from the coordinators and reports its evaluations to the Dean's Office. In line with the evaluations of its commissions, the Dean's Office makes necessary evaluations and improvements in its external stakeholders (EVIDENCE: 212 and EVIDENCE: 213), just as it evaluates its internal stakeholders (EVIDENCE: 209, EVIDENCE: 210 and EVIDENCE: 211).

On the other hand, the Unit for Students with Special Needs identified a problem with a student's hearing aid through a focus group interview and communicated this to the Unit Quality Coordinatorship. The Unit Quality Coordinatorship brought this problem to the agenda of the Quality Commission meeting and the Quality Commission forwarded it to the Dean's Office (EVIDENCE: 212). The Dean's Office held a meeting with the Unit Advisory Board on November 30, 2022, at which the Unit Advisory Board members stated that they could provide financial support to the Faculty (EVIDENCE: 213). Subsequently, the Dean's Office held a meeting with the Istanbul Daru'l-Fünun Theology Foundation, one of its external stakeholders, to renew the student's hearing aid (EVIDENCE: 214). The Istanbul Daru'l-Fünun Theology Foundation also discussed the request for a hearing aid for the student in question at its board meeting (EVIDENCE: 215). Thus, the PDCA cycle was completed.

In addition, in the new structuring process, accreditation studies were included in the Unit Quality Coordinatorship as the "Accreditation Unit". The Unit Quality Coordinatorship monitors and controls these activities in terms of quality; it meets in June and November and submits its report to the Quality Commission. The Commission meets in July and December, reviews the reports from the Coordinatorship and reports its evaluations to the Dean's Office. In line with the Commission's evaluations, the Dean's Office made the necessary evaluations and controls for its external stakeholders (EVIDENCE: 216, EVIDENCE: 217, EVIDENCE: 218, EVIDENCE: 219), just as it did for its internal stakeholders (EVIDENCE: 220, EVIDENCE: 221). For example, at

the last Unit Advisory Board meeting, the Dean's Office evaluated the responses of internal and external stakeholders to the questionnaire and open-ended questions together with the members of the Unit Advisory Board and received their opinions on the answers given (EVIDENCE: 222). In line with these opinions, a "list of needs" was created with the members of the Unit Advisory Board in order to improve and take measures (EVIDENCE: 223). Thus, the PDCA cycle was completed.

Table 7: Stakeholder Engagement

Subject:	Collaboration Processes of Stakeholders in All Processes
Responsible Unit:	Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
Initial Planning Date:	March 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academical Staff Administrative Staff SectionsChapters Coordinatorships Students Students Representation
External Stakeholders:	Unit Advisory Board Alumni Relatives of students

International Stakeholders:	International Foreign Advisory Board
Scope of Application:	All Faculty Event Feedback Form for Internal and External Stakeholders Contact Form for Internal and External Stakeholders Stakeholder Contact Form Stakeholder Suggestions Form (Stakeholder Suggestions for Social Contribution and Stakeholder Suggestions for Research and Development) Participation of Internal and External Stakeholders in the Competition for the Faculty Wall Facade Alumni Tracking System Alumni Contact Form
Monitoring Mechanisms:	Satisfaction Survey for Administrative Staff as one of the Internal Stakeholders Satisfaction Survey for Academic Staff as one of the Internal Stakeholders Satisfaction Survey for Students as one of the Internal Stakeholders Open-Ended Questions to Students as one of the Internal Stakeholders

	Student Surveys in AKSIS Automation System Library Satisfaction Survey for Internal Stakeholder Focus Group Discussions for Internal Stakeholders Open-Ended Questions to the International External Advisory Board, as one of the External Stakeholder Satisfaction Survey for Graduates with External Stakeholders Open-Ended Questions for Graduates who are External Stakeholders Opinion Form and Questionnaire for the External Stakeholder Unit Advisory Board Meetings and Visits with External Stakeholders Alumni Tracking System and Amfistanbul Datum
	Analysis report of stakeholder opinions (An average of 3 messages are received each month. The annual average of this is about 18%.) Satisfaction rate of Academic staff who are Internal Stakeholders In the survey, in which 92 people participated, the rate of people who are satisfied with being a faculty member is

	4.46 out of 5. (The distribution of the faculty members according to their position is as follows: 42% are research assistants, 8 % are lecturers, 17% are assistant professors, 21% associate professor and 11% professors). Satisfaction rate of the Administrative staff who are Internal Stakeholders (25% of the participants have served in the institution for 0-5 years, 10% of them 6-10 years and 65% of them have worked in the institution for more than 11 years. The number of staff who are satisfied with being a member of the Faculty of Theology is 85%..) General Satisfaction of the Students who are Internal Stakeholders (In the survey participated by 515 students , of which 40.6 % are male and 59.4% are female. It was seen that 37.7 % of the students answered "I totally agree" to the question "My faculty is one of the best theology faculties in our country ". .) Satisfaction Rates of Students who are Internal Stakeholders (In the survey participated by 264 students, 60 % of whom are female and 40% male, the rate of students who think that student affairs respond to their demands in a short time is 55% .) Library Satisfaction Survey Rate for Internal Stakeholders (110 people participated in the survey

	conducted between February 20 and March 7, 64 of them are undergraduate, 30 are graduate students and 16 are doctoral students. 9% of them use the library rarely or a few times a month Oneof them stated that he used the library to rest used a few times in a week, during exam times or every day. Only one person said they never used it.) group meetings for Internal Stakeholders (9 academic staff , 7 UIP students , 5 Special Needs Students , 17 Student Club Representatives , 8 graduates , 5 Y LSY Scholars and Advisors) were held. Satisfaction Rate of Graduates who are External Stakeholders (62% of them are in the public sector, 31.4% are not working and the rest are working in private, foundations and associations, the rate of graduates who are absolutely proud to graduate from the Faculty is 70.2% .) Alumni Report for External Stakeholders (1498 students who graduated between the years 1999-2020 filled out the graduate information form. 29.5% of them continue to receive postgraduate education in the field of Theology.) Effective Satisfaction Questionnaire for Internal and External Stakeholders (15 people answered very satisfied, 9 satisfied, 10 undecided, 3 dissatisfied, 4 not satisfied at all

	to the question asked after an event about "general satisfaction". As a result, 36% of them assessed the program very satisfied.) 2022 Contact Form (87 messages were received , each of them was answered within three business days.) ilahiyat@istanbul.edu.tr e-mail address (2133 e-mails were received, each of them was answered within five business days.) -The number of followers on social media : Instagram: 3987, Twitter : 3720, Facebook: 259, Youtube: 3370
Evaluation and Improvement Date:	October (2022) December (2022)
The Place of the Sub-Criteria in the Information Management System:	WhatsApp and BIP applications groups for students and academic staff Telegram group with alumni AKSİS Faculty Internet WebSite Social media accounts (facebook , instagram , youtube and twitter) Google Drive Quality Management System e-mail address .

Maturity Level

The stakeholder participation in all the processes and decision-making steps

of the institution is enabled with matured and sustainable practices and adopted in the entire institution. The institution has innovative implementations for strengthening stakeholder participation, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. There are mechanisms and practices that will ensure stakeholder participation in all processes (quality assurance, education and training, research and development, social contribution, management system, internationalization) carried out in the institution. Between June and December 2022, the implementation of various data collection tools was planned and completed as an action plan to ensure the participation of internal stakeholders in the context of the Quality assurance process. Accordingly, meetings and focus group discussions were held for internal and external stakeholders, open-ended questions were asked and surveys were conducted. In order to be systematic, these applications are planned to be carried out twice a year as of 2023. In addition, Stakeholder Suggestions Form and Contact Form are available on the faculty Webpage to receive stakeholder feedback (complaints, suggestions, satisfaction, requests, etc.). The webpage also includes an Alumni contact form. In addition to all of these, event feedback forms and faculty mail accounts have also been actively used tools for stakeholders to convey their feedback.

2. The institution made some revisions in 2022 regarding the Unit Advisory Board, one of its external stakeholders, which was established in October 2019, shared the latest updated list with its stakeholders, and published it on the faculty website and shared it with the public. It also established an International Foreign Advisory Board between June and December 2022. The organization has defined processes that prioritize stakeholder engagement. The mechanisms and practices that ensure the participation of stakeholders in the cycles of these processes have been analyzed and reported. In addition, it is aimed to cover all processes, fields

and stakeholder groups in these participations. For example, the findings obtained through the Alumni Report are within this scope. The demographic structure of 1498 graduates between 1999 and 2020 was reported, and then the graduates were systematically followed up with satisfaction surveys, focus group interviews, and communication forms that would enable them to participate in all processes. In addition to all these, the participation of the graduates, including the Dean's Department, was strengthened thanks to the telegram group.

3. The participation of stakeholders in all processes and decision-making mechanisms in the institution was ensured by the representation of stakeholders in boards and commissions (decision-making processes) at the senior management and unit level, following the monitoring and reporting of data collection tools. For example, the feedback received from the graduates is presented by the relevant coordinators to the Unit Quality Coordinator, and after their evaluation, to the Dean's Office, as well as the participation of İLMENDER (Istanbul University Faculty of Theology Alumni and Members Association) in the Unit Advisory Board, ensuring the representation of graduates' views in decision-making mechanisms . One of the examples that can be shown to the participation of the graduates in the decision-making mechanisms of the Faculty is that the online survey voting for the Mawlid -i Nebi Wall competition in 2021 was sent to the graduates in various ways.

4. The participation of stakeholders in all processes and decision-making in the institution is carried out within the scope of holistic quality management in the institution, and the findings obtained from the stakeholder participation practices are monitored and evaluated together with the stakeholders, and measures are taken according to the monitoring results. For example, with the evaluations made in line with the survey results obtained from the activities carried out within the scope of some courses, it was ensured that the stakeholders were included in the processes and decision-making in the institution. For example, one of them

is the survey conducted after the trip activity carried out within the scope of Sufi Culture course on 25.05.2022. According to the results of the survey, it has been determined that the students are interested and interested in increasing the said excursion activities and even carrying out these activities within the scope of a club called "Sufi Culture". The interest of the students in this direction was evaluated, a Sufi Culture Club was officially established in October 2022 with the support of the Dean's Office, and the club even started its first activities in November. In addition, students continued to express their views on these activities via activity forms, direct communication to the club president, or via the club's WhatsApp group, which includes the Dean's unit and graduates from external stakeholders. In the said group, it was evaluated that graduates can also participate if there is a vacancy in the programs where the quota is limited.

5. The participation of stakeholders in all processes and decision-making in the institution is ensured by mature and sustainable practices and adopted throughout the institution; The institution has innovative practices to strengthen stakeholder participation, and some of the practices are taken as an example by other institutions. Accordingly, the survey conducted after the excursion activity within the scope of the Sufi Culture course has been institutionalized and systematized on a platform now followed by the Faculty, in the form of an "Activity Form". The " Qr code" created for the adoption of the Event Form within the Institution has been shared in physical and digital environments, ensuring the quality culture of the institution with sustainable practices.

The List of Evidence

1. Corporate Communication Coordinator̈ Evaluation Report_April 2022
2. Stakeholder Suggestion Forms on the Faculty Promotion Site
3. Stakeholder Suggestions for Social Contribution
4. Stakeholder Suggestions for Research and Development
5. Contact Form on the Faculty Promotion Site

6. Submission of Contact Forms to Management
7. Response Mail to Student
8. Response Mail to Student-2
9. Stakeholder Suggestion Registration for Social Contribution
10. Meeting Hours with Students
11. Academic Year Fall Semester Meeting Calendar-2022-2023
12. Meeting with Internal Stakeholders (Mission, Vision, Strategic Goals and Goals, Policies)
13. Written Request for Return on Mission and Vision
14. Suggestions from Veysel Kaya on Mission and Vision
15. Academic Board Official Invitation Letter (Mission and Vision) 03.03.2021
16. Administrative Staff Accreditation Information Meeting 24.03.2021
17. Academic General Assembly Meeting Agenda Items End of Spring Term
18. Academic Board Meeting_29.09.2021
19. Academic General Assembly Meeting_ 23.02.2022
20. Academic General Assembly Meeting_ 03.03.2021
21. Academic General Assembly Meeting_ 27.06.2022
22. Academic General Assembly Meeting_ 05.10.2022
23. Academic Board Meeting_29.09.2021
24. Quality Coordinator Meeting Minutes 12.05.2022
25. Quality Coordinator Zoom Meeting Video 12.05.2022
26. Visit from Unit Faculty Quality Coordinator to Istanbul University Quality Coordinator
27. Visit from Unit Faculty Quality Coordinator to Istanbul University Quality Coordinator -2
28. Academic General Assembly Meeting_ 27.06.2022
29. The News given by IU Quality Coordinatorship
30. Visit Sakarya University Faculty of Theology to get accreditation experiences_10.12.22
31. Visit Sakarya University Faculty of Theology to get accreditation experiences_photo-1
32. Visit Sakarya University Faculty of Theology to get accreditation

experiences_photo-2

33. Sharing of information obtained from Sakarya University Faculty of Theology with stakeholders-24.10.22
34. Accreditation Process Meeting-02.11.22
35. Accreditation Process Meeting-17.11.22
36. Quality Unit Coordinator & Accreditation Unit Meeting-17.11.22
37. Accreditation Process Information Meeting-Instructors
38. Accreditation Processes Information Meeting-24.11.22
39. Accreditation Processes Information Meeting Report-24.11.22
40. Quality Assurance and Policies Administrative Staff Meeting 23.03.2021
41. Template Prepared for Administrative Staff
42. Accreditation Processes Information Meeting-24.11.22
43. Administrative Staff Accreditation Information Meeting Report-24.11.22
44. Asking Faculty Members about Leave and Duty Status
45. 2021-2022 Fall Term Undergraduate Curriculum Template for Administrative Staff
46. Basic Islamic Sciences Department Meeting-30.09.22
47. EBYS Support Training
48. Academic Staff Employee Satisfaction Survey-18 November 2021
49. Faculty of Theology Academic Staff Satisfaction Survey
50. Information Mail About Cleaning-2022.06.19
51. Form Result: Cleaning Request
52. Academic Staff Satisfaction Survey Link
53. Internal Stakeholder Focus Group Interview Survey
54. Academic Staff Focus Interview Report – 2022
55. Administrative Staff Satisfaction Survey Link
56. Autumn Administrative Staff Satisfaction Survey.pdf
57. Open-Ended Responses to the Satisfaction Survey
58. Complaint from Academic Staff as a Result of the Survey
59. 2022 Spring Term Faculty of Theology Satisfaction Survey Results
60. Quality Coordinator Evaluation Meeting 20.06.2022
61. International Relations Coordinatorship Meeting 21.02.2022

62. Project Support Coordinatorship 08.06.2022
63. Academic Event Announcement 01.03.2022
64. Academic Event Announcement 26.03.2022
65. Academic Event Announcement 03.04.2022
66. Academic Event Announcement 11.04.2022
67. Academic Event Announcement 17.04.2022
68. Academic Event Announcement 21.04.2022
69. International Relations Coordinatorship Meeting 21.02.2022
70. Project Support Coordination_ Project Training Questionnaire
71. Project Support Coordination Project Training Questionnaire-Form Responses
72. Project Presentation Seminars Participant Form-Form Responses
73. Project Support Coordinator – 19.09.22
74. Project Experiences Tübitak 1002 Özgür Kavak
75. Project Experiences Tübitak 3005 Ahmet Faruk Çelik
76. Quality Coordinatorˈ Quality Assurance System Unit Evaluation Report
77. Unit Quality Coordinator Minutes
78. Faculty Student Representative Election Minute
79. Faculty Student Representative Letter to Student Affairs
80. Letter from Faculty Student Representative to Student Affairs
81. Quality Commission Establishment Decision_2021.11.12
82. Quality Commission Meeting Invitation Letter
83. Unit Advisory Board Meeting Report_2022.06.30
84. Meeting of the Dean's Office with Club Presidents and Faculty Representative
85. WhatsApp group with the Dean's Office with Student Club Representatives
86. Student Satisfaction Survey
87. IU Quality Coordinatorship Student Satisfaction Survey Mail
88. IU Quality Coordinatorship Student Satisfaction Survey
89. Student Satisfaction Survey Results (2020-21)
90. Open-Ended Responses to the Students' Satisfaction Questionnaire

91. Spring Semester Student Satisfaction Survey Results
92. UIP Satisfaction Survey Responses
93. Information of Participants in the UIP Satisfaction Survey
94. Suggestions, complaints and requests recorded by the Corporate Communications Coordinator
95. Library Satisfaction Survey
96. Library Study Groups Survey Results – March 2021
97. Library Satisfaction Survey - March 2022
98. AKSİS Automation System Survey
99. Guidance and Counseling Coordination Meeting Minutes
100. Focus Group Discussions Task Distribution
101. International Theology Program Focus Group Discussions
102. Focus Group Discussions for Students with Special Needs
103. Student Club Representatives Focus Group Discussions
104. YLSY Scholars Focus Group Discussions -1
105. YLSY Scholars Focus Group Discussions -2
106. Graduate Students Focus Group Discussions
107. Guidance and Counseling Coordinatorship¨ Meeting Minutes
108. Unit Quality Coordinator Minutes
109. Quality Coordinator¨ Quality Assurance System Unit Evaluation Report
110. Student Satisfaction Survey of Sufi Culture Trip
111. Student Satisfaction Survey of Sufi Culture Trip
112. Istanbul University Sufi Culture Club Logo
113. Thematic Thought History Readings
114. Asitane- i İsmail Rumi -13 November 2022
115. IU Theology Activity Feedback Form
116. Qr Code of Event Feedback Form
117. I.U. Faculty of Theology, Department of Hadith Book Discussions Satisfaction Questionnaire
118. Sociology of Religion Student Symposium PUKO Cycle
119. Meeting with Student Class Representatives -1
120. Meeting with Student Class Representatives -2

121. Social Media Communication Group
122. Student Opinions and Suggestions
123. Opinions and Suggestions of Representatives Regarding the Exam Schedule
124. English Theology Meeting
125. English Theology Required and Elective Courses
126. Student Accreditation Information Meeting
127. Announcement of the Student Information Meeting on the Site
128. Dean's Weekly Coordination Meeting Minutes
129. Fall Term Evaluation with Representatives
130. Improvement of Representatives' Complaints -1
131. Improvement of Representatives' Complaints -2
132. Preparatory Classes Accreditation Meeting
133. Preparatory Classes Accreditation Meeting event notification form
134. Accreditation Processes Information Meeting Report-24.11.22
135. International Relations Coordinatorship Meeting 21.02.2022
136. Official Facebook Account of the Faculty
137. Official Instagram Account of the Faculty
138. Official Twitter Account of the Faculty
139. Official Youtube Channel of the Faculty
140. Studying Abroad on behalf of the Ministry of Education 17.02.2022
141. YLSY Coordinatorship Meeting 03.06.2022
142. Poster Contest Form Questionnaire for the Faculty Front
143. For the Mevlid - i Nebi Poster Contest Form Questionnaire for the Faculty Front
144. Poster Hanging on the Facade of the Faculty
145. Rewarding the Student Who Wins the Poster on the Faculty Front
146. Unit Quality Coordinator Minutes
147. Quality Coordinator̈ Quality Assurance System Unit Evaluation Report
148. Unit Advisory Board Official Establishment Letter
149. Table Showing the Unit Advisory Board in the Quality Manual
150. Faculty of Theology Unit Advisory Board Meeting Held

151. Faculty of Theology Unit Advisory Board Meeting Held-2
152. Unit Advisory Board Meeting Minutes
153. About Establishment of a Commission to Follow Processes Related to Cooperation and Activities .
154. Unit Advisory Board Current List
155. Unit Advisory Board List on Faculty Promotion Site-1
156. The List of the Unit Advisory Board on the Faculty Introduction Site-2
157. The List of the Unit Advisory Board on the Faculty Introduction Site-3
158. Unit Advisory Board List on Faculty Promotion Site-4
159. 2022 Fall Graduate Satisfaction Survey Results
160. Alumni Satisfaction Survey Fall 2022 comments
161. Alumni Focus Group Interview-2022
162. Alumni Contact Form
163. Telegram Group with Alumni 2022
164. Alumni Report
165. Accreditation Process Information Meeting with Graduate Students
166. Alumni Meeting-Faculty Website News
167. Graduate Satisfaction Survey of the Registrar's Office
168. Water Well Project for Ilmender and Rohingya Muslims
169. Orientation with İlmender
170. İlmender From the Hodja Program
171. İlmender From the Hodja Program-2
172. İlmender Meetings
173. Iftar Programs with İlmender
174. Social Contribution Unit Evaluation Report
175. Career Days-1 Poster
176. Career Days-1 Site News -1
177. Career Days-1 Site News -2
178. Suggestions Requested from Faculty Members within the scope of Career Days
179. The Names Received from Faculty Members within the scope of Career Days

180. Guidance and Counseling Working Group Meeting Minutes
181. Social Contribution Unit Spring Evaluation Report
182. Recording of Students' Answers to the Contact Form
183. Screenshot of Incoming Messages to the Contact Form
184. Stakeholder Suggestions for Social Contribution
185. Istanbul Provincial Mufti Protocol
186. Amcazade Hüseyin Foundation Allocation Protocol
187. Beyoğlu District Directorate of National Education Protocol
188. Daru'l-Funun Theology Foundation Protocol
189. Meetings with External Stakeholders
190. Unit Advisory Board Meeting Report
191. Unit Advisory Board Meeting - 30.11.22
192. Unit Advisory Board Meeting Invitation and Agenda Items
193. Visit of our Faculty to the Istanbul Provincial Directorate of the Ministry of Family and Social Services
194. Our Faculty from YEKDER
195. Amcazade Hüseyin Foundation Allocation Protocol
196. Decision Taken About Oruçgazi Park
197. Sahn-ı Seman International Symposium Paper Call to Darulfünun
198. VIII. Islamic Law Graduate Student Symposium
199. VIII. Islamic Law Graduate Student Symposium Opening Conference
200. Istanbul Daru'l-Fünun Theology Foundation Scholarship Announcement
201. Supplementary training on Basic Islamic Sciences courses of Istanbul Dâru'l-Fünûn Theology Foundation
202. International Foreign Advisory Board
203. International Foreign Advisory Board Meeting
204. Foreign Unit, Advisory Board Meeting Minutes - 2022.11.16
205. International stakeholder focus group Discussion Questionnaire
206. Graduate Students Accreditation Process with, Information Meeting
207. External, Stakeholder, Unit Advisory Board Opinion, Form Survey Results

208. Accreditation Activity Report Submitted to the Dean 's Office

209. Dean's Office Evaluation Report of the Administrative Staff Meeting

210. Dean's Office Academic Staff Meeting Evaluation Report

211. Dean's Arabic Preparatory Accreditation Information Meeting Evaluation Report

212. The Unit Quality Coordinatorship Meeting Minutes

213. The Unit Quality Coordinatorship Quality Assurance System Unit Evaluation Report

A.4. Internationalization

The faculty has carried out the activities which were planned for increasing its international recognition in line with the objectives stated in the Quality Manual.

A.4.1. Internationalization Policy

The Faculty has set a number of policies according to the International Strategy Certificate of COHE, the internationalization policies of the University and the Quality Manual of the faculty with the aim of increasing its international recognition. For this purpose, in accordance with the relevant articles of Education-Training and Research-Development, the faculty has adopted as a policy carrying out activities for internationalization within the framework of its own strategic goals (EVIDENCE: 1). For this, the faculty tried to promote internationalization by making use of the international activities of the university on the one hand, and by organizing international activities on the other hand. In this respect, the faculty saw the Foreign Student Examination (IÜYÖS) organized by the university as an opportunity which would make it internationally recognized and visible. The faculty website is prepared both in Arabic and English with the same aim. In addition, the faculty made plans to develop bilateral agreements and mutual relations with the universities of Georgetown, Sarajevo and ISTAC (EVIDENCE: 2). It is aimed that the teaching staff working abroad will give lectures at the faculty (EVIDENCE: 3). Furthermore the faculty set using all the tools of internationalization – especially the ERASMUS and MEVLANA

exchange programs - for expanding its recognition as a fundamental policy. Within the scope of PRODESK, it aimed to send both students and lecturers abroad to improve their language skills. (EVIDENCE: 4) Organizing international symposiums and congresses (EVIDENCE: 5), (EVIDENCE: 6, EVIDENCE: 7), increasing publications and projects in foreign languages and making mutual visits and agreements with certain universities abroad - especially with the units providing theology education - are also among the internationalization policies of the faculty. Improving some of the traditional international activities of the faculty and organizing new activities of the same kind are the other internationalization policies.

The faculty has held mutual visits and meetings with some universities abroad within the framework of the policies it has determined. (EVIDENCE: 8) As it aimed, it hosted foreign academics within the faculty and organized various conferences (EVIDENCE: 9, EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13, EVIDENCE: 14, EVIDENCE: 15, EVIDENCE: 16, EVIDENCE: 17). In addition, within the scope of ERASMUS+ from the faculty, Prof. Dr. Hussein Hansu lectured at the University of ez-Zitouna in Tunisia (EVIDENCE: 18). Prof. Dr. Murteza Bedir and Dr. Hatice Kübra Kahya also presented their papers at the symposium called “The Hanafi School: Texts, Authorites, and Practitioners” organized by the International University of Sarajevo (EVIDENCE: 19, EVIDENCE: 20). Prof. Dr. Murteza Bedir has received congress and symposium invitations from different universities. (EVIDENCE 21, EVIDENCE: 22). Besides, Assoc. Dr. Necdet Yilmaz, Dr. Hatice Kübra Kahya and Resarcher Asisstant Feyza Ketenci participated in international symposiums and conferences (EVIDENCE 23, EVIDENCE: 24, EVIDENCE: 25). Thus, activities for the policy of increasing its international recognition were implemented. The faculty checked its practices with questionnaires and focus group interviews, and the aforementioned questionnaires and interviews were evaluated in the meetings it held. (EVIDENCE: 26, EVIDENCE: 27).

The faculty also carries out its internationalization activities through

ERASMUS+, MEVLANA Exchange Programs and Bilateral Agreements. Within the framework of ERASMUS+ protocols, agreements have been made with some Universities in Austria, Germany, Czechia, Poland, Hungary, Netherlands and Belgium in Europe (EVIDENCE: 28 pp. 17-18). With the MEVLANA protocols, some agreements were made with some Asian and Islamic Countries such as Jordan and Malaysia (EVIDENCE: 29). In addition, thanks to bilateral agreements, protocols were signed with some universities outside these two groups (EVIDENCE: 30). Every year, the faculty makes announcements about ERASMUS+, MEVLANA and universities with which protocols have been signed within the framework of bilateral agreements through the relevant coordinatorships and units (EVIDENCE: 31, EVIDENCE: 32) and manages the process related to the students who apply.

The faculty held meetings with foreign higher education institutions mostly via e-mail (EVIDENCE: 33). The Faculty requests evaluations from its stakeholders, with whom these coordinatorships and working groups exchanged views during the said process. In addition, within the framework of the principles determined by the University, foreign students were accepted every year as much as the quota determined for undergraduate and graduate education programs through the Presidency of Religious Affairs (DIB), Türkiye Scholarships (TB) and Istanbul University Foreign Student Exam (İÜYÖS). For this purpose, Turkish and foreign students are accepted to the International Theology Program (UIP) opened in the Faculty (EVIDENCE: 34). In this regard, the institution not only benefited from internal stakeholders, but also held meetings with representatives of institutions and organizations such as the Presidency of Religious Affairs, Presidency for Turks Abroad and Related Communities, evaluated the process together with them and received their suggestions (EVIDENCE: 35).

The Faculty employs foreign lecturers within the framework of the principles determined by the Higher Education Council and the Rectorate in other programs, especially in programs that provide education in a

hundred percent foreign language. Again, thanks to ERASMUS+ and bilateral agreements, he sent visiting lecturers abroad (EVIDENCE: 36) and accepted visiting lecturers (EVIDENCE: 37, EVIDENCE: 38). The faculty has increased its international recognition and visibility through the TÜBİTAK 1001 program and international projects carried out with foreign researchers (EVIDENCE: 39, EVIDENCE: 40). The faculty has increased the number of foreign publications by giving great importance to international publications (EVIDENCE: 41). He also encouraged and supported the publication of the works of academicians by international publishing houses. (EVIDENCE: 42, EVIDENCE: 43). He carried out activities for the scanning of Darulfünun Journal in international indexes. It has increased the number of international indexes in which the faculty journal is scanned (EVIDENCE: 44, EVIDENCE: 45).

Our Internationalization Policy:

1. To be recognized in the field of Theology by being a member of and cooperating with the international institutions and organizations.
2. To be a pioneer in the field by introducing new ideas and views and developing new interpretations and perspectives.
3. To contribute to global peace with peaceful visions in the field of Theology.
4. To strengthen cooperation with other institutions providing Theological education in the international arena.
5. To diversify and strengthen the undergraduate and graduate programs that provide education in a foreign language in the faculty.
6. To offer more opportunities to foreign students in both Turkish and non-Turkish education programs, using the opportunities provided by the ERASMUS and MEVLANA exchange programs, bilateral agreements, Istanbul University Foreign Student Selection Examination (İÜYÖS), Presidency for Turks Abroad and Related Communities (YTB) and the Directorate of Religious Affairs (DİB).

7. To employ more foreign academics and researchers who will contribute to the faculty, especially for the education programs in foreign languages, through exchange programs and bilateral agreements.
8. To support the students at the faculty to go abroad for a certain period of time on various occasions.
9. To bridge relationships with stakeholders from abroad and to carry out joint projects based on research and development with them.
10. To organize international symposiums and workshops within the faculty with the support of foreign stakeholders and to increase participation from abroad.
11. To support the publication of the books of faculty members in foreign languages by internationally recognized publishing houses and the publication of their articles in journals indexed by international indexes.

Table 8: Internationalization Policy

Subject: Processes of Internationalization Policy	**Subject: Processes of Internationalization Policy**
Responsible Unit:	Dean's Office International Relations Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluating)
First Planning Date:	January 2021
The Content of Planning:	Planning Table

Internal Stakeholders:	Academic Staff Students Coordinatorships
External Stakeholders:	Unit Advisory Board Presidency for Turks Abroad and Related Communities, Presidency of Religious Affairs Student relatives
International Stakeholders:	Unit International Advisory Board International Stakeholder List
Application Areas:	Internationalization Policy Internationalization Policy Operational Chart **Policy Practice Examples** Academic Staff Students **Deals** Erasmus Bilateral Agreements Ongoing Current Agreements

Monitoring Mechanisms:	Focus Group Discussion with the International Advisory Board on Internationalization Policy Focus Group Discussion with International Theology Program Students
Performance Indicators:	Internationalization Activity Report: In the 2021-2022 Spring semester, 3 students were sent within the scope of Erasmus+ mobility and 3 students came to our institution. According to the framework of the K-171 agreement, deals were made with 3 international universities. It has bilateral agreements with 14 faculties/centers within the framework of K-131. A visiting professor from the University of Malaya came to the institution to conduct research.
Date of Evaluation and Improvement:	Quality Commission Meeting with Decisions to Improve Internationalization Policy December 2021 (Decisions 10 and 12) International Unit Advisory Board Meeting, November 2022

Place of Sub-criteria in the Information Management System:	Google Drive Quality Management System e-mail address

Maturity Level

The institution's specific internationalization model is adopted in the entire institution. The institution has innovative implementations with regard to its internationalization model, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has determined its internationalization policy since 2022 in line with the internationalization policy of Istanbul University and shared this policy with the public.
2. Istanbul University Faculty of Theology carried out activities in line with the internationalization policy. Within the faculty, on 7 June 2022 Prof. Mouez Khalfaoui gave a conference titled "Understanding Quran in Contemporary Europe". Prof. Dr. Hüseyin Hansu gave a lecture at the ez-Zitouna University in Tunisia on 8 November 2022 as part of ERASMUS+. Prof. Dr. Murteza Bedir and Dr. Hatice Kübra Kahya presented their papers in the symposium named "The Hanafi School: Texts, Authorities, and Practitioners" organized by International University of Sarajevo on 1-3 June 2022.
3. In line with the internationalization policy, which takes into account all the education and training, research and development and social contribution functions of the institution, agreements were made with 3 international universities within the framework of the K-171 agreement. In addition, it has bilateral agreements with 14 faculties/centers within the framework of K-131. As a result of these agreements, 3 students at the Faculty of Theology of Istanbul University went to universities abroad within the scope of Erasmus+, while 3 students came to the institution and thus achieved some results in line with the internationalization policy. The results of these practices were monitored in the focus meeting with the International Unit

Advisory Board.

4. The practices made in line with the internationalization policy of the institution were monitored systematically and in accordance with the internal quality assurance system of the institution, and measures were taken by evaluating them together with the International Relations Coordinator and international stakeholders. Some shortcomings were identified in the number and quality of international publications in foreign languages, and in the meeting held in December 2021 by the Quality Commission in order to improve this. As a solution to this, English language editorial services were brought to the agenda. In addition, it was determined that there were some problems with the students coming within the scope of Erasmus+, and it was decided that the International Incoming Student Unit at the Faculty of Theology should be in coordination with the Rectorate's "International Student Center" in order to improve this situation.

5. The original internationalization model is included in the 2023 action plans of the institution and suggestions in this regard are added to the action plan.

The List of Evidence

1. Faculty's Internationalization Policy
2. Negotiation Meeting for Bilateral Agreement with Universities of Georgetown, Sarajevo and ISTAC
3. Planning for Foreign Instructors to Lecture at the Faculty
4. Education and Academic Support Project Planning
5. International Symposiums and Congresses 1
6. International Symposiums and Congresses 2
7. Meeting Minutes of the Theological Coordinatorship in English on the Planning of the Organization of International Conferences
8. Faculty Visit of Evzai University
9. International Conference - Mouzed Khalfaoui Understanding Quran in Contemporary Europe
10. International Conference - Bilal Badat Auspicious Invocations and the Power of Prayer in Ottoman Calligraphy

11. International Conference - Bruce Lawrence Islamicate Cosmopolitian Spirit
12. International Conference - Safuruk Chowdhury Islamic Theology and a Turn Towards a Compassionate Theodicy
13. International Conference - Sajjad Rizvi Global Philosophy, İntellectual History and Askesis: What is Philosophy in the Islamic Traditions?
14. International Conference - Saeed Between Resurrection and Rationalisation: Defendig Abu Muslim's Reading of al-Baqarah
15. International Conference - Yahya Birt- Munire Z. Maksudoğlu Britian's First Mosque Through Ottoman Eyes: Yusuf Samih Asmay's Islam in Liverpool
16. International Conference - Yakoob Ahmed The Impact of the Ottoman Constitution on Qing China, Meiji Japan and Jahor
17. International Conference - Burcin Kagan Mustafa Narratives, Translations and The Meanings We Invoke
18. Huseyin Hansu ez-Zitouna University Conference Announcement
19. Participation in Murteza Bedir International Sarejevo University Symposium
20. Hatice Kübra Kahya Participation in the International Sarejevo University Symposium
21. Murteza Bedir Inaugural Conference Invitation Letter
22. Murteza Bedir Islamic Legal Studies Conference Invitation Letter
23. Necdet Yılmaz Participation in Sultan Yıldırım Bayezid and Emir Timur International Symposium
24. Hatice Kübra Kahya Ottoman Workshop English Presentation
25. Feyza Ketenci International Symposium Participation Certificate
26. Meeting Minutes on Controlling International Conferences, Discussing the Evaluations of Surveys and Focus Groups
27. Results of the Focus Group Discussion with External Stakeholders
28. Erasmus Bilateral Agreements
29. Agreements Based on Mevlana Applications for the 2020-2021 Academic Year

30. Ongoing Current Agreements
31. Faculty Website Announcement About Erasmus
32. Faculty Website Erasmus Internship Mobility and Application Announcement
33. Screenshot of Communication via Erasmus e-mail
34. 2019 Contract Term Handbook for Higher Education Institutions
35. Unit Advisory Board Meeting Report 30.06.2022
36. Huseyin Hansu ez-Zitouna University Conference Announcement
37. Faculty Mobility - Maziah Moustapha Course List
38. Faculty Mobility - Mohammad Mumtaz Ali Acceptance Letter and Course Plan
39. Tübitak 1001 and Projects with Bilateral Agreements
40. Tübitak 1001 Projects
41. Academy Performance Report 2022
42. Necmettin Kızılkaya, Legal Maxims in Islamic Law, Brill
43. Planning Support Programs for Academic Staff for International Publications
44. Faculty Journal International Indexes
45. Faculty Journal International Indexes 2
46. International Relations Coordination Evaluation Report 16.06.2022
47. Quality Commission Meeting Regarding the improvement of Internalizatzation Policy 30.12.2021

A.4.2. Management and Organizational Structure of Internationalization Processes

Within the framework of internationalization policies, the Faculty has established various coordinatorships and working groups to increase its international value and recognition (EVIDENCE: 1). Faculty; carries out this process in coordination with other faculty working groups such as the Unit Quality Commission, International Relations Coordinatorship, Academic

Activities Unit, Project Support Unit, and the International External Advisory Board (EVIDENCE: 2, EVIDENCE: 3, EVIDENCE: 4, EVIDENCE: 5 , EVIDENCE: 6, EVIDENCE:7).

Organizational structure of internationalization processes; It consists of the Dean, the Deputy Dean and the International Relations Coordinator (EVIDENCE: 8). The unit responsible for this process is the International Relations Coordinatorship, and it plans to hold meetings with the International Theology Coordinatorship, Erasmus and Mevlana program directors at least twice a year (EVIDENCE: 9, EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13, EVIDENCE: 14). In these meetings, the targets that will provide an opening towards the internationalization policy are determined and decisions are taken and reported (EVIDENCE: 15). Afterwards, the decisions in the relevant report are negotiated with internal and external stakeholders. When necessary, focus group discussions or surveys are conducted and protocols are signed with relevant external stakeholders (EVIDENCE: 16). Then, the implementation of the periodic decision report, which is shaped by the ideas of internal and external stakeholders, is planned. The application area of the decisions taken in the report is all departments in the faculty, students and academic staff. Every decision that is put into practice is shared with the public through the website and social media accounts. These practices are monitored and controlled by conducting surveys and meeting with focus groups. The control process and results are reported by the International Relations Coordinator. Then, the report in question is forwarded to the Unit Quality Coordinator. This coordinatorship also examines the process in terms of quality and presents its evaluations to the Quality Commission. The Quality Commission also conveys its own impressions and evaluations to the Dean's Office. The Dean's Office, on the other hand, discusses this report submitted to it with internal stakeholders and the Unit Advisory Board, International Advisory Board or other external stakeholders. Takes necessary measures and makes improvements.

Table 9: Management and Organizational Structure of Internationalization Processes

Subject:	**Processes of Internationalization**
Responsible Unit:	Dean's Office International Relations Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaulating)
First Planning Date:	June 2020
The Content of Planning:	Planning Table
Internal Stakeholders:	Academics and administrative staff, students, Erasmus Exchange Program Coordinatorship, Mevlana Exchange Program Coordinatorship, Arabic Preparation Program Coordinatorship
External Stakeholders:	Unit Advisory Board
International Stakeholders:	International Unit Advisory Board Erasmus universities, Mevlana Universities, other international stakeholders, Presidency of Religious Affairs, Presidency for Turks Abroad and Related Communities,
Application Areas:	Academic Staff Stakeholder Engagement Document Students

	Units Conducting Internationalization Activities: Erasmus Universities Mevlana Universities Erasmus+ Mobility
Monitoring Mechanisms	International Unit Advisory Board Focus Meeting on the Management and Organizational Structure of Internationalization Processes Focus meeting with YLSY Scholarship Students
Performance Indicators:	A total of 2 international symposiums were organized by the Faculty of Theology in 2022. (1,2) In 2022, 9 international conferences were held. (1, 2, 3, 4, 5, 6, 7, 8, 9) Internationalization Activity l Report: 2 faculty members went abroad to give a conference. 3 students went abroad with Erasmus+ mobility. 3 students came to the faculty.

Date of Evaluation and Improvement:	Meeting Report of the English Theology Coordinator for the evaluation and improvement of international conferences (May 2022) Report of YLSY Coordinatorship, in which the Situation of YLYS Scholarship students is Evaluated and Improvement Decisions are Taken on December 2022
Place of Sub-criteria in the Information Management System:	Google Drive Quality Management System e-mail address

Maturity Level

The management of internationalization processes covers all the units/fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. There are plans regarding the management and organizational structure of the internationalization processes of the institution. The organizational structure of the internationalization process has been determined in the process chart prepared by the faculty. Accordingly, this structure; ıt consists of the Dean, the Deputy Deans and the International Relations Coordinator. It meets twice a year with the International Relations Coordinator's team and plans periodic activities in these meetings. Decisions taken are negotiated with internal and external stakeholders. Afterwards, the implementation of the decisions taken is planned. The application area of

the decisions taken in the report is all departments in the faculty, students and academic staff. Every decision that is put into practice is shared with the public through the website and social media accounts. These practices are monitored and controlled by conducting surveys and meeting with focus groups.

2. The Faculty implements its plans regarding the management and organizational structure of the Internationalization process on all departments, academic staff and students in the faculty. In this sense, the Faculty has organized 2 international symposiums and 9 international conferences and lecturer Prof. Dr. He sent Hüseyin Hansu to Tunis Zaitouna University within the scope of Erasmus+ to give an international conference.

3. A focus meeting was held with the International Unit Advisory Board about the management and organizational structure of the internationalization processes implemented by the faculty and the said structure was followed.

4. International conferences held at the meeting held by the English Theology Coordinator were evaluated and necessary precautions were taken.

5. The internationalization management, which covers all units/areas in the institution, has been adopted and secured throughout the institution with integrative, sustainable and mature practices in line with the institutional purpose; many unique and innovative practices of the institution are included in the 2023 action plans and suggestions in this regard are included in the action plan.

The List of Evidence

1. Faculty Coordinators and Working Groups
2. Working Principles and Organizational Structure of International Relations Coordinatorship
3. Academic Activities Coordinatorship Working Principles

and Organizational Structure

4. Prof. Dr. Kenan Music Invitation Letter to Foreign Advisory Board
5. Prof. Dr.Merdan Güneş Invitation Letter to Foreign Advisory Board
6. Prof. Dr. Kenan Music and Prof. Dr. Positive Response Mails to Merdan Güneş's Letter of Invitation to the Foreign Advisory Board
7. International Foreign Advisory Board Members
8. Internationalization Process Chart
9. International Relations Coordinatorship Meeting Minutes-21.02.2022
10. International Relations Coordinatorship Meeting Minutes-26.04.2022
11. International Relations Coordinatorship Meeting Minutes-30.03.2022
12. International Relations Coordinatorship Meeting Minutes-31.05.2022
13. International Relations Coordinatorship Meeting Minutes-07.06.202
14. International Relations Coordinatorship Meeting Minutes-29.09.202
15. International Relations Coordinatorship Spring Evaluation Report
16. YLSY Scholars - Focus Group Discussion
17. Our Internationalization Policy

A.4.3. Sources for Internationalization

The international resources of the faculty constitute the part allocated from the University's budget (EVIDENCE: 1 pp. 20-21). The faculty has used some sources for international publications, projects, and educational activities. In this manner, the faculty has used TÜBİTAK 1001 and the projects based on bilateral agreements as internationalization sources. In addition, the Faculty has also conducted projects with academics from abroad (EVIDENCE: 2). In addition, travel is provided for those who attend the symposium and congress abroad (EVIDENCE: 3). The Graduate Student Symposium, which has been annually organized since 2015 by the department of Islamic Law, was funded by external stakeholders Ensar Foundation, Istanbul Dârülfünun Theology Foundation, and İlim Yayma Society. In addition to these foundations, TUBİTAK's support was received in the context of

internationalization in 2021 (EVIDENCE: 4).

Moreover, exchange students and academics as part of the ERASMUS and MEVLANA exchange programs are supported by the European Union and the Republic of Turkey. In addition to this, through negotiations with national and international foundations and institutions as external stakeholders, the faculty tries to support these exchange students and academics for their needs such as accommodation, meal, and supplementary scholarship. The faculty supports exchange students abroad for their housing in the dormitories belonging to the General Directorate of Credits and Dormitories, İlim Yayma Foundation, and other stakeholder foundations and institutions. Also, the faculty provided advice and support for its students and academics who went abroad to stay in guesthouses and dormitories belonging to public and private stakeholders in the relevant countries.

The faculty carried out certain international projects in the framework of BAP projects. In addition to the support taken from TÜBİTAK and other similar institutions, BAP project support has been provided within the context of internationalization (EVIDENCE: 5).

İstanbul Dârulfünun İlahiyat Foundation, the foundation of our faculty, has supported students who completed the preparatory year of Arabic to take summer language courses in countries such as Jordan and Oman where Arabic is their native language (EVIDENCE: 6). Furthermore, İstanbul Dârulfünun İlahiyat Foundation has made a financial plan to send faculty members, who are at the beginning of their academic careers, as visiting researchers for one year to the countries that have Arabic and English as their native languages. These matters are conducted as part of the protocol signed between İstanbul Dârülfünun İlahiyat Foundation and our faculty (EVIDENCE: 7).

Table 10: Internationalization Sources

Subject:	**Internationalization Sources**

Responsible Unit:	Dean's Office Unit Quality Coordinatorship (Monitoring and Evaulating)
First Planning Date:	2022-2024 Budget Planning dated June 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Coordinatorships
External Stakeholders:	Unit Advisory Board TÜBİTAK, İstanbul Darü'l-Fünun Theology Foundation, Ensar Foundation İlim Yayma Foundation General Directorate of Credits and Dormitories Municipality of Zeytinburnu General Directorate of Student Loans and Dormitories
International Stakeholders:	International Unit Advisory Board
Application Areas:	Academic Staff Engaged in International Education and Research

	International Institutions and Organizations Budget Document for International Activities
Monitoring Mechanisms	Focus group discussion on increasing the budget for internationalization
Performance Indicators:	2022-2024 Budget Proposal 2022 Overseas temporary duty travel amount is 12.000 TL. 2023 foreign temporary duty travel amount is 13.000 TL. 2020 Term KA107 Project Budget Details. 2022 Overseas Budgets International congress support of 23,004.27 TL for 2 people. 64.850 TL budget support from foundations and municipalities for overseas education
Date of Evaluation and Improvement:	Unit Quality Coordinator Meeting dated November 2022
Place of Sub-criteria in the Information Management System:	Google Drive Faculty Website Quality Management System e-mail address

Maturity Level

The sufficient physical, technical and financial resources in terms of quality and quantity are managed in the institution in line with the institutional goals (internationalization policy and strategy) and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. Necessary financial resources have been created for the Faculty of Theology to continue its internationalization activities. The international resources of the Faculty constitute the part allocated from the University's budget. In 2022, the amount of travel for temporary assignment abroad was determined as 12.000 TL, and in 2023, the amount of travel for temporary assignment abroad was determined as 13.000 TL.

2. The budget allocated by the faculty for internationalization practices is the part allocated from the university budget. In addition, the Faculty used channels such as TÜBİTAK 1001 and Bilateral Agreement Projects as sources of internationalization. With the financial resources created in this way, 2 international symposiums were organized, 2 faculty members were financially supported to give conferences abroad, and travel support was provided to 1 research assistant to participate in the international symposium abroad. In 2022, the faculty gave a total of 23,004.27 TL foreign congress support to 2 people. In 2022, Jordan received a total of 64,850 TL budget support from foundations and municipalities as support for overseas education.

3. The Faculty of Theology not only uses its own resources for internationalization activities, but also receives resource support from its external stakeholders, such as the Science Spreading Foundation, the Istanbul Daru'l-Fünun Theology Foundation and the Ensar Foundation. The management of these resources was monitored within the framework of the protocol signed with the Daru'l-Fünun Theology Foundation. In addition,

in the focus group meeting with the academic staff, evaluations were made on the budget in order to ensure internationalization.

4. Physical, technical and financial resources in the institution were managed in a way to support internationalization activities. The findings obtained from all these practices were monitored with both internal and external stakeholders with whom the protocol was signed.

5. The physical, technical and financial resources of the institution in appropriate quantity and quality have been specified in the 2023 action plan in order to carry out the institutional objectives in line with the internationalization policy and strategy.

The List of Evidence

1. University Resources
2. Tübitak 1001 and projects conducted through bilateral agreements
3. Traveling Certificate Paid to Academic Staff by the Faculty for Activities Abroad
4. VII. Islamic Law Graduate Student Symposium
5. Faculty Website International Infotmation
6. Quality Handbook Internationalization Resources
7. ISAM International Support
8. Avesis Bap Report
9. Education Financing Decisions of of Darülfünun İlahiyat Vakfı
10. The protocol signed by Darülfünun İlahiyat Vakfı and the Faculty
11. 2022 Faculty of Theology Overseas Budgeting
12. Academic Staff Focus Group Meeting with Evaluations on Internationalization and Budget Increase
13. Budget Planning of the Faculty for 2020-2024 International Travels
14. Planned Budget Draft for Istanbul University KA107 Project

A.4.4. Monitoring and Improving of the Internationalization Performance

The Faculty monitors the above-mentioned international academic activities through the International Relations Coordinatorship, the Academic Publication Support Unit, the Academic Activities Unit, and the Project Support Unit. The statistics have been kept on these activities (EVIDENCE: 1). The current situation has been evaluated, the weaknesses have been identified, and studies have been done to improve them.

The number of international publications has been dealt with at the coordinatorships meeting. The figures were considered insufficient so that it has been decided to take measures against this situation. In this context, it is planned to provide proofreading and editorial support for faculty members to facilitate their publication process in English. Also, it is planned to organize meetings to share experience on publishing in prestigious journals and to inform faculty members to encourage them to publish on these journals (EVIDENCE: 2).

Statistics of international exchange of academics show that the total number of exchanges decreased dramatically in 2020 and 2021, and the student exchange has also slowed down. It is obvious that the main reason for this decrease was the conditions of the pandemic. Also, the international exchange of faculty members has decreased during this period (EVIDENCE: 3, EVIDENCE 4, EVIDENCE: 5). It has been planned to make use of the ERASMUS+ and MEVLANA programs, as well as the bilateral agreements at the utmost level after the pandemic. A total of two international symposiums were organized by the Faculty in 2022 (EVIDENCE: 6, EVIDENCE: 7). Nine international conferences were organized online by the English Theology Coordinator (EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13, EVIDENCE: 14, EVIDENCE: 15, EVIDENCE: 16)

Table 11: Monitoring and Improving the Internationalization Performance

Subject:	**Processes of Monitoring and Improving the Internationalization Performance**

Responsible Unit:	Dean's Office International Relations Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaulating) Academic Publication Support Unit
First Planning Date:	June 2020 December 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Coordinatorships Students
External Stakeholders:	Unit Advisory Board Istanbul Darü'l-Fünun Theology Foundation,
International Stakeholders:	International Unit Advisory Board
Application Areas:	International Activities of Academic Staff Number of Students Participating in 2021 BAP
Monitoring Mechanisms	Focus group discussion with academic staff on achieving internationalization standards
Performance Indicators:	In 2022, the International Relations Coordinatorship held 6 meetings. (1,2,3,4,5,6)

	2 international symposiums were held. (1,2) 9 international conferences were held. (1, 2, 3, 4, 5, 6, 7, 8, 9) Internationalization Annual Report: Three students started to study at various universities. Three students came to the faculty within the scope of learning mobility. TwoFaculty Members benefited from the Erasmus program within the scope of teaching mobility. (1,2) Projects have been initiated with three universities to cover the exchange of graduate students and lecturers. Agreements were signed with two universities. One faculty member conducted research at the faculty as a visiting professor.
Date of Evaluation and Improvement:	June 2022 November 2022
Place of Sub-criteria in the Information Management System:	Faculty Website Google Drive, Quality Management System e-mail address,WhatsApp Groups

Maturity Level

Sustainable and matured practices regarding the monitoring and evaluation of the internationalization performance of the units working for

internationalization goals and institutional goals (internationalization policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. Plans have been made for the monitoring and evaluation of internationalization performance in the institution. These plans were put into practice in the academic performance report.

2. Practices for monitoring and evaluating the performance are carried out by the institution in the academic performance report twice a year.

3. Practices for the monitoring and evaluation of internationalization performance in the institution are carried out in a way that covers all areas. These practices were monitored and evaluated in focus interviews with academic staff.

4. The internationalization performance of the units (Commission, coordinatorship, cooperating center, etc.) working in line with the internationalization objectives in the institution is monitored and evaluated and used in decision-making processes. In this direction, the International Relations Coordinatorship has held a total of 6 meetings in 2022 and evaluated the internationalization performance by monitoring. Necessary measures were taken against the evaluations and monitoring made as a result of the focus group meetings held with internal stakeholders.

5. In the institution, sustainable and mature practices regarding the monitoring and evaluation of the internationalization performance of the units working in line with the institutional objectives (internationalization policy, goals, strategy) and internationalization objectives have been adopted and secured throughout the institution. In the 2023 action plan of the institution, there are plans to make the internationalization performance

unique and to be taken as an example by other institutions.

The List of Evidence

1. Academic Activity Report 2022
2. Meeting Report of Coordinatorships 09.12.2020
3. 2020-2021 List of Interns Supported by Erasmus
4. 2019-2020 Official Document for Applications to Erasmus and Teaching Exchange
5. 2020-2021 Official Document for Applications to Erasmus and Teaching Exchange
6. International Third Century Hijri Symposium
7. International VI Symposium Sahn-ı Semân to Daru'l-funun
8. International Conference 1
9. International Conference 2
10. International Conference 3
11. International Conference 4
12. International Conference 5
13. International Conference 6
14. International Conference 7
15. International Conference 8
16. International Conference 9

B. EDUCATION AND TEACHING

B.1. Design and Approval of Programs

The faculty designed its undergraduate programs in line with its mission, and program objectives, and in a way that ensures its vision is realized. In doing so, it consulted the ideas and suggestions of its stakeholders. The outputs of the programs and their measurable learning outcomes were determined as competencies of the program, and the curriculum was structured accordingly.

B.1.1. Design and approval of programs

The defined process for the design and approval of the programs carried out in the institution is included in the Quality Manual (EVIDENCE: 1). In the design of the program, the Faculty has taken into account the Turkish Higher Education Qualifications Framework (TYYÇ), the objectives in the Istanbul University 2019-2023 Strategic Plan, the Faculty's Educational Policies, Strategic Objectives and Objectives, and IAA outputs. EVIDENCE: 2 EVIDENCE: 3 EVIDENCE: 4 EVIDENCE: 5 With the lesson plans prepared, student workloads have been determined in accordance with ECTS, in a balanced and compatible way. In order to ensure the implementation of the lesson plan, the content and plans of the lessons are recorded in the Istanbul University Educational Information System and this information is made available to all stakeholders.

Due to the accreditation application process to the IAA, the Institution prepares a directive for the Faculty to determine, control and update the program objectives and outputs, program-specific criteria and course achievements, in line with the IU Associate and Undergraduate Education Regulations, to prepare a directive based on PUKO. Member Assoc. Dr. Ahmet Temel was appointed (EVIDENCE: 6) The prepared Pukö-based education and training directive (EVIDENCE: 7) was discussed with internal stakeholders at the faculty board meeting and the Pukö-Based Education and Training Process Directive of IU Faculty of Theology was accepted unanimously (EVIDENCE: 8).

As for the details of the program design; The Primary Education Formal Program consisted of 30% Arabic and 70% Turkish lessons. The curriculum of the First and Second Education is exactly the same and consists of courses belonging to 3 departments: Basic Islamic Sciences, Philosophy and Religious Sciences, Islamic History and Arts. The curriculum content of the courses taught in these departments is available on the official website of the Institution (EVIDENCE: 9).

At the institution, 30% Arabic lessons are given by foreign nationals or Turkish citizens who have graduated from a university whose mother tongue is Arabic or who provide 100% Arabic education, and by instructors who score 85 or higher in Arabic in the exams conducted by OSYM (EVIDENCE: 10).

The Faculty has included a compulsory Arabic Preparatory Class for the first and second education programs and the Arabic Theology Program. The Department of Arabic Language and Rhetoric Preparatory Coordinator (EVIDENCE:11) administers this program. The faculty prepared a directive on 30.11.2017 in order to create a defined process for the purpose, scope, application and evaluation principles of the education and training carried out in the compulsory Arabic preparatory class, and the process is carried out in line with this directive (EVIDENCE:12).

The Faculty Preparatory Program is carried out on a level basis. For this reason, a separate academic calendar has been created for the preparatory program. The academic calendar was put into practice following the approval of the Senate after the Faculty board meeting (EVIDENCE: 13). Accordingly, the duration of the teaching period in each level is at least 8 weeks, and 24 hours per week. There is a one-week break after the completion of the curriculum applied in each level. Compulsory Preparatory education is planned and implemented as 32 weeks.

In the faculty program, there is a defined process for opening and closing courses and calculating ECTS. There are updates and changes in the course curricula in line with the requirements of the institution. For example, upon

the requests of students, who are internal stakeholders, the change of place in the curriculum of some courses in the Department of Islamic Arts and History has been taken into account by the dean's office (EVIDENCE: 14, EVIDENCE: 15). In the process of monitoring the functioning of education in the faculty, some problem areas were identified with the contributions of the stakeholders and some improvements were made with the suggestions of the stakeholders. For example, the 4-credit Islamic Philosophy course has two separate terms, "Introduction to Islamic Philosophy" and "History of Islamic Philosophy"; The "Sufism" course is divided into two separate semesters as "History of Sufism" and "Sufi Thought" (EVIDENCE: 16, EVIDENCE: 17). Again, the process of inclusion of Pedagogical Formation courses in the curriculum caused the institution to make some updates in its curriculum and create a new curriculum (EVIDENCE: 18). In this direction, the institution has started to give pedagogical formation courses since the 2018-2019 academic year (EVIDENCE: 19). The institution conveyed the problems it encountered in the practice of giving formation courses to the relevant units (EVIDENCE: 20). The proposal for the adjustment of the formation courses has been approved by the Senate (EVIDENCE: 21).

Certain Improvements regarding the inclusion of some elective courses in the curriculum in order to increase the theoretical, and professional knowledge of the students are followed-up and made in accordance. In this direction,"Sufi Culture" (2021), "Translation Techniques from Arabic to Turkish" (2021), "Translation Techniques from Turkish to Arabic" (2021) and "Career Planning" (2021) are added to 5th semester; and "Classical Persian Texts" (2021), "Critical Thought" (2021), "Turkish Sufi Stories" (2021); “History of Modern Palestine” (2021), “Man in Classical Islamic Philosophy” (2021), “Non-Muslims in Islamic Society” (2021) are added to the 6th semester. Additionally, “Hikem-i Ataiyye” (2021), “Religion, Cinema and Media” (2021) added to the 8th semester, and hence to the overall cirricula (EVIDENCE: 22).

The Education Coordinatorship is responsible for the design and approval process of the program (EVIDENCE: 23). It is planned that the Quality

Coordinatorship will monitor the process in terms of quality and present its findings and suggestions to the Dean's Office in July (EVIDENCE: 24).

Table 12: Design and Approval of Programs

Subject:	Processes of Monitoring Assessment and Evaluation
Responsible Unit:	Relevant Vice Dean Education Coordinatorship, Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	September 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic staff Administrative Staff
External Stakeholders:	Alumni
International Stakeholders:	-
Application Areas:	All faculty There are no elective courses that were closed in the 2022-2023 academic year, and 10 new elective courses were added to the curriculum. There are 4 different undergraduate programs, There are 9 doctoral programs,

	There are 19 graduate programs in the faculty.
Monitoring Mechanisms:	November 24, 2021, Educational Affairs Consultation Meeting Academic Staff Focus Group 2021 student satisfaction survey 2022 student satisfaction survey
Performance Indicators:	In the institution, 27 students are doing diameter, 4 students are doing minor. In the 2022 Student Satisfaction Survey, 42% of the students are satisfied with the education they receive from the faculty; 26% were moderately satisfied and 31% were dissatisfied. In the 2021 student graduation survey, students were asked about the competency of the curriculum applied in the faculty.
Date of Evaluation and Improvement:	November Evaluation Report of Education Coordinatorship
Place of Sub-criteria in the Information Management System:	Faculty Website, Education Information System (EBS), Google Drive

Maturity Level

The institution has conducted some implementations in line with the defined processes related to the design and approval of all the program and certain results have been obtained from these implementations. But their

results are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. During the design process of the program carried out by the faculty, planning was done by taking into account the National Qualifications Framework for Higher Education in Türkiye, Istanbul University 2019-2023 Strategic Plan, the education policies of the faculty, and its strategic goals and objectives.
2. With the contributions of academic staff, one of the internal stakeholders of the faculty, IAA outputs were also considered and included in the program's design. The theology program was published on the faculty's website and presented to the public. The implementation of the faculty program is carried out accordingly.
3. In monitoring the design and approval of the program, taking into account the demands of students and faculty members, improvement activities were carried out to open the mentioned courses.

The List of Evidence

1. Quality Manual Education and Training_Program Design and Approval
2. Turkey Higher Education Qualifications Framework
3. Istanbul University Strategic Plan
4. IU Faculty of Theology Education Policy
5. IU Faculty of Theology Strategic Objectives and Objectives
6. Pukö Based Educational Process Directive Preparation Task
7. PUKO Based Education and Training Directive
8. Pukö Based Education and Training Process Directive Faculty Board Decision
9. Faculty Curriculum Web Page
10. Instructors Language Competencies
11. Arabic Preparation Coordinator Task Letter
12. Compulsory Preparation Education-Training and Exam Directive
13. Senate Decision Regarding Preparatory Class Academic Calendar

14. Islamic Arts and History Department Curriculum Update Request
15. İ.S.T. Dean's Response to Curriculum Update Request of Sub-Divisions
16. Division of Islamic Philosophy Course
17. Division of Sufism Lesson
18. Inclusion of Formation Courses in the Curriculum
19. Faculty Administrative Board Decision Regarding Teaching Formation Courses
20. The Problem Encountered in the Application of Formation Courses
21. Adaptation of Formation Courses Senate Decision
22. New Offered Elective Courses
23. Planning and Implementation: Education Coordinator Mission Letter
24. Monitoring and Control: Unit Quality Coordinator Task Letter

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

The processes related to the program objectives and outputs of the institution are carried out as in the Quality Manual (EVIDENCE: 1) and IU PUKÖ Based Education and Training Directive (EVIDENCE: 2).

The faculty determined the program outputs within the framework of the provisions of TYYÇ and IU Associate and Undergraduate Education Regulations. Matrices showing the compatibility of the Faculty program outputs with the Turkish Higher Education Qualifications Framework are shared on the faculty web page (EVIDENCE: 3). The outputs of the program consist of the knowledge, skills and competencies that students are expected to acquire until their graduation and are shared with the public on the website (EVIDENCE: 4). The program objectives of the Faculty have been determined as general statements describing the professional expectations of the graduates of the program and are shared with the public on the faculty's web page (EVIDENCE: 5).

In the process of applying for accreditation to IAA, the institution saw that

there were some deficiencies as a result of the necessary controls regarding the program objectives and outputs of the faculty, program-specific criteria and course achievements. The Dean's Office assigned the Education Coordinatorship to plan and execute the process related to updating the program objectives and outputs, program-specific criteria and course outcomes in line with the IAA outputs (EVIDENCE: 6). In this direction, the program outputs renewed by the Coordinator's Office were determined by submitting them to the opinions of internal stakeholders at the meeting on November 24, 2021 (EVIDENCE: 7). The new program outputs were decided upon by the Faculty Board dated December 2021 (EVIDENCE: 8).

It is planned to be carried out by the Education Coordinatorship to monitor, follow up and update the process related to the aims and outputs of the program. (EVIDENCE: 9). During the monitoring and control of the compliance of the renewed program outputs, and discipline-specific outputs with each other and with the IAA outputs in 2021, the Education Coordinatorship rearranged the program outputs, and discipline-specific outputs, pointing to the fact that some improvements should be made (EVIDENCE: 10). Renewed program objectives and outputs, and program-specific criteria were presented to stakeholders. In the meeting held in November 2022 with the student focus group study from internal stakeholders, the suitability of the program outputs and discipline-specific outputs was accepted (EVIDENCE: 11). Again, graduates from external stakeholders have accepted the relevance of program outcomes and discipline-specific outcomes (EVİDENCE:12). After that, the renewed program outputs and discipline-specific outputs were approved by the faculty board. (EVIDENCE: 13). In this direction, the program objectives, program outputs, discipline-specific outputs and their compatibility with each other and with the IAA criteria were matrixed and the prepared matrices were published on the faculty web page (EVIDENCE: 14, EVIDENCE: 15. EVIDENCE: 16 EVIDENCE: 17 EVIDENCE: 18).

Table 13: Program's Objectives, Outcomes (Program Outcomes and

Discipline-Specific Outcomes) and Compliance with IAA Criteria

Subject:	Evaluation and Monitoring Processes of Program's Objectives and Outcomes
Responsible Unit:	Dean's Office Education Coordinatorship, Unit Quality Coordinatorship
First Planning Date:	Action Plan 2022 (Innovations in Education) Mission letter on the matrixing of the Program Goals and Outputs, which was submitted to the Education Coordinatorship dated 22.11.2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Administrative Staff Students Accreditation Unit
External Stakeholders:	Alumni
International Stakeholders:	-
Application Areas:	Academic Staff Within the framework of the implementation that started from the 2022-2023 Spring Semester, 55 course outcomes to be taught in the said period were

	associated with program outcomes and discipline-specific outcomes. 2023 Spring Semester Curriculum related with Program Outcomes and Discipline Specific Outcomes
Monitoring Mechanisms:	18.11.2021 Educational Affairs Consultation Meeting Faculty Members Focus Discussions 18.11.2022 Compatibility of Program Outcomes with IAA Outcomes Student Focus Interviews 17.11. Harmony of 2022 Program Outcomes with IAA Outcomes
Performance Indicators:	**Matrixes showing the relations with Discipline-Specific outcomes of 55 courses to be taught in 2023 Spring Semester** Program Objectives and Program Outcomes Matrix Program Objectives and Discipline-Specific Outcomes Matrix Program Outcomes and IAA Outcomes Matrix Discipline-Specific Outcomes and Iaa Discipline-Specific Outcomes Matrix Within the framework of the implementation that started from the 2022-

	2023 Spring Semester, 55 course outcomes to be taught in the said period were associated with program outcomes and discipline-specific outcomes.
Date of Evaluation and Improvement:	Education Coordinatorship Evaluation Report dated 08.11.2022 and Recommendation for Renewal of Program Outcomes and Discipline-Specific Outcome Faculty Board Decision on Updating Program Outcomes and Discipline-Specific Outcomes (17.11.2022) 03.01.2023. A Letter from the Departments Requesting the Association of the Curriculum for the 2023 Spring Semester with the Renewed Program Outcomes and Discipline-Specific Outcomes 2023 Spring Semester Curriculum Associated with Program Outcomes and Discipline-Specific Outcomes (January 2023) Matrix showing the relationships of 55 courses to be taught in the 2023 Spring semester with discipline-specific outcomes.
Place of Sub-criteria in the Information Management System:	Faculty Website, AKSİS, Google Drive, Quality Management System e-mail address

Maturity Level

The program objectives, outcomes and compliance with IAA criteria are defined, published and associated with the practices related to learning and teaching. But the results of these practices are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. The process of harmonizing the program objectives and outputs and discipline-specific outputs with the IAA criteria has been planned by the relevant Deputy Dean and the Education Coordinatorship.
2. The new program outputs, which were decided by the faculty board, were put into practice as of 2021.
3. The aims and outputs of the program, which were aligned with the IAA criteria, were monitored through focus interviews with faculty members, students, and graduates. As a result of this monitoring, the outputs, which were renewed in 2021 and harmonized with the IAA criteria, were improved.

The List of Evidence

1. Quality Manual
2. IÜ PUKÖ Based Education and Training Directive
3. Matrix of Harmonization of Faculty Program Outcomes with TYYÇ
4. Faculty Program Outcomes
5. Faculty Program Objectives
6. Task Letter for Updating Program Objectives and Outputs
7. Presentation of Program Outcomes to Internal Stakeholders (Lecturer)
8. Faculty Board Decision Regarding Program Outcomes
9. Education Coordinator Mission Letter
10. Monitoring and Control: Re-Updating the Renewed Program Outputs
11. Discussion of Renewed Program Outcomes with Internal Stakeholders (Student)
12. Discussion of Renewed Program Outcomes with External Stakeholders (Graduates)
13. Renewed Program Outcomes Faculty Board Decision

14. Program Objectives and Program Outcomes Matrix
15. Program Objectives and Discipline-Specific Outcomes Matrix
16. Program Outcomes and Discipline-Specific Outcomes Matrix
17. Program Outputs and IAA Outputs Matrix
18. Discipline-Specific Outputs and IAA Discipline-Specific Outputs Matrix

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

Program objectives, program outcomes, and course outcomes (learning outcomes) at the Faculty have been determined within the framework of IU Associate and Undergraduate Education-Teaching Regulations (EVİDENCE: 1) Monitoring and updating the program objectives, program outputs, and course achievements are defined in the IU PUKÖ-Based Education Directive (EVİDENCE: 2). Contributions of Compulsory and Elective Courses to Program Outcomes and Discipline-Specific Outcomes are available for instructors to update in the Academic Registration System (AKSİS) (EVIDENCE: 3). Students can also view from the EBS system (EVIDENCE: 4). Measuring the course outcomes in the Faculty is done through exams, homework, practices and projects (EVIDENCE: 5). In accordance with the internationalization policy of the Faculty, English versions of the syllabuses have been uploaded to the system in a way to facilitate the selection of foreign students admitted to the faculty within the scope of programs such as Erasmus, Mevlana, International Theology (EVIDENCE: 6).

Renewed program outputs, IAA program outputs, and discipline-specific outputs, have become valid as of the Spring semester of the 2021-2022 academic year. Some problems were encountered during the control and monitoring of the matching of course outcomes with program outcomes and discipline-specific outcomes. Prior to the accreditation application process, the institution made a request from the relevant units of the university about the matching of course outcomes with discipline-specific outcomes, and attaching a panel that will allow the course outcomes to be

matched with discipline-specific outcomes, since it is not included in the university automation system (EVIDENCE: 7). In this process, these new outputs have been published on the official website of the Faculty in order to ensure that discipline-specific outputs are taken into account while creating the course outputs of internal stakeholders (EVIDENCE: 8). With the approval of the Institution's request, the compatibility of course outcomes for improvement in line with discipline-specific outcomes included in the Aksis panel (EVIDENCE: 9). As an improvement activity, the institution requested an online seminar from the Rectorate on how to write the course outputs in this process. (EVİDENCE: 10).

The institution also controls and monitors the syllabuses. In this context, the institution checks the syllabuses before the start of the semester and requests that the missing ones be corrected (EVIDENCE: 11, EVIDENCE: 12). The instructors were requested to review the aim of the course, content, learning outcomes, teaching methods, topics, resources, contribution levels to the program outputs, evaluation system, and ECTS Workload effectiveness, and are asked to make necessary updates (EVIDENCE: 13).

In monitoring whether the course outcomes support the program outcomes, the opinions of graduates from external stakeholders were consulted through surveys. According to the results of the survey, which will be discussed in more detail under subtitle of Design of Assessment and Evaluation (see. B.1.6). Graduates expressed a highly positive manner regarding compliance of the received-education to the qualification types included in the program outputs (EVIDENCE: 14).

The Education Coordinatorship reported that a "Submission Follow-up and Analysis Working Group" should be established under the Education Coordinatorship, in order to systematically monitor and improve the syllabuses in terms of student-centered teaching methods, and in terms of assessment and evaluation systems, to increase the level of contribution of course outcomes to the program outputs (EVIDENCE: 15). Accordingly, it's planned to form the Curriculum Follow-up and Analysis Working Group,

active from the 2022 Spring semester, with the participation of an instructor from each department from the internal stakeholders, in order to ensure that the course outcomes are matched with the program objectives, program outcomes and discipline-specific outcomes (EVIDENCE: 16). The Faculty, taking into account the recommendation of the Education Coordinatorship, decided to establish the Curriculum Follow-up and Analysis Working Group as an improvement activity by discussing it at the Faculty Board (EVIDENCE: 17).

Table 14: Alignment of Course Outcomes with Program Outcomes and Discipline-Specific Outcomes

Subject:	Processes of Monitoring the Course Outcomes and Discipline-Specific Outcomes
Responsible Unit:	Dean's Office Education Coordinatorship, Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	Requesting Matrixing of Course Outcomes Sent to the Departments on 03.01.2023 with Learning Outcomes Announcement of "Training for Filling the Curriculum in AKSIS Automation System" to be Given to Academic Staff on 11.01.2023
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic personal Administrative Staff

	Students
External Stakeholders:	Alumni
International Stakeholders:	-
Application Areas:	Faculty Members Research Assistants
Monitoring Mechanisms:	Student Focus Group Meetings dated 18.11.2022 in which it was decided to match the Course Outcomes with Program Outcomes and Discipline-Specific Outcomes Alumni Focus Group Meetings dated 17.11.2022, in which it was decided that the course outcomes should be matched with program outcomes and discipline-specific outcomes.
Performance Indicators:	Curriculums Starting from the 2023 Spring Semester, the course outcomes in the syllabuses are included in the Aksis system and the contribution of each course outcome to the program outputs is stated separately. Matrixing of Course Outcomes with Discipline-Specific Outputs: Starting from the 2023 Spring Semester, in 55 courses in the curriculum of the said semester, each course outcome was associated with

	Discipline-Specific Outcomes and their contribution levels were determined.
Date of Evaluation and Improvement:	Education Coordinatorship Evaluation Report dated 08.11.2022 and Suggestion for Improvement Board of Directors Decision Dated 29.11.2022: Establishment of the Curriculum and Follow-up Analysis Working Group
Place of Sub-criteria in the Information Management System:	Faculty website, AKSİS. Education Information System (EBS).

Maturity Level

Course achievements are aligned with the program outcomes and the disiplinespecific outcomes in a clear, practical and sustainable manner and this alignment is internalized in all the fields. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The matching of the course outcomes in the program with the program outcomes and discipline-specific outcomes were planned to be delivered on 11.01.2023 and were requested in an official letter from the heads of the departments.
2. The matching of course outcomes in the program with program outcomes and discipline-specific outcomes was made on 11.01.2023 and announced on the Faculty website.
3. The knowledge, skill, and competency distinctions are shown within the course outcomes. Course outcomes and discipline-specific outputs were matched and presented in an Excel file. Published on the faculty website.

4. While determining the program outputs, focus group meetings were held and opinions were received from students and graduates. Curriculum Follow-up and Analysis Working Group were established as needed. This group planned to conduct focus group discussions and surveys with internal and external stakeholders on the matching of program outputs, discipline-specific outputs, and course outcomes within a year. After that, it was planned to take measures by evaluating the results of the monitoring together with the stakeholders.
5. It has been tried to match the achievements of the courses given in the faculty with the program outputs and discipline-specific outputs in a clear, understandable, realistic, and sustainable way. The Curriculum Follow-up and Analysis Working Group is a faculty-specific and innovative practice in this context.

The List of Evidence

1. Istanbul University Associate Degree and Undergraduate Education Directorate
2. İÜ PUKÖ-Based Education and Training Directive
3. Accessible Syllabus for update for the Stakeholder Updates
4. EBS Syllabus
5. Measurement of Course Outcomes
6. An English Example of Programs
7. Request for Discipline-Specific Outcomes to be Included in the Axis
8. New Discipline-Specific Outputs
9. Discipline-Specific Outputs in Axis Panel
10. Online Seminar Request on How to Prepare Course Outcomes
11. Update Request for Curriculums
12. Academic Committee Minutes on Updates
13. Checking Utilities Request
14. Control of Programs: External Stakeholders (Graduate) Survey
15. Control of Curriculum: Establishment of Curriculum Follow-up and Analysis Working Group

16. Izence Tracking and Analysis Working Group Planning
17. Improvement: Faculty Board Decision for the Establishment of the Curriculum Follow-up and Analysis Working Group

B.1.4. Structure of the Program and Balance of Course Distribution (The balance of compulsory-elective course distribution; the balance of field and professional knowledge and general culture courses, gaining cultural depth, opportunities to get to know different disciplines)

A curriculum including compulsory and elective courses is implemented in the Institution. Compulsory courses are determined by the Council of Higher Education and are implemented henceforth. İstanbul University Associate and Undergraduate Education Regulations have been taken into account in the distribution ratios of compulsory and elective courses (EVIDENCE: 1). The distribution of the curriculum according to the semesters, and the determination of the credits and ECTS were made by the Faculty Board. The curriculum of the institution has been announced on the website (EVIDENCE: 2).

The distribution of compulsory and elective courses and their inclusion in the curriculum are done within the framework of a specific plan. Accordingly, in line with the requests from the departments, the offers of opening or closing courses or elective courses were taken into consideration by the Dean's office, and submitted to the Senate for approval following the decision of the Faculty Board. Elective courses accepted by the Senate have been added to the Education Information System (EBS) (EVIDENCE: 3, EVIDENCE: 4).

Opening or removing an elective course in addition to already existing elective courses, or updating the curriculum is done in accordance with İstanbul University's defined process (EVIDENCE: 5). The status of elective courses has been decided in line with the policy, and teaching purposes of the Institution. The Departments of Philosophy and Religious Sciences, Islamic History and Arts and Basic Islamic Sciences, made an announcement for the Faculty members to propose new courses to be given in the next

semester, in accordance with the course offer dates determined by the University (EVIDENCE: 6).

There is a pool of elective courses to be taught in each semester in the Institution. Accordingly, in the fifth, sixth, seventh and the eighth semesters, there are 14 elective courses (EVIDENCE: 7, EVIDENCE: 8 EVIDENCE: 9, EVIDENCE: 10). The elective courses that are opened and closed each semester are announced on the web page of the Faculty (EVIDENCE: 11 EVIDENCE: 12).

While determining the elective courses in the institution, improvements were made to include some new elective courses in the curriculum in order to increase the theoretical and professional knowledge of the students, by taking into account the issues that the students may need in their academic and professional orientation after graduation, as well as by taking into account the compatibility of these elective courses with the compulsory ones. In this direction, "Sufi Culture" (2021), "Translation Techniques from Arabic to Turkish" (2021), "Translation Techniques from Turkish to Arabic" (2021) are added to the 5th semester, and "Career Planning" (2021), "Classical Persian Texts" (2021), "Critical Thought" (2021), "Turkish Sufi Stories" (2021); “History of Modern Palestine” (2021), “Man in Classical Islamic Philosophy” (2021), “Non-Muslims in Islamic Society” (2021) are added to the 6th semester. Finally, "Hikem-i Ataiyye" (2021), "Religion, Cinema and Media" (2021) are added to the 8th semester curriculum (EVIDENCE: 13). In addition to these, the proposal of 11 elective courses from the Department of Islamic History and Arts, Department of Turkish Religious Music, is passed by the Faculty Committee (EVIDENCE: 14). In addition, within the framework of the protocols signed between Higher Education Institutions and the Ministry of Youth and Sports in order to improve our students' awareness of social contribution, the course named "Volunteering Studies" has been added to the elective course groups (EVIDENCE: 15).

In order to monitor and control elective courses, the opinions of internal and external stakeholders were sought through questionnaires about the quality and quantity of elective courses. Accordingly, the Faculty students

expressed positive opinion about the adequacy of the number, and variety of elective courses (EVIDENCE: 16). According to the results of the survey conducted with external stakeholders (graduates), graduates suggested diversifying elective courses according to business life and increasing the number of applied courses (EVIDENCE: 17, EVIDENCE: 18).

Elective courses also have extra-class studies. Satisfaction surveys are held in order to measure the quality of out-of-class activities and to do improvement studies after receiving feedback. For example, in the context of the Sufi Culture course, a trip was organized on May 25, 2022, and a satisfaction survey was given to the stakeholders after the trip (EVIDENCE: 19).

In accordance with the 4th paragraph of the 16th article of the IU Associate and Undergraduate Education Regulations, students with an GPA of 3 and above can choose courses from the university common elective courses belonging to various faculties of the university (EVIDENCE: 20). Students of our faculty thus have the opportunity to take courses from different fields, and have the opportunity to have an interdisciplinary approach. This application supports the aim of our program outputs: "To gain analytical, multi-dimensional and critical thinking skills that will enable to students to deal with the problems related to the field on a scientific basis, and with an interdisciplinary approach".

Table 15: Structure of Programs and Balance in the Distribution of Courses

Subject:	Processes of Monitoring Elective Courses Taken from Different Disciplines
Responsible Unit:	Dean's Office Education Coordinatorship Unit Quality Coordinatorship (Monitoring

	and Evaluation)
First Planning Date:	26.05.2021 Major Course Offers
The Content of Planning:	Planning Table
Internal Stakeholders:	Teaching and administrative staff, students, Accreditation Unit
External Stakeholders:	Alumni, Unit Advisory Board, The Council of Higher Education
International Stakeholders:	-
Application Areas:	All Departments
Monitoring Mechanisms:	2021-2022 Student Satisfaction Surveys 2022 Alumni Surveys
Performance Indicators:	49.4% of the students stated that the elective courses given at the faculty were sufficient; While 28.2% stated that they were moderately satisfied, 22.4% stated that the elective courses were not sufficient Graduates, on the other hand, stated that elective courses should be shaped according to business life (85%) and that the number of

	applied courses should be increased (90%). The institution has a pool of 56 elective courses, spread over four semesters. (V VI. VII. and VIII. Periods)
Date of Evaluation and Improvement:	MAY 2021 2021 January
Place of Sub-criteria in the Information Management System:	Education Information System, AKSİS Faculty Website

Maturity Level

The practices on program structure and balance in all the fields are systematically monitored and the monitoring results are evaluated with stakeholders and continuously updated by taking necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The distribution of compulsory and elective courses and the process of including or removing them from the curriculum was planned and implemented in a way that the proposals of the departments, the decision of the faculty board, and the approval of the Senate.
2. While determining the elective courses, compliance with the compulsory courses was taken into consideration, and the courses that the students might need in their academic and professional orientation after graduation were included in the curriculum.
3. In order to monitor the results of the application, the adequacy of the subject distribution of the elective courses was determined by the questionnaires made to the students, and the level of contribution to the professional competence was determined by the questionnaires made to the graduates; results were evaluated.

4. Developing elective courses in terms of gaining cultural depth, recognizing different disciplines, and supporting professional competence, in line with stakeholder views, is included in the 2023 Action Plan.

The List of Evidence

1. Istanbul University Associate and Undergraduate Education and Training Regulations
2. Theology Program Curriculum
3. Course Proposal Stages- Faculty Board Decision-Senate Approval Example
4. EBS Example
5. Associate/Undergraduate/Graduate Diploma Programs Curriculum Update and Changes Guide
6. Decision of the Department on the Courses to be Taught in the Term
7. Fifth Semester Elective Courses
8. Sixth Semester Elective Courses
9. Seventh Semester Elective Courses
10. Eighth Semester Elective Courses
11. List of Opened and Closed Elective Courses
12. List of Opened and Closed Elective Courses
13. New Offered Elective Courses
14. Turkish Religious Music Department Elective Course Offers
15. Volunteering Studies Course
16. Monitoring and Control: Elective Courses_Internal Stakeholders (Student)_Survey
17. Monitoring and Control: Elective Courses_External Stakeholders(Graduate)_Survey
18. Monitoring and Control: Elective Courses_External Stakeholders(Graduate)_Survey
19. Sufi Culture Lesson Travel-Satisfaction Questionnaire
20. Example of Non-Curriculum Elective Course

B.1.5. Student Workload Based Design

In the institution, there is a defined process related to the design based on the workload of the student (EVIDENCE: 1). Within the framework of this process, the institution has designed the workload of the courses in the program based on student workload. For this, the European Credit Transfer System (ECTS) is applied in calculating the credit values of the courses in the programs based on student workload (EVIDENCE: 2).

The name, number, duration and total workload of the activity during and at the end of the semester are determined under the ECTS title in the Curriculum/My Courses tab in the AKSİS Automation system. Here, the number and duration of Course Time, Out-of-Class Study Time (pre-study, reinforcement), Midterm Exam, Quiz, Homework, Project, Final/Semester-end exams were determined and the time and workload were determined accordingly. In the direction determined by the university, Aksis system automatically calculates the course loads. ECTS are calculated by taking into account all in-class and extra-curricular activities. (EVIDENCE: 3, EVIDENCE: 4). In determining the workload, not only the in-class time but also the extracurricular time of the student was taken into account. For example, in the Hadith 1 course, a measurement and evaluation system was adopted in order to distribute the student's workload to extracurricular times (EVIDENCE: 5).

The ECTS credits that a student will receive in a semester are determined as 30 ECTS. Students can take courses up to 45 ECTS in line with the opportunity provided in Istanbul University Associate and Undergraduate Education and Training Regulations (EVIDENCE: 6). However, students who are in the final year and have reached the graduation stage are likely to encounter some problems in completing credits. In this case, the institution takes into account the demands of internal stakeholders (students) and makes the necessary improvements. In this context, in order to receive more than 45 ECTS required for graduation, the student must submit a petition to

the dean's office (EVIDENCE: 7). The Faculty Administrative Board discusses this request and decides in favor of the student unless there is an obstacle (EVIDENCE: 8). Again, if there is a problem in completing credits, the inclusion of Graduation Theses in the workload is an example of the decisions made in favor of the student in this context (EVIDENCE: 9).

The institution encountered some problem areas in the operation of the program within the plan. For example, including pedagogical formation courses in workloads is one of them. In order to solve this problem, some improvements have been made on ECTS workloads. In the 2017-2018 academic year, when Pedagogical Formation courses were started, it was decided to compensate for the lack of student workload with 3 elective courses with 0 credit load, and 5, 10, 15 ECTS workloads (EVIDENCE: 10).

On the other hand, before the start of the 2021-2022 academic year, based on the request of Ministry of National Education's decision regarding the spread of Teaching Practice given within the framework of Pedagogical Formation, it is updated as to be given in both terms, hence the 2018-entry students should take Teaching Practice (Teaching Internship I and II) in both terms. Due to the Teaching Practice course spread over two semesters, the 25-credit formation education of the students has been increased up to 30 credits. The Faculty Board decision taken in this direction was submitted to the Senate for approval, and was put into practice after the Senate's approval. However, due to the fact that the majority of the students who started in 2018 were in the preparatory class and had not yet reached the final year, the application of spreading over two semesters was limited to 49 students (EVIDENCE: 11).

The Education Coordinatorship reported that the "Submission Follow-up and Analysis Working Group" should be established in order to design the lessons with in-class and distance learning tasks, taking into account the workload, to determine the ECTS values in a realistic way, and thus to ensure student-centered learning, and to disseminate the practice on this subject (EVIDENCE: 12). In line with the recommendation of the Education

Coordinator, the Institution decided to establish the Curriculum Follow-up and Analysis Working Group as an important improvement initiative by discussing it in the Faculty Board. (EVIDENCE: 13).

Table 16: Student Workload-Based Design

Subject:	Student Workload Monitoring Processes
Responsible Unit:	Dean's Office Education Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	Policy and Strategic Planning Meeting 2021: Adopting a student-centered education policy Official Letter on the Syllabus of 11.01.2023: Student Centrism in Determining Workloads
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic staff Administrative Staff Students
External Stakeholders:	Unit Advisory Board Alumni
International Stakeholders:	-
Application Areas:	- All courses and all departments

	Starting from the 2023 Spring Semester, the in-class and out-of-class workloads of each course gain were determined in the courses included in that semester's curriculum. ECTS values have been determined accordingly.
Monitoring Mechanisms:	Hadith 1 Lesson Satisfaction Questionnaire as an example lesson for out-of-class workload
Performance Indicators:	According to the results of the Hadith 1 Lesson Satisfaction Questionnaire, as an example lesson for the workload outside the classroom, the students stated that the homework was a developer for them and the workload was high. Data on how many of the existing courses determine ECTS values based on students' in-class and out-of-class workloads. Starting from the 2023 Spring Semester, the in-class and out-of-class workloads of each course gain were determined in 55 courses in the curriculum of the said semester. ECTS values have been determined accordingly.
Date of Evaluation and Improvement:	Decision of the Board of Directors dated 29.11.2022: Establishment of the Curriculum and Follow-up Analysis Working Group
Place of Sub-criteria in the Information Management	Education Information System (EBS), AKSİS Faculty Website Google Drive , Quality

System:	Management System e-mail address.

Maturity Level

Student workload is defined in the program, shared with stakeholders (through program and course info packages) and employed in all practices related to learning and teaching (student mobility, recognition of prior learning etc.). However, its results and related implementations are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. The design based on student workload in the faculty is planned to include knowledge, skills and competencies according to the European Credit Transfer System.
2. The name, number, duration and total workloads of the activity during and at the end of the semester under the ECTS heading in the Curriculum / My Courses tab of the AKSİS automation system were automatically determined in the AKSİS automation system and the application was made accordingly.
3. It has been decided to establish a Curriculum Follow-up and Analysis Working Group in order to monitor the proposals of the Education Coordinatorship in order to design in-class and out-of-class learning tasks and the workload of the courses, to determine the ECTS values realistically and to ensure student-centered education.

The List of Evidence

1. Quality Manual
2. ECTS
3. EBS Workload
4. ECTS Example
5. Example: Hadith 1 Workload
6. IU Associate Degree and Undergraduate Education and Training Regulations
7. Student Completion Petition

8. Improvement: ECTS Completion Faculty Board Decision
9. ECTS Improvement: Including the Graduation Thesis in the Workload
10. ECTS Improvement: Adding Elective Courses
11. Reducing Teaching Practice Course Senate Decision
12. Monitoring and Control: Education Coordinatorship Report
13. Improvement: Faculty Board Decision

B.1.6. Measurement and Evaluation

There is a defined process in the faculty regarding the measurement and evaluation of students' success and the methods to be used. This process is based on the IU Associate Degree, Undergraduate Assessment and Evaluation Principles accepted by the Senate (EVIDENCE: 1) The University uses the Aksis Automation System in all of its educational processes, including the announcement of the measurement-evaluation system of the course and the announcement of the measurement-evaluation results.

The entire measurement-evaluation design of the faculty, examples of which are given below, is planned with these defined processes and is implemented through the university's information system.

The measurement and evaluation principles determined by the university also give initiatives to the faculties in certain subjects. For example, although the effect of final and make-up exams on the raw success grade has been determined as 50-70% by the University, the rate of impact in this range is determined by the decision of the Faculty Board. According to this, the effect rate of the final exam, which is expressed as the final in the faculty, was determined by the Faculty Board as 60% (EVIDENCE: 2)

The measurement and evaluation method envisaged in the courses is open to the access of the students in the course syllabus. Students see the assessment-evaluation activities determined for the course on the EBS (EVIDENCE: 3).

İstanbul University automation system (AKSİS) considers "course outcomes",

"course methods and techniques" and "course assessment and evaluation system" as separate categories (EVIDENCE: 4). Here, in accordance with the student-centered approach, the achievements/outputs of the students regarding the program, the content and materials of the course, the teaching-learning approach methods and techniques, and the measurement and evaluation harmony are realized through the planning of the Faculty members. The university's assessment and evaluation design is based on the diversity of methods in assessment and evaluation. The AKSİS automation system allows the use of homework, presentations, midterm exams, projects, quizzes, seminars, final exams in assessment and evaluation (EVIDENCE: 5).The monitoring system of the course is also indicated on the same documents. In the context of continuous improvement of the courses (questionnaire, interview, etc.), the instructors define and announce what the measurement and evaluation tools are foreseen and for what purpose they are applied.

The institution considers the feedback received from the graduates important in order to ensure that the program outcomes and discipline-specific outcomes it has determined are brought to its students. In this direction, the views of graduates, who are external stakeholders, were consulted through questionnaires in monitoring the course outcomes to support the program outcomes. In the graduate satisfaction survey, “My education increased my communication skills.” While the graduates agreed with the statement by 34%, 43% agreed (total 77%). “My education has given me access to information and research skills.” While 42% agreed with the statement, 51% agreed (total 93%). Again, “It contributed to my competence to use technological tools and equipment at the level required by my field of education.” While 42% agreed with the statement, 51% agreed (93% in total) (EVIDENCE: 6, EVIDENCE: 7).

Calculation of Letter Grades

The process of calculating the letter grades of the students in the faculty is

defined in the Quality Handbook (EVIDENCE: 8) also See pp. 25-26). Lettered success grades are given according to the Lettered Success Grades Table, taking into account the weighted absolute success score (EVIDENCE: 9), also see Charte 1)

Class Attendance Status

The institution has a defined process for course attendance. Accordingly, there is a compulsory attendance requirement in the formal programs of the institution within the framework of IU Associate Degree, Undergraduate Assessment and Evaluation Principles (EVIDENCE: 10). For this reason, the institution requests the instructors to announce the absent students from the AKSİS automation system one week before the exams and to inform the Dean's Office (EVIDENCE: 11). The same practice continued during the Global Epidemic period (EVIDENCE: 12).

The defined process regarding the occurrence of just and valid reasons that prevent the student from continuing or taking the exam is regulated in the Istanbul University Student Sick Reports Directive (EVIDENCE: 13). Health reports for registration renewal, registration suspension, and for attendance obligation are submitted to the relevant unit of student affairs within a reasonable time. For students who cannot take the midterm exams, sick reports are submitted to the relevant department student affairs with a petition stating the exams that could not be taken, up to five working days before the start date of the announced make-up exams (except for special cases) (EVIDENCE: 14). Petitions are discussed at the Faculty Board. Students are not obligated to attend classes and exams held during their reporting period.

The medical reports of international students who are included in the scope of students who require a special approach were accepted by the decision of the Faculty board of directors; midterm exams, registration renewal, registration freeze and attendance obligation etc. are processed for (EVIDENCE: 15).

Exams, Announcement of Results and Objection Process

The defined process of the institution regarding the procedure of the examinations, the announcement of the results, and the appeal process is specified in the Quality Handbook (EVIDENCE: 16).
Research Assistants are also involved in the process of ensuring that the exams are held properly (EVIDENCE: 17). The rules to be followed during the exam are notified to the students via AKSİS (EVIDENCE: 18). Exam information such as exam date, exam venue, exam time are announced on the faculty web page (EVIDENCE: 19)

Instructors announce the results of all semester studies, midterm exams, end-of-semester and make-up exams for the evaluation of students' success within 7 (seven) working days from the date of this study to the students via AKSİS. In line with the information received from student feedback channels (Aksis message channel, communication groups or class representatives, etc.), the dean's office informed the faculty members via SMS and requested that the courses for which the results were not announced be announced in a way that would not disrupt the academic calendar (EVIDENCE: 20). After the final and make-up grades were announced, the instructors took the final version of the list on the BDS and submitted it to the Registrar's Office with a wet signature (EVIDENCE:21). The processes related to the calculation of grades were made with the Istanbul University student automation system.

Students who object to the exam grade can request a re-examination of the exam paper by applying to the student affairs office with a petition within three working days following the announcement of the exam (EVIDENCE: 22). Due to the distance education in the 2020-2021 academic year due to the epidemic, they made their objections by filling out and signing the form online and sending it by e-mail in PDF format (EVIDENCE: 23). The Dean's Office has established a three-person commission from among the relevant faculty members or lecturers, one of which is the faculty member conducting the exam, for the examination of the exam paper. The commission concluded the objections within three working days and

submitted them to the Dean's Office (EVIDENCE: 24). The decision was conveyed to the student affairs by the Dean's Office, and student affairs notified the student of the decision (EVIDENCE: 25).

Distance Education Period Assessment and Evaluation Design

In 2020 and 2021, the global epidemic period, the Institution adopted and implemented the principles determined by Istanbul University within the scope of Covid 19 measures (EVIDENCE: 26).

In this process, the institution made some original improvements in measurement and evaluation practices in line with the conditions of this new period. For example, in the initial period of the epidemic, as per the Senate decision, the Faculty Administrative Board determined the visa and final impact rates as 30 and 70 percent (EVIDENCE: 27). After this application, separate questionnaires were applied to students and faculty members, who are internal stakeholders, in June within the scope of the control of the application (EVIDENCE: 28) and (EVIDENCE: 29). At the beginning of the 2020-2021 academic year, the visa and final impact rate has been adjusted to 40 and 60 percent with the update made by Istanbul University (EVIDENCE: 30). Thus, although distance education continues, a more balanced distribution of midterm and final evaluations has been ensured due to a predictable process.

In the new period, faculty members were informed about the functioning of the education and measurement and evaluation system via video conference (EVIDENCE: 31).

In order to ensure the diversity of methods in competency-based measurement and evaluation, a questionnaire was applied to the faculty members, who are internal stakeholders, in the distance education period to determine the measurement and evaluation method they prefer. In the 2020-2021 Fall semester, faculty members mostly preferred midterm and final exams, but there were also those who preferred homework, seminars, projects, quizzes and scored accordingly. Accordingly, when the midterm,

final and make-up exams are examined in the 2020-2021 Fall semester, it is seen that 118 exams are preferred for homework/project, 114 exams are multiple-choice exams, and 85 exams are in classical written type. It is seen that student workloads are evenly distributed among exam types (EVIDENCE: 32, EVIDENCE: 33).

During the distance education period, Istanbul University has developed an Online Exam System to be applied in all its units (EVIDENCE: 34). This system, which is integrated with the Aksis automation system, provided the faculty members with the opportunity to choose different measurement methods, exam type and duration in their yearly evaluations (EVIDENCE: 35).

In the distance education process, exams, including the preparatory classes, were made through the University Formal Online Exam System, and the user manual of the system was shared with the students and instructors before the exam (EVIDENCE: 36). Thus, students were informed about the form, date and duration of the exam; In case of technical problems during the exam, they applied to the Dean's Office. Faculty Administration has taken the necessary steps to eliminate the victimization of the student (EVIDENCE: 37). The entire examination process was monitored through feedback from the staff as well as the student class representatives (EVIDENCE: 38).

In order to ensure accurate, fair and consistent measurement and evaluation in the distance education process, some measures have been planned and implemented in the use of the online exam system. In multiple-choice exams, it was requested that at least twice the number of exam questions be recorded in the system, and the questions should be defined as easy-medium-difficult; It was ensured that the students were faced with different questions of equal difficulty from the pool of questions (EVIDENCE: 39). Plagiarism detection programs were used in the evaluation process in homework type exams (EVIDENCE: 40).

In order to increase the measurement and evaluation competence of the instructors in the distance education process, informative seminars were

planned for the faculty members on how to do measurement and evaluation in such education and training processes. In this context, Dr. Instructor A seminar on "Preparing Exams in Accordance with Assessment and Evaluation Criteria" was held by its member, Z. Şeyma Altın, on 10.09.2020 with the video conference system (EVIDENCE: 41, EVIDENCE: 42) under the heading "Distance Education Learning and Teaching Process from Planning to Evaluation".

Table 17: Assessment and Evaluation

Subject:	**Processes of Monitoring Assessment and Evaluation**
Responsible Unit:	Dean's Office Education Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation) Academic Staff
First Planning Date:	13.05.2020 Planning the Global Epidemic Period Exams Official writing about the Determination of Measurement and Evaluation in the Course Matrices Sent to the Departments, scheduled on 11.01.2023
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Students
External Stakeholders:	Alumni

International Stakeholders:	-
Application Areas:	All courses and all departments Assessment and Evaluation Diversity EBS: Assessment and Evaluation of Courses Syllabus in AKSIS Automation System: Measurement and Evaluation Part of the Curriculum in the Automation System on Assessment and Evaluation of Diversity 2020 IU Online Exam System
Monitoring Mechanisms:	Exam Preference Survey for Faculty Members in the Distance Education Process Students Exam Preference Survey in Distance Education Process 2021 Student Satisfaction Survey Assessment and Evaluation Methods of 2023 Spring Semester Courses Documents showing how each course achievement is measured and evaluated
Performance Indicators:	During the pandemic, it was observed that the lecturers chose the homework in the exam preference in the Distance Education. In the distance education process, it has been seen that students want different

	methods to be applied, including homework, online exam, and face-to-face exam in their exam preference. In the 2021 Student Satisfaction Survey, 77% of students didn't agree with the statement, "Most of the teachers do not know how to prepare exam questions." and the judgment "Their teachers often don't judge exams very fairly". 2022 Fall Semester Alumni Survey Results (Survey Results, Part 2) According to the survey results, 77% of he alumni agreed with the statement, "My education increased my communication skills". . A total of 93% agreed with the statement, "My education has given me access to information and research skills". A total of 93% agreed with the statement, "It contributed to my competence to use technological tools and equipment at the level required by my field of education". Data on how many of the existing courses will evaluate the achievements and with which measurement methods Student-centered assessment and evaluation are in question in 49 courses in the spring semester. Starting from the 2023 Spring Semester, it has been determined by which method the

	measurement and evaluation of each course outcome will be made in 55 courses in the curriculum of the said semester.
Date of Evaluation and Improvement:	December/January 2022 Improvement: A Letter was Sent to the Departments on the Determination of Competency-Based Assessment and Evaluation in Course Outcomes
Place of Sub-criteria in the Information Management System:	AKSİS, Education Information System (EBS) İU Online Exam System Faculty Website Google Drive, Quality Management System e-mail address

Maturity Level

The design for a competency based assessment and evaluation system covers all the fields in the program and some results have been obtained from the implementation of this design. But the results of this system are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. In the measurement and evaluation of the success of the students, planning was made by taking into account the IU Associate Degree, Undergraduate Assessment and Evaluation Principles. The measurement and evaluation approach of the university and the system it envisages in this direction have diversity in such a way that it allows measurement of different types of qualifications.

2. The measurement and evaluation method is processed into the AKSİS automation system by the lecturer and the application is made accordingly. Which tools will be used at which level of measurement and evaluation and their impact rates have been determined and applied by the faculty member. Even in the distance education process, an application has been carried out that allows the instructors to determine the appropriate measurement-evaluation method for the course content. The proficiency types of course acquisitions and the assessment and evaluation methods according to these proficiency types are announced in the documents in Excel format, which are prepared in addition to the course syllabuses that are open to access in AKSİS and are also available for sharing on the faculty web page.
3. The design of the competency-based assessment and evaluation system in the program covers all areas. As this situation was monitored by the surveys carried out by the lecturers (for example, feedback was received from the students about the course homework in the end-of-term survey applied to the students in the Hadith I course), the "Submission Follow-up and Analysis Working Group" was established on 30.11.2022 for systematic monitoring.

The List of Evidence

1. İÜ Associate Degree, Undergraduate Assessment and Evaluation Principles
2. Faculty Board Decision: Impact Rate of Midterms and Finals
3. EBS: Assessment and Evaluation of Courses
4. AKSİS Syllabus in Automation System: Measurement and Evaluation
5. Part of the Curriculum in the Automation System on Measurement and Evaluation Diversity
6. Fall Graduation Survey
7. Fall Graduation Survey
8. Quality Manuel

9. İÜ Associate Degree, Undergraduate Assessment and Evaluation Principles
10. İÜ Associate Degree, Undergraduate Assessment and Evaluation Principles
11. Fall Attendance Lists
12. Pandemic Period: Request for Course Attendance Lists
13. Student Disease Reports Directive
14. Health Report and Excuse Request Petition of the Student Who Couldn't Attend the Exam
15. International Student Health Report Submission Sample
16. Research Assistants Exam Supervisor List
17. The Rules to be Followed in the Exam
18. Web Page Exam Announcement
19. Exam Dean's Request Regarding Results Announcements
20. Sample Complementary Letter Grade List
21. Petition for Objection to the Student's Exam Grade
22. Student's Petition for Objection to Exam Grade
23. Online Submission of Exam Objection of Student
24. Board Decision Regarding the Exam Objection
25. Regarding the Announcement of the Evaluation Result to the Student
26. Covid 19 Measures-Exam
27. Improving Evaluation Criteria During the Global Pandemic
28. Internal Stakeholder Survey-Faculty Members
29. Internal Stakeholder Survey-Students
30. Re-Updating Midterm and Final Rates After the Pandemic
31. Information Meeting for Academic Staff on Online Exams during the Pandemic Period
32. Internal Stakeholders Exam Preference Survey_Faculty Members
33. Surve Chart
34. Formal Online Exam System
35. The Right of Examination Preference of Faculty Members
36. Guide for Online Exams

37. On Solving Problems Occurring in Online Exams
38. Administration - Student Affairs - Student Representatives Whatsapp Contact Group
39. Example of Question Pool and Question Difficulty Balance in LMS system
40. Similarity Analysis Example
41. Seminar on "The Process of Learning and Teaching Distance Education from Planning to Evaluation"
42. Content of Exam Preparation Seminar in accordance with Assessment and Evaluation Criteria

B.2. Student Admission and Development

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

In our institution, there are various programs at various undergraduate levels, including Primary Education, Secondary Education, Arabic Theology, English Theology programs, as well as Completion of Theology Undergraduate Program (ILITAM). Admission to these local programs is based on "initial enrollment" and access through "inter-institutional and intra-institutional transfer".

Undergraduate students are regularly placed by the Assessment, Selection and Placement Center (ÖSYM). Special Conditions for Admission to our Faculty's Undergraduate Program are listed in Chart 4 in the 2022 Higher Education Programs and Quotas Guide (EVIDENCE: 1) published by OSYM. Students who are entitled to enter according to their SÖZ scores, and order of preference in the exam conducted by ÖSYM register with the required documents in accordance with the principles determined by the Higher Education Council (YÖK), ÖSYM and the Rectorate (Articles of Higher Education Entry to Education and Training of the Higher Education Law No.

2547).

Defined processes regarding the recognition of previous formal, non-formal and informal learning Regarding the Senate decisions on Recognition of Prior Learning in Istanbul University Undergraduate Programs (EVIDENCE: 2) and course exemptions of Istanbul University Associate and Undergraduate Education and Training Regulation (EVIDENCE: 3) was carried out in accordance with Article 11.

Student Admission Through ÖSYM

The Institution carries out its implementation in accordance with the defined process for student admission. Since the most important source for student admission is the exam held by ÖSYM, the institution follows the data about the students coming from this channel. The data regarding the quota and settlement status of the faculty in the last three academic years are given below. In addition, the quota for the 2022-2023 academic year has been added. Details regarding the exam grades of the Day time Education students are given in Table B.2.1.1.

Table B.2.1.1: Exam Grades of the Students Placed in the Day Time Education Curriculum

Academic Year	Quota	Number of Registered Students	Exam Score		Exam Success Order	
			Highest	Lowest	Highest	Lowest
2022-2023	164	164	462,42696	376,717774	1.520	51.165
2021-2022	164	158	397.57513	338,53900	3.734	41.122
2020-2021	185	183	435.03	383,3339	2.937	51.661

			981	9		

Table B.2.1.2: Gender Distribution of Placed Students

	2020		2021		2022	
	Number	% Ratio	Number	% Ratio	Number	% Ratio
Girl	100	%54, 1	90	%54,9	98	%59,8
Male	85	%46,0	74	%45,1	66	%40,2

When Table: 2.2.3 is analyzed, it is seen that there is a steady increase in the number and rate of those who chose the Faculty in the first place among the students placed in the last three years.

Table B.2.1.3: Placement Order of Students

	2020		2021		2022	
The Number of Students Placed in the Program	185		164		164	
First Choice As Number of Incoming	25	13,5	35	21,3	48	29,3
Number of Incoming Students via Top Three Choices	136	73,5	114	69,5	108	65,9
Number of Incoming Students via Top Ten Choices	180	97,3	153	93,3	154	93,9
The Average Ranking of the Incoming Students	3,2		3,7		3,8	

According to Table 2.2.3, there is a steady increase in the number and rate of those who chose the faculty in the first place among the students who were placed in the last three years.

Table B.2.1.4: Educational Status of Enrolled Students

	2020		2021		2022	
	Number of Placed	% Ratio	Number of Placed	% Ratio	Number of Placed	% Ratio

A fresh graduate from high school entered ÖSSY for the first time	122	%65,9	108	%65,9	81	%49,4
Graduated from high school, never enrolled in college before	38	%20,5	33	%20,1	45	%27,4
While he was a student at the university, he took the exam and enrolled in here.	8	%4,3	9	%5,5	14	%8,5
Previously graduated from a university	16	%8,6	14	%8,5	21	%12,8
Other	1	%0,5			3	%1,8

The last three years' data on the educational status of the enrolled students show that the rate of first-time incoming students has decreased; It shows that there is an increase in the rate of those who have enrolled in a university before and got into Istanbul Theology. This situation is associated with an informed decision making process to choose the Faculty.

Table B.2.1.5: High School Areas of Graduated Students

	2020		2021		2022	
High School Area	Number of Placed	% Ratio	Number of Placed	% Ratio	Number of Placed	% Ratio
Imam Hatip	74	%40	79	%48,2	67	%40,9
General High School	54	%29,2	34	%20,7	46	%28,1
Science and Social Sciences	35	%18,9	37	%22,6	31	%18,9
Other (Turkish, mathematics, science, health...)	22	%11,9	14	%8,5	20	%12,1

Table: In 2.2.5, it is seen that students from different high schools were placed in the Faculty.

In line with this information, the preparatory class, which is the first year that students start their education at the faculty, was designed by dividing into different learning levels (EVIDENCE: 4).

In the 2nd article of the Institution's Education-Training Policy and in the 2nd article of its Strategic Goals and Goals, it has determined targets and policies to increase the quality of education. (EVIDENCE: 5) As the first stage of this, some measures were implemented to increase the quality of the students coming to the faculty. A Unit Advisory Board meeting was held with the Dean's Office and stakeholder institutions and organizations on 24.12.2020. At the meeting number 04 dated 26.01.2021, it was decided to establish some commissions in order to plan the scope and processes of cooperation regarding the activities that were discussed and deemed appropriate to be carried out and to follow up the implementation (EVIDENCE: 6). One of the most important cooperation areas of the commission has been determined as Imam Hatip High Schools. It has been decided to carry out joint projects with these high schools and provide opportunities for academics to engage in activities such as lectures, conferences, panels, and seminars in these high schools. However, because the duties of such a commission is taken up by Education Coordinatorship, the commission has been deactivated(EVIDENCE: 7).

In addition, scholarships were provided to students who are placed in the first 5,000 in the YKS-Verbal exam. For this purpose, information about the scholarship has been announced in the ÖSYM exam guide and on our faculty website (EVIDENCE: 8) (p.486, Condition, 926). In the same way, in order to increase the success of the faculty and to ensure that the faculty is preferred by good students, promotional programs are organized in schools affiliated with the Ministry of National Education. (EVIDENCE: 9) A faculty introduction booklet has been published in order to ensure that more qualified students prefer the faculty by introducing the teaching staff (EVIDENCE: 10).

Unlike formal programs, students were admitted to the ILITAM program

with the DGS (Vertical Transfer Exam) score of OSYM. The quotas in the relevant year were determined by YÖK. After graduating from the two-year Associate Degree Theology program, students are accepted to the program with the DGS score ranking. In 2021, 450 quotas were determined and 21 students did not register for various reasons, and 429 of them were registered (EVIDENCE: 11).

The Faculty, which is part of a research university, applied to the Rectorate with the decision of the Faculty Board on 01.12.2021 to focus on research and development activities, with the request to close the secondary education program. After the Senate's approval, the application was approved with the decision of the Executive Board of Higher Education dated 12.01.2022 and although it was decided that no students will be admitted to the Secondary Education Program from 2022-2023 (EVIDENCE: 12), YÖK has taken a new decision to reopen it. Upon this new decision, students were admitted to the secondary education in the 2022-2023 academic year.

Student admission with the Foreign Student Exam (İÜYÖS)

The institution has a defined process for the registration of foreign students. This process has been published on the website of Istanbul University. All kinds of current announcements about the exam, exam center, topics, exam guide and exam schedule, exam application fees and procedures are given here (EVIDENCE: 13).

Due to its internationalization policy, the Institution has been accepting students through İÜYÖS since 2017. Accordingly, Istanbul University accepted foreign students according to the results they obtained in the International Student Exam (EVIDENCE:14).

Table 3.2.6 contains summary data about the students who settled and studied at the Faculty through İÜYÖS between the years 2019-2021. This information, together with the other types of information presented in tables above, regarding student presence, is followed up to evaluate the results of various surveys and to be taken into account in planning.

Table B.2.1.6: Summary Information of Students Placed with İÜYÖS

Program	2019	2020	2021	Countries they come from
THEOLOGY, UNDERGRADUATE PROGRAM (FORMAL EDUCATION)	15	7	7	Uzbekistan (2), China (3), Afghanistan (1), Libya (1), Syria (2), Germany (3), Morocco (2), Egypt (1), Turkiye (1) Greece (1), Switzerland (1), Netherlands (1), Indonesia(1), Macedonia (1), France (1)
THEOLOGY (ARABIC), UNDERGRADUATE PROGRAM, (FORMAL EDUCATION)	6	2	3	China (2), Indonesia (3), Turkiye (1), Egypt (1), Syria(2), Uzbekistan (2)
THEOLOGY (ENGLISH), UNDERGRADUATE PROGRAM, (FORMAL EDUCATION)	9	2	4	Egypt (2), Afghanistan (1), Jordan(1), Turkiye (2), St. Pierre (1), China (2), Indonesia (3), Lithuania (1), Australia (1), Russia (1)

In line with this policy, the faculty has planned to accept foreign students in the coming years EVIDENCE: 15).

Student admission with the International Theology Program

The Faculty's International Theology Program has been implemented in the Institution since the 2011-2012 academic year with the coordination of the Presidency of Religious Affairs, one of its stakeholder institutions (EVIDENCE: 16). In line with the planning of this program, the children of Turkish families living abroad were accepted for undergraduate education.

Table B.2.1.7: Number of Students Enrolled in the International Theology Program through Diyanet

Year	Number of Student
2019	46
2020	25
2021	52
2022	49

Recognition of prior learning and Arabic Proficiency Exam

The defined processes regarding the recognition of formal or informal learning-based qualifications of students who are placed in the faculty

through one of the above-mentioned admission pathways are included in the above-mentioned Senate Decision and Undergraduate Education Regulation. According to this, students who got at least 70 points in the Arabic exams conducted by OSYM and documented this, and those who graduated from secondary education institutions in countries where Arabic is spoken as a mother tongue, were able to directly enroll in the undergraduate program (EVIDENCE: 17).

The processes for the recognition of Arabic language proficiency based on informal learning are defined in the Istanbul University Faculty of Theology Compulsory Preparatory Class Education-Training Directive (EVIDENCE: 18).

An exemption test was applied to determine the Arabic proficiency of the students who applied according to this defined process. (EVIDENCE: 19). The question form of this exam, the number of questions and sample evidence about the content are included in the evidence. (EVIDENCE: 20)

In order to make the proficiency exams subject to measurement and evaluation in terms of knowledge-skills and competencies, the Institution made improvements with a decision taken in 2022, based on the article 3 (EVIDENCE:21) of education policy - in line with the notifications from the stakeholders (EVIDENCE: 22 Article 8). In line with this planning, an application is undertaken for students who passed the 50-point threshold in the Arabic exemption exam, and an oral exam was given (EVIDENCE: 23). Those who were successful in the oral exam were able to enroll in the undergraduate program (EVIDENCE: 22). The following table B.2.1.8 gives the total number of students who took the Arabic exemption exam in the last three years and the number of students who were granted exemption.

Table B.2.1.8: Those Who Take the Exemption Exam-Exempted Students

2020		2021		2022	
Number of Persons	Exempted	Number of Persons	Exempted	Number of Persons	Exempted
144	46	86	15	95	34

The exemption exams held in 2022 were evaluated by the internal stakeholders, and by the academic staff. As a result of this evaluation, some of the lecturers who gave the course and the number of those who passed the exemption exam were found to be high. The reason for this is explained as the high performance of the students in the oral exam added this year(EVIDENCE: 25 Article 8).

In addition, in order to keep the proficiency of the students at the desired level, the students who transferred to the Theology program by horizontal and vertical transfer were also subjected to the Arabic exemption exam. (EVIDENCE: 26)

After the exemption exam, the students of the preparatory class were required to take the Placement Exam (DBS) on the basis of knowledge, skills and competencies. At the beginning of the academic year, students who do not know any or very little Arabic will be placed, and at the first level, the students' basic Arabic knowledge as well as reading, writing, listening and speaking skills are developed. While it is expected that intermediate level students will begin to acquire skills such as preparing homework with neat expressions, taking notes in various presentations and participating in discussions, the advanced education aims to complete the basic grammar of Arabic, teach complex sentence structures and develop the four basic language skills at an advanced level. EVIDENCE: 27) According to their levels in the exam results to measure these competencies, students are classified as beginner (temhidi/1.kur), pre-intermediate (mübtedi/2.kur), intermediate (mutavassıt/3.kur) and advanced (mutekaddim/4. exchange rate) are placed in one of the currencies. At the beginning of the 2021-2022 academic year, 360 students participated in the placement exam and were placed in four different courses (EVIDENCE: 28). Detailed information about the placement exam for the 2022-2023 academic year is given in the following proof (EVIDENCE: 29).

The lecturers in the Arabic Preparatory Coordination, one of the internal stakeholders of the institution, made an improvement and decided at the

meeting held on 21.09.2022 to conduct the online level determination exam to be held in the next academic year. This decision has been taken for the purposes of ensuring that students are placed in classes in accordance with their level from the first day of the course period and reducing the cost of printed materials (EVIDENCE: 30).

Arabic Preparatory Coordinatorship has designed a special module especially for the Arabic preparatory classes of the Faculty, in addition to the knowledge management system of the university in the 2022-2023 academic year (EVIDENCE: 31, Article 5). The decision regarding this module, which will ensure the systematic follow-up of the preparatory classes, was taken at the meeting dated 21.09.2022. The "Arabic Preparation Tracking System", which was put into practice in accordance with this decision, is an important improvement for Arabic preparation and has been opened to the use of teachers and students. Previously, students' class and course information, absenteeism status and exam results were recorded in a general excel file, while this information of each student was recorded in the aforementioned system, together with the Arabic tracking system, and the monitoring was done here. The evidence regarding the content of this system, which could be a pioneering module for theology faculties within the PUKÖ cycle, is presented here (EVIDENCE: 32).

Student Admission with Horizontal Transfer

In the faculty, there is a defined process for transferring students. This process will be published in the Official Gazette dated 24/04/2010 and numbered 27561, to be issued by the Council of Higher Education, Regulation on the Principles of Transfer between Associate and Undergraduate Degree Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfers (EVIDENCE: 33). and Istanbul University Intra-Institutional and Inter-Institutional Transfer Principles Directive (EVIDENCE: 34). The institution determines the quota for horizontal transfers for each academic year and informs the Rectorate (EVIDENCE: 35). The guide for horizontal transfer has been announced on

the University's website (EVIDENCE: 36). The content evaluation and scoring of the applications was made by the Organization's Adaptation Committee. After paying attention to the course content and credit path in the adaptation of the students who came with lateral transfer, the copies of the grades that were accepted as successful were made exactly. An example of this is given (EVIDENCE: 37).

Students who enter the top 10% of the class they are in in terms of success from the second education diploma programs and move to the upper class have the right to transfer to the first education diploma programs within the quota.

Table B.2.1.9: Number of Students from Secondary Education to Day-time Education

2020	2021	2022
6 kişi	2 kişi	0

Since there is a compulsory Preparatory Class in the Primary and Secondary Education, English Theology and Arabic Theology Programs of the institution, students who want to pass with an ÖSYS score within the scope of (EVIDENCE: 38, Article 1). Additional Article 1 by taking preparatory education at the faculty they come from, if they have taken preparatory education in the faculty they come from, they can enter the 1st year without taking any exemption exam. have registered. The students who completed the 1st grade and applied with an AGNO in the 2nd and 3rd grades took the exemption exam even if they took preparatory education. The registration of the students who applied with AGNO but did not attend the preparatory class and failed the exemption exam was not realized. In 2021, 5 of the 19 students registered for the preparatory phase and 14 for the course phase (EVIDENCE: 39).

Evaluation results of candidates applying for lateral transfer are announced on the website of Istanbul University (EVIDENCE: 40). The adaptation commission, taking into account the courses taken by the student in the

previous semesters, determined which semester or class the student will be adapted to according to the principles determined by the senate, and determined the courses that should be exempted, if any, with an adjustment program consisting of additional courses that the student should take. The student continued his education accordingly in the new institution (EVIDENCE: 41).

In addition, undergraduate students who could not complete their education due to the socio-political conditions in Syria, Egypt and Yemen were given the opportunity to transfer to the institution in accordance with the additional article 2 of YÖK (EVIDENCE: 42). Based on the decisions taken at the Higher Education Executive Board meeting dated 18/06/2014, 09/07/2014 and 06/06/2018; To be implemented as of the 2014-2015 academic year, Turkish citizens, citizens of these countries and foreign students in these countries, who started education in Syria, Egypt and Yemen, including the preparatory class, at the associate, undergraduate and graduate levels before the 2013-2014 academic year. Horizontal transfer to higher education institutions has been made possible. Among 42 students, 18 of whom are Syrian and 24 are Turkish, those who have all the necessary documents for horizontal transfer, including first year and senior year, were able to transfer (EVIDENCE: 43). The acceptance of the students was evaluated by the Faculty Administrative Board. Students who did not have the required documents for lateral transfer started the courses as special students and those who provided their documents made lateral transfer. In this direction, 17 students from Yemen transferred to the institution (EVIDENCE: 44, EVIDENCE: 45).

Student Admission to Double Major and Minor Programs

The Faculty has implemented Double Major and Minor Programs in order to enable successful students to increase their knowledge and experience on a specific subject within the scope of another undergraduate program they are interested in. Double major and minor programs in the institution were carried out within the framework of IU Double Major Program Directive

(EVIDENCE: 46) and IU Minor Program Directive (EVIDENCE: 47). The Registrar's Office sent the double major and minor quotas determined by the Dean's Office and the special conditions, if any, to the institutions at the beginning of the academic year (EVIDENCE: 48).

Application, evaluation, announcement of the results and notification of the application results to the relevant Dean's Office for double major and minor programs were made online on the dates specified in the University Academic Calendar (EVIDENCE: 49).

Pursuant to the 7th Article of the Istanbul University Program Directive EVIDENCE: 50), Faculty Members of our Faculty are appointed to assist the students in determining the courses in the Double Major and Minor Programs and in the planning of the semesters in which they will be taken, and to ensure that the Double Major and Minor Programs are carried out in accordance with their purpose. They performed their duties as Minor Program Coordinators. (EVIDENCE: 51) The coordinators worked in communication with the advisors of the students in the major program.

In the last three years (2020-2022), there are 22 students in total who came from different faculties and received Double Major and Minor education at the institution. DAP: 19 students, Minor: 3 students (EVIDENCE: 52, EVIDENCE: 53).

In addition, Faculty students have had the opportunity to do DAP in 8 different programs within the university in the last three years (2020-2022). In this context, 22 students were enrolled in different programs. (EVIDENCE: 54).

The Programs and Departments to which the students of the faculty are directed and earned the right to enroll are as follows.

1. Faculty of Letters, History of Science Program
2. Faculty of Letters, Linguistics Program
3. Faculty of Letters, Arabic Language and Literature
4. Faculty of Letters, Persian Language and Literature

5. Faculty of Letters, Department of Art History
6. Faculty of Letters, Department of Sociology
7. Faculty of Law
8. Faculty of Political Sciences, Political Science and International Relations

Exemption and Adaptation Commission: There is a defined process for the recognition of prior learning in the institution. (EVIDENCE: 55) All kinds of exemptions and adjustments regarding the recognition of previous learning in the institution were carried out by the Exemption and Adaptation Commission (EVIDENCE: 56) in accordance with the 11th article of the IU Associate Degree and Undergraduate Education and Training Regulation (EVIDENCE: 57). Considering the credit and ECTS, the adjustment of the requested courses was made in favor of the student, provided that they did not go beyond the relevant regulations. Course adjustments were made on the basis of 70% similarity or closeness of the contents of the courses, as well as credit and ECTS criteria. Accordingly, student workload-based loans were used (EVIDENCE: 58).

The exemption of students who come with lateral transfer was made by transferring the grades accepted as successful, taking into account the course content and credit eligibility. An exemption was made by combining the grades of the divided courses (EVIDENCE: 59). The exemptions of the student have been manually recorded in the automation system by the student affairs officer in accordance with the decision of the Faculty Administrative Board.

The course exemptions of the students who have completed the Open Education Theology Associate Degree Program and have been successful in the Vertical Transfer Exam have been made by the Exemption and Adaptation Commission (EVIDENCE: 60).

The course contents of the courses taken by the students who have studied in different faculties and registered to the Institution have been taken into

account in the exemption and adjustment. In the same way, necessary exemption procedures have been applied in Turkish Language, Atatürk's Principles and History of Revolution and Foreign Language courses, which are compulsory taught by YÖK and whose contents do not change.

The course adjustments of the students who study at an educational institution abroad for a period or more through Erasmus, Mevlana, bilateral agreements and similar means are made by the Adaptation Commission. For this, the content of the courses and their similarity or proximity were accepted as criteria (EVIDENCE:61).

88 students applied for adjustment in the fall semester of the 2022-2023 academic year. After that, the adjustment procedures of 88 students were made by the Adaptation Commission and they were entered into the AKSİS Automation System by the personnel in charge. During the adaptation process, there were no problems in the application and no negative opinions were received from the students (EVIDENCE: 62).

The process of student admission and prior learning recognition and crediting is defined in the Quality Handbook. It has been decided to establish the Education Commission and the Education Coordinatorship under this commission, in order to plan, implement, control the education-teaching processes and take precautions when necessary, carry out the relevant works and procedures and make suggestions to the Dean's Office on the issues it deems appropriate (EVIDENCE: 63). Student admission and prior learning recognition and crediting processes were carried out by the Education Coordinator in cooperation with the relevant coordinatorship and commissions. Meetings were held in order to evaluate the works of the faculty in the field of education and training and to exchange ideas about the issues that should be done to increase the efficiency related to them (EVIDENCE: 64).The Quality Coordinator also monitors the process in terms of quality; It reports its findings and suggestions to the Dean's Office for discussion in the Quality Commission in June and November (EVIDENCE: 65). The Commission gathers in July and December, examines the reports

from the coordinators and reports its evaluations to the Dean's Office (EVIDENCE: 66). In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements (EVIDENCE: 68).

Table 18: Student Admission, Recognition, and Crediting of Prior Learning (Knowledge and skills acquired through formal education, non-formal education and free learning)

Subject:	**Processes for Recognition and Crediting of Student Admission and Prior Learning**
Responsible Unit:	Education Coordinatorship, Dean's Office Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	March 2020: (Arabic Preparatory Directive Proficiency Exam Article) 2021 June: : Education Coordinatorship Meeting on Planning
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff Students
External Stakeholders:	Rectorate, IU Language Center, IU Department of Foreign Languages, faculties accepted to double major programs, IU Department of Student Affairs, IU Faculty of Open and Distance Education

	Council of Higher Education, ÖSYM, Presidency of Religious Affairs, Ministry of National Education
International Stakeholders:	Students from Syria, Yemen, and Egypt
Application Areas:	Arabic Preparatory Program Students Students Coming with Vertical Transfer International Students Students who Benefit from Erasmus International Exchange Program
Monitoring Mechanisms:	Arabic Preparatory Coordinator meetings
Performance Indicators:	25 students in 2020; 52 students in 2021; 49 students in 2022 enrolled the faculty with UIP (The International Theology Program). 360 students participated in a placement exam in the 2021-2022 academic year and were placed in four different levels. Arabic Preparatory Coordinator meeting, 46 out of 144 people in 2020; 15 out of 86 people in 2021; In 2022 34 students out of 95 students successfully completed the Arabic proficiency exam and started their undergraduate studies.

Date of Evaluation and Improvement:	January 2021 September 2022
Place of Sub-criteria in the Information Management System:	AKSİS Faculty Website Google Drive Quality Management System e-Mail Address WhatsApp groups

Maturity Level

The practices on student admission and recognition of prior learning are adopted in the entire institution in line with institutional goals and in a sustainable manner. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The criteria and processes related to the Arabic exemption exam for student admission, recognition, and crediting of prior learning are defined in the institution.
2. The criteria and processes defined in the institution regarding the Arabic exemption exam were published on the university's website and shared with the public.
3. The criteria and processes defined for the Arabic exemption exam are applied in the institution and the results of the applications are monitored by the responsible lecturers of the Arabic Preparatory Coordinatorship, one of the internal stakeholders.
4. The findings obtained from the application of the Arabic exemption exam were followed by the responsible lecturers of the Arabic Preparatory Coordinatorship and evaluated together with the stakeholders. According to the results of the follow-up, measures were taken by stipulating that those who received a valid grade from the written exam should also attend the oral exam and be successful.
5. In line with institutional purposes, it is a unique and innovative practice of the institution that students related to Arabic exemption are subject to an oral exam as well as passing the threshold 70 to be exempted. However, it is foreseen that this practice will set an example for other institutions.

The List of Evidence

1. Higher Education Programs and Quotas for Student Admission
2. IU Credit Mobility in Undergraduate Programs and Recognition of Prior Learning
3. IU Associate and Undergraduate Education and Training Regulations
4. IU Theology Faculty Compulsory Preparatory Course Education Directive
5. IU Faculty of Theology Strategic Objectives and Objectives
6. Cooperation with External Stakeholders and Activities Establishing a Commission for Monitoring Related Processes

7. Decision on Deactivation of Education Commission
8. Faculty Preference Scholarship
9. Faculty Members IHL Talks-Visits
10. Faculty Introduction Booklet
11. DGS List
12. Concerning the Closing of the Secondary Education Program
13. İÜYÖS Website
14. YÖS Registration List
15. İÜYÖS Quota
16. The Text of the Agreement with the Diyanet for the International Theology Program
17. Sample Document of a Syrian Student Exempted from Preparation
18. Mandatory Arabic Preparatory Directive
19. Arabic Preparation Exemption Exam Results Announcement
20. Exemption Exam Sample
21. IU Faculty of Theology Strategic Objectives and Objectives
22. On Improving the Arabic Exemption Exam
23. Arabic Exemption Exam Results Announcement
24. List of those who passed the Arabic Exemption Exam
25. Meeting Minutes Regarding the Reason for High Number of Those Passing the Arabic Exemption Exam
26. Horizontal Transfer Arabic Exemption Exam Result Announcement
27. Arabic Preparation Manual
28. Arabic Prep Class Course Lists
29. Arabic Prep Class Course Lists
30. Plan for Preparatory Classes Placement Exam to be Online
31. The Plan for the Systematic Follow-up of Arabic Preparatory Classes
32. Application Sample of Establishment of Arabic Preparatory Class Tracking System
33. Regulation on the Principles of Transfer Between Institutions of Higher Education Institutions, Transfer of Credits between Institutions with Major and Minor Programs

34. IU Directive on the Principles of Internal and Inter-Institutional Transfer
35. Horizontal Transfer Quotas
36. Horizontal Transfer Application Guide
37. Adaptation Example
38. Appendix 1 Principles of Practice
39. Incoming Student List with Additional Article 1
40. Announcement of Final Registration Procedures for Horizontal Transfer
41. Adaptation Example
42. Principles Regarding Horizontal Transfer Transactions from Egypt and Syria Pursuant to Additional Article 2
43. Incoming Student List with Additional Article 2
44. According to Additional Article 2, Principles Regarding Horizontal Transfer Transactions to be Made from Yemen
45. List of Students Coming from Yemen with Additional Article
46. Istanbul University DEP Program Directive
47. Istanbul University Minor Program Directive
48. ÇAP and Minor Quotas
49. ÇAP and Minor Application Announcement
50. Istanbul University DIA Directive
51. CAP Student Advisory Instructors Assigned to the Faculty for the Transactions
52. List of Major and Minor Students in Theology
53. List of Major and Minor Students in Theology
54. List of students who are students of theology but have made a major in another faculty
55. Quality Manual
56. Adaptation Commission Letter
57. İÜ Associate Degree and Undergraduate Education and Training Regulations
58. _Adaptation Example

59. Adaptation Example
60. DGS Exemption Example
61. Erasmus Adaptation Example
62. Adaptation Commission Assignment Letter, Board of Directors Decision
63. Decision on the Establishment of the Educational Affairs Coordinatorship
64. Meeting on Education and Training
65. Quality Coordination Evaluation Report
66. Report of the Quality Commission to the Dean
67. Faculty Board Decision

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

The defined processes of the institution for the issuance of diplomas and other documents are determined in the Diploma Directive of Istanbul University. (EVİDENCE: 1). According to this, in order for a student to graduate, the student must have completed 150 theology field credits (EVIDENCE: 2) and 240 ECTS, as well as a minimum GPA of 2.00 out of 4.00. (EVIDENCE: 3; Article 31). The amount of ECTS required to be completed in the ILITAM program is 120 (EVIDENCE: 4).

Graduations of the students are checked according to the table in the EBS system, their transcripts are examined and it is checked whether there are any missing courses. Since the Student Automation System gives a warning if the amount of ECTS to be completed is missing, the control mechanism functions in the electronic environment. An "Bachelor Diploma" is issued to the students who are entitled to graduate by fulfilling all the conditions for graduation in the institution (EVIDENCE: 5). The diploma number on the front of the diploma, the student's T.R. identification number and graduation date, and the population identity information on the back.

The diploma supplement prepared by the relevant units and approved by the Registrar's Office was given to the students who were entitled to receive a diploma and made a request (EVIDENCE: 6). This document includes the graduation date, student information, the level of the degree received, the names of all the courses that the student took during his education, and the ECTS credits and standard diploma supplement information. Students have been informed that the diploma supplement cannot be used in place of the diploma.

All these documents and diplomas obtained from the institution have both national and international acceptance and validity. Diplomas are printed in Formal Programs and digital diplomas in ILITAM program (EVIDENCE: 7). On the front of the diplomas of the students who have passed to the formal and ILITAM program without an exam, "*Student graduated from the Theology Undergraduate Completion Program in accordance with the Law No. 7141 at the Faculty of Theology and was entitled to receive his Bachelor's degree with all his honors, powers and responsibilities*." statement is given (EVIDENCE: 8).

Double Major and Minor

The defined process of the Double Major and Minor certificate is determined in the Double Major Directive (EVIDENCE: 9) and the Minor Programme Directive (EVIDENCE: 10). If a student enrolled in another program is successful by taking the credits required for the double major program, he or she is given a diploma identical to the formal undergraduate diploma of the double major program.

Students who enroll in a minor program while continuing their education in another major program and successfully complete their courses there are issued a certificate of achievement (minor certificate) that does not replace a diploma in the field they study, provided that their major weighted grade point average (GPA) is at least 2.00 (EVIDENCE: 11). Students who could not graduate from the major program were not given a minor program certificate. A separate transcript is issued for the minor program (EVIDENCE:

12). The courses in which the student was successful in the minor program were not shown in the major transcript (transcript) and were not included in the GPA. In the 2022-2023 academic year, 12 students applied to the Double Major and Minor Program (Double Major: 10 students; Double Minor: 2 students) (EVIDENCE: 13). There are also students who registered to these two programs in previous years (EVIDENCE: 14).

Pedagogic formation

The principles and procedures of the pedagogical formation document have been determined by YÖK (EVIDENCE: 15). The student who applies to this program is successful when he/she completes the courses consisting of 60 AKTS credits. There is information in the diploma of these students that they have received pedagogical formation training. If requested, students are given a statement of document regarding such training. 294 students in 2020, 337 in 2021, and 87 students in 2022 have requested such document.

Certificate of Honor and Certificate of High Honor

There is a plan for Honor Certificate and High Honor Certificate in the Faculty (EVIDENCE: 16). In this context, high-achieving students are given a Certificate of Honor and a Certificate of High Honor. (EVIDENCE: 17). Accordingly, those with a major grade point average (AGPA) between 3.00 and 3.49 are given a Certificate of Honor (EVIDENCE: 18), and those with a grade point average of 3.50-4.00 are given a Certificate of High Honor (EVIDENCE: 19).

Workshops

Working under the Research and Development Coordinator's Academic Activities Unit, Darulfünun Academy Practices plans and carries out non-formal workshop activities. (EVIDENCE: 20). Some of the workshops are around theoretical themes and some of them are designed in the form of practical applications. Workshop activities in this context are: Handwriting Workshop, Nesih Calligraphy Workshop, Manuscripts Promotion and Review Workshop, Rik'a Calligraphy Workshop, Tekke Music Meşk

Workshop, Media Literacy Workshop, Professional Practices Workshop, Critical Thinking and Debate Workshop, Effective Speaking and Oratory Workshop, Critical Film Reading Workshop , Hafiz Support Workshop, Pronunciation Workshop, Non-formal Religious Education Workshop, Verbal Communication Workshop, Mosque Music Workshop, Classical Readings of Darulfünun (EVIDENCE: 21). The workshops were supported by faculty members as well as educators from outside the institution.

There is an explanation for the certification of the students participating in the workshop (EVIDENCE: 22). In this context, certificates are given to students who meet these conditions. (EVIDENCE: 23, EVIDENCE: 24). The preparation of the certificates was requested from the Dean's Office.

Apart from these, it is planned in line with the proposal of the Quality Coordinatorship to establish a system, such as "Social Transcript", that records and rewards the social assistance works of students in order to disseminate social contribution studies in the faculty (EVIDENCE: 25) and included in the 2023 Action Plan (EVIDENCE: 26)

Although the subject was put on the agenda in the focus group meetings (EVIDENCE: 27) held with the students in order to monitor the issues related to the recognition and certification of diplomas, degrees and other qualifications, no positive or negative feedback was received from the students on this issue.

Table 19: Recognition and Certification of Degrees, Diplomas, and Other Qualifications

Subject:	Processes of Recognition and Certification of Degrees, Diplomas and Other Qualifications
Responsible Unit:	Education Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation)

	Dean's Office
First Planning Date:	25.03.2021 (Amendment to Diploma Directive) 22.02.2022 (Social Transcript Application, Decision no: 7)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, Students
External Stakeholders:	Faculties in Double Major and Minor relations and all parties related to the diploma Students and all national organizations benefiting the diploma
International Stakeholders:	All international organizations benefiting the diploma
Application Areas:	All Faculty Programs Double Major and Minor Programs Degrees, qualifications and other certifications Pedagogic formation Honor certificate High Honor Certificate Workshop certificates
Monitoring Mechanisms:	Focus group meetings on alumni

	Questionnaire, focus group interview with the relevant units (Administrative staff)
Performance Indicators:	Although the subject was put on the agenda in the focus group meetings with graduate students, no positive or negative feedback was received from the students.
Date of Evaluation and Improvement:	2021 June Workshop Applications Evaluation Report 2023 Action plan
Place of Sub-criteria in the Information Management System:	AKSİS Faculty Website Google Drive Quality Management System e-mail address WhatsApp groups

Maturity Level

The criteria and processes that are defined in a clear, comprehensive and consistent manner for the recognition and certification of degrees, diplomas and other qualifications are applied in the institution. However, the results of the related implementations are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. The processes regarding the issuance of diplomas and other documents in the institution continue as planned in the Diploma Directive of Istanbul University. The information to be found in the diploma and diploma supplement, the information to be found in the digital diploma to be received by those who complete distance education programs, the

conditions of double major and minor certificates, the conditions for awarding honor and high honor certificates are included in these defined processes.

2. In line with this directive, the diploma supplement prepared by the relevant units and approved by the Registrar's Office was given to the students who were entitled to receive a diploma and made a request. In addition, a diploma identical to the formal undergraduate diploma is given to the students who complete the double major program, and a minor certificate is issued to the students who successfully complete the minor program. In addition to these, pedagogical formation certificate, Honor Certificate, and High Honor Certificate were issued to outstanding students.

In addition, the students who participated in the workshop programs held outside the formal education activities by the Academic Activities Unit of the R&D Coordination Department were given a certificate upon the proposal of the relevant unit. Again, in line with the proposal of the Quality Coordinator, the preparation of the infrastructure for the initiation of the "social transcript" application was included in the 2023 action plan.

Coordinatorships and commissions were established to take part in the process of issuing faculty diplomas and other documents, and members were selected from among academic and administrative staff working in all relevant units.

3. Clear, understandable, comprehensive, and consistently defined criteria and processes for the recognition and certification of diplomas, degrees, and other qualifications are implemented in the institution. However, although monitoring processes regarding the results of these practices have been planned, data has not yet been obtained.

The List of Evidence

1. Diploma Directive
2. Formation Programs
3. Legislation

4. Required Regulations and Guidelines
5. Diploma
6. Diploma Supplement
7. Ilitam Diploma Example
8. Bachelor of Theology Completion: Diploma
9. Double Major Directive
10. Double Minor Directive
11. Double Minor Certificate Example
12. Double Minor Transcript Example
13. Double Major and Minor Application List
14. Double Major and Minor Registration List
15. Procedures and Principles Regarding the YÖK Pedagogical Formation Education Certificate Program
16. Amendments to IU Diploma Directive
17. Minor Certificate Honor/High Honor Certificate Request
18. Honor certificate
19. High Honor Certificate
20. Darülfünun Academy Applications
21. Classical Text Readings of Darülfünun
22. Darülfünun Academy End of Term Report
23. Rik'a Calligraphy Workshop Participation Certificate
24. Critical Film Workshop Participation Certificate
25. Quality Coordinator Meeting Minutes
26. 2023 Action Plan
27. Focus Interview with Alumni

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

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

The Institution has adopted a student-centered learning policy within the framework of its education and training policy and strategic goals, and in

the relevant section of the Quality Manual, it is envisaged that students will reach the program objectives and outcomes through practices that include active learning strategies and methods in education and training activities and that these practices will be increased and spread to all areas of education.

The methods and techniques to be used in each course in the curriculum are determined and announced in the course syllabus. The syllabus format envisaged in the AKSİS automation system allows students to diversify teaching methods and techniques and measurement tools that will increase their skills such as self-study, research, observation, project activities, presentation, critical thinking, teamwork. Examples of syllabi for some courses are presented in EVIDENCE: 1.

In determining student workloads, not only in-course but also extracurricular learning of the students is taken into consideration and the details are given in the title "B.1.5. Student Workload Based Design". In addition, the use of alternative assessment and evaluation methods that enable process evaluation in harmony with teaching methods and techniques is presented in "B.3.2. Student-Centered Assessment and Evaluation".

In order to describe the learning-teaching environment at the Faculty, below are some examples of in-class and out-of-class learning activities and practices that support active and student-centered learning:

In the Tasawwuf Culture course, visits to the sites are organized regularly every year. Âsitâne of İsmâil Rûmî, Âsitâne of Azîz Mahmud Hüdâyi, and Âsitâne of Sünbül Sinan site-visits were realized in cooperation with the Tasawwuf Culture Club (EVIDENCE: 2).

Some other examples of out-of-class learning activities are the trip to the Hilye and Rosary Museum in Turkish and Islamic Literature course, and the trips to the 500th Year Museum and Neve Shalom Synagogue in the History of Religions I course (EVIDENCE: 3). The Institution utilizes the opportunities

of being in Istanbul for out-of-class learning activities. In this regard, My City Istanbul lesson in the curriculum is carried out with out-of-class activities (EVIDENCE: 4).

In the elective courses carried out by the Sub-Department of History of Turkish and Islamic Arts, students are given research assignments instead of exams to improve their competence in this subject; reading and estampage studies of tombstones in small mosque burial areas in the Hüsn-ü Hat elective course; 5-8 tombstone examination assignments per person in some large historical cemeteries in Istanbul; inviting a calligrapher to the class and demonstrating how to write with calligraphy material and reed pen; in the elective Religious Architecture course, assignments for each student to present small-scale historical neighborhood mosques in Istanbul with information, documents, publications and photographs; conducting some courses directly in the field; assignments for each student to identify and photograph historical buildings in a different district of Istanbul can be counted among similar practices.

Another area to illustrate the active learning environment with student participation at the institution is the preparatory class learning activities. Arabic Wall Newspaper Competitions, poetry and oratory competitions, and debates are organized to support Arabic Preparatory Program students' learning outcomes and to ensure that they take an active role in the education process (EVIDENCE: 5). On 12.06.2021, the Department of Arabic Language and Rhetoric and Arabic Preparatory Classes Coordinatorship organized a student symposium titled "Islamic Sciences and Arabic Language from Past to Present" with the participation of preparatory year students (EVIDENCE: 6).

Arabic Preparatory Class learning activities are planned and implemented by the Arabic Preparatory Program Coordinatorship. This coordinatorship, together with the relevant sub-department, engages in various extracurricular activities and events to ensure the student-centered organization of preparatory education. For example, the Coordinatorship

has launched a YouTube channel with digital content to present students' work (EVIDENCE: 7). With the organization of the Sub-Department of Arabic Language and Rhetoric and with the support of the Istanbul Daru'l-Fünun Theology Foundation, one of our external stakeholders, a certain number of students were sent abroad for this purpose between 2015-2019 (EVIDENCE: 8). Students who were sent to Jordan in 2019 shared their impressions and experiences with the students upon their return (EVIDENCE: 9) at the Second Arabic Festival organized at the Faculty (EVIDENCE: 10). However, sending students abroad for language learning was suspended due to the COVID-19 pandemic.

Various workshops were organized to support students' learning outcomes and create practical learning environments. These activities (EVIDENCE: 11), which were previously carried out with the cooperation of different student clubs, non-governmental organizations or free initiatives of academic staff, have been carried out as the organization of the Academic Activities Unit of the Research and Development Coordinatorship since 2021 (EVIDENCE: 12). In the same period, activities were organized for students in different fields such as Turkish and Arabic literature, philosophy, history of religions, tafsir, fiqh, etc. to reinforce Dârulfünûn Classical Text Readings (EVIDENCE: 13). A six-week English Academic Writing Workshop was organized for Theology in English students (EVIDENCE: 14).

In order for students to participate in decision-making mechanisms regarding education and training processes, a "Faculty Student Representative" system has been established at the Institution as defined in the Istanbul University Student Council Directive. The student representative is also a natural member of the Quality Commission. Students participate in decision-making processes through the student representative (EVIDENCE: 15).

The training of educators is also important in the creation of student-centered learning and teaching environments. In order to contribute to this, a two-session seminar was given to the instructors on material development

in the distance education process and supporting active learning in distance education by Assistant Professor Zarife Şeyma Altın. Prof. Altın gave a two-session seminar; the first session of the seminar was on the use of different methods and techniques and material design (EVIDENCE: 16).

The University's In-Service Training Portal also provides support for instructors to improve themselves in teaching methods and techniques (EVIDENCE: 17a, EVIDENCE: 17b).

Monitoring of all these processes was carried out as follows.

In the 2022 alumni satisfaction survey, in which 121 alumni participated, questions about learning methods were included and feedback was received. The majority of the alumni answered "Yes, it should be updated" to the question about updating course content and teaching methods (EVIDENCE: 18).

In order to measure the quality of out-of-class activities and make improvements based on feedback, satisfaction surveys are organized after the activities. For example, the survey applied after the trip organized on 25.05.2022 in the context of the Tasawwuf Culture course can be given as an example. This survey form is used as a common feedback form for all activities (EVIDENCE: 19).

Monitoring activities show that measures should be taken to extend student-centered practices to all courses. In order to make improvements in this direction, the Education Coordinatorship has proposed the establishment of the "Monitoring and Analysis of Syllabi Working Group", whose activities and duties are described in the previous sections of this report (EVIDENCE: 20). The establishment of this working group, which aims to improve the syllabi in terms of student-centered activities and measurement and evaluation processes, and to guide the instructors in this regard, was approved by the Faculty Board at the meeting dated 30.11.2022 (EVIDENCE: 21).

Table: 20: Teaching Methods and Techniques (Active, interdisciplinary,

interactive, research/learning oriented)

Subject:	**Processes of Monitoring Teaching Methods and Techniques (Active, interdisciplinary, interactive, research/learning oriented)**
Responsible Unit:	Dean's Office Education Coordinatorship Unit Quality Coordinatorship (Monitoring and evaluation)
First Planning Date:	Politics and Strategic Planning Meeting, dated 10.05.2021 Istanbul Theology education and training policy -Istanbul Theology strategic objectives -Relevant section of the Quality Manual
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, Students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	Unit International Advisory Board
Application Areas:	All courses Teaching diversity Updated Syllabus Examples

	Out of class activities of History of Religions I Course
Monitoring Mechanisms:	Student Satisfaction Survey on Course Content and Teaching Methods Satisfaction Surveys for In-Course Student Activities
Performance Indicators:	Data on student-centered learning and teaching In 49 out of 55 courses (89%) to be taught in the Spring Semester of the 2023 academic year, activities such as homework, presentation, project work, debate, excursion, etc. that envisage students' active participation in the learning-teaching process were included. Number of courses in which in-class and out-of-class learning tasks are identified In all 55 courses to be taught in the Spring Semester of the 2023 academic year, in-class and out-of-class learning activities were determined.
Date of Evaluation and Improvement:	In December 2022, continuous improvement of courses in terms of teaching methods and techniques will follow Foundation of the "Syllabus Monitoring and Analysis Working Group"

Place of Sub-criteria in the Information Management System:	AKSİS the Faculty Website Google Drive Quality Management System e-mail address WhatsApp groups

Maturity Level

The findings obtained from the practices related to up-to-date, research/learning- and student- oriented teaching approach that promotes interdisciplinary studies and provides active and interactive student participation are systematically monitored and evaluated with stakeholders. Necessary measures are taken according to monitoring results.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has adopted a student-centered learning policy within the framework of education and training policy and strategic goals. In this framework, practices in which students actively participated in the learning processes were realized. For example, in Arabic VIII, Sufi Culture, Turkish Islamic Literature courses, students organized out-of-class learning activities. Course syllabi are available for access.

2. Planning for the development and dissemination of student-centered approaches in the learning and teaching process was completed with the preparation of tables indicating which in-class and out-of-class learning activities will be used to achieve the course outcomes. In the tables prepared starting from the courses to be taught in the Spring Semester of the 2022-2023 Academic Year, the methods by which the learning outcomes will be realized in the classroom learning and teaching process are described. In addition, it is seen that 89% of the courses foresee learning tasks outside the

classroom.

3. Once a year, the Dean's Office asked questions to the academic staff to find out whether they applied a student-centered approach in the teaching and learning process and asked them to report back. This practice was planned to be carried out systematically at the beginning of each semester.

In monitoring the process, the instructors teaching the course also carried out monitoring activities. For example, in the Sufi Culture course, which envisages active student participation, excursions were made, and a satisfaction survey was applied to students after these excursions. In the Hadith I course, student satisfaction surveys were conducted and feedback was received from students about the course assignment.

A "Monitoring, Follow-up and Analysis Working Group" was established to systematically monitor the implementation and dissemination of current, research/learning and student-oriented teaching methods and techniques that encourage interdisciplinary studies and ensure active and interactive participation of students in all learning and teaching processes.

4. In line with the results of the survey conducted after the event organized in the Sufi Culture course, it was decided to establish a Sufi Culture Club and the club was established.

The List of Evidence

1. Examples of Updated Syllabi
2. Tasawwuf Culture Course Extracurricular Activities
3. Out-of-Class Learning Activity within the Scope of History of Religions I Course
4. Methods and Techniques of My City Istanbul Course
5. Activities of Arabic Preparatory Class
6. Arabic Preparatory Student Symposium Poster
7. Istanbul University Faculty of Theology Arabic Preparatory Program YouTube Page
8. The Support of İstanbul Daru'l-Fünun İlahiyat Foundation

9. News Article on Students Sent to Jordan in 2019
10. The Second Arabic Festival
11. Free Enterprises
12. The Darulfünûn Academy Activities
13. Darulfünûn Classical Text Reading Workshops
14. English Academic Writing Workshop
15. Meeting with Student Representatives
16. Active Learning Support Seminar
17. In-Service Education Portal A and In-Service Education Portal B
18. 2022 Alumni Survey
19. Tasawwuf Culture Course Survey
20. Proposal for the Establishment of an Syllabi Monitoring and Analysis Working Group
21. The Decision for the Establishment of an Syllabi Monitoring and Analysis Working Group

B.3.2. Measurement and Evaluation

The defined process regarding the measurement and evaluation of the success of the students in the faculty and the methods to be used are determined in the Istanbul University Associate Degree, Undergraduate Assessment and Evaluation Principles (EVIDENCE: 1) and Quality Manual (EVIDENCE: 2).

As stated in the 1st, 2nd and 3rd paragraphs of the 20th article of the Istanbul University Education Regulation, the assessment and evaluation system of Istanbul University includes alternative assessment methods and techniques differentiated according to learning levels in a way that supports student-centeredness (EVIDENCE: 3).

In this direction, the diversity of methods was taken as a basis in measuring and evaluating success in the Faculty; homeworks, presentations, projects, quizzes and seminars, which allow process evaluation, are allowed to be

used in assessment and evaluation (EVIDENCE: 4). Instructors determine the rate of evaluation efficiency of the alternative measurement and evaluation methods they plan during the semester and notify the management. These rates are processed by the management in the AKSİS automation system and announced on the website one week before the start of the academic year (EVIDENCE: 5).

The assessment and evaluation methods to be applied in the courses are available to the students in the AKSİS system (EVIDENCE: 6).

In line with the student-oriented policy of the faculty (EVIDENCE: 7), practices based on measuring and evaluating the different competence levels of students are carried out. For example, a system was developed for the assessment and evaluation processes of the Faculty's Arabic Preparatory Education, in which the skills of speaking, writing, reading, listening and grammar are evaluated separately (EVIDENCE: 8; EVIDENCE: 9). Preparatory classes' assessment and evaluation process is announced and followed separately due to its special structure (EVIDENCE: 10). The "Arabic Preparatory Tracking System", a unique application developed with the efforts of the Arabic Preparatory Program Coordinatorship, gives students and instructors the opportunity to follow up with information such as class and course information, absenteeism, learning tasks and assessment and evaluation results (EVIDENCE: 11).

Participation in activities that support education and social contribution in some courses in the faculty are taken into consideration within the scope of student-centered assessment and evaluation. For example, if a student who is involved in any social responsibility project or participated in a scientific trip program submits a report containing his observations to the instructor, this is considered as an activity score during the semester. Another example of student-centered assessment and evaluation practices is that the performances of the students participating in the competitions (EVIDENCE: 12) held among Arabic preparatory students are taken into account by the relevant Faculty member in the evaluation of the accounting course within

the scope of the activity during the term (EVIDENCE: 13).

Another application area related to student-centered assessment and evaluation processes is the planning of assessment and evaluation processes of students with special needs. The Coordination Unit for Students with Disabilities was established in order to make the said planning and to carry it out in cooperation with the Dean's Office (EVIDENCE: 14). Upon the request of the Islamic Sciences Accreditation Agency during its pre-visit to the Faculty on 27.10.2022, the word “Disabled” was removed from the name of the Coordination Unit and the word “Special Needs” was added, and the name of this unit was changed to Students with Special Needs Unit on 15.11.2022 (EVIDENCE: 15). The expression “disabled” with negative connotations was not used in the entire Self-Assessment Report, instead, the expression “with special needs” was preferred. This Unit carries out activities to facilitate the academic and social life of students with special needs and to provide equal opportunities in education accordingly. The Unit also follows the needs and suggestions of students with special needs regarding assessment and evaluation.

The Unit included students with special needs in its meetings to get stakeholder opinions during the planning phase and negotiated about the problems they faced and solutions (EVIDENCE: 16). In this direction, it has made activity plans including measurement and evaluation processes (EVIDENCE: 17, see Activity 4). Students with special needs are provided to take the exam in an environment suitable for their situation. The lecturers are informed about their special needs at the beginnings of the terms. The midterm exams of the visually impaired students were made orally by the assigned faculty member (EVIDENCE: 18).

Within the scope of systematic monitoring practices, a focus group meeting was held on 07.11.2022 with students with special needs regarding the problems, requests and expectations they encountered in the Faculty. The needs of the students were determined and their satisfaction with the functioning of the faculty was evaluated (EVIDENCE: 19). The students did

not state a negative situation regarding the assessment and evaluation processes.

In general, monitoring of assessment and evaluation practices in the faculty is carried out in several ways. The analyzes made by the faculty members, who are the internal stakeholders of the institution, on the results of the exams, the results of the survey in which the students evaluate the performance of the course and the faculty member in the AKSIS automation system (EVIDENCE: 20), the verbal notifications of the students for measurement and evaluation, the findings and the follow-up results were first examined and evaluated by each faculty member. Later, in the meetings held within the department, it was put on the agenda by the head of the department and opened for discussion and evaluation (EVIDENCE: 21).

In line with the student-oriented policy, it is planned to establish the "Monitoring and Analysis of Syllabi Working Group" by the Education Coordinatorship in order to disseminate student-centered assessment and evaluation practices (EVIDENCE: 22). The working group will guide the instructors, monitor and analyze the current situation in order to associate and develop the learning outcomes, method-technical, measurement and evaluation system of the courses in a way that guarantees student-centered teaching. In line with this planning, the Faculty decided to establish the Monitoring and Analysis of Syllabi Working Group by negotiating with the Faculty Board (EVIDENCE: 23).

The Dean's Office requested the departments to prepare syllabus supplements, starting from the Spring Semester of the 2022-2023 Academic Year, in order to elaborate the assessment and evaluation processes, and to plan which measurement and evaluation method will be used to measure each course achievement determined in knowledge-skill-competence types (EVIDENCE: 24).). In order for the lecturers to make this planning effective and realistic, a training seminar attended by all lecturers was held on 04.01.2023 It was carried out by Dr. Z. Şeyma Altın. (EVIDENCE: 25) As a result of the preparations completed on 11.01.2023, the plans related to the

assessment and evaluation processes of 55 courses to be taught in the spring semester with the course outcomes were published on the faculty web page (EVIDENCE: 26). It is seen that among these plans, it is foreseen to include student-centered assessment and evaluation in 49 of the 55 courses. (EVIDENCE: 27)

Thus, the syllabuses in the Turkish, English and Arabic programs of the Faculty were arranged in line with the demands after the IAA site visit, and were redesigned in such a way that the students were also included in the assessment and evaluation system. (EVIDENCE: 28)

Table 21: Assessment and Evaluation

Subject:	**Involving Alternative Assessment Methods and Techniques Differentiated According to Students' Learning Levels and Characteristics in Assessment and Evaluation**
Responsible Unit:	Education Coordinatorship, Dean's Office, Unit Quality Coordinatorship (Monitoring and Evaluation) Disabled Coordination Unit
First Planning Date:	Istanbul University Associate Degree, Undergraduate Assessment and Evaluation Principles November 2022 (Revision) Education Coordinatorship Meeting Minutes
The Content of Planning:	Planning Table

Internal Stakeholders:	Academic and administrative staff, students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	-
Application Areas:	All courses Assessment and Evaluation Diversity Syllabus Example on Assessment and Evaluation Diversity Example of Announcement on the Website of the Course Impact Rate Determined by the Faculty Member
Monitoring Mechanisms:	Arabic Preparation Tracking System Assessment and evaluation results in surveys made with students Evaluation of the performance of the student participating in the competitions as an activity during the semester Evaluation of assessment and evaluation processes of students with special needs Focus group interview with visually impaired students
Performance Indicators:	Results of the end-of-term evaluation survey conducted by the teaching staff (sample) Alternative teaching/assessment - citations to other subjects 55%

	Alternative teaching/assessment-philosophical knowledge 50% Alternative assessment - 45% of those who get the grade they want from the assignment Number of courses that include student-centered assessment and evaluation It is envisaged that 49 of the 55 courses in the 2023 Spring Semester will include student-centered assessment and evaluation.
Date of Evaluation and Improvement:	**Evaluation (November)** 2022 November Establishment of the Curriculum Follow-up and Analysis Working Group Improvement (December) Establishment of the 2022 Curriculum Follow-up and Analysis Working Group
Place of Sub-criteria in the Information Management System:	AKSİS Faculty Website Google Drive Quality Management System e-mail address WhatsApp groups

Maturity Level

Practices on student-centered assessment and evaluation are available in all the fields and some results have been obtained from these practices. But the results of this assessment and evaluation system are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. The defined process regarding the methods to be used in student-centered assessment and evaluation in the institution has been determined in the Istanbul University Associate Degree, Undergraduate Assessment and Evaluation Principles.

2. In line with the requests after the IAA site visit, the decision to include student-centered assessment and evaluation of the course syllabuses in the Turkish, English, and Arabic programs of the faculty was taken by the dean and the instructors were requested to update the syllabuses and to elaborate them in terms of assessment and evaluation processes to be implemented in the following first academic year. In this direction, student-centered assessment and evaluation were included as a part of the assessment (measurement and evaluation of some achievements) in the majority of the courses (89%).

In addition, the measurement and evaluation approach adopted by Istanbul University and included in the AKSİS system is based on the variety of methods that will allow evaluation according to the achievement levels. Method diversity is an approach that supports student-centered assessment (that is, assessment and evaluation in which students are active that shows their progress in the course process and that they have reached the gains/outputs at the end of the course) and allows process assessment (using homework, presentations, projects, quizzes, and seminars, etc.) gives. Faculty instructors used these alternative assessment methods and shared the assessment and evaluation methods to be applied in the courses with the students in the AKSİS system.

Again, in order to measure different learning levels, a system has been developed in which the skills of reasoning, writing, reading, listening, and grammar are evaluated separately for the assessment and evaluation processes of Arabic Preparatory Education. Preparatory classes' assessment and evaluation process is announced and followed separately due to its special nature. The “Arabic Preparatory Tracking System”, a unique

application developed with the efforts of the Arabic Preparatory Program Coordinator, provides students and instructors the opportunity to follow up by sharing information such as class and course information, absenteeism status, learning tasks, assessment and evaluation results. In addition, if a student participating in any social responsibility project, participating in a scientific trip program or competitions submits a report containing his observations to the instructor, this is evaluated as an activity score during the semester. The faculty has made activity plans that include assessment and evaluation processes of students with special needs. Students with special needs were allowed to take the exam in an environment suitable for their situation, and their exams were carried out orally by the lecturer in charge.

3. In general, monitoring of assessment and evaluation practices in the faculty is carried out in several ways. The analyzes made by the faculty members, who are the internal stakeholders of the institution, on the results of the exams, the results of the survey in which the students evaluate the performance of the course and the instructor in the AKSIS automation system, the verbal notifications of the students for measurement and evaluation, the findings and the follow-up results are examined and evaluated by the faculty members.

In line with the student-oriented policy, it is planned to establish a "Submission Follow-up and Analysis Working Group" by the Education Coordinatorship in order to disseminate student-centered assessment and evaluation practices and to analyze the results. It is envisaged that the working group will guide the instructors in order to associate and develop the learning outcomes, method-technical, assessment, and evaluation system, and student workloads of the courses in a way that guarantees student-centered teaching.

The List of Evidence

1. Istanbul University Associate Degree, Undergraduate Assessment and Evaluation Principles

2. Quality Manual
3. Istanbul University Associate and Undergraduate Education and Training Regulations
4. Curriculum Example on Assessment and Evaluation Diversity
5. Example of Announcement on the Website of the Course Impact Rate Determined by the Instructor
6. EBS: Assessment and Evaluation of Courses
7. Faculty's Student-Oriented Policy
8. Arabic Preparatory Class Evaluation System
9. Arabic Preparatory Exam Results List
10. Arabic Preparatory Classes Exam Dates
11. Arabic Preparation Tracking System Content
12. Conference and Competition Program
13. Meeting of the Department of Arabic Language and Rhetoric
14. Disabled Student Coordination Unit
15. Faculty Administrative Board Decision on Changing the Name of the Disabled Student Coordination Unit
16. Meeting Minutes of the Disabled Student Coordinator
17. Disabled Student Coordinator Activity Planning
18. Needs of Students with Special Needs in Exams
19. Disabled Student Coordinator Focus Group Discussion Report
20. Questionnaire Sample Implemented Through AKSİS
21. Turkish-Islamic Literature Department Meeting
22. Training Coordinator Meeting Minutes
23. Faculty Administrative Board Decision on the Establishment of the Curriculum Follow-up and Analysis Working Group
24. Request for Preparation of Curriculum Supplements
25. Curriculum Filling Tutorial
26. Course Plans of Spring Semester
27. Curriculum Supplement

28. Course Matrices

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

The processes defined in the institution on how to receive student feedback are included in the Quality Manual (EVIDENCE: 1). The practices related to the feedback channels defined in the Quality Manual are as follows:

1. Students can convey their requests, suggestions, complaints and thoughts to the lecturers in the AKSİS system (EVIDENCE: 2).

2. Students submit their requests and feedback to the Dean's Office by using the “contact form” link on the Faculty website and via their corporate e-mail address. In this context, a total of 2133 e-mails were sent to the official e-mail account of Istanbul University Faculty of Theology in 2022, and each of them was answered within five working days. Likewise, 87 messages regarding student affairs were sent to the contact form on the faculty's website, each of which was answered within three working days (EVIDENCE: 3). The Corporate Communication Coordinatorship forwarded these notifications to the relevant unit and enabled them to return to the students (EVIDENCE: 4). Student requests were followed up by the Faculty Student Affairs (EVIDENCE: 5).

3. The “Academic Counseling System”, which is implemented in the faculty and has a detailed explanation under the title “B.3.4”, is one of the methods applied to receive feedback from students. Student counseling was carried out in line with the Istanbul University Student Counseling Directive.

4. The lectures and the performances of the Faculty members during the semester were submitted to the evaluation of the students with a questionnaire form that must be filled in at the end of the semester.

The system is arranged in such a way that the student cannot see their grades without completing this questionnaire (EVIDENCE: 6). Istanbul University collected and analyzed the results of these surveys in a single center. The results of the analysis sent to the faculty were shared with the instructors by the Quality Coordinatorship (EVIDENCE: 7).

5. The AKSİS system also allows faculty members to create surveys to get opinions from students on various issues. Faculty members organized surveys on subjects related to learning, teaching and assessment and evaluation process (EVIDENCE: 8). A user guide has been prepared and shared in the Automation system in order to encourage faculty members to use this feedback opportunity that the system allows (EVIDENCE: 9).

6. In the "Student Satisfaction Survey" conducted in the fall semester of the 2020-2021 academic year by the Survey Organization and Implementation Unit of the Unit Quality Coordinatorship in order to obtain students' feedback within the framework of the monitoring mechanisms specified in the Quality Handbook, students were asked about the course and academic performance of the lecturers, their relations with students, students' relations with each other, administrative services, personnel, library, dining hall, canteen services, technological infrastructure of the Faculty, Faculty building, Faculty cleanliness, social and cultural activities. (EVIDENCE: 10). According to the results of the survey, it was seen that the satisfaction rate of the students regarding the cleaning of the cafeteria was high, and the capacity of the masjids was insufficient (EVIDENCE: 11).

7. The feedback from the students were taken into account by the Dean's office and the relevant units, and improvements were made in the relevant areas. For example, with the completion of the restoration of the Haydarhane Masjid next to the Dean's Office, this problem regarding the capacity of the masjid has been largely resolved. On the

other hand, dissatisfaction with the cleaning of the masjids was also aimed to be eliminated by periodically cleaning the carpets. The Dean's Office thanked Istanbul University's Department of Health, Culture and Sports for the high level of satisfaction that the students felt from the cafeteria services (EVIDENCE: 12).

8. As discussed in the Quality Manual, the Faculty also uses opinion-taking mechanisms to form a basis for decision-making when deemed necessary. For example, since some courses had to be held online due to the pandemic, the Dean's Office has implemented a "Student Tendancy Survey for Fall Term Courses" in order to measure the efficiency of online course and exam types for students and to get the opinions of students (EVIDENCE: 13).

9. One of the practices regarding receiving student feedback is the active application of the "Faculty Student Representative" system for student feedback. The establishment of the Faculty student representative was carried out as defined in the Istanbul University Student Council Directive. In this context, a meeting was held with the Faculty student representatives to receive the feedback of the students (EVIDENCE: 14).

10. In order for students to convey their suggestions, complaints and problems to the Dean's Office, a Whatsapp group including all class representatives, the Vice Dean responsible for student affairs, and the Student Affairs Chief was established. Students can report all their issues to student affairs and the Vice Dean from this group through a representative and receive quick feedback (EVIDENCE: 15).

11. Another avenue for student feedback is face-to-face meetings and focus group meetings that students hold from time to time with the Dean and/or Vice Deans (EVIDENCE: 16). Faculty student representatives and club representatives also talked to the administration one-on-one and conveyed the students' requests,

suggestions, complaints and thoughts. For example; In the online interview (EVIDENCE: 17) with English Theology students on 15.10.2020, double major or minor students expressed their complaints that there were conflicts with the courses of the other department due to some changes made in the curriculum after it was published. Thereupon, the Dean's Office took care to announce the curriculum in a way that does not require renewal. Likewise, at the meeting held on 15.10.2020 (EVIDENCE: 18) with English Theology students, the students stated that they wanted to take the courses they were interested in from the formal Theology elective courses, and thereupon, English Theology and Arabic Theology students were given the opportunity to choose courses from the formal theology program elective courses (EVIDENCE: 19).

12. Students can also provide feedback through the Faculty's corporate social networking channels such as Twitter, Instagram, Facebook, and Youtube channel (EVIDENCE: 20, EVIDENCE: 21). These social media accounts are managed by the Unit's Corporate Communications Coordinatorship and follow up on incoming messages.

The institution also monitors the efficiency of the feedback from these monitoring mechanisms. For example, the results of the questionnaire, which is required to be filled out by the students at the end of the semester, were taken to the agenda in the Academic Council and evaluated, but this method causes unhealthy results since the questionnaire is filled by the students quickly (by ticking the options that can be seen at first glance on the mobile phone screen) in order to view the grades has been evaluated. This problem was communicated to the Rectorate with an official letter for the improvement of the system (EVIDENCE: 22). The feedbacks regarding the courses were conveyed to the instructors through this monitoring channel, and within the framework of the feedback received, "Survey Preparation Training" was given to the academic staff in order to eliminate the problematic areas in the content and operation of the course and to

improve the courses (EVIDENCE: 23).

In order to increase satisfaction with the activities and to see the deficiencies and improve them, an "Event Feedback Form" was created to receive feedback from the students after the activity (EVIDENCE: 24). For example, this form was presented to the students after the activities carried out by the Sub-Department of Sociology of Religion and their feedback was received (EVIDENCE: 25). An evaluation report on this feedback was written by the faculty members of the Sub-Department of Sociology of Religion and submitted to the Dean's Office (EVIDENCE: 26).The Dean's Office took this report to the agenda at the Quality Commission meeting on 29.11.2022 and based on what was said in the survey, a road map was drawn to provide a budget to hold graduate student symposiums face-to-face (EVIDENCE: 27). This issue was also brought up at the Unit Advisory Board meeting held on 30.11.2022 and some of the external stakeholders stated that they could fund graduate student symposiums if they are to be held with themes based on local/regional/national needs lists (EVIDENCE: 28). Therefore, thanks to the feedback from the event satisfaction surveys, measures have been taken to improve the quality of graduate student symposiums. Thus, the PDCA cycle has been completed.

The diversity of feedback channels and the difficulty of collecting the information from them in a single center are identified as important problems by the Institution. In order to overcome this difficulty, the establishment of the "Solution Center" system is planned as a unique initiative (EVIDENCE: 29).

Table 22: Student Feedback

Subject:	**Processes of Monitoring Student Feedback**
Responsible Unit:	Relevant Vice- Dean, Education Coordinatorship,

	Unit Corporate Communications Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	February 2022-Planning of Surveys October 2022-Planning the Focus Discussions
The Content of Planning:	Planning Table
Internal Stakeholders:	Students, Academic staff, Student Representatives, Student Affairs Unit Representative, Guidance and Counseling Coordinator and his team
External Stakeholders:	Unit Advisory Board
International Stakeholders:	-
Application Areas:	Student Instructor Message Area in AKSİS Automation System WhatsApp Group Established to Communicate with Student Representatives Istanbul University Faculty of Theology Official Twitter Account Istanbul University Faculty of Theology Official Instagram Account
Monitoring Mechanisms:	2021 General Student Satisfaction Survey in All Subjects

	AKSİS System Course and Instructor Evaluation Questionnaire Focus Group Interview with Students with Special Needs Official Email Feedback Address and Web Page Contact Form WhatsApp Group Established to Communicate with Student Representatives Student Mail Feedback Istanbul University Faculty of Theology Activity Feedback Form
Performance Indicators:	Number of Suggestions, Complaints, and Requests In 2022, 2133 e-mails were sent to the official e-mail address of the faculty and 87 e-mails were sent to the contact form on the faculty website, and 100% of them were answered. Results of 2021 Student Satisfaction Survey According to the answers to the question (question 12) about the instructors' attention to the lessons in the survey, 64.2% of the instructors are attentive to the lessons. A question (question 26) regarding the curriculum applied in the faculty was asked, and

	36.5% of the students stated that they were satisfied.
Date of Evaluation and Improvement:	Discussing Student Symposium Feedback at the Quality Commission Meeting and Making Decisions Based on the Feedback (October 2022) Making Improvements Based on Student Symposium Feedback and Requesting Funds from External Stakeholders-Unit Advisory Board Meeting (November 2022) Evaluation of focus group discussions with students and plans for improvement (November 2022) The diversity of feedback channels and the difficulty of collecting the information from them in a single center have been identified as an important problem by the institution. In order to overcome this difficulty, the establishment of the "Solution Center" system is planned as a unique initiative. (November 2022)
Place of Sub-criteria in the Information Management System:	AKSİS Faculty Website Google Drive Quality Management System e-mail address WhatsApp groups

Maturity Level

The findings obtained from the practices related to receiving feedback from all student groups in the program (valid and reliable practices that contain different instruments) are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. There are mechanisms such as AKSİS satisfaction surveys, contact form, e-mail address, WhatsApp groups with student representatives, and social media accounts, which are conducted in a systematic and planned way to receive student feedback, and where students are directed without seeing the course letter grades.

2. Mechanisms for receiving feedback from students have been established in the institution. In order to measure satisfaction with the courses and the instructors, questionnaires were applied to the students systematically through Aksis, which they had to fill out before seeing their grades. In order to measure the satisfaction of the students with the faculty and to get feedback from the students about the facilities and infrastructure, general surveys were applied, as well as surveys involving a specific issue (questionnaire about the library, survey about the guidance unit). The feedback from the students -such as requests and suggestions- were also received through the "Contact Form" on the faculty website. In order to increase satisfaction with the activities and to see the deficiencies and improve them, an “Event Feedback Form” was created to receive feedback from the students after the activity. Faculty student representatives and club representatives also talked to the administration one-on-one and conveyed the students' requests, suggestions, complaints, and thoughts. In order to receive student feedback, students made face-to-face meetings and focus group discussions with the Dean and/or Assistant Deans from time to time.

3. Student feedback (course, course instructor, diploma program, service and overall satisfaction level, etc.) is received systematically (at the end of

each semester or each academic year). This feedback wasused in decision-making processes for improvement. The results of the questionnaires applied in the AKSİS system for the purpose of evaluating the course and the lecturer were conveyed to the lecturers, and within the framework of the feedback received, "Survey Preparation Training" was given to the academic staff in order to eliminate the problematic areas in the content and operation of the course. In addition, at the meeting held with English Theology students on 15.10.2020, the students expressed that they were interested in the elective courses in the formal Theology Program, and upon the Faculty Board Decision on 21.09.2021, English Theology and Arabic Theology students were given the opportunity to choose courses from the elective courses of the Formal Theology Program.. After the activities were carried out by the Department of Sociology of Religion, an “activity feedback form” was presented to the students, and the control of the activity was ensured by receiving their feedback. Based on what was said in the survey, a roadmap was drawn for providing a budget for face-to-face graduate student symposiums. This issue was also put on the agenda at the Unit Advisory Board meeting held on 30.11.2022 and some of the external stakeholders stated that they could fund the graduate student symposiums held with the themes of local/regional/national needs lists.

4. The results of the surveys conducted through AKSİS are systematically monitored by the Unit Quality Coordinator. The results of this monitoring are presented to the Quality Commission and discussed at the Commission meeting. The results of these meetings are shared with the academic staff at the Academic Board Meeting. As a result of all these interviews, the diversity of the feedback channels and the difficulty of collecting the information from them in a single center were identified as important problem. In order to overcome this difficulty, the establishment of the “Solution Center” system is planned as a unique initiative.

The List of Evidence

1. The Quality Manual

2. Screenshot of Students Submitting Requests to Professors via AKSIS
3. The Number of Suggestions, Complaints and Requests
4. Screenshot Showing that the Request from the Students Has Been Forwarded to the Relevant Unit
5. Student Mail Feedback
6. Types of Questionnaires Students Should Complete Before Seeing Their Grades
7. Istanbul University Faculty of Theology Course and Instructor Evaluation Survey Results
8. Results of a Survey Administered by a Faculty Member to Students via AKSIS
9. Survey User Manual
10. Istanbul University Faculty of Theology Student Satisfaction Survey conducted in 2020-2021 Academic Year
11. 2020-2021 Academic Year Results of the Istanbul University Faculty of Theology Student Satisfaction Survey
12. Letter of Appreciation to Istanbul University Health, Culture and Sports Department
13. Student Tendency Survey for Fall Term Courses
14. Minutes of the Meeting with Student Representatives
15. WhatsApp Group Established for Communication with Student Representatives
16. Report of Focus Group Discussion with Students with Special Needs
17. Screenshot of the Meeting with English Theology Students
18. Report of the Meeting with English Theology Students
19. Faculty Board Decision on the Ability of Arabic and English Theology Students to Take Courses from the Formal Theology Program
20. Istanbul University Faculty of Theology Official Twitter Account
21. Istanbul University Faculty of Theology Official Instagram Account
22. Letter to the Rectorate on Student Satisfaction Surveys
23. Curriculum Preparation Training Letter Given to Instructors Based on Student Feedback from Aksis

24. Istanbul University Faculty of Theology Activity Feedback Form
25. Sociology of Religion Graduate Student Symposium Participant Satisfaction Survey Results
26. Sociology of Religion Activity Survey Evaluation Report
27. Quality Commission Meeting Minutes dated 29.11.2022
28. Minutes of Unit Advisory Board Meeting dated 30.11.2022
29. Request Letter Sent to the Rectorate for the Establishment of a Solution Center System for the Faculty

B.3.4. Academic Advising

The process of student academic advisor in the institution is defined in the Quality Manual (EVIDENCE: 1) and in the Istanbul University Student Advising Directive (EVIDENCE: 2).

In accordance with this planning; At the beginning of the academic year, advisors were determined by the Deaconship for all students enrolled in the institution (EVIDENCE: 3) . Advising assignments were made through the University's AKSİS system. For this, the advising assignment menu in AKSİS was used (EVIDENCE: 4).

The validity of all online registration, etc., is subject to the approval of the academic advisor. The advisor evaluates the compliance of the course selection process with the relevant legislation and gives "Lecture Selection Approval". In addition, the advisor approved the withdrawal and enrollment requests during the "Excused Lecture Enrollment" and "Add-Delete Week" and guided them about the elective lectures that the student should take according to their area of interest (EVIDENCE: 5) .

The advisor helped the students to be informed about the exchange programs and internship opportunities. For example, Faculty member Prof. Dr. Hidayet Aydar held an informative meeting on the various educational opportunities offered by the Faculty to the students on 21.04.2021 with the participation of Faculty's International Relations Coordinator, Assistant

Professor. Merve Özaykal. Prof. Dr. Hidayet Aydar held an information meeting on elective lectures for the students on 17.09.2021. Deputy Dean, Assoc. Dr. Ümit Horozcu also participated. These transactions were made online in 2020 and 2021 due to the pandemic (EVIDENCE: 6) , (EVIDENCE: 7) .

The advisor takes time out at least two hours a week for the student to communicate with him/her easily and announces it (EVIDENCE: 8). The advisor will be there at the place and time he/she has determined for communication during this time period. Interview hours are also announced on the boards hanging next to the doors of the instructors' rooms (EVIDENCE: 9), (EVIDENCE: 10). In 2020 and 2021, this communication was made online.

In accordance with the IU Double Major Program Directive (Article 7) (EVIDENCE: 11) and Minor Program Directive (Article 7) (EVIDENCE: 12) , academic advising was provided by the Double Major and Minor Program advisor to the students who came to the institution with these programs (EVIDENCE: 13) . He provided advising services to incoming students within the scope of the International Relations Coordinator's exchange program (Article 11) (EVIDENCE: 14) , established in line with the IU International Academic Relations Unit Directive, on education-related issues (EVIDENCE: 15) .

According to the Quality Handbook, the Education Coordinator responsible for monitoring the academic advising system has included the subject in the Student Satisfaction Surveys conducted in the 2020-21 (question 6, 8, 9) and 2021-22 academic years (EVIDENCE: 16), (EVIDENCE: 17). The surveys included questions about the attitude of the instructors towards the students and the easy access of the students to them. According to the results of the survey, the way of communication of the instructors with the students is positively received by the students. According to the results of the survey conducted in 2021, the satisfaction rate of students in reaching the instructors is 38,8%, while this rate is 51,3% according to the results of the

survey conducted in 2022, and it is seen that the satisfaction rate has increased. The satisfaction rate of reaching the consultant is 48,7%, and the medium level of satisfaction is 26,1%. The survey results were evaluated at the 2022-23 Academic Year Fall Term Academic Board meeting (EVIDENCE: 18) .

Apart from that, the recorded advisor stated in the interview report that the student advisor is in constant communication with the students and informs them about the meeting hours (EVIDENCE: 19) .

Controls and measures were taken to enhance the healthy functioning of the defined process regarding academic counseling and to improve the results seen in the questionnaires. In this context, the Deanery informed all advisors about the legislation at the beginning of the 2020-21 academic year (EVIDENCE: 20) . The Deanery asked all advisors to fill in the student evaluation form under the counseling menu in the AKSİS automation ABS modül (EVIDENCE: 21).

In order for the process to run smoothly, the Dean's Office has sent a letter to the faculty members of our Faculty at the beginning of the 2022-23 academic year to fill in the form for updating the student meeting hours (EVIDENCE: 22).

In addition, at the academic board meeting of the 2022-23 academic year, the faculty members were reminded about the issues related to counseling (EVIDENCE: 23).

Table 23: Academic Advising

Subject:	**Processes of Monitoring Academic Advising System**
Responsible Unit:	Education Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation)

First Planning Date:	01.09.2022 Determination of Academic Counseling 08-28.11.2021 Determination of Meeting Hours of the Faculty Members
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic staff, Guidance and Counseling Coordinatorship Social Aid and Support Activities Coordinatorship Double Major and Minor Program Coordinator, International Relations Coordinatorship Students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	
Application Areas:	Academic Counseling Conducted in the AKSIS System Announcement of Meeting Hours with Faculty Members Academic Counseling for Students of Double Major and Minor Programs, Exchange Programs Student Evaluation Form Consultant WhatsApp Group

Monitoring Mechanisms:	Students Submitting Their Requests to Teachers via AKSİS 2021 General Satisfaction Survey for Student 2022 General Satisfaction Survey for Student Receiving Feedback on Consultancy in Focus Discussions
Performance Indicators:	Data on Academic Counseling in the 2021 Student Satisfaction Survey Data on Academic Counseling in the 2022 Student Satisfaction Survey According to the results of the survey, while the satisfaction rate of the students in reaching the instructors is 38.8%, according to the results of the survey conducted in 2022, this rate is 51.3%, and it is seen that the satisfaction rate has increased. According to the results of the 2022 survey, the satisfaction rate of reaching the consultant is 48.7%.
Date of Evaluation and Improvement:	Information and Guidance for Instructors dated 29.06.2021 Update Reminder of Office Hours dated 04.10.2022 Information for Faculty Members at the Academic Board dated 05.10.2022

Place of Sub-criteria in the Information Management System:	AKSİS Official e-mail addresses of teaching staff

Maturity Level

The institution has academic consultancy practices and some results have been obtained from these practices, but the results are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. There is a defined academic counseling process in the institution and these are defined in the Quality Handbook and the Istanbul University Student Counseling Directive. In this direction, the automation system of the University, AKSİS, includes various modules for academic consultancy work and transactions.

2. Applications were made within the framework of the academic consultancy process defined in the institution. During the academic year, advisors were determined by the Dean's Office for the students enrolled in the faculty. Academic counseling process is implemented through AKSİS. This system also provides communication between academic staff and students. Students can ask questions to their academic advisors whenever they want through AKSİS. The advisors set aside at least two hours a week for the student to communicate with him easily and announced these hours. The counselor helped students learn about exchange programs and internship opportunities, and provided guidance and guidance to students in career planning. For example, our faculty member Prof. Dr. Hidayet Aydar held an information meeting on the various educational opportunities offered by the Faculty to the students on 21.04.2021 with the participation of the Department's International Relations Coordinator, Doctor Lecturer Merve Özaykal.

3. Academic counseling practices are monitored in the institution. The Education Coordinatorship, which is responsible for monitoring the academic counseling system, included the subject in the student

satisfaction surveys conducted in the 2020-2021 and 2021-2022 academic years. Accordingly, there are some issues that need improvement in the execution of consultancy transactions. In order to eliminate these and to implement the application efficiently in line with the defined process, the dean's office periodically informed and reminded the faculty members in charge of consultancy. In this context, the Dean's Office informed all advisors about the legislation at the beginning of the 2020-2021 academic year. He asked all advisors to fill in the student evaluation form under the counseling menu in the AKSİS automation ABS module.

Focus group discussions were held with students on academic counseling and their feedback was received.

The List of Evidence

1. The Quality Manual
2. Istanbul University Student Advising Directive
3. Advisor Student Numbers List
4. AKSIS Advising Assignment Menu
5. AKSIS Advising Menu
6. Advising Whatsapp Group Instruct on Erasmus Information Meeting
7. Advising Meeting Report
8. Advisor Student Meeting Hours List
9. Announcement of Advisor Meeting Hours on the Clipboard Example 1
10. Announcement of Advisor Meeting Hours on the Clipboard Example 2
11. IU Double Major Directive
12. IU Minor Directive
13. Double Major and Minor Advisor
14. IU Academic Relations Directive
15. Working Principles of the International Relations Coordinator
16. Student Satisfaction Survey Results
17. Student Satisfaction Survey Results

18. Academic Board Meeting Minutes
19. Advisor Meeting Minutes
20. Counseling Information Letter
21. Student Evaluation Form Example
22. Article About Updating Student Office Hours
23. Academic Board Meeting Minutes

B.4. Instructors

B.4.1. Appointment, Promotion and Assignment Criteria

The faculty has implemented the appointment, promotion and assignment issues in accordance with the defined process in the Quality Handbook (EVIDENCE: 1).

There are defined processes in the institution in terms of appointment, promotion and assignment, and the works on these issues were carried out in accordance with the defined process (EVIDENCE: 2). Pursuant to Articles 23, 24 and 26 of the Higher Education Law No. 2547, the fourth clause of the paragraph (a) of the 65th article of the same Law (EVIDENCE: 3) was taken as basis in the promotion and appointment to the faculty members. In addition, it acted in accordance with the IU Academic Promotion and Appointment Criteria, which were determined by the University and accepted by YÖK on 11.01.2021 (EVIDENCE: 4).

The Deanery determined the norm staff in line with the demands of the Departments of Faculty. In accordance with the provisions of the Regulation on the Determination and Use of Academic Instructor Norm Staffs in State Higher Education Institutions (EVIDENCE: 5), the Heads of Departments met among themselves and determined the staff needed by the Department for the next year (EVIDENCE: 6) , (EVIDENCE: 7) . Staff requests were submitted to YÖK with the approval of the department board and the reasoned decisions of the Faculty and University Executive Boards. The staffers approved by YÖK are announced by the Rectorate. These candidates

applied according to the two laws here _Law No. 2547, Regulation on Promotion and Appointment to Faculty Members and _İU Academic Promotion and Appointment Criteria. In addition, they submitted the requested information and documents.

Applications were made to the Rector for the positions of Professor and Associate Professor; to the Dean for assistant professor and Research Assistant.

For example, applications have been made to the Dean for appointment to the staff announced for the Doctor of Tasawwuf Department. The Deanery selected two juries from the Faculty to which two candidates applied, and the other jury was selected from another university. The juries sent their reports to the Deanery within a one-month period, and the incoming reports were evaluated by the Faculty Administrative Board and notified to the Rector to identify and appoint a candidate who has the conditions (EVIDENCE: 8) .

Applications for Research Assistant positions were made to the Deanery. The applications were sorted according to 60% ALES and 40% Foreign Language scores. The candidate with the highest score of 10 times the number of staff was entitled to take the written exam (EVIDENCE: 9) . The Deanery has established an examination jury consisting of the faculty members of the department to which the candidate applies. The jury conducted a written exam, evaluated it, appreciated the grade and reported the results to the Dean in the form of reportes (EVIDENCE: 10) . As indicated in the criteria for appointment to the Dean's Research Assistant, the Deanery Office took the average of the candidates' ALES, Foreign Language, Graduation Average and exam grades at certain rates and forwarded the candidate with the highest score to the Rector for appointment to the Research Assistant staff (EVIDENCE: 11) .

The academic staff of the Faculty who are requested to be assigned to another institution within the framework of the relevant regulation, the approval of the Rector and the appropriate opinion of the relevant Head of

the Department, the Head of the Department and the Dean, respectively, are required for the assignment. When this process is completed, the academic staff are assigned within the specified time and under the specified conditions. For example, Article 39 of Law No. 2547. Added to the Article (October: 14/5/1997- 4249/2 art.) the academic staff of Faculty assigned within the framework of the provisions are as follows:

Table B.4.1.1: Faculty Members of Faculty Assigned to Another Institution

Name of Instructor	Appointed Institution	Evidence
Prof. Dr. Mehmet Mahfuz Söylemez	Cyprus Near East University Faculty of Divinity	(EVIDENCE: 11)
Doç. Dr. Ahmet Erhan Şekerci	Cyprus Near East University Faculty of Divinity	(EVIDENCE: 12)
Dr. Öğr. Üyesi Abdullah Tırabzon	Sofia Higher Islamic Institute	(EVIDENCE: 13)

The main thing in this matter is that there is no disruption in education-training and research-development issues in its own institution.

Apart from these, some of the faculty members of Faculty, who were appointed by the Higher Education Council within the scope of the Presidential appointment, are as follows:

Table B.4.1.2: Some Instructors of Faculty Appointed Within the Scope of Presidential Appointment

Name of Instructor	Appointed Institution and His/Her Duty	Evidence
Prof. Dr. Ali ÖZTÜRK	Dean of the Faculty of Theology of Trakya University	(EVIDENCE: 14)

Prof. Dr. Erhan Özden	Ankara University of Music and Fine Arts Rectorate	(EVIDENCE: 15)
Doç. Dr. Ahmet Temel	Counselling of Religious Services at the Embassy in Kuala Lumpur	(EVIDENCE: 16)

All faculty members who are engaged in educational and educational activities at faculty work full-time. In addition, due to their professional experience, there are also instructors assigned to give external lectures to institutions in some departments. The selection and invitation of the instructor to give external lectures to the faculty was made in accordance with Article 31 of the law No. 2547.

The institution has carried out external instructors' assignments in line with the needs of the departments. Accordingly, the departments conveyed their demands about the instructors to the departments. The appropriate opinion of the department was conveyed to the Rectorate with the decision of the Faculty Administrative Board. If the Rectorate deems it appropriate, their assignment to the relevant Department has been realized (EVIDENCE: 17) . Some of the instructors assigned to teach outside of faculty are as follows:

Table B.4.1.3: Some Instructors Assigned to Lecture Outside

Instructor Name	**Institution From**	**Evidence**
İsmail Balkanlıoğlu	MEB	(EVIDENCE: 18)
Turan Koçtürk	MEB	(EVIDENCE: 19)
Gülay Kahveci	Presidency of Religious Affairs	
Ayhan Mansız	Presidency of Religious Affairs	

Ayşe Rümeysa Düman	Presidency of Religious Affairs	(EVIDENCE: 20)
Firgat Işık	Presidency of Religious Affairs	
Ömer Cihangir	Presidency of Religious Affairs	

The faculty has paid attention to the issue of ensuring harmony between the specialization of the faculty members and the lectures they teach. In faculty, there are enough instructors in each department to teach the lectures of that department (EVIDENCE: 21) . Faculty members of the Department attended each lecture (EVIDENCE: 22). In the 2022-23 academic year, the number of students per lecturer is 29 (EVIDENCE: 23). Teaching staff of the department attended each course, and all the courses were given by lecturers from the relevant department in accordance with their research and specialization fields (EVIDENCE: 24). In accordance with the Regulation on Foreign Language Teaching and the Principles to be Followed in Teaching in a Foreign Language in Higher Education Institutions (EVIDENCE: 25), when selecting the academic staff to be assigned to the English Theology program, it is required to have a score of at least 85 in the Foreign Language Exam. In addition, the university of graduation was taken into account.

The distribution of the lectures to the instructors was made in line with the processes defined in the Quality Handbook. Accordingly, the Deanery sent a letter to the departments for the lecture distribution planning for the Fall Term of the 2022-23 Academic Year. That report, in the 2022-2023 Academic Year Fall Term Undergraduate Programs of the Departments, the elective and compulsory lectures to be taught in the departments and the instructors who will take the lectures are determined by taking the opinions of the departments and the relevant coordinatorship, and they are

requested to inform Deanery in the form of a Department Board Decision (EVIDENCE: 26) . After the lectures were determined as stated, they were presented to the Deanery (EVIDENCE: 27); The Deanery accepted the course distributions as they came from the departments after the Faculty Administrative Board evaluated that the lectures were distributed by considering the specializations of the instructors (EVIDENCE: 28) . The fact that the lectures are given by field experts in faculty members provides an important advantage for the students to achieve the program objectives, outputs and course gains.

Deanery monitors the implementation phase of this process defined together with the Istanbul University administration and makes some improvements in parallel.

At the beginning of the Fall and Spring Semesters, faculty monitors the performance status of the faculty members through AVESIS data. Academic Publication Support Unit [formerly Academic Publication Monitoring and Support Coordinatorship] (EVIDENCE: 29) listed the performance statistics from AVESİS and created academic activity reports (EVIDENCE: 30). The faculty downloaded the performance statistics from Avesis and shared and evaluated the results at the academic board meetings (EVIDENCE: 31).

At the end of each semester, the “course and instructor evaluation survey” (EVIDENCE: 32) conducted through AKSİS and the “student satisfaction survey” ((EVIDENCE: 33) conducted by the Education Coordinator at regular intervals (1, 3, 4, 5, 7, 12, 14) Questions) (EVIDENCE: 34)) were used to measure the academic performance of the instructors.
In the focus group meeting held with the lecturers in November 2022, the opinions of the lecturers about the appointment, promotion and assignment were taken. The answers to the question about what should be paid attention to in appointments, promotions and assignments focused on the fact that the appointment-promotion criteria should be arranged in a way that overlaps with the realities of the theology field, and the appointment promotion criteria should also contribute to the development of the academician (EVIDENCE: 35).

Istanbul University has made changes to the Academic Promotion and

Appointment Criteria and the Criteria for Reassignment of Faculty Members to develop and encourage the research and teaching competencies of the faculty members, and in this process, the faculty has received the opinions of the faculty members.

In this regard, the University intends to make some changes related to the reassignment of the Assistant Professor. The University has requested the Faculty members to inform the University about the planned updates regarding the i."Criteria for contracted faculty members", ii."Criteria to be taken into account in Research Assistant and Assistant Professor appointment renewals" in the 2021-2022 academic year. Upon this, the Deanery held a meeting with the Faculty members about the criteria in question (EVIDENCE: 36) . As a result of the consultations at the meeting, the suggestions of the lecturers (EVIDENCE: 37) were sent to the University for evaluation (EVIDENCE: 38) .

Istanbul University has made changes in the Academic Promotion and Appointment Criteria in 2021. In this process, the University invited the Deputy Dean of the Faculty Appointment Criteria Responsible and the Committee Members to the commission meeting held to evaluate the issue and received the opinion of the Faculty (EVIDENCE: 39) . The change proposal sent by the university to the Council of Higher Education regarding the aforementioned criteria has been accepted (EVIDENCE: 40).

The Research and Development Coordinatorship made the necessary preparations to organize a workshop in December 2022 to review the Research and Development standards of the Institution and to harmonize the practices with the regulations of our university in Research and Development activities (EVIDENCE: 41), (EVIDENCE: 42). For this purpose, from the sub-units -defining the activities and clarifying their types, -If there are exceptional and special academic study types of the Faculty of Theology, how they can be transformed according to the relevant regulations, etc. They were requested to prepare a draft regulation on their field of study (EVIDENCE: 43). In the report submitted by the Project Support Unit,

suggestions regarding some project types included in the Assignment and Promotion Criteria were found. It has been suggested that the "review/edition critique" should be included in the book translation section of the assignment promotion criteria with an explanation and commentary, with a separate title if possible (EVIDENCE: 44).

The faculty controls and monitors the actual assignment and promotion scores at the end of the spring semester of the academic year. In the last control, the performance indicators for the year 2022 were examined, it was determined that the average score for the appointment of faculty members was above the targets and this situation was written in the faculty performance report (EVIDENCE: 45) .

The faculty was first prepared in 2013 (EVIDENCE: 46) in order to see the educational backgrounds and areas of expertise of faculty members more holistically. This booklet was updated in 2022 (EVIDENCE: 47) .

Table 24: Recruitment, Promotion, and Appointment Criteria

Subject:	**Processes of Monitoring the Recruitment, Promotion, and Appointment Criteria**
Responsible Unit:	Dean's Office ViceDean of Personnel Faculty's Appointment and Promotion Commission, Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	Higher Education Law No. 2547 (According to Articles 23, 24 and 26 of the same Law, Article 65, paragraph a, subparagraph 4; Article 31)

	Istanbul University Academic Promotion and Appointment Criteria (January 2021 revision) Regulation on Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions Regulation on Foreign Language Teaching in Higher Education Institutions and the Principles to be Followed in Foreign Language Teaching
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff Students Publication Support Unit Rector
External Stakeholders:	Unit Advisory Board CoHE
International Stakeholders:	-
Application Areas:	Staff workflow Norm staff plan Appointment procedures for Assistant Professor Appointment procedures for Research Assistant Assignment stage of External teaching staff

	2022-2023 Fall Semester Article on the Courses to be Taught: Stakeholder participation in course assignments Departmental Reply Regarding the Courses to be Taught in the Fall Semester of 2022-23 Faculty Administrative Board Decision Regarding the Courses to be Taught in the Fall Semester of 2022-2023
Monitoring Mechanisms:	"Survey on the evaluation of Courses and Teaching staff" conducted on AKSİS Questions and Answers of Student satisfaction survey (2021) (questions 1, 3, 4, 5, 7, 12) Questions and Answers of Student satisfaction survey (2022) Teaching staff focus group interview (2022) Monitoring the performance status of teaching staff over AVESIS data Academic Appointment and Promotion Performance Schedule
Performance Indicators	Student satisfaction survey results (2020-21) 69.3 percent of the students found the instructors competent in their fields, 46 percent found the number of professors in the fields sufficient, 24.3 percent found them insufficient, 41.1 percent found their teaching

	skills good, and 53.6% found them successful in planning their lessons and complying with this plan. It is seen that 59.2 percent consider their academic studies to be of high quality, and 64.2 percent think that they give the necessary importance to their lessons. Student satisfaction survey results (2021-22) 53.3 percent of the students stated that the instructors paid due attention to their lessons, 58.4 percent took care to use up-to-date resources, 59.5 percent of the students stated that the course content was compatible with the course, that the lecturers informed themselves about the purpose and content of the courses at the beginning of the semester, and 56.7 percent expressed themselves freely. It looks like he thinks they can. Course assignment criteria are based on areas of expertise The number of students per lecturer is 29
Date of Evaluation and Improvement:	Revising Istanbul University Academic Promotion and Appointment Criteria (January 2021 revision) Meeting Invitation for Academic Promotion and Appointment Criteria Evaluation Commission

	Change/improvement plan for reassignment of assistant professors (2022) R&D Coordinatorship R&D Workshop preparations (December 2022) Project Unit Coordinatorship report on appointment promotion criteria (December 2022)
Place of Sub-criteria in the Information Management System:	AVESİS Faculty Website Google Drive Quality Management System e-mail address

Maturity Level

The results of the practices related to recruitment, appointment, promotion and course assignment criteria are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution's appointment, promotion and course assignment criteria and processes are defined. As per the articles 23, 24 and 26 of the Higher Education Law numbered 2547, the fourth subparagraph of the paragraph (a) of the 65th article of the same Law was taken as a basis in the promotion and appointment to the faculty members. It also acted in accordance with the IU Academic Promotion and Appointment Criteria, which were determined by the University and accepted by CoHE on 11.01.2021. In determining the norm staff, it acted in accordance with the Regulation on the Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions. In case of need, the selection and invitation of the

teaching staff to give lectures to the Faculty from outside is made in accordance with the 31st article of the Law No. 2547.

2. The institution has examined the site-specific needs in planning. The Dean's Office met with the heads of the departments before the start of each academic year, evaluated the staff situation, and determined whether there was a need for field-specific instructors. While selecting the academic staff to be assigned to the English Theology program, the requirement to have at least 85 Foreign Language Exam scores was sought, and the university from which they graduated was taken into consideration. In the Faculty, which has a rich teaching staff, the professors of its own department have given each course, and all the lectures have been attended by lecturers who are suitable for research and specialization from the relevant department. In the undergraduate programs, the elective and compulsory courses to be taught in the departments and the instructors who will take the courses were determined by the Faculty Administrative Board, after examining the Decision of the Department Board.

3. The results of these applications were followed up. Performance statistics received from AVESİS by the Academic Support Publication Unit were listed, and academic activity reports were created. The academic performances of the academic staff were monitored with the data obtained from AVESİS, and the performances of the departments were shared with the lecturers at the Academic Board Meetings. The faculty controlled and monitored the actual assignment and promotion scores at the end of the spring semester of the academic year. The average score for the appointment of faculty members was determined and a faculty performance report was prepared. In the focus group meeting held in November 2022, questions were asked about the appointment and promotion criteria and the opinions of the lecturers on this subject were obtained. With the "student satisfaction surveys" conducted by the Education Coordinator at regular intervals, information was obtained about the academic performance of the instructors from the eyes of the students.

4. The institution made some improvements by taking the opinions of internal stakeholders regarding the Academic Promotion and Appointment Criteria. In this context, the University requested the faculty members of our faculty to inform the University about the updates planned for the reappointment of the doctoral faculty members. Thereupon, the Dean's Office held a consultative meeting with the faculty members about the said criteria. As a result of the consultations at the meeting, the suggestions made by the faculty members were sent to the University for evaluation. The University has made changes to the Academic Promotion and Appointment Criteria in 2021. In this process, the University invited the Faculty Assignment Criteria Deputy Dean and commission members to the committee meeting held to evaluate the issue and received the opinion of the Faculty. The R&D Coordinatorship made the necessary preparations for organizing a workshop in December 2022 to review the R&D standards of the Institution and to harmonize the practices with the regulations that our university is bound by in R&D activities, and requested the sub-units to prepare a draft regulation for their field of study. In the report submitted by the Project Support Unit, suggestions regarding some project types included in the Assignment and Promotion Criteria were found. It has been suggested that the “review/edition critique” should be included in the book translation section of the assignment promotion criteria with an explanation and interpretation – with a separate title if possible.

The List of Evidence

1. The Quality Manual
2. Staff Workflow
3. The Higher Education Law
4. IU Academic Promotion Appointment Criteria
5. Regulation on Determination and Use of Academic Staff Norm Staffs in State Higher Education Institutions
6. Norm Staff Plan for 2021_2022
7. Norm Staff Plan for the Year 2022_2023

8. Dr. Instructor Member Assignment Procedures
9. Research Assistant Preliminary Evaluation Form
10. Research Assistant Jury Evaluation Result
11. Research Assistant Appointment Procedures
12. Prof. Dr. Mehmet Mahfuz Söylemez Assignment Letter
13. Assoc. Dr. Ahmet Erhan Şekerci Assignment Letter
14. Dr. Instructor Member Abdullah Tırabzon Assignment Letter
15. Prof. Dr. Ali Öztürk Dean Appointment
16. Prof. Dr. Erhan Özden Rector Appointment
17. Assoc. Dr. Ahmet Temel Ambassador Appointment
18. External Instructor Assignment Stages
19. İsmail Balkanlıoğlu MEB Personnel Assignment
20. Turan Koçtürk MEB Personnel Assignment
21. Religious Staff Assignment
22. Number of Faculty of Theology Instructors
23. Number of Students per Faculty Member
24. Instructor and Field of Expertise
25. Regulation on Foreign Language Teaching and Principles to be Followed in Higher Education Institutions
26. Letter to the Departments Regarding the Courses to be Taught in the Fall Semester of 2022-2023
27. Answer from the Department Regarding the Courses to be Taught in the Fall Semester of 2022-23
28. Faculty Administrative Board Decision Regarding the Courses to be Taught in the Fall Semester of 2022-2023
29. Academic Publication and Performance Monitoring and Support Coordinator Job Description
30. Academic Performance Report
31. Academic Board Meeting Minutes
32. Example of AKSİS Course-Instructor Satisfaction Survey Results
33. Student Satisfaction Survey Results (2020-21)
34. Student Satisfaction Survey Results (2021-22)

35. Focus Group Discussion_Academic Staff
36. Advisory Meeting on Appointment Criteria
37. Faculty of Theology Appointment Renewal Proposals
38. Faculty of Theology Appointment Renewal Proposals İstanbul University Post Office
39. Academic Promotion and Appointment Criteria Evaluation Commission Meeting Invitation
40. IU Academic Promotion and Appointment Criteria Change Request Acceptance
41. Research and Development Standards Workshop Preparations
42. Research Development Standard Setting Preparations Presentation
43. Requirements from the Units for the Establishment of Research and Development Standards
44. Project Support Unit Report
45. Academic Appointment and Promotion Performance Schedule
46. Faculty Introduction Booklet 2013
47. Faculty Introduction Booklet 2020

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

In order to increase the competence of our faculty in the teaching process, our faculty has made practices and plans in accordance with the defined process in the Quality Manual (EVIDENCE: 1). Education Coordinatorship (EVIDENCE: 2) and Dean's Office carried out the process related to education and training competency.

Each of the lectures in the curriculum of the faculty are given by lecturers who have expertise and academic qualifications (EVIDENCE: 3). The teaching staff has been formed in accordance with the intensity of the courses of the department (EVIDENCE: 4) .

From time to time, our faculty has provided the teaching staff, who are thought to have important contributions in their fields, to conduct the courses by assigning them to our faculty by invitation method. As a matter of fact, in 2018, Prof. Dr. Ahmad Atif AHMAD has been a guest in the English Theology Program for a semester. (Also see B.4.1. Criteria for Appointment, Promotion and Assignment, Table: 3) (EVIDENCE: 5).

Again, in order to increase the quality and quantity of teaching staff, foreign faculty members were employed from various countries, especially from Arab countries. The employment of these lecturers has been within the framework of the principles determined by the Council of Higher Education on the "Decision of the Council of Ministers on the Principles of Employing Foreign Lecturers in Higher Education Institutions" (EVIDENCE: 6) and the Rector's "Istanbul University Personnel Department Human Resources Management Procedure" (EVIDENCE: 7) (5.2.1.6 Employment of Foreign Contracted Lecturers). Accordingly, since 2013, faculty members from countries such as England, Egypt, Syria and Iraq have been employed in the Faculty (EVIDENCE: 8) . Thanks to ERASMUS and bilateral agreements, our faculty sent guest lecturers abroad and also accepted guest lecturers (EVIDENCE: 9, EVIDENCE: 10).

The faculty is based on active learning in accordance and student-centered education with the "IU Associate and Undergraduate Education Regulations" (EVIDENCE: 11) and education policy (EVIDENCE: 12) in its education processes. Curriculum, course materials, course delivery procedures and other issues have been prepared on this basis. Instructors carried out course content, assignments, projects and similar activities within the framework of the same principles and constantly updated them in parallel with the developments in educational Technologies (EVIDENCE: 13) .

Distance education in the institution is carried out in two ways; the first is within the framework of the Theology Completion Program (ILITAM) (EVIDENCE: 14) ; the other was due to the global pandemic. ILITAM program

has been implemented in the institution since 2010. ILITAM program is carried out with the technical facilities of the Open and Distance Education Faculty (EVIDENCE: 15) .

During the global pandemic that occurred in March 2020 and continued to have an impact in 2021, distance education was conducted through the Learning Management System (OYS) (EVIDENCE: 16) located in AKSIS. The Distance Education application, which started in March 2020, has continued completely in the fall and spring semesters of 2020-2021 and partially since the fall semester of the 2021-2022 academic year. In this system, all online courses are given in the form of live lessons. Students entered with their AKSIS passwords and followed the lessons live. Graduate courses, thesis defense, finished meetings with graduate students, proficiency exam, thesis monitoring committee meetings, exams, such as the implementation of all activities within the scope of education and training reviewed by way of distance education (EVIDENCE: 17) .

Our university has prepared Turkish and English guides and videos for the lessons to be conducted remotely during the epidemic process and uploaded them to the "live lesson guide" menu of the Learning Management System and presented them to the service of the instructors (EVIDENCE: 18) , (EVIDENCE: 19).

Within the university, there are various training programs aimed at increasing the active learning and teaching competencies of the instructors. Continuing Education Application and Research Center (SEM) (EVIDENCE: 20) offered online training to the instructors under the name of "Trainer's Training" (EVIDENCE: 21). Apart from this, the platform is enriched by uploading various training videos, presentation books, etc. to the E-in-service training portal in order for the instructors to improve their teaching competencies (EVIDENCE: 22) , (EVIDENCE: 23). There is a training book, training video and presentation on distance education on the platform. Two training videos, a guide and a presentation on the program qualifications and the preparation of the learning outcomes of the course have been

uploaded to the website of the Istanbul University Education Coordinator ((EVIDENCE: 24), (EVIDENCE: 25)). In addition, University staff and students were able to benefit from free training at the "Research Methods Training and Application Center"(AYEUM) (EVIDENCE: 26) , to which the University library is subscribed (EVIDENCE: 27) , with their corporate e-mail addresses.

The faculty has made improvements by holding some training seminars in the periods and areas it needs to increase the teaching competence of the teaching staff. In this context, training seminars for distance education were held in the Faculty in the 2020-21 academic year during the Pandemic process. On September 10, 2020, Dr. Zarife Şeyma Altın held a two-session training seminar titled "Distance Education from Planning to Evaluation: Learning and Teaching Process" for all faculty members in the Faculty. In the seminar, information was given about the methods, use of techniques and material development to support active learning in online education (EVIDENCE: 28) .

In order to contribute to the development of the teaching competencies of the faculty members in the field of measurement and evaluation, "Multiple Choice Question Preparation" seminar was held by Dr. Süleyman Abanoz for all faculty members (EVIDENCE: 29).

In order to increase the quality of the presentations used by the faculty members and to capture a common design feature in all of them, the Education Coordinatorship has developed a presentation format. Along with a sample presentation prepared in this format, "PPT Presentation Preparation Guides" (EVIDENCE: 30) were uploaded to Istanbul Theology Common Drive and made available to faculty members (EVIDENCE: 31).

Our Faculty's Project Support Unit organizes various presentations and training activities in order to improve the knowledge and skills of the instructors in preparing and conducting projects. The unit first applied a survey (EVIDENCE: 32) to the faculty members in order to determine the training programs that the faculty instructors may need in preparing projects, and then made the training planning as a result of the feedback

they received (EVIDENCE: 33), (EVIDENCE: 34). Among the project support trainings organized by the Coordinatorship for academic staff, we can give examples of the "Project Introduction Seminars" held on 14.10.2020 (EVIDENCE: 35) and the "Research Project Preparation Training in Theology" (EVIDENCE: 36) held on 16-17 January 2021. Project Support Coordinatorship continued to work with the invitation of a project owner to give a seminar every month in the fall semester of the 2022-2023 academic year (EVIDENCE: 37) . On November 7, 2022, Özgür Kavak gave a seminar in our Faculty to share his project experience (EVIDENCE: 38).

One of the practices aimed at increasing active learning and teaching competency at the university, as well as a follow-up system, is the course-instructor satisfaction surveys, in which the competency of the faculty members in the teaching process is measured. The results of the questionnaires (EVIDENCE: 39, EVIDENCE: 40) applied as a prerequisite for students to see the exam results on AKSIS were also analyzed by Istanbul University and shared with the Faculty. The analysis results submitted to the faculty were shared with the teaching staff by the Unit Quality Coordinator (EVIDENCE: 41). Lecturers were able to see their course and teaching competency on the figures based on the data obtained from these surveys, and it was possible to monitor whether a lecturer made the necessary improvements with the results of the next survey.

In addition to this, the AKSİS system also allows the instructors to create questionnaires to get opinions from the students on various issues (EVIDENCE:42). Instructors conducted surveys on subjects related to learning, teaching and assessment and evaluation process (EVIDENCE: 43).

Another type of questionnaire that measures the teaching competence of faculty members is the Student Satisfaction Questionnaire, which is administered by the Education Coordinator of our Faculty at regular intervals (EVIDENCE: 44), (EVIDENCE: 45). According to the results of the student satisfaction survey for the 2020-21 academic year (questions 1, 4, 5, 6, 7, 8, 11, 12, 13), 69.3 percent of the students find the teaching staff to be

competent in their fields, and 41.1 percent of them find their teaching skills to be good, and 53.6 percent of them think that they were successful in planning their lessons and complying with this plan, 59.2 percent of them find their academic studies to be of good quality, 52.2 percent of them think that they were successful in preparing exam questions, 61.2 percent of them think that the exams were evaluated fairly, and 64.2 percent of them think that they gave the necessary importance to their courses, 61 percent of them find their communication with students positive. According to the results of the student satisfaction survey for the 2021-22 academic year, 53.3 percent of the students show that the teaching staff pay attention to their courses, 58.4 percent of them think that they take care to use up-to-date resources, 59.5 percent say that the course content and the course are compatible, and that the teaching staff informed the students about the purpose and content of the courses at the beginning of the semester. The teaching staff has been found objective and transparent in the measurement and evaluation process by 42 percent of students. 43.6 percent of students find the teaching staff sympathetic to themselves, and 56.7 percent of them say that they can express themselves freely. The survey results were analyzed and shared with our faculty members at the Academic Board meeting and evaluated (EVIDENCE: 46).

Another channel through which the academic performance of the faculty members can be followed is the processes defined in the Institution in terms of appointment, promotion and assignment. “IU Academic Promotion and Appointment Criteria” accepted by CoHE were applied (EVIDENCE: 47) in these subjects.

At the beginning of the fall and spring semesters, the faculty followed the performance status of the faculty members with the academic activity reports prepared periodically by the Academic Publication Support Unit based on AVESIS data (EVIDENCE: 48). The Deanship shared and evaluated the results with the academic staff at the academic board meetings (EVİDENCE: 49).

The Faculty of Theology monitors the practices in the process of increasing the teaching competence of the teaching staff and makes some improvements. In this context, the criteria for academic promotion and appointment have been updated in order to encourage the teaching staff to increase their teaching competence, and the certificates received within the scope of "Training the Trainer" which contribute to the teaching competencies of the teaching staff, are among the criteria in question (EVIDENCE: 50) . This training is an incentive to follow the developments in the education methods of the instructors.

The faculty conducts some checks to increase the teaching competence of the instructors and takes some measures for the issues it deems lacking. The Deanery reminded the instructors on various platforms about updating the syllabuses (EVIDENCE: 51). The Deanery has written articles on the correction of the syllabuses of the courses that have been filled incompletely or incorrectly (EVIDENCE: 52).

Within the scope of improvement, “Submission Monitoring and Analysis Working Group” was established. The Education Coordinatorship reported that a "Submission Follow-up and Analysis Working Group" should be established under the Education Coordinatorship, in order to ensure that the follow-up of the syllabuses is systematic, citing that there are some deficiencies in the syllabus control and follow-up process (EVIDENCE: 53). Accordingly, it has been planned to form the Curriculum Follow-up and Analysis Working Group, starting from the 2022 Spring semester, with the participation of an instructor from each department, one of the internal stakeholders, in order to ensure that the course outcomes are matched with the program objectives, program outcomes and discipline-specific outcomes (EVIDENCE: 54). The Faculty, taking into account the recommendation of the Education Coordinator, decided to establish the Curriculum Follow-up and Analysis Working Group as an improvement activity by discussing it at the Faculty Board (EVIDENCE: 55).

In order to disseminate the practices in the education coordinator faculty, a

seminar program has been planned for the instructors to ensure that the course gains are realized with different activities in and out of the classroom and that the syllabuses are reconsidered in this respect (EVIDENCE: 46). On 04.01.2023, a syllabus preparation seminar was given to the faculty members by Asst. Prof. Zarife Şeyma Altın (EVIDENCE: 57).

Another step taken to improve teaching competency was related to the surveys conducted over AKSİS. The Quality Unit Coordinator has identified some problems with the survey results (EVIDENCE: 58) and conveyed this to the Dean's Office in accordance with the process in the Quality Handbook. Upon this, the faculty took steps to improve. The system is arranged in such a way that the student cannot see their grades without completing this questionnaire. However, this method caused the students to fill in the questionnaire quickly (by ticking the options seen at first glance on the mobile phone screen) in order to view the grades. In this case, unhealthy results were obtained. This problem has been communicated to the Rectorate with an official letter (EVIDENCE: 59) .

One of the improvements made in order to support faculty teaching services and improving their competencies in this field is Darulfünun Publications, which mediated and supported the establishment of our faculty in order to publish the works of faculty faculty members (EVIDENCE: 60), (EVIDENCE: 61). Deanery presented the need in this field to our external stakeholder, Darulfünun Theology Foundation (EVIDENCE: 62), and after the decision of the Board of Directors of Darulfünun Theology Foundation (EVIDENCE: 63) , which also included the faculty members of our faculty, Darulfünun Theology Foundation established Darulfünun Publications. The first work published in the publishing house was the "Silsiletü Istanbul Arabic Education Set" prepared by the faculty members to be taught in Arabic preparatory classes (EVIDENCE: 64).

In the meeting of the Unit Quality Coordinatorship dated 02.02.2023, it was decided to create an institutional e-mail address for each department and to create a material pool by storing the course materials in the Drives of

these e-mail addresses in order to make the education and training activities of the Faculty more organized and institutional (EVIDENCE: 65). For this purpose, an informative letter on the subject was sent to the departments, and they were requested to create an official e-mail (EVIDENCE: 66).

The faculty also followed the distance education process and sought the opinions of our internal stakeholders and made improvements. The Faculty has managed the education process during the pandemic period in line with the feedback of the instructors and students on distance education and exams. A questionnaire was applied to measure the tendencies of the lecturers on distance education and exams during the pandemic process with concrete data (EVIDENCE: 67). The Faculty Administration asked the instructors to choose the exam type (multiple choice, classic and homework) for the 2020-21 Academic Year Spring semester midterm and final and prepared the exam program in accordance with these preferences (EVIDENCE: 68). In order to measure the efficiency of online courses and exam types for students and to get their opinions, a "Student Tendency Survey for Fall Term Courses" was conducted (EVIDENCE: 69).

At the meeting of the Quality Coordinatorship dated 11.10.2022, it was decided to apply a satisfaction survey to the faculty teaching staff and to hold a focus group meeting with them (EVIDENCE: 70). Thereupon, a focus group interview was held with the faculty members (EVIDENCE: 71). The interview was held with 9 teaching staff. In terms of improving education and training activities, teaching staff drew attention to issues such as improving course syllabuses, conducting a student-centered education and training activity, assigning academic staff less in administrative affairs, making improvements in physical conditions, and providing a transparent and objective basis for measurement-evaluation processes. In the question about the quality of the teaching methods and techniques that should be followed in the lessons, the idea that an education model suitable for the multidisciplinary structure of the faculty should be studied, an education model in which the student is the focus and the library and research-

development activities should be at the forefront.

The Faculty conducted a Faculty Satisfaction Survey to measure the satisfaction of our instructors with their working conditions (EVIDENCE: 72). According to the results of the survey, it is seen that 49.5 percent of the teaching staff is satisfied with the educational environment, 22 percent are moderately satisfied, and 28.6 percent are dissatisfied. With the aforementioned questionnaires and focus interviews, it is aimed to improve the working conditions of the teaching staff, thus increasing the quality of education and training.

Another improvement step, as included in the 2023 Action Plan, is the planning of the Education Coordinatorship to organize "Education-Training Competence Seminars" to improve the educational competencies of the instructors. (EVIDENCE: 73)

The Education Coordinator carries out the process of teaching competence. The Unit Quality Coordinatorship monitors the process in terms of quality; It presents its determinations and proposals to the Dean's Office for discussion at the Quality Commission in June and November (EVIDENCE: 74) . The Commission gathers in July and December, examines the reports from the coordinators and reports its evaluations to the Dean's Office (EVIDENCE: 75) . In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements (EVIDENCE: 76).

Table 25: Teaching Competence (Active learning, distance education, assessment and evaluation, innovative approaches, material development, qualification and quality assurance system)

Subject:	**Process of Monitoring Teaching Competence**
Responsible Unit:	Dean's Office Education Coordinatorship, Study Tracking and Analysis Working Group

	Academic Publication Support Unit Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	Job Description of Education Coordinatorship (2021) Istanbul University Associate and Undergraduate Education and Training Regulations Procedures and Principles Regarding Distance Education Faculty education policy Istanbul University Academic Promotion and Appointment Criteria (January 2021 revised) Continuing Education Application and Research Center
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, Students,
External Stakeholders:	Unit Advisory Board
International Stakeholders:	-
Application Areas:	Criteria for assigning a course Invitation of lecturers to strengthen the teaching staff Theology Completion Program (ILITAM)

	Learning Management System Learning Management System “live lesson guide” Online training under the name of SEM "Trainer's Training" E-in-service training portal training materials Distance Education Seminar from Planning to Evaluation (2020) Multiple Choice Question Preparation Seminar Curriculum Preparation Seminar for Instructors (January 2023) PPT Presentation Preparation Guides
Monitoring Mechanisms:	Example of satisfaction survey questions and results that measure the teaching staff competency applied through AKSİS (2021) Questions and Answers of Student satisfaction survey (2020-21) Questions and Answers of Student satisfaction survey (2021-22) Questionnaire on the opinions of lecturers about online courses and exams (2021) Student tendency survey for fall semester courses in distance education during the pandemic period (2021)

	Questions and Answers of Faculty satisfaction survey (2022) Faculty members focus group discussion report (2022)
Performance Indicators:	Satisfaction survey analysis results measuring the instructor competence applied over AKSİS (2017-2020) The course rating ranged from 2.7 to 2.6, and the instructor rating ranged from 2.7 to 2.5. Student satisfaction survey results 1 (2020-21) (question 1, 4, 5, 6, 7, 8, 11, 12, 13) According to the survey conducted in the 2020-21 academic year: 69.3 percent of students found the instructors competent in their fields, 41.1 percent found their teaching skills good, 53.6% found them successful in planning their lessons and complying with this plan, and 59.2 percent found them successful. It is seen that they find their studies of good quality, 52.2 percent find it successful in preparing exam questions, 61.2 percent think that the exams are evaluated fairly, 64.2 percent think that they give the necessary importance to their lessons, and 61 percent find the communication with the students positive. Student satisfaction survey results 2 (2021-22) According to the survey conducted in the 2021-22 academic year: 53.3 percent of the students

	show that the instructors pay due attention to their lessons, 58.4 percent take care to use up-to-date resources, 59.5 percent say that the course contents are compatible with the course, and that the lecturers are concerned about the purpose and content of the courses at the beginning of the semester. It is seen that they think they inform themselves, 42 percent think they are objective and transparent in the measurement and evaluation process, 43.6 percent are understanding towards themselves, and 56.7 percent think they can express themselves freely.
Date of Evaluation and Improvement:	Recommendation of the Education Coordinatorship on the establishment of the "Submission Follow-up and Analysis Working Group" (November 2022) Board of Directors Decision on the Establishment of the Curriculum Follow-up and Analysis Working Group (November 2022) Education Plan of the Education Coordinator for Teaching Staff on Curriculum Preparation (November 2022) Decision on the collection of course materials in a common pool (January 2023) and a notification letter to the departments regarding this (January 2023) Quality Coordinatorship Meeting on focus group discussion with the instructors (November 2022)

	Planning of "Education-Training Competence Seminars" by the Education Coordinator (Action Plan 2023)
Place of Sub-criteria in the Information Management System:	ILITAM AKSIS Faculty Website Quality Management System e-mail address AVESİS

Maturity Level

The findings obtained from the practices aiming to improve the teaching competence of the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution is based on active learning and student-centered education in accordance with the "Istanbul University Associate and Undergraduate Education Regulations" and "Education-teaching policy". Instructors carried out course content, assignments, projects and similar activities within the framework of the same principles and constantly updated them in parallel with the developments in educational technologies. Distance education at the institution (ILITAM) was carried out in accordance with the "Procedures and Principles Regarding Distance Education in Higher Education Institutions". In order to systematize the follow-up of the syllabuses, the "Submission Follow-up and Analysis Working Group" was established under the Education Coordinatorship. The teaching competency of the lecturers was supported with various trainings planned by the Education Coordinatorship in order to ensure that the lecturers have professional

competency, competencies in line with the requirements of the age and lifelong learning skills. “B.4.1. As stated in the title of “Assignment, Promotion and Assignment Criteria”, faculty employment and promotions were carried out in accordance with defined processes such as regulation and law. In parallel with this, it has been ensured that the courses are given by instructors, each of whom has expertise and academic qualifications, and the teaching staff is formed in accordance with the intensity of the courses belonging to the departments.

2. There is a Continuing Education Application and Research Center (SEM) within the University for the development of active learning and teaching competencies of the instructors. It offered online training to the instructors under the name of "Training the Trainer". In addition, there is a training book, training video and presentation on distance education on the e-in-service training portal. Two training videos, a guide and a presentation on the program qualifications and the preparation of the learning outcomes of the course have been uploaded to the website of the Istanbul University Education Coordinatorship. In the 2020-21 academic year, training seminars for distance education were held on the transition to distance education due to the pandemic. For example; On September 10, 2020, Assistant Professor Zarife Şeyma Altın held a two-session training seminar titled “Distance Education from Planning to Evaluation: Learning and Teaching Process” for all faculty members. In the seminar, information was given about the method, use of techniques and material development to support active learning in online education. The university has prepared Turkish and English guides and videos for the lessons to be conducted remotely during the epidemic process and uploaded them to the "live lesson guide" menu of the Learning Management System and presented them to the service of the instructors. In order to increase the quality of the presentations used by the instructors and to achieve a common design feature in all of them, the Education Coordinatorship has developed a presentation format. Along with a sample presentation prepared in this format, "PPT Presentation

Preparation Guides" were uploaded to the Istanbul Theology Common Drive and made available to faculty members. The Education Coordinatorship held a seminar on 04.01.2023 to improve the competencies of the instructors in preparing syllabus.

3. In order to improve the teaching competence of the faculty members of the institution, the results of their practices are monitored through various mechanisms. These are: "course and lecturer satisfaction survey" (end of each semester), "student satisfaction survey" (2020-21, 2021-22) conducted by the Education Coordinator at regular intervals, "instructor satisfaction survey" created as an improvement (2022), “instructor focus group discussion” (2022); It is in the form of "the survey on the opinions of the instructors about online courses and exams" (2021), "student disposition survey on the fall semester courses in distance education" (2021), which are made when needed as a requirement of the conditions.

4. The results of the above-mentioned follow-ups were evaluated together with the stakeholders and measures were taken. One of these improvements is the creation of the “Submission Monitoring and Analysis Working Group”. After the Education Coordinatorship stated that there were some deficiencies in the syllabus control and follow-up process, the "Submission Follow-up and Analysis Working Group" was established under the Education Coordinatorship by the decision of the Board of Directors on 29.11. The Education Coordinatorship planned a syllabus preparation seminar on 08.11.2022 to improve the competencies of the instructors in preparing syllabus and the said seminar was held on 04.01.2023. Another improvement was the creation of an institutional e-mail address for each department in order to create a material pool by storing course materials in order to make the education and training activities of the Faculty more organized and institutional. At the meeting of the Unit Quality Coordinator dated 02.01.2023, it has taken a decision regarding this. Subsequently, an informative letter on the subject was sent to the departments, and they were requested to create an institutional e-mail. Another improvement step,

as included in the 2023 Action Plan, is the planning of the Education Coordinatorship to organize "Education-Training Competence Seminars" to improve the educational competencies of the instructors.

The List of Evidence

1. The Quality Manual
2. Training Coordinator Job Description
3. Instructor and Field of Expertise
4. Number of Faculty of Theology Instructors
5. Prof. Dr. Ahmad Atif Ahmad Appointment Letter
6. Council of Ministers Decision on the Principles of Employing Foreign Lecturers in Higher Education Institutions
7. Istanbul University Personnel Department Human Resources Management Procedure
8. Foreign Lecturers
9. Exchange Program Academic Staff Mobility Program
10. Prof. Dr. Reception of Mohammad Mumtaz Ali with Mevlana Exchange Program
11. IU Associate and Undergraduate Education and Training Regulations
12. IU Faculty of Theology Education Policy
13. IU Education Information System
14. Procedures and Principles Regarding Distance Education
15. Theology Distance Education Undergraduate Completion Program
16. Learning Management System
17. AXIS Page Example
18. OYS Live Lesson Guide Screenshot
19. OYS Live Lesson Guide
20. IU Continuing Education Center
21. Training of the Trainer Certificate Program
22. E-in-service training portal
23. E-In-Service Training Materials
24. IU Education Coordinator Education Material 1

25. IU Education Coordinator Education Material 2
26. AYEUM Membership
27. Research Methods Training and Application Center
28. From Planning to Evaluation, Distance Education Learning and Teaching Process Seminar
29. Multiple Choice Question Preparation Seminar Announcement
30. PPT Presentation Preparation Guides
31. PPT Presentation Preparation Shared Drive
32. Project Training Questionnaire
33. Project Support Coordinator Planning
34. Training Plan for Research Project Preparation in Theology
35. Project Training Seminars
36. Research Project Preparation Training in Theology
37. Project Support Unit Meeting Minutes
38. Project Experiences Seminar
39. AKSIS Course-Instructor Satisfaction Survey Results (2020)
40. AKSIS Course-Instructor Satisfaction Survey Results (2021)
41. IU Faculty of Theology Course and Instructor Evaluation Survey Results
42. AKSİS Survey Types
43. Questionnaire Sample Implemented Through AKSİS
44. Student Satisfaction Survey Results 2021
45. Student Satisfaction Survey Results 2022
46. Academic Board Meeting Minutes
47. IU Academic Promotion and Appointment Criteria
48. Example of Academic Activity Report
49. Academic Board Meeting Minutes
50. Academic Promotion and Appointment Criteria
51. Reminder to Fill the Curriculum
52. Article Sent to the Departments Regarding Filling the Curriculum
53. Training Coordinator Meeting Minutes
54. Training Coordinator Meeting Minutes

55. Establishment of the Curriculum Follow-up and Analysis Working Group Faculty Executive Board Meeting
56. Training Coordinator Meeting Minutes
57. Syllabus Filling Tutorial Article
58. Unit Quality Coordinator Meeting Minutes
59. Letter Sent to the Rectorate on the Results of AKSİS Student Satisfaction Survey
60. Darulfünun Publications
61. Darulfünun Publications Tax Board
62. Darulfünun Theology Foundation Foundation Deed
63. Minutes of Darulfünun Theology Foundation Board of Directors Meeting
64. Silsiletü Istanbul Arabic Education Set
65. Unit Quality Coordinator Meeting Minutes
66. Corporate E-Mail Request Letter
67. Questionnaire on the opinions of instructors about online courses and exams
68. IU Faculty of Theology Online Exam Preference Form
69. Student Prospecting for Fall Semester Courses
70. Quality Coordinator Meeting Minutes
71. Focus Group Discussion: Academic Staff
72. Faculty Satisfaction Survey Results
73. 2023 Action Plan
74. Quality Coordinator Evaluation Report
75. Quality Commission's Report to the Dean's Office
76. Faculty Administrative Board Decision

B.4.3. Incentive and Reward for Educational Activities

The faculty carried out incentives and rewards for educational activities in accordance with the process specified in the Quality Manual (EVIDENCE: 1).

Collaboration with the Corporate Communications Coordinator was carried out to make announcements of congratulations and appreciation messages and news on the Faculty website and various social media channels.

In the decision of the Board of Directors dated 21.12.2021, the Faculty determined the criteria for academic incentives and rewards. It has been decided that qualified activities will be rewarded with an Academic Achievement Certificate according to the determined criteria (EVIDENCE: 2). According to this:

1. According to the Academic Incentive Allowance Regulation, one (1) faculty member with the highest score from each department;

2. To the instructors who write articles, books, book chapters and encyclopedia articles published in journals scanned in Web of Science and foreign publishers;

3. To faculty members who have completed contracted R&D projects accepted by EU, TUBITAK, university;

4. To the faculty members who produce qualified academic studies approved by the Faculty Administrative Board

At the end of each Academic Year, an "Academic Achievement Certificate" is given.

In this framework, with the evaluation made on the information entered by the faculty members in AVESİS (EVIDENCE: 3), Res. See. Eyüp Ensar Öztürk, Assistant Professor Sümeyye Parıldar, Prof. Dr. Huseyin Hansu, Prof. Dr. Necmettin Kizilkaya, Prof. Dr. Ömer Mahir Alper and Prof. Dr. Servet Bayındır was awarded the "Academic Achievement" certificate in the International Academic Publication category. Receiving the highest scores on the basis of departments with their publications in 2020, Prof. Dr. Adnan Demircan, Assoc. Dr. Gülüşan Göcen and Prof. Dr. Necmettin Gökkır was awarded with an Academic Achievement Certificate in the category of "Academic

Incentive" (EVIDENCE: 4) .

The faculty awarded and congratulated the lecturers in the areas defined in the Quality Manual. Accordingly, it congratulated and appreciated its personnel who won awards such as Scientist of the Year, Artist of the Year, Young Scientist, Best Researcher, given within the university or in the public sector, and announced it on the Faculty website. In this context, Assoc. Dr. Ubeydullah Sezikli was deemed worthy of the Writers Union of Turkey (TYB) 2020's "Writers, Opinion Men and Artists" award (EVIDENCE: 5). Prof. Dr. Bekir Kuzudişli was awarded the Honorable Mention award of the TUBA 2021 Scientific Copyright Works Program (EVIDENCE: 6) . Prof. Dr. Ekrem Demirli was awarded the 2020 Necip Fazıl Intellectual Research Award (EVIDENCE: 7). Assistant Professor Saliha Uysal was awarded the Golden Pen Award (EVIDENCE: 8). Prof. Dr. Recep Alpyagil was deemed worthy of the Publishing Special Award within the scope of the Writers' Union of Turkey's Writer, Intellectual and Artists of the Year Awards (EVIDENCE: 9) . These achievements of the faculty members were announced on the official web page of the faculty.

As defined in the Quality Manual, the Faculty congratulated and appreciated the faculty members and the student who encouraged the students to work towards social contribution and achieved success in this field. In this context, for the selfless efforts they have shown in the transfer of the "Islamic Studies Institute" library and the "Islamic Economics and Finance Application and Research Center" library to Kuyucu Murat Pasha Madrasa, Prof. Dr. Ahmet Hamdi Furat and Prof. Dr. Certificates of appreciation were presented to Necmettin Kızılkaya (EVIDENCE: 10). The Faculty organized the "Hijri 1443 Mawlid-i Nebi Week" in September 2021. Elif Nur Temizay, our 3rd grade student, whose design she made in the "Prophet and Loyalty' Themed Wall Poster Competition" and whose work in the online survey was the most admired, was congratulated and rewarded by the Dean's Office (EVIDENCE: 11) .

The academic staff, who submitted new staff and duties as defined in the

Quality Manual, were verbally congratulated by our Faculty Dean at the Academic Board Meetings (EVIDENCE: 12). There is also a congratulatory message on the Faculty website (EVIDENCE: 13) .

A congratulatory message was sent via the Faculty website, e-mail group/whatsapp/bip group to the personnel who published a book, whose project was accepted, who successfully completed the project, who defended their thesis and who experienced similar situations as defined in the Quality Handbook (EVIDENCE: 14). At the same time, the newly published books of the faculty members were promoted on the Faculty website and various social media channels of Faculty (EVIDENCE: 15).

Another method of encouraging educational activities is the academic incentive allowance applied in accordance with the Academic Incentive Regulation. The data received from YÖKSİS every year were examined by the annual incentive commission (EVİDENCE: 16) and submitted to the Rectorate in the form of a report (EVIDENCE: 17).

As defined in the Quality Handbook, a message of condolences/get well soon was issued to the personnel who lost a relative, who had/had a serious illness, who had an accident, or faced similar situations, in order to strengthen the bond between employees and their commitment to the institution (EVIDENCE: 18) .

The faculty followed the results of the practices mentioned in this context and made improvements in the issues it deems lacking. In this context, “Award and Incentive Unit” was added to the Quality Unit Coordinator on 04.01.2022, based on the 34th decision of the Faculty Board of Directors Meeting dated 21.07.2020, to be responsible for the practices related to incentives and rewards ((EVIDENCE: 19), (EVIDENCE: 20)).

Another improvement regarding the incentive practices for educational activities is the implementation plan decision regarding the appreciation and awarding of the instructor with the highest score according to the results of the "course and instructor satisfaction survey" (EVIDENCE: 21)

conducted through AKSİS at the January 2023 Unit Quality Coordinatorship meeting (EVIDENCE: 22).

The Award and Incentive Unit carries out the applications related to the award and incentive. Quality Coordinator monitors the process in terms of quality; presents its determinations and proposals to the Deanery for discussion at the Quality Commission in June and November (EVIDENCE: 23) . The Commission gathers in July and December, examines the reports from its coordinators and reports its evaluations to the Deanery (EVIDENCE: 24) . In line with the evaluations of the commission, the Deanery takes the opinions of the stakeholders and makes the necessary improvements (EVIDENCE: 25).

Table 26: Incentives and Reward for Educational Activities

Subject:	**Processes of Monitoring Incentives and Reward for Educational Activities**
Responsible Unit:	Dean's Office Award and Incentive Unit Corporate Communication Coordinator Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	Decision of the Board of Directors on Granting Academic Achievement Certificate (December 2021) Creation of Award and Incentive Unit (January 2022)

	Award and Incentive Unit Job Description (November 2022 revision) Academic Incentive Regulation
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic staff
External Stakeholders:	-
International Stakeholders:	-
Application Areas:	The teaching staff who received academic achievement awards Appreciation of faculty members who received awards such as artist, scientist, thinker of the year Appreciation of the teaching staff who put forward studies for social contribution The teaching staff who are entitled to receive academic incentive allowance
Monitoring Mechanisms:	Course and teaching staff survey conducted on Aksis Academic incentive commission AVESIS scans

Performance Indicators:	Number of academic staff who received Academic Achievement Certificate: 9 The number of appreciation of faculty members who received awards such as artist, scientist, thinker of the year: 5 The number of appreciation of the lecturer who put forward works towards social contribution: 2 Number of academic staff receiving academic incentives (2021): 46
Date of Evaluation and Improvement:	Creation of the “Award and Incentive Unit” in November 2022 Action Plan 2023 Application plan for the appreciation and awarding of the instructor with the highest score according to the results of the "course and instructor satisfaction survey" conducted through AKSİS at the end of each semester (January 2023 Unit Quality Coordinatorship meeting)
Place of Sub-criteria in the Information Management System:	Faculty Website e-mail/WhatsApp/Bip groups Quality Management System e-mail address

Maturity Level

The findings obtained from the practices related to incentive and rewarding mechanisms for the institution's teaching staff are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The Dean's Office and the Award Incentive Unit, which was established in January 2022, carried out the incentive applications for the teaching staff's activities that will set an example in the field of education. In the decision of the Board of Directors dated 21.12.2021, academic incentive and rewarding criteria were determined. According to the data obtained from AVESİS, academicians who are candidates for the certificate of achievement were determined. In addition, verbal or written appreciation of the academic staff who put forward works towards social contribution, received awards such as scientist and artist of the year, presents new staff and duties, publishes books, defends their thesis, and whose projects are accepted, is another incentive field specified in the Quality Handbook. Announcements of the said applications on the Faculty website and social media channels were made in cooperation with the Corporate Communications Coordinator. Another rewarding mechanism for educational activities is the Academic incentive allowance, which is implemented according to the Academic Incentive Regulation. The data received from YÖKSİS every year were examined by the annual incentive commission and submitted to the Rectorate in the form of a report.

2. Implementations have been made in line with the plans stated above. For example; Based on the information received from AVESİS, 6 lecturers in the International Academic Publication category and 3 lecturers in the Academic Encouragement category were awarded with Academic Achievement certificates. 5 lecturers who received awards such as artist, scientist, thinker of the year; 2 lecturers who put forward works towards social contribution were appreciated. In 2021, 46 faculty members were

entitled to receive academic incentive allowance.

3. The findings obtained from the practices of the teaching staff regarding incentives and rewards were monitored by the Award and Incentive Unit through the data obtained from AVESİS.

4. The results of the monitoring were evaluated together with the stakeholders and precautions were taken. At the January 2023 Unit Quality Coordinatorship meeting, it was decided to plan for the appreciation and rewarding of the instructor with the highest score according to the results of the "course and instructor satisfaction survey" conducted through AKSİS at the end of each semester.

The List of Evidence

1. The Quality Manual
2. Faculty Administrative Board Decision Regarding Academic Achievement
3. Academic Performance Report Example
4. Faculty Members Receiving a Certificate of Achievement due to their Academic Activities
5. Ubeydullah Sezikli Award News and Congratulatory Message
6. Bekir Kuzudişli Award News and Congratulatory Message
7. Ekrem Demirli Award News and Congratulatory Message
8. Saliha Uysal Award News and Congratulatory Message
9. Recep Alpyagil Award News and Congratulatory Message
10. Faculty Members Receiving Certificate of Achievement for Their Social Contributions
11. Mevlid-i Nebi Wall Facade Competition Award
12. Academic Board Meeting Minutes
13. Examples of Congratulating Academic Staff for New Staff and Missions
14. Greeting Messages
15. Book launches
16. Academic Promotion Commission

17. Academic Encouragement Instructors
18. Condolence Messages
19. Award and Incentive Unit
20. Job Description of Award and Incentive Unit
21. AKSİS Course-Instructor Satisfaction Survey Result Example
22. Action Plan 2023 (SAR and attachments)
23. Quality Coordinator Evaluation Report
24. Quality Commission's Report to the Dean's Office
25. Faculty Administrative Board Decision

B.5. Learning Resources

B.5.1. Learning Resources

Issues related to faculty learning areas are stated in the Quality Manual (EVIDENCE: 1) and implementations related to learning areas have been carried out accordingly.

The learning resources of the faculty include classrooms, conference rooms, library, meeting rooms, and practice rooms. The distance education courses in the ILITAM program were held through the digital facilities of the Istanbul University Open and Distance Education Faculty (AUZEF) (EVIDENCE: 2). During the epidemic, the lessons in formal education were carried out online and live through the Learning Management System (ÖYS) module in AKSİS (EVIDENCE: 3).

As of 2022, there are 22 classrooms within the faculty. 4 of them are designed as amps. Two of the mentioned classrooms have a capacity of 30 students and five of them have a capacity of 48 students. Two of the amps have 120 and the other two have 98 student capacity (EVIDENCE: 4). Each of the classrooms and lecture halls is equipped with a projection and sound system. Classrooms are appropriate for students in terms of quantity and quality.

There are defined processes for the use of classrooms in the faculty and education is carried out accordingly. Classrooms and syllabuses are prepared one month prior to the semester and notified to students and faculty members at least 15 days before the courses begin (EVIDENCE: 5).

Besides the classrooms, there are practice rooms where students can spend their spare time. One conference hall for 300 people, two small conference halls, one library, one reading hall, two seminar halls, one soundproofed religious music laboratory with studio standards, one international student room (in the Dean's office), and two small mosques.

The Religious Music Laboratory consists of two sections. At the entrance, there is a music performance room where Turkish Music Theory lessons, mystic and mosque music practices, and instrument lessons are held. There are two small rooms designed as studios in this laboratory. One of these rooms is the recording room equipped with soundproofing material, and the other is the control room. In this section, the recordings of the compilation projects carried out by the Religious Music Department are recorded.

The faculty library has the capacity to provide research and study opportunities for up to 90 students at the same time. There are five internet-supported desktop computers in the library and all users can benefit from these computers (EVIDENCE: 6).

There is also a reading room beside the library.

The faculty library unit consists of specialist librarians and administrative staff. All activities in the library were carried out in line with the Istanbul University Libraries Regulation (EVIDENCE: 7).

The library provides the students with the resources they need for research, as well as the opportunity to study and prepare for exams. Within the scope of students' access to learning resources, the library is open between 08:30 and 20:00. As of 2021, there are about 2000 Ottoman period printed works in our library, as well as 13.700 books, 3775 theses, 2000 periodicals, 700

encyclopedias and dictionaries.

There is a scanning device in our library and an X-Ray device at the library entrance.

Within the scope of remote access to learning resources, the library has a very rich online database membership (EVIDENCE: 8). These remote-access databases increase the research opportunities for students and researchers. The user guide for e-resources has been published on the web page (EVIDENCE: 9).

There are periodicals, reference resources, theses, lending, and advisory units in the library area. The lending system in the library was implemented according to the defined process specified on the Faculty Library Website (EVIDENCE: 10).

The lending system in the library is based on the defined process determined by the central library. Academic and administrative staff, undergraduate and graduate students can borrow a maximum of five books for a period of fifteen days. Books are not loaned to outside researchers (EVIDENCE: 11). Materials, books, etc., which are not in the library but are available in other university libraries, are provided by the interlibrary loan method and loaned to users. Faculty members, undergraduate, and graduate students benefit from these interlibrary loan services.

There are smartboards with Internet connection in every classroom of the institution and the faculty members use them in their courses. By connecting to any page over the Internet, they can show some useful information about the course, and they can also make effective presentations to students by using their own computers or external memory. Presentations and demonstrations can be displayed by the projection system in each classroom. Students also improve their ability to make effective presentations with projectors and smart boards in all classrooms of the institution. Students can also use the smartboard and projection device with an Internet connection in the small conference hall.

All these devices have been used in conferences, symposiums, seminars, joint lectures, and some other events.

A total of five rooms, one in the faculty members' building (Block A) and four in the course building (Block B), have been allocated for workshops and group work. In these rooms, there are smart desks and projection devices with internet connection and students were able to benefit from them.

In addition to the computer/Internet facility in the library, the faculty has also established a computer/Internet laboratory for students for research and use in class activities when appropriate (EVIDENCE: 12) Students have the opportunity to use the Internet via Eduroam in faculty campus (EVIDENCE: 13). Faculty members and administrative staff also benefit from these opportunities

The processes related to the use of faculty learning resources are monitored and necessary improvements are made in line with the requests and suggestions from internal stakeholders.

Questions about learning resources were included in the Student Satisfaction Surveys conducted by the Education Coordinatorship in the academic years of 2020-21 (question 25, 28, 29, 30, 31, 32, 44) and 2021-22 (EVIDENCE: 14), (EVIDENCE: 15). The faculty has taken steps for improvement in line with the results of the aforementioned survey.

According to the results of the survey, it is seen that most of the students find the technology used in the classrooms sufficient. While 50.5% are satisfied, 22.5% are moderately satisfied.

It is seen that most of the students find the classrooms clean. While 67.3% are satisfied, 13.3% are moderately satisfied.

The Dean's Office gave information about the improvement of cleaning services after the masjids were found to be partially inadequate in terms of cleaning (EVIDENCE: 16).

It is seen that most of the students find the Faculty buildings inadequate in terms of education. Our Faculty has made some improvements regarding

this problem. One of them is the completion of the restoration of Haydarhane Mosque next to the Dean's Office. With the introduction of this mosque into service, the problem of the capacity within the faculty masjids has been partially resolved (EVIDENCE: 17).

When the Amcazade Complex, which is still in the restoration phase, is put into service, students and instructors will be able to benefit from these building in terms of education (EVIDENCE: 18).

Two new recitation rooms have been introduced at the request of our students and lecturers (EVIDENCE: 19).

One of the steps taken to improve learning resources of the faculty is the protocol signed on September 2, 2022 between the Rectorate of Istanbul University, Darülfünun Theology Foundation and Fatih Municipality regarding the construction of the Library of the Faculty of Theology of Istanbul University (EVIDENCE: 20).

In addition, the Library Coordinatorship was established to determine and improve the physical conditions of the Faculty Library and to increase the number of works and databases (EVIDENCE: 21). The Library Coordinatorship conducted a survey on the use of e-resources in March 2021 (EVIDENCE: 22) and according to the results of the survey (EVIDENCE: 23) necessary improvements have been made. Due to the low rate of e-resource usage, the Coordinatorship prepared and shared an informative video on the use of e-resources (EVIDENCE: 24).

In March 2022, the coordinatorship conducted a survey on the usage of the library, its physical conditions, the extent of adequacy in terms of book-resources and e-resources (EVIDENCE: 25). In September 2022, the coordinatorship examined the physical condition of the Faculty Library and its resources and prepared a report (EVIDENCE: 26). According to the results of the survey (EVIDENCE: 27) and the examination, the coordinatorship submitted a recommendation report to the Dean's Office regarding the improvement of the physical condition and resources of the library

(EVIDENCE: 28).

Table 27: Learning Resources

Subject:	**Processes of Monitoring Learning Resources**
Responsible Unit:	Dean's Office Education Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation) Monitoring and Analysis Working Group
First Planning Date:	Assignment letter of Education Coordinatorship (2021) Istanbul University Regulation on Associate and Undergraduate Education and Training Faculty education and training policy
The Content of Planning:	Planning Table
Internal Stakeholders:	Teaching/academic and administrative staff all students Library Coordinatorship
External Stakeholders:	Unit Advisory Board, Fatih Municipality, Istanbul University Library and Documentation Department
International Stakeholders:	-

Application Areas:	Faculty Learning Resources Arrangement of the Reading Room Faculty of Theology Library Construction E-Source Training Videos
Monitoring Mechanisms:	Questionnaire Questions and Answers on the Adequacy of Learning Resources Library satisfaction survey Library review report Survey Results on the Use of E-Resources Library Coordinator's Recommendation Report
Performance Indicators:	Results of survey implementation reports on resource adequacy 39% of the students think that the faculty buildings do not meet the needs of education and training. According to the results of the student satisfaction survey 62% of the students do not find the faculty building adequate for education and training. Library satisfaction survey data results 37% of students do not like the library research environment. Survey Results on the Use of E-Resources

	75% of the respondents stated that they had little or very little knowledge about e-resources. Staff and student satisfaction rates
Date of Evaluation and Improvement:	October 2021 Allocation of two new prayer rooms with the arrangement of the Praise Room March 2022 Preparation of e-resource user guides October 2022 Partial solution of the masjid capacity problem with the opening of Haydarhane Mosque September 2022 Protocol signed with Istanbul Municipality for library improvement
Place of Sub-criteria in the Information Management System:	ÖYS EDUROAM the Faculty Website Google Drive Quality Management System e-mail address WhatsApp groups

Maturity Level

The learning resources in all the fields of the institution are managed in a way to ensure their accessibility and suitability in terms of quality and quantity. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to

take necessary measures and diversify resources according to the needs and demands.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has the appropriate quality and quantity of learning resources to carry out its educational activities. These include classrooms with projection and sound systems, conference halls of different sizes, a library with more than 22,000 books in total, numerous meeting rooms, reading rooms, prayer rooms, etc. The institution has a defined process for the use of learning resources as stated in the Quality Manual. While the defined process for the use of classrooms is provided by determining the course schedules at the beginning of the semester, the defined process for the use of the library was carried out according to the regulations and directives of Istanbul University Central Library.
2. The institution has plans for the creation of learning resources of appropriate quality and quantity in order to continue its educational activities. These plans were determined at the ... meeting. In line with the plans, the restoration of Haydarhane Masjid was realized; a soundproofed religious music laboratory with studio standards was opened; and a Library Coordinatorship was established to identify and improve the physical conditions of the faculty library to increase its capacity.
3. Results on the use of learning resources were monitored, and internal stakeholder opinions were received. Questions about learning resources were included in the Student Satisfaction Surveys conducted by the Education Coordinatorship in the 2020-21 and 2021-22 academic years. The Library Coordinator's Office conducted a survey on the use of e-resources in March 2021, conducted a survey on the physical condition and resources of the library in September 2022 and submitted a report to the Dean's Office for improvements.
4. Systematic monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with needs/demands. For example, two new prayer rooms were opened in line

with internal stakeholder opinions. Within the scope of remote access to learning resources, a user guide on the use of e-resources was prepared in line with the demands of students in the survey results. The Dean's Office has informed the relevant institutions to improve cleaning services, as the surveys showed that the mosques are partially inadequate in terms of cleanliness. Since most of the students found the Faculty buildings inadequate in terms of education and training, necessary contacts were established to put the Amcazade Complex into service.

The List of Evidence

1. Quality Handbook
2. ILITAM Directive
3. OYS Modul
4. IU Faculty of Theology Class Capacities
5. Curriculum Announcement
6. IU Faculty of Theology Library Plan
7. Istanbul University Libraries Regulation
8. Subscriber Databases
9. E-Source User Guide
10. Use of Faculty Library
11. Number of Borrowed Books-TUIK
12. Computer Lab
13. Eduroam Wireless Internet
14. Student Satisfaction Survey Results
15. Student Satisfaction Survey Results
16. Cleaning Information Report
17. Academic Board Meeting Minutes
18. Academic Board Meeting Minutes
19. Decision of the Board of Directors on the Arrangement of the Reading Room
20. Signing the Protocol on the Construction of the Faculty of Theology Library

21. Decision of the Board of Directors on the Establishment of the Library Coordinator
22. Survey on the Use of E-Resources
23. Survey Results on the Use of E-Resources
24. E-Source Training Videos
25. Library Satisfaction Survey
26. Report on the Physical Condition of the Library
27. Library Satisfaction Survey Results
28. Suggestion Report of the Library Coordinatorship to the Dean's Office

B.5.2. Social, Cultural, and Sporting Activities

The issues related to the social, cultural and sporting activities of the Faculty are specified in the Quality Manual (EVIDENCE: 1) and the process regarding these activities has been carried out accordingly.

Students and faculty staff can make use of all social, cultural, and sports activities provided by the University. In addition, there are various opportunities for such activities within the Faculty.

The faculty has defined processes for social, cultural, and sports activities. Social, Cultural, and Artistic Activities Unit (EVIDENCE: 2) was established within the faculty to coordinate social, cultural and sporting activities, and Social Assistance and Support Unit (EVIDENCE: 3) was established to provide financial support to students in need. These units have made planning, preparation, promotion and announcements of all activities related to the Faculty within the framework of their duties and policies. For the announcements, the Corporate Communication Coordinatorship (EVIDENCE: 4) is consulted. In the given activities, the policy of the social contribution, its aims, and its strategy are sought to be met (see our Social Contribution Policy, art. 1) .

At the beginning and end of the academic year and when deemed

necessary, Social, Cultural, and Artistic Activities Unit held meetings in order to determine, plan and organize the activities to be carried out, in accordance with the process specified in the documentation workflow (EVIDENCE: 5, EVIDENCE: 6). Social, cultural, and sport activities were carried out in line with the periodic or annual plans prepared at these meetings (EVIDENCE: 7, EVIDENCE: 8).

The activities carried out by the Unit in the 2020-2022 academic years were as follows (EVIDENCE: 9):

Table B.5.2.1: Activities Organized by the Social, Cultural, and Sporting Activities Unit between 2020-2022

	Event Name	Type	Date
1	Immigration and Spirituality	Conference	22.10.2020
2	Mawlid-i Nebi Week Event - Her Name is Beautiful, Muhammad (sav)	Memorial program	28.10.2020
3	Hasbihal-Prof. Dr. Ramazan Muslu	Hasbihal	22.10.2021
4	Hasbihal- Prof. Dr. Ali Öztürk	Hasbihal	25.11.2021
5	Hz. Mevlana Commemoration Program	Memorial program	19.12.2020
6	Mehmet Akif Ersoy on the 84th Anniversary of His Death	Memorial program	26.12.2020
7	Those Who Left Traces in Our Civilization World - Hz. A Life Dedicated to the Life of the Prophet: Mustafa Asım Köksal	Memorial program	26.02.2021

8	National Anthem and Mehmet Âkif on the 100th Anniversary of Its Adoption	Memorial program	15.03.2021
9	Çanakkale Victory Commemoration Program	Memorial program	18.03.2021
10	568th Anniversary of the Conquest of Istanbul – Poetry and Composition Contest on the Conquest of Istanbul	Award presentation	29.05.2021
11	Understanding the Conquest of Istanbul from the 21st Century	Conference	31.05.2021
12	Mevlid-i Nebi Program	Memorial program	21.10.2021
13	107th Anniversary of Çanakkale Victory	Memorial program	18.03.2022
14	In Turkish Literature, Hz. Muhammed (sav)	Conference	28.04.2022
15	Movie Feast	Film	10.05.2022
16	Career and Professional Promotion Days	Participation in the event	12.05.2022
17	Ottoman Turkish Inscription Readings	Application trip	15.05.2022
18	Süleyman Çelebi Vesiletü'n-Necat (Mevlid) Readings	Reading group	05.10.2022-09.11.2022
19	Women in Our Culture and Civilization	Seminar	27.10.2022

With the organization of the Faculty Social Assistance and Support Unit, the Faculty carried out the financial support process for our students in need. This unit worked in cooperation with Darülfünun Ilahiyat Foundation. The Unit identified students in need in the faculty through interviews and reported them to the foundation. According to the planning made at the beginning of the semester (EVIDENCE: 10, EVIDENCE: 11), the Unit announced the scholarship application on the Faculty Website in the fall semester of the academic year (EVIDENCE: 12), and received the applications through AKSİS (EVIDENCE: 13). The applications of the students were evaluated and the students who met the criteria were determined and the interview date was announced (EVIDENCE: 14). To conduct the interview, commissions consisting of faculty members assigned by the Dean's Office were established (EVIDENCE: 15). Before and after the interviews, meetings were held with faculty members in the commissions to evaluate the process (EVIDENCE: 16). After the evaluation meeting, the Unit determined the students who will receive scholarships. Scholarship interviews for the 2022-23 academic year have been completed and as in previous years, students who will receive scholarships will be reported to our external stakeholder, Darulfünun Ilahiyat Foundation. Scholarships are provided by volunteer faculty members and given to students for a period of 12 months through Darulfünun Ilahiyat Foundation (EVIDENCE: 17). It has been seen that the number of students who are given bursaries increases from year to year. While 40 students were given scholarships in 2020, this number increased to 62 in 2021 (EVIDENCE: 18). Apart from the aforementioned scholarship, which is given regularly, the Unit has also provided one-off scholarships to students in urgent need (EVIDENCE: 19, EVIDENCE: 20). During the month of Ramadan, in addition the the scholarships mentioned above, financial support provided by the faculty members in person or as an intermediary was delivered to the students in need, directly or through the Foundation (EVIDENCE: 21). In addition, the Unit acted an intermediary role in providing internet scholarships to students who had difficulties in internet

subscription to attend online classes during the epidemic (EVIDENCE: 22).

Istanbul Dârülfünun Ilahiyat Foundation gives financial support to the organizations planned in social and cultural activities, in addition to the academic activities (EVIDENCE: 23).

In addition, taking advantage of the part-time study scholarship opportunity allocated to the Faculty within the framework of the "Part-Time Student Employment Directive" (EVIDENCE: 24), the Dean's Office has appointed students who are in need and suitable for employment in the relevant units. This practice, which was suspended during the pandemic, started again in the fall semester of 2021-2022. As of the 2022-2023 academic year, we have 20 students who receive part-time work scholarships (EVIDENCE: 25; EVIDENCE: 26).

For sports like swimming, football, basketball, and volleyball, the Olympic swimming pool, football field, sports saloon, etc. will be provided for students. For activities such as archery, chess, etc., suitable facilities are provided to serve the students. Students may join the sports activities held by the Sport Union Club in the Rectorship (EVIDENCE: 27) both individually and in groups. Sports activities, which were postponed for two years during the pandemic period, have been reorganized as of the 2021-2022 academic year. The football team of the Faculty participated in the Sport Festivals Football Competitions organized by Istanbul University Sport Union Club in the 2021-2022 and 2022-2023 academic years (EVIDENCE: 28, EVIDENCE: 29, EVIDENCE: 30).

The students also participated in social activities through the clubs they established by coming together among themselves. The clubs are founded in accordance with the Istanbul University Student Clubs Directive (EVIDENCE: 31) and every club is registered in the Center (EVIDENCE: 32). Bünyamin Ayçiçeği, a faculty member, was assigned to coordinate student clubs (EVIDENCE: 33) and every club is registered in the Center (EVIDENCE: 34). The registered clubs are entitled to do their activities under the supervision of one of the academic staff, with the necessary permits

(EVIDENCE: 35). However, the club activities are set at the lowest level, due to the global pandemic in 2020 and 2021 (EVIDENCE: 36). With return to face-to-face education, activities of student clubs have been revived. Club events were announced through the Corporate Communication Coordinatiorship on various social media platforms and posters hung on the wall (EVIDENCE: 37).

In order to receive the opinion of the student club representatives and make instant connection with them a Whatsapp has been formed (EVIDENCE: 38).

As is seen in the process definitions in the related section in the Quality Manual, in the activities done in the faculty, the policy of the social contribution, its aims, and the correspondence with its strategy are considered. For instance, broadcasting activities on Faculty's Youtube account can be evaluated in the context of social contribution (EVIDENCE: 39).

The Faculty's Youtube channel and other social media channels are being kept up to date and active by the Corporate Communication Coordinationship (EVIDENCE: 40, EVIDENCE: 41). Within these channels, the activities in the faculty are broadcast online or saved to be aired later. An application to the relevant indexes is done, in order to observe the view rates in the social media channels (EVIDENCE: 42).

Symposiums, workshops, seminars, conferences, academic meetings, cultural and sports activities, cultural excursions, concerts, the final term programs, tournaments have been followed by the Faculty's Corporate Communication Coordinatorship. These activities are put on the Faculty's website (EVIDENCE: 43) and announced on other social media channels.

Social, cultural, and sporting activities taking place in the Faculty were monitored by student satisfaction surveys (EVIDENCE: 44, EVIDENCE: 45). According to the 2020-21 academic year Student Satisfaction Survey conducted by the Education Coordinatorship, while the rate of students who see the student club activities at a sufficient level is 30 percent (see question

45), it is seen that the satisfaction rate has increased by 44.4 percent according to the 2021-22 academic year survey result. Most of the students answered the question (question 48) on whether the faculty monitors the situation of students in need positively (satisfaction rate: 45.2%; moderately satisfied: 31.1%).

To ensure the functioning of the defined process in order to eliminate the deficiencies seen in the surveys, and to take necessary measures, plans and improvements were made regarding social, cultural and sporting activities.

Some of the measures taken were focus group discussions:

Based on the decision taken at the Unit Quality Coordinator's meeting on 05.10.2022 (EVIDENCE: 46), a focus group meeting was held with the faculty student club representatives and members on October 12, 2022, in which the activities of the clubs, the problems they faced, and solutions were evaluated (EVIDENCE: 47).

Another focus group meeting was held with the heads and members of the Guidance and Counseling Coordinatorship and the Social Aid and Support Activities Unit on October 14, 2022, in which the expectations and requests from the Faculty management on how to improve the guidance, counseling, social aid and support activities within these groups were discussed (EVIDENCE: 48).

Social Assistance and Support Unit reviewed the situation and made some improvements. For instance, while formerly scholarship applications were received via e-mail (EVIDENCE: 49) and Google forms (EVIDENCE: 50), in order to be more systematic in the process, the Faculty contacted with the Istanbul University Department of Health, Culture and Sports (EVIDENCE: 51) and with the help of this department applications were started to be received through AKSIS (EVIDENCE: 52).

Another improvement made by the Faculty in providing financial support to students in need was to improve relations with external stakeholders, to provide various scholarship resources and to increase the number of students receiving scholarships in this way. For example, the Dean’s Office

entrusted the task of identifying the students, who are in need and may take bursaries from Hacı Mustafa Kemal Demir Foundation, to the Social Assistance and Support Activities Unit, then the determined students were directed to this foundation (EVIDENCE: 53).

Bilateral protocols were negotiated with the Unit Advisory Board on 30.06.2022 in order to increase sociocultural activities numerically and in quality (EVIDENCE: 54).

As included in the 2023 action plan, planning has been made to increase the quality and quantity of student club activities (EVIDENCE: 55).

Table 28: Social, Cultural, Sporting Activities

Subject:	**Processes of Monitoring Social, Cultural, Sporting Activities**
Responsible Unit:	Education Coordinatorship, Social Contribution Coordinatorship, Social, Cultural and Artistic Activities Unit Dean's Office Corporate Communication Coordinator (to make announcements) Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	Social, Cultural and Artistic Activities Unit Working Principles (2021) Social, Cultural and Artistic Activities Unit Meeting Minutes (202-22) Social, Cultural and Artistic Activities Unit Activity Plan (2022)

	Student Clubs Directive Club Unit Manager (November 2022 revision) Planning Table
Internal Stakeholders:	Students, Academic staff
External Stakeholders:	Darülfünun Theology Foundation Unit Advisory Board
International Stakeholders:	-
Application Areas:	Events organized by the Social, Cultural and Artistic Activities Unit (2020-22) Faculty student clubs Student clubs events Faculty YouTube Channel The participation of the Faculty of Theology Football Team in the Sports Festival (2022) Organizing a meal to support and morale the faculty football team (October 2022)
Monitoring Mechanisms:	Answers to student satisfaction survey questions for socio-cultural activities (2020-21) Student satisfaction survey questions answers for sociocultural activities (2021-22), Student Club Representatives Focus Meeting (12.10.2022)

	WhatsApp group consisting of student club representatives established in 2021 for the purpose of getting their opinion and contacting them
Performance Indicators:	The rate of student satisfaction survey results for sociocultural activities (2020-21), Proportion of student satisfaction survey results for sociocultural activities (2021-22) According to the result of the 2020-21 academic year Student Satisfaction Survey, while the rate of students who see the student club activities at a sufficient level is 30 percent (question 45), it is seen that the satisfaction rate has increased by 44.4 percent according to the 2021-22 academic year Student Satisfaction Survey result. (first survey result: satisfied: 30%, moderately satisfied: 30.9%, dissatisfied: 38.9%; second survey result: satisfied: 44.4%, moderately satisfied: 26.8%, dissatisfied: 22.8%) Active Student Clubs While 18 student clubs were operating in the 2021-22 academic year, the number of clubs increased to 22 in the 2022-23 academic year. While the number of students who are members of these student clubs was 387, it increased to 498 in the 2022-23 academic year.

Date of Evaluation and Improvement:	Bilateral protocol negotiation with the Unit Advisory Board on 30.06.2022 to increase sociocultural activities numerically and in quality (June 2022) The decision to hold a focus group meeting with the student club representatives based on the decision taken at the meeting of the Unit Quality Coordinatorship dated 05.10.2022 (October 2022) (As stated above, a meeting was held with the student club representatives.) Ensuring that the events take place on the online platform due to the pandemic in the 2020-21 academic year Planning to increase the quality and quantity of student club activities (2023 action plan)
Place of Sub-criteria in the Information Management System:	Faculty Website social media accounts YouTube channel Google Drive e-mail address, WhatsApp groups

Maturity Level

The social, cultural and sportive activities of sufficient quality and quantity in the institution are managed in line with the institutional goals (supports are provided for their execution, administrative organization is available etc.).

The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Summary Statement Compatible with the Rubric after the Site Visit

1. Social, cultural and sportive activities of appropriate quality and quantity were carried out in the institution. Social, Cultural and Artistic Activities Unit organized 19 events such as conferences, commemorations, competitions, career and professional promotion days, excursions, and reading groups between the 2020-22 academic years. The activities of the coordinator were published on the Faculty YouTube channel. The Faculty football team participated in the Sports Fests football competitions organized by IU Sports Union Club in the 2021-2022 and 2022-2023 academic years. In the 2022-23 academic year, 22 student clubs also participated in various social, cultural and artistic activities.

2. The Social, Cultural and Artistic Activities Unit was established in 2021 to coordinate social, cultural and artistic activities. The unit has made planning, preparation, promotion and announcements of all activities related to the Faculty within the framework of its duties and policies. Student clubs were established within the framework of the “IU Student Clubs Directive” and each established club was registered at the Center. These clubs were able to carry out activities by obtaining the necessary permissions under the supervision of a faculty member. Sports events are organized by the Sports Union Club affiliated to the Rectorate. Cooperation was made with the Corporate Communications Coordinator for the announcement of the events on the Faculty website and various social media accounts.

3. The results of the social, cultural and sportive activities carried out in the institution were systematically monitored. Student satisfaction surveys were conducted for these activities in the 2020-21 and 2021-22 academic years. A focus group meeting was held with student club representatives and

members on 12.10.2022. The students made suggestions such as holding meetings with various associations and foundations to support them in order to enable them to carry out the activities more easily, and sharing the program table up-to-date on the faculty web page in order to arrange the event venues and times without any problems. There is a WhatsApp group, which consists of faculty student club representatives and has been established since 2021 for the purpose of getting their opinion and contacting them.

4. The results of the monitoring were evaluated together with the stakeholders and measures were taken: -Due to the pandemic in the 2020-21 academic year, social, cultural and artistic activities were made available on the online platform. -Bilateral protocols were negotiated with the Unit Advisory Board on 30.06.2022 in order to increase sociocultural activities numerically and in quality. - At the Unit Quality Coordinator meeting on 05.10.2022, it was decided to hold a focus group meeting with student club representatives. (A focus group meeting was held with the student club representatives on 12.10.2022.) In the 2023 action plan, a plan was made to increase the quality and quantity of student club activities.

The List of Evidence

1. Quality Handbook
2. Working Principles of Social, Cultural and Artistic Activities Unit
3. Working Principles of Social Aid and Support Activities Unit
4. Working Principles of Corporate Communications Coordinator
5. Documentation Workflow
6. Social, Cultural and Artistic Activities Unit Meeting Minutes
7. Social, Cultural and Artistic Activities Unit Activity Plan
8. Social, Cultural and Artistic Activities Unit Activity Plan
9. Activities Organized by the Social, Cultural and Artistic Activities Unit between 2020-2022
10. Social Aid and Support Activities Unit Activity Calendar
11. Social Aid and Support Activities Unit Activity Plan

12. Scholarship Application Announcement
13. Receipt of Scholarship Application through AKSİS
14. Scholarship Interview Announcement
15. Social Aid and Support Activities Unit Student Needs Scholarship Interview Commissiononları_2022-2023
16. Scholarship Interviews Commission Information and Evaluation Meeting
17. EFT Instruction Example
18. Number of Student Scholarships by Years 2020-21
19. Guidance for Funding 2021
20. Guidance for Financial Procurement 2022
21. Ramadan Aids 2021
22. Number of students receiving Internet Scholarship
23. Darulfünun Theology Foundation Support
24. IU Part-Time Student Employment Directive
25. Part-time Student List 2021
26. List of Part-Time Students 2022
27. IU Sports Union Club
28. Sports Festival Participation Notice 2021
29. Sports Festival Participation Notice 2022
30. IU Faculty of Theology Football Team
31. Meal With The Divinity Football Team
32. Student Clubs Directive
33. Club Unit Manager
34. Student Club Lists (2021-22,2022-23)
35. Student Clubs Activity Permit Form
36. Student Club Events and Announcements 2021
37. Student Club Events and Announcements 2022
38. Student Clubs Whatsapp Group
39. Faculty Youtube Channel
40. Faculty Instagram Account
41. Faculty twitter account

42. Subscription Application
43. Symposium Announcement
44. Student Satisfaction Survey Results (2020-21)
45. Student Satisfaction Survey Results (2021-22)
46. Unit Quality Coordinator Meeting Minutes
47. Focus Group Discussion: Student Clubs Representatives
48. Focus Group Discussion: Guidance and Social Support
49. Receipt of Scholarship Application via Mail
50. Receipt of Scholarship Application via Google Form
51. Department of Health, Culture and Sports
52. Receiving Scholarship Applications through Aksis in cooperation with the Department of Health, Culture and Sports
53. Hacı Mustafa Kemal Demir Foundation Scholarship Support
54. Unit Advisory Board Meeting Report
55. Action Plan 2023

B.5.3. Facilities and Infrastructures (Dining hall, dormitory, technology-equipped work areas, medico, etc.)

The defined process regarding the facilities and infrastructures of the faculty is included in the Quality Manual (EVIDENCE: 1). The institution is close to the Rectorate units and facilities gathered around Fatih-Beyazıt. For this reason, staff and students can benefit from the university's infrastructure facilities such as the cafeteria, hall and sports center whenever they want.

Students can benefit from the Faculty cafeteria, which has a capacity of 200 people, together with the staff. Students use the same dining hall as the instructors. Diverse meals from the university's central cafeteria, whose calorie calculations are made according to scientific criteria, are served separately for primary and secondary school students twice a day. Students and staff have the opportunity to access the monthly food menus on the website of the Istanbul University Health, Culture and Sports Department (EVIDENCE: 2). According to the findings, an average of 720 students benefit

from the cafeteria of the Faculty per day (EVIDENCE: 3). Also, the canteen in the garden of the Faculty serves students between 08:00-19:00 every weekday.

All students studying at the faculty, as well as academic and administrative staff, benefit from the health services of the Istanbul Medical Faculty Hospital in Çapa, the Clinics of the Faculty of Dentistry, Oncology Institute Services, and also the Medico Social Centers (MEDIKO) of the University.

Again, academic and administrative staff and students benefit from the social facilities of the University. For example, graduates of 2019 and 2020 organized a graduation dinner at Baltalimanı Facilities (EVIDENCE: 4).

Students can benefit from the Faculty library, the computer room with 13 computers (EVIDENCE: 5) and the workshop rooms as study areas, as well as the various libraries of the University, which are within walking distance (EVIDENCE: 6). Students make an internet connection via Eduroam within the Faculty campus (EVIDENCE: 7).

The faculty holds bilateral meetings with some NGOs, taking into account the accommodation needs of its students. In the 2021-2022 academic year, the Dean's Office acted as an intermediary for the students to benefit from the dormitory service opportunities by verbally explaining the needs of the students to the related NGOs such as İlim Yayma, Ensar, İHAM, Darulfünun Theology Foundation, Human Foundation and similar NGOs.

Within the framework of the monitoring mechanisms in the Quality Manual, on 23.06.2022, questions were asked to the students about the infrastructure and facilities of the institution such as the cafeteria, library, garden, and their opinions were taken and their satisfaction rates were measured (EVIDENCE: 8). For example; As a result of this survey, it was determined that 85% of the students were satisfied with the cafeteria.

During the visit of Fatih Mayor Mustafa Demir to the faculty on 06.10.2021, the dean's office made some requests for the arrangement of the garden (EVIDENCE: 9), In 2022, landscaping was done by the municipality and

benches were placed in the garden (EVIDENCE: 10).

On 16.09.2022, the physical condition and deficiencies of the library were reviewed, and decisions were taken for improvement within the framework of the identified deficiencies. (EVIDENCE: 11) On 26.09.2022, the Library Coordinator made an examination in the library; Consultations were held between librarians and the coordinatorship. As a result of these consultations, some decisions were made regarding the resources and physical condition of the library and a request was made from the dean's office for improvement (EVIDENCE: 12).

Within the framework of the monitoring mechanisms determined in the Quality Manual, surveys were conducted to determine the satisfaction and needs of the faculty library and it was aimed to make improvements according to these survey data. In March 2021, a survey was conducted on the use of the Library's e-resources. Some of the results of the survey are as follows: It has been determined that e-Resources are used occasionally by academics at a rate of 70%, and very frequently at a rate of 15%. The level of knowledge of the participants about e-Resources is below the average. 75% of the participants stated that they have little or no knowledge about e-resources (EVIDENCE: 13). According to the data obtained, it is planned to propose to the Faculty administration to organize an orientation program on libraries and e-resources for students in the graduate and doctorate course periods in each academic year, in order to ensure the awareness of e-resources. (See the conclusion of the report shared in Evidence EVIDENCE: 13).

In 2022, a survey was conducted to measure library usage, the adequacy of its resources, and the satisfaction of users. The survey was announced on the Faculty's website (EVIDENCE: 14), and 110 students participated in the survey. According to the results of the survey, the participants requested to increase the number of books in the library, to expand its capacity, to change the library door because it made an uncomfortable noise, to create a separate sitting area for female students, to inform the students about the library

facilities they have, to have a separate library building, to increase the collection on Philosophy and Religious Studies, and they demanded that there be a tea and coffee service area, albeit a small one (EVIDENCE: 15).

Regarding the study room on the first floor of Block A, where 13 research assistants working in the faculty were staying, the research assistants expressed their dissatisfaction with the dean's office about the physical inadequacy of the room and demanded that some arrangements be made in the room. The maintenance and furnishing of the room was carried out by businessman Hüseyin Dinçer through Prof. Dr. Yaşar Düzenli (EVIDENCE: 16).

Table 29: Facilities and Infrastructures

Subject:	**Processes of Monitoring Facilities and Infrastructures**
Responsible Unit:	Dean's Office, Education Coordinatorship Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	(February 2021) Quality Manual (06.10.2021) Request for Garden Arrangement from Fatih Municipality (07.12.2021) Library Coordination Organization
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff
External Stakeholders:	Unit Advisory Board,

	NGOs such as İlim Yayma Foundation, Ensar Foundation, İHAM, Darulfünun İlahiyat Foundation, İnsan Foundation. Teaching and administrative staff Istanbul Medical Faculty Hospital, Clinics of the Faculty of Dentistry, Oncology Institute Services, Beyazıt Campus Medico Social Unit (MEDİKO), Baltalimanı Facilities, Enez Facilities, Center for Research and Practice in Lifelong Learning
International Stakeholders:	-
Application Areas:	Library equipped with technologies Cafeteria Services Healthcare facilities Information services Social facilities Faculty buildings
Monitoring Mechanisms:	2021 Student General Satisfaction Survey (question 25: technology),

	(question 28-29 library) (question 30-31 masjids) (question 32-33 faculty buildings and garden) (Question 35-41 canteen and cafeteria 2022 Student General Satisfaction Survey (question 2-3-4 canteen and cafeteria) (question 6-7 faculty buildings and garden) (question 27 library)
Performance Indicators:	2021 Student General Satisfaction Survey Results A total of 515 students participated in the survey. 50.5% of the students are satisfied with the technology used in the classrooms. 20.7% of the students are satisfied with the research environment of the library. Students are satisfied with the capacity of the mosques at a rate of 20.8%. The rate of those who find the faculty buildings inadequate, including those who partially participate, is 71%. 2022 Student General Satisfaction Survey A total of 264 students participated in the survey. To the question asked about the cleanliness and order of the cafeteria, 85.4% of the students

	answered that they were satisfied. 62% of the students stated that they were not satisfied with the question about the structure and environment of the faculty garden. 2022 Library Satisfaction Survey Results 49% of the participants stated that the library was insufficient in terms of capacity, and 30% stated that the library was not suitable in terms of desks and interior layout. They are more satisfied with ventilation, heating and light, especially cleaning and guidance from library staff (37% average).
Date of Evaluation and Improvement:	Library Coordinator Report (September 2022) Arrangement of the Faculty Garden Haydarhane Masjid Restoration Amcazade Complex Restoration
Place of Sub-criteria in the Information Management System:	The Faculty Website Google Drive Quality Management System e-mail address

Maturity Level

The institution has established facilities and infrastructure of sufficient quality and quantity. But the results with regard to the use of these facilities and infrastructure are not monitored.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has facilities and infrastructure (dining hall, technology-equipped library and study areas; health, transportation, information services) of appropriate quality and quantity. Due to its proximity and convenient transportation, faculty students and staff actively benefit from the university's various facilities and infrastructure facilities.

2. There are plans for the establishment and development of facilities and infrastructure in appropriate quality and quantity in the institution. These plans are for the arrangement of the faculty garden and the renovation of the research assistants' rooms, which are insufficient in terms of physical facilities. The Library Coordinatorship was established for the planning and monitoring of the infrastructure facilities related to the library.
3. Opinions of stakeholders regarding infrastructure facilities were followed in the general satisfaction surveys of 2021 and 2022. In these surveys, the students expressed their satisfaction with the technology used in the classrooms and the cafeteria services at a high rate, but they also expressed the inadequacy of the faculty buildings and gardens. In addition, as a result of the monitoring carried out by the library Coordinator, which became operational, a report was prepared by the relevant Coordinator and the needs were conveyed to the Dean's Office. In this report, students' suggestions regarding the furnishing of the library were included. As a result of these monitoring activities, In line with the planning regarding the arrangement of the faculty garden, the request sent to the Fatih Municipality was positively received, and the garden was arranged with the support of the Municipality in this regard. The research assistants' room has been renovated. Haydarhane Masjid and Amcazade Complex Restoration works were carried out to improve the capacity of the faculty buildings. Suggestions about the library were taken into consideration.

The List of Evidence

1. Quality Manual
2. Monthly Food Menu

3. Number of Students Benefiting from the Refectory
4. Graduation Dinner Organization
5. Computer Lab
6. IU Library and Documentation Department
7. Eduroam Network Connection
8. Student Satisfaction Survey
9. Mayor's Visit
10. Landscaping
11. Report on the Physical Condition of the Library
12. Library Coordinatorship Report
13. 2021 Library Coordinatorship e-Resource Usage Survey Results
14. Announcement of the Library Satisfaction Survey
15. 2022 Library Satisfaction Survey Results
16. Thanks to the Businessman for Renovating the Room of the Research Assistants and the Faculty member for his Intermediary

B.5.4. Faculty Without Barriers

The processes related to students with special needs in the faculty are defined in the Quality Manual (EVIDENCE: 1). The institution established the Disabled Student Coordination Unit in 2020 / 2021 in order to plan and conduct issues related to students with special needs (EVIDENCE: 2). On 15.11.2022, the name of the Disabled Student Coordination Unit was changed to the Unit for Students with Special Needs (EVIDENCE: 3). The Unit works in coordination with the Disabled Student Unit of our University.

Students with special needs apply personally to the Unit after they register at the university. These students fill out and sign the “Disabled Student Service Application Form” (EVIDENCE: 4). The unit fills out the "Disabled Student Information Sharing Form" and delivers it to the academic advisors in sealed envelopes through the Faculty Dean's Offices (EVIDENCE: 5).

The Unit for Students with Special Needs carries out activities aimed at

facilitating the academic and social life of students with special needs and providing equal opportunities in education in this direction.

The infrastructure of our faculty is suitable for individuals with special needs in terms of accessibility. There are private toilets on each floor for individuals with special needs (EVIDENCE: 6). The required ramp and elevator are available in the Faculty building where the exam will be held (EVIDENCE: 7, EVIDENCE: 8).

The Unit for Students with Special Needs has planned measures for the problems that students may encounter during their education (EVIDENCE: 9). After the planning, the Special Needs Student Unit makes the necessary assignments and implements its plans (EVIDENCE: 10).

Some examples of the activities carried out by the Special Needs Student Unit are presented below:

The Unit for Students with Special Needs received data on students with special needs from the University Disabled Student Unit, contacted them and determined their disability. Accordingly, there are 5 students with special needs, 4 of whom are visually impaired, in our Faculty (EVIDENCE: 11). A Whatsapp group was created on 21.11.2020 in order to communicate easily and effectively with students with special needs, to communicate announcements about the activities of the Institution and to receive feedback from them (EVIDENCE: 12).

According to the decision taken at the Special Needs Student Unit meeting on 28.09.2020, work on creating digital books for visually impaired students was started (EVIDENCE: 13). In this direction, the books currently taught in preparatory classes and some books taught at the undergraduate level have been converted to digital (EVIDENCE: 14).

An orientation program was organized for the students who are studying at the faculty and who will start new students, taking into account the measures of the epidemic process (EVIDENCE: 15).

In line with the same planning, students with special needs were allowed to

take the exam in an environment suitable for their situation. The students were informed about their disabilities by communicating with the lecturers from whom they took courses. Midterm exams of visually impaired students were made orally by the lecturer from whom they took the course (EVIDENCE: 16).

The Unit included students with special needs in its meetings in order to get stakeholder opinions during the planning phase and held discussions about the problems they faced and solutions (EVIDENCE: 17). Enrichment of learning resources and studies on digital books were planned in line with student opinions.

For students with visual impairments, on 22.11.2022, the Dean of the Faculty requested from the Istanbul Metropolitan Municipality to apply a relief floor application that will direct the students to the classrooms, administrative and academic staff rooms starting from the entrance, and to arrange the nameplates of the classrooms, administrative and academic staff in Braille alphabet (EVIDENCE: 18).

On 07.11.2022, a focus group meeting was held with students with special needs regarding the problems, requests and expectations they encountered in the faculty. The needs of the students were determined and their satisfaction with the functioning of the faculty was measured (EVIDENCE: 19).

As a requirement of the systematic monitoring determined in the Quality Manual, Assoc. Dr. Ümit Horozcu conducted a focus group discussion with students with special needs. After this interview, it was determined that the visually impaired students could access the digitized versions of the Turkish lecture notes, but they had problems with the Arabic lecture notes. In order to eliminate this problem, it was decided to cooperate with the Genç İyiler Club, and improvement steps were taken to organize an audiobook campaign (EVIDENCE: 20).

Table 30: Accessible Faculty

Subject:	**Implementation Processes for Disabled Students**
Responsible Unit:	The Students with Special Needs Unit Education Coordinatorship Dean's Office The Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	-21.07.2020 (page 14) The first establishment of the Disabled Student Coordinator - September 2020 Disabled Student Coordination Unit - 15.11.2022 (revised) Special Needs Student Unit
The Content of Planning:	Planning Table
Internal Stakeholders:	Teaching/academic and administrative staff, students
External Stakeholders:	Unit Advisory Board, student relatives
International Stakeholders:	-
Application Areas:	All Faculty and University Campus -Special Toilets for Individuals with Special Needs -Faculty Members Building Ramp -Student Building Ramp

	- Orientation Program Application - Digital Book Application
Monitoring Mechanisms:	-Dated 07.11.2022 Special Needs Student Unit Focus Group Meeting -17.11.2022 Focus Group Meeting of the Education Coordinatorship with Students with Special Needs -Special Needs Students WhatsApp Group
Performance Indicators:	Students with Special Needs The number of students with special needs in 2022 is 5.
Date of Evaluation and Improvement:	-Special Needs Student Unit Evaluation and Improvement Report (2022) -Special Needs Student Unit Activity Plan for the first term of 2022-2023 -Education Coordinator-Special Needs Students Focus Interview Evaluation (November 2022) -Audiobook Implementation Decision (17.11.2022)
Place of Sub-criteria in the Information Management System:	Google Drive, Quality Management System e-mail address, WhatsApp groups

Maturity Level

The findings obtained from the accessible faculty practices that cover the

entire institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1.There are plans for barrier-free faculty practices in the institution. The structuring envisaged to ensure the qualification of a Faculty without Disabilities has been defined as the establishment of the Special Needs Student Unit and the coordination of this unit with the University's Disabled Student Unit; The activities of the unit are explained.

2. As a requirement of the defined process regarding the Faculty Without Barriers, students with special needs were identified through the application form during registration to the faculty and directed to academic advisors. Unhindered faculty practices in the institution cover all venues. Faculty infrastructure is suitable for individuals with special needs in terms of accessibility (private toilets on each floor, ramps and elevators that provide ease of movement, etc.). In order to develop this infrastructure, on 22.11.2022, the Faculty Dean's Office requested from the Istanbul Metropolitan Municipality to apply a relief floor application to direct the students to the classrooms, administrative and academic staff rooms, and to arrange the classrooms, administrative and academic staff's nameplates in Braille alphabet, by the Faculty Dean's Office. An orientation program was held for students with special needs who will just start the faculty, and information was given about their disability by communicating with the faculty members from whom the students took courses. The midterm exams of the students with visual needs were made orally by the lecturer from whom they took the course. A WhatsApp group has been established by the relevant coordinator to facilitate communication with all students with special needs. An important work carried out by the coordinator is the transfer of textbooks to digital media.

3. The results of barrier-free faculty practices in the institution were monitored through focus group interviews with students. A focus meeting

was held on 07.11.2022 by the Special Needs Student Unit. As a monitoring activity in the period determined in the Quality Manual, the Education Coordinatorship held a focus meeting with students with special needs on 17.11.2022. In these interviews, the deficiencies in the process of transferring the course materials to the digital environment, the problems related to the exam processes, and the personal needs of the students according to their special situations were determined. Feedback from the students via the WhatsApp group was also used for monitoring purposes. Again, as part of the monitoring activity, the students in question were invited to the meeting of the Special Needs Students Unit and their opinions were sought in the planning of the activities.

4. As part of the evaluation of the results of the monitoring activities, the Special Needs Student Unit presented its findings to the dean's office. In this report, the evaluation of the period of 2021-2022 and especially the processes for the improvement of the digital book application are discussed. In addition, in line with the feedback received from the students, it is planned to start the audiobook application and to cooperate with the student clubs for this purpose. Within the scope of the improvement plans of the Special Needs Student Unit for the first term of 2023, event plans such as holding an integration meeting, informing about scholarship opportunities and celebrating awareness week were made.

The List of Evidence

1. Quality Manual
2. Disabled Student Coordination Unit
3. Changing the Name of the Disabled Student Coordinatorship
4. Disabled Student Application Form
5. The Functioning of the Disabled Student Unit
6. Private Toilets for Individuals with Special Needs
7. Faculty Members Building Ramp
8. Student Building Ramp
9. 26.09.2022 Disabled Student Coordinator Activity Planning

10. 09.06.2022 Special Needs Student Unit Planning and Implementation Evaluation Report
11. Students with Special Needs
12. Students with Special Needs WhatsApp Group
13. 28.09.2020 Special Needs Student Unit Meeting
14. Digital Book List
15. 2020-2021 Special Needs Student Unit Activity Report-Orientation
16. Needs of Students with Special Needs in Exams
17. Special Needs Student Unit-Disabled Week Meeting
18. Requests for Students with Special Needs Sent to the Municipality
19. Special Needs Student Unit Focus Group Discussion Report
20. Education Coordinatorship-Special Needs Students Focus Interview

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

The processes defined for students to benefit from guidance, psychological counseling and career services in the faculty are available in the Quality Manual (EVIDENCE: 1). In this direction, a coordinatorship has been established under the name of Guidance and Counseling Coordinatorship (EVIDENCE: 2). To be in contact with faculty students in order to meet their wishes and needs in terms of psycho-social-spiritual well-being during their education and research activities; to carry out studies on faculty harmony and belonging of students, to raise awareness in order to increase their well-being in this context; It is among the duties of the coordinator to direct the students who are experiencing psychological difficulties due to various reasons and who want to receive help and support to the psychological counseling unit, which consists of expert psychologists of the University. The Coordinatorship provides its services in coordination with the Guidance Counseling and Social Support Coordinator within the body of IU Health, Culture and Sports Department.

The advisor instructor, who is assigned with the student's registration to the

Faculty, monitors the student's personal, social and economic problems as well as the issues related to education. In this regard, it provides the necessary guidance on the basis of the Istanbul University Student Counseling Directive.

Members of the coordinatorship determined the times when they could interview the students. Students, upon request, had an appointment with a specific member of their choice. Students who did not have a request to meet with a specific member requested an interview at an appropriate time determined according to the schedule and received counseling and guidance services (EVIDENCE: 3). 12 students in 2021 and 7 students in 2022 applied to the guidance and counseling unit (EVIDENCE: 4). The coordinatorship arranged to meet with some students again, and when deemed necessary, the students were directed to the University's Guidance Counseling and Social Support Coordinator (EVIDENCE: 5). At the meeting held on 28.05.2022, the Coordinatorship decided to specifically inform the consulted students that those who needed expert support should be directed directly to the aforementioned unit of the university (EVIDENCE: 6).

In addition to the existing guidance and counseling process, counseling requests from students in different fields were also taken into account. For example, during the term, certain student groups or clubs requested counseling and guidance for the programs they organized (conferences, excursions, etc.), and in this respect, cooperation was ensured with the relevant student groups/clubs with the support of the Guidance and Counseling Coordinator members.

Guidance and psychological counselling activities in the institution are planned by the Guidance and Counseling Coordinatorship and implemented in line with these plans (EVIDENCE: 7). The plan and timing template for which activities will be carried out in which months in the 2020-2021 academic year can be seen in (EVIDENCE: 8). Activity planning was also made in 2022, the risks that may arise during these activities and the ways to prevent these risks were determined (EVIDENCE: 9).

Some of the activities planned and implemented by the Guidance and Counseling Coordinator are as follows:

“Welcome”, “Success” and “Congratulations” themed messages were sent to new students, current students and graduate students, and it was stated in the messages that current students can apply to the Guidance and Counseling Coordinator when they encounter academic and personal problems (EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12).

A brochure was prepared for the promotion of the coordinatorship, in which cases the students can apply to the coordinatorship, the members of the coordinatorship and the duties of the members were specified in the brochure, and it was aimed for the students to get in touch with the right person and get quick results (EVIDENCE: 13).

The Coordinatorship organized trips to İzmir and Balıkesir on 14-15.05.2022 (EVIDENCE: 14), to Hagia Sophia Mosque on 17.05.2022 (EVIDENCE: 15) and to Bursa on 13.11.2022 (EVIDENCE: 16).

The students were informed about the programs held outside the faculty, and the free OCD psychotherapy program was announced to the students (EVIDENCE: 17).

On 18.05.2022, Prof. Dr. Nevzat Tarhan gave a talk titled "The Most Important Diseases of the Age, Worldism and Egocentrism" with Assoc. Dr. Ümit Horozcu as the moderator (EVIDENCE: 18).

A questionnaire was applied to the students on 29.04.2021 within the framework of the monitoring mechanisms in the Quality Handbook. 524 students participated in the survey. In line with the questionnaire, the problems experienced by the students in their social and academic lives were determined, it was measured whether they had knowledge about the Coordinatorship, and the subjects they wanted to do from the Coordinatorship and their expectations were determined. According to the survey, the students asked the Coordinator to organize activities on topics such as academic orientation, career planning for post-graduation, and

marriage. They also requested that the Coordinatorship introduce itself more (EVIDENCE: 19).

Social media posts have been started to improve the recognition of the coordinatorship, which is one of the results of the survey. and the awareness of the Coordinatorship by the students was tried to be increased (EVIDENCE: 20).

On 30.05.2022, Guidance and Counseling Coordinatorship evaluated the activities it carried out in the evaluation meeting it held, focused on the reasons why students made fewer applications to the coordinatorship, and what could be the solutions for this and what could be done within the scope of improving this situation (EVIDENCE: 21).

In its meeting dated 19.09.2020, the Guidance and Counseling Coordinatorship decided that the allocation of a guidance room belonging to them is necessary in terms of privacy and ethical rules and to make a request from the management at this point (EVIDENCE: 22). This request was evaluated by the Quality Coordinator and presented to the Dean's Office (EVIDENCE: 23).

Faculty students benefit from services such as CV Preparation Techniques, Interview Techniques, First Step to Academic Career, and Stress Management (EVIDENCE: 24) provided face-to-face or online within the scope of career development practices at the University. The Faculty encouraged its students to attend career days (EVIDENCE: 25) and similar meetings and events organized by the Rectorate or other units of the University.

Spiritual Counseling and Guidance Services in the Hospital (EVIDENCE: 26) on 31.12.2020, Children's House, Children's Houses on 14.01.2021 e-conferences named Spiritual Counseling and Guidance (EVIDENCE: 27) were held at the Children's and Child Support Centers. In addition, for this purpose and to contribute to informing students about postgraduate education processes, preparatory class students met with senior and

graduate students (EVIDENCE: 28).

The Coordinatorship sought the opinions of internal stakeholders regarding its activities. In this context, academic staff were asked who could be invited to the Career Days program, which will be held periodically, where active students and graduates will meet (EVIDENCE: 29). The first program of Career Days was held on 15.03.2022 with the participation of students, graduates and professors. In the program, which was held with the participation of graduates who shaped their professional preferences with the achievements of the faculty of theology and found employment opportunities in different sectors, the students had the opportunity to listen to the graduates' processes both at the faculty and after graduation (EVIDENCE: 30).

In order to prepare students for business life while they are at school, the Faculty directs students to work part-time at the rate of the quota allocated to the institution in accordance with the letter of the Rectorate, and mediates these students to benefit from the scholarship opportunity. Within this framework, 15 students in 2019, 18 students in 2021, and 20 students in 2022 were employed as part-time students in units deemed appropriate in the Faculty (EVIDENCE: 31).

Table 31: Guidance, Psychological Counseling and Career Services

Subject:	**Processes of Monitoring Guidance, Psychological Counseling and Career Services**
Responsible Unit:	Guidance and Counseling Coordinatorship Dean's Office Unit Quality Coordinatorship (Monitoring and Evaluation)

First Planning Date:	-July 2020-Establishment of the Guidance and Counseling Coordinator (page 10)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students
External Stakeholders:	Unit Advisory Board, Guidance, Counseling and Social Support Unit, Career Development Practice and Research Center
International Stakeholders:	-
Application Areas:	-All students -Guidance, psychological counseling and career services
Monitoring Mechanisms:	-2021 Student Satisfaction Survey -29.04.2021 Student Survey -Contact form
Performance Indicators:	-2021 Student Survey 524 students participated in the survey. According to the survey, the students asked the Coordinator to organize activities on subjects such as academic orientation, career planning after graduation, and marriage. They also

	requested that the Coordinatorship introduce itself more. -2021 Student Satisfaction Survey Results According to the answers to the question (question 47) about the work of the guidance unit, the satisfaction level of the students is 22.3%, and the level of satisfaction at the medium level is 36.9%.
Date of Evaluation and Improvement:	November 2022
Place of Sub-criteria in the Information Management System:	The Faculty Website, Google Drive, Quality Management System e-mail address, WhatsApp groups

Maturity Level

The guidance, psychological counseling and career services of sufficient quality and quantity that are provided in the institution are managed in an integrative manner (or presence of a center within the university that coordinates these services.) The results obtained with regard to these services are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Summary Statement Compatible with the Rubric after the Site Visit

1.There is planning for the provision of guidance, psychological counseling and career services in appropriate quality and quantity in the institution. Guidance and psychological counseling activities in the institution are planned by the Guidance and Counseling Coordinatorship and implemented in line with these plans.

2. There is a plan for the provision of guidance, psychological counseling and career services in appropriate quality and quantity in the institution and implementations have been made accordingly. In this context, a brochure was prepared for the promotion of the Coordinatorship, in which cases the students can apply to the coordinatorship, the members of the coordinatorship and the duties of the members were specified in the brochure, and it was aimed for the students to get in touch with the right person and get quick results. Messages with the theme of “Welcome”, “Success” and “Congratulations” were sent to new students, current students and graduates, and it was stated in the messages that current students can apply to the Guidance and Counseling Coordinator when they encounter academic and personal problems. The students were informed about the programs held outside the faculty, and the free OCD psychotherapy program was announced to the students.

3. Guidance, psychological counseling and career services are provided in appropriate quality and quantity in the institution, and the results of these practices were monitored through contact forms and questionnaires.

4. The results of the services provided in the institution are systematically monitored, and the monitoring results are evaluated together with the stakeholders, and measures are taken and resources are diversified in line with the needs/demands. As a result of the student survey conducted in this context, the students asked the Coordinator to organize activities on subjects such as academic orientation, career planning for post-graduation and marriage. The Coordinatorship sought the opinions of internal stakeholders regarding its activities. In this context, academic staff were asked who could be invited to the Career Days program, which will be held periodically, where active students and graduates will meet.

The List of Evidence

1. Quality Manual
2. Guidance and Counseling Coordinator Directive
3. Guidance and Counseling Team Appointment Schedule.

4. Students Receiving Guidance and Counseling Support
5. University Psychological Support Service
6. 28.05.2022 Guidance and Counseling Coordinatorship Meeting
7. 19.09.2020 Guidance and Counseling Coordinatorship Meeting
8. Plan and Timing Template of Guidance and Counseling Coordinatorship
9. Guidance and Consultancy Coordinatorship 2022 Activity Plan
10. Welcome Message for New Students
11. Success Message for Current Students
12. Congratulation Message for Graduate Students
13. Introducing the Guidance and Counseling Group to Students and Distribution of Tasks
14. Izmir and Balikesir Trip
15. Hagia Sophia Trip
16. Bursa Trip
17. OKB Psychotherapy Poste
18. Nevzat Tarhan-Worldism and Egocentrism Conference
19. 29.04.2021 Student Survey
20. Promotion of Guidance and Counseling Coordinator on Social Media
21. 2021-2022 Guidance and Counseling Coordination Evaluation Report
22. 19.09.2020 Guidance and Counseling Coordinatorship Meeting Report-Room Request
23. Quality Coordinatorship 2021 Fall Term Activity Report
24. Istanbul University Career Development Application and Research Center
25. İÜ Invitation to Beşiktaş Career Days
26. Hospital MDR Service E-Conference Poster
27. MDR Service E-Conference Poster in Children's Homes
28. 12.04.2021 Undergraduate/Graduate Meeting with Preparatory Students

29. Career Days Speaker List
30. 15.03.2022 Career Days I
31. 2022 Part-Time Student List

B.6. Monitoring and Updating the Program

B.6.1. Monitoring and Updating Program Outputs

The defined process for monitoring and updating the program outputs in the faculty is defined in the Quality Manual. The monitoring of the program outputs is carried out by the Education Coordinatorship, and is monitored by the Quality Coordinatorship.

The institution carries out the processes related to the determination and updating of the program objectives, program outputs, discipline-specific outputs and course outcomes, taking into account the principles of PDCA. The planning stage is carried out by taking the opinions of the stakeholders, and the realization of the program outputs is followed by the opinions of the students, alumni and lecturers who have reached the graduation stage. The data on how much all course outcomes contribute to the program outputs and which program outputs are realized by the courses are obtained from the AKSİS automation system.

In order to evaluate whether the program and course achievements have been achieved in order to close the annual cycle, at the end of each academic year, the level of achievement of the targeted course learning outcomes and the opinions of the stakeholders on these results are taken. Problem areas are evaluated with the analyzes of the surveys (EVIDENCE: 1, EVIDENCE: 2, (EVIDENCE: 3a and EVIDENCE: 3b) conducted by the Education Coordinatorship for internal stakeholders for monitoring purposes) as well as face-to-face and online meetings held by the Dean's Office (EVIDENCE: 4) After the evaluation “annual unit self-evaluation report” is prepared, which is evaluated by the faculty committee by taking into account the level of achievement of the targeted course learning outcomes

and the opinions of the stakeholders on the results, and annual improvements are made.

In line with the annual follow-ups, the dean's office reminded the department and department heads and faculty members to make necessary updates (EVIDENCE: 5).

Within the scope of the accreditation application, the Faculty has authorized the Education Coordinatorship to update the program objectives and outputs, taking into account the compatibility of the program outputs with the program objectives and IAA outputs (EVIDENCE: 6). The updates made by the Training Coordinator were reflected in the AKSİS Automation System (EVIDENCE: 7) and the Corporate Communications Coordinator was appointed to announce them on the website of the institution (EVIDENCE: 8).

On the other hand, within the scope of monitoring and updating processes, the updates discussed in detail in the B.1.1 heading were carried out. (EVIDENCE: 9, EVIDENCE: 10).

Table 32: Monitoring and Updating Program Outputs

Subject:	**Processes for Monitoring and Updating Program Outcomes**
Responsible Unit:	Education Coordinatorship Dean's Office Unit Quality Coordinatorship
First Planning Date:	November 2021 (revision)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic staff Administrative staff,

	Students, Accreditation Unit
External Stakeholders:	Unit Advisory Board
International Stakeholders:	
Scope of application:	All departments
Monitoring Mechanisms:	1) İ.U. Questions about monitoring and updating the program outputs in the Faculty of Theology Graduate Satisfaction Survey 2) İ.U. Questions about monitoring and updating the program outputs in the Faculty of Theology Student Satisfaction Survey 3) Questions about monitoring and updating the program outputs in the Faculty Member's Swot Analysis Questionnaire 4) Faculty Curriculum Meeting 5) İU Faculty of Theology Education and Training Competency Seminars Curriculum Filling Training Feedback Form
Performance Indicators:	1) Ratios of questions regarding the program outputs and updating in the Alumni Satisfaction Survey Report:

	"My education has helped me acquire foreign language knowledge at a level to communicate about my field." The rate of those who agree with the sentence: 62.8%. "The education I received at Istanbul Faculty of Theology is of high quality." The rate of those who agree with the sentence: 86.8%. "Course contents and teaching methods should be updated." The rate of those who agree with the sentence: 62.5%. "Elective courses should be diversified according to business life." The rate of those who agree with the sentence: 85%. "The number of applied courses should be increased." The rate of those who agree with the sentence: 90%. 2) The ratio of the questions regarding the program outputs and updating in the Student Satisfaction Survey: "The course contents (curriculum) and the teaching of the course are compatible." The rate of those who agree with the sentence: 81.6%. "Instructors inform the students about the aims and content of the courses at the beginning of the semester." The rate of those who agree with the sentence: 79%.

	"I find the number and variety of elective courses sufficient." The rate of those who agree with the sentence: 77.6%. 3) In the Faculty Curriculum Meeting, the lecturers were told how to fill the syllabus, how the courses would be developed and their areas of responsibility; The Curriculum Preparation Guide has been shared. In addition, in line with the annual monitoring of the Curriculum, the dean's department reminded the heads of departments and departments and faculty members to make necessary updates.
Evaluation and Improvement	June, November July, December
The Place of the Sub-Criteria in the Information Management System:	AKSİS, Google Drive.

Maturity Level

The institution has introduced some practices for the monitoring of program outcomes in the institution and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making and updating processes.

Summary Statement Compatible with the Rubric after the Site Visit

1. A unit has been established in the Education Coordinatorship for the preparation and monitoring of the program objectives, program outputs and the matrices of our faculty.

2. A meeting was held in the institution to monitor the program outputs, and the dean's department reminded the department and department heads and faculty members to make necessary updates in line with the annual monitoring of the course syllabus.
3. Program outputs are monitored systematically (annual and at the end of the program period / (for example: in January) and in line with institutional objectives (education-training policy and objectives) in the institution. These monitoring results are evaluated together with stakeholders and updates are made.

The List of Evidence

1. Student Satisfaction Survey
2. Faculty Members SWOT Analysis Questionnaire
3. Graduate Satisfaction Survey and Graduate Satisfaction Survey Report
4. Meetings with Heads of Departments
5. Reminding Faculty Members to Make Up for the Deficiencies in the Syllabus
6. Program Outcome Preparation Letter Written to the Education Coordinator
7. Sample Curriculum Form
8. Article on Corporate Communications Site Update
9. Letter from Ali Bulut and Çetin KASKA and Faculty Board Decision
10. AKSİS Screenshot of Newly Opened Elective Courses

B.6.2. Graduate Monitoring System

There is a process defined in the Quality Manual for monitoring graduates in the faculty (EVIDENCE: 1). The faculty communicates with the graduates through the Quality Coordinator (EVIDENCE : 2).

The institution is in cooperation with IU Faculty of Theology Alumni and Members Association (ILMENDER) (EVIDENCE: 3), which is one of its external stakeholders. İLMENDER was established on 27.05.2017 in order to continue the relations of the graduates of the Faculty of Theology of Istanbul University with each other and with their faculties. The Coordinatorship consults with this association in events related to alumni and students and receives the opinions and suggestions of the members.

The parties mutually support each other's work. The organizations organized by the Alumni Association were supported by the faculty management. Again, in order to strengthen the communication and interaction between students and alumni, Association President Mine Çatal met with newly registered students during the orientation week (EVIDENCE: 4). Occasionally, the faculty brought the graduates together with organizations such as picnics, iftars, and alumni meetings (EVIDENCE: 5), (EVIDENCE: 6).

Through İLMENDER, graduates are allowed to participate in the decision-making processes of the faculty as external stakeholders. Accordingly, Alumni Association President Mine Çatal has been included in the Unit Advisory Board established by the Faculty (EVIDENCE: 7). The President of the Alumni Association was also invited to the Unit Advisory Board meeting to be held on 27.12.2019 within the scope of program monitoring, evaluation and updating (EVIDENCE: 8).

In order to provide faster communication with the graduates and to inform them about the planned activities, the "Istanbul Theology Graduates" group was created in Telegram and the group is still actively used (EVIDENCE: 9).

The Quality Coordinatorship planned the activities to be carried out regarding the graduates at the meetings and the implementation was carried out according to this plan (EVIDENCE: 10). At the meeting, it was planned to hold a focus meeting with the ILMENDER President and members of the Unit Quality Coordinator.

Within the framework of the monitoring mechanisms in the Quality Manual,

on 10.11.2022, a focus group meeting was held with the graduates by Faculty Member Dr. M. Yuşa Yaşar. In the meeting, the post-graduation status of the graduates was discussed, and a mutual exchange of ideas was carried out on how the relations between the graduates and the faculty should be carried out. Some of the suggestions are as follows: gathering alumni social media groups on a single platform, planning face-to-face or online workshops for graduates with faculty instructors, and guiding graduate students about choosing a career (EVIDENCE: 11).

An alumni information form was created in order to obtain information about graduate students in 2020, 1498 students who graduated between 1999-2020 filled this form, and thanks to this form, information such as what percentage of graduates continue their graduate education and in which fields they have a profession (EVIDENCE: 12). According to this form, 66% of the students did not continue their graduate education, and 29.5% of those who continued their graduate education continued their graduate education in the field of theology. 33.4% of the graduates are teachers at MEB, 18.6% are working in DIB, 5.4% are academicians, 25.5% of the graduates are not working yet, and the rest are working in foundations and private institutions. and private tutoring.

On 18.11.2022 to get the views of external stakeholders about the program outputs, an online meeting was organized by Deputy Dean Assoc. Dr. Ümit Horozcu. (EVIDENCE: 13). Again, in line with the opinions of the graduate students, a survey was conducted by the Registrar's Office in the fall semester of 2022 to determine the program and course outcomes, to measure their satisfaction, to have a profession, to determine whether they worked in the field they received education or not. The questionnaire was sent to the students via e-mail (EVIDENCE: 14). A total of 121 graduates of theology faculty participated in the survey (EVİDENCE: 15).

Table 33: Graduate Tracking System

Subject:	Processes Regarding the Alumni Monitoring System
Responsible Unit:	Dean's Office, Unit Quality Coordinatorship Corporate Communications Coordinatorship
First Planning Date:	February 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, senior students
External Stakeholders:	Unit Advisory Board IU Faculty of Theology Alumni and Members Association, Graduate Students
International Stakeholders:	
Scope of application:	Graduate Students
Monitoring Mechanisms:	Alumni Satisfaction Survey Focus Group Interview with Alumni Alumni Meetings Program Outcomes Exchange Meeting with Alumni Alumni Contact Form Istanbul Theology Alumni Telegram Group

Performance Indicators:	1) According to the results of the Alumni Satisfaction Survey, "I am proud to be a graduate of Istanbul University Faculty of Theology." The rate of those who agree with the sentence: 94.2%. "It improved my knowledge and skills related to my field of education." The rate of those who agree with the sentence: 88.4%. "I believe that the education level of the Istanbul Faculty of Theology is sufficient." The rate of those who agree with the sentence: 78.6%. 2) According to the Alumni Information Form, 66% of the students did not continue their graduate education, and 29.5% of those who continued their graduate education continued their graduate education in the field of theology. 33.4% of the graduates are teachers in the Ministry of National Education, 18.6% work in DIB, 5.4% are academicians, 25.5% of the graduates are not working yet, and the rest are working in foundations and private institutions. and private tutoring. 3) According to the focus group interview report with alumni, gathering all alumni social media groups on a single platform (WhatsApp, etc.) for a healthier, effective

	and faster communication process with graduates, planning face-to-face or online workshops for graduates with faculty instructors, "Career It is recommended that the series "Days" be continued.
Improvement and Evaluatio	June, November July, December
The Place of the **Sub-Criteria in the Information Management System:**	Google Drive, Quality Management System e-mail address, Istanbul Theology Alumni Telegram Group Alumni Information System

Maturity Level

The institution has practices related to the alumni tracking system and certain results have been obtained from them. But the results have not been evaluated or employed in decision-making processes.

Summary Statement Compatible with the Rubric after the Site Visit

1. There is a Graduate Student Responsible in the Education Unit, which is within the Quality Coordinatorship of our Faculty.
2. In our faculty, there are applications related to the graduate monitoring system (surveys, focus group discussions, meetings, communication) and results have been obtained from them.
3. Graduates are monitored in line with the program objectives (education-teaching policy and objectives) and stakeholder participation in the institution, and measures are taken according to the results of the monitoring. The institution has ensured that its graduates are monitored in line with the program objectives, and graduates have become a part of the

institution's quality assurance system.

The List of Evidence

1. Quality Manual
2. Quality Coordinatorship Educational Unit Assigning Graduate Student Supervisor
3. IU Faculty of Theology Alumni and Members Association
4. İLMENDER President and Alumni Meeting-Dean and Alumni Meeting
5. İLMENDER Iftar
6. İLMENDER Meetings
7. Unit Advisory Board
8. 27.12.2019 Unit Advisory Board Meeting
9. Istanbul Theology Alumni Telegram Group
10. 11.10.2022 Quality Coordinatorship Meeting
11. 10.11.2022 Focus Group Interview with Alumni
12. Graduate Information Form
13. 18.11.2022 Program Outcomes Meeting with Graduates
14. Transmitting the Graduate Satisfaction Questionnaire to Graduate Students
15. Graduate Satisfaction Survey Report

C. RESEARCH & DEVELOPMENT

C.1 Research Strategy

The faculty continued its research and development (R&D) activities according to the vision (EVIDENCE: 1) set in the 2019-2023 Strategic Plan of Istanbul University, which is among the eleven research universities in Turkey.

The R&D Coordinator is responsible for the research and development processes of the institution (EVIDENCE: 2) and the research strategy is defined in the Quality Manual. As exemplified in C.1.3, C.2.2., C.2.3 and as targeted in its R&D Policy (EVIDENCE: 3), the institution organizes symposiums, workshops, and conferences in cooperation with national and international institutions and Research and Application Centers within the University. It organized academic activities such as seminars and panels and presented them to the scientific community in academic publications. In line with the strategic priorities of our institution, projects were carried out by faculty members and their outputs were published in the form of books, articles, and proceedings, in printed or electronic form and shared with stakeholders and society.

C.1.1. Research Policy of the Institution; its Objectives and Strategy

The research policy, objectives and strategy of the institution are carried out in line with the process defined in the Quality Manual and also available on the institution's website. The R&D Coordinatorship planned and carried out the studies related to the research policy, objectives and strategy of the institution. These policies are as follows:

1. To consider regional, national and international needs and priorities in research and development studies.
2. To provide the necessary support and opportunities for researchers to carry out qualified academic studies, and to share the results of the research with the society.

3. Strengthening cooperation with external stakeholders and ensuring their participation in research and development activities.
4. To ensure that research and development studies are carried out in cooperation with the Research and Application Centers within the University; to ensure the use of resources and infrastructure in line with corporate objectives.
5. To carry out pioneering studies for the future within the framework of the changing world conditions and the needs of the society in the field of theology.

The Coordinatorship submitted its update proposals to the Dean's Office. The Dean's Office has updated the research policy, objectives and strategy of the institution for a period of five years (EVIDENCE: 4), taking into account the opinions of internal and external stakeholders (EVIDENCE: 5, EVIDENCE: 6).

The R&D Policy of the institution, and the research strategy and objectives in accordance with it, were discussed at the meeting held on 10.05.2021 (EVIDENCE: 7) and accepted as included in the Quality Manual. In addition, at this meeting, it was determined that there were some difficulties obstructing the realization of these goals, especially the long time requirement of innovative research projects, and the difficulty of including them in the annual planning were put on the agenda. Again, on 07.11.2020, a SWOT-Vision-Mission questionnaire was applied to all academic staff of our faculty, and the results from this were taken into account in shaping the R&D policies and objectives (EVIDENCE: 8, EVIDENCE: 9). In addition, a stakeholder suggestion survey was conducted on the institution's website to receive suggestions for scientific research (projects, theses, articles, etc.) carried out within our faculty (EVIDENCE: 10, EVIDENCE: 11).

The R&D Coordinatorship is responsible for the process related to the research policy, goals and strategies of the institution. The Unit Quality Coordinatorship monitors the process in terms of quality and presents its

findings and proposals to the Dean's Office for discussion at the Quality Commission in June and November (EVIDENCE: 12).

The R&D Coordinatorship made the necessary preparations to organize a workshop in December 2022 to review the R&D standards of the Institution and to harmonize the practices with the regulations of our university in R&D activities (EVIDENCE: 13, EVIDENCE: 14). For this purpose, sub-units were requested to prepare a draft regulation on their own working areas (EVIDENCE: 15).

Table 34: Research Policy, Objectives and Strategy of the Institution

Subject:	**Monitoring Processes of the Institution's Research Policy, Objectives and Strategy** R&D Policies of the Institution Strategic Goals and Objectives of the Institution Regarding R&D (Goal 3)
Responsible Unit:	Research and Development (R&D) Coordinatorship Academic Activities Unit Project Support Unit Academic Publication and Support Unit Deanery Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	May 2020: In line with the research policy, objectives and strategy of the institution, three different coordinatorships were established: Academic Publication and

	Performance Monitoring Coordinatorship, Academic Activities Coordinatorship, and Project Support Coordinatorship . April 2021: In line with the resarch policy of the institution to monitor and implement research activities R&D and Strategic Planning Commission was established.. October 2022: R&D and Strategic Planning Commission was transformed into Research and Development Coordinator .
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff , Students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	Unit International Advisory Board

Application Areas:	All Academic Units
Monitoring Mechanisms:	Covering Research Policy, Objectives and Strategy " What can be done to improve research and development in our faculty?" Internal Stakeholder (Academics) Questionnaire Responses to the Question : Comments and criticisms here have been taken into account in determining and improving policies. Stakeholder Suggestions Survey for R&D on our Web Page : A continuous monitoring is ensured through the survey and suggestions are taken into account. In the Survey with External Stakeholders on R&D Policy (question 4) , two external stakeholders contributed to the policy.
Performance Indicators:	Performance Indicators Related to R&D (Goal 3 heading) the Alumni Satisfaction Questionnaire ("Research and Development opportunities should be increased" option, 62.2% of the graduates responded as "strongly agree, 31.9% as "agree".

Date of Evaluation and Improvement	November 2022: Quality Coordinatorship and Accreditation Meeting Containing R&D Evaluation and Improvement December 2022: Evaluations of the R&D Unit Regarding the Determination of the R &D Policy
The Place of the Sub-Criteria in the Information Management System:	Faculty Website Google Drive Istanbul University Strategic Management Information System

Maturity Level

It is guaranteed in the institution that the research activities of the institution can create values and turn them into societal benefits in line with the institution's research policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. With the contributions of internal stakeholders, the R&D policy of the institution was established in May 2021. The defined process of the institution's research policy, strategic goals and objectives has been determined according to the vision set in Istanbul University's 2019-2023 Strategic Plan. Research and Development (R&D) Coordinatorship is responsible for the research and development processes of the institution .
2. The principles that we can follow research activities in determining the policy have been created by taking into consideration that Istanbul University is a research university and with the contribution

of internal stakeholders. R&D strategic goals and objectives have been organized in an integrated manner with Istanbul University.

3. For being aware of these conditions, the R&D coordinatorship was established in October 2022 in order to monitor the activities and implement the policies. It is divided into sections such as Academic Activities Unit, Academic Publication Support Unit and Project Support Unit in order to coordinate mechanisms to work and work more concentrated.The units have formed their R&D policy and work plans in line with strategic goals and objectives. Coordinatorship also requested the sub-units to prepare a draft regulation on their own working areas.
4. In order to see the research policy and the functioning of the system, questions regarding the R&D policy were asked in the satisfaction surveys conducted with the academic staff. Opinions of academic staff on R&D strategic goals and objectives were obtained through questionnaires. Again, monitoring was ensured by asking questions about the R&D targets and policies of the Institution to the international unit advisory and unit advisory board from external stakeholders. According to the monitoring results, in response to the question of "how can we develop the R&D policy of the institution better", practices based on the cooperation of the R&D Coordinatorship, Departments and other Coordinatorships for the development of R&D policies were targeted in the 2023 Action Plan.
5. Establishment of an R&D Club has been opened for discussion in order to include students in R&D practices and to ensure that research activities can be transformed into research policy and social benefit and secured.

The List of Evidence

1. Istanbul University 2019-2023 Strategic Plan
2. R&D Coordinator Job Descriptions
3. Faculty of Theology Strategy Document

4. Faculty of Theology Strategy Document
5. R&D And Strategic Planning Commission Meeting Notes (2021)
6. External Stakeholder Focus Group Survey R&D Opinion
7. R&D and Strategic Planning Commission Meeting Minutes (2021)
8. SWOT Survey
9. SWOT, Vision-Mission Survey
10. Stakeholder Suggestions Survey for Research and Development
11. Stakeholder Suggestions for Research and Development Survey Responses
12. Unit Quality Coordinatorship Recommendations on R&D
13. R&D Standards Workshop Preparations
14. R&D Standard Setting Preparations Presentation
15. Requirements from the Units for the Establishment of R&D Standards

C.1.2. Management of R&D Processes and its Organizational Structure

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

Research and Development processes at the institution are carried out by the R&D Coordinator. In April 2021, the R&D and Strategic Planning Commission was established to manage R&D activities (EVIDENCE: 1), and the commission held meetings at regular intervals (EVIDENCE: 2, EVIDENCE: 3). In October 2022, the commission was transformed into the R&D Coordinatorship (EVIDENCE: 4). As of this date, it continues its activities as an umbrella coordinatorship that includes the Academic Activities Unit, the Academic Publication Support Unit and the Project Support Unit. The Coordinatorship held a meeting with its sub-units in November 2022 and put its own structuring and determination of R&D standards on its agenda as a priority (EVIDENCE: 5).

The Academic Activities Unit and student clubs took an active role in the organization of research and development activities such as symposiums,

panels, conferences and workshops (EVIDENCE: 6, EVIDENCE: 7, EVIDENCE: 8, EVIDENCE: 9). The Project Support Unit also held informative meetings for faculty members periodically and provided guidance and support to research and development projects (EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13, EVIDENCE: 14, EVIDENCE: 15, EVIDENCE: 16, EVIDENCE: 17). Also, surveys were organized to control the process and address deficiencies (EVIDENCE: 18). In addition, the Library Coordinatorship has worked to improve the quality of our faculty library in terms of quantity and quality in order to improve research activities (EVIDENCE: 19, EVIDENCE: 20). Again, the Academic Publication and Support Unit works to increase the quality and quantity of the publications of our faculty members (EVIDENCE: 21, EVIDENCE: 22, EVIDENCE: 23, EVIDENCE: 24, EVIDENCE. 25, EVIDENCE: 26, EVIDENCE: 27, EVIDENCE: 28).

In the meeting held with the Unit Advisory Board, the development of R&D activities was discussed as an agenda item. The faculty also took into account the suggestions that emerged at this meeting during the update of its R&D policy, strategy and objectives (EVIDENCE: 29, EVIDENCE: 30).

The activities of the R&D Coordinatorship are followed by the Unit Quality Coordinator. The Quality Coordinatorship submitted its conclusions and proposals to the Dean's Office for discussion at the Quality Commission in November 2022 (EVIDENCE: 31).

Table 35: Management of Research and Development Processes and Organizational Structure

Subject:	**Management of Research and Development Processes and Organizational Structure**
Responsible Unit:	Research and Development (R&D) Coordinatorship Academic Activities Unit

	Project Support Unit Academic Publication and Support Unit Dean's Office Organization Chart Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	May 2020: Three different coordinatorships were established to manage the research and development processes of the institution: Academic Publication and Performance Monitoring Coordinatorship, Academic Activities Coordinatorship, and Project Support Coordinatorship. April 2021: An R&D and Strategic Planning Commission responsible for the research activities of the institution was established. October 2022: R&D and Strategic Planning Commission was transformed into Research and Development Coordinatorship.
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff , Students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	Unit International Advisory Board

Application Areas:	R&D Comission transformed into an R&D Coordinatorship with the Sub-Units of the R&D Commission , and in this way, the organizational structure took its final form. The R&D Coordinatorship held meetings with its own sub-units and discussed the job descriptions and distributions of those responsible in the sub-units. Decisions were taken on the Determination of R&D Standards and short and long- term targets for R&D were determined. Activities were carried out in cooperation with the Library Coordinator in R&D Design .
Monitoring Mechanisms:	Covering Research Policy, Objectives and Strategy " What can be done to improve research and development in our faculty?" Comments, criticisms and suggestions in the Internal Stakeholder (Academics) Questionnaire Responses to the Question were taken into account in improving the processes. Comments, criticisms and recommendations on the R&D management and organizational structure in the Academic Staff Employee Satisfaction Survey Data. Alumni Satisfaction Survey (R&D question) Results of the stakeholder recommendations survey for R&D on our website

Performance Indicators:	62.2% of the graduates chose the option "Research and Development Opportunities Should Be Increased" in the Alumni Satisfaction Survey .
Date of Evaluation and Improvement	12 November 2022: Recommendations of the Unit Quality Coordinatorship on R&D 25 November 2022: Quality Coordinatorship and Accreditation Meeting for R&D Improvement
The Place of the Sub-Criteria in the Information Management System:	Faculty Website Google Drive

Maturity Level

The management of research and development processes covers all the fields in the institution and is adopted and guaranteed in the entire institution with the help of integrative, sustainable and matured practices that are in line with the institutional goals (research policy, objectives and strategy). The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The management and organizational structure of the research and development processes of the institution were created in May 2021 with the contributions of internal stakeholders. In order to manage the R&D activities, the R&D and Strategic Planning Commission was established in the first place, and in October 2022, the commission was transformed into the Research and Development Coordinator.

2. The management and organization of the research and development processes in the institution are carried out by the R&D Coordinatorship and its sub-units, Academic Activities Unit, Academic Publication Support Unit and Project Support Unit. Responsibilities and job descriptions of the coordinatorship and each unit are clearly defined. R&D plans were determined in line with the 2019-2023 strategic plans of the institution. In addition, the Coordinatorship held a meeting with its sub-units in November 2022 and put its own structuring and determination of R&D standards on its agenda as a priority.
3. The R&D Coordinatorship realized its plans by working collectively with its sub-units. Academic Activities Unit organizes symposiums, panels, conferences, workshops, etc. for R&D. The Academic Publication and Support Unit carried out studies to increase the quantity and quality of the academic staff's publications, and the Project Support Coordinatorship organized briefings for the academic staff of our faculty periodically and guided research and development projects. The management and organizational structure of the R&D processes of the institution are monitored by various mechanisms. Continuous monitoring is ensured through the stakeholder proposals survey for research and development on the website of the institution.
4. In order to improve the management and organizational structure of research and development processes, comments, criticisms and recommendations regarding the R&D management and organizational structure included in the surveys conducted for academic staff, students and graduates were taken into account. Monitoring was ensured by asking questions about the R&D management of the Institution from external stakeholders to the international unit advisory board. In the meeting held with the Unit Advisory Board, the development of R&D activities was discussed as an agenda item. The faculty also took into account the suggestions that emerged at this meeting during the update of its R&D policy, strategy and objectives.

5. It is planned to organize a workshop in order to review the standards of the institution on the management and organizational structure of the R&D processes after 2023 and to harmonize the practices with the R&D regulations of the university.

The List of Evidence

1. R&D and Strategic Planning Commission Establishment Meeting Minutes
2. R&D And Strategic Planning Commission Meeting Minutes (2021)
3. R&D And Strategic Planning Commission Meeting Notes (2021)
4. R&D Coordinator Job Descriptions
5. R&D Coordinator Meeting Minutes
6. Academic Activities Unit Working Principles
7. Academic Activities Unit Task Distribution
8. Student Club Activities Example
9. Academic Activities Unit Meeting Minutes
10. Information Meeting on Erasmus+ Projects
11. Scientific Research Projects (BAP) Introductory Seminars
12. Education and Research in North America
13. Project Activity
14. Project Support Unit Meeting Minutes1
15. Project Support Unit Meeting Minutes2
16. Project Support Unit Evaluation Report
17. Project Support Unit Activity Report
18. Seminar Evaluation Questionnaire
19. Al-Manhal Database Information
20. AYEUM Academy Services and Article Publishing in International Indexes
21. Raider/Questionable Journals
22. International Academic Journals
23. Webinar on Referee Evaluation Process and TR Index

24. AVESIS Data Update
25. March-April-May Annual Report Summary
26. Academic Publication and Performance Monitoring and Support Unit Meeting Minutes1
27. Academic Publication and Performance Monitoring and Support Unit Meeting Minutes2
28. Academic Publication and Performance Monitoring and Support Unit Evaluation Report
29. Unit Advisory Board Commissions
30. Unit Advisory Board Meeting
31. Unit Quality Coordinator Recommendations on R&D

C.1.3. Relationship of Research with Local/Regional/National Needs and Demands

The defined process regarding the relationship of research in the institution with local, regional, and national needs and demands is included in the Quality Manual.

The institution adopted as a policy the consideration of national and international needs and priorities in research and development studies and encouraged faculty members to work on projects, books and articles in line with these priorities by holding symposiums, workshops and panels every year. Based on the fact that studies in Ottoman science and history of thought are still in their infancy in our country, and in order to eliminate the misconception that Ottomans did not produce any original concepts or ideas, our faculty has planned a symposium series that deals with Ottoman scientific and intellectual endeavors. The series consists of six different programs, under the name From Sahn-ı Seman to Darülfünun: Science and the World of Ideas in the Ottoman Empire, in cooperation with Zeytinburnu Municipality (EVIDENCE: 1). The papers of the relevant symposium were published in four separate books (EVIDENCE: 2, EVIDENCE: 3, EVIDENCE: 4,

EVIDENCE: 5). The sixth of the symposium series is on “Dârülfünûn and Reshaping of Higher Education” and was held in May 2022 (EVIDENCE: 6).

Similarly, in accordance with the mission of the Institution to produce authentic religious knowledge, a symposium series that deals with Islamic sciences over the centuries is organized every year. The first of the Centennial Islamic Sciences Symposium Series, dedicated to the first century AH, was held on 24-25 October 2019 (EVIDENCE: 7), the second was held internationally on 22-23 October 2021 (EVIDENCE: 8) and the third was held internationally on 25-26 November 2022 , in cooperation with partner organizations (EVIDENCE: 9). Also, an invitation to write for the international book on Islamic Sciences in the Third Century Hijri was announced (EVIDENCE: 10).

In addition, graduate student symposiums are organized by our faculty every year, so that, in addition to students within our university, graduate students studying outside our university and in different cities are offered the opportunity to actively participate in academic studies. The most recent of these series are:

1. VII. Islamic Law Graduate Student Symposium (22-23 October 2021) (EVIDENCE: 11)
2. Islamic History and Arts 7th International Graduate Student Symposium (22-23 May 2021) (EVIDENCE: 12)
3. Department of Tafsir Graduate Student Symposium (26-27 June 2021) (EVIDENCE: 13)
4. III. Hadith Graduate Student Symposium (November 19, 2021) (EVIDENCE: 14)
5. I. Islamic Philosophy Graduate Studies Symposium (30-31 October 2021) (EVIDENCE: 15).
6. Islamic History and Arts 8th International Graduate Student Symposium (21-21 May 2022) (EVIDENCE: 16)
7. VIII. Islamic Law Graduate Student Symposium (28-29 October 2022) (EVIDENCE: 17)

8. Sociology of Religion Graduate Student Symposium (15-16 November 2022) (EVIDENCE: 18)
9. IV. Hadith Graduate Student Symposium (24-25 November 2022) (EVIDENCE: 19)

There are also symposiums planned for 2023 (EVIDENCE: 20).

It is ensured that the planning, implementation, control and preparatory stages of the symposium events are realized. For example, the plans for the realization of the 15-16 November 2022 Sociology of Religion Graduate Student Symposium were made at the meetings of the Sub-Department of Sociology of Religion on March 6, 2022 and June 6, 2022 (EVIDENCE: 21, EVIDENCE: 22), the announcement of the symposium was shared with the public (EVIDENCE: 23), and carried out online (EVIDENCE: 24). A questionnaire was carried out for post-event improvements (EVIDENCE: 25) and positive and negative aspects of the event were reported and sent to the dean's office (EVIDENCE: 26). The Quality Coordinatorship carried the activity report to the commission, and the idea was that the budget would decrease if such activities were carried out as the Philosophy and Religious Sciences department rather than the sub-department (EVİDENCE: 27).

In the context of R&D policy (EVIDENCE: 28), the Institution encourages faculty members to consider regional, national and international needs and priorities in research and development studies in order to conduct research and projects that address local, regional, national and international needs and demands. In this context, the Dean's Office met with the Unit Advisory Board and the list of needs was determined (EVİDENCE: 29). The following projects can be presented as examples for considering the aforementioned need:

- TÜBİTAK 1001 Project, numbered 220K027 and titled "Family Mediation-Arbitration in Islamic Law and Contemporary Practices", determined six different countries as the research universe and aimed to develop formal and informal solutions to the problems existing in Turkey

with the results of this project. The project offers suggestions for making family mediation-arbitration applicable in the increasing number of divorce cases in our country and thus aims to meet a national need (EVIDENCE: 30).

- A case study in which national and local needs and problems are taken into account is the R&D Project titled “The Relationship Between Life Satisfaction and Socialization in Women: The Case of Batman”. In particular, the project investigated the effect of social media digital environments of schools, public education courses, NGOs, mosques and Qur'an courses on women's socialization and increasing life satisfaction (EVIDENCE: 31).

- An example of a study measuring national impact is the TÜBİTAK 1002 Project titled “The Academic, Social and Religious Effects of Busirî's Kaside-i Bürde on Turkish Society from Past to Present”. The project measured the level of awareness in Turkey by revealing the place and importance of the relevant work in Turkish society (EVIDENCE: 32).

- Eleven faculty members participated in the local project titled “Rehabilitating and Reintegrating the Convicts and Detainees within the Directorate of Bakirköy/Metris No. 2 T Type Closed Penitentiary Institution to the Society by Rehabilitation”, and values training was given to convicts and detainees within the scope of the project (EVIDENCE: 33).

- The project titled “Building an intercultural pedagogy for higher education in conditions of protracted conflict: Languages, identity, culture”, supported by the Arts and Humanities Research Council Global Challenges Research Fund in the UK, aimed to support the learning processes of refugee teachers, students and young people who are marginalized and excluded from formal education or lack certain aspects of education (EVIDENCE: 34, EVIDENCE: 35).

Postgraduate theses were made within the body of the institution in order to meet the local needs and demands specific of the Istanbul region:

- The doctoral dissertation titled “Cultural Adaptation, Mental Health and Religion in Syrian Female Refugees” focused on Syrian refugees living in Istanbul (EVIDENCE: 36).

- The master's thesis titled “The Relationship between Gender, Hegemonic Perception of Men and Religiosity in University Students: The Case of Van and Istanbul” studies a sample group of 943 university students studying in Istanbul and Van (EVIDENCE: 37).

- In the master's thesis titled “Imam Hatip Secondary School Students' Imagination of Allah: The Case of Istanbul, Esenler”, a questionnaire is answered by 395 students aged 11-13, studying at Imam Hatip Secondary Schools, and the children's thoughts and imaginations about Allah were examined (EVIDENCE: 38).

- The master's thesis titled "A Qualitative Research on the Opinions of Hafiz Teachers on their Professional Competence (Istanbul Example)" examines the professional competencies determined by the Presidency of Religious Affairs for Qur'an course teachers through a study group selected from 13 different districts of Istanbul (EVIDENCE: 39).

- In the master's thesis titled “The Problems Encountered in the Adaptation Process in the 4-6 Year Old Qur'an Courses: The case of Istanbul”, the problems encountered by children educated in Qur'an courses at ages 4-6, in the process of adaptation to the course, are discussed in Şişli, Beyoğlu, Fatih and Bahçelievler districts of Istanbul. It was conducted by a semi-structured interview form to 20 Qur'an course teachers of 4-6 year-olds (EVIDENCE: 40).

The following theses can be given as examples of postgraduate studies in which national needs are taken into account:

- The doctoral thesis titled "Spiritual Counseling in Health Services in Turkey: A Mixed Method Research" examined the "Spiritual Support Practice in Hospitals" that started in our country in 2015 (EVIDENCE: 41).

- The master's thesis titled "The Educational Value of Secondary School Religious Culture and Moral Knowledge Textbooks in terms of Contribution to Learning-Teaching Processes" shows the compatibility of the Secondary School Religious Culture and Moral Knowledge textbooks with the Primary School DKAB Curriculum adopted in 2010 and accordingly examined their contribution to the learning-teaching processes. (EVIDENCE: 42).

- The master's thesis titled "Quran Lessons, Memorization and Problems in Imam-Hatip High Schools in light of Teachers' Opinions" describes the current situation in memorization of Quranic surahs and verses in the Qur'an course curriculum of Imam-Hatip High Schools in our country and identifies the problems experienced in memorization. (EVIDENCE: 43).

The R&D Coordinatorship is responsible for the relationship between research and local, regional, and national needs and demands. The Unit Quality Coordinatorship monitored the process in terms of quality; presented its findings and proposals to the Dean's Office for discussion at the Quality Commission in November 2022 (EVIDENCE: 44, EVIDENCE: 45).

Table 36: Relationship of Research to Local/Regional/National Needs and Demands

Subject:	Relationship of Research to Local/Regional/National Needs and Demands
Responsible Unit:	Research and Development (R&D) Coordinatorship Academic Activities Unit Project Support Unit Academic Publication and Support Unit Deanery

	Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	May 10, 2021: The relationship between research and local/regional/national needs and demands was discussed by the formerly R&D Strategic Planning Commission (item 5).
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff , Students
External Stakeholders:	Unit Advisory Board (Article 2) Municipalities Ministries International Partner Organizations Non-Governmental Organizations Tubitak
International Stakeholders:	Unit International Advisory Board

Application Areas:	Practices Considering Local Needs - Projects Considering Local Needs - Postgraduate Theses Considering Local Needs Practices Considering National Needs - Projects Considering National Needs - Symposiums Considering National Needs - Postgraduate Theses Considering National Needs International Projects
Monitoring Mechanisms:	For Academic Staff "How can our research be related to local/regional/national needs and demands? " Survey Question and Answers External Stakeholder Survey Research Project Preparation Training Seminar Questionnaire in Theology
Performance Indicators:	Two external stakeholders contributed to item 5 of the External Stakeholder Survey on R&D's Response to International Needs and Demands by expressing their opinions. R&D Project Application Rates of Academic Staff: 33% of the academic staff who participated in the survey have applied for projects before. 31% have carried out a project before.

Date of Evaluation and Improvement	12 November 2022: Quality Coordinatorship and Accreditation Meeting for R&D Improvement 25 November 2022: Quality Coordinatorship and Accreditation Meeting for R&D Improvement
The Place of the Sub-Criteria in the Information Management System:	Faculty Website Google Drive

Maturity Level

The evaluation of the research activities' competition level (national/international) and socio-economic and cultural contributions to local, regional and national development goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The process of the institution regarding the relationship of research with local/regional/national needs and demands has been defined in line with the vision set in the 2019-2023 Strategic Plan of Istanbul University in line with the opinions of internal and external stakeholders.
2. In the context of its R&D policy to consider local, regional and national needs in the planning and implementation of research in the institution, the Institution encouraged faculty members to conduct research and projects by taking into account local/regional/national needs and demands.

3. Projects, symposiums, workshops, etc. for R&D collectively with stakeholders such as the institution, municipality, ministries, non-governmental organizations, Tübitak, and other international organizations. has done. In addition, thanks to the graduate student symposiums held every year by the faculty departments, graduate students from outside our university and in different cities had the opportunity to actively participate in academic studies. Monitoring was provided with questionnaires administered after the symposiums. Local, regional and national needs were taken into account in the postgraduate theses prepared by the faculty members of the faculty, and the topics were determined to meet this need.
4. The principles regarding the relationship of research with local/regional/national needs and demands were determined by taking into account the comments, criticisms and recommendations in the survey conducted for academic staff. Again, the answers to how the research directed to international external stakeholders and unit advisory boards can be related to local/regional/national needs and demands were examined and a plan was made accordingly. In relation to local, regional and national needs and demands in the institution, the results of the research were evaluated together with the stakeholders and precautions were taken.
5. Relationship of research to local/regional/national needs and demands Efforts are being made to make this process a tradition in line with the principles of continuity and sustainability and to ensure that all units and individuals in the institution adopt this process.

The List of Evidence

1. From Sahn-ı Seman to Darülfünun Science and Intellectual World in the Ottoman Empire Symposium Link
2. From Sahn-ı Seman to Darülfünun, The World of Science and Ideas in the Ottoman Empire Book 1
3. From Sahn-ı Seman to Darülfünun, The World of Science and

Ideas in the Ottoman Empire Book 2

4. From Sahn-ı Seman to Darülfünun, The World of Science and Idea in the Ottoman State, Book of Papers 3

5. From Sahn-ı Seman to Darülfünun, The World of Science and Ideas in the Ottoman State, Book 4

6. From Sahn-ı Seman to Darülfünun, Science and Idea World Symposium in the Ottoman Empire VI Link

7. Centennial Islamic Sciences Symposium (Hijri I. Century) Link

8. Centennial Islamic Sciences Symposium (International Symposium on the Formation and Formation of Islamic Sciences in the Second Century of Hijri) Link

9. Centennial Islamic Sciences Symposium (The Role of the Third Century Hijri in the Development of Islamic Sciences) Link

10. Call for Book Chapter

11. VII. Islamic Law Graduate Student Symposium Link

12. Islamic History and Arts 7th International Graduate Student Symposium Link

13. Department of Tafsir Graduate Student Symposium Link

14. III. Hadith Graduate Student Symposium Link

15. I. Islamic Philosophy Graduate Studies Symposium Link

16. Islamic History and Arts 8th International Graduate Student Symposium Link

17. VIII. Islamic Law Graduate Student Symposium Link

18. Sociology of Religion Graduate Student Symposium Link

19. IV. Hadith Graduate Student Symposium Poster

20. International Arabic Language and Rhetoric Graduate Student Symposium

21. Meeting Minutes of the Department of Sociology of Religion, Dated 06.03.2022, Containing the Decision of the Graduate Student Symposium on Sociology of Religion

22. Minutes of the Meeting of the Department, Dated 06.06.2022, Containing the Planning of the Graduate Student Symposium on

Sociology of Religion

23. Sociology of Religion Graduate Student Symposium Public Notice

24. Images from the Sociology of Religion Graduate Student Symposium

25. Questionnaire Application After the Sociology of Religion Graduate Student Symposium

26. Sociology of Religion Graduate Student Symposium Evaluation Report

27. Quality Commission Report

28. Istanbul Theology, Policies and Strategic Planning

29. Unit Advisory Board Report

30. "Family Mediation-Arbitration and Contemporary Practices in Islamic Law" Tübitak Project

31. R&D Project Titled "The Relationship Between Life Satisfaction and Socialization in Women: The Example of Batman"

32. TÜBİTAK 1002 Project Titled "The Academic, Social and Religious Effects of Busirî's Kaside-i Bürde on Turkish Society from Past to Present" 19

33. Rehabilitation and Reintegration of Convicts and Detainees Project

34. Refugees Project Assignment Letter

35. Refugees Project Introduction Page

36. Ph.D. Thesis titled "Cultural Adaptation, Mental Health and Religion in Syrian Women Refugees"

37. Master's Thesis entitled "The Relationship between Gender, Hegemonic Perception of Men and Religiosity in University Students: The Case of Van and Istanbul"

38. Master's Thesis titled "Imagination of Allah in Imam Hatip Secondary School Students: The Case of Istanbul/ Esenler"

39. Master Thesis Titled "A Qualitative Research on the Opinions of Hafiz Teachers on their Professional Competence (Istanbul Example)"

40. Master's Thesis entitled "The Problems Encountered in the Adaptation Process in the Qur'an Courses for 4-6 Years: The Example of Istanbul"
41. Doctoral Thesis titled "Spiritual Counseling in Health Services in Turkey: A Mixed Method Research"
42. Master's Thesis titled "The Educational Value of Secondary School Religious Culture and Moral Knowledge Textbooks in terms of Contribution to Learning-Teaching Processes"
43. Master's Thesis titled "Quran Lesson, Memorization and Problems in Imam-Hatip High Schools in the Line of Teachers' Opinions"
44. Unit Quality Coordinator Recommendations on R&D
45. Unit Quality Coordinator Recommendations on R&D 2

C.2. Research Resources

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

The Rectorate and other collaborating centers according to the process defined in the Appendix of the Quality Manual of Istanbul University in line with the legal regulations .

Physical Research Resources: The faculty campus consists of three buildings. The first is Abdullatif Suphi Pasha Mansion and it is used as the dean's office. The second is reserved for the rooms of administrators, administrative staff and teachers. Also in this building, there is a small conference hall, student representative and student club rooms, a Turkish religious music study hall, guidance and psychological counseling room, a student canteen with sea view and prayer rooms on the upper floor. In the third building, there is the student affairs office, lecture halls, classrooms, library and study hall, and a conference hall for 300 people (EVIDENCE: 1). There are a total of 78 offices allocated to 208 teaching staff and 30 administrative personnel working within the institution. The principles regarding the use and distribution of these offices have been determined

by the Dean's Office (EVIDENCE: 2). The faculty library has the capacity to host 100 researchers in an area of three hundred and fifty square meters. There are 15,000 books, including 2000 Ottoman period prints, 3775 theses, 2000 volumes of journals, 700 encyclopedias and dictionaries in our library (EVIDENCE: 3). In addition, there are a total of 10 internet supported desktop computers in the library which academic staff, students and outside researchers can benefit from. “IU Library Automation Software” (SirsiDynix) is used in the library. There is also a Project Office in the Institution where periodic meetings and presentations of projects at the proposal stage and completed projects are held by the Project Support Unit. Activities related to the preparation process of the Faculty journal are carried out in the Journal Publication Office within the body of the institution. In addition, three halls of the Faculty (a large conference hall with a capacity of 372 people and an area of 261 square meters, a small conference hall with a capacity of 55 people with an area of 66 square meters and a dean's conference hall with a capacity of 70 people with an area of 150 square meters) serve events and activities such as symposiums, workshops. In addition, personal computers and printers for common use were provided to academic and administrative staff to carry out their research activities (EVIDENCE: 4).

Technical Research Resources: The academic staff of the institution can access electronic databases and e-books to which the University subscribes. Access to the databases of al-Manhal, al-Mandumah, Springer and JSTOR, which are reference sources for researchers and students in various academic disciplines, has provided great academic convenience to researchers in the field of Theology. Again, plagiarism detection programs such as Turnitin, iThenticate, plagiarism.net, and social network and reference management tools such as Mendeley and Endnote, which check the compliance of theses, articles and other studies with academic writing ethics, are freely available to our instructors (EVIDENCE: 5). In addition, LexiQamus database, which aims to help researchers in deciphering

difficult-to-read words in manuscripts in Ottoman Turkish, has been made available under subscription (EVIDENCE: 6).

Financial Research Resources: The institution meets its financial research resource needs through the central budget, external stakeholders and project support. Although there is no separate item allocated for R&D among the budget items coming from the center, other budget items are used by the Agency in the conduct of research activities. The faculty meets the travel allowance and daily wages of the academic staff for their scientific studies from the central budget as much as possible (EVIDENCE: 7, EVIDENCE: 8). The institution met with external stakeholders in order to support the research of academic staff and signed a protocol with Dârü'l-fünûn Istanbul Theology Foundation (EVIDENCE: 9; article B). Our faculty provides resources through meetings with external stakeholders in order to meet the expenses of the symposiums it organizes. Supports such as activity expenses, physical facilities and technical infrastructure are provided by external institutions in kind. Therefore, there is no cash resource inflow and outflow to our institution for such requirements of the activities. For example, *The symposium* "From Sahn-ı Seman to Darülfünun: Science and the World of Ideas in the Ottoman Empire" was held at the Zeytinburnu Culture and Art Center, hosted by the Zeytinburnu Municipality (EVIDENCE: 10). *The Islamic Law Graduate Student Symposium* was organized with contributions from Ensar Foundation, Science Spreading Foundation, Istanbul Dâru'l-Fünûn Theology Foundation and Tübitak (EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13).

The Dean's Office is responsible for the process of physical, technical and financial research resources. The Unit Quality Coordinatorship monitors the process in terms of quality; It presents its determinations and proposals to the Dean's Office for discussion at the Quality Commission in June and November. In the evaluation report dated 14.10.2022, the Unit Quality Coordinatorship notified the following requests to the Dean's Office: "The Turkish Religious Music Sub-Department requests 10 music stands, 2

desktop computers, 4 bluetooth speakers, 2 desktop computer speakers, 1 32 inch 4K monitor, 3 laser printers and consumables. In addition, among the demands of the Sub-Department is allocation of a large room in the basement of the Faculty Dean's Building for courses to be held" (EVIDENCE: 14). Budget studies for the 2023-2025 period were made and submitted to the Rectorate's Strategy Department (EVIDENCE: 15).

Table 37: Research Resources: Physical, Technical, Financial

Subject:	**Processes for Monitoring Research Resources**
Responsible Unit:	Dean's Office, Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	April/May 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff , students
External Stakeholders:	Unit Advisory Board, TUBITAK, NGOs, BAP, Technology Transfer Center (TTM)
International Stakeholders:	-
Scope of application:	- Physical, technical and financial resources - Financial Supports - Technical Resources - Library

	- Journey-Judgement
Monitoring Mechanisms:	Library Satisfaction Surveys Alumni Satisfaction Survey (R&D question) Student Satisfaction Survey (Question 7) Library Control of the Library Coordinatorship
Performance Indicators:	-According to research resources budget data, research resource demand numerical data, and met demand indicators, 5 people used a budget of over 420,000 in TUBITAK and BAP projects.
Evaluation and Improvement Date:	Research and Development Unit September 2022 Evaluation Report
The Place of the Sub-Criteria in the Information Management System:	IU Library Automation Software (SirsiDynix), Faculty Website, Google Drive .

Maturity Level

The research resources in the institution are managed in a way to support the primary research areas and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and

demands.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has physical, technical and financial resources of appropriate quality and quantity in order to continue its research and development activities.
2. The institution has plans to create physical, technical and financial resources of appropriate quality and quantity in order to continue its research and development activities. The faculty's physical, technical and financial research resources are allocated to Istanbul University in line with the legal regulations._According to the process defined in the Appendix of the Quality Manual, it was obtained from the Rectorate and other centers with which it cooperated.
3. In order to continue the research and development activities of the institution, physical, technical and financial resources in appropriate quality and quantity are provided by considering the balance between the fields. The institution generally obtained its research resources from the financial and technical opportunities provided by the University. In addition, it has realized joint symposiums and trainings through bilateral agreements. He provided travel and per diem to his researchers and supported their academic activities.
4. The use of the institution's research resources was monitored by surveys and observations and monitoring mechanisms. 94 percent of the participants stated that “Research and Development opportunities should be increased.” replied as. Approximately 75 percent of the participants said, “The faculty library is rich in resources.” replied as.

The List of Evidence

1. Faculty physical resources: Physical Structure (Istanbul University, 2022 fiscal year performance program)
2. Faculty Board Decision on General Principles of Office

Planning

3. Library Introduction (Web Page)
4. Movable Delivery Certificate
5. Databases Access Link
6. LexiQamus Database Subscription
7. Domestic Traveller
8. Traveling Abroad
9. Cooperation Protocol with Darul Fünun Theology Foundation
10. From Sahn-ı Seman to Darülfünun, The World of Science and Ideas in the Ottoman Empire Symposium Poster
11. VIII. Islamic Law Graduate Student Symposium
12. 2223-B Domestic Scientific Event Organization Support
13. Tubitak 2223-B Support Payment Receipt
14. Unit Quality Coordinator Evaluation Report
15. 2023-2025 Period Budget Preparation Studies

C.2.2. In-University Resources

In order to maintain the faculty's research and development activities, IU BAP Coordination Unit follows the Working Directive, besides, it acts according to the processes defined in the Quality Handbook regarding the general functioning of the subject. There are projects that receive support from internal resources in order to contribute to the scientific studies of faculty members (EVIDENCE: 1). *The Impact Research of Maghrib and Andalusian Orthographic Tradition in the 1924 Cairo Emiriyye Mushaf Edition,* conducted by Necmettin Gökkır, The *Theory of* Tevatur conducted by Hüseyin Hansu, *Dictionary of Turkish Literature Works (Written Literary Accumulation of Turkish),* conducted by Bünyamin Ayçiçeği, *A Comparative Concerning Traditions of Medieval Islamic and Roman Law Commentary* by Murteza Bedir. Projects titled *A Study* are in harmony with the subjects that have been made in the fields of Tafsir, Hadith, Turkish Literature and Islamic Law, respectively, and serve the purposes of our Institution. The resources provided from the central budget for the project

are given to the instructors themselves in line with the legislation (EVIDENCE: 2).

Through the Project Support Unit, the Institution announced the BAP-related project calls to the academic staff through electronic communication channels, encouraged them to use internal resources effectively, and periodically monitored the number of projects (EVIDENCE: 3). Again, the Project Support Unit has organized surveys in order to contribute to the project development of the academic staff, and organized seminars according to the results obtained and the type of project needed (EVIDENCE: 4, EVIDENCE: 5).

In addition, the Faculty used the limited amount from the central budget to support the research activities of the lecturers (EVIDENCE: 6, EVIDENCE: 7, EVIDENCE: 8, EVIDENCE: 9), and met the technical support needs of the lecturers in their fields of study (EVIDENCE: 10).

Table 38: In-University Resources

Subject:	**Processes Regarding the Monitoring of In-University Resources**
Responsible Unit:	Dean's Office, Unit Quality Coordinatorship (Monitoring and Evaluation) Project Support Unit
First Planning Date:	Beginning of Academic Terms
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff , students

External Stakeholders:	Unit Advisory Board, BAP Unit
International Stakeholders:	-
Scope of application:	- BAP Introduction Seminar - BAP Project Summary Report-Necmettin Gökkır
Monitoring Mechanisms:	Project Support Coordinationship Project Training Questionnaire Stakeholder Suggestions Survey for R&D on our Web Page Survey with External Stakeholders on R&D Policy (Questions 4 and 5) R&D Meetings
Performance Indicators:	Trends of in-university research resources by year According to the university's activity reports, 8 BAP support was received in 2017, 5 in 2018, 2 in 2019, 0 in 2020, 0 in 2021 and 7 in 2022. Beneficiary researchers list , In 2021, 15 researchers benefited from BAP.

	Support amounts and topics, Domestic Travel Documents Paid from the Budget
Evaluation and Improvement Date:	14.10.2022 Unit Quality Coordinatorship (Monitoring and Evaluation)
The Place of the Sub-Criteria in the Information Management System:	Faculty Website, Google Drive ,

Maturity Level

The findings obtained regarding the use of intrauniversity resources in the institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has in-university resources for research and development activities. The faculty has a defined process in the use of in-university resources (BAP) in accordance with the IU BAP Coordination Unit Working Directive.
2. Institutional researchers benefit from internal university resources. Faculty members have carried out BAP projects that are compatible with the subjects that serve the purposes of our institution. According to

the university's annual reports, 8 projects were supported in 2017, 5 in 2018, 2 in 2019, 0 in 2020, 0 in 2021 and 7 in 2022.

3. Applications related to in-university resources were evaluated by the Unit Quality Coordinator on 14.10.2022.
4. As a result of the evaluations of the relevant coordinatorship, measures were taken and BAP introductory seminars were given to increase the orientation to in-university resources.

The List of Evidence

1. Ongoing projects
2. BAP Project Summary Report-Necmettin Gökkır
3. Bap Annual Reports - (2017, 2018, 2019, 2020, 2021)
4. Project Support Coordination Project Training Questionnaire
5. BAP Introduction Seminar
6. Foreign Travel Documents Paid from the Budget
7. Domestic Travel Documents Paid from the Budget
8. University International Assignment Paths (2019, 2020, 2021)
9. University Domestic Appointment Paths (2019, 2020, 2021)
10. Movable Delivery Document Sample

C.2.3. External Resources (Methods and Supports)

The institution is the university's partner in outsourced projects. It receives guidance and follow-up support from the Technology Transfer Center (TTM) (EVIDENCE: 1). Some ambiguous articles of the TTM regulation related to the field of social sciences were brought to the agenda in the meeting held with the TTM management and suggestions were discussed to overcome these problems; In addition, a request was made for a faculty member from the Faculty of Theology to take part in the management of TTM (EVIDENCE: 2). TTM management accepted this request and Prof. Dr. Süleyman Kaya has been appointed to the TTM project pre-examination commission (EVIDENCE: 3).

The faculty encouraged the academic staff to direct them to external sources and supported ongoing projects by announcing projects and research programs carried out by reliable institutions via the Project Support Unit through electronic communication channels (EVIDENCE: 4).

The Project Support Unit followed and examined the external project calls related to the fields of theology and provided the necessary information to the relevant lecturers. In this regard, the coordinatorship organized the seminars “TÜBİTAK and EU Research Projects”, “TÜBİTAK BİDEP Programs”, “Educational Research in North America: Canada” (EVIDENCE: 5).

The Project Support Unit listened to the project presentations of the faculty members in some of its regular meetings, evaluated the project proposals and negotiated for their development. The Unit directed lecturers to non-university resources (EVIDENCE: 6).

Using external resources, our faculty academic members have carried out a total of one hundred and sixteen research projects supported by other private/public institutions such as TÜBİTAK, Presidency of Strategy and Budget (Ministry of Development), Batman Governorship and Eyüp Sultan Research Center (EYSAM) (EVIDENCE: 7).

The research areas in which these projects are carried out show a balanced distribution among different departments such as Arabic Language and Rhetoric, Sufism, Islamic Law, Turkish-Islamic Literature, Islamic History, Tafsir, Sociology of Religion, Psychology of Religion. Research topics are in line with the Institution's goals and objectives and local, national, or international demands and needs. For example, the project on the tombs in Eyüp Sultan graveyard, carried out by Assoc. Prof. Dr. Hatice Arslan SÖZÜDOĞRU and Assist. Prof. Dr. Reyhan ÇORAK, is a local project. This project was shared with the public at a symposium organized by Eyüp Sultan Municipality (EVIDENCE: 8) and also published as a book (EVIDENCE: 9). The national projects of Assist. Prof. Dr. Nilüfer Kalkan YORULMAZ and Assist. Prof. Dr. Saliha UYSAL regarding prisoners in prisons was supported by the Presidency's Strategy and Budget Department. Prof. Dr. Necmettin

GÖKKIR's TÜBİTAK supported project on *Mushaf History Studies of Western Orientalism: Paradigm and Methods* can be given as an example of international projects. A workshop was held at Istanbul University on Gökkır's project (EVIDENCE: 10) and an evaluation article was written about this workshop (EVIDENCE: 11). In addition, the project titled "Family Mediator Arbitration in Islamic Law and Contemporary Practices" led by Hatice Kübra KAHYA was supported by TÜBİTAK (EVIDENCE: 12).

Faculty members applied to the Erasmus+ KA107 project, which provides higher education students and staff with the opportunity to learn or gain professional experience in another country within the scope of international projects in 2020, and were entitled to realize three separate projects in total with universities in Uzbekistan and Tunisia (EVIDENCE: 13) Related project Gülşen Topçu, Menekşe Filiz Yıldırım and Fatma Sümeyye Kılıç will go abroad for education purposes within the scope of the scope of the study (EVIDENCE: 14). Prof. Hüseyin Hansu will go abroad within the scope of Erasmus+ Higher Education staff teaching and training mobility (EVIDENCE: 15).

Apart from the external research projects, the Faculty has benefited from various external sources in its scientific activities, especially by making national and international cooperation agreements and signing bilateral protocols on the organization and financing of these activities. For example, within the scope of international activities, Fiqh Method workshops were held in 2016 and 2019, the expenses of which were covered by the University of Exeter (EVIDENCE: 16).

At the national level, a cooperation protocol was signed with the Istanbul Provincial Mufti in order to carry out activities such as religious services, religious education and academic research (EVIDENCE: 17).

The Project Support Unit carries out the follow-up of external resources (EVIDENCE: 18).

Table 39: Orientation to Non-University Resources (Methods and

Supports)

Subject:	Processes for Monitoring Non-University Resources
Responsible Unit:	Dean's Office, Unit Quality Coordinatorship (Monitoring and Evaluation) Project Support Unit
Initial Planning Date:	May 2022: Research and Developmebnt Unit Meeting Minutes
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff , students
External Stakeholders:	IU Technology Transfer Application and Research Center , Unit Advisory Board , Istanbul Provincial Mufti
International Stakeholders:	-
Scope of application:	Tübitak 1001: Project Titled "Family Mediation-Arbitration and Contemporary Practices in Islamic Law" Tübitak 1002: Project Titled "The Academic, Social and Religious Effects of Busirî's Qasida al-Burda on Turkish Society from Past to Present"

	- Project Titled "Bakırköy/Metris No. 2 T Type Closed Penitentiary Institution Directorate, Rehabilitation and Reintegration of Convicts and Detainees to the Community" Cooperation Protocol with IU Faculty of Theology and Istanbul Provincial Mufti
Monitoring Mechanisms:	Academic staff training surveys Stakeholder Suggestions Survey for R&D on our Web Page
Performance Indicators:	- Number of participation in non-university research resources Total of one hundred and sixteen research projects supported by private/public institutions were carried out. Those accepted to the Erasmus+ KA107 project Three researchers were entitled to benefit from the study abroad project within the scope of learning mobility.
Evaluation and **Improvement Date:**	14.10.2022 Unit Quality Coordinator (Monitoring and Evaluation)

	04.12.2020-05.12.2020 Project Support Unit Meeting Reports
The Place of the Sub-Criteria in the Information Management System:	Outsourced Project Processes Management System , Faculty Website, Google Drive

Maturity Level

The findings obtained from the practices that support the use of extra university resources in order to maintain the institution's research and development activities in line with the institutional goals are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has a tendency to use non-university resources for research and development activities. The institution has a defined process in accordance with the University's Technology Transfer Center regulations for outsourced projects.
2. The institution has plans to create non-university resources and methods and support processes for the use of these resources. In this direction, the project support Unit was established. The Technology Transfer Center provides guidance and follow-up support to our institution in outsourced projects.
3. In order to continue the research and development activities of the institution in line with institutional purposes, there are implementations covering all areas for the use of non-university resources. A total of one hundred and sixteen research projects supported by private/public

institutions have been carried out in our institution as a result of the training-guidance-support studies carried out in accordance with the defined process .

4. Findings obtained from practices that support the use of non-university resources are systematically monitored and measures are taken by evaluating the results of the follow-up with stakeholders. Problems encountered with the defined process were identified by the Project Support Unit, and a meeting was held with the Technology Transfer Center responsible and steps were taken to improve the process. In order for the special conditions of our institution to be evaluated more objectively in the commissions, Prof. Dr. Süleyman Kaya has been assigned to the TTM project pre-examination commission.

The List of Evidence

1. Technology Transfer Center Regulation
2. TTM-IU Faculty of Theology Project Support Coordinator Meeting
3. KAP Preliminary Investigation Commission
4. Academic Support and Activity Statement
5. Project Preparation Training Seminars
6. Project Support Unit Meeting Minutes
7. 2019-2021_Project Outsourced
8. Symposium Organized by Eyüp Sultan Municipality
9. Ottoman Tombstones Book
10. Mushaf History of Western Orientalism Studies Paradigm and Methods Workshop
11. An Evaluation Paper on the Workshop on Paradigms and Methods for Studies in the Mushaf History of Western Orientalism
12. Tubitak Supplementary Allowance-Family Mediation Project
13. Erasmus KA107 Project Budget Application Result in 2020
14. Those accepted to the Erasmus+ KA107 project
15. prof. Hüseyin Hansu, on the other hand, is the Erasmus+ Higher

Education staff teaching mobility grant agreement.

16. Fiqh Workshops Hosted by the University of Exeter
17. Cooperation Protocol with IU Faculty of Theology and Istanbul Provincial Mufti
18. Project Support Unit Surveys
19. Quality Commission Meeting Minutes

C.2.4. Graduate Programs Compatible with the Institution's Research Policy, Objectives, and Strategy

Within the Faculty, there are graduate education programs of the departments under Basic Islamic Sciences, Islamic History and Arts, Philosophy and Religious Studies. These programs were opened by considering the research policy, objectives and strategy of the faculty. Necessary steps have been taken to open graduate programs that meet the necessary conditions in the departments affiliated to the Institute of Social Sciences. As with other studies, the institution takes into account that postgraduate studies are carried out within the framework of a certain strategic planning, especially that they are related to local and national needs.

In line with its research policy, objectives and strategy, the faculty supported the necessary initiatives for the opening and execution of multi-disciplinary graduate programs as well as the theology field. As a result, the Department of "Spiritual Counseling and Guidance" was established and interdisciplinary master's programs (thesis and non-thesis) were opened (EVIDENCE: 1). This program serves the mission and vision of our institution by aiming to train spiritual advisors who will take part in the Presidency of Religious Affairs, one of its external stakeholders. Within the scope of the related program, a Cooperation Protocol in the Field of Spiritual Counseling and Guidance Services was signed between the Presidency of Religious Affairs and Istanbul University (EVIDENCE: 2). Likewise, an interdisciplinary non-thesis

master's program named "Education of Ethics and Values in Early Childhood" was opened within the Institute in order to contribute to the quality of the Qur'an Course for the ages of 4-6 by the Presidency of Religious Affairs (EVIDENCE: 3). Again, at the meeting of the Council of Higher Education dated 24.11.2021, it was decided to establish a department of "Irşad in Religious Services" within the Institute of Social Sciences and to open an interdisciplinary master's program with thesis within this department (EVIDENCE: 4).

The number of theses that have been completed in our faculty are given below according to the departments.

DEPARTMENT	NUMBER OF MASTER'S THESES	NUMBER OF DOCTORAL THESES	TOTAL NUMBER OF THESES
DEPARTMENT OF PHILOSOPHY AND RELIGIOUS SCIENCES	183	79	262
DEPARTMENT OF ISLAMIC HISTORY AND ARTS	130	36	166
DEPARTMENT OF BASIC ISLAMIC SCIENCES	377	122	499
TOTAL NUMBER OF THESIS	690	237	927

The number of theses that are still being written in our faculty are given below according to the departments.

DEPARTMENT	NUMBER OF MASTER'S THESES	NUMBER OF DOCTORAL THESES	TOTAL NUMBER OF THESES

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS SCIENCES	138	92	230
DEPARTMENT OF ISLAMIC HISTORY AND ARTS	67	77	144
DEPARTMENT OF BASIC ISLAMIC SCIENCES	217	219	436
TOTAL NUMBER OF THESIS	422	388	810

In addition, when the thesis topics completed in the faculty are examined, it is striking that there is a homogeneous distribution of topics shaped by the individual interests of the students, as well as those that are compatible with the research policy (EVIDENCE: 5, EVIDENCE: 6, EVIDENCE: 7).

In addition, faculty members of our faculty give lectures in thesis and non-thesis master's and doctoral programs in Islamic Economics at Istanbul University Islamic Economics, Finance Application and Research Center (ISIFAM) operating within the scope of the Social Sciences Institute (EVIDENCE: 8).

Table 40: Graduate Programs Compatible with the Institution's Research Policy, Objectives and Strategy

Subject:	**Graduate Programs Compatible with the Institution's Research Policy, Objectives and Strategy**
Responsible Unit:	Heads of Departments and Departments Unit Quality Coordinatorship (Monitoring and Evaluation) Dean’s Office

Initial Planning Date:	May 2022: Quality Coordinatorship R&D Unit meeting planning
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff , students
External Stakeholders:	Unit Advisory Board , Presidency of Religious Affairs IU Institute of Social Sciences, Istanbul University Islamic Economics, Finance Application and Research Center (ISIFAM)
International Stakeholders:	-
Scope of application:	Opening of Spiritual Counseling and Guidance Master's Program Cooperation Agreement in the Field of Spiritual Counseling and Guidance Services Signed with the Presidency of Religious Affairs Interdisciplinary Non-Thesis Master's Program Establishment of the Department of "Irshad in Religious Services"
Monitoring Mechanisms:	Research Areas Survey Graduate Students Focus Group Interview

Performance Indicators:	In the context of studies (Philosophy and Religious Studies) compatible with the research policies in graduate programs, 65 master's theses were made. Islamic History and Arts Thesis Topics Basic Islamic Sciences Thesis Topics Number of postgraduate programs of the institution 19 Master's, 9 Doctorate Programs
Evaluation and Improvement Date:	Action Plan 2023 Kasım 2022 R&D Unit Structure Unit Quality Coordinator evaluation between May-October 2022
The Place of the Sub-Criteria in the Information Management System:	Faculty Website, Google Drive ,

Maturity Level

The outcomes of the graduate programs in the institution that are in compliance with the institution's research policy, objectives and strategy are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. 19 Master's and 9 Doctorate's graduate programs in line with the research policy, objectives and strategy of the institution .

2. There are plans and defined processes for graduate programs in line with the research policy, objectives and strategies of the institution. Programs such as the Moral and Value Education in Early Childhood Non-Thesis Master's Program and the Spiritual Counseling and Guidance Master's Program were opened in accordance with the research policy of the institution and considering the current needs.
3. Applications related to graduate programs were checked by the departments and sub-departments. Questionnaire and focus group interviews were conducted. It is planned that the requests regarding the opening of graduate programs in line with the defined research policy, objectives and strategy of the faculty will be conveyed to the Dean's Office by the Departments and Departments.
4. In the 2023 Action plan, local, national and regional needs lists until December; It is envisaged to carry out studies on the harmonization of R&D studies with the Theology Program.

The List of Evidence

1. Opening of Spiritual Counseling and Guidance Master's Program
2. Cooperation Agreement in the Field of Spiritual Counseling and Guidance Services Signed with the Presidency of Religious Affairs
3. Interdisciplinary Non-Thesis Master's Program
4. Establishment of the Department of "Irshad in Religious Services"
5. Philosophy and Religious Studies Thesis Topics
6. Islamic History and Arts Thesis Topics
7. Basic Islamic Sciences Thesis Topics
8. Islamic Economics and Finance Thesis-Non-Thesis Master's Program

C.3. Research Competence

C.3.1. The Improvement of Research Competencies of the Academic Staff

Activities related to research competence at the institution are implemented in accordance with the defined process in the Quality Manual. Various practices have been implemented to improve the research competence of our faculty members.

With the decision made on 11/26/2020 which came into effect on 12/01/2021, the university has made arrangements to the criteria of the Appointment and Promotion in order to promote an increase in the research competence of the academic staff (EVIDENCE: 1). This change encourages the various research activities of the faculty members to be taken into consideration for faculty appointments and promotions and urges on more qualified studies. The work flow chart of the staff assignments based on the Academic Appointment and Promotion Criteria has been determined by the decision taken by the Dean on 02.12.2021 (EVIDENCE: 2).

Training seminars were held at various times in order to provide the academic staff with project development skills. The Project Support Unit provided training to the instructors on project writing and overseas research opportunities.. (EVIDENCE: 3, EVIDENCE: 4, EVIDENCE: 5). In addition to these, the Project Support Unit periodically sends e-mails to the lecturers about international projects and academic events (EVIDENCE: 6). The Project Support Unit has developed an "Education and Academic Activity Support Project" to send faculty students and faculty members abroad to improve their language skills (EVIDENCE: 7). An event was also organized by the Academic Publication and Performance Monitoring and Support Unit in order to inform our academic staff about the international publication processes (EVIDENCE: 8).

Some seminars have been conducted to increase the research competence of the academic staff. As an example, the online Endnote training seminar for the academic staff conducted by the Library and Documentation Department can be given here as an example (EVIDENCE: 9). Also within this scope, training seminars on reference management tools such as Mendeley have been given to the academic staff (EVIDENCE: 10). In addition, the

subscription to the Al Manhal database, which is of great importance for the field of theology, has been renewed (EVIDENCE: 11).

Independent of the central library of the Istanbul University, enriched book collections which are mainly in the field of theology, offer the faculties and students in their research academic publication services. Additionally, with the cooperation of Istanbul University and ISAMER, the Library of Islamic Studies Application and Research Center was opened to serve researchers on 9/12/ 2021 (EVIDENCE: 12). After the center's evolution into the Institute of Islamic Studies, the Library of the Institute of Islamic Studies began to serve postgraduate researchers as a specialized library (EVIDENCE: 13).

In order to improve their research competencies, faculty members have been to universities abroad as visiting fellows during and after their doctoral education (EVIDENCE: 14, EVIDENCE: 15). The project of sending abroad for the academic mobility of academic staff was prepared by the Project Support Unit and presented to the dean (EVIDENCE: 16).

The institution also credits the research activities of academic staff outside of our university. In this regard, four faculty members have been accepted to the Researcher Training Project (AYP) of the Center for Islamic Studies (ISAM).

To improve the research competency of the academic staff, the Academic Publication and Support Unit, the Academic Activities Unit, and the Library Coordinatorship operate in collaboration with each other. These operations are based on the relationship between the institutional goals and the individual goals of the faculty members. Individual performances have been monitored via AVESIS; hence the success of achieving the institutional goals has also been observed in this way (EVIDENCE: 17).

The development process of the research competency of the academic staff has been managed by the Academic Publication and Support Unit, and on the grounds of these controls, the improvement proposals have been made. Within this framework, various activities have been organized by the

Academic Activities Unit with the support and participation of the internal and external stakeholders (EVIDENCE: 18).

The Award and Incentive Unit congratulates the faculty members by presenting them with a certificate of achievement for their academic activities at the academic board meetings (EVIDENCE: 19).

Table 41: The Improvement of the Research Competencies of the Teaching Staff

Subject:	Processes of Monitoring the Improvement of the Research Competencies of the Teaching Staff
Responsible Unit:	R&D Coordinatorship, Academic Publication and Support Unit, Academic Activities Unit, Project Support Unit, Library Coordinatorship, Dean's Office, Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	April 2021 May 2022 Planning Meeting
The Content of Planning:	Planning Table
Internal Stakeholders:	Teaching/academic staff and administrative staff
External Stakeholders:	Unit Advisory Board, Istanbul University Institute of Islamic Studies, Rectorate, Istanbul University Head Office of Library and

	Documentation, Non-Governmental Organizations, Presidency of religious affairs
International Stakeholders:	Unit International Advisory Board
Application Areas:	-Evaluation and improvement of all the teaching staff's research competencies · The Academic Appointment and Promotion Criteria have been updated by the Rectorate. · The workflow chart of the staff assignments to be made based on the Appointment and Promotion Criteria has been determined by the Dean's Office. · An introductory seminar on TUBITAK and EU projects was given to the lecturers by the Project Support Unit. · An introductory seminar on TÜBİTAK BİDEP programs was given to the academic staff by the Project Support Unit. · Information seminar about overseas research opportunities was given to the lecturers by the Project Support Unit. · Periodic e-mails announcing international projects and events were sent to the academic staff by the Project Support Unit. · Online Endnote training was provided to all university lecturers by the IU

	Library and Documentation Department. · The “Education and Academic Activity Support Project” was developed by the Project Support Unit to send faculty members abroad to improve their language skills. · The academic staff's research competency development processes were evaluated by the Academic Publication Support Unit and suggestions were made for improvement. · The subscription to the Al Manhal database, which is of great importance for the field of theology, was renewed by the Rector's Library and Documentation Department. · IU Institute of Islamic Studies Library was opened to improve the competence of postgraduate researchers. · International research permits to improve the research competence of research assistants. · International research permits to improve the research competence of faculty members.

Monitoring Mechanisms:	· Stakeholder Suggestions Form for Research and Development · Project Training Questionnaire · Priority Research Areas Survey · International Advisory Board Focus Group Meeting · Academic Staff Focus Group Discussion . Avesis
Performance Indicators:	To maintain research competence - 3 project promotion trainings were organized by the Project Support Unit. - 2 reference management system seminars were given by the Library and Documentation Department. - 1 foreign project application was made by the Project Support Unit. - 1 international publication processes training was organized by the Academic Publication Support Unit.
Date of Evaluation and Improvement:	The development process of research competence was evaluated in two separate meetings held by the R&D Coordinatorship on 9 December 2022 and 20 December 2022, and decisions for improvement were taken.
Place of Sub-criteria in the Information Management System:	AVESİS, the Faculty Website, Google Drive, Quality Management System e-mail address, WhatsApp groups

Maturity Level

The institution's practices for the evaluation and improvement of the teaching staff's research competencies are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has a mechanism for the evaluation and development of the research competence of the teaching staff. In this framework, the criteria to be used in Academic Appointments and Promotions were determined by the University on 26.11.2020 and are considered in appointments and promotions as of 12.01.2021. The workflow chart of the staff assignments to be made based on these criteria has been determined by the decision taken by the dean on 02.12.2021.

2. In the institution, training and information meetings are planned for the evaluation and development of the research competency of the academic staff. In line with these plans, a project has been developed to send the instructors abroad to improve their language skills. Introductory seminars on TÜBİTAK and EU projects, TÜBİTAK BIDEP programs and abroad research opportunities were organized by the Project Support Unit. In addition, calls for international projects and events were periodically announced to the lecturers. Research assistants and faculty members were given permission to study abroad. The subscription to the Almanhal database was renewed by the external stakeholder Library and Documentation Department for faculty members to access Arabic literature. Again, the specialized library of the external stakeholder Institute of Islamic Studies was opened to postgraduate researchers to improve their research competence.

3. The results of the practices in the institution for the evaluation and development of the research competence of the academic staff; The Priority Research Areas Survey conducted on 04.09.2020, the Project Education

Survey conducted on 14.09.2020, the focus group meeting with the academic staff held on 18.11.2022 and the international advisory board focus group meeting held on 25.11.2022 were monitored.

4. At the institution, the practices for the evaluation and development of the research competence of the academic staff were evaluated by the R&D Coordinatorship at the meetings held in December 2022, and the duties and responsibilities of the sub-units of the coordinatorship were clarified and improvements were made.

The List of Evidence

1. Academic Promotion and Appointment Criteria
2. Staff Workflow Chart
3. Project Introduction Seminar
4. Project Introduction Seminar II
5. Overseas Research Promotion Seminar
6. Project Support Unit Project Information Example
7. Education and Academic Activity Support Project
8. International Publication Processes Seminar
9. Endnote Training
10. Mendeley Education
11. Almanhal Database Subscription
12. ISAMER Library Opening
13. Institute of Islamic Studies Library Starts to Serve
14. Doctoral Order Overseas Research Assignment
15. Post-Doctoral Research Assignment Abroad
16. Project Support Unit Evaluation report
17. Example of Academic Activity Report
18. Academic Performance Monitoring Meeting Minutes
19. Presentation of Certificate of Achievement

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

Regarding research and development studies, the faculty has strengthened its cooperation with the external stakeholders by taking regional, national, and international needs and priorities into account. Based on these collaborations; and to implement research and development policies, protocols have been drawn up with various institutions and organizations; joint research has been encouraged (EVIDENCE: 1).

Islamic Studies Application and Research Center (ISAMER), Islamic Economics and Finance Application and Research Center (ISIFAM), Religious Music Application and Research Center (DİMAM) was opened with the cooperation and initiative of faculty members of our Faculty and other faculties (EVIDENCE: 2, EVIDENCE: 3, EVIDENCE: 4). Islamic Studies Application and Research Center gained the identity of an institute with the Presidential decision on March 4, 2022 and its name was changed to Islamic Studies Institute (EVIDENCE: 5).

Our faculty members have undertaken the task of administration in various centers and institutes affiliated with our university. For example, Prof. Dr. Mürteza Bedir, director of the Institute of Islamic Studies at Istanbul University, Prof. Dr. Ahmet Hamdi Furat as assistant director, Assoc. Prof. Dr. Ubeydullah Sezikli, on the other hand, works as the director of the Religious Music Application and Research Center (DIMAM) (EVIDENCE: 6, EVIDENCE: 7). In addition, faculty members can provide education, training, and projects, etc. and take part in academic activities in the centers and institutes affiliated to the university (EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12). Prof. Dr. Necmettin Kızılkaya worked as a director at Istanbul University Islamic Economics, Finance Application and Research Center (ISIFAM).

The institution contributed to the “Fuat Sezgin and Islamic Sciences Workshop” held with the Islamic Studies Application and Research Center on November 1, 2019 (EVIDENCE: 13). In addition, seminar programs (EVIDENCE: 14) and "Mamluks Science Tradition-I: XIII.-XIV. Centuries” Symposium (EVIDENCE: 15).

In line with its R&D policy, the institution organized two international workshops in 2016 and 2019 in cooperation with Exeter University and with the support of the European Research Council (EVIDENCE: 16, EVIDENCE: 17). In 2016, a joint summer school program titled “Muslim Societies: Contemporary and Future Challenges” was organized with IIIT (EVIDENCE: 18).

The institution contributed to the symposium "From Sahn-ı Semân to Darülfünûn IV: The First Ottoman University (Darülfünûn) and Reformation of Higher Education in Turkey" held with the Institute of Islamic Studies on 12-13 May 2022 (EVIDENCE: 19).

Visits were made to the institution from various research and educational institutions for cooperation purposes (EVIDENCE: 20, EVIDENCE: 21, EVIDENCE: 22).

Within the scope of the Erasmus+ KA107 learning mobility project, 4 quotas were given to the institution for the 2020-2023 period and applications were received by our academic staff (EVIDENCE: 23, EVIDENCE: 24).

Academic staff of our institution have projects supported by TUBITAK. Currently, there are two ongoing TÜBİTAK 1001 projects, the execution of which belongs to our faculty members (EVIDENCE: 25). In addition, within the scope of the Research Universities Support Program (ADEP), project pre-applications were received by BAP, and the project application of one of our faculty members was entitled to receive project support by BAP after completing the necessary processes (EVIDENCE: 26).

The Institution takes the requests and suggestions from internal stakeholders that will improve the application area of the R&D policy into account, evaluates them, and puts them into motion.

The execution of joint programs at undergraduate level with national and international research units is under the authority of the Dean's Office. The relevant department heads are responsible for the execution of joint graduate programs affiliated to the Institute of Social Sciences. The Unit

Quality Coordinatorship monitors the process in terms of quality; it presents its findings and proposals to the Dean's Office in June and November for discussion at the Quality Commission. The commission gathers in July and December, examines the reports from the coordinators and reports its evaluations to the Dean's Office. In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements.

Table 42: Joint Programs with National and International Research Units

Subject:	Processes of Monitoring Joint Programs with National and International Research Units
Responsible Unit:	R&D Coordinatorship, Dean's Office, The heads of the departments, Academic Activities Unit, Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	May 2022 R&D Planning Meeting
The Content of Planning:	Planning Table
Internal Stakeholders:	Teaching/academic staff and administrative staff
External Stakeholders:	Unit Advisory Board, Istanbul Darülfünun Theology Foundation, IU DIMAM, IU ISIFAM, IU Institute of Islamic Studies, Social Sciences Institute, BAP
International Stakeholders:	International Research Units

Application Areas:	-All academic departments/fields Foundation- Theology Protocol 2021 · ISIFAM was opened on 13.2.2017 with the cooperation and initiative of our faculty and faculty members of other faculties. · İSAMER was opened on 9.12.2018 with the cooperation and initiative of our faculty and faculty members of other faculties. · DIMAM was opened on 14.01.2019 with the cooperation and initiative of our faculty and faculty members of other faculties. · The faculty members of our faculty have undertaken the task of managing the research centers and institutes affiliated with our university: Institute of Islamic Studies, İSİFAM, DIMAM. · The Institution contributed to the "Fuat Sezgin and Islamic Sciences Workshop" held with İSAMER on November 1, 2019. · The institution supported the symposium organized by İSAMER on 28-29 November 2021. · In line with its R&D policy, the institution organized two international workshops in 2016 and 2019 in cooperation with Exeter

	University and with the support of the European Research Council. · The institution organized a joint summer school program with IIIT titled "Muslim Societies: Contemporary and Future Challenges" in 2016. · The institution contributed to the symposium "From Sahn-ı Semân to Darülfünûn to Science and Idea World in the Ottoman Empire IV: Reshaping Dârülfünûn and Higher Education" held with the Institute of Islamic Studies on 12-13 May 2022. · In 2022, visits were made to the institution by the International Islamic Academy of Uzbekistan, the Indonesian State Islamic University and the Iranian Philosophy Institute for the purpose of cooperation in research and education. · Within the scope of the Erasmus+ KA107 learning mobility project, 4 quotas were given to the institution for the 2020-2023 period and applications were received by our academic staff. · Our institution's academic staff has projects supported by TUBITAK. Currently, there are two ongoing TÜBİTAK 1001 projects, the execution

	of which belongs to our faculty members. · In addition, within the scope of the Research Universities Support Program (ADEP), project pre-applications were received by BAP and the project application of one of our faculty members was entitled to receive project support from BAP after completing
Monitoring Mechanisms:	· International Advisory Board Focus Group Meeting · Academic Staff Focus Group Discussion

Performance Indicators:	Within the scope of national and international joint research units and programs; - With the contributions of our faculty and faculty members from other faculties, a total of 3 research centers, İSAMER, İSİFAM and DİMAM were established within the university in 2017, 2018 and 2019, respectively. - Our faculty members took part in the administrative staff of these 3 research centers. - Our faculty supported 1 national and 2 international workshops, 2 international symposiums and 1 international summer school jointly organized with different institutions between 2016-2021. - Our institution was visited by 3 international institutions for research cooperation in 2022. - Our faculty has been given 4 quotas for the 2020-2023 term within the scope of the Erasmus+ KA107 learning mobility project and their applications have been received. - There are 2 ongoing TÜBİTAK-1001 projects in our faculty. - There is 1 ongoing ADEP project in our faculty.

Date of Evaluation and Improvement:	Applications regarding national and international joint research programs and joint units were evaluated at two separate meetings held by the R&D Coordinator on December 9, 2022 and December 20, 2022, and decisions for improvement were taken. In addition, in the evaluation report sent to the Dean's Office on November 28, 2022, the Unit Quality Coordinator made suggestions about the need for the strategic goals and objectives of the faculty to meet local/regional/national demands.
Place of Sub-criteria in the Information Management System:	The Faculty Website, Google Drive, Quality Management System e-mail address, WhatsApp groups

Maturity Level

The institution's practices regarding multiple research activities such as establishing cooperation or participating in intra- or interinstitutional joint programs, joint research units and research networks at national and international levels are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. Collaborating with the in-house İSİFAM, DIMAM, Institute of Islamic Studies, BAP and Social Sciences Institute at national and international level, and with the inter-institutional University of Exeter, ERC, TUBITAK and IIIT in the establishment of joint programs and joint research units between 2016 and 2022 in the institution. Multiple research activities have been carried out.

2. It cooperated in the establishment of 3 research centers within the university between 2017-2019 within the scope of national and international joint programs and joint research units at the institution. Faculty members worked as administrators in these 3 research centers. Between 2016-2021, our faculty supported 1 national and 2 international workshops, 2 international symposiums and 1 international summer school jointly organized with different institutions. Our institution was visited by 3 international institutions for research cooperation in 2022. Within the scope of the Erasmus+ KA107 learning mobility project, our faculty has been given 4 quotas for the 2020-2023 term and their applications have been received. There are 2 TÜBİTAK-1001 projects and 1 ADEP project in progress in our faculty.

3. The results of multiple research activities and practices such as national and international joint programs, participation in research networks and collaborations with joint research units and research networks at the institution at the national and international level. It was followed through the international advisory board focus group meeting held in .

4. Multiple research activities and practices, such as national and international joint programs, participation in research networks and collaborations with joint research units and joint research units at the institution, were evaluated by the R&D Coordinator at the meetings held in December 2022 and improvements were made. In the evaluation report sent to the Dean's Office on November 28, 2022, the Unit Quality Coordinator made suggestions about the need for the strategic goals and objectives of the faculty to meet local/regional/national demands.

The List of Evidence

1. Protocol with Darülfünun Theology Foundation
2. ISAMER Regulation
3. ISIFAM Regulation

4. DIMAM Regulation
5. Establishment Institute of Islamic Studies
6. Institute of Islamic Studies Board of Directors
7. DIMAM Board of Directors
8. ISIFAM PhD Program
9. ISIFAM Master's Program with Thesis
10. Istanbul University Rare Books Library Recataloging Arabic Manuscripts Project
11. DIMAM Clip-Activity
12. Legal Framework Symposium for the Interest-Free Finance Sector in Turkey
13. Fuad Sezgin and Islamic Sciences Workshop
14. Islamic Studies Seminars
15. The Science Tradition Symposium of the Mamluk Period
16. Joint Workshop with University of Exeter 2016
17. Joint Workshop with University of Exeter 2019
18. Joint Summer School Program with IIIT 2016
19. Darülfünun Symposium
20. Uzbekistan International Islamic Academy Visit
21. Indonesia State Islamic University Visit
22. Visit to Iran Philosophy Institute
23. KA107 Announcement
24. KA107 Results
25. TÜBİTAK Supported Project List
26. ADEP Preliminary Evaluation Result

C.4. Research Performance

The institution monitors and evaluates the research performance of academic staff in accordance with the defined process in the Quality Manual and carries out improvement activities based on the results. It also

implements various tools to promote these performances.

C.4.1. Performance Evaluation of the Academic Staff

The Quality Manual, performances of the instructors are monitored and evaluated by the R&D Coordinatorship within certain plans and defined processes.

The relevant coordinatorship uses several different methods to monitor and evaluate this process. The most important and central role among these is the IU Academic Data Management System (AVESİS). This system is a software system that includes an academic performance management model developed in order to take an inventory of academic activities, to measure and evaluate the performances of institutions, units, departments and individuals, and to create a sustainable quality assurance system. AVESİS has been prepared by taking into account the scoring and evaluation criteria to be taken into account in appointment and promotion to teaching staff, as well as the University Ranking by Academic Performance (URAP) evaluation system, which carries out the ranking of universities in Turkey. Thanks to this system, publications such as articles, papers, letters to the editor, abstracts, technical notes published in indexed journals in international databases and their citations are periodically pulled from the Web of Science database and updated automatically (EVIDENCE: 1, EVIDENCE: 2).

With this automatic update carried out by AVESİS , manual publication entries of the instructors are also the main method utilized by the Institution in performance monitoring and evaluation. As a matter of fact, the Academic Publication Support Unit (formerly Academic Publication Monitoring and Support Coordinatorship), affiliated to the R&D Coordinator, periodically lists the data obtained through AVESİS and creates academic activity reports regarding this (EVIDENCE: 3, EVIDENCE: 4, EVIDENCE: 5). As a matter of fact, an e- mail sent by the relevant Unit to the academic staff regarding the quarterly academic activities report can be cited in terms of

being an example for both monitoring, evaluation and appreciation . One statement reads: “(...) According to these data obtained from AVESİS , the Department of Turkish-Islamic Literature has the most publications in the last three months with 4 books and 2 articles. On this occasion, we would like to congratulate our broadcasting professors and wish them fruitful and beneficial work.” (EVIDENCE: 6). As can be seen, the relevant unit has issued the academic activity report of the three months, brought it to the attention of the lecturers, and appreciated the department with the most publications, even in written form. With these reports, which can be created for desired date ranges, both quantitative and statistical information about all academic activities and mobility can be obtained, as well as comparative results on imprint/subject information. For example, when this system is examined, information about 954 academic activities in 2019, 1359 in 2020, 791 in 2021 and 574 academic activities in 2022 (until 26 November) is reached (EVIDENCE: 7). In addition, thanks to this system, it can be seen what kind of a trend the academic activities of the academic staff have done over the years (EVIDENCE: 8).

Used in the monitoring and evaluation of academic staff performance, and which ensures the control of the academic activities and the consent of the Institution's policies, is the examination of the Strategic Plan Performance Information System data requested by the Dean's Office in July and December (EVIDENCE: 9, EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13, EVIDENCE: 14). These data are provided by authorized personnel. It is processed in the Strategic Management Information System. Through this data, possible problems in the data entry of the instructors to AVESİS can be detected and the forward-looking strategies of the departments are learned. The next document acts as a natural control mechanism for the previous one.

The third method used in performance monitoring and evaluation is to examine some of the documents submitted by the instructors for the extension of time. In other words, among the documents required for the

extension of time, “Time Extension Information Form for Research Assistant Staff in accordance with Article 33/A-50/D” (EVIDENCE: 15) and “Doctor Faculty Staff File Preview Form” (EVIDENCE: 16) exists. Instructors enter their academic activities into these forms. The institution and related units can also benefit from these forms in performance evaluation, if necessary. Again, these forms can be used to control possible problems in manual data entry to AVESİS .

The fourth method used in performance evaluation is the examination of the YÖKSİS output given for the academic incentive allowance. These outputs are examined by the incentive commission, which changes annually, and submitted to the Rectorate in the form of a report. As a matter of fact, the Institution both informs and directs the academic staff about the academic incentive allowance. Because, as will come below, a special unit named “Award and Incentive Unit” has been established under the Quality Coordinatorship with the decision of the Board of Directors dated 04.01.2022 just for this subject (EVIDENCE: 17). Thus , this document is also used in performance monitoring and evaluation, in addition to AVESİS and as a natural proof of whether manual entries are realized or not.

Apart from these, there is another method used in performance monitoring. At the meeting held by the Unit Quality Coordinatorship on 22.02.2022, it was decided to write the conferences, seminars and television programs attended by the lecturers in the meeting minutes of the departments and to include them in the event calendar on the Faculty's website (EVIDENCE: 18). In line with this decision, the Corporate Communications Coordinatorship added the various events communicated to it to the event calendar (EVIDENCE: 19, EVIDENCE: 20, EVIDENCE: 21).

AVESİS and other methods that support it provide maximum monitoring of academic activities of academic staff . However, in order to avoid possible deficiencies regarding manual entries, it was agreed to develop a mechanism that would keep AVESIS data constantly up-to-date and give more precise results at the Quality Coordinator meeting held on 17.11.2022,

in which the R&D Coordinator was also present (EVIDENCE: 22).

The academic activities of the academic staff, which are followed by the aforementioned methods, are evaluated by the R&D and Unit Quality Coordinator and the Award and Incentive Unit affiliated to the Unit Quality Coordinator - as expressed in the job descriptions - and studies are carried out to eliminate the deficiencies, if any. Before moving on to the examples of these, it is useful to remind the data of the “Strategic Plan Performance Information System” requested by the Dean's Office in July and December. As a matter of fact, the returns of this system constitute one of the clearest documents showing the level of the Institution in various fields, especially in the R&D part. Because in that document, it can be clearly seen whether the sections have achieved the desired result or whether they have any deficiencies (EVİDENCE: 23).

If the role of the R&D Coordinator in the performance evaluation of the instructor is mentioned, the relevant coordinatorship makes a meticulous effort to ensure that the instructors and even graduate students engage in quality academic activities, especially publications and projects. In this way, as a result of his research and evaluations, he determined that there is a lack of studies on current issues among the academic activities carried out and that there is a lack of information about quality publications in some of the academic staff. At the meeting of the coordinators held on 09.12.2020 at 14.00 - formerly - Academic Publication and Support Coordinatorship, it focused on encouraging information and guidance studies to increase the number of publications on current issues and to increase the number of publications in foreign journals (EVIDENCE: 24). At a meeting held at 21.00 on the same day, the aforementioned coordinator decided to list the journals scanned in international indexes in Turkey and abroad and deliver them to the faculty members on 23.09.2020 in order to increase the quality and performance of the publication (EVİDENCE: 25). He sent a form on "International academic journals" and requested the names of the journals (EVIDENCE: 26). Thus , in the process of determining the journals allocated to

special academic fields, it is aimed to take the suggestions of the experienced instructors and to determine the names of the journals with high academic value. As a result, it is aimed to obtain information about the publication policies and publication process of the recommended journals belonging to each department and to provide preliminary information to the academicians who are looking for the "correct" journal for article publication (EVIDENCE: 27). Again, the R&D coordinator entrusted some tasks to the Project Support Unit on 11.11.2022 in order to improve the academic activities and to avoid any problems in terms of the technical conditions of the works such as the ongoing project, and requested that the R&D criteria be reviewed in this respect as well (EVIDENCE: 28). In addition, an information slide was prepared by the relevant coordinator in order to better preach the R&D criteria and to assist academic activities and presented to the relevant parties by the coordinator (EVIDENCE: 29). One step further, the aforementioned coordinator has decided to organize a workshop called “Theology Faculty R&D Standards Workshop” to be held in mid-December 2022 (EVIDENCE: 30).

If an example is given for the contribution of the Award and Incentive unit in performance evaluation, it has been decided that qualified activities will be rewarded with an Academic Achievement Certificate according to the criteria determined at the Board of Directors meeting No. 57 dated 21.12.2021 (EVIDENCE: 31). In this regard, some awards were presented to the academic staff on 13.01.2022. Namely, with the evaluation made on the information entered by the faculty members in AVESİS , Ress. Assist. Eyup Ensar ÖZTÜRK, Assist. Prof. Dr. Sümeyye PARILDAR, Prof. Dr. Huseyin HANSU, Prof. Dr. Necmettin KIZILKAYA, Prof. Dr. Ömer Mahir ALPER and Prof. Dr. Servet BAYINDIR was awarded the 'Academic Achievement Certificate'. Receiving the highest scores on the basis of departments with their publications in 2020, Prof. Dr. Adnan DEMİRCAN, Assoc. Prof. Dr. Gülüşan GÖCEN and Prof. Dr. Necmettin GÖKKIR were awarded with the Academic Achievement Certificate in the 'Academic Incentive' category. In addition, certificates of

appreciation were presented to Prof. Dr. Ahmet Hamdi FURAT and Prof. Dr. Necmettin KIZILKAYA for their devoted efforts in relocating the 'Islamic Studies Institute' library and the 'Islamic Economics and Finance Application and Research Center' library to Kuyucu Murat Paşa Madrasa (EVIDENCE: 32).

If we refer to the activities of the Quality Coordinator in this regard, in the meetings it held, many decisions were made regarding the performance of the lecturer and took steps towards their implementation. For example, in his meeting dated 17.11.2022, he emphasized that work should be done to increase the number of the members of the Advisory Board of the Institution in order to improve the current situation (EVIDENCE: 33). The Dean's Office has also started work on this and appointed new members to the Unit Advisory Board to contribute R&D. Thus, in the example of the performance evaluation of the instructors, the Quality Coordinatorship on R&D contributed to the realization of the PDCA cycle, especially in the context of control and taking precautions .

In another example, the Coordinatorship decided at its meeting dated 05.10.2022 that various coordinatorships related to the research and development (R&D) field should be combined under a roof coordinatorship named "Research and Development Coordinatorship" in order to carry out the works within a better organizational scheme (EVIDENCE: 34). This decision was made with decision number 11 of the Faculty Administrative Board's meeting number 47 dated 11.10.2022 after the necessary discussions (EVIDENCE: 35). Namely, there were three main coordinatorships that were effective in all kinds of research and development processes of the Institution and in the monitoring, evaluation and improvement of the performance of the instructors in this context. These are Project Support, Academic Activities and Academic Publication and Support Units. Project Support Unit guides the personnel so that the researches can be carried out within the framework of a project; The Academic Activities Unit coordinates the academic activities in the institution; The Academic Publication and Support Unit supports the transformation of research into qualified

publications (EVIDENCE: 36). As a result of the aforementioned process, an umbrella coordinatorship was created under the name of "Research and Development Coordinatorship". It was decided that they would continue their duties as a unit within the body of the Coordinator (EVIDENCE: 37).

We benefit from the opinions and evaluations of the national and international Unit Advisory Boards, as in many issues . For example, on 24 December 2020, he presented some suggestions to the Unit Advisory Board, most of which are related to R&D, and emphasized the possibility of mutual benefit. (EVIDENCE: 38). Again, at the meeting held with the International Unit Advisory Board on 16.11.2022, the members of the Board were informed about the current academic performance status and their opinions on improvements were sought (EVIDENCE: 39). In addition, he prepared a questionnaire and received the opinions of the said Board members (EVIDENCE : 40).

Finally - as in many other subjects - Unit Quality Coordinator is responsible for the academic performance evaluation process of the faculty members of the Institution. The Coordinatorship prepares evaluation reports based on the reports of the relevant coordinatorships, especially the R&D Coordinatorship, and the suggestions they expressed at the meetings (EVIDENCE: 41). Subsequently, it presents its findings and proposals regarding the process to the Dean's Office to be discussed at the Quality Commission periodically (EVIDENCE: 42, EVIDENCE: 43). The Commission gathers in July and December, examines the reports from the coordinators and reports its evaluations to the Dean's Office (EVIDENCE: 44, EVIDENCE: 45). In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements (EVIDENCE: 46). Thus, maximum attention is paid to the PUKÖ cycle in the performance evaluation of instructors.

To give an example of this cycle, the following can be said. On 02.12.2020, Academic Activities and Academic Publication and Support Coordinatorship (formerly), as a result of the examination of the Academic

Activity Reports and the AVESİS system, determined that the manual data entries of the instructors were less than they should be and sent a warning and reminder email to all the instructors (EVIDENCE: 47). This situation entered the agenda of the Quality Coordinatorship -which is responsible for obtaining activity reports from other coordinators (EVIDENCE: 48) - and submitted it to the Dean's Office to be discussed in the Quality Commission. The Commission convened on 30.12.2021 decided to assign a research assistant from each department to follow the AVESIS updates of the lecturers in order to eliminate this defect and improve the situation (EVIDENCE: 49). Again, in the same context, the deficiencies in the international publication of the academic staff were brought to the agenda and it was decided to take concrete steps to provide English editorial services by IDAV and to carry out activities to inform the academic staff about the qualified journals of the Academic Publication Support Unit, formerly known. These decisions, especially informative activities , were carried out as detailed in the next section (C.4.2) (EVIDENCE: 50).

Table 43: Academic Staff Academic Publication Performance Evaluation

Subject:	Evaluation of the Performance of the Instructors
Responsible Unit:	Research and Development (R&D) Coordinatorship Academic Activities Unit Project Support Unit Academic Publication and Support Unit Dean's Office Unit Quality Coordinatorship

	Award and Incentive Unit
First Planning Date:	January 2020: Academic Publication and Performance Monitoring Coordinatorship was established for Performance Monitoring and Evaluation. May 2022: Planning Meeting October 2022 (Revision): An umbrella coordinatorship called the R&D Coordinatorship, which also includes the Academic Publication and Performance Monitoring Coordinator, was established and a better organizational chart was acted upon in terms of monitoring and evaluating the research and development (R&D) performance of academic staff.
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff Award and Incentive Unit
External Stakeholders:	Unit Advisory Board
International Stakeholders:	International Advisory Board
	Recommendations of the Unit Advisory Board for R&D and Academic Staff

Application Areas:	Instructors and All Academic Activities Granted for Academic Incentive Allowance YÖKSİS Outputs Establishment of an umbrella coordinatorship called R&D Meetings of R&D Coordinatorship with Its Sub-Units Meetings and Activities of the Academic Publication and Support Unit Meetings and Activities of the Academic Activities Unit Meetings and Activities of the Project Support Unit All research activities carried out in connection with the Faculty , the Dean 's Office and the Institution. R&D activities of the R&D and Strategic Planning Commission Establishment of an umbrella coordinatorship called R&D Meetings of R&D Coordinatorship with Its Sub-Units Meetings and Activities of the Academic Publication and Support Unit

	Meetings and Activities of the Academic Activities Unit Meetings and Activities of the Project Support Unit Semi-annual Academic Activity Reports of the Academic Publication Support Unit (Example 1: 2021 January-2021 June , Example 2: 2022 January - 2022 June) Meetings and activities of the Award and Incentive Unit Meetings of the Quality Coordinatorship with evaluations and suggestions on R&D Relevant meetings of the Quality Commission Publication tracking via AVESIS Event calendar on the faculty website Time Extension Information Form for Persons in the Staff of Research Assistant in accordance with Article 33/A-50/D Doctoral Faculty Staff File Preliminary Review Form Granted for Academic Incentive Allowance YÖKSİS Outputs
Monitoring Mechanisms:	IU Academic Data Management System (AVESİS)

	Strategic Management Information System Regarding the Extension of the Staff Examination of forms Examining of YÖKSİS outputs given for Academic Incentive Allowance Examining the Event Calendar on the Faculty Web site. Stakeholder Suggestions Survey for R&D on the Faculty Web Site Unit Contact Form on the Faculty Web Site Located on the Faculty Web Site Student Satisfaction Survey Located on the Faculty Web Site Event Feedback Form AVESIS data update to Academic Staff Sent Alert Mails Project Support Unit Evaluation Report Project Support Unit Project Training Questionnaire Regarding R&D of the Unit Quality CoordinatorshipSuggestions External Stakeholder Survey R&D Opinion (Questions 4 and 5)

	Student Satisfaction Survey Semi-annual Academic Activity Reports of the Academic Publication Support Unit (Example 1: 2021 January-2021 June , Example 2: 2022 January - 2022 June) Academic staff satisfaction survey Academic staff focus group interview
Performance Indicators:	- According to the performance monitoring carried out by the relevant Coordinatorships and Units, 954 academic activities in 2019, 1359 in 2020, 791 in 2021 and 574 in 2022 (until November 26) were determined. - In view of the performance monitoring and evaluation carried out by the Academic Publication Support Unit It has been determined that the Department of Turkish-Islamic Literature has the most publications in the last three months with 4 books and 2 articles, and the relevant departments and professors Congratulations via email . "Certificate of Academic Achievement" to eleven academic staff who carry out qualified activities at the point of improving the research performance of the Institution in the evaluation of the Award and Incentive Unit on R&Dand presented a "Certificate of Appreciation" .

	Satisfaction rate of academic staff, internal, external and international stakeholders
Date of Evaluation and Improvement:	- September 2020: Academic Activities Unit decided to increase the publication quality of the academic staff. - December 2020: - As a result of the examination of the Academic Activity Reports and the AVESİS system, the Academic Activities Unit determined that the manual data entries of the instructors were less than they should be, and sent warning and reminder e-mails to all the instructors. - It was aimed to increase the quality of activities by presenting some suggestions to the Unit Advisory Board for R&D. - December 2021: - The Quality Commission decided to appoint research assistants from each department in order to eliminate the problems in AVESIS data entries. - It was decided to give Academic Achievement Certificates to the teaching staff carrying out qualified activities.

	October 2022: An umbrella coordinatorship called the R&D Coordinatorship, which also includes the Academic Publication and Performance Monitoring Coordinator, was established and a better organizational chart was acted upon in terms of monitoring and evaluating the research and development (R&D) performance of academic staff. - November 2022: In the meeting held with the International Unit Advisory Board , Board members were informed about the current academic performance status and their opinions on improvements were sought .
The Place of the Sub-Criteria in the Information Management System:	AVESIS Google Drive Strategic Management Information System Quality Management System e-mail address

Maturity Level

Sustainable and matured practices for the monitoring and review of the teaching staff's research and development performance in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. There are plans, defined processes and practices for the monitoring and evaluation of the research performance of the academic staff in the institution. In addition, the R&D Coordinator has made various plans to improve the current situation.

2. In accordance with the institution's defined process, with the participation of internal stakeholders, first the Academic Publication and Performance Monitoring Coordinatorship was established, and then the Academic Publication Support Unit affiliated to the R&D Coordinator for the performance monitoring and evaluation of the academic staff. The unit periodically obtains academic performance data using various methods, primarily AVESIS, and also reports on the trend over the years. These data are collected in the Dean's Office and processed into the Strategic Management Information System (SYBS). The relevant data can be viewed by clicking the "Send to Excel" button in the "detailed report" tab of SYBS and filtering it with the Faculty of Theology option. In addition, thanks to this system, it is also possible to monitor whether the activities of the instructors are in harmony with the general R&D strategies of the institution. Again, academic personnel with high performance in terms of performance evaluation are awarded by the Award and Incentive Unit of the Unit Quality Coordinator.

3. The processes defined in order to monitor and evaluate the research and development performance of the academic staff are carried out in a way that covers all areas. In addition to the periodic monitoring and evaluation of the performances of the academic staff, they are regularly checked by the relevant coordinators and the Dean's Office. This control is carried out through questionnaires, forms and focus group interviews. That is to say, the problems or improvement suggestions in the R&D process in general, and especially in the performance evaluation process of the Faculty Members , and the forms such as the Stakeholder Suggestions Form for R&D, the Unit

Communication Form and the Activity Feedback Form on the faculty website. and through semi-annual surveys for external stakeholders as well as advisory boards and specific focus group discussions. The Quality Coordinatorship prepares evaluation reports that include all these data followed by the relevant coordinators. Submits it to the Dean's Office for discussion at the Quality Commission. The commission gathers in July and December , examines the reports from the coordinators and reports its evaluations to the Dean's Office. In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements.

4. In order to monitor and evaluate the research and development performance of the academic staff in the institution, practices covering all fields are regularly monitored and the results of the monitoring are evaluated together with the stakeholders, and measures are taken and used in decision-making. The Faculty Member of the Institution has a sustainable and adopted practice in the performance evaluation process. It has developed a regular control mechanism for activities that are monitored, evaluated and rewarded. The Quality Commission reports, which are collected every six months, have a decisive influence on the decisions of the Board of Directors. Internal and external stakeholders and the Institution's advisory boards also carry out a regular activity in this process. The institution analyzes the functioning of this cycle every six months and strives to bring it to a better level.

5. Sustainable and mature practices regarding the monitoring and evaluation of the research and development performance of the academic staff in line with institutional purposes in the institution have been adopted and secured throughout the institution. The institution also has some unique and innovative practices. For example, "appointing research assistants to follow publications from each department", which is one of the methods developed by the Institution to prevent malfunctions in manual entries in the AVESİS system at the point of activity monitoring in the

performance evaluation of the Lecturer, is an application that will produce solutions for precedent situations.

The List of Evidence

1. About AVESIS
2. Broadcast Scanning in AVESIS System
3. Academic Annual Report 2020 July-September
4. Academic Activity Report (2021 January-2021 June)
5. Academic Activity Report (January 2022 - June 2022)
6. Mail Regarding the Summary of the March-April-May Annual Report
7. Number of Data by Years from AVESİS
8. Annual Trends from AVESİS
9. 2022 Strategic Plan Performance Information
10. 2022 Strategic Plan Performance Responses 1
11. 2022 Strategic Plan Performance Responses 2
12. 2022 Strategic Plan Performance Responses 3
13. 2022 Strategic Plan Performance Responses 4
14. 2022 Strategic Plan Performance Responses 5
15. 33a -50d Res.Assist . Staff Term Extension Information Form
16. Dr. Lecturer Staff File Preliminary Review Form
17. Establishment of Award and Incentive Unit
18. Quality Coordinator Meeting Minutes (22.02.22)
19. WEBSITE Event Calendar Example 1
20. WEBSITE Event Calendar Example 2
21. WEBSITE Event Calendar Example 3
22. Quality Coordinator Accreditation Evaluation Meeting Minutes
23. Strategic Plan
24. Coordinatorships Meeting (2020, 14.00)
25. Coordinatorships Meeting (2020, 21.00)
26. International Indexed Journals Form (Visual)
27. Journal Listing Request Mail 23.09.2020.Docx

28. Mail for improving R&D Criteria
29. Slide Prepared for the Improvement of R&D Criteria
30. R&D Meeting Minutes in which the Workshop Decision was Taken
31. Board of Directors Decision Academic Achievement Certificate 2021
32. of Certificates of Achievement (Website Image) 13.01.22
33. Quality Coordinatorship Meeting with Suggestions for the Advisory Board
34. Quality Coordinatorship Meeting , where it was decided to establish the R&D Coordinatorship
35. The Decision Ensuring the Establishment of the R&D Coordinatorship
36. Coordinatorship and Working Groups - 17-September - 2021 .
37. R&D Coordinator Job Description 13.10.22
38. Unit Advisory Board Recommendations
39. Unit International Advisory Board Meeting
40. Responses to the Questionnaire Prepared for the International Advisory Board of the Unit
41. Evaluation Report of the Quality Coordinatorship
42. The Report of the Quality Coordinatorship to the Quality Commission for Submission to the Dean's Office 1
43. Report submitted by the Quality Coordinatorship to the Quality Commission for Submission to the Dean's Office 2
44. Quality Commission Reports 1
45. Quality Commission Reports 2
46. A Board Decision Showing Consideration of the Commission
47. Reminder and Warning Mail in the Context of AVESIS Data Entry
48. Quality Coordinatorship Meeting on AVESİS
49. AVESİS QUALITY Commission Meeting Minutes in the Context of Data Entry
50. A Mail of the Academic Activities Unit on Access to Qualified

Journals

C.4.2. Evaluation and Result-Based Improvement of Research Performance

Faculty research performance is monitored over the years through the Istanbul University Academic Data Management System (AVESİS). The strategic plan targets of the faculty and the number of activities carried out are followed through this system of the university (EVIDENCE: 1, EVIDENCE: 2, EVIDENCE: 3). The Dean's Office also requests the Strategic Plan Performance Information System data from the departments in July and December (EVIDENCE: 4) and these are provided by authorized personnel. It is processed in the Strategic Management Information System. For this system, the feedback of the departments is one of the most basic methods in evaluating the research performance of the Institution, that is, in monitoring whether the R&D targets are achieved or not. In addition to these, research performance is monitored with various methods listed in C.4.1 in the follow-up of instructor performance, and various precautionary mechanisms mentioned there are used against possible disruptions. Thus, the Institution can periodically determine the status of its R&D strategy and put into effect various improvement plans, which will be mentioned below.

The R&D and Strategic Planning Commission affiliated to the Unit Quality Coordinator was responsible for monitoring and evaluating the research performance and taking various measures according to the resulting table (EVIDENCE: 5). This commission was monitoring the research performance of the faculty not only in terms of faculty members, but also in general and institutional terms. As a matter of fact, at the meeting held on 10.05.2021, he made some plans to evaluate the general research performance of the faculty academic staff, especially the projects, and to initiate the necessary improvement studies, if any (EVIDENCE: 6). Later, Research and Development (R&D) Coordinatorship was established for better

coordination of these activities (EVIDENCE: 7). There are three units under this coordinatorship. First , the Academic Activities Unit is responsible for announcing, planning and implementing all kinds of academic activities, improving them based on results, as well as reporting and presenting them to the dean (EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10). In this respect - together with his activities as coordinator- symposium, panel, conference, workshop, seminar, thesis presentations etc. He took an active role in the realization of many works (EVIDENCE: 11, EVIDENCE: 12, EVIDENCE: 13). Second, the Project Support Unit provides various support to academic staff in the project preparation and realization processes. In this context, it has organized various informative meetings on both project types and R&D activities abroad (EVIDENCE: 14, EVIDENCE: 15, EVIDENCE: 16), planned to organize project activities based on need (EVIDENCE: 17) [but it could not be held due to some obstacles] and made various improvement proposals and plans in the unit meetings he performed(EVIDENCE: 18, EVIDENCE: 19, EVIDENCE: 20, EVIDENCE: 21). On the other hand, some surveys were also organized for the participants regarding the activities carried out to control the process and take precautions against deficiencies (EVIDENCE: 22). R&D Academic Publication Support Unit, which is the third unit under its coordination, provides support for academic staff to carry out their academic publications in a more qualified way. If an example of their work on this subject is given, the information mail about "looting/questionable journals" (EVIDENCE: 23), the mail about the listing of qualified journals (EVIDENCE: 24), announcement of TÜBİTAK ULAKBİM's program about TR Index (EVIDENCE: 25). In addition, the Unit determined that the data entries were low as a result of AVESİS monitoring and sent warning and reminder emails to the academicians. The Unit also delivers academic activity reports to the instructors via e-mail (EVIDENCE: 28, EVIDENCE: 29, EVIDENCE: 30).

It requests the academic staff to update their research publication and project information via AVESIS in July and December , and sends reminders about this (EVIDENCE: 31, EVIDENCE: 32). It follows the updates made

against these messages. For example, when it was determined that AVESİS entries were low as a result of the follow-up, a warning and reminder email was sent by the Academic Publication and Performance Monitoring and Support Coordinator (formerly) (EVIDENCE: 33). In addition, it has taken some improvement activities specified in C.4.1 for possible similar problems in this regard.

Again -with their old names- Academic Publication Performance Monitoring and Support Unit and Project Support Unit each prepared an evaluation report on the activities carried out by the academic staff to monitor and improve the research performance and submitted it to the Dean's Office (EVIDENCE: 34, EVIDENCE: 35). Thus, various programs were organized in order to carry out research and development activities in a qualified manner, and reports were submitted to coordinate with the Dean's Office to control the situation. In line with these reports, the Dean's Office had the opportunity to implement the necessary improvement plans .

The institution attaches importance to the PDCA cycle in evaluating research performance and making necessary improvements. To illustrate a cycle with an example, the activities of the Project Support Unit can be cited. The R&D performance of the Institution is followed up with the systems mentioned above. In addition, many applications have been carried out in this field. The Project Support Unit, which examined these data and practices, determined that the desired level could not be achieved in terms of preparing a qualified project for research and development, and in order to see which needs are at the forefront in terms of meeting this, it has prepared a questionnaire measuring the project participation and knowledge of the academic staff and published the results (EVİDENCE: 36). Thanks to this survey, both the current situation and needs were revealed and a contribution was made to the future improvement program. As a matter of fact, after this survey, the relevant Unit continued to organize various programs -as exemplified two paragraphs ago- at the point of projects for necessary improvements. Thus, it was planned by the Dean's

Office and carried out applications in line with the tasks specified in its job description, conducted surveys for these applications and activated the control mechanism, and then made the necessary improvements in line with the feedback it received.

The institution benefits from the opinions and evaluations of national and international Unit Advisory Boards in terms of evaluating research performance and making improvements to the results . For example, on 24 December 2020, he presented a number of suggestions, most of which are related to R&D, to the Unit Advisory Board and emphasized the possibility of mutual benefit (EVIDENCE: 37). Again, at the meeting held with the International Unit Advisory Board on 16.11.2022, the members of the Board were informed about the current academic performance status and their opinions on improvements were consulted (EVIDENCE: 38, EVIDENCE: 39).

As can be seen, the Institution attaches importance to the evaluations of both internal and external stakeholders in terms of evaluating the research performance and improving it in terms of results.

Finally - as in many other issues - the Unit Quality Coordinator is responsible for the process of evaluating the research performance of the Institution and making improvements to the results. The Coordinatorship, by making use of the reports and meeting minutes of the relevant coordinatorships, especially the R&D Coordinator, submits its determinations and proposals regarding the process to the Dean's Office to be discussed at the Quality Commission periodically (EVIDENCE: 40, EVIDENCE: 41). The Commission gathers in July and December, examines the reports from the coordinators and reports its evaluations to the Dean's Office (EVIDENCE: 42, EVIDENCE: 43). In line with the evaluations of the commission, the Dean's Office takes the opinions of the stakeholders and makes the necessary improvements (EVIDENCE: 44). Thus, maximum attention is paid to the PDCA cycle at the point of evaluating research performance and making improvements to the results.

Table 44: Evaluation of Research Performance and Improvement Based on Results

Subject:	Processes for Evaluating and Improving Research Performance
Responsible Unit:	R&D and Strategic Planning Commission Research and Development (R&D) Coordinatorship Academic Activities Unit Project Support Unit Academic Publication and Support Unit Dean's Office Unit Quality Coordinatorship Award and Incentive Unit
First Planning Date:	May 2020: The institution established three coordinatorships to monitor, evaluate and improve research performance: Academic Publication and Performance Monitoring Coordinatorship, Academic Activities Coordinatorship, Project Support Coordinatorship. April 2021 : The institution established a special commission called "R&D and Strategic Planning Commission" at the point of

	monitoring, managing and improving its research-oriented activities. May 2022 Planning Meeting October 2022 (Revision 2): An umbrella coordinatorship called the R&D Coordinator, which has an organizational chart and job description that includes the three coordinators mentioned above and the commission, was established, and the research performance of the Institution began to be evaluated in a more systematic manner.
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff Award and Incentive Unit
External Stakeholders:	Unit Advisory Board
International Stakeholders:	International Advisory Board
Application Areas:	All research activities carried out in connection with the Faculty , the Dean 's Office and the Institution. R&D activities of the R&D and Strategic Planning Commission Establishment of an umbrella coordinatorship called R&D

	Meetings of R&D Coordinatorship with Its Sub-Units Meetings and Activities of the Academic Publication and Support Unit Meetings and Activities of the Academic Activities Unit Meetings and Activities of the Project Support Unit Semi-annual Academic Activity Reports of the Academic Publication Support Unit (Example 1: 2021 January-2021 June , Example 2: 2022 January - 2022 June) Meetings and activities of the Award and Incentive Unit Meetings of the Quality Coordinatorship with evaluations and suggestions on R&D Relevant meetings of the Quality Commission Publicationtracking via AVESIS Event calendar on the faculty website Time Extension Information Form for Persons in the Staff of Research Assistant in accordance with Article 33/A-50/D Doctoral Faculty Staff File Preliminary Review Form

	Examining of YÖKSİS outputs given forGranted for Academic Incentive Allowance
Monitoring Mechanisms:	IU Academic Data Management System (AVESİS) Strategic Management Information System Regarding the Extension of the Staff Examination of forms Reviewing the Event Calendar located on the Faculty Web Site Stakeholder Suggestions Survey for R&D on the Faculty Web Site Unit Contact Form on the Faculty Web Site Student Satisfaction Survey on the Faculty Web Site Event Feedback Form on the Faculty Web Site For AVESIS Data Update to Academic Staff Sent Alert Mails Project Support Unit Evaluation Report Project Support Unit Project Training Questionnaire Regarding R&D of the Unit Quality Coordinator Suggestions External Stakeholder Survey R&D Opinion (Questions 4 and 5)

	Student Satisfaction Survey Semi-annual Academic Activity Reports of the Academic Publication Support Unit (Example 1: 2021 January-2021 June , Example 2: 2022 January - 2022 June) Annual Self-Assessment Reports Academic staff satisfaction survey Academic staff focus group interview
Performance Indicators:	- The Faculty of Theology 2019-2023 Strategic Plan - The Strategic Plan Performance Information System data requested by the Dean's Office in July and December from the departments are entered into the Strategic Management Information System by the relevant personnel . From here, reports with quantitative and statistical content are obtained. Academic Activity Reports created by the Academic Activities Unit through AVESİS , which allow for all academic activities, mobility, publication numbers of lecturers, imprint/subject information of the publications, changes over the years and statistical data, the Faculty Members of the Institution were 954 in 2019, It carried out 1359 academic activities in 2020, 791 in 2021 and 574 in 2022 (until 26 November).

	- In view of the performance monitoring and evaluation carried out by the Academic Publication Support Unit It has been determined that the Department of Turkish-Islamic Literature has the most publications in the last three months with 4 books and 2 articles, and the relevant departments and professors Congratulations via email . - The Award and Incentive unit presented an "Academic Achievement Certificate" and a "Certificate of Appreciation" to eleven academic staff who carried out qualified activities at the point of improving the research performance of the Institution in its evaluation on R & D .
Date of Evaluation and **Improvement:**	- September 2020: Academic Activities Unit decided to increase the publication quality of the Academic Staff for R&D performance. - December 2020: As a result of the examination of the Academic Activity Reports and the AVESİS system, the Academic Activities Unit determined that the manual data entries of the instructors were less than they should be at the point of view of the R&D performance and sent a warning and reminder e-mail to all the instructors.

	It was aimed to increase the quality of activities by presenting some suggestions to the Unit Advisory Board for R&D. - December 2021: Quality Commission decided to appoint research assistants from each department in order to eliminate the problems in AVESİS data entries . It was decided to give Academic Achievement Certificates to the teaching staff carrying out qualified activities. - October 2022: An umbrella coordinatorship named R&D Coordinatorship was created with the aim of carrying out activities in a more systematic organizational scheme with three coordinators and the relevant commission directly related to R&D. - October 2022 The R&D coordinatorship entrusted some tasks to the Project Support Unit in order to improve the academic activities and to avoid any problems in terms of technical conditions, such as the projects in progress, and requested that the R&D criteria be reviewed in this respect as well.

	The Research and Development Coordinatorship decided to organize an "R&D Standards Workshop" in order to revise the current situation and bring it to a better level. Quality Coordinatorship emphasized that work should be done to increase the number of the members of the advisory boards of the Institution in order to improve the current situation, and the Dean's Office started a study on this and appointed new members to R&D Advisory Board . - November 2022: In the meeting held with the International Unit Advisory Board, Board members were informed about the current academic performance status and their opinions on improvements were sought.
The Place of the Sub-Criteria in the Information Management System:	AVESIS Faculty Website Google Drive Strategic Management Information System Quality Management System e-mail address

Maturity Level

Sustainable and matured practices for the monitoring and review of the research performance in all the fields inline with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the

entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has a defined process for evaluating and improving research performance based on results. In addition, the R&D Coordinatorship has various plans to improve the current situation.

2. The institution continued its research and development activities in line with the vision set in the 2019-2023 Strategic Plan of Istanbul University, which is among the eleven research universities in Turkey, followed, evaluated and made efforts to improve the results . In this process established three coordinatorships: Academic Publication and Performance Monitoring Coordinatorship , Academic Activities Coordinatorship and Project Support Coordinatorship. Subsequently, he established the R&D Strategic Planning Commission. Later, he established the R&D Coordinatorship, which has sub-units in order to carry out all R&D activities with a better organizational chart. The aforementioned coordinatorships and the Commission monitored and evaluated the instution's research performance through various channels, primarily AVESİS and Strategic Management Information System. In this respect, qualified activities were awarded by the Award and Incentive Unit to improve the current situation. Prepared Annual Self-Assessment Reports. In accordance with the determined Research and Development Policy, it took into account regional, national and international needs and priorities, increased its financial and physical opportunities for qualified academic studies and strengthened cooperation with external stakeholders.

3. The institution has mechanisms to ensure that all its units, especially all faculty members, contribute to the evaluation of research performance and improvement based on results, and thus the adoption of practices by all units. The Dean's Office requested the Strategic Plan Performance

Information System data from all the heads of departments in July and December . The relevant presidents also provided these with the contributions of the academic staff under the presidency. These data were regularly processed into the Strategic Management Information System by the relevant personnel . It is possible to obtain quantitative and statistical reports through this system. In order to avoid any disruptions in this process, research assistants from each department were appointed. Again, the opinions of internal and external stakeholders and advisory boards regarding the process were received periodically. Thus, all units of the Institution internalized the issue of evaluating research performance and improving it based on results.

4. The research performance of all fields in the institution is monitored and evaluated and used in decision making. Performance was monitored and evaluated within various methods determined according to the defined process. Studies meeting the relevant criteria were also awarded by the Award and Incentive Unit. Collaboration with internal and external stakeholders was developed and continued. Various surveys, forms and focus group interviews were held with both academic and administrative staff , Advisory boards and graduates in the context of detecting the problems in these matters and suggestions for improvement . The data obtained from these places were carefully examined by the R&D Coordinator and reflected in the reports of the Quality Coordinator. The Quality Coordinatorship evaluated these reports and forwarded them to the Quality Commission. The report submitted to the Dean's Office by the Commission, which meets every six months, was meticulously examined by the Board of Directors and implemented by making decisions for improvement. Thus, the research performance, which is monitored, evaluated, rewarded and controlled, was regularly monitored and continuity and sustainability were ensured at the point of improvement.

5. The institution has exemplary practices as well as the sustainability quality it has achieved in evaluating research performance and improving it based

on results. For example, the Quality Coordinator's evaluation of the reports it receives from all the coordinators that have developed a control mechanism based on surveys, forms, focus group meetings and consultation meetings and reflecting them to the Quality Commission and then to the Dean's Office, and its decisive role in the Board Decisions will be relatively unique and exemplary. is a model.

The List of Evidence

1. Academic Annual Report 2020 July-September
2. Academic Activity Report (2021 January-2021 June)
3. Academic Activity Report (January 2022 - June 2022)
4. Strategic Plan Performance Information - Copy
5. R& D And Strategic Planning Commission Assignment (0305.21)
6. R& D Unit Meeting Minutes (20.04.21)
7. R& D Coordinator Job Description 13.10.22
8. Working Principles of Academic Activities Coordinator
9. Task Distribution of Academic Activities Coordinator
10. Student Club Activities Example
11. Example of the Studies of the Academic Activities Unit
12. Example of the Studies of the Academic Activities Unit
13. Academic Activities Coordinatorship Meeting Minutes
14. Information Meeting on Erasmus Projects (25.10.21)
15. BAP Projects Presentation Seminar (24.5.21)
16. and Research in North America (5.4.22)
17. 2237-B Project Activity Information Form
18. Project Support Unit Meeting Minutes1
19. Project Support Unit Meeting Minutes2
20. Project Support Unit Evaluation Report
21. Project Support Unit Activity Report
22. Seminar Evaluation Questionnaire
23. Raider_Shabby Magazines
24. International Academic Journals

25. Webinar on Referee Evaluation Process and Tr Index
26. Avesis Data Update
27. March-April-May Annual Report Summary
28. Academic Publication and Performance Monitoring and Support Unit Meeting Minutes1
29. Academic Publication and Performance Monitoring and Support Unit Meeting Minutes2
30. Academic Publication and Performance Monitoring and Support Unit Evaluation Report
31. Avesis Reminder
32. Project Notification Mail (February)
33. Avesis Data Update
34. Academic Publication Performance Monitoring and Support Coordinator Annual Report 2020-2021
35. Project Support Unit Report Submitted to the Dean's Office
36. Project Support Unit Project Training Questionnaire (1)
37. Unit Advisory Board Recommendations
38. Unit International Advisory Board Meeting
39. Responses to the Questionnaire Prepared for the International Advisory Board of the Unit
40. The Report of the Quality Coordinatorship to the Quality Commission for Submission to the Dean's Office 1
41. Report submitted by the Quality Coordinatorship to the Quality Commission for Submission to the Dean's Office 2
42. Quality Commission Reports 1
43. Quality Commission Reports 2
44. A Board Decision Showing Consideration of the Commission

C.4.3. Research Budget Performance

As stated in The Quality Manual, it uses the budget allocated to it in a

balanced way among expenditure items, and works to improve the budget performance by evaluating the current situation and making the necessary controls. In addition , it acts in line with Istanbul University's Strategic Plan in terms of monitoring the budget performance and indicators of change over the years .

The institution tries to ensure the adequacy of the budget by making a budget increase proposal in the budget planning for the next year, if it deems it necessary for expenses such as travel allowance, service purchases, consumer goods, material purchases, maintenance and repair. For example, in the planning of 2022, for the purchase of tools and equipment such as computers, printers, monitors and air conditioners to increase the research performance of the academic staff, an overhead allowance of 87,446 TL has been requested (EVIDENCE: 1). Again, he needed 24,780 TL for a similar item expenditure and again requested an upper ceiling allowance (EVIDENCE: 2).

Special expenditures for research and development are also included in the budget of the institution. In this respect, two types of runners are allocated to the instructors, domestic and international. For example, the domestic travel allowance for 2019 is 16,000; The starting allowance for international travel was 4,000 TL. The amount spent was 16,688 domestically and 1,663 TL abroad. For the years 2020 and 2021, a budget of 18,000 TL for the domestic and 5,000 TL for the international budget was proposed and an increase was requested (EVIDENCE: 3, EVIDENCE: 4). In 2022 domestic 19,000, international 4.000; For the years 2023 and 2024, 20,000 TL for the domestic market and 4,000 TL for the foreign market have been offered (EVIDENCE: 5, EVIDENCE: 6).

Although the institution makes various expenditures in the field of R&D, it does not have an independent budget item with this name. However, it carries out serious activities to compensate for this seemingly disadvantageous situation. For example, it has received significant support from its internal and external stakeholders by collaborating with various research centers, public institutions and organizations and non-

governmental organizations in order to provide resources for research activities outside the central budget (EVIDENCE: 7, EVIDENCE: 8; Also see. C.2.1). Thus, it has ensured that research activities are supported by external resources.

Again, thanks to the Project Support Unit within the R&D Coordinatorship, faculty instructors were directed to in- and out-of-university resources for their academic activities, especially projects and symposiums, and they were provided with access to many important financial and physical opportunities (For detailed lists, see C. .2.1, C.2.2). There are many ongoing projects of this kind. These projects and the amount of support they receive are shared on the Faculty website and are constantly updated.

The Institution benefis the opinions, and evaluations of national and international Unit Advisory Boards on research budget performance. For example, on 24 December 2020, he presented a number of suggestions, most of which are related to R&D, to the Unit Advisory Board and emphasized the possibility of mutual benefit (EVIDENCE: 9). Again, at the meeting held with the International Unit Advisory Board on 16.11.2022, the members of the Board were informed about the current academic performance status and their opinions on improvements were consulted (EVIDENCE: 10). In addition, a survey was prepared and the opinions of the aforementioned Board members were taken on various issues (EVIDENCE: 11).

Finally - as in many other issues - the Unit Quality Coordinator is responsible for the process of monitoring and evaluating the research budget performance of the Institution and making improvements to the results. As stated at the end of the previous titles (C.4.1 V and C.4.2), the Coordinatorship submits its determinations and proposals regarding the process to the Dean's Office periodically to be discussed at the Quality Commission, by making use of the reports and meeting minutes of the relevant coordinators, especially the R&D Coordinatorship. The commission meets in July and December , examines the reports from the coordinatorships and reports its

evaluations to the Dean's Office. Thus, maximum attention is paid to the PUKÖ cycle at the point of evaluating research performance and making improvements to the results.

Table 45: Research Budget Performance

Subject:	Processes for Monitoring Research Budget Performance
Responsible Unit:	Dean's Office Unit Quality Coordinatorship (Monitoring, Evaluation) Research and Development (R&D) Coordinator Project Support Unit Award and Incentive Unit
First Planning Date:	February 2020: Announcement of Istanbul University 2019-2023 Strategic Plan (Pages 54, 123 ff. on research budget)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff Library Coordinatorship
External Stakeholders:	Unit Advisory Board , Mufti Offices Municipalities Ministries

	Non-Governmental Organizations Tubitak BAP , Technology Transfer Center (TTM) Rectorate
International Stakeholders:	Unit International Advisory Board
Application Areas:	- Physical, technical and financial resources - Financial Supports - Technical Resources -Travel Allowance-Per diem -Central budget -Internal and external budget
Monitoring Mechanisms:	Academic staff satisfaction survey Academic staff focus group interview Internal and external stakeholder focus group meeting Library Satisfaction Surveys Alumni Satisfaction Survey (R&D question) Student Satisfaction Survey Financial Management System Public Expenditure and Accounting Information System

Performance Indicators:	- Research resources budget data, research resource demand numerical data, met demand indicators, etc. Domestic starting allowance for 2019 is 16,000; The starting allowance for international travel has been 4,000 TL. The amount spent was 16,688 domestically and 1,663 TL abroad. For the years 2020 and 2021, a budget of 18,000 TL for the domestic and 5,000 TL for the international budget was proposed and an increase was requested. In 2022 domestic 19.000, international 4.000 ; For the years 2023 and 2024, 20.000 TL domestic and 4000 TL abroad were offered. R&D Project Application Rates of Academic Staff: 33% of the academic staff who participated in the survey have applied for projects before. 31% have carried out a project before. 9 projects carried out in addition to the Faculty budget on the Faculty WEB site . Ratio of budget distribution types
Date of Evaluation and Improvement	December 2020: It was aimed to increase the quality of activities by presenting some suggestions to the Unit Advisory Board for R&D. - October 2022 The R&D coordinator entrusted some tasks to the Project Support Unit in order to improve the

	academic activities related to the budget and to avoid any problems in terms of technical conditions, such as the ongoing project, and requested that the R&D criteria be reviewed in this respect as well. - November 2022: In the meeting held with the International Unit Advisory Board, Board members were informed about the current academic performance status and their opinions on improvements were sought.
The Place of the Sub-Criteria in the Information Management System:	Google Drive , Faculty Website Quality Management System e-mail address

Maturity Level

Sustainable and matured practices for the monitoring and review of the research budget performance in all the units in line with the institutional goals (research policy, objectives and strategy) are adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has defined processes and practices for monitoring research budget performance.

2. There are practices related to monitoring and evaluating the research budget performance of the institution. Although the institution does not have an independent budget item under the name of R&D, it is subject to the budget performance included in the strategic plan of the University. It also received serious support from internal and external stakeholders for

research and development. He used many of his financial, physical and technical opportunities for R&D activities.

3. The research budget performance of the institution is monitored and evaluated and used in decision making. As a matter of fact, the Quality Commission compiles and evaluates the relevant focus interviews, satisfaction surveys and forms and submits them to the Quality Commission. The commission, which meets every six months, presented its evaluations on the research budget performance to the Dean's Office. The Dean's office also made the necessary improvements.

5. Sustainable and mature practices regarding the monitoring and evaluation of the research budget performance of all units in line with institutional purposes have been fully adopted and secured by the institution.

The List of Evidence

1. Office And Workplace Machinery And Equipment 2022-23-24
2. Machinery And Equipment 2022-23-24
3. International Travel 2019-20-21
4. Domestic Travel 2019-2020-2021
5. Domestic Travel Offers 2022-2023-2024
6. Overseas Travel Offers 2022-3-4
7. Istanbul Provincial Mufti Cooperation Protocol (27.20.2020)
8. Foundation Protocol with Darulfunun-Guncel- 2021-11-15.Docx
9. Unit Advisory Board Recommendations
10. International Unit Advisory Board Meeting
11. Survey Conducted on the International Advisory Board of the Unit

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

In its mission document, the Faculty states its strategy and goals for social contribution as “to share with the society by producing authentic religious knowledge within the framework of the basic sources of Islam; to contribute to the fields of knowledge, culture and art by conducting scientific research in this direction ” (EVIDENCE: 1).

D.1.1. Social Contribution Policy, Objectives and Strategy

The institution has defined processes regarding its social contribution policy, objectives and strategy and carries out its activities accordingly. The social contribution policy has been published on the faculty's website. The social contribution policy of the faculty is as follows:

1. To give priority to local, regional, national and international needs in research and education activities in the field of theology.
2. To develop solutions to the religious problems of the society and to determine research and development focuses by taking into account the suggestions of internal and external stakeholders.
3. To present the findings of scientific studies to the society, to carry out public academic and social activities.
4. To encourage the academic staff in the areas that meet the social needs determined with the participation of the stakeholders and to provide support to them in these areas.
5. To contribute to the increase of the knowledge level of the society on religious issues by using the mass media effectively (EVIDENCE: 2).

Strategic objectives for the development of social contribution and social responsibility activities are determined following the Objective 4 on the faculty website:

Goal 1: Developing institutional relations between faculty and non-governmental organizations (NGOs)
Goal 2: Increasing social responsibility projects for disadvantaged groups
Goal 3: Increasing the quantity and quality of activities and services within the scope of lifelong learning improvement of environmental management system studies (EVIDENCE: 3).

In the social contribution policy, the articles such as "To give priority to local, regional, national and international needs in research and education activities in the field of theology" and "To develop solutions to the religious problems of the society and to determine research and development centers by taking into account the suggestions of internal and external stakeholders" are included in the social contribution policy and these articles relate to education-teaching and research policies. These issues are also emphasized in education-training (EVIDENCE: 4) and research-development policies (EVIDENCE: 5).

In the Unit Advisory Board meetings attended by the external stakeholders (EVIDENCE: 6) representatives of such as Justice, Family and Social Services, Ministries of National Education, Youth and Sports and Health, Presidency of Religious Affairs, Local Administrations and NGOs; and internal stakeholders such as academic staff and student representative; the policies and strategies related to projects, research and services for social contribution were consulted within the scope of social responsibility (EVIDENCE: 7, EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10).

Table 46: Social Contribution Policy, Objectives and Strategy

Subject:	**Processes for Monitoring Social Contribution Policy , Goals and Strategy**
Responsible Unit:	Social Contribution Coordinatorship and its sub-units: Vocational Education and Practice Unit

	Social, Cultural and Artistic Activities Unit , Social Aid and Support Activities Unit Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	2021 May: Social Contribution Policy, Goals and Objectives Planning Meeting 2022 June: Social Contribution Planning Meeting Eylem Planı 2022 Action Plan 2022 November 2022 (Revision) 18.11.202 2 Social Contribution Process Chart
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff , students
External Stakeholders:	Unit Advisory Board , Istanbul Provincial Mufti, Darulfünun Theological Foundation
International Stakeholders:	Unit International Advisory Board
Application Areas:	All Faculty
Monitoring Mechanisms:	8th question asked in the context of social contribution in the focus group interview survey conducted with internal stakeholders

	With international external stakeholders in focus group discussion 7 regarding social contribution activities . question
Performance Indicators:	SYBS 2020 Report
Date of Evaluation and Improvement:	24.12.2020 Unit Advisory Board Meeting Minutes 24.12.2020 Unit Advisory Board Recommendations (Article h on social contribution) 03.02. 202 1 Dean's letter on the establishment of commissions for the planning and follow-up of social contribution activities recommended by the Unit Advisory Board 20.06.2022 Unit Quality Coordinatorship Social Contribution Evaluation Report 25.11.2022 Unit Quality Coordinator Focus Group Discussions Evaluation Report
The Place of the Sub-Criteria in the Information Management System:	Faculty Website, Google Drive , Quality Management System email address , WhatsApp groups

Maturity Level

It is guaranteed in the institution that the social contribution activities of the institution can create values and turn them into societal benefits in line with the institution's social contribution policy. This has been adopted by stakeholders through matured practices. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has a defined social contribution policy, objectives and strategy. The current social contribution policy of the institution was designed at the Policy and Strategic Planning Meeting held on 10.05.2021. This arrangement was made in line with the consultations from the Unit Advisory Board Meeting held on 24.12.2020 with the participation of internal and external stakeholders. In this meeting, for the social contribution of faculty academics by giving conferences, seminars in imam-hatips; and holding weekly classes in mosques, weekly Sufism, akaid, tafsir, hadith etc. organizing interviews in student dormitories, and preparing NGO-supported projects on current issues were determined.

2. Vocational Education and Practice, Social, Cultural and Artistic Activities, Social Aid and Support Activities Coordinatorships were established on 21.07.2020 in order to implement social contribution activities in line with the social contribution policy, goals and strategy of the institution. These structures were combined under the title of Social Contribution Coordinator on 15.11.2022 in order to operate more systematically and to be compatible with the Accreditation sub-titles. Social Contribution Coordinatorship was established on 15.11.2022 within the framework of the policy of the institution. The basic principles to be followed are the studies for social contribution within the faculty and the combination of education and training activities with social contribution. These targets are included in the 2022 Action Plan.

3. In line with the defined social contribution policy, objectives and strategy of the institution, there are practices carried out through the Social Contribution Coordinator and its sub-units. In line with the evaluations and improvements made at the 24.12.2020 Unit Advisory Board Meeting, four commissions were established for the planning and follow-up of the activities proposed for contribution. In this direction, faculty academics participated in regular programs on national radio and television channels in order to inform the society, participated in activities such as symposiums, seminars, panels, concerts, talks and signing days organized by various

universities, municipalities and non-governmental organizations, gave seminars and conferences at imam-hatips, They performed music and held conversations in student dormitories, and gave public lectures and sermons in the fields of fiqh, hadith, tafsir, akaid and mysticism in mosques. In addition to these, iftar programs were organized in Ramadan with the participation of faculty staff, external stakeholders, students and student families. The results of these practices were reported by the Vocational Education and Practice, Social, Cultural and Artistic Activities, Social Aid and Support Activities Coordinatorships and then evaluated by the Unit Quality Coordinator on 24.06.2022. In addition, the social contribution activities of the faculty were monitored through focus group meetings with internal stakeholders on 22.11.2022 and with international external stakeholders on 25.11.2022. The results of these meetings were evaluated by the Unit Quality Coordinator on 25.11.2022.

4. Practices related to the institution's social contribution policy were systematically monitored through focus group interviews and surveys and questionnaires. As stated in the 2022 Action Plan, cooperation was initiated with the Social Contribution Coordinator and departments to cover all areas.

5. Elective Courses for Social Contribution were added to the curriculum on 19.01.2021 so that social contribution activities in the institution can produce value and turn into social benefit in line with the social contribution policy. In 2023, it is aimed to teach these courses, to establish the Social Contribution Coordinator work in cooperation with the Departments, NGO Cooperation, to create policies and practices for social contribution. These are included in the 2023 Action Plan.

The List of Evidence

1. 2022 Mission Page on the Faculty Website
2. 2022 Policy Page Social Contribution Section on Faculty Website
3. 2022 Social Contribution Section of the Strategic Purposes Page on the Faculty Website
4. 2022 Policy Page Education-Training Section on Faculty Website

5. 2022 Policy Page Research and Development Section on the Faculty Website
6. 2022 Unit Advisory Board List on Faculty Website
7. 2020 Unit Advisory Board Meeting Minute
8. 2020 Unit Advisory Board Meeting Minutes
9. 2020 Unit Advisory Board Recommendations
10. 2022 Unit Advisory Board Meeting Minutes
11. 2022 Unit Advisory Board Meeting Minutes

D.1.2. Management of Social Contribution Processes and Organizational Structure

The Quality Coordinatorship follows up, and monitors the planning and implementation of activities for social contribution in accordance with policies, objectives and strategies (EVIDENCE: 1). With the decision of the board of directors dated 15.11.2022, the Social Contribution Coordinatorship was established (EVIDENCE: 2). With this decision, Social, Cultural and Artistic Activities Coordinatorship (EVIDENCE: 3), Vocational Education and Practice Coordinatorship (EVIDENCE: 4), Social Aid and Support Activities Coordinatorship (EVIDENCE: 5) became Units affiliated to the Social Contribution Coordinatorship (EVIDENCE: 6). The process of planning, implementation, control and taking precautions of the Social Contribution Coordinator is as follows (EVIDENCE: 7): The Social Contribution Coordinator meets with these units twice a year, in June and November, and takes various decisions. It negotiates these decisions with internal and external stakeholders and puts the final decisions into practice. Monitors and controls practices by conducting surveys and focus group discussions. It submits its report regarding the process and results to the Unit Quality Coordinatorship. Quality Coordinatorship monitors the process in terms of quality and conveys its evaluations to the Quality Commission. The Quality Commission presents its evaluations to the Dean's Office in July and December. The Dean's Office takes the necessary measures and makes improvements by

taking the opinions of the stakeholders in line with the evaluations of the commission.

Prior to being transformed into units, mentioned coordinatorships affiliated to the Social Contribution Coordinatorship, had worked as coordinatorships and held regular meetings in line with the meeting calendar determined by Dean's Office (EVIDENCE: 8), (EVIDENCE: 9). In these meetings, the coordinator also planned the activities for social contribution, and evaluated implemented activities (EVIDENCE: 10), (EVIDENCE: 11), (EVIDENCE: 12), (EVIDENCE: 13), (EVIDENCE: 14), (EVIDENCE: 15), (EVIDENCE: 16), (EVIDENCE: 17), (EVIDENCE: 18), (EVIDENCE: 19), (EVIDENCE: 20). The Quality Coordinatorship monitored the process in terms of quality, and submitted its proposals to the Dean's Office to be discussed at the Quality Commission in June and November (EVIDENCE: 21), (EVIDENCE: 22) The Commission gathers in July and December, and reports its evaluations to the Dean's Office by examining the minutes coming from the coordinator.

In line with the decisions taken at the Unit Advisory Board meetings that are held with the Faculty, relevant public institutions, organizations and NGOs, protocols have been signed for the management of social contribution processes, and commissions have been established and meetings were held to this end. In this direction, in order to carry out the planned activities at the Unit Advisory Board meeting dated 24.12.2020, four commissions for social contribution were established at the faculty, and their fields of activity have been determined. (EVIDENCE: 23) Protocols were signed with Istanbul Darulfünun Theology Foundation (EVIDENCE: 24) and Istanbul Provincial Mufti (EVIDENCE: 25). In addition, a meeting was held in order to inform and consult the stakeholders, and the *hafiz* students in the Faculty regarding the program to be implemented within the scope of this protocol (EVIDENCE: 26).

Faculty student clubs (EVIDENCE: 27) carry out activities for social contribution within and outside the Faculty under the supervision of faculty members. These activities are included under the title of Social Contribution

Performance.

The Social Contribution Coordinator takes the opinions of the stakeholders in the determination of these activities, and directs them to the relevant unit with the Stakeholder Suggestions Form that is available on Faculty website (EVIDENCE: 28).

Focus group meetings were held with internal and external stakeholders to improve Social Contribution activities. For example, in the focus group meeting held for academics, the questions "How can our research be related to local/regional/national needs and demands" and "What kind of activities or practices should be done in our Faculty in terms of social contribution" were asked (EVIDENCE: 29). The Quality Coordinator also conducted similar focus group meetings with international external stakeholders (EVIDENCE: 30), internal stakeholders (EVIDENCE: 31), alumni (EVIDENCE : 32), with representatives of student clubs (EVIDENCE: 33) and disadvantaged students (EVIDENCE: 34).

Focus groups minutes and surveys have been sent to the Quality Commission via the Unit Quality Coordinator at the meeting held in 29.11.2022. The Quality Commission has attempted to solve such problems brought about in the focus group meetings (EVIDENCE: 35). For instance, a decision to collaborate with Darü'l-Fünûn Theology Foundation in order to provide equipment to a student with special needs whose hearing device has been broken (EVIDENCE: 36).

An evaluation report has been prepared by the Unit Quality Coordinator on the results of given surveys, including such as the answers to the questions about social contribution (EVIDENCE: 37).

Table 47: Management and Organizational Structure of Social Contribution Processes

Subject:	Processes of Monitoring Management and Organizational Structure of Social Contribution Processes
Responsible Unit:	As Social Contribution Coordinatorship and its sub-units , Vocational Education and Practice , Social, Cultural and Artistic Activities , Social Aid and Support Activities Unit Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	2021 May: Social Contribution Policy, Goals and Objectives Planning Meeting 2022 June: Social Contribution Planning Meeting Action Plan 2022 November 2022 (Revision) 18.11.202 2 Social Contribution Process Chart
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff , students
External Stakeholders:	Unit Advisory Board , Istanbul Daru'l-Fünun Theology Foundation , Istanbul Provincial Mufti
International Stakeholders:	Unit International Advisory Board

Application Areas:	All Faculty Social Aid and Support Activities Coordinatorship Evaluation Report Social, Cultural and Artistic Activities Coordination Evaluation Report
Monitoring Mechanisms:	Questions number 8 asked in the context of social contribution in the focus group meeting with academic staff Focus group meeting with representatives of student clubs Focus Group Discussion with Disadvantaged Students Vocational Education and Practice Coordinator Evaluation Report Stakeholder Suggestions for Social Contribution Form
Performance Indicators:	SYBS 2020 Report
Date of Evaluation **Improvement:**	29.12.2021 Unit Advisory Board Meeting Minutes 20.06 .2022 Unit Quality Coordinatorship Social Contribution Evaluation Report 30.06 . 2022- Unit Advisory Board Meeting Minutes (2022)

	11.10.2022 Unit Quality Coordinatorship Meeting and 14.10.2022 Evaluation Report (6th Agenda and 1st and 2nd Evaluation Items on Social Contribution)
The Place of the Sub-Criteria in the Information Management System:	Faculty Website, Google Drive , Quality Management System email address , WhatsApp groups

Maturity Level

The results and stakeholder opinions with regard to the management of the social contribution processes in the institution are systematically monitored in compliance with the institution's internal quality assurance system and evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has a planning regarding the management and organizational structure of its social contribution processes. Social Contribution Process Chart includes management and organizational structure. Social Contribution Coordinator is in cooperation with both departments and coordinators in process management. It is possible to see this in the action plan 2022 and in the diagram.

2. There are plans for the management and organizational structuring (processes and job descriptions, etc.) of the social contribution processes of the institution, related to local, regional and national needs and demands and integrated with other processes (education-training, research-development). As a matter of fact, articles 1 and 2 of the social contribution policy are arranged in line with the integrated management of social contribution processes, education-training and research-development processes. (Article 1: Giving priority to local, regional, national and

international needs in research and education activities in the field of theology; Article 2: “Developing solutions to the religious problems of the society and determining research-development centers by taking into account the suggestions of internal and external stakeholders) . For example, Volunteer Studies course in 2021 and Community Service Practices course in 2022 were added to the curriculum in order to ensure integrity in the fields of education and social contribution.

3. In accordance with the management and organizational structure of the faculty's social contribution processes, social contribution activities are concentrated in social aid and support, vocational training and practice, social, cultural and artistic fields. In this context, the Social Assistance and Support Unit, in cooperation with the Darü'l-Fünûn Theology Foundation, provided financial support in the form of regular scholarships to students in need and one-time aid when necessary. Within the scope of social and cultural activities, film activities, excursions, visits to hospice and orphanage were organized with the participation of lecturers and students, bazaars were organized and aid was sent to the regions in need in cooperation with NGOs. In addition, the Special Needs Student Unit operating within the faculty has organized a joint trip program with the Eurasia Academy Rehabilitation Center within the scope of activities for disadvantaged students. Within the scope of vocational training and practice, face-to-face and online workshops were held in various fields such as verbal communication, effective speaking and rhetoric, naskh calligraphy, recitation, biofiqh, Persian, Ancient Greek, and religious theories. To monitor these, a focus group meeting was held with academic staff in November 2022 and the following questions were asked: How can our research be related to local/regional/national needs and demands? What kind of activities or practices should be done in the context of "contribution to society" in our faculty? Again, on October 12, 2022, in focus group meetings with representatives of student clubs and disadvantaged students, monitoring was provided with questions asked in the context of social

contribution.

4. The results and stakeholder views regarding the management of social contribution processes in the institution are monitored through the Stakeholder Suggestions Form for Social Contribution on the faculty website and through focus group discussions with academic staff, student club representatives and disadvantaged students. The results of these are evaluated together with the stakeholders at the Unit Advisory Board meetings and precautions are taken.

The List of Evidence

1. 2021 Faculty Executive Board Decision on the Structuring of the Quality Coordinator
2. 2022 Social Contribution Action Plan
3. 2022 Faculty Administrative Board Decision on the Establishment of Social Contribution Coordinatorship
4. 2021 Social, Cultural and Artistic Activities Coordinatorship Duties and Responsibilities
5. 2021 Vocational Education and Practice Coordinatorship Duties and Responsibilities
6. 2020 Social Aid and Support Activities Coordinatorship Duties and Responsibilities
7. 2022 Faculty Website on Social Contribution Coordinatorship and it units
8. 2022 Social Contribution Process Chart
9. 2020 Coordinatorships Meeting Calendar
10. 2022 Coordinatorships Meeting Calendar _
11. 2022.03.13 Vocational Education and Practice Coordinatorship Meeting Minutes

12. 2022.13.06 Vocational Education and Application Coordinatorship Meeting Minutes

13. 2022.06.21 Social, Cultural and Artistic Activities Coordinatorship Meeting Minutes

14. 2022.09.26 Social, Cultural and Artistic Activities Coordinatorship Meeting Minutes

15. 2022.06.08 Social Aid and Support Activities Coordinatorship Meeting Minutes

16. 2022.09.19 Social Aid and Support Activities Coordinatorship Meeting Minutes

17. 2022.26.09 Social, Cultural and Artistic Activities Coordinatorship Activity Plan

18. 2022.05.30 Social Assistance and Support Activities Coordinatorship Activity Plan

19. 2022.06.13 Vocational Education and Practice Coordinator Evaluation Report

20. 2022.30.05 Social Assistance and Support Activities Coordinatorship Evaluation Report

21. 2022 Social, Cultural and Artistic Activities Coordinatorship Evaluation Report

22. 2022.06. 2 0 Unit Quality Coordinator Social Contribution Unit Evaluation Report

23. 2022.11.10 Unit Quality Coordinatorship Meeting Minutes and Evaluation Form

24. Dean's Letter on the Establishment of Commissions for the Planning and Follow-up of 2021 Activities

25. Cooperation Protocol Signed with the Theology Foundation of Istanbul Darulfünun in 2021

26. 2020 Cooperation Protocol Signed with Istanbul Provincial Mufti

27. 2021 Information Meeting for Hafiz Students and External Stakeholders in the Faculty

28. 2022 Faculty Student Clubs List

29. Stakeholder Suggestions Form for Social Contribution on the Faculty Website

30. 2022 Focus Group Meeting with Academic Staff

31. 2022 Focus Group Meeting with International External Stakeholders

32. 2022 Focus Group Meeting with Internal Stakeholders

33. 2022 Focus Group Interview with Alumni

34. Focus Group Meeting with 2022 Student Clubs Representatives

35. 2022 Focus Group Interview with Disadvantaged Students

36. 2022 Quality Coordinatorship Focus Group Discussions Evaluation Report

37. Interview Record showing Cooperation with Dârü'l-Fünûn Theology Foundation for Hearing Aids for Special Needs Students 38. 2022 Quality Coordinatorship Focus Group Meetings Evaluation Report

D.2. Social Contribution Resources

Although there is no financial resource specifically allocated for social contribution activities specified in the Faculty budget, these activities are nevertheless supported by using the physical, technical and financial resources of the Faculty. As a matter of fact, the institution provided support by ensuring that activities such as talks, meetings, graduation programs, conferences and seminars organized within the framework of social contribution are carried out in the physical spaces of the Faculty (EVIDENCE: 1), (EVIDENCE: 2), (EVIDENCE: 3), (EVIDENCE: 4), (EVIDENCE: 5), (EVIDENCE: 6), (EVIDENCE: 7), (EVIDENCE: 8), (EVIDENCE: 9), (EVIDENCE: 10), (EVIDENCE: 11).

In addition, the Faculty provided space support by allocating its halls and garden to the social contribution-oriented activities carried out by the student clubs (EVIDENCE: 12), (EVIDENCE: 13), (EVIDENCE: 14), (EVIDENCE: 15), (EVIDENCE: 15) (EVIDENCE: 16). Similar activities carried out by student clubs at the faculty are included under the title of Social Contribution Performance.

The Faculty has signed bilateral cooperation protocols with public institutions and organizations, and with various NGOs in order to provide resources for social contribution activities. As a matter of fact, in the five time held international symposiums that focus on different centuries, and which was also open to the public, with the headline “From Sahn-ı Semân to Darülfünûn, Science and Intellectual World in the Ottoman Empire”, the Faculty used the Cultural Center of Zeytinburnu Municipality, and received a budget from the Municipality for both covering the expenses of food and accommodation of the guests, and organized the symposium. It also published the papers of the mentioned symposium as a book by using the same financial support (EVIDENCE: 17), (EVIDENCE : 18), (EVIDENCE: 19). The last of these symposiums supported by Zeytinburnu Municipality is titled “ Science and Intellectual World in Ottoman: From Sahn-ı Semân to Darülfünûn: Dârülfünûn and Reshaping of Higher Education” on 12-13 May 2022. The fifth session of this symposium was held in the faculty conference hall (EVIDENCE: 20).

The stakeholder NGOs supported the scientific activities such as conferences, symposiums, etc. organized at the Faculty. For example, the Islamic Law Graduate Student Symposiums were held with the support of TÜBİTAK, Ensar Vakfı, İlim Yayma Vakfı and Istanbul Dârü'l-Fünûn Theology Foundation (EVIDENCE: 21, (EVIDENCE: 22 EVIDENCE: 23). In addition, the International Arabic Language and Rhetoric Graduate Student Symposium is planned to be held on May 11-12, in 2023 with the contributions of Medea University and Language and Communication Practice Center (EVIDENCE: 24).

The faculty signed a protocol with the Istanbul Dârü'l-Fünûn Theology Foundation to provide resources to support the scientific research, projects, domestic and international research activities of the Faculty members (EVIDENCE: 25). In line with the decision taken in this protocol, Darulfünun Publications was established in order to ensure that research and development activities are associated with social contribution and, hence the books written by the Faculty members are started to be published (EVIDENCE: 26), (EVIDENCE: 27).

An elective course titled 'Volunteering Studies' has been added to the curriculum in order to develop human resources for social contribution, and in order to provide a link between educational activities, and social contribution (EVIDENCE: 28, EVIDENCE: 29)

Faculty instructors have also carried out R&D activities for social contribution by taking part in external projects (EVIDENCE: 30, EVIDENCE: 31, EVIDENCE: 32, EVIDENCE: 33, EVIDENCE: 34).

Table 48: Social Contribution Resources

Subject:	**Processes for Monitoring Social Contribution Resources**
Responsible Unit:	Social Contribution Coordinator and its sub-units , Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	2021 May: Social Contribution Policy, Goals and Objectives Planning Meeting 2022 June: Social Contribution Planning

	Meeting
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff , Administrative Staff , Students
External Stakeholders:	Unit Advisory Board , Daru'l-Fünun Theology Foundation , Zeytinburnu Municipality, TUBITAK , Ensar Foundation , Science Dissemination Foundation .
International Stakeholders:	Medea University
Application Areas:	Various institutions provide resources for programs organized for social contribution in many ways: Expenditures and budget support of the faculty in the years 2020-2021-2022 Faculty space support. Funded by the Daru'l-Fünun Theological Foundation. Publishing support of Daru'l-Fünun Publications. Location support of Zeytinburnu Municipality. Contribution of TÜBİTAK, Ensar Foundation, Science Spreading Foundation and Daru'l-

	Fünun Theology Foundation to the symposium Human resource support of Medea University.
Monitoring Mechanisms:	In the focus group meeting with academic staff Advice to act jointly with NGOs and public institutions in terms of being sources of social contribution Stakeholder suggestions form for social contribution
Performance Indicators:	According to SYBS data, the rate of development of relations between the Institution and NGO is seen as 33% (2020)
Date of Evaluation and **Improvement:**	June 2022 October / November 2022
The Place of the Sub-Criteria in the Information Management System:	Faculty Website, Google Drive

Maturity Level

The physical, technical and financial resources in the institution are managed in a way to support the social contribution activities and encompass all the fields. The findings obtained from these practices are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures and diversify resources according to the needs and demands.

Summary Statement Compatible with the Rubric after the Site Visit

1. Istanbul Faculty of Theology has physical, technical and financial resources of appropriate quality and quantity in order to continue its social contribution activities. Protocols were signed with the Daru'l-Fünun İlahiyat Foundation and Zeytinburnu Municipality, and the plans for the implementations were made. In addition, organizations such as TÜBİTAK, Ilim Yayma Foundation, Ensar Foundation acted jointly in various programs. These institutions allocate the spaces within their body for activities organized for social contribution and provide financial and technical support.

2. The faculty provides resources through its stakeholder institutions at the symposiums and conferences. Financial support was provided by the Dar'ul-Fünun Theology Foundation so that it could be used in planned activities. Another stakeholder, Zeytinburnu Municipality, provided financial support for the use of the cultural center, meeting the meals and accommodation expenses of the guests, and publishing the symposium papers as a book. Medea University will provide human resources for the planned international symposium.

3. The physical, technical and financial resources provided by the institution in appropriate quality and quantity in order to continue its social contribution activities are monitored through various surveys and meetings . During the focus group meetings with internal and external stakeholders, the adequacy of the resources is emphasized, and the situations that need budget support are discussed at the symposiums and conferences held in the faculty. Opinions are received from the participants about the technical deficiencies through the feedback form created for the activities.

4. In the institution, the findings obtained together with the monitoring of the resources that will support the social contribution activities are evaluated with the stakeholders. In this direction, measures are taken and resources are diversified and new practices are put into action. During the

focus group meetings with the academic staff, who are internal stakeholders, it was seen about more cooperation with NGOs and public institutions, and the resources were diversified with new collaborations made in this direction. In this respect, the Faculty signed a protocol with the Dar'ul-Fünun Theology Foundation to provide resources to support the scientific studies, projects, domestic and international research activities of the faculty members. Thus , Dar'ul-Fünun Publishing was established and the books prepared by the faculty members began to be published . In addition, there are projects and symposiums realized as a result of the cooperation of the institution with other institutions on the international platform. With the contributions of Medea University, a symposium is planned to be held on May 11-12, 2023.

The List of Evidence

1. 2018 Darülfünun Symposium on Scientific Accumulation of Theology Held at the Faculty
2. 2020 News about the Graduation Ceremony Held in the Faculty Conference Hall
3. 2021 Prof. Dr. Document Concerning Kerim Buladi's Farewell to Retirement Program was Held at the Faculty Conference Hall, 2021
4. 2022, 18 March Çanakkale's 107th Anniversary Program Poster at the Faculty Conference Hall,
5. 2022 Ahl-i Beyt'e Meveddet and Ummah Conference Held in the Dean's Conference Hall
6. 2022 Career Days Held in Faculty Conference Hall,
7. 2022 Poster that the Seminar with the Title of Tafseer in the Formation Period was Held in the Small Conference Hall
8. 2022 Poster of the Seminar titled "What Does Tafseer interpretation Tell Us" Held in the Small Conference Hall,
9. 2022 Poster of the Seminar titled The Problem of Lack of Universal Theories in the Discipline of Tafsir, Held in the Small Conference Hall
10. 2022 Poster on the Conference on Earthism and Self-centeredness Held

in the Great Conference Hall,

11. 2022 Ramadan-i Sharif Reaction Program in the Faculty Masjid
12. 2016 Poster on the Use of Faculty Halls in the Aleppo Aid Campaign
13. 2019, Poster of the Conference on Jerusalem at the Faculty Conference Hall
14. 2021 Poster of Conference Held in the Faculty Conference Hall
15. 2021, Club Activity Permission Form Regarding the Performance of the Yavuz Yıldırım Commemoration Program in the Faculty Conference Hall
16. 2022, Poster Regarding the Club Program on the Prophet in Turkish Literature, Held in the Faculty Conference Hall
17. 2017 From Sahn-ı Seman to Darulfün: World of Science and Ideas in the Ottoman Empire for the 18th Century Symposium of the Project with Zeytinburnu Municipality Showing the Budget Items
18. 2021, Cover and Contents of the 19th Century Symposium Book Published by the Municipality of Zeytinburnu , From Sahn-ı Seman to Darulfün, World of Science and Ideas in the Ottoman Empire
19. 2018 News From Sahn-ı Seman to Darulfün: World of Science and Idea in the Ottoman Symposium was held at Zeytinburnu Culture and Art Center
20. 2022 Poster Regarding the 5th Session of the 2022 Symposium: From Sahn-ı Semân to Dârülfünun : The World of Science and Idea in the Ottoman Empire: Reshaping of Darülfün and Higher Education
21. 2019 5th Islamic Law Graduate Student Symposium Supported by Ensar Foundation, Science Spreading Foundation and Istanbul Darülfünun Theology Foundation
22. 2021 VII. Islamic Law Graduate Student Symposium Poster and Booklet
23. 2022 VIII. Islamic Law Graduate Student Symposium Poster
24. 2023 International Arabic Language and Rhetoric Graduate Student Symposium Poster (Forthcoming)
25. 2021 Cooperation Protocol Signed with the Theology Foundation of Istanbul Darulfünun in 2021
26. 2022 Darulfünun Publications Official Twitter Page
27. 2022 Darulfünun Publications Official Twitter Page News About Book

Publications

28. 2021 Volunteer Studies Course Addition to Theology Curriculum
29. 2019 Project Supported by Other Private Institutions
30. 2020 Project Supported by Other Private Institutions
31. 2021 Project Supported by Other Private Institutions
32. 2021 Project Supported by Other Private Institutions
33. 2021 Project Supported by Other Private Institutions
34. 2021 Project Supported by Other Private Institutions
35. Faculty's Symposium-Conference Expenditures and Incoming Budget Supports

D.3. Social Contribution Performance

Prior to the establishment of the Social Contribution Coordinatorship, the Social, Cultural and Artistic Activities, Vocational Education and Practices, and Social Aid and Support Activities Coordinator, which worked as independent coordinators, evaluated the social contribution performance (EVIDENCE: 1) (EVIDENCE: 2) (EVIDENCE: 3). The newly established Social Contribution Coordinator is tasked with monitoring and evaluating the activities of these Coordinators that have been transformed into units. These units, commissions and divisions, established in line with the decisions taken at the Unit Advisory Board meetings, have implemented activities for social contribution in the areas they were responsible for.

The Faculty has undertaken many activities that will provide social mobility to the Faculty members both within and outside the Faculty. The Faculty announced its activities such as symposiums, workshops, conferences, seminars and commemorations for the purpose of social contribution through social media and carried out these activities openly to the public. The symposium titled as " Islamic Sciences From Century to Century: Hijri II" was open to public audience (EVIDENCE: 4). Within the scope of "Darulfünun Talks" in the Faculty, Prof. İbrahim Kalın on "Thinking Good, Right and Beautiful", and Dr. Özkan Öztürk gave conferences titled

“Mysticism and Politics” (EVIDENCE: 5) (EVIDENCE: 6). Also, a commemoration program for Dr. Yavuz Yıldırım who was one of our Faculty was held. Our deceased teacher's family, relatives and friends also attended this meeting (EVIDENCE: 7). Under the guidance of Mustafa Karataş, Speaker of the Grand National Assembly of Turkey, İsmail Kahraman, was hosted in one of the conferences series titled "Lives Dedicated to Humanity". Faculty lecturers, administrative staff, and students, as well as citizens, attended the conference titled "A Life Dedicated to Humanity: A Foundation Human"held at the Faculty Conference Hall on 28.02.2020 at 14.30 (EVIDENCE: 8). The Faculty also organized many graduate student symposiums within the Faculty sub-divisions. (EVIDENCE: 9) (EVIDENCE: 10) (EVIDENCE: 11) (EVIDENCE: 12)

On March 15, 2022, Career Days were organized with the Istanbul University Faculty of Theology Alumni and Members Association (ILMENDER) in order to bring together the graduates of the Faculty, and the students working in different business areas (EVIDENCE: 13). On March 18, 2022, a commemoration program was organized to mark the 107th Anniversary of Çanakkale (EVIDENCE: 14). On March 21, 2022, within the framework of the Vocational Pioneers Speeches, Dr. Fatih Çollak was invited (EVIDENCE: 15). On March 24, 2022, within the framework of the Darülfünun Speeches, with his speech titled “Meveddet to the Ehl-i Beyt and the Ummah”, Prof. Gülgün Uyar was hosted at the Faculty (EVIDENCE: 16). On May 18, 2022, Prof. Nevzat Tarhan gave a conference titled “The Most Important Diseases of the Age: Worldism and Egocentrism”(EVIDENCE: 17). On October 17, 2022, within the scope of Religious Education meetings, Specialist Preacher Ayşe Merve Güler gave a speech titled “Religious Education Application Areas: Youth Centers”. (EVIDENCE: 18)

In addition, within the scope of Dârü'l-Fünûn Academy Practices, face-to-face and virtual workshops were organized in various fields such as verbal communication, effective speaking and rhetoric, nesih calligraphy, calligraphy, biofiqh, Persian, Ancient Greek, and religious theories

(EVIDENCE: 19) (EVIDENCE: 20) (EVIDENCE: 21) (EVIDENCE: 22) (EVIDENCE: 23) (EVIDENCE: 24) (EVIDENCE: 25) (EVIDENCE: 26). In addition, workshops on psychology of religion, (EVIDENCE: 27) and hadith discussions were held. (EVIDENCE: 28) (EVIDENCE: 29)

In addition to all these activities, social contribution activities were also implemented within the scope of the commissions established as a result of protocols and meetings signed with external stakeholders. For example, within the scope of the "Cooperation Protocol in the Field of Spiritual Counseling and Guidance Services between the Presidency of Religious Affairs of the Republic of Turkey, and Istanbul University dated 2.01.2021, the Faculty decided to carry out periodic supervision activities aimed at Faculty members, under the supervision of Assoc. Prof. Gülşan Göcen. (EVIDENCE: 30) (EVIDENCE: 31). Assoc. Prof. Ümit Horozcu and Prof. Nurettin Gemici gave lectures at imam-hatip high schools, Dr. Faculty member Yuşa Yaşar gave a conference titled “Moral Development in Children” in a secondary school. (EVIDENCE: 32) (EVIDENCE: 33) (EVIDENCE: 34) On the other hand, Faculty Member Mustafa Demirci gave a musical performance in a female dormitory. (EVIDENCE: 35) In addition, Assoc. Dr. Gülüşan GÖCEN gave an online seminar on "Understanding Meaning" organized by the TÜRGEV Psychological Counseling Center (PDM) as part of the Psychological Health Support and Strengthening Project. (EVIDENCE: 36) Public lectures and sermons were also given in the fields of fiqh, hadith, tafsir, creed, and mysticism (EVIDENCE: 37) (EVIDENCE: 38) (EVIDENCE: 39) (EVIDENCE: 40)

The sermons and talks of the Faculty members, the programs and conferences for certain days, were aired online on the Youtube channel of the Faculty in the 2020-2021 academic year due to the pandemic (EVIDENCE: 41) (EVIDENCE: 42) (EVIDENCE: 43). During the pandemic period, seminars, symposiums and similar scientific events organized by the Faculty members, were shared on the Youtube channel of the Faculty, enabling it to reach more people and make a greater social contribution (EVIDENCE: 44) (EVIDENCE: 45). The Faculty has made publications on

social, cultural and religious issues in line with the needs and expectations of the society on the Youtube channel and other social media channels. Within the framework of DarulfünunT Talks, Prof. Ümit Meriç (EVIDENCE: 46), Prof. Sadettin Ökten (EVIDENCE: 47) gave a conference. The Mevlid program, in which the instructors participated, was organized on Youtube (EVIDENCE: 48), and they were streamed online for public audience (EVIDENCE: 49) (EVIDENCE: 50) (EVIDENCE: 51) (EVIDENCE: 52).

Faculty lecturers took part in activities such as symposiums, seminars, panels, concerts, interviews, and autograph sessions organized by various universities, municipalities, and non-governmental organizations in order to inform the society (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) (EVIDENCE: 74) (EVIDENCE: 75) (EVIDENCE: 76) (EVIDENCE: 77). In addition to these, faculty lecturers regularly give lectures and lectures in various non-governmental organizations. They also gave seminars (EVIDENCE: 78) (EVIDENCE: 79) (EVIDENCE: 80)

Faculty lecturers organized regular programs on national radio and television channels. (EVIDENCE: 81) (EVIDENCE: 82) (EVIDENCE: 83) (EVIDENCE: 84) (EVIDENCE: 85) In addition, many lecturers participated in television programs as guests. (EVIDENCE: 86) (EVIDENCE: 87) (EVIDENCE: 88) (EVIDENCE: 89) (EVIDENCE: 90) (EVIDENCE: 91) (EVIDENCE: 92) (EVIDENCE: 93) (EVIDENCE: 94) (EVIDENCE: 95) (EVIDENCE: 96) (EVIDENCE: 97) (EVIDENCE: 98) (EVIDENCE: 99) (EVIDENCE: 100) (EVIDENCE: 101) (EVIDENCE: 102) (EVIDENCE: 103) (EVIDENCE: 104)

The faculty has been involved in activities aimed at social contribution not only through informing the society, but also through the active voluntary initiatives and activities of the lecturers and students. During Ramadan, iftar programs were organized with the participation of faculty staff, students,

student families, faculty stakeholders and representatives of Istanbul Dârü'l-Fünûn Theology Foundation (EVIDENCE: 105). In addition, our stakeholder, Istanbul University Faculty of Theology Alumni and Members Association (ILMENDER), gave a fast-breaking meal to graduates and members in the faculty garden (EVIDENCE: 106). Again, during the month of Ramadan, a response program was organized by hafize students every day (EVIDENCE: 107).

In cooperation with NGOs, food booths prepared by student clubs, one of the internal stakeholders of the faculty, and hence aids were sent to the regions in need (EVIDENCE: 108) (EVIDENCE: 109) and water wells were drilled (EVIDENCE: 110). Within the framework of these activities, aid was sent to the village schools in need (EVIDENCE: 111), aid was given for the month of Ramadan (EVIDENCE: 112), and training was given to the children of immigrants by the Faculty students (EVIDENCE: 113). Hospice and orphanage were visited (EVIDENCE: 114) (EVIDENCE: 115) (EVIDENCE: 116). In addition, various gifts were given within the framework of the orphan brothers project (EVIDENCE: 117). In addition to these, some social responsibility activities such as providing food to the animals in the faculty, winter aid to the people in Idlib, and distributing food to the homeless people were also carried out (EVIDENCE: 118) (EVIDENCE: 119)

Social Aid and Support Coordinatorship, in cooperation with Dârü'l-Fünûn Theology Foundation provided financial support in the form of regular scholarships to students in urgent need, and one-time aid if necessary. (EVIDENCE: 120) Applications for the 2022-2023 academic year were received through AKSIS between November 4 and November 9 (EVIDENCE: 121) and scholarship interviews were held on 16.11.2022 (EVIDENCE: 122). The new scholarships will start to be paid from January 2023.

In addition to aid and support activities, many conferences, seminars, concerts, competitions have been organized at the Faculty within the scope of student clubs and social, cultural aids (EVIDENCE: 123) (EVIDENCE: 124) (EVIDENCE: 125) (EVIDENCE: 126) (EVIDENCE: 127) (EVIDENCE: 128)

(EVIDENCE: 129).

Within the scope of clubs and social and cultural activities, the Faculty also organized film activities and trips with the participation of lecturers and students (EVIDENCE: 130) (EVIDENCE: 131) (EVIDENCE: 132) (EVIDENCE: 133) (EVIDENCE: 134). A joint trip program was organized with the Students with Special Needs and the Eurasia Academy Rehabilitation Center. In this trip organized on 18 November 2022, the Maritime Museum was visited with students with special needs (EVIDENCE: 135).

Within the scope of project named as “Values Education for Prisoners in Prisons and Due Diligence Regarding the Psychological and Religious Attitudes of Prisoners" carried out in collaboration with the Ministry of Justice, 24 members of our Faculty have given training for 12 months at Bakırköy/Metris No. 2 T Type Closed Prison and Bakırköy Women's Closed Prison. (EVIDENCE: 136).

An online form has been prepared for the Faculty to submit criticisms, suggestions, requests, and complaints about the activities. This form is shared with the participants following the activities. Form data are evaluated by the units that carry out such activities. (EVIDENCE: 137)

Performance indicators determined within the scope of the Faculty's goals and strategies for social contribution was monitored periodically through The IU Strategic Management Information System (SYBS) and it was reported whether the social contribution targets were achieved (EVIDENCE: 138) (EVIDENCE: 139) (EVIDENCE: 140). Regarding monitoring, the Faculty also requested information on the activities of the academic staff for social contribution via e-mail (EVIDENCE: 141). These activities are also recorded in the University's AVESİS system. Faculty members have carried out many projects in this direction. (EVIDENCE: 142) (EVIDENCE: 143) (EVIDENCE: 144) (EVIDENCE: 145) (EVIDENCE: 146) (EVIDENCE: 147) In addition, opinions and suggestions were received from external stakeholders (EVIDENCE: 148). The Faculty has implemented various improvements based on these. For example, working commissions have been established in order to develop

bilateral cooperation in line with the proposals from the stakeholders (EVIDENCE: 149). The Faculty management encourages all academic and administrative units to engage in activities for social contribution, and monitors the performance targets by logging in with a password on AVESİS. (EVIDENCE: 150).

In the context of improving the carried out activities, a questionnaire was given to the participants of the workshops held within the body of Dâru'l-fünun Academy Activities which is a unit under the Academic Activities Coordinatorship (EVIDENCE: 151).

In line with the opinions and suggestions of the stakeholders, a project was prepared to strengthen the memorization of hafiz students (EVIDENCE: 152, EVIDENCE: 153). In addition, "Volunteering Studies" and "Community Service Practices" courses were added to the curriculum in order to improve social contribution performance and develop students' skills towards social contribution. (EVIDENCE: 154, EVIDENCE: 155)

Table 49: Social Contribution Performance

Subject:	Processes of Monitoring and Improvement of Social Contribution Performance
Responsible Unit:	Social Contribution Coordinator and its sub-units , Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	2021 May: Social Contribution Policy, Goals and Objectives Planning Meeting 2022 June: Social Contribution Planning Meeting November 2022

The Content of Planning:	Planning Table
Internal Stakeholders:	Academic Staff , Administrative Staff , Students
External Stakeholders:	Unit Advisory Board , Daru'l-Fünun Theological Foundation , İlmender, Presidency of Religious Affairs
International Stakeholders:	-
Application Areas	All Faculty and Society: Symposiums , Conferences, Imam-Hatips, Mosques, Youtube, Television Programs , Radio Programs , Supervision , Prisons , Village Schools , Hospice , Orphanage
Monitoring Mechanisms:	Academic Staff Focus Group Discussions Report with questions and answers on social contribution performance Unit Advisory Board Meeting, where there are parts about taking the opinions of external stakeholders on social contribution performance Event feedback form
Performance Indicators:	Survey results of Academy Applications, which also include gains for social contribution performance According to SYBS data, the realization rate of social contribution targets is seen as 42% (2019)
Date of Evaluation and	June 2022

Improvement:	October 2022
The Place of the Sub-Criteria in the Information Management System:	IU Strategic Management Information System (SYBS), Faculty Website, AVESIS , Google Drive

Maturity Level

The social contribution performance of all the fields in the institution is monitored, reviewed and employed in decision-making processes. The practices related to this aspect are periodically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. Practices for improving social contribution performance in Istanbul Faculty of Theology are under the responsibility of the Social Contribution Coordinator and its sub-units. The Coordinatorship ensures that the social contribution performances presented inside and outside the institution are monitored and carried out appropriately. In this process, the Coordinatorship organizes meetings with its sub-units, makes performance-oriented planning with internal and external stakeholders, implements in departments, academic staff, students and other local/national areas, and monitors and controls performance-oriented practices with surveys and focus group discussions. Findings are discussed with internal and external stakeholders and necessary improvements are made.

2. There are applications covering all areas made in line with the plans and processes for monitoring and improving social contribution performance in the institution. Graduate symposiums organized by departments, international symposiums, conferences hosted by many experts in their fields, conferences given by faculty members in different imam-hatip schools, mosque lessons implemented in cooperation with the Directorate

of Religious Affairs, scientific conversations by faculty members on the faculty's Youtube channel, again Television and radio programs attended by faculty lecturers, conferences organized by student clubs, bazaars, visits to hospice, orphanage and village school show this situation.

3. Social contribution activities carried out within the faculty are monitored through focus group meetings with internal and external stakeholders and various surveys. The social contribution performances of the students in the institution are monitored through student clubs, club presidents and club representative lecturers. Social contribution coordinator receives information from departments and sub-departments to monitor their performance. In addition, there is an activity feedback form for the evaluation of the activities carried out on the faculty website.

4. Practices regarding social performance are followed and the results of the monitoring are evaluated together with the stakeholders. In the academic staff focus group meeting report dated November 2022, there are evaluations for improving the social contribution performance of the institution. "Volunteering Studies" and "Community Service Practices" courses were added to the curriculum in order to improve social contribution performance and develop students' skills towards social contribution.

The List of Evidence

1. Social, Cultural and Artistic Activities Coordinatorship Evaluation Report
2. Vocational Education and Practices Coordinatorship Evaluation Report
3. Social Aid and Support Activities Coordinatorship Evaluation Report
4. Centuries of Islamic Sciences : Hijri II . Islamic Sciences Symposium in the II. Century
5. Prof . İbrahim Kalın 's Conference on “ Thinking Good , Right and Beautiful ”
6. Rr . Özkan Öztürk 's Conference on “ Mysticism and Politics ”
7. Dr. Yavuz YILDIRIM Commemoration Program

8. “A Life Dedicated to Humanity : Foundation Human ” Conference
9. Hadith Graduate Student Symposium Poster
10. Sociology of Religion Graduate Student Symposium Poster
11. Religious Education Graduate Student Symposium Poster
12. Sufism Graduate Student Symposium Poster
13. Career Days Organized by İLMENDER
14. Çanakkale Victory Commemoration Program Organized by the Social , Cultural and Artistic Activities Coordinatorship
15. "Vocational Pioneers " Program Organized by the Vocational Education and Practice Coordinator
16. Prof . Gülgün Uyar's Conference titled “ Me to the Ehl -İ Bayt and the Ummah ”
17. Prof. Nevzat Tarhan's Conference entitled “ The Most Important Diseases of the Age : Worldism and Egocentrism ”
18. Ayşe Mer and Güler 's Conference on “ Practice Areas of Religious Education : Youth Centers ”
19. Verbal Communication Workshop Poster Organized within the Scope of Dârü'l - Fünûn Academy Practices
20. Poster of Religious Theories Workshop Organized within the Scope of Dârü'l - Fünûn Academy Practices
21. Poster of Persian Workshop Organized within the Scope of Dârü'l - Fünûn Academy Practices
22. Effective Speech and Oratory Workshop Organized within the Scope of Dârü'l - Fünûn Academy Practices
23. Nesih Calligraphy Workshop Poster Organized Within the Scope of Dârü'l - Fünûn Academy Practices
24. Hüsn-i Tilavet Atelier Poster Organized within the Scope of Dârü'l - Fünûn Academy Applications
25. Biofiqh Workshop Program Poster Organized within the Scope of Dârü'l - Fünûn Academy Practices
26. Poster of Ancient Greek Workshop Organized within the Scope of Dârü'l - Fünûn Academy Practices

27. Psychology of Religion Workshops
28. Poster of a Program Organized as part of Hadith Talks
29. Poster of a Program Organized as part of Hadith Talks
30. Supervision Practice, Assoc . dr . Assignment Letter of Gülüşan Göçen
31. Photo of Supervision Practice
32. Assoc . Prof . Photograph of Ümit Horozcu's Conference at Imam-Hatip
33. Photograph of Prof. Nurettin Gemici's Conference at Imam-Hatip
34. Poster of the Lecturer Dr. Yuşa Yaşar's Conference titled "Moral Development in Childhood" at Secondary School
35. Dr . Lecturer Mustafa Demirci's Music Performance and Talk Program Poster in the Female Dormitory
36. Invitation Letter of Assoc. Dr. Gülüşan Göçen's Online Seminar on "Understanding Meaning " at TÜRGEV
37. The Diyanet's Sermon and Insight Program About Dr. Lecturer Mustafa Can Giving a Sermon at the Mihrimah Sultan Mosque
38. Mosque Lesson Circle Program
39. Assoc. Dr. Necdet Yılmaz's Mosque Lessons
40. Prof. Dr. Kerim Buladi, Hagia Sophia-İ Kebir Mosque-İ Sharif Lessons Youtube Live Stream
41. Hijra 2: What Migration Thinks According to Hadiths, Dr. Instructor _ Member Seyit Ali GÜŞEN Youtube Conference
42. From Asr-ı Saadet to Dersaadet Friday Talks, «Ramadan» - Hikmet ATAN Youtube Broadcast
43. From Asr-ı Saadet to Dersaadet Friday Talks, "Ihlas and Sincerity" - Prof. Dr . Hidayet Aydar Youtube Broadcast
44. Ahmet Güner SAYAR, Between Hammer and Anvil, Mehmed Akif Ersoy Conference
45. Hz . Mevlana Commemoration Program
46. Prof. Dr. Ümit Meriç, "Turkey and Islam in a Globalizing World"
47. Speeches of Darülfünun: Saadettin Ökten
48. Mevlid-i Nebi Week Event
49. Assoc. Dr . Süleyman Kaya's Youtube Talk About Bank Promotions

50. Dr. Mustafa Celil Altuntaş Conference on “Ottoman Archive Sources in Ottoman Period Hadith Studies”

51. Abdurrahman Özdemir , From Asr-ı Saadet to Dersaadet Friday Talks, “Content and Complacency”

52. And on the 84th anniversary of his death, Mehmet Akif Ersoy

53. Prof. dr. Hüsnü Koyunoğlu and Prof. dr . Conference Poster by Adnan Demircan

54. Prof. dr. Adnan Demircan's Conference Poster entitled “ History of Early Muslims”

55. Assoc. Prof. Rıdvan Özdinç 's Conference Poster titled “ Arif Hikmet Bey from Herzegovina ”

56. Assoc. dr . Program of Rumelia Symposium Throughout History Attended by Rıdvan Özdinç

57. Assoc. Prof . Rıdvan Özdinç 's Admission Letter to Trabzon Symposium with His History, Culture and Art

58. Erzurum Book Fair Signing and Conversation Program Poster Attended by Prof. Dr. Ekrem Demirli

59. Assoc. dr. Naat Night Concert Poster with Ubeydullah Sezikli as Soloist

60. Assoc. dr. Balkan Hymns Concert Poster with Ubeydullah Sezikli as Soloist

61. Assoc. dr. Poster of the Symposium Attended by Fikret Soyal as Session Chair

62. Assoc. dr. “ Library Week Event ” Poster and Photograph by Hilal Kazan as Speaker

63. Poster of the Seminar Attended by Member Dr. Osman Sacid Arı as Speaker

64. Assoc. Prof. Ahmet Temel and Elif Kübra Türkmen on “ Ignorance ” Program as Speakers

65. Assoc. dr. Poster of the Panel Attended by Ubeydullah Sezikli as Speaker and Soloist

66. Poster and Photograph of the Symposium Attended by R. a. Eslem Günaydın as Speaker

67. Poster of the Panel Attended by Assoc. dr. Necdet Yılmaz as Speaker
68. Prof. dr. Mürteza Bedir, Anatolian Theology Academy Conference on "The Reasons Preparing the Birth of Fiqh Sects"
69. AGD Program Attended by Prof. dr. Kerim Buladi
70. Marmara Foundation Program Participated by Prof. Dr. Ekrem Demirli
71. Assoc.Prof. Necmettin Kızılkaya's Anatolian Youth Club and ESAM Today Islamic Finance Conference
72. Prof Ali Ozturk and Assoc. Prof. Ubeydullah Sezikli's Talk on Süleyman Çelebi and Mevlidi-i Şerif in the Sultanbeyli Municipality
73. Poster of the Conference Attended by Assoc. Dr. Necdet Yılmaz as a Speaker at Bolu Abant İzzet Baysal University
74. Booklet of " Sultan Yıldırım Bayezid and Emir Timur International Symposium " Attended by Assoc. Dr. Necdet Yılmaz
75. Specialized Article Negotiations Participated by Dr. Instructor Member Seyit Ali Güşen as Speaker
76. Prof . dr . Bayram Ali Çetinkaya Participated as Speaker " Whom Does God Value?" Titled Conference Poster
77. International Symposium Certificate Attended by R. A. Feyza Ketenci
78. Prof . dr . Ekrem Demirli's Konevi Readings at the School of Classical Thought
79. Fususu'l - Hikem Readings by Prof. Dr. Ekrem Demirli at the School of Classical Thought
80. Assoc. dr . Gülüşan Göçen's Seminar titled "Religion in the Psychological Development Processes of Humans" at YEKDER
81. Prof . dr . Ekrem DEMİRLİ's Thought and Life Program on Vav TV regularly
82. Prof. dr. Ekrem Demirli's Thought and Life Program on Vav Radio regularly
83. The Conversation Hour Program Regularly Made by Prof. Dr. Mustafa Karataş on Show TV
84. Prof. dr . Mustafa Karataş 's Regular Topics Program on Ülke TV
85. Participation in Prof. Dr. Kerim Buladi 's Program in the Light of the Qur'an on Vav TV regularly

86. VavTV Prof. dr. Adnan Demircan Forty Companions Program

87. VavTV Dr. Selim Çakıroğlu , Raising and Protecting Generations in Islam - The Qur'an Path Program

88. Prof . dr . Hidayet Aydar's Speech on the Translations of the Qur'an on TRT Radio1

89. Prof. dr . Ramazan MUSLU's " How Does the Qur'an View Human Being and Define Human Being ?" speech at TRT Radyo1

90. " How Should We Understand the Feast of Sacrifice ?" Necmettin KIZILKAYA , Vav TV Program to Know Yourself

91. Assoc . dr . Ubeydullah SEZİKLİ , "A Life Story", Vav TV In Search of Memories Program

92. Prof . dr . Mürteza BEDİR as a Guest at Diyanet TV Bereket Time Program

93. Assoc . dr . Ümit HOROZCU , "One's Self and His Connection with God", Vav TV Program to Know Oneself

94. "Knowing Yourself" Program in which Dr. Saliha Uysal Participated as a Guest on Vav TV

95. Sahur Special Program with Assoc. Dr. Ümit Horozcu as a guest on TRT Radio 1

96. Know Yourself Program Assoc. Dr. Ümit Horozcu participated as a guest on Vav TV

97. Assoc. Dr. Gülüşan Göçen Participated as a Guest on TRT Radio 1

98. The Deep History Program in which Assoc. Dr. Hilal Kazan Participated as a Guest on TVNet

99. Ramadan Conversations Program with Assoc. Dr. Hilal Kazan Attending TRT Avaz as a Guest

100.Literary Talks Program with Assoc. Dr. Bünyamin Ayçiçeği as a Guest on TRT 2

101.Literary Talks Program in which Prof. Dr. Ali Öztürk Participated as a Guest on TRT 2

102.A Different View Program in which Prof. Dr. Bayram Ali Çetinkaya Participated as a Guest on Diyanet Tv

103.Prof. Dr. Ömer Mahir Alper as a guest on TRT 2 at the From Miyako to

Payitaht Program

104 .Evaluation Report of 2021-2022 Spring Term Social Contribution Unit

105 .Darulfünun Iftar News

106. İLMENDER Iftar Meal

107. Reaction Program Poster Organized by Hafiz Students

108 .Istanbul University Youth Kindness Club - African Iftar Project

109 .Charity Photo for Charity Campaign

110. News of the Water Well Opened by the Initiative of Faculty Students

111.Istanbul University Genç İyilik Club Balikesir / Dursunbey Village School Visit

112.Istanbul University Genç İyilik Club Ramadan Aid

113.Clubs Status Report (Youth and Social Club Section)

114 Istanbul University Genç İyilik Club Hospice

115. Istanbul University Genç İyilik Club Hospice Visit 2

116. Istanbul University Genç İyilik Club Orphanage Visit

117. Orphan Brothers Project

118. Young Good Club's Food Delivery to Citizens Staying on the Streets

119. Young Good Club Annual Report

120. Social Aid and Support Activities Coordinatorship Evaluation Report

121. Darul -Fünun Theology Foundation Scholarship Announcement

122. Urgent Need Scholarship Interview

123. Panel Poster titled "Pioneers of Siyer" Organized by Siyer Club

124.Poster of the Conversation titled “Way of Wisdom” Organized by Youth and Social Club

125.Poster of the Conference titled "Süleyman Çelebi and Mevlid" Organized by the Culture and Literature Community

126. Poster of the Seminar Titled “Sülyeman Çelebi and Vesiletü’n- Necat Readings” Organized by the Young Good Club and Social , Cultural and Artistic Activities Coordinatorship

127. Mevlid-i Nebi Competition Organized by the Vocational Education and Practice Coordinator

128. Poster of the Sufi Music Concert Organized by the Sufi Culture Club

129. Poster of Female Companions Talks Organized by Isar Student Community

130. Film Festival Organized by Genç İyilik Club

131. Poster of the Seminar titled "Dune Movie and Islamic Motifs" Organized by the Department of Turkish-Islamic Literature

132. Poster of Ottoman Turkish Inscription Readings Organized by the Social , Cultural and Artistic Activities Coordinator

133. Holy Scripture ; A Trip to the Manuscript Mushaf Exhibition

134 Poster of Historical Eyüp Sultan Tours Guided by Assoc. Prof. Bünyamin Ayçiçeği

135 .Poster of the Maritime Museum Trip Organized by the Student With Special Need Coordinator

136. Prisons Project Text

137. Event Feedback Form

138 .Strategic Performance Data (2018)

139 .2020 Report of the Faculty on the University Web Page

140. 2019 Year Report on the Faculty on the University Web Page

141. Regarding Notification of Academic and Social Activities

142. Project Conducted by Assoc. Prof. Ahmet Temel (AVESİS)

143. Project Conducted by Birsen Assoc. Prof.. Banu Okutan (AVESİS)

144. Project Conducted by Assoc. Prof. Sultan Şimşek (AVESİS)

145. Project Conducted by Assoc. Prof. Gülüşan Göçen (AVESİS)

146. Project Conducted by Prof. Mehmet Mahfuz Söylemez and Assoc. Dr. Ahmet Erhan Şekerci (AVESİS)

147. Project Conducted by Assoc. Prof. Ayşe Zişan Furat (AVESİS)

148. Relevant Part of the Report Concerning the Obtaining of External Stakeholders' Opinions on Social Contribution at the IU Faculty of Theology Unit Advisory Board Meeting

149. Commissions Established Based on the Unit Advisory Board Meeting with Stakeholder Institutions, and Organizations and Their Duties

150. AVESİS Web Page

151. 2020-2021 Spring Term Dârü'l - Fünûn Academy Applications Survey

Results

152. Hafiz Booster Program

153. List of Teachers Supervising Hafiz Students

154. 2021 Volunteer Studies Course Addition to Theology Curriculum

155. Decision of the Board of Directors, dated 26.10.2022, on the Addition of Community Service Practices Course to the Curriculum

E. GOVERNANCE SYSTEM

E.1. The Structure of Management and Administrative Units

Istanbul University Faculty of Theology has made its management and administrative structure in line with its strategic goals, as determined in the Quality Manual, and has established its management and administrative structure accordingly.

E.1.1. The Management Model and Administrative Structure

Istanbul University Faculty of Theology carries out its management model and policies in accordance with the policies and processes defined in the Istanbul University Quality Management System Quality Manual (EVIDENCE: 1). The policy and strategic objectives of the institution regarding management and administrative areas operate in accordance with the management system policy of the faculty. Accordingly, ensuring the spread of a culture of governance and corporate belonging, taking decisions based on consultation with internal and external stakeholders within the framework of the transparent management principle and sharing them with the public, monitoring the performance of academic and administrative personnel and to provide the necessary support, promotion and authorization in accordance with the principle of equal opportunity, to create a healthy and safe environment for staff and students with occupational health and safety practices, to inform about corporate activities by using communication tools and to increase corporate recognition (EVIDENCE: 2).

Coordinatorships and commissions have been established to take part in the management process with a participatory approach, in accordance with the mission and vision of the faculty, in order to achieve the strategies and objectives set in the Quality Manual and information about their structure and operation is announced on the website (EVIDENCE: 3; EVIDENCE: 4). The members brought to the coordinatorship and commissions were also selected from among the academic and administrative staff working in all relevant units (EVIDENCE: 5). There is an Organization Chart covering the

entire management and administrative structure on the institution's website (EVIDENCE: 6).

To strengthen interaction and relations with faculty, non-governmental organizations, public institutions and other external stakeholders, to increase the effectiveness and quality of education, research and development, and religious, social and cultural activities in order to consult relevant directive of the university and according to the letter of the Rectorate Quality Coordinatorship (EVIDENCE: 7) established the Unit Advisory Board (EVIDENCE: 8). The Faculty has implemented the planning and regulations related to its management and administrative structure in a way that covers all units of the Institution. In the meetings held with the Unit Advisory Board and the International Unit Advisory Board, consultations were held with external stakeholders and the International Unit Advisory Board played an active role in decision-making mechanisms (EVIDENCE: 9; EVIDENCE: 10; EVIDENCE: 11).

It has been decided to control and monitor the processes related to the management and administrative structure of the faculty by the Quality Commission in December every year and to present the detected issues to the Dean's Office as a report (EVIDENCE: 12). In addition, questionnaires measuring the satisfaction of academic and administrative staff regarding the administrative structure and functioning of the faculty were used as a monitoring mechanism. In the administrative personnel survey, it was seen that the faculty management was successful, the opinions of the administrative personnel were taken into account in the decisions taken, and there was good communication between the administrative personnel and the faculty management (EVIDENCE: 13, EVIDENCE: 14).

It also signed protocols with external stakeholders, non-governmental organizations and public institutions in order to implement the item of the management system policy, which includes the development of governance and corporate belonging culture (EVIDENCE: 15, EVIDENCE: 16). At the meeting held with external stakeholders on August 25, 2020, as a

result of efforts to develop cooperation in the field of education and to increase and expand the physical areas where our faculty's education and training services are carried out, Istanbul Governorship, Istanbul University and Amcazade Hüseyin Pasha Foundation decided to allocate the complex to the faculty of theology for 25 years (EVIDENCE: 17). In the "Career Days" program carried out jointly by İLMENDER, one of the external stakeholders of our faculty, and the Unit Advisory Board, faculty graduates talked about both their success in the faculty and their post-graduate employment processes (EVIDENCE: 18; EVIDENCE: 19).

Table 50: Management Model and Administrative Structure

Subject:	Management Model and Administrative Structure
Responsible Unit:	Dean's Office
First Planning Date:	June 2022 (Revision)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students
External Stakeholders:	Unit Advisory Board, Public and Civil Institutions and Organizations (Istanbul Provincial Mufti, Daru'l-Fünun Theology Foundation)
International Stakeholders:	International Unit Advisory Board
Application Areas:	- All faculty - The policy and strategic objectives of the institution regarding management and administrative areas operate in accordance

	with the Faculty's management system policy. - The Unit Quality Coordinator Units Chart, which shows the management model of the institution and the location of the department heads, units and coordinatorships within this model, has been prepared by the Unit Quality Coordinator. - The Faculty has formed the Unit Advisory Board and the International Unit Advisory Board in order to strengthen the interaction and relations with non-governmental organizations, public institutions and other external stakeholders, and to consult to increase the effectiveness and quality of education, research and development and religious, social and cultural activities.
Monitoring Mechanisms:	1) Academic staff survey for the year 2022 (Questions about the governance structure and model) 2) 2022 administrative personnel survey (Questions about the governance structure and model) 3) Report of the meeting with the Unit Advisory Board 4) Report of the meeting with the International Unit Advisory Board

Performance Indicators:	1) Satisfaction rates with the governance model and administrative structure in the academic staff survey (out of 5): From the faculty secretariat: 3.90 From the works and transactions of the faculty board of directors: 3.78 From the Faculty Dean: 3.89 From the Dean's Personnel Affairs Management: 3.99 From the Dean's Student Affairs Administration: 4.42 2) Satisfaction rates with the management model and administrative structure in the administrative personnel survey (out of 100): Proportion of those who agree with the sentence “I can easily reach the faculty management when I need it”: 95% The rate of those who agree with the sentence "I can easily reach the faculty secretary when I need it": 94.7% Proportion of those who agree with the sentence “I find the faculty management successful”: 85% Proportion of those who agree with the sentence "The opinions of the administrative

	staff are taken into account in the decisions taken": 85% Proportion of those who agree with the sentence "There is good communication between the administrative staff and the faculty management": 85%
Evaluation and Improvement Date:	- A meeting was held with the Unit Advisory Board on 30.06.2022 and with the International Unit Advisory Board on 16.11.2022.
Place of the Sub-criterion in the Information Management System:	Google Drive Faculty Website

Maturity Level

The institution's management model and administrative structure (institutional approach, traditions and preferences in the framework of legislative regulations), which guarantee diversity, effective decisionmaking, adaptability and stakeholder representation and provide suitable ground for the realization of the institutional goals, are adopted in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. A governance model and organizational structure has been created in accordance with the corporate mission defined in September 2020 and ensuring the realization of its strategic goals, by adhering to the Istanbul University framework text and in consultation with internal stakeholders. The governance model and administrative structure, which ensure the achievement of the mission and strategic goals of the institution, were defined by determining the authorities, duties and responsibilities, and an

organizational chart was created.

2. The aim of the institution regarding the management system is to create a sustainable quality tradition, to continuously improve services and activities in line with quality principles, to work towards increasing the satisfaction of business and external stakeholders, to observe the principles of transparency, accountability and innovation, and to provide a safe, healthy and peaceful working environment. By adopting the principle of governance in the faculty administration, coordinatorships and commissions were established to take part in the management process, and the members were selected from among the academic and administrative staff working in all relevant units. The Unit Quality Coordinator Units Chart, which shows the management model of the institution and the location of the department heads, units and coordinatorships within this model, has been prepared by the Unit Quality Coordinator. Protocols were signed with external stakeholders in accordance with the article of the management system policy, which includes improving the governance culture. It has established the Unit Advisory Board and the International Unit Advisory Board in order to strengthen the interaction and relations with the faculty, non-governmental organizations, public institutions and other external stakeholders, and to consult in order to increase the effectiveness and quality of education-training, research-development and religious, social and cultural activities. Periodic meetings were held with them to discuss the issues covering the units.

3. The Unit Advisory Board and the International Unit Advisory Board played an active role in decision-making mechanisms as external stakeholders in the implementations related to the management model and administrative structure of the institution. In addition, the opinions of internal stakeholders regarding the management model and administrative structure of the institution were taken and their satisfaction rates were monitored. In addition, a meeting was held with the Unit Advisory Board on 30.06.2022, where Mustafa Akan from the Istanbul Provincial Directorate of National

Education stated that there was a shortage of trained personnel in 4-6 age education and requested contribution from the faculty in this regard. The faculty management stated that it is planned to train educators who will provide this training with new graduate programs to be opened. A meeting was held with the International Unit Advisory Board on 16.11.2022. At the meeting held on 16.11.2022 with the International Unit Advisory Board, Dr. Jonathan Brown stated that he wanted to teach at the faculty, faculty management Dr. He decided to make the necessary planning for Brown to teach within the faculty, thereby improving international faculty mobility.

4. Considering the feedback received from internal and external stakeholders, as a result of initiatives to develop cooperation in the field of education and training, to increase and expand physical spaces, in line with the needs and demands between Istanbul Governorship, Istanbul University and Amcazade Hüseyin Pasha Foundation A protocol was signed regarding the allocation of the Amcazade Complex to the University for use by the Faculty of Theology.

5. An approach has been adopted in the institution that ensures polyphony, effective decision-making and representation of those who will disappearFor this, in the Unit Advisory Board Important official institutions at the national level such as the Presidency of Religious Affairs, the General Directorate of Religious Education of the Ministry of National Education and the Presidency of State Archives and Representatives of official and civil institutions such as Istanbul-based Turkey Manuscripts Presidency, TDV Islamic Studies Center and Istanbul Provincial Mufti, in addition, a unique and exemplary management model has been developed by including faculty members from respected universities from different parts of the world, such as the United States, Malaysia, Qatar, Germany, Morocco and Bosnia and Herzegovina, into the decision-making processes.

The List of Evidence

1. Istanbul University Quality Management System Quality Manual

2. Istanbul University Faculty of Theology Management System Policy
3. Istanbul University Faculty of Theology Coordinatorships
4. Istanbul University Faculty of Theology Coordinatorships Updated List dated 24.11.2022
5. Invitation Letter of the Commission Established to Follow the Processes Related to Cooperation and Activities
6. Istanbul University Faculty of Theology Website Organization Chart Page
7. Istanbul University Foreign Advisory Boards Directive
8. The Unit Advisory Board Member List
9. The Unit Advisory Board Meeting Minutes Dated 30.06.2022
10. International Unit Advisory Board Meeting Minutes Dated 16.11.2022
11. Website News of International Unit Advisory Board Meeting dated 16.11.2022
12. Job Description of Istanbul University Faculty of Theology Quality Commission
13. Internal Stakeholder Engagement Academic Staff Satisfaction Survey
14. Internal Stakeholder Engagement Administrative Staff Satisfaction Survey
15. External Stakeholder Participation Istanbul Provincial Mufti Cooperation Protocol
16. External Stakeholder Engagement Cooperation Protocol between Istanbul University Faculty of Theology and Istanbul Darul Fünun Theology Foundation
17. External Stakeholder Participation Amcazade Hüseyin Pasha Complex Protocol
18. External Stakeholder Engagement "Career Days" Program Conducted Jointly with İLMENDER on 15.03.2022
19. External Stakeholder Engagement Announcement on the

Faculty Website about the "Career Days" Program Conducted Jointly with İLMENDER on 15.03.2022

20. Unit Quality Coordinator Units Chart

E.1.2. The Management of the Process

The institution carried out its process management according to the Quality Manual. All these management approaches, especially strategic management, process management (EVIDENCE: 1) and risk management, implemented institutionally at Istanbul University, were done in accordance with internal control standards (EVIDENCE: 2). In addition, it has assigned the Faculty Quality Commission to control and monitor all coordinators and working groups, and to prepare a report and submit it to the Dean's Office (EVIDENCE: 3). The Faculty Executive Board has decided to close the idle coordinatorships and to establish new coordinatorships in needed areas (EVIDENCE: 4, EVIDENCE: 5). In this way, the faculty has provided the necessary authorities within the framework of the management system policy and in accordance with the principle of equal opportunity.

The stages of planning, implementation, control and taking precautions in process management in the institution, which units are responsible for these stages, the calendar of periodic meetings and reports were carried out in accordance with the Istanbul University Faculty of Theology Meeting, Reporting and PUKO Cycle Calendar ve Quality Assurance System PUKO Process Chart (EVIDENCE: 6, EVIDENCE: 7). The Dean's Office held meetings with internal and external stakeholders for healthier progress (EVIDENCE: 8, EVIDENCE: 9).

It is seen that the opinions of the administrative personnel are taken into account in the work flow processes in the satisfaction survey conducted for the administrative personnel from the internal stakeholders (EVIDENCE: 10).

Table 51: Process Management

Subject:	Monitoring and Evaluation of Process Management
Responsible Unit:	Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	November 2016
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students
External Stakeholders:	Unit Advisory Board
International Stakeholders:	-
Application Areas:	- The PDCA cycle calendar and the PDCA process scheme were followed in all units and fields. -The writing, submission and review processes of the documents produced in the periodic meetings of the departments, departments and coordinatorships in the institution are explained and shown in the diagram, and a Document Delivery Workflow directive has been prepared for this.
Monitoring Mechanisms:	Questions and answers about process management in 2022 administrative personnel survey

Performance Indicators:	Satisfaction rates with process management in the administrative personnel survey (out of 100): Proportion of those who agree with the sentence "The opinions of the administrative staff are taken into account in the workflow processes": 85%
Evaluation and Improvement Date:	November, December
Place of the Sub-criterion in the Information Management System:	Istanbul University Electronic Document Management System (EBYS), Google Drive

Maturity Level

The results regarding the processes that are managed in a way to encompass all the units and fields in the institution are systematically monitored with performance indicators and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures and make updates according to the needs and demands.

Summary Statement Compatible with the Rubric after the Site Visit

1. Processes related to education-training, research and development, social contribution and management systems are defined in the institution. In addition, the work flow processes of the departments, departments, coordinators and administrative units have been determined. The writing, submission and review processes of the documents produced in the periodic meetings of the departments, departments and coordinatorships

in the institution are explained and shown in the diagram, and a Document Delivery Workflow directive has been prepared for this.

2. Applications related to process management are compatible with the determined calendar and work flow charts. Accordingly, all units carry out their work flows in line with the PDCA cycle calendar and the PDCA process scheme.

3. The process performance results were monitored with a questionnaire made to the administrative staff and it was seen that the administrative staff were 85% satisfied with the work flow processes in the faculty.

4. In the 2023 Action Plan of the Faculty, it is planned to monitor the quality assurance system, education-training, R&D, social contribution, management system processes through surveys and focus group meetings with internal and external stakeholders, and make necessary updates in line with needs and demands. In the 2023 Action Plan, it is planned to conduct surveys and focus group meetings twice a year in order to systematize performance measurements.

The List of Evidence

1. Process Map in Istanbul University Quality Management System
2. Internal Audit Report dated 20.06.2018 and numbered 2018/6
3. Job Description of Istanbul University Faculty of Theology Quality Commission
4. Dean's Decision Regarding the Dissolution of the Coordinatorship of Relations with Official Institutions, Organizations and NGOs
5. Decision of the Board of Directors on the Establishment of the Library Coordinator
6. Istanbul University Faculty of Theology Meeting, Reporting and PDCA Cycle Calendar
7. Istanbul University Faculty of Theology Quality Assurance

System PCDA Process Chart

8. Unit Advisory Board Meeting Minutes Dated 30.06.2022
9. International Unit Advisory Board Meeting Minutes Dated 16.11.2022
10. 2022 Process Management Questionnaire Applied to Administrative Personnel from Internal Stakeholders
11. Istanbul University Faculty of Theology Document Delivery Workflow
12. Number and Distribution of Students in 2022
13. Quality Coordinatorship Meeting Minutes dated 25.11.2022
14. Quality Coordinatorship Meeting Minutes dated 21.12.2022

E.2. Management of Resources

E.2.1. Human Resources Management

Istanbul University Faculty of Theology has made its human resources management policy and targets according to the defined processes determined in the Istanbul University Quality Management System Quality Manual (EVIDENCE: 1). With the awareness of its social responsibility approach, Istanbul University Rectorate encourages its employees to learn, transfer knowledge, teamwork and develop their skills in line with fair, transparent and ethical values, thus ensuring that they add value to their stakeholders.

In human resources management, Istanbul University's Human Resources Directive (EVIDENCE: 2) and Human Resources Management Procedure (EVIDENCE: 3), which were renewed and developed according to the conditions, were taken as the basis. The faculty has chosen to manage its human resources in two separate groups, namely administrative staff (EVIDENCE: 4) and academic staff (EVIDENCE: 5). The Faculty requested a position from the Rectorate according to the position it needs regarding the administrative personnel (EVIDENCE: 6). Accordingly, the administrative personnel appointed to the Faculty was employed according to the

appropriate office and degree (EVIDENCE: 7).

The faculty has attached special importance to equipping its existing staff with in-service trainings. It has taken the policies determined in the Quality Manual of Istanbul University Quality Management System as a basis for the administrative staff to have the necessary competence. In this direction, it has made regulations regarding the development and valuation of both existing administrative staff and newly appointees. As a matter of fact, it was ensured that the administrative staff participated in the in-service training courses held under the supervision of the Rectorate in 2018, 2019, 2020 and 2021 to meet the training needs and improve their careers. (EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10, EVIDENCE: 11) The in-service training process of our personnel is carried out within the planning of the Rectorate. Every August, a letter is received from the Rectorate regarding the planning of in-service training and the requests of the personnel are reported to the Rectorate. (EVIDENCE: 12; EVIDENCE: 13; EVIDENCE: 14). In addition, it is possible to participate in the online in-service trainings offered by the university and get a certificate via the in-service training portal with the personnel user-name and password. (EVIDENCE: 15). As a matter of fact, in 2021, administrative personnel Kudret Pala, Zeynep Çavdaroğlu Önce and Murat Ekici participated in the "Disaster Awareness for Individuals and Families" online in-service training and received certificates (EVIDENCE: 16). Leyla Gelgeç and Adem Yılmaz on “Public Ethics” between January-June 2022 (EVIDENCE: 17); Firdes Erten and Mustafa Öncel participated in the “Mobbing (EVIDENCE: 18) online in-service training and received their certificates.

The Faculty has taken care to act in accordance with the legal regulations and the processes defined in the Quality Manual on issues such as the appointment of administrative personnel to a higher position and personal rights. The process of evaluating the existing personnel according to the distribution of duties, education and professional experience was provided by the joint opinion of the Personnel Department and relevant units. The

educational status of the personnel and the performances of the personnel were taken into account in the assignment of place and duty changes, promotion, authority and responsibility. Appointments to chief and administrative chief positions in administrative personnel were made within the framework of these criteria. For example, Nedim Sağlam, who has been serving the faculty since its foundation, was appointed as the administrative supervisor due to his merit (EVIDENCE: 19); Mustafa Öncel was appointed as Technical Affairs Officer due to his experience and knowledge in computers (EVIDENCE: 20).

The Faculty has adopted an integrated, transparent and stakeholder satisfaction-oriented approach with a focus on effectiveness and efficiency, and has tried to evaluate the qualified personnel in an effective and efficiency-oriented manner through practices such as promotion and title change exams and in-service training within the framework of the Human Resources Directive (EVIDENCE: 21) and the In-Service Training Directive (EVIDENCE: 22; EVIDENCE: 23).

The Dean's Office planned to review the current situation by meeting with the administrative staff at the beginning of each semester (September and February). During the application process to the Theology Accreditation Institution, regular meetings were held with the administrative staff and they were asked to plan their duties within the framework of the template presented to them, to carry out their work according to this planning and to take precautions. for the shortcomings they identified (EVIDENCE: 24; EVIDENCE: 25). Preparations for accreditation application continued systematically and administrative staff actively participated in the accreditation process.

The faculty has defined processes for the appointment and promotion of academic staff, and all appointments and promotions have been made accordingly. For example, appointments to academic positions at the Faculty in the last three years were made within the framework of the legislation determined by the Council of Higher Education (Law No. 657 on

Civil Servants and Law No. 2547 on Higher Education) and the Istanbul University Academic Promotion and Appointment Criteria (EVIDENCE: 26) determined by the Istanbul University Senate. Applications for professor and associate professor positions and the operation of the process were handled by the Rectorate, while applications for doctoral faculty members and research assistant positions and the operation of the process were handled by the Faculty. The title of the academic staff to be employed in the institution and their distribution on the basis of departments are determined by the Rectorate within the framework of our University Norm Staff Planning (EVIDENCE: 27) and the vacant assignment permission for academic staff.

All processes related to the administrative and academic personnel assigned to the faculty were carried out by the Personnel Affairs Department (EVIDENCE: 28). The Chief of Personnel Affairs has planned and implemented the process for each appointed or promoted lecturer or administrative staff. It has been decided that the process management will be monitored by the Quality Commission and the follow-ups will be submitted to the Dean's Office as a report (EVIDENCE: 29).

Process definitions and work flow charts have been prepared in the faculty (EVIDENCE: 30). The compliance of the works and transactions carried out in all academic and administrative units with the legislation carried out by the Internal Audit Unit. Issues identified during the audit were submitted to the Dean's Office, and the Dean's Office took action accordingly (EVIDENCE: 31; EVIDENCE: 32; EVIDENCE: 33). External audit is carried out by the Turkish Court of Accounts (EVIDENCE: 34).

The Faculty implements an award system based on individual evaluations, as stated in the human resources policies in the Quality Manual of the Istanbul University Quality Management System. The performance of the administrative staff is evaluated and the "Employee of the Month" certificate is awarded to the most successful personnel in terms of performance every month. For example, this award was given to Gamze Gurur in October 2022

(EVIDENCE: 35). Similarly, an award system was implemented for academic staff, awards and plaques were presented to academic staff who showed outstanding success in the academic incentive process and whose scientific studies were published in prestigious international publications (EVIDENCE: 36). In addition, surveys were conducted to measure the satisfaction of academic and administrative staff regarding human resources management (EVIDENCE: 37, EVIDENCE: 38).

Table 52: Human Resources Management

Subject:	Processes Regarding Human Resources Management
Responsible Unit:	Dean's Office Chief of Personnel Affairs Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	November 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff
External Stakeholders:	Unit Advisory Board Internal Audit Unit Rectorate Personnel Department
International Stakeholders:	-
Application Areas:	- All academic and administrative staff

	- Appointment and promotion of academic staff was carried out according to Istanbul University Academic Promotion and Appointment Criteria. There is a defined workflow process for the application stages of the assignments to be made for each academic title. - In the letter dated 11.10.2021 and numbered 538136, the Faculty requested 1 librarian, 3 civil servants and 2 servant personnel from the Rectorate. - According to the letter of Istanbul University Personnel Department dated 27.05.2022 and numbered 903652, Aydın Çevik was employed as a service personnel (cleaning). - Every August, a letter is received from the Rectorate regarding the planning of in-service training and the requests of the personnel are reported to the Rectorate. Leyla Gelgeç and Adem Yılmaz, who participated in the in-service training held between January and June 2022, received a "Public Ethics" training certificate; Firdes Erten and Mustafa Öncel received a "Mobbing" training certificate. - The performance of the administrative staff was evaluated on a monthly basis In

	October 2022, Gamze Gurur was awarded the "Employee of the Month" certificate. - Awards and plaques were presented to academic staff who showed high achievement in academic encouragement and international publication.
Monitoring Mechanisms:	Focus group meeting where questions about human resources management were asked to academic staff in 2022 2022 administrative personnel survey (questions on human resources)
Performance Indicators:	- Satisfaction of academic staff with human resources management in the focus group interview with 9 faculty members with different academic titles (Question 9): - Participant 4: It has been proposed to organize the criteria for appointment and promotion according to the needs and expectations of the faculty, considering the faculty. - Participant 8: It was stated that the criteria for appointment and promotion were based on quantitative research in science and social sciences, and it was suggested to consider the methods, content and practices of the theology field in the criteria.

	- Satisfaction rates of administrative personnel regarding human resources management in 2022 administrative personnel survey: - Proportion of those who agree with the "The criteria for being elected and appointed to administrative positions at my university are objective": 60% - Proportion of those agreeing with the sentence “Efforts made to accomplish a job are appreciated”: 80% - The satisfaction rates of the administrative personnel who received in-service training in the 2022 administrative personnel survey: - Proportion of those who agree with the sentence “The activities related to my in-service training and professional development are sufficient”: 60%
Evaluation and Improvement Date:	June, August
Place of the Sub-criterion in the Information Manage System:	Faculty website, Google Drive

Maturity Level

The results regarding the processes for the management of human resources that encompass all the units in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has a defined policy and processes regarding human resources management. According to the management policy of the faculty, it is aimed to monitor the performance of the academic and administrative staff in line with the mission and vision of the institution and to provide the necessary support, promotion and authorization in accordance with the principle of equal opportunity. Human Resources Directive and Human Resources Management Procedure of Istanbul University in human resources management; Istanbul University Academic Promotion and Appointment Criteria are taken as basis in the appointment and promotion of academic staff. There are mechanisms to manage and implement human resources in the institution. Accordingly, the defined workflow process is followed for the application stages of appointments to each academic title.

2. In line with the human resources policy and strategic objectives of the institution mentioned above, there are practices in line with human resources processes and some results have been obtained from these practices. For example, in 2022, it was requested from the Rectorate to organize in-service trainings for the administrative personnel to improve the skills and competencies of the administrative personnel, and some of the administrative personnel participated in the trainings on "Public Ethics" and "Mobbing" and received certificates.

3. The results of the human resources management practices covering the administrative staff in the institution were systematically monitored through surveys. According to the results of the survey, 60% of the administrative staff found the criteria for being selected and appointed to

administrative positions in the institution objective, 60% of them found the in-service training opportunities sufficient, and 80% of them found the performance evaluation and rewarding processes successful.

4. Necessary studies were planned to make the criteria for selection and appointment to administrative duties more objective and to increase in-service training opportunities by evaluating the results of the surveys made to the administrative personnel. For example, new in-service trainings (Basic Training Program for Student Affairs Employees, Basic Training Programs for Financial Affairs Employees, Basic Training Program for Librarians, Basic Office Programs Training, English Language Training etc.) were requested from the Rectorate for 2023.

The List of Evidence

1. Istanbul University Quality Management System Quality Manual
2. Istanbul University Human Resources Directive
3. Istanbul University Human Resources Management Procedure
4. Istanbul University Faculty of Theology Administrative Staff List
5. Istanbul University Faculty of Theology Academic Staff List
6. Letter Dated 15.02.2022 showing the Faculty's Request for Administrative Staff from the Rectorate
7. Letter Dated 01.06.2022 Regarding the Appointment of Aydın Çevik as Contract Personnel to the Support Personnel-Cleaning Staff
8. Certificate of Participation in In-Service Training Dated 2018
9. In-Service Training Participation Certificate Dated 2019
10. 2020 In-Service Training Participation Certificate
11. In-Service Training Participation Certificate dated 2020
12. Request for 2021 In-Service Training Program
13. Request for 2022 In-Service Training Program
14. Request for 2023 In-Service Training Program
15. Istanbul University E-Service Training Portal Login Page
16. 2021 e-Service Training Certificates
17. 2022 "Public Ethics" e-In-Service Training Certificates

18. 2022 “Mobbing” e-Service Training Certificates
19. Document Relating to the Appointment of Nedim SAĞLAM as the Administrative Chief
20. Document that Mustafa ÖNCEL is the Technical Affairs Officer
21. Istanbul University Human Resources Directive
22. Istanbul University In-Service Training Directive
23. Certificate of Participation in In-Service Training (2020)
24. Invitation Letter for the Accreditation Information Meeting held on March 24, 2021 with the 24th Faculty Administrative Staff
25. Invitation Letter for the Accreditation Information Meeting held on December 15, 2021 with the 25th Faculty Administrative Staff
26. Istanbul University Academic Promotion and Appointment Criteria
27. Istanbul University Norm Staff Planning dated November 4, 2021
28. Job Description of Istanbul University Faculty of Theology Personnel Affairs Chief
29. Job Description of Istanbul University Faculty of Theology Quality Commission
30. Istanbul University Faculty of Theology Workflow Charts
31. Internal Audit Report for 2022
32. Matters Requested from the Faculty in 2022 Internal Audit
33. Faculty Response to Matters Requested in 2022 Internal Audit
34. 2021 Audit Report
35. Reward Example for Administrative Staff
36. Academic Staff Award Example
37. Satisfaction Survey for Academic Staff in 2022
38. Satisfaction Survey for Administrative Personnel in 2022

E.2.2. Management of Financial Resources

To increase the satisfaction of internal and external financial resources, human resources, infrastructure (facility, building), students, academicians,

researchers, scientific researchers, society, institutions and organizations and employees, which are necessary for the implementation, maintenance and continuous improvement of the management of financial resources, machinery, equipment, device, equipment, transportation), natural resources, technology, information, working environment resources are carried out according to the principles determined in the Quality Manual of Istanbul University Quality Management System.

In this framework, the faculty makes payments to its staff, under items such as additional course fees, per diem, overtime and project payments in addition to salary payments. There are defined processes for the expenditures made in the institution. All payments and expenditures were processed according to these processes. The units in payment items such as salaries, accruals and movables made their plans for expenditures (EVIDENCE: 1) and these were presented to the Rectorate by the Dean's Office. The Rectorate distributed the resources allocated by the Ministry of Finance to the Faculties, and all expenditures were made from the annexed budget accordingly.

In addition, there were some other general expenses of the institution, especially electricity, water, natural gas, telephone, internet, maintenance-repair. These were met directly from the Faculty budget. The officials responsible for financial affairs at the faculty made an estimated distribution of the budget according to the items, taking into account factors such as previous years' data and inflation expectations. At the end of 2021, the institution made the next year's budget planning and notified the university (EVIDENCE: 2).

The process of calculating and paying the salaries of the administrative and academic staff serving in the faculty has been planned by the Salary Affairs Bureau. The Salary Affairs Bureau has planned step by step what to do regarding the salary payment of an employee after the letter of appointment is delivered to the Personnel Affairs Office and acted according to this plan. The Salary Bureau followed all the works and transactions

related to the payment of salaries, fixed the problems and took measures to prevent these problems from happening again; and ensured that the process related to salary affairs was carried out in accordance with the principles of spontaneity, continuity and sustainability (EVIDENCE: 3).

The process of additional course fees, overtime fees, travel allowances, daily wages and other accruals of the academic and administrative staff in the faculty is carried out by the Accrual Unit. The unit makes plans for this and acts within the framework of this plan. The Accrual Unit has checked how these tasks, which it has planned, work in practice. It fixed the disruptions it detected and took measures to prevent these failures from happening again. The Unit has ensured that the processes related to the works it is responsible for are self-operational and in accordance with the principles of spontaneous operation, continuity and sustainability (EVIDENCE: 4).

Preliminary financial control procedures of the financial resources of the Faculty has been carried out and it has been seen that they are in compliance with the legislation. In addition, financial resources were evaluated according to the principles of effectiveness and efficiency during this control and it was determined that they were in compliance with these principles (EVIDENCE: 5).

The management of movable and immovable resources is carried out within the framework of the relevant legislation by the expenditure officer, the realization officer (EVIDENCE: 6) and the movable registration (EVIDENCE: 7) and control authorities (EVIDENCE: 8). For this, the Movable Registration and Management System module in the Public Expenditure and Accounting Information System of the Ministry of the Treasury and Finance (KBS) was used; It is based on Law No. 5018. Movable fixtures accounting system was checked with accounting records, year-end administrative movable management, detailed account statement and administrative movable management account summary table were created from KBS and sent to the Rectorate.

Movable Registration Unit follows the transfer process of all movables

coming from donations, projects and other units to the Faculty in accordance with the relevant legislation and carries out the registration-exit and registration procedures (EVIDENCE: 9). The Movable Registration Unit reports the "movable transaction slips" of the registered movables to the Strategy Development Department with a cover letter. For example, 26 smart boards donated by the Istanbul Metropolitan Municipality were recorded and reported to the Strategy Development Department together with the movable transaction receipts (EVIDENCE: 10). If a movable device or good is to be allocated to an academic or administrative staff due to a project or the need of the Faculty, the Movable Registration Unit immediately recorded it and embezzled that person in return for signature (EVIDENCE: 11). Those who are in need of the device or who have been assigned to another institution, resigned from their duty or retired, delivered the embezzled device to the Movable Registration Unit against signature, so that material was deducted from their embezzlement. For example, Assist. Prof. Dr. Dursun Ali Türkmen, who retired in 2019, (EVIDENCE: 12), delivered the registered devices on it to the movable registration unit (EVIDENCE: 13). If the person loses the device embezzled by him due to theft, fire or a similar reason, if he submits it to the relevant authorities (Police, Fire Department) and submits it to the institution, embezzlement is deducted from these devices by the decision of the board of directors. For example, Assoc. Prof. Dr. Ali Öztürk's registered device was stolen on the plane during an airplane journey, and upon the submission of the minutes kept by the relevant authorities, the stolen device was removed from his possession and deducted from the record (EVIDENCE: 14). The thief who broke into Prof. Dr. Abdüsselam Arı's house stole some other items as well as the computer that was embezzled by the Faculty. Upon the submission of the minutes of the security forces, this device was embezzled and removed from the register (EVIDENCE: 15). Prof. Dr. Hidayet Aydar, a member of the Faculty, had a computer registered to him for a project he was directing. Later, another computer was allocated while performing some of the works of the Faculty. When this work is finished, the first computer registered to him is received

and deducted from its embezzlement (EVIDENCE: 16). Three desks registered in our faculty were written off by the movable registration officer and delivered to the Faculty of Open and Distance Education (EVIDENCE: 17).

Movable goods and resources in the faculty have a certain lifetime. Upon the expiry of this period, reports were kept by the Movable Registration Unit within the framework of the relevant legislation, and they were deleted from the record. (EVIDENCE: 18; EVIDENCE: 19). For the deregistered goods, it was requested to be delivered to the Machinery and Chemical Industry (MCI) Scrap Management Directorate; however, MCI did not receive them on the grounds that they had no economic value and recorded this in a report. (EVIDENCE: 20). The Dean's Office requested that the scrap material be received by the Üsküdar Municipality for recycling; the Municipality officials came and collected the material (EVIDENCE: 21).

Table 53: Management of Financial Resources

Subject:	Processes Regarding the Management of Financial Resources
Responsible Unit:	Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	July 2021
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students Salary Affairs Office, Accrual Unit, Registration Unit

	Expenditure Officer, Realization Officer, Movable Registrar and Movable Control Officer
External Stakeholders:	Rectorate, Istanbul University Strategy Development Department, Unit Advisory Board, T.R. Ministry of Treasury and Finance
International Stakeholders:	-
Application Areas:	- All Faculty Budget - At the end of 2021, the faculty's budget planning for the 2022-2024 period was made and the budget proposal was reported to the university. - The "Accounting Procedures Procedure" to be applied in all processes related to the payments to be made to the faculty personnel was prepared in December 2021, and the salary and accrual transactions, additional course-exam, thesis advisory accrual transactions, as well as the transactions requiring accrual other than salary and additional courses were carried out accordingly. - In accordance with the Accounting Procedures Procedure, the Financial Affairs Bureau made the necessary calculations for the salary payments, and with the approval of the Expenditure Officer and the

	Execution Officer, a payment order document was prepared and submitted to the Ministry of Treasury and Finance. - In 2022, three surplus work desks registered in the faculty were deducted from the register through the movable transaction slip prepared by the movable registration officer and delivered to the Open and Distance Education Faculty.
Monitoring Mechanisms:	Focus group meeting where 2022 academic staff were asked questions about the management of financial resources Satisfaction survey of 2022 administrative staff asking questions about the management of financial resources
Performance Indicators:	Satisfaction of the academic staff with the budget in the focus group meeting held with 9 faculty members with different academic titles (Question 5 and 7): - Participant 7: It was requested that the necessary support be provided from the budget to increase the opportunities for overseas research. - Participant 2: It has been requested to allocate a budget to invite at least one foreign lecturer to the faculty for each department.

	- Participant 1: Budget support was requested to cover the costs of participation in scientific meetings held abroad. Level of satisfaction with the use of financial resources in the administrative staff survey: - Proportion of those who agree with the sentence "Necessary tools, equipment and materials are provided on time": 80%. The amount of the faculty's share from the central budget in 2022: 46.953.630 TL
Evaluation and Improvement Date:	December
Place of the Sub-criterion in the Information Management System:	Movable Recording and Management System (TKYS) within the Public Expenditure and Accounting Information System (KBS) of the Ministry of Treasury and Finance Google Drive

Maturity Level

The results regarding the practices for the management of financial resources that encompass all the fields in the institution are systematically monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. There are defined processes related to the management of financial resources in the institution. In this context, at the end of 2021, the faculty's budget planning for the 2022-2024 period was made and the budget proposal was reported to the university. In addition, the “Accounting Procedures Procedure” to be applied in all processes related to the payments to be made to the faculty personnel has been prepared, and the salary and accrual transactions have been carried out accordingly. The job description of the financial affairs unit has been determined in detail.

2. Practices regarding the management of financial resources were carried out in line with defined processes. At the end of 2021, the Financial Affairs Bureau made the necessary calculations for salary payments in accordance with the Accounting Procedures Procedure, and with the approval of the Expenditure Officer and the Execution Officer, a payment order document was prepared and submitted to the Ministry of Treasury and Finance. In 2022, surplus movable materials registered in the faculty were deducted from the register through the movable transaction slip prepared by the registration authority.

3. Practices related to the management of financial resources in the faculty are monitored through surveys and focus group discussions. For example, in the survey made to the administrative personnel in 2022, it was seen that 80% of the personnel thought that the necessary tools, equipment and materials were provided on time. In the focus group meeting held with the academic staff in 2022, it was seen that the staff requested a share from the budget to cover the costs of overseas research and international academic staff mobility.

4. The results of the financial resources management practices were monitored, the opinions of the stakeholders were evaluated, some measures were taken and these were included in the 2023 Action Plan. Accordingly, it has been planned that the Istanbul Daru'l-Fünun Theology Foundation, one of the external stakeholders of the institution, will support the academic staff

who will conduct research abroad, and it has been decided to hold seminars on the promotion of TÜBİTAK's support for overseas research and participation in scientific meetings abroad.

The List of Evidence

1. Payment Order Document
2. Budget Planning for the Period 2022-2024
3. Accounting Procedures Procedure
4. Financial Affairs Job Description
5. Preliminary Financial Control Certificate
6. Istanbul University Faculty of Theology Circular
7. Movable Registration Officer Appointment Letter
8. Movable Control Officer Assignment Letter
9. Working Principles of the Movable Registration Unit
10. Transfer, Entry-Exit Transactions Document
11. Movable Delivery Document
12. Dursun Ali TÜRKMEN's Retirement Certificate
13. Movable Delivery Certificate of Dursun Ali TÜRKMEN
14. Transfer, Entry-Exit Transactions Document
15. Transfer, Entry-Exit Transactions Document
16. Hidayet AYDAR's Movable Delivery Certificate
17. Certificate of Submission of Three Movables Registered in the Faculty to AUZEF
18. Withdrawal of Materials in 2018
19. De-recording of Materials in 2022
20. Request and Related Minute Sent to the Machinery and Chemical Industry
21. Üsküdar Municipality's Receipt Certificate
22. 2022 Academic Focus Group Discussion Report
23. Document showing the share of the faculty from the central budget in 2022
24. 2023 Action Plan

E.3. The Information Management System

The collection, analysis and reporting of data on all kinds of activities and processes of Istanbul University Faculty of Theology are provided in an electronic/printed environment on the basis of units, and an integrated information management system covering the entirety has been established.

E.3.1. The Integrated Information Management System

The Faculty is an integrated part of the information management system of Istanbul University. The University has internalized, systematic, sustainable and exemplary practices. As stated in the Istanbul University 2021 Internal Evaluation Report, information systems developed and made available by the service providers of the university are used within the scope of the Information Management System to collect, analyze and report data on all activities and processes carried out. Accordingly, information management in the Faculty is provided through the Istanbul University Information System software created and developed by the Computer Sciences Application and Research Center. Accordingly, knowledge management in the Faculty and its integration; It is provided through the Istanbul University Information System software created and developed by the Software Development and Application Support Services Unit (EVIDENCE: 1) affiliated to the Istanbul University Information Technology Department. Official correspondence, announcement of student grades, exam calendar, and all information transfers related to the University were carried out with this software. It consists of the following information management systems: Istanbul University Academic Registration System (EVIDENCE: 2) (AKSİS), Istanbul University Academic Data Recording System (EVIDENCE: 3) (AVESİS), Istanbul University Personnel Information Management System (EVIDENCE: 4) (PBYS), Istanbul University Electronic Document Management System (EVIDENCE: 5) (EBYS), Istanbul University Education Information System (EVIDENCE: 6) (EBS) and Istanbul University Corporate

Automation Projects (İSKOP) (EVIDENCE: 7) Distance education and examination services known as the Theology Completion Program (ILITAM) in the Faculty were provided by AUZEF (Faculty of Open and Distance Education) (EVIDENCE: 8). Due to the COVID-19 global epidemic, which affected Turkiye from March 2020 and included the fall and spring terms of the 2020-2021 academic year, all courses and activities were conducted online using the Learning Management System (EVIDENCE: 9) (ÖYS) channel accessed via AKSİS (EVIDENCE: 10, EVIDENCE: 11, EVIDENCE: 12).Process follow-up of academic staff's research and development projects is carried out through the Istanbul University Project Processes Management System (BAPSIS) for internal projects, and the Outsourced Project Processes Management System (DAPSIS) for outsourced projects.

Data was automatically backed up by Istanbul University Computer Center. In order to ensure the sustainability of the software, necessary updates were made in accordance with the legislation. Server, backup unit etc. on which automations run have been renewed and capacity has been increased according to technological innovations and needs. (EVIDENCE: 13).

In the employee satisfaction survey for the internal stakeholders of Istanbul University, which was included in the Istanbul University 2021 Internal Evaluation Report questions were asked about the services of the IT Department and it was seen that the satisfaction rate from software such as AKSIS, AVESIS, PBYS, EBYS and ISKOP was high (EVIDENCE: 14).

Problems detected in the application on systems such as AKSİS, ÖYS have been reported to the Department of Information Technologies (EVIDENCE: 15), and they were fixed (EVIDENCE: 16).

The Preparatory Classes Student Tracking System belonging to the institution has been developed by the faculty in order to announce the syllabus and exam grades of the preparatory class students, to follow up their attendance, and to send messages and documents to the faculty members (EVIDENCE: 17; EVIDENCE: 18; EVIDENCE: 19).

Table 54: Integrated Information Management System

Subject:	Processes Regarding Integrated Information Management System
Responsible Unit:	Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	September 2007 July 2016 (revizyon)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students
External Stakeholders:	Unit Advisory Board IT Department Software Development and Application Support Services Unit Rectorate Units
International Stakeholders:	
Application Areas:	- All processes (learning and teaching, research and development, social contribution, quality assurance) - Information management in the faculty and its integration are provided through the Istanbul University Information System software, which was created and developed by the Software Development and

	Application Support Services Unit of the IT Department of Istanbul University. - Official correspondence and notifications in the institution were made through the Istanbul University Electronic Document Management System (EBYS). - In addition to the processes such as tracking the attendance of students, syllabuses, exams, counseling processes, sharing course documents, communication between the instructors and students is provided through the Istanbul University Academic Registration System (AKSİS). - The personnel in the institution follow the issues such as property declaration, registration information and permission information through the University's Personnel Information Management System (PBYS). - Data on the teaching and research activities of academic staff are uploaded to the Istanbul University Academic Data Management System (AVESİS) in order to be transparently submitted to the public and external organizations. - The process follow-up of academic staff's research and development projects is carried out through the Istanbul University

	Project Processes Management System (BAPSIS) for internal projects, and the Outsourced Project Processes Management System (DAPSIS) for outsourced projects. - Istanbul University Quality Management System (KALSIS) is used for the management of processes related to quality assurance and for recording data. - The Preparatory Classes Student Tracking System of the institution has been developed by the faculty in order to announce the course schedules and exam grades of the preparatory class students, to follow up the attendance, and to send messages and documents to the faculty members.
Monitoring Mechanisms:	Questions about satisfaction with automation systems in Computing Department Satisfaction Questionnaire included in Istanbul University's 2021 Internal Evaluation Report
Performance Indicators:	Satisfaction rates in the Information Technology Department Satisfaction Survey: - The rate of those who agree with the sentence "I can easily access the automation systems of our university": 85%.

	-The rate of those who agree with the sentence "Software developed or used within our university (AKSİS, PBYS, EBYS, İSKOP, STF, etc.) is sufficient": 81%. - The rate of those who agree with the sentence “Student Automation (AKSİS) is functional and user-friendly”: 80%. - Proportion of those who agree with the sentence “I am satisfied with the answers to my requests regarding EBYS and the support provided”: 82%.
Evaluation and Improvement Date:	September, November
Place of the Sub-criterion in the Information Management System:	Istanbul University Information Systems, Student Information System, Electronic Document Management System (EBYS), Academic Registration System (AKSİS), Faculty Website, Personnel Information Management System (PBYS), Preparatory Classes Student Tracking System, Istanbul University Academic Data Management System (AVESİS), Istanbul University Project Process Management System (BAPSİS), Outsourced Project Processes Management System (DAPSİS), Istanbul University Quality Management System (KALSIS), Google Drive.

Maturity Level

A sustainable and matured integrated information management system that is in line with the institutional goals is adopted and guaranteed in the entire institution. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. The Institution has information systems integrated with the university to support the acquisition, storage and use of information when needed. The information management in the Faculty and its integration are provided through the information systems developed by the Software Development and Application Support Services Unit of the Information Processing Department of the Istanbul University.

2. Integrated software systems developed by the Computer Sciences Application and Research Center of Istanbul University are used. Official correspondence and notifications in the Institution were made through the Istanbul University Electronic Document Management System (EBYS). In addition to the processes such as tracking the attendance of students, syllabuses, exams, counseling processes, sharing course documents, communication between the instructors and students is provided through the Istanbul University Academic Registration System (AKSİS). Institutional e-mails of academic and administrative staff and students are integrated with EBYS and AKSİS. A notification is sent to the e-mail account of the personnel who have sent an official document via EBYS or received a message via AKSİS.

3. The Institution has an integrated information management system and there are some applications for using this system. However, the information system is not used in decision making. Meeting invitations, assignments and notifications are communicated to academic and administrative staff via EBYS. Integrated information management systems provided by Istanbul University are used to record data related to education-training, research-

development, social contribution and quality assurance system and to monitor the processes related to these. AKSIS is used for education, BAPSIS and DAPSIS are used to monitor research-development processes, AVESIS is used to record data on research-development and social contribution, and Istanbul University Quality Management System (KALSIS) is used to keep data on quality assurance.

4. The results regarding the use of the integrated information management system in the Institution are monitored. In the In-house Evaluation Report of Istanbul University 2021, questions were asked to the university staff about their satisfaction with the information systems, 85% of the participants said that they have easy access to automation systems, 81% said that software such as AKSIS, PBYS, EBYS are sufficient, and 80% said that AKSIS is functional and user-friendly. Updates are made in line with needs and demands.

5. It is aimed to adopt and secure a sustainable and mature integrated information management system in harmony with the university throughout the Institution. The Preparatory Classes Student Tracking System, developed by the Faculty, is an innovative application for the announcement of the syllabus and exam grades of the preparatory class students, the follow-up of the attendance, and the instructors to send messages and documents to the students.

The List of Evidence

1. Software Development and Application Support Services Unit affiliated to Istanbul University Computer Center

2. Istanbul University Academic Registration System (AKSİS)
3. Istanbul University Academic Data Recording System (AVESİS)
4. Istanbul University Personnel Information Management System (PBYS)
5. Istanbul University Electronic Document Management System

(EBYS)

6. Istanbul University Education Information System (EBS)
7. Istanbul University Corporate Automation Projects (İSKOP)
8. Istanbul University Faculty of Open and Distance Education (AUZEF) Completion of Theology Program (ILITAM)
9. Istanbul University Learning Management System (ÖYS)
10. Announcement that 2019-2020 Academic Year Spring Semester Education Process Will Be Held Online
11. Announcement that 2020-2021 Academic Year Fall Semester Will Be Held Online
12. YÖK's Statement Regarding the Spring Semester of 2020-2021
13. Istanbul University Information Technologies Department 2021 Detailed Activity Report
14. Survey Conducted to Personnel to measure satisfaction with the IT System in 2021
15. Request Petition Containing Removal of the Problem to the Department of Information Technologies
16. Response Letter Concerning that IT Department Solved the Problem
17. Preparatory Classes Student Tracking System developed by the Faculty
18. Arabic Preparatory Coordinatorship Meeting Minutes dated 21.09.2022
19. Arabic Preparatory Coordinatorship Meeting Minutes dated 23.11.2022

E.3.2. Information Security and Reliability

Information security is provided by Istanbul University Computer Center. The information security policy of the faculty is also based on the Information Security Policy determined by the Information Technologies Department (EVIDENCE: 1).

The e-mail addresses opened by Istanbul University CC are not given to any person, unit or institution in bulk, except for the Istanbul University Communication Coordinator. The authority and responsibility of sending mass e-mails to all users is given only to the Istanbul University Communication Coordination Group. In the servers providing service within the IT Department, back-up operations were performed regularly within the scope of System Management Services. Backing up and securing information is provided by the IT Department (EVIDENCE: 2).

Data requiring confidentiality collected within the scope of all activities of the institution, it has not been shared or published with third parties other than authorized personnel. The data that the faculty needs to share with people, institutions and organizations outside the institution were evaluated and shared within the scope of the Law on the Protection of Personal Data No. 6698 (EVIDENCE: 3).

The network infrastructure of the institution is protected against external accesses by the Network Firewall and manageable switches, necessary security measures have been applied for this. All servers and devices on the network are protected against virus attacks by installing an antivirus program. Access (log) records of all users are recorded in accordance with the Law No. 5651 on Regulation of Broadcasts on the Internet and Fighting Against Crimes Committed Through These Broadcasts. In case of need, it is shared with the relevant institutions within the framework of the law. The security of corporate web applications is provided with SSL Certificate (EVIDENCE: 4).

Istanbul University carried out the confidentiality, announcement and preservation of the exam results through the Istanbul University Academic Registration System (AKSİS) (EVIDENCE: 5). Each faculty member and academic staff in the institution have their own unique usernames and passwords that they use to log in to the systems. Logins to the system are made with personal usernames and passwords. Exits from the system are done safely by pressing the "exit" button. However, even when exiting the

system in any way, not using the "exit" button, the system is arranged to ask for a password for re-login. In addition, the system is programmed to turn off automatically when left open for a long time without any operation. Faculty members log in with their unique username and password and record their exam grades in the Academic Registration System (AKSİS). The automation system is programmed in a way that does not allow anyone other than the lecturer giving the course to enter grades. Likewise, through the Student Information System (ÖBS) module within AKSİS, it is programmed to allow only students whose identity has been verified with their username and password to see the grades they received during the semester. Except for the student taking the course, only the lecturer, the program coordinator and the student affairs officer can see the grades of the students.

Table 55: Information Security and Reliability

Subject:	Processes for Monitoring Information Security and Reliability
Responsible Unit:	Dean's Office Unit Quality Coordinator (Monitoring and Evaluation)
First Planning Date:	2012, 2021 (revision)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and administrative staff, students
External Stakeholders:	Unit Advisory Board İU IU IT Department (BİDB), IT Department Software Development and Application Support Services Unit

	Rectorate Units
International Stakeholders:	-
Application Areas:	- All data sources (network and system management services, computer technical support services, electronic access systems services, telecommunications services,, email management services, web management services, electronic document management system, software development and application support services) - The information security operations of the faculty are carried out in accordance with the Information Security Policy determined by the Information Technologies Department. - Student information, confidentiality and announcement of exam results and the protection of all this information are carried out using the Academic Registration System (AKSİS), which is secured by personal passwords. - Within the scope of the Law on the Protection of Personal Data No. 6698, Istanbul University has adopted the style of announcing personal information by starring in the exams and result announcements. As a result of this decision,

	such information was shared in an encrypted form in the institution.
Monitoring Mechanisms:	Questions about satisfaction with automation systems in the IT Department Satisfaction Survey included in the Istanbul University 2021 Internal Evaluation Report
Performance Indicators:	In the Information Processing Department Satisfaction Survey: • "You are satisfied with our university's wireless (wi-fi) internet service (eduroam, IU_GUEST)." The rate of those who agree with the sentence: 67%. • "I am satisfied with the personal e-mail service of our university." The rate of those who agree with the sentence: 84%.
Evaluation and Improvement Date:	December
Place of the Sub-criterion in the Information Management System:	University Information Systems, Google Drive

Maturity Level

The practices to provide information security and reliability in the institution are systematically monitored and the monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The Institution acts in accordance with the Information Security Policy determined by the Istanbul University Information Technologies Department, with which it is integrated, and uses the information security and reliability applications developed by the relevant unit. These applications cover areas such as network and system management services, computer technical support services, electronic access systems services, telecommunication services, e-mail management services, web management services, electronic document management system, software development and application support services.

2. There are defined processes and plans for ensuring information security and reliability in the institution. Accordingly, the data obtained as a result of all kinds of activities carried out by the faculty and requiring confidentiality were not shared or published with third parties other than authorized staff. The data that the faculty needs to share with people and organizations outside the Institution are given in an encrypted form, as in the exam result document for the research assistant recruitment made in 2021 for the Department of Philosophy of Religion.

3. There are applications to ensure information security and reliability in the Institution. Various surveys are organized to monitor these practices. In this context, a satisfaction survey was organized by the Istanbul University Information Technologies Department, to which the institution is integrated. According to the results of this survey, the satisfaction rate of the university's wireless (wi-fi) internet service (eduroam, IU_GUEST) is 67%, and the satisfaction rate of the university's personal e-mail service is 84%.

4. Istanbul University Department of Information Technologies, where the faculty is integrated in information security systems, evaluates the results of the survey and plans the necessary studies to increase information security and reliability. The Information Technologies Department reports its activities for that year in December every year, and in this report, it evaluates its institutional capacity and capability and identifies its strengths and

weaknesses. In addition, suggestions and measures to strengthen weaknesses are recorded and improvements are planned to be made in the next year.

The List of Evidence

1. Response Letter Concerning that IT Department Solved the Problem
2. Istanbul University Information Technologies Department 2021 Detailed Activity Report
3. Final Evaluation Form of Faculty Members, dated 01.10.2021, showing that personal data is hidden within the scope of the Law on the Protection of Personal Data
4. Security of Enterprise Web Applications SSL Certificate
5. Istanbul University Academic Registration System (AKSİS) Login Page
6. Circular on KVKK

E.4. Support Services

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

The Faculty acts in accordance with the policies determined in the Quality Manual of Istanbul University Quality Management System regarding the quality objectives of the services and the criteria followed to achieve these objectives, the provision of the necessary resources and the acceptance criteria specific to the services. The Faculty organizes its policy and strategic objectives regarding the suitability, quality and continuity of services and goods in accordance with the Supplier Evaluation Procedure and Purchasing Procedure determined by the Istanbul University Quality Management System (EVIDENCE: 1, EVIDENCE 2).

When there is a need to purchase a material in the unit, the Expenditure Officer (Dean of the Faculty) informs it. Purchase requests from units are evaluated in terms of approximate cost. Offers were received from suppliers

(approved and/or new suppliers) for the material to be purchased. The collected proposals and approved samples were evaluated by the Market Research Commission (EVIDENCE: 3) and presented to the Expenditure Officer. Accordingly, the supplier has been decided. A product/service was requested from the supplier chosen by the spending authority. The product or service received from the suppliers has been signed by the inspection commission as deemed appropriate (EVIDENCE: 4).

For the goods and services purchased, tracking is provided through the University's Tender Information System (EVIDENCE: 5). Subject to the necessary legal obligations, the University's purchasing office acts within the framework of the job descriptions determined for the purchase of goods and services (EVIDENCE: 6, EVIDENCE: 7). All the forms needed in the purchasing process were standardized and shared on the University's website (EVIDENCE: 8).

Food and canteen services maintained at the faculty are ensured to be provided in a continuous and healthy environment by audits and controls by inspection and control commissions in accordance with the provisions of the legal legislation and the prepared specifications (EVIDENCE: 9, EVIDENCE: 10). The Dean's Office measured the satisfaction rate by conducting a survey about the cafeteria and canteen services for students in 2021 (EVIDENCE: 11) and satisfaction rate was found to be high. In the survey held in 2022, the satisfaction rate maintained its high level (EVIDENCE: 12).

In order to measure the quality of the services in the faculty and to make improvements accordingly, a satisfaction survey was conducted online at various times for academic and administrative staff and students. (EVIDENCE: 13, EVIDENCE: 14, EVIDENCE 15).

Table 56: Suitability, Quality and Continuity of Goods and Services

Subject:	Processes for Monitoring the Conformity, Quality and Continuity of Services and Goods
Responsible Unit:	Dean's Office The Faculty's Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	December 2016 September 2019 (Revision)
The Content of Planning:	Planning Table
Internal Stakeholders:	Academic and Administrative Staff, students
External Stakeholders:	The Unit Advisory Board, suppliers
International Stakeholders:	-
Application Areas:	- The faculty is integrated with the university in policy and strategic objectives related to the relevance, quality and continuity of services and goods. These issues are regulated according to the Supplier Evaluation Procedure and Purchasing Procedure determined by the Istanbul University Quality Management System. -Offers were received from suppliers for the purchase requests received from the units; the collected offers and approved samples were evaluated by the Market Research

	Commission and submitted to the Expenditure Authority (Dean of the Faculty). -The product or service received from suppliers was approved and signed by the inspection commission.
Monitoring Mechanisms:	-A Student Satisfaction Survey was conducted in 2022 regarding cafeteria and canteen services. -Administrative Personnel Satisfaction Survey (p. 5, 7-9) was conducted in 2022 regarding necessary tools, equipment, materials, teahouse and cafeteria services. -In 2022, an Academic Staff Satisfaction Survey was conducted to evaluate the administrative and financial affairs unit, cafeteria and teahouse services. -Istanbul University Department of Administrative and Financial Affairs, with which the Faculty is integrated, organizes stakeholder satisfaction surveys.
Performance Indicators:	In the 2022 Student Satisfaction Survey, the satisfaction rates are as follows: - The rate of respondents who agree with the statement "The price and quality of the food at the faculty is very good": 85.6%. - The rate of those who agree with the statement "The canteen meets my

	expectations" is 51.2%, while the rate of those who disagree is 48.9%. 2022 Administrative personnel satisfaction survey rates: - The rate of those who agree with the statement "Necessary tools, equipment and materials are provided on time." is 80%. - The rate of those who agree with the statement "My working environment meets the requirements of my job" is 75%. - The rate of those who agree with the statement "I am satisfied with the cafeteria services" is 50%. - The rate of those who agree with the statement "I am satisfied with the canteen services" is 60%. - The rate of those who agree with the statement "I am satisfied with the tea center services" is 75%. 2022 Academic staff satisfaction rates: - The rate of those who agree with the statement "I am satisfied with the Administrative and Financial Affairs Unit" is 95.7%.

	- The rate of those who agree with the statement "I am satisfied with the tea room" is 78%. - The rate of those who agree with the statement "I am satisfied with the cafeteria services" is 78.4%.
Evaluation and Improvement Date:	November
Place of the Sub-criterion i Information Management System:	Google Drive, Istanbul University's Tender Information System, Istanbul University Department of Administrative and Financial Affairs Website

Maturity Level

The institution maintains close cooperation with suppliers to guarantee the quality of all the outsourced goods and services. The performance and satisfaction levels of suppliers are systematically monitored and evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The suitability and quality of outsourced goods and support services are evaluated according to the Supplier Evaluation Procedure and Procurement Procedure determined by the Istanbul University Quality Management System, which the institution is integrated with.

2. Offers are received from suppliers for purchasing transactions at the Institution. These offers and approved samples are evaluated by the market research commission and presented to the expenditure authority (faculty dean). The product or service purchased from the supplier selected by the

expenditure authority is examined by the inspection commission.

3. The processes for monitoring the suitability, quality and continuity of services and goods at the institution are examined through regular surveys. For example, in the Student Satisfaction Survey conducted in 2022, 85.6% of the respondents agreed with the statement "The price and quality of the meals at the faculty are very appropriate". In another example, in the administrative staff satisfaction survey conducted in 2022, the rate of those who agreed with the statement "The necessary tools, equipment and materials are provided on time" was found to be 80%. In the 2022 academic staff satisfaction survey, 78.4% of the respondents agreed with the statement "I am satisfied with the cafeteria services."

4. Istanbul University Quality Coordination Office implements the "Supplier Evaluation Procedure" in order to ensure the quality of all outsourced services and goods, and to monitor the performance of the suppliers and the satisfaction with the products supplied from them. According to this procedure, product purchases are evaluated over a total of 100 points, including 40 user feedbacks, 30 product returns, and 30 on-time delivery, suppliers below 60 points are reviewed and warned in writing, and corrective and preventive action plans are requested from the company. At the end of one year, suppliers that do not make these improvements are replaced with alternatives.

The List of Evidence

1. Istanbul University Supplier Evaluation Procedure
2. Istanbul University Purchasing Procedure
3. Example of Market Price Survey Report
4. Inspection Report and Final Entry Document
5. Istanbul University Tender Information System Website
6. University Purchasing Office Procurement Officer Job Description
7. University Purchasing Office Service Procurement Officer Job Description

8. Istanbul University Department of Administrative and Financial Affairs Link of Required Forms for Purchase
9. Directive on the Duties, Authorities and Responsibilities of the Medico Social Center Chief Physician of Istanbul University Health and Sports Department
10. Istanbul University Health and Sports Department Higher Education Institutions, Medico-Social, Health, Culture and Sports Affairs Department Implementation Regulation
11. 2021 Satisfaction Survey Regarding Cafeteria and Canteen Services Screenshots
12. Screenshots of the Satisfaction Survey Regarding the Cafeteria and Canteen Services in 2022
13. 2020 Satisfaction Survey for Academic Staff and Students
14. Satisfaction Survey for Academic Staff and Students in 2022
15. Satisfaction Survey for 2022 Administrative Personnel
16. 25.11.2022 Quality Coordinatorship Focus Group Discussions Evaluation Report

E.5. Public Disclosure and Accountability

The faculty acts in accordance with the principles of transparency, accessibility, responsiveness, impartiality, confidentiality, customer focus, accountability and continuous improvement stated in the Quality Manual of Istanbul University Quality Management System during the process of receiving, evaluating, resolving and closing complaints.

E.5.1. Public Disclosure

As stated in the Quality Manual, Istanbul University Faculty of Theology has adopted an accountable approach that can measure and evaluate the efficiency of management and administrative staff. In accordance with this information and accountability policy, the faculty informed the public by sharing information about both educational programs and academic, social, cultural and all other activities on its web page in a transparent, accurate,

up-to-date and easily accessible way (EVIDENCE: 1). For this purpose, the web page of the institution is frequently updated by the Faculty Institutional Communication Coordinator (EVIDENCE: 2). It also informs the public in this way by integrating its social media accounts (EVIDENCE: 3, EVIDENCE: 4, EVIDENCE: 5, EVIDENCE: 6).

The Faculty Corporate Communications Coordinator has prepared bulletins, brochures and digital materials introducing the institution and its activities in accordance with its basic duties and policies (EVIDENCE: 7). Posters promoting the institution and its activities were both hung inside the school and published on the website (EVIDENCE: 8, EVIDENCE: 9, EVIDENCE: 10). The coordinatorship has also translated the necessary parts of the information on the official website of the institution into English (EVIDENCE: 11) and Arabic (EVIDENCE: 12); the institution's activities and news about the institution were published on the Istanbul University News portal (EVIDENCE: 13), the official site opened for the symposium (EVIDENCE: 14) and the official social media accounts of the faculty (EVIDENCE: 15). In this way, it is aimed to reach a wide public. The Coordinatorship also organized activities to introduce the faculty to students and guests who came to visit the Institution. For example, on 24.11.2021, one of the lecturers of Libya Tripoli University Prof. Dr. Mahmud Ahmed Edeek visited the faculty and met Dean Prof. Dr. Ramazan Muslu, vice dean Assoc. Dr. Ahmet Temel and faculty members Assoc. Dr. Mahmut Salihoğlu and Assoc. Dr. Ziyad Alrawashdeh. Possible cooperation opportunities were discussed during the meeting. In order to develop bilateral relations at a later date, it was decided to meet with mutual delegations (EVIDENCE: 16). Similarly, on 28.06.2022, Dean of Indonesia Faculty of Letters and Cultural Sciences Prof. Dr. Muhammad Wildan visited our faculty for further cooperation opportunities with a delegation from The State Islamic University Presented Kalijaga Yogyakarta, in the bilateral meetings hosted by Prof. Dr. İsmail Latif Hacınebioğlu, cooperation possibilities at the student and teacher level were discussed (EVIDENCE: 17).

Faculty Corporate Communications Coordinatorship worked in coordination with Academic Activities Coordinatorship (EVIDENCE: 18, EVIDENCE: 19) among other working units. The Academic Activities Coordinator's Office planned symposiums, panels, conferences, seminars, courses, etc. and carried out the necessary preparation, promotion and announcement procedures; It has cooperated in tasks such as announcing student club activities to the necessary units. For example, the promotion and publication of the video-conference titled "Is an Islamic Civilisation Possible in Our Age?", which was held on Friday, 28 May 2021 at 16.00 within the framework of Darülfünun Talks and attended by the late Teoman Duralı as a speaker, was made by the Faculty Corporate Communication Coordinatorship (EVIDENCE: 20).

The faculty used social media effectively. The faculty has 431 followers on Facebook (EVIDENCE 21), and 4321 followers on Twitter (EVIDENCE: 22). It has 3600 followers on YouTube video channel (EVIDENCE: 23) and 4641 followers on its Instagram account (EVIDENCE: 24). Istanbul University Faculty of Theology Promotional Film has been watched 1358 times on the official Youtube account of the faculty (EVIDENCE: 25). The institution has given importance to increasing the number of audiences reached by its announcements by following social media statistics, and has carried out studies on this (EVIDENCE: 26; EVIDENCE 27). In this context, the institution shared all its academic and social activities on Istanbul University social media accounts, thus enabling it to reach more audiences (EVIDENCE: 28, EVIDENCE: 29, EVIDENCE: 30).

In addition, the institution has created an email group at the corporate email address (ilahiyat@istanbul.edu.tr) to announce its activities to its internal stakeholders. In order to communicate quickly with the academic and administrative staff, and to announce the events in a timely and rapid manner, groups have been created with the name of IU Dean of Theology via whatsapp and BIP applications, where only administrators can send messages (EVIDENCE: 31, EVIDENCE: 32). Thus, academic and social activities

are announced and necessary information is provided through the aforementioned mass mailing groups and other social media channels, as well as the official internet address and social media accounts of the institution (EVIDENCE: 33, EVIDENCE: 34).

The results of the exams for research assistants and lecturers (EVIDENCE: 35), announcements and results of the exams held within the scope of education and training activities, announcements and results of the mobility of students, lecturers and administrative staff benefiting from Erasmus (EVIDENCE: 36), Mevlana (EVIDENCE: 37), Farabi (EVIDENCE: 38) exchange programs were also announced on the Faculty's web page.

The data on the faculty and administrative staff of the faculty were updated and shared with the stakeholders and the public on the faculty web page. (EVIDENCE: 39, EVIDENCE: 40).

Table 57: Public Disclosure

Subject:	Public Disclosure Processes
Responsible Unit:	Corporate Communication Coordinatorship Dean's Office The Faculty's Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	November 2020
The Content of Planning:	Planning Table
Internal Stakeholders:	Students, Academic and Administrative Staff
External Stakeholders:	The Unit Advisory Board, relatives of students

International Stakeholders:	-
Application Areas:	- The Faculty shares its activities and announcements with the public through the Corporate Communication Coordinatorship. In this context, in principle, the announcement procedure of the Corporate Communication Coordinatorship is followed. - A trilingual (English, Arabic and Turkish) promotional film and introductory booklet showing the structure and activities of the Institution are shared with the public on the faculty website. - The symposiums organized within the faculty and information about them are shared with the public through the web pages opened for them. In this context, the Islamic Law Graduate Student Symposium web page, which was opened in 2019 and is still in use, can be given as an example. - Announcement groups covering academic and administrative staff have been opened in various applications in order to ensure fast communication and timely and rapid announcement of events. Announcements made over Whatsapp

	and BIP applications serve as an example to this issue. - Announcements regarding the recruitment of academic and administrative personnel in the Institution and the announcement of various activities concerning students are made through the faculty website.
Monitoring Mechanisms:	- Istanbul University Quality Coordinatorship, with which the Institution is integrated, continuously organizes satisfaction surveys for its stakeholders. In these surveys, monitoring is carried out on the processes of informing the public with questions and statements such as 1. Do you think that the posts and announcements of events made on the social media accounts of our university are sufficient? (Social and Cultural Activities Satisfaction Survey) 2. The publicity services of our university are sufficient. (Academic Staff Satisfaction Survey) 3. Do you find the web page of our university sufficient? (Corporate Communication Coordinatorship Stakeholder Satisfaction Survey)

	- With the activity feedback forms applied after the activities organized at the Institution, it is monitored through which communication channels the stakeholders are mostly informed about the activities.
Performance Indicators:	- Istanbul University Quality Coordinatorship, which the institution is integrated with, conducts regular measurements through surveys conducted for its stakeholders. - According to the results of the event feedback form made by the institution, the ratio of the announcement channels used by the stakeholders: • Rate of obtaining information through social media: 35%. • Rate of obtaining information through teachers and friends: 32%. • Rate of obtaining information through Whatsapp groups: 15%. • The rate of obtaining information through the website remained at 7%. - Satisfaction rates of stakeholders who participated in the Sociology of Religion Graduate Symposium held on November 15-16, 2022 (out of 5):

	- The average satisfaction rate of the speakers for their mastery of the subject: 4.5 - Average overall satisfaction rate with the event: 4,619047619
Evaluation and Improvement Date:	November, December
Place of the Sub-criterion in the Information Management System:	Faculty website Social media Istanbul University Quality Coordinatorship

Maturity Level

The institution's public information activities are guaranteed and adopted in the entire institution with sustainable and matured practices in line with the institutional goals and values. The institution has specific and innovative implementations in this regard, some of which serve as a model for other institutions.

Summary Statement Compatible with the Rubric after the Site Visit

1. In informing the public about the activities organized in the Institution, the announcement procedure of the Corporate Communications Coordinator is followed.

2. The Institution's management system policies include informing about institutional activities and increasing institutional recognition by using communication tools. For this purpose, announcements and posts were made on the Faculty website and the official social media accounts of the Faculty (Youtube, Facebook, Twitter, Instagram). The Institution publishes an introductory booklet and promotional film in 3 languages on its website

to inform the public about its structure and activities. Within the scope of the corporate communication announcement procedure, activity announcements sent to the e-mail address are shared with the public on the faculty website and official social media platforms.

3. Various monitoring tools are used to monitor the platforms used by the organization to inform the public. One of these monitoring tools, the event feedback form, was used to measure the announcement channels through which the public was informed about the activities of the organization and it was concluded that 35% of the public was informed about the activities through social media.

4. According to the results obtained from the activity feedback form, the Corporate Communication Coordination Unit has observed that the website is lagging behind in informing the public. The coordinatorship is making improvement plans to increase this. In addition, the event feedback form was used to measure the satisfaction of the participants at the Sociology of Religion Postgraduate Symposium held on November 15-16, 2022, where some participants expressed their dissatisfaction with the online nature of the event. The results of this survey were evaluated at the Quality Commission Meeting held on 29.11.2022 and an improvement decision was taken to hold the symposium face-to-face next year.

5. In order to realize the goals set by the faculty in its public information policy, it is planned to create an annual faculty bulletin and publish it on the institution's website within the 2023 action plan.

The List of Evidence

1. Announcements Link of Istanbul University Faculty of Theology Website
2. Link of Istanbul University Faculty of Theology Institutional Communication Coordinatorship
3. Istanbul University Faculty of Theology Official Instagram

Account

4. Istanbul University Faculty of Theology Official Twitter Account
5. Istanbul University Faculty of Theology Official Facebook Account
6. Istanbul University Faculty of Theology Official Youtube Account
7. Corporate Communications Coordinatorship Job Description
8. History of Istanbul University Faculty of Theology
9. Istanbul University Faculty of Theology Promotional Film
10. Istanbul University Faculty of Theology Introductory Book
11. Istanbul University Faculty of Theology English website
12. Istanbul University Faculty of Theology Arabic website
13. Announcement Link of the Institution's Event on the Istanbul University News Portal
14. Announcement Link of the Institution's Event on the Istanbul University News Portal
15. Announcement Link on the Twitter Account of the Institution's Event
16. 24.11.2021 Activity of the Coordinatorship to Introduce the Institution Link
17. 28.06.2022 Link of the Coordinatorship's Activity to Introduce the Institution
18. Document Concerning the Establishment of the Academic Activities Coordinatorship
19. Academic Activities Coordinatorship Job Description
20. Youtube Link of Related Program
21. Screenshot Showing Number of Facebook Followers
22. Screenshot Showing Twitter Followers Count
23. Screenshot of Youtube Subscribers
24. Screenshot Showing Instagram Followers Count
25. Number of Youtube Views of Istanbul University Faculty of Theology Promotional Film

26. Document Showing the Activities of the 2021 Corporate Communications Coordinatorship
27. Document Showing the Activities of 2022 Corporate Communications Coordinatorship
28. Sample Sharing Link
29. Sample Sharing Link
30. Sample Sharing Link
31. Screenshots of WhatsApp Groups
32. Screenshots of BIP Groups
33. Sample News Announcement Link
34. Twitter Sample News Sharing
35. Announcement of Research Assistant Admission Exam Result
36. Sample Announcement on Erasmus Program
37. Sample Announcement About Mevlana Program
38. Farabi Program Coordinatorship Page
39. Faculty Administrative Staff Information
40. Faculty Academic Staff Information
41. Event Feedback Form Results
42. Faculty of Theology 2023 Action Plan
43. Satisfaction Survey for the Sociology of Religion Postgraduate Symposium Held on November 15-16, 2022
44. Minutes of the Quality Commission Meeting on 29.11.2022 to Evaluate the Sociology of Religion Graduate Symposium Satisfaction Survey

E.5.2. The Methods of Accountability

The Institution has adopted accountability in all its activities. It has also been clearly stated in the Quality Manual. Process definitions and work flow charts have been prepared at the faculty (EVIDENCE: 1). The Internal Audit Unit of Istanbul University has audited the compliance of all academic and administrative units with the legislation. The Internal Audit Unit has

subjected our faculty to audits both in previous years and recently within the scope of internal audit (EVIDENCE: 2). The issues identified during the audit were submitted to the Dean's Office and the Dean's Office took measures accordingly (EVIDENCE: 3, EVIDENCE: 4, EVIDENCE: 5). External audit is carried out by the Court of Accounts (EVIDENCE: 6).

In addition, matters related to the faculty's education-training, research-development, social contribution and management system were published on the Faculty website and made available to internal and external stakeholders. Internal and external stakeholders can submit their opinions, suggestions, complaints and questions via the contact form on the faculty website and the official email address (EVIDENCE: 7). There is a functioning system in terms of accountability to internal stakeholders. In this context, suggestions, requests and complaints received via the contact form on the faculty website and the official e-mail of the faculty are evaluated, necessary precautions are taken and improvements are made (EVIDENCE: 8).

Table 58: The Methods of Accountability

Subject:	Processes for Monitoring Accountability Methods
Responsible Unit:	Dean's Office Corporate Communication Coordinatorship The Faculty's Unit Quality Coordinatorship (Monitoring and Evaluation)
First Planning Date:	January 2017 August 2019 (Revision)
The Content of Planning:	Planning Table

Internal Stakeholders:	Academic and Administrative Staff, students, The Internal Audit Unit of Istanbul University
External Stakeholders:	The Unit Advisory Board, relatives of students
International Stakeholders:	-
Application Areas:	-The institution has prepared process definitions and work flow charts within the scope of accountability. -Istanbul University Internal Audit Unit regularly audits the compliance of the business and transactions in all units of the faculty with the legislation and reports to the dean of the faculty. -The reports submitted by the Istanbul University Internal Audit Unit are examined within the dean's office and necessary measures are taken. -The Faculty evaluates the suggestions, requests and complaints received from stakeholders via contact form and email and takes necessary measures.
Monitoring Mechanisms:	2022 focus group interview in which academic staff were asked questions about the faculty's accountability methods

	Questions on satisfaction with accountability methods in the satisfaction survey of the IT Department.
Performance Indicators:	In a focus group interview with 9 faculty members with different academic titles, academic staff's satisfaction with the accountability of the faculty (Question 7): • Participant 8: A system where a transparent method is used in the discussion and deliberation of research and where the activities are accessible from anywhere in the world was requested. Satisfaction rates in the satisfaction survey of the IT Department: • The rate of those who agree with the statement "Our university websites (IU Home Page, Academic, Administrative Unit, etc.) are functional and user-friendly": 80%. • The rate of those who agree with the statement "My requests, demands and questions submitted to IT (e-mail, social media, telephone, website, etc.) are responded to in a timely and explanatory manner": 86%.

Evaluation and Improvement Date:	June 2022 November 2022
Place of the Sub-criterion in the Information Management System:	Contact Form, Faculty website, Google Drive

Maturity Level

The findings obtained from the institution's accountability activities are monitored and stakeholder opinions are received in this regard. The monitoring results are evaluated with stakeholders to take necessary measures.

Summary Statement Compatible with the Rubric after the Site Visit

1. The institution has accountability methods and mechanisms and aims to observe the principles of transparency and accountability in its quality policy. Accordingly, the institution has prepared process definitions and work flow charts within the scope of accountability.

2. The institution has adopted accountability as a principle for its functioning. In this context, Istanbul University Internal Audit Unit audits the compliance of academic and administrative works and transactions in the institution with the legislation and submits its reports to the faculty. The external audit of the institution is carried out by the Court of Accounts.

3. The institution conducts focus group discussions and surveys that include stakeholder participation in line with the principles and processes it has adopted for accountability. In the focus group interview held in 2022, participants requested a system in which a transparent method is used to discuss research and the activities organized can be accessed from anywhere in the world. In the satisfaction survey conducted by the Istanbul University IT Department, with which the institution is integrated, 80% of the participants stated that the university's websites are functional and user-

friendly. In the same survey, 86% of the participants stated that they received timely and explanatory answers to their requests, demands and questions that they submitted to IT.

4. The Institution makes plans to maintain and increase the level of satisfaction it has achieved as a result of monitoring in the context of accountability, and takes the necessary measures to complete its deficiencies. In this context, the audit results received by the institution are examined, necessary measures are taken and improvements are made. For example, in the audit conducted by the Istanbul University Internal Audit Unit on 31.05.2022, it was determined that the registration documents of some of the students who registered with Higher Education Institutions Exam and Horizontal Transfer in the student registration process were missing in the automation systems, and the report on this subject was conveyed to the faculty management. The faculty management reviewed these reports and decided to request the missing documents from the said students via email and telephone, and notified the Internal Audit Unit on 21.06.2022 about the measures it took.

The List of Evidence

1. Istanbul University Faculty of Theology Workflow Charts
2. Internal Audit Unit Finding Sharing Forms
3. 2022 Internal Audit Report
4. Matters Requested from the Faculty in Internal Audit
5. Response of the Faculty to the Matters Requested in Internal Audit
6. 2021 Audit Report
7. Contact Page and Contact Form on Istanbul University Faculty of Theology Website
8. Requests via Istanbul University Faculty of Theology Website Contact Form and Official e-Mail Account

EVALUATION AND CONCLUSION

As a result of the activities carried out by the Istanbul University Faculty of Theology, the strengths and areas of improvement in the fields of Quality Assurance System, Education and Training, Research and Development and Social Contribution are listed below.

1. QUALITY ASSURANCE SYSTEM

1.1 Strengths of the Institution

● Quality policy includes all units

● Explaining the Quality Assurance system and quality studies to both academic and administrative staff and students.

● Controlling the systematic functioning and operability of the coordinatorships and commissions created to increase quality

● Consideration by the management of the Quality Coordinator's evaluations of the administrative staff, making the necessary improvements

● Involving internal and external stakeholders in the process/decision making mechanism

● Establishment of concentrated working teams to provide specialization in Quality and Accreditation units

● Consideration of Accreditation studies as an “external evaluation” process by the Dean's Office.

● Believing that the accreditation process will be successful

● Trying to implement the PCDA cycle in all its operations.

● Regularly applying and evaluating the questionnaires for academic and administrative staff, making necessary improvements

● Regular application, monitoring, evaluation of the questionnaires designed to provide feedback on the services provided to students and carrying out improvement activities in the areas deemed necessary.

● Focus group discussions with academic staff and students

● Linking all studies to the system to establish a culture of quality

1.2 Developmental Aspects of the Institution

· Responding to financial problems that may be encountered during the accreditation process

· Acknowledgment of the increasing written workload on the establishment of a quality culture by academic staff.

2. EDUCATION AND TEACHING

2.1. Strengths of the Institution

● Updating the course contents of Arabic, English and Turkish programs according to requests and conditions.

● Determination of the Education Coordinatorship and holding information and evaluation meetings with these coordinators in order to ensure that the design, evaluation and updating of the programs are carried out effectively with internal stakeholders.

● Updating the objectives, learning outcomes and qualifications of the programs according to TYYÇ and transferring the updates to EBS to be shared with internal and external stakeholders,

● Collaborating closely with alumni in various fields,

● Keeping up with the digital accountability of the academic staff, recording the activities

● Continuous improvement of counseling services provided to students

● Organizing meetings to receive the opinions and wishes of the Counseling Units

● Providing concrete opportunities for students to receive their opinions through questionnaires and to write their wishes and wishes in the complaint boxes.

● Collaboration with alumni

● Submitting the list of needs, such as tactile floors and Braille signs for students with Special Needs, to the necessary authorities

2.2 Aspects of the Institution Open to Improvement

● Meeting the demands of students with special needs

●Applying advisor evaluation questionnaires in order to carry out the PDCA cycle in counseling and guidance activities offered to students.

3. 3. RESEARCH AND DEVELOPMENT

3.1 Strengths of the Institution

● Being a Research University faculty

● Carrying out activities according to the research policy

● Establishment of R&D coordinator for systematization of research and development activities

● Conducting research and development studies among the academic promotion criteria

● Willingness of academic staff to make projects

● Monitoring the performance of academic staff and making improvements

● Communication of academic staff's expectations and complaints through feedback

● Monitoring of R&D studies through AVESIS, BAPSIS, DAPSIS

● Having rare master's programs such as the Spiritual Counseling Program with Thesis

3.2. Open to Improvement

● Increasing communication between coordinatorships for Research and Development

● Increasing research resources within and outside the university

● R&D studies can create their own unique system covering the field of Theology.

● Increasing the quality of postgraduate academic activities

● Increasing academic activities for disadvantaged groups

4. SOCIAL CONTRIBUTION

4.1. Strengths of the Institution

● Creating a Social Contribution policy

● Establishment of the Social Contribution Coordinator

● Raising awareness among students and academic staff towards Social Contribution

● Carrying out club activities for Social Contribution

● Organizing symposiums, workshops, seminars for Social Contribution

● Call for regulation of elective course curricula for Social Contribution

● Monitoring of Social Contribution activities through AVESİS

● Questionnaires and focus group discussions with academic staff and students

4.2. Aspects of the Institution Open to Improvement

· Increasing academic staff's interest in Social Contribution

· Elimination of financial difficulties encountered in activities intended to be prepared for Social Contribution

· Dealing with disadvantaged groups in a way that covers local/regional/national areas

5. MANAGEMENT SYSTEM

5.1 Strengths of the Institution

· Creation of strategic goals and objectives realistically

· Policies taking into account periodic needs

· Having a prudent administrative staff and management

· Supporting governance

· Regular operation of an information system integrated with the university

· Realization of all kinds of public information via the internet address or social media accounts with the understanding of transparency.

· Ensuring information security

5.2 Aspects of the Institution Open to Improvement

· Increasing funds and resources for physical and human needs

· Increasing technological possibilities

APPENDICES

DERS KAZANIMI MATRİSLERİ

İstanbul Üniversitesi İlahiyat Fakültesi'nde 2022-2023 Eğitim ve Öğretim Yılı'nın bahar döneminde verilecek derslerin ders kazanımı matrislerine aşağıdaki link aracılığıyla ulaşabilirsiniz.

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Tarih: 13.01.2023 20:53

İÜ İLAHİYAT FAKÜLTESİ 2019-2023 STRATEJİK PLANI

Amaç 1 - Beşeri, Sosyo-Teknik ve Fiziki Sermaye Potansiyelinin Sürekli Geliştirilmesi

HEDEF 1.4: Kurumsal İletişim Kabiliyetlerinin Arttırılması

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 1.4.5: Kültür - Sanat Etkinliklerinin Sayısı	Yıllık	30	30	154	153	75	47	81	75	30	89	75	64	78	75	0	0

Amaç 2 - Öğrenci Merkezli Modelle Eğitim - Öğretim Faaliyetlerinin Uluslararası Standartlara Taşınması

HEDEF 2.1: Müfredatların Diploma Programı Bilgi, Beceri ve Yetkinliklerine Uygun Olarak Ulusal ve Uluslararası Standartlara Göre Düzenli Olarak Geliştirilmesi ve Yenilenmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 2.1.1: Ulusal ve Uluslararası Alanda Akredite ve Yeniden Akredite Olan Program Sayısı	Kümülatif	0	0	0	0	0	1	1	0	1	3	0	0	0	4	0	0
PG 2.1.2: İç ve Dış Paydaşların Katkılarıyla Oluşturulan Program Müfredat Sayısı	Kümülatif	0	0	0	0	0	1	1	0	1	3	0	0	3	4	0	0
PG 2.1.3: Yandal ve Çift Anadal Yapan Öğrenci Sayısı	Kümülatif	50	50	40	40	50	0	0	50	18	19	50	17	22	50	0	0
PG 2.1.4: Lisans ve Lisansüstünde Çok Disiplinli Program Sayısı	Kümülatif	3	3	3	3	4	0	3	4	0	3	5	0	4	5	0	0

HEDEF 2.2: Eğitim ve Öğretimde Uluslararasılaşmanın Yaygın ve Etkin Kılınması

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 2.2.1: Yabancı Dil Program Sayısı	Kümülatif	4	4	4	4	5	0	0	5	2	4	6	0	3	6	0	0
PG 2.2.2: Uluslararası Ortak ve Çift Diploma Program Sayısı	Kümülatif	0	1	0	0	1	0	0	2	0	0	2	0	0	3	0	0
PG 2.2.3: Yabancı Uyruklu Öğretim Üyesi Sayısı	Kümülatif	3	5	3	3	5	0	3	7	14	26	7	0	9	9	0	0
PG 2.2.4: Uluslararası Akademik Faaliyet Sayısı	Yıllık	5	5	0	15	5	0	0	5	0	0	5	0	36	5	0	0

HEDEF 2.3: Eğitim ve Öğretim Altyapılarının Geliştirilmesi ve İzlenme Süreçlerinin Oluşturulması

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 2.3.2: Laboratuvar Başına Düşen Öğrenci Sayısı	Oran	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PG 2.3.3: Akıllı Sınıf Sayısı	Kümülatif	23	23	23	23	23	23	23	23	23	46	23	0	23	23	0	0

HEDEF 2.4: Öğrenci Merkezli Eğitim - Araştırma Modellerinin Oluşturulması ve Desteklenmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 2.4.1: İç ve Dış Kaynaklı Projelerde Yer Alan Öğrenci Sayısı	Kümülatif	0	5	8	9	5	0	0	10	0	6	10	0	0	10	0	0
PG 2.4.2: Öğrenci Tarafından Yapılan Patent, Yayın, Proje ve Ürün Sayısı	Yıllık	3	3	3	6	3	3	3	3	0	1	3	0	0	3	0	0
PG 2.4.3: Öğrenciler Tarafından Düzenlenen Bilimsel Toplantı Sayısı	Yıllık	3	3	2	1	3	0	0	3	0	0	3	1	3	3	0	0

HEDEF 2.5: Eğitim Öğretimi Destekleyecek ve Öğrencilerin Kişisel Gelişimine Katkıda Bulunacak Sosyal, Kültürel, Mesleki Faaliyetlerin Desteklenmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 2.5.1: Staj Yapan Öğrenci Sayısı	Yıllık	0	0	381	381	0	5	5	0	0	50	0	2	269	0	0	0
PG 2.5.2: Kampüslerde Düzenlenen Sosyal ve Kültürel Etkinlik Sayısı	Yıllık	20	20	36	33	20	3	23	20	0	17	20	14	14	20	0	0
PG 2.5.3: Öğrencilere Yönelik Sertifikalı Etkinlik Sayısı	Yıllık	2	2	0	0	2	0	0	2	0	0	2	0	5	2	0	0

Amaç 3 - Araştırma Altyapısının ve Nitelikli Bilimsel Çalışmaların Uluslararası Rekabet Edebilir Düzeye Çıkartılması ve Sürdürülebilirliğinin Sağlanması

HEDEF 3.1: Araştırma Altyapısının Geliştirilmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 3.1.2: Araştırma Laboratuvarı Sayısı	Kümülatif	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PG 3.1.3: Araştırma Altyapısının Geliştirilmesine Yönelik Dış Destek Bütçesi	Yıllık	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
PG 3.1.4: Yardımcı İnsan Kaynakları (Uzman, Teknik Personel, Doktora Sonrası Araştırmacı vb) Sayısı	Kümülatif	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0

HEDEF 3.2: Yaygın Etkisi, Yüksek Çıktıları Olan Bilimsel Araştırmaları Arttırmak

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 3.2.1: SCI-E, SSCI ve AHCI Endeksli Dergilerde Yıllık Makale ve Derleme Sayısı	Yıllık	1	1	5	2	1	1	3	2	6	12	2	0	1	2	0	0
PG 3.2.2: Uluslararası İşbirliğiyle Yapılan SCI-E, SSCI ve AHCI Endeksli Dergilerde Yıllık Makale ve Derleme Sayısı	Yıllık	0	1	2	5	1	0	0	2	0	0	2	0	0	2	0	0
PG 3.2.3: Alanında Q1 (Journal Citation Reports) Etki Faktörlü Dergilerde Çıkan Yayın Sayısı	Yıllık	0	0	4	0	0	1	0	0	0	0	0	0	0	0	0	0
PG 3.2.4: Ulusal ve Uluslararası Bilimsel Ödül Sayısı	Yıllık	1	0	2	0	1	0	0	0	0	2	1	0	2	1	0	0

HEDEF 3.3: Ulusal ve Uluslararası İşbirliğiyle Yapılan, Yaygın Etkisi Yüksek Olan Lisansüstü Tezlerin Arttırılması

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 3.3.3: Lisansüstü Tezlerden Üretilmiş SCI-E,SSCI ve AHCI Endeksli Yayın Sayısı	Yıllık	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0

HEDEF 3.4: Bilgi ve Teknoloji Transferi Amacıyla Kendi Alanında Seçkin Üniversite, Enstitü ve Araştırma Merkezleri İle Ortak Çalışmaların Yürütülmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 3.4.1: Araştırma Amaçlı Yapılan İkili Anlaşmaların Sayısı	Kümülatif	2	3	0	0	4	0	0	4	0	1	4	0	0	4	0	0
PG 3.4.2: Alanında Seçkin Araştırmacıların Üniversitemizi Araştırma, Eğitim, Konferans ve Danışmanlık Amacıyla Ziyaret Sayısı	Yıllık	10	20	10	6	25	1	0	30	0	0	35	0	50	40	0	0

PG 3.4.3: Araştırmacılarımızın Alanında Seçkin Araştırma Merkezlerine Araştırma, Eğitim ve Konferans Amacıyla Yaptığı Ziyaret Sayısı	Yıllık	5	5	6	2	6	2	3	6	0	0	6	0	17	7	0	0
PG 3.4.4: İş birliği Sonucu İlgili Araştırma Merkezleriyle Üretilen Ortak Makale Sayısı	Yıllık	0	2	1	0	2	0	0	4	0	0	4	0	0	4	0	0
PG 3.4.5: İlgili Araştırma Merkezleriyle İş Birliği Sonucu Üniversitemizde Geliştirilen Ürün (Kurulan Yeni Laboratuvarlar, Araştırma Ortamları, Patent, Ticari Ürün vb.) Sayısı	Yıllık	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Amaç 4 - Sivil Toplum İle İşbirliğinin Arttırılarak Akademik Çıktıların Toplumsal Hizmetle Bütünleştirilmesi

HEDEF 4.1: Üniversite-STK Arasındaki Kurumsal İlişkilerin Geliştirilmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 4.1.1: Üniversite - STK İşbirliğiyle Yapılan Proje Sayısı	Yıllık	3	4	6	2	4	5	10	5	0	2	5	0	9	6	0	0
PG 4.1.2: Üniversite - STK İşbirliğiyle Düzenlenen Bilimsel Faaliyet Sayısı	Yıllık	3	4	11	6	4	5	0	4	0	0	5	0	2	5	0	0
PG 4.1.3: Üniversite - STK Arasında İmzalanan Protokol Sayısı	Yıllık	0	3	0	0	3	0	1	5	0	0	5	0	1	5	0	0
PG 4.1.4: Sivil Toplum Alanında Yapılan Yayın (kitap, süreli yayın, tez,..vb.) Sayısı	Yıllık	6	6	8	5	6	2	0	6	0	0	6	0	23	6	0	0

HEDEF 4.2: Dezavantajlı Gruplara Yönelik Sosyal Sorumluluk Projelerinin Arttırılması

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 4.2.1: Dezavantajlı Gruplara Yönelik Sosyal Sorumluluk Projelerinin Sayısı	Yıllık	0	1	0	1	1	0	0	1	0	0	1	0	1	1	0	0
PG 4.2.2: Dezavantajlı Gruplara Yönelik Yapılan Bilimsel Etkinlik (Konferans, Sempozyum, Çalıştay vb) Sayısı	Yıllık	10	10	4	0	10	0	0	10	0	0	10	0	3	10	0	0
PG 4.2.3:Dezavantajlı Gruplara Yönelik Yapılan Bilimsel Yayın (Kitap, Tez, Makale vb) Sayısı	Yıllık	0	2	5	0	2	0	0	2	0	0	2	0	3	2	0	0
PG 4.2.4: Sosyal Sorumluluk Projelerine Katılan Öğrenci Sayısı	Yıllık	0	50	25	0	75	0	0	75	0	0	75	0	15	75	0	0
PG 4.2.5: Sosyal Sorumluluk Projelerine Katılan Öğretim Elemanı Sayısı	Yıllık	0	5	1	0	5	0	0	5	0	0	5	0	5	5	0	0

HEDEF 4.4: Çevre Yönetimi Sistemi Çalışmalarının İyileştirilmesi

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 4.4.3: Çevre Kirliliğinin Takibi ve Kontrolü Konusunda Yapılan Çalışma Sayısı	Yıllık	0	1	1	1	1	0	0	1	0	0	1	0	0	1	0	0
PG 4.4.4: Çevre Bilincini Geliştirmeye Yönelik Gerçekleştirilen Etkinlik Sayısı	Yıllık	0	1	3	0	1	0	0	1	0	0	1	0	0	1	0	0

Amaç 5 - Ekonomik ve Sosyal Değerlere Dönüşen Girişimcilik ve Yenilikçilik Faaliyet ve Projelerinin Arttırılması

HEDEF 5.2: Bölgesel, Ulusal ve Uluslararası Düzeyde Katma Değer Sağlayacak Üniversite-Sanayi İşbirliklerini Arttırmak

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 5.2.1: Üniversite-Sanayi İşbirliği Kapsamında Yapılan Bölgesel, Ulusal ve Uluslararası Proje Sayısı	Kümülatif	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0
PG 5.2.4: Üniversite-Sanayi İşbirliği Kapsamında Yapılan Proje Sonucu Ticarileşen Ürün Sayısı	Yıllık	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PG 5.2.5: Üniversite-Sanayi İşbirliğiyle Yürütülen Lisansüstü Tez Sayısı	Kümülatif	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

HEDEF 5.4: Üniversite Genelinde Girişimcilik ve Yenilikçilik Kültürünün Geliştirilmesi Doğrultusunda Faaliyetlerin Arttırılması

İlahiyat Fakültesi		2018	2019			2020			2021			2022			2023		
Performans Göstergesi	PG Tipi	MD	H	1	2	H	1	2	H	1	2	H	1	2	H	1	2
PG 5.4.1: Patent, Tasarım, Faydalı Model Geliştirme Sürecine Dahil Olan Öğretim Elemanı Sayısı	Kümülatif	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PG 5.4.2: Girişimcilik, Uygulamalı Girişimcilik, Teknoloji Yönetimi, İnovasyon Yönetimi Derslerinin Sayısı	Kümülatif	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
PG 5.4.3: Girişimcilik, Uygulamalı Girişimcilik, Teknoloji Yönetimi, İnovasyon Yönetimi Derslerine Katıan Öğrenci Sayısı	Yıllık	0	0	212	0	0	0	0	0	0	0	0	0	0	0	0	0

İÜ İLAHİYAT FAKÜLTESİ YURTİÇİ VE YURTDIŞI SEMPOZYUM VE KONFERANS HARCAMALARI

YURTDIŞI HARCAMALARI

YIL	Kişi Sayısı	Toplam Tutar	Sempozyum	Kongre	Konferans	Toplantı
2020						
2021						
2022	2	23.004,27		2		
GENEL TOPLAM	**2**	**23.004,27**		**2**		

YURTİÇİ HARCAMALARI

YIL	Kişi Sayısı	Toplam Tutar	Sempozyum	Kongre	Konferans	Toplantı
2020	3	1.478,89				3
2021	2	783,85				2
2022	12	3.738,00	11	1		
GENEL TOPLAM	**17**	**6.000,74**	**11**	**1**		**5**

TÜBİTAK VE BAP PROJELERİ HARCAMALARI

BAP			TÜBİTAK	
Yıl	Kişi Sayısı	Tutarı	Kişi Sayısı	Tutarı
2020	2	23.124,00		
2021	1	43.000,00		
2022	0	0,00	2	354.254,00
GENEL TOPLAM	**3**	**66.124,00**	**2**	**354.254,00**

VAKIF VE BELEDİYELERDEN GELEN BÜTÇE DESTEKLERİ

VAKIFLARDAN GELEN BÜTÇE DESTEKLERİ		
2020 YILI FAKÜLTE DESTEK HARCAMALARI		
FAKÜLTE ÖĞRENCİLERİNE DESTEK EĞİTİMİ	25 EĞİTMEN	₺55.865
EĞİTİM VE İHTİYAÇ BURSU	153 ÖĞRENCİ	₺306.000
KİTAP VE YAYIN DESTEĞİ		₺97.495
TOPLANTI SEMPOZUYUM AĞIRLAMA GİDERİ		₺10.000
GENEL TOPLAM	**178**	**₺469.360**
2021 YILI FAKÜLTE DESTEK HARCAMALARI		
FAKÜLTE ÖĞRENCİLERİNE DESTEK EĞİTİMİ	57 EĞİTMEN	₺155.000
EĞİTİM VE İHTİYAÇ BURSU	110 ÖĞRENCİ	₺440.000
KİTAP VE YAYIN DESTEĞİ		₺25.000
STREAMYARD UZAKTAN ERİŞİM PROGRAMI		₺2.360
ARAPÇA ACIKLAMA CEVIRI GİDERİ		₺4.050
MUTFAK AKADEMISI GIDA ÇAY KAZANI MALZ.		₺6.060
GENEL TOPLAM	**167**	**₺632.470**
2022 YILI FAKÜLTE DESTEK HARCAMALARI		
FAKÜLTE ÖĞRENCİLERİNE DESTEK EĞİTİMİ	35 EĞİTMEN	₺170.000
EĞİTİM VE İHTİYAÇ BURSU	155ÖĞRENCİ	₺772.500
FAKÜLTE İFTARI		₺33.120
TOPLANTI SEMPOZUYUM AĞIRLAMA GİDERİ		₺10.000
ÜRDÜN Y.DIŞI EĞİTİM DESTEĞİ		₺64.850
MEZUNLARA PLAKET HEDİYESİ		₺24.500
MEZUNLARA KAHVALTI		₺5.400
BAŞARILI ÖĞRENCİLERE HEDİYE		₺4.800
BAŞARILI 1 ÖĞRENCİYE BOSNA GEZİ DESTEĞİ		₺3.200
MUTFAK AKADEMISI GIDA ÇAY KAZANI MALZ.		₺1.758
KİTAP VE YAYIN DESTEĞİ		₺5.000
TOPLANTI SEMPOZUYUM AĞIRLAMA GİDERİ		₺10.000
GENEL TOPLAM	**190**	**₺1.105.128**

BELEDİYELERDEN GELEN BÜTÇE DESTEKLERİ		
2022 YILI FAKÜLTE DESTEK GİDERLERİ		
HARCAMA TİPİ	**SAYI**	**TUTARI**
SEMPOZYUM	2	230.000
GENEL TOPLAM	**2**	**₺230.000**

Tarih ve Sayı: 30.06.2022-1009845

T.C.
İSTANBUL ÜNİVERSİTESİ
İlahiyat Fakültesi Dekanlığı

Sayı :E-51743574-841.01.01-1009845
Konu :2023-2025 Dönemi Bütçe Hazırlık Çalışmaları

İSTANBUL ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Strateji Geliştirme Daire Başkanlığı)

İlgi : 24.06.2022 tarihli, 995745 sayılı yazı

Fakültemize ait2023-2025 dönemi bütçe teklifi hazırlanarak ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Doç. Dr. Ümit HOROZCU
Dekan V.

Ek:2023-2025 dönemi bütçe çalışması elden teslim edilmiştir.

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSUS9CMH6Z Pin Kodu :55682 Belge Takip Adresi : https://www.turkiye.gov.tr/istanbul-universitesi-ebys
İskender Paşa Mah. Horhor Cad. Kavalalı Sok. No:1 A Blok -B Blok -Dekanlık Binası Fatih/İstanbul
Tel : 0212 532 60 20 -11-15-64 Faks : 0212 532 6207
e-posta : iubilgi@istanbul.edu.tr Elektronik Ağ : www.istanbul.edu.tr
Kep Adresi: istanbuluniversitesi@hs01.kep.tr
Bilgi için : Adem YILMAZ
Dahili : 26741

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Tarih ve Sayı: 24.06.2022-995745

T.C.
İSTANBUL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Strateji Geliştirme Daire Başkanlığı

Sayı :E-45869894-841.01.01-995745
Konu :2023-2025 Dönemi Bütçe Hazırlık Çalışmaları

DAĞITIM YERLERİNE

Cumhurbaşkanlığı Strateji ve Bütçe Başkanlığı tarafından "2023-2025 Dönemi Bütçe Hazırlık Çalışmalarına İlişkin Duyuru" www.sbb.gov.tr adresinde yayımlanmış olup bütçe hazırlık süreci başlamıştır.

Bu kapsamda; Orta vadeli programın idarelerin ihtiyaçlarını dikkate almak suretiyle hazırlanması ve bütçe sürecinde etkinliğin sağlanması amacıyla, harcama birimleri tarafından ödenek tekliflerinin söz konusu duyuru doğrultusunda hazırlanarak **30.06.2022** tarihi mesai bitimine kadar bir nüsha olarak Başkanlığımıza teslim edilmesi gerekmektedir. Bu tarihten sonra yapılacak bütçe teklifleri değerlendirmeye alınmayacak olup kadrolar ile kapalı alanlar Başkanlığımız tarafından sisteme girilecek olup 2022 yıl sonu harcama tahminleri ise biriminiz tarafından sisteme girilecektir.

Bilgilerinizi ve gereğini arz ederim.

Abdullah ATEŞ
Daire Başkanı

DAĞITIM
Açık ve Uzaktan Eğitim Fakültesi Dekanlığı
Diş Hekimliği Fakültesi Dekanlığı
Eczacılık Fakültesi Dekanlığı
Edebiyat Fakültesi Dekanlığı
Fen Fakültesi Dekanlığı
Hemşirelik Fakültesi Dekanlığı
Hukuk Fakültesi Dekanlığı
İktisat Fakültesi Dekanlığı
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Siyasal Bilgiler Fakültesi Dekanlığı
Su Bilimleri Fakültesi Dekanlığı
Ulaştırma ve Lojistik Fakültesi Dekanlığı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSRSV7RKYZ Pin Kodu :91223 Belge Takip Adresi : https://www.turkiye.gov.tr/istanbul-universitesi-ebys
Süleymaniye Mah. Süleymaniye Caddesi No:25 34116 Fatih/İSTANBUL
Tel : (0212) 440 00 00-10122 Faks : (0212) 440 20 16
e-posta : sgdb@istanbul.edu.tr Elektronik Ağ : www.istanbul.edu.tr
Kep Adresi: istanbuluniversitesi@hs01.kep.tr
Bilgi için : Erdin Onur ÇİÇEK
Dahili : 10792

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

ÖDENEK CETVELİ
(EKONOMİK SINIFLANDIRMA II. DÜZEY)

BÜTÇE YILI: 2023
İDARE ADI: İLAHİYAT FAKÜLTESİ

(TL)

Açıklama	2021		2022		2023	2024	2025
	Başlangıç Ödeneği	Harcama	Başlangıç Ödeneği	Haziran Sonu Harcama	Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
İLAHİYAT FAKÜLTESİ	**15.753.240**	**28.947.127**	**20.275.793**	**20.021.332**	**65.375.000**	**90.757.200**	**90.757.200**
62- YÜKSEKÖĞRETİM PROGRAMI	**15.753.240**	**28.947.127**	**20.275.793**	**20.021.332**	**65.375.000**	**90.757.200**	**90.757.200**
406-İSTANBUL ÜNİVERSİTESİ	15.753.240	28.947.127	20.275.793	20.021.332	65.375.000	90.757.200	90.757.200
F.02-Özel Bütçeli İdareler	13.947.794	27.284.288	18.486.877	19.512.130	61.936.000	86.703.200	86.703.200
E.01.01-MEMURLAR	8.186.826	21.755.114	11.771.887	15.713.688	49.001.000	68.600.000	68.600.000
E.01.02-SÖZLEŞMELİ PERSONEL	3.640.956	1.686.338	4.205.000	774.346	4.248.000	5.947.000	5.947.000
E.01.04-GEÇİCİ SÜRELİ ÇALIŞANLAR	6.934	25.244	29.000	27.556	86.000	120.000	120.000
E.02.01-MEMURLAR	955.022	2.928.516	1.163.000	2.142.994	6.630.000	9.281.000	9.281.000
E.02.02-SÖZLEŞMELİ PERSONEL	735.268	340.572	830.000	157.070	514.000	720.200	720.200
E.03.02-TÜKETİME YÖNELİK MAL VE MALZEME ALIMLARI	358.788	458.721	406.803	675.396	1.345.000	1.882.000	1.882.000
E.03.03-YOLLUKLAR	36.000	3.593	41.000	5.288	57.000	76.000	76.000
E.03.05-HİZMET ALIMLARI	19.000	63.771	21.000	3.634	5.000	7.000	7.000
E.03.07-MENKUL MAL,GAYRİMADDİ HAK ALIM, BAKIM VE ONARIM GİDERLERİ	6.000	22.419	16.187	12.156	50.000	70.000	70.000
E.03.08-GAYRİMENKUL MAL BAKIM VE ONARIM GİDERLERİ	3.000	0	3.000	0	0	0	0
F.13-Yükseköğretim Öz Gelirleri	1.805.446	1.662.839	1.788.916	509.202	3.439.000	4.054.000	4.054.000
E.01.01-MEMURLAR	1.656.381	1.576.537	1.689.916	373.752	3.319.000	3.886.000	3.886.000
E.03.02-TÜKETİME YÖNELİK MAL VE MALZEME ALIMLARI	29.065	0	32.000	92.450	100.000	140.000	140.000
E.03.03-YOLLUKLAR	23.000	0	26.000	0	0	0	0
E.03.07-MENKUL MAL,GAYRİMADDİ HAK ALIM, BAKIM VE ONARIM GİDERLERİ	61.000	71.316	0	43.000	20.000	28.000	28.000
E.03.08-GAYRİMENKUL MAL BAKIM VE ONARIM GİDERLERİ	36.000	14.986	41.000	0	0	0	0

Kurum/Birim	Alt Faaliyet Adı	Finansman	Ekonomik	Tertip	Kur Kod	Eko Kod	İşlemler	2021	2022	2023
								(15.753.240)	(16.910.668)	(17.951.268)
-> YÜKSEKÖ								15.753.240,00	16.910.668,00	17.951.268,00
-> YÜKSEKÖ								15.753.240,00	16.910.668,00	17.951.268,00
-> YÜKSEKÖ								13.947.794,00	14.978.085,00	15.901.322,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Temel Maaşlar	62.239.756.1710-0406.0041-02-01.01.10.01	406,0041	01.01.10.01		313.443,00	336.956,00	357.711,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Taban Aylığı	62.239.756.1710-0406.0041-02-01.01.10.02	406,0041	01.01.10.02		1.465.589,00	1.573.851,00	1.671.155,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Zamlar ve Tazminatlar	62.239.756.1710-0406.0041-02-01.01.20.01	406,0041	01.01.20.01		2.714.513,00	2.915.611,00	3.095.884,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Ödenekler	62.239.756.1710-0406.0041-02-01.01.30.01	406,0041	01.01.30.01		2.548.910,00	2.737.611,00	2.907.267,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Sosyal Haklar	62.239.756.1710-0406.0041-02-01.01.40.01	406,0041	01.01.40.01		67.951,00	72.657,00	76.946,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Ek Çalışma Karşılıkları	62.239.756.1710-0406.0041-02-01.01.50.01	406,0041	01.01.50.01		23.328,00	24.869,00	26.123,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Ek Ders Ücretleri	62.239.756.1710-0406.0041-02-01.01.50.03	406,0041	01.01.50.03		1.053.092,00	1.134.615,00	1.205.104,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yabancı Uyruklu Sözleşmeli Personelin Ücretleri	62.239.756.1710-0406.0041-02-01.02.10.04	406,0041	01.02.10.04		3.625.169,00	3.894.353,00	4.134.889,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yabancı Uyruklu Sözleşmeli Personelin Zam ve Tazmir	62.239.756.1710-0406.0041-02-01.02.20.04	406,0041	01.02.20.04		15.787,00	16.286,00	16.745,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yabancı Uyruklu Sözleşmeli Personelin Sosyal Hakları	62.239.756.1710-0406.0041-02-01.02.40.04	406,0041	01.02.40.04		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Ders Ücreti Karşılığında Görevlendirilenlerin Ücretleri	62.239.756.1710-0406.0041-02-01.04.10.05	406,0041	01.04.10.05		6.934,00	7.018,00	7.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Sosyal Güvenlik Primi Ödemeleri	62.239.756.1710-0406.0041-02-02.01.10.01	406,0041	02.01.10.01		542.060,00	581.710,00	617.400,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Sağlık Primi Ödemeleri	62.239.756.1710-0406.0041-02-02.01.10.02	406,0041	02.01.10.02		412.962,00	443.496,00	470.774,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Sosyal Güvenlik Primi Ödemeleri	62.239.756.1710-0406.0041-02-02.02.10.01	406,0041	02.02.10.01		494.275,00	530.528,00	564.188,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Sağlık Primi Ödemeleri	62.239.756.1710-0406.0041-02-02.02.10.02	406,0041	02.02.10.02		216.206,00	232.336,00	247.373,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	İşsizlik Sigortası Fonuna	62.239.756.1710-0406.0041-02-02.02.40.01	406,0041	02.02.40.01		24.787,00	26.977,00	28.941,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Kırtasiye Alımları	62.239.756.1710-0406.0041-02-03.02.10.01	406,0041	03.02.10.01		27.000,00	29.000,00	31.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Su Alımları	62.239.756.1710-0406.0041-02-03.02.20.01	406,0041	03.02.20.01		20.000,00	21.000,00	22.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Temizlik Malzemesi Alımları	62.239.756.1710-0406.0041-02-03.02.20.02	406,0041	03.02.20.02		5.000,00	5.000,00	5.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yakacak Alımları	62.239.756.1710-0406.0041-02-03.02.30.01	406,0041	03.02.30.01		87.000,00	93.000,00	98.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Elektrik Alımları	62.239.756.1710-0406.0041-02-03.02.30.03	406,0041	03.02.30.03		219.788,00	234.211,00	247.822,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Diğer Tüketim Mal ve Malzemesi Alımları	62.239.756.1710-0406.0041-02-03.02.90.90	406,0041	03.02.90.90		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yurtiçi Geçici Görev Yollukları	62.239.756.1710-0406.0041-02-03.03.10.01	406,0041	03.03.10.01		18.000,00	19.000,00	20.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yurtdışı Geçici Görev Yollukları	62.239.756.1710-0406.0041-02-03.03.10.03	406,0041	03.03.10.03		4.000,00	4.000,00	4.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yurtiçi Sürekli Görev Yollukları	62.239.756.1710-0406.0041-02-03.03.20.01	406,0041	03.03.20.01		14.000,00	15.000,00	16.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Diğer Yasal Giderler	62.239.756.1710-0406.0041-02-03.04.20.90	406,0041	03.04.20.90		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Posta ve Telgraf Giderleri	62.239.756.1710-0406.0041-02-03.05.20.01	406,0041	03.05.20.01		7.000,00	7.000,00	7.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Telefon Abonelik ve Kullanım Ücretleri	62.239.756.1710-0406.0041-02-03.05.20.02	406,0041	03.05.20.02		10.000,00	11.000,00	12.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Yolcu Taşıma Giderleri	62.239.756.1710-0406.0041-02-03.05.30.02	406,0041	03.05.30.02		2.000,00	2.000,00	2.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Büro ve İşyeri Mal ve Malzeme Alımları	62.239.756.1710-0406.0041-02-03.07.10.01	406,0041	03.07.10.01		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Büro ve İşyeri Makine ve Techizat Alımları	62.239.756.1710-0406.0041-02-03.07.10.02	406,0041	03.07.10.02		3.000,00	3.000,00	3.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Makine Teçhizat Bakım ve Onarım Giderleri	62.239.756.1710-0406.0041-02-03.07.30.02	406,0041	03.07.30.02		3.000,00	3.000,00	3.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Birinci Öğretim	Özel Bütçeli İdareler	Eğitim ve Öğretim Tesisi Bakım ve Onarımı Giderleri	62.239.756.1710-0406.0041-02-03.08.10.02	406,0041	03.08.10.02		635.288,00	675.545,00	715.689,00
-> YÜKSEKÖ								103.347,00	110.972,00	117.612,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Ek Çalışma Karşılıkları		62.239.759.1713-0406.0041-13-01.01.50.01	406,0041	01.01.50.01		382.876,00	405.573,00	429.077,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Ek Ders Ücretleri		62.239.759.1713-0406.0041-13-01.01.50.03	406,0041	01.01.50.03		11.065,00	12.000,00	13.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Kırtasiye Alımları		62.239.759.1713-0406.0041-13-03.02.10.01	406,0041	03.02.10.01		18.000,00	19.000,00	20.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Su Alımları		62.239.759.1713-0406.0041-13-03.02.20.01	406,0041	03.02.20.01		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Yakacak Alımları		62.239.759.1713-0406.0041-13-03.02.30.01	406,0041	03.02.30.01		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Elektrik Alımları		62.239.759.1713-0406.0041-13-03.02.30.03	406,0041	03.02.30.03		12.000,00	13.000,00	14.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Yurtiçi Geçici Görev Yollukları		62.239.759.1713-0406.0041-13-03.03.10.01	406,0041	03.03.10.01		11.000,00	12.000,00	13.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Yurtdışı Geçici Görev Yollukları		62.239.759.1713-0406.0041-13-03.03.10.03	406,0041	03.03.10.03		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Büro ve İşyeri Mal ve Malzeme Alımları		62.239.759.1713-0406.0041-13-03.07.10.01	406,0041	03.07.10.01		0,00	0,00	0,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Büro ve İşyeri Makine ve Techizat Alımları		62.239.759.1713-0406.0041-13-03.07.10.02	406,0041	03.07.10.02		61.000,00	65.000,00	69.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Makine Teçhizat Bakım ve Onarım Giderleri		62.239.759.1713-0406.0041-13-03.07.30.02	406,0041	03.07.30.02		36.000,00	38.000,00	40.000,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları İkinci Öğretim	Yükseköğretim Öz Gelirli Büro Bakım ve Onarımı Giderleri		62.239.759.1713-0406.0041-13-03.08.10.01	406,0041	03.08.10.01		1.170.158,00	1.257.038,00	1.334.257,00
-> YÜKSEKÖ								1.016.912,00	1.092.094,00	1.159.383,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Uzaktan Eğitim	Yükseköğretim Öz Gelirli Ek Çalışma Karşılıkları		62.239.763.1717-0406.0041-13-01.01.50.01	406,0041	01.01.50.01		153.246,00	164.944,00	174.874,00
İLAHİYAT FAKÜLTESİ	Yükseköğretim Kurumları Uzaktan Eğitim	Yükseköğretim Öz Gelirli Diğer Giderler		62.239.763.1717-0406.0041-13-01.01.90.01	406,0041	01.01.90.01				

BİRİMLERİN HİZMET MALİYETİNİN TESPİTİNE İLİŞKİN BİLGİ FORMU

BÜTÇE YILI : 2021
KURUM ADI : İSTANBUL ÜNİVERSİTESİ
BİRİM ADI : İLAHİYAT FAKÜLTESİ

AÇIKLAMA	2019 YIL SONU GERÇEKLEŞME	2020 HAZİRAN GERÇEKLEŞME	2021 TEKLİF	2022 TEKLİF	2023 TEKLİF
I. PERSONEL					
1. Kadrolu personel sayısı					
2. Sözleşmeli personel sayısı					
3. Geçici işçi sayısı (Adam/Ay-Kişi)					
4. Sürekli İşçi sayısı					
II. YOLLUKLAR	**128**	**20**	**345**	**345**	**345**
1. Yurtiçi geçici görevlendirme sayısı	40	9	60	60	60
2. Yurtiçi geçici görev süresi (gün)	80	10	120	120	120
3. Yurtiçi sürekli görev yolluğu alan personel sayısı	3	1	5	5	5
4. Yurtdışı geçici görevlendirme sayısı	1		20	20	20
5. Yurtdışı geçici görev süresi (gün)	4		140	140	140
6. Yurtdışı sürekli görev yolluğu alan personel sayısı					
7. Yolluk karşılığı tazminat alan personel sayısı					
8. Ticari taşıtlardan yararlanan personel sayısı					
III. HİZMET ALIMLARI VE BAKIM ONARIM GİDERLERİ	**5**	**5**	**5**	**5**	**5**
1. Hizmet binalarının toplam kapalı mekan (m2)					
2. Kiralanan bina sayısı					
3. Kiralanan bina kullanım alanı (m2)					
4. Kiralanan binaların yıllık kira bedelleri					
5. Kiralanan taşıt sayısı					
6. Kiralanan taşıtların yıllık kira bedelleri					
7. Onarım ihtiyacı olan taşıt sayısı					
8. Sözleşme ile bakım onarımı yaptırılan makine,techizat sayısı					
9. Sözleşme ile bakım onarımı yaptırılan makine ve techizata ilişkin sözleşme bedelleri					
10. Telefon hattı sayısı	4	4	4	4	4
11. Faks Sayısı	1	1	1	1	1
12. Cep telefonu hattı sayısı					
13. Geçici süreli çalışan sayısı					
14. Lisan ve diğer kurslardan yararlanan personel sayısı					

AÇIKLAMA	2019 YIL SONU GERÇEKLEŞME	2020 HAZİRAN GERÇEKLEŞME	2021 TEKLİF	2022 TEKLİF	2023 TEKLİF
IV. TÜKETİME YÖNELİK MAL VE MALZEME ALIMLARI	**27.805.547**	**15.369.984**	**30.721.584**	**30.721.584**	**30.721.584**
1. Yıllık su sarfiyatı (m3)	2.590	1.172	5.180	5.180	5.180
2. Yıllık enerji sarfiyatı	27.802.952	15.368.807	30.716.398	30.716.398	30.716.398
i. Kömür (ton)					
ii. Odun (ton)					
iii. Odun ve kömürle ısıtılan alan					
iv Fuel-oil (ısınma amaçlı) (litre)					
v. Fuel-oil ısıtılan alan (m2)					
vi. Doğal gaz (M3)	38.840	21.380	54.376	54.376	54.376
vii. Doğal gazla ısıtılan alan (m2)	15.416	15.416	15.416	15.416	15.416
viii. Elektirik (Kwh)	27.731.280	15.314.595	30.629.190	30.629.190	30.629.190
ix. Elektirik kullanılan alan	15.416	15.416	15.416	15.416	15.416
x.Taşıt türüne göre akaryakıt tüketimi					
Toplam (Taşıt Sayısı)	0	0	0	0	0
Benzinli taşıt sayısı					
Dizel taşıt sayısı					
Diğer taşıt sayısı					
Toplam (Akaryakıt Tüketimi-Litre)	2.000	2.000	2.000	2.000	2.000
Benzin(litre)					
Motorin(litre)	2.000	2.000	2.000	2.000	2.000
Diğer(litre)					
3. Özel nitelikte giyecek yardımı alan personel sayısı					
4. Giyecek yardımı alan personel sayısı	5	5	6	6	6
V. MAMUL MAL ALIMLARI	**577**	**541**	**577**	**588**	**588**
1. Bilgisayar (PC) sayısı	398	357	385	395	395
Masaüstü bilgisayar sayısı	267	222	245	250	250
Taşınabilir bilgisayar sayısı	131	135	140	145	145
2. Yazıcı sayısı	129	135	140	140	140
3. Fotokopi makinesi sayısı	12	11	13	14	14
4. Yangın söndürme cihazı sayısı	31	31	31	31	31
5. Klima Sayısı	7	7	8	8	8
6. Diğer büro makineleri ile büro malzemeleri cins ve adet itibariyle bu formdaki düzenlemeye uygun olarak bir liste halinde ayrıca bildirilecektir.					
VI. BİRİME İLİŞKİN ÖZELLİK ARZEDEN DİĞER BİLGİLER					

Tarih ve Sayı: 21.06.2021-249846

T.C.
İSTANBUL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Strateji Geliştirme Daire Başkanlığı

Sayı :E-45869894-841.01.01-249846
Konu :2022-2024 Dönemi Bütçe Hazırlık Çalışmaları

DAĞITIM YERLERİNE

Cumhurbaşkanlığı Strateji ve Bütçe Başkanlığı tarafından "2022-2024 Dönemi Bütçe Hazırlık Çalışmalarının Başlatılması İlişkin Duyuru" www.sbb.gov.tr adresinde yayımlanmış olup bütçe hazırlık süreci başlamıştır.

Bu kapsamda; Orta vadeli program ve orta vadeli mali planın idarelerin ihtiyaçlarını dikkate almak suretiyle hazırlanması ve bütçe sürecinde etkinliğin sağlanması amacıyla, harcama birimleri tarafından ödenek tekliflerinin söz konusu duyuru doğrultusunda hazırlanarak **01.07.2021** tarihi mesai bitimine kadar bir nüsha olarak Başkanlığımıza teslim edilmesi gerekmektedir. Bu tarihten sonra yapılacak bütçe teklifleri değerlendirmeye alınmayacak olup kadrolar ile kapalı alanlar Başkanlığımız tarafından sisteme girilecek olup yıl sonu harcama tahminleri ise biriminiz tarafından sisteme girilecektir.

Bilgilerinizi ve gereğini arz ederim.

Abdullah ATEŞ
Daire Başkanı

DAĞITIM
Yapı İşleri ve Teknik Daire Başkanlığı
Sağlık Kültür ve Spor Daire Başkanlığı
Personel Daire Başkanlığı
Öğrenci İşleri Daire Başkanlığı
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Genel Sekreterlik
Devlet Konservatuvarı Müdürlüğü
Yabancı Diller Yüksekokulu Müdürlüğü
Hukuk Fakültesi Adalet Meslek Yüksekokulu Müdürlüğü
İşletme Fakültesi İşletme İktisadı Enstitüsü Müdürlüğü

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Belge Doğrulama Kodu :BSUMTYLSLZ Pin Kodu :74723 Belge Takip Adresi : https://www.turkiye.gov.tr/istanbul-universitesi-ebys

Süleymaniye Mah. Süleymaniye Caddesi No:25 34116 Fatih/İSTANBUL
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e-posta : sgdb@istanbul.edu.tr Elektronik Ağ : www.istanbul.edu.tr
Kep Adresi: istanbuluniversitesi@hs01.kep.tr
Bilgi için : Erdin Onur ÇİÇEK
Dahili : 10792

Tarih ve Sayı: 06.07.2021-269163

T.C.
İSTANBUL ÜNİVERSİTESİ
İlahiyat Fakültesi Dekanlığı

Sayı :E-51743574-841.01.01-269163
Konu :Bütçe

İSTANBUL ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Strateji Geliştirme Daire Başkanlığı)

İlgi : 21.06.2021 tarih ve 249846 sayılı yazınız.

Fakültemize ait 2022--2024 dönemi bütçe teklifi hazırlanarak ekte gönderilmiştir

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Ramazan MUSLU
Dekan

Ek:2022-2024 dönemi bütçe çalışma dosyası elden teslim edilmiştir.

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Belge Doğrulama Kodu :BSPM9B95P3 Pin Kodu :04642 Belge Takip Adresi : https://www.turkiye.gov.tr/istanbul-universitesi-ebys
İskender Paşa Mah. Horhor Cad. Kavalalı Sok. No:1 A Blok -B Blok -Dekanlık Binası Fatih/İstanbul
Tel : 0212 532 60 20 -11-15-64 Faks : 0212 532 6207
e-posta : iubilgi@istanbul.edu.tr Elektronik Ağ : www.istanbul.edu.tr
Kep Adresi: istanbuluniversitesi@hs01.kep.tr
Bilgi için : Adem YILMAZ
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ÖDENEK CETVELİ
(EKONOMİK SINIFLANDIRMA IV. DÜZEY)

BÜTÇE YILI: 2022
İDARE ADI: İLAHİYAT FAKÜLTESİ

(TL)

Açıklama	2020		2021		2022	2023	2024
	Başlangıç Ödeneği	Harcama	Başlangıç Ödeneği	Haziran Sonu Harcama	Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
İLAHİYAT FAKÜLTESİ	**12.924.000**	**0**	**15.753.240**	**13.884.739**	**16.910.668**	**17.951.268**	**17.951.268**
62- YÜKSEKÖĞRETİM PROGRAMI	**12.924.000**	**0**	**15.753.240**	**13.884.739**	**16.910.668**	**17.951.268**	**17.951.268**
239- ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM ALT PROGRAMI	**12.924.000**	**0**	**15.753.240**	**13.884.739**	**16.910.668**	**17.951.268**	**17.951.268**
Yükseköğretim Kurumları Birinci Öğretim	**10.781.000**	**0**	**13.947.794**	**13.645.938**	**14.978.085**	**15.901.322**	**15.901.322**
Yükseköğretim Kurumları Birinci Öğretim	**10.781.000**	**0**	**13.947.794**	**13.645.938**	**14.978.085**	**15.901.322**	**15.901.322**
406.41-İLAHİYAT FAKÜLTESİ	10.781.000	0	13.947.794	13.645.938	14.978.085	15.901.322	15.901.322
F.02-Özel Bütçeli İdareler	10.781.000	0	13.947.794	13.645.938	14.978.085	15.901.322	15.901.322
E.01.01.10.01-Temel Maaşlar	292.000	0	313.443	860.161	336.956	357.711	357.711
E.01.01.10.02-Taban Aylığı	1.364.000	0	1.465.582	2.669.536	1.573.851	1.671.155	1.671.155
E.01.01.20.01-Zamlar ve Tazminatlar	2.494.000	0	2.714.513	3.677.700	2.915.611	3.095.884	3.095.884
E.01.01.30.01-Ödenekler	2.257.000	0	2.548.910	2.688.213	2.737.611	2.907.267	2.907.267
E.01.01.40.01-Sosyal Haklar	62.000	0	67.051	224.667	72.657	76.946	76.946
E.01.01.50.01-Ek Çalışma Karşılıkları	20.000	0	23.328	93.803	24.869	26.123	26.123
E.01.01.50.03-Ek Ders Ücretleri	674.000	0	1.053.092	757.790	1.134.615	1.205.104	1.205.104
E.01.02.10.04-Yabancı Uyruklu Sözleşmeli Personelin Ücretleri	1.974.000	0	3.625.169	781.435	3.894.353	4.134.889	4.134.889
E.01.02.20.04-Yabancı Uyruklu Sözleşmeli Personelin Zam ve Tazminatları	6.000	0	15.787	0	16.286	16.745	16.745
E.01.02.40.04-Yabancı Uyruklu Sözleşmeli Personelin Sosyal Hakları	0	0	0	19.534	0	0	0
E.01.04.10.05-Ders Ücreti Karşılığında Görevlendirilenlerin Ücretleri	6.000	0	6.934	8.382	7.018	7.000	7.000
E.02.01.10.01-Sosyal Güvenlik Primi Ödemeleri	498.000	0	542.060	930.380	581.710	617.400	617.400
E.02.01.10.02-Sağlık Primi Ödemeleri	379.000	0	412.962	584.559	443.496	470.774	470.774
E.02.02.10.01-Sosyal Güvenlik Primi Ödemeleri	254.000	0	494.275	69.612	530.528	564.188	564.188
E.02.02.10.02-Sağlık Primi Ödemeleri	111.000	0	216.206	90.582	232.336	247.373	247.373
E.02.02.40.01-İşsizlik Sigortası Fonuna	13.000	0	24.787	1.090	26.977	28.941	28.941
E.03.02.10.01-Kırtasiye Alımları	25.000	0	27.000	0	29.000	31.000	31.000
E.03.02.20.01-Su Alımları	18.000	0	20.000	4.269	21.000	22.000	22.000
E.03.02.20.02-Temizlik Malzemesi Alımları	5.000	0	5.000	0	5.000	5.000	5.000
E.03.02.30.01-Yakacak Alımları	79.000	0	87.000	70.832	93.000	98.000	98.000
E.03.02.30.03-Elektrik Alımları	191.000	0	219.783	61.827	234.211	247.822	247.822
E.03.03.10.01-Yurtiçi Geçici Görev Yollukları	16.000	0	18.000	784	19.000	20.000	20.000
E.03.03.10.03-Yurtdışı Geçici Görev Yollukları	4.000	0	4.000	0	4.000	4.000	4.000
E.03.03.20.01-Yurtiçi Sürekli Görev Yollukları	13.000	0	14.000	0	15.000	16.000	16.000
E.03.05.10.90-Diğer Genel Hizmet Alımları	0	0	0	47.200	0	0	0
E.03.05.20.01-Posta ve Telgraf Giderleri	6.000	0	7.000	0	7.000	7.000	7.000
E.03.05.20.02-Telefon Abonelik ve Kullanım Ücretleri	9.000	0	10.000	51	11.000	12.000	12.000
E.03.05.30.02-Yolcu Taşıma Giderleri	2.000	0	2.000	0	2.000	2.000	2.000
E.03.07.10.02-Büro ve İşyeri Makine ve Techizat Alımları	3.000	0	3.000	0	3.000	3.000	3.000
E.03.07.30.02-Makine Techizat Bakım ve Onarım Giderleri	3.000	0	3.000	3.531	3.000	3.000	3.000
E.03.08.10.02-Eğitim ve Öğretim Tesisi Bakım ve Onarımı Giderleri	3.000	0	3.000	0	3.000	3.000	3.000
Yükseköğretim Kurumları İkinci Öğretim	**1.107.000**	**0**	**635.288**	**153.769**	**675.545**	**715.689**	**715.689**
Yükseköğretim Kurumları İkinci Öğretim	**1.107.000**	**0**	**635.288**	**153.769**	**675.545**	**715.689**	**715.689**
406.41-İLAHİYAT FAKÜLTESİ	1.107.000	0	635.288	153.769	675.545	715.689	715.689
F.13-Yükseköğretim Öz Gelirleri	1.107.000	0	635.288	153.769	675.545	715.689	715.689
E.01.01.50.01-Ek Çalışma Karşılıkları	90.000	0	103.347	0	110.972	117.612	117.612
E.01.01.50.03-Ek Ders Ücretleri	734.000	0	382.876	153.258	405.573	429.077	429.077
E.03.02.10.01-Kırtasiye Alımları	10.000	0	11.065	0	12.000	13.000	13.000
E.03.02.20.01-Su Alımları	16.000	0	18.000	0	19.000	20.000	20.000
E.03.02.30.03-Elektrik Alımları	147.000	0	0	0	0	0	0
E.03.03.10.01-Yurtiçi Geçici Görev Yollukları	11.000	0	12.000	0	13.000	14.000	14.000
E.03.03.10.03-Yurtdışı Geçici Görev Yollukları	10.000	0	11.000	0	12.000	13.000	13.000
E.03.07.30.02-Makine Techizat Bakım ve Onarım Giderleri	56.000	0	61.000	511	65.000	69.000	69.000
E.03.08.10.01-Büro Bakım ve Onarımı Giderleri	33.000	0	36.000	0	38.000	40.000	40.000
Yükseköğretim Kurumları Uzaktan Eğitim	**1.036.000**	**0**	**1.170.158**	**85.032**	**1.257.038**	**1.334.257**	**1.334.257**
Yükseköğretim Kurumları Uzaktan Eğitim	**1.036.000**	**0**	**1.170.158**	**85.032**	**1.257.038**	**1.334.257**	**1.334.257**
406.41-İLAHİYAT FAKÜLTESİ	1.036.000	0	1.170.158	85.032	1.257.038	1.334.257	1.334.257
F.13-Yükseköğretim Öz Gelirleri	1.036.000	0	1.170.158	85.032	1.257.038	1.334.257	1.334.257
E.01.01.50.01-Ek Çalışma Karşılıkları	886.000	0	1.016.912	60.910	1.092.094	1.159.383	1.159.383
E.01.01.50.03-Ek Ders Ücretleri	0	0	0	24.122	0	0	0
E.01.01.90.01-Diğer Giderler	150.000	0	153.246	0	164.944	174.874	174.874

ÖDENEK CETVELİ
(EKONOMİK SINIFLANDIRMA II. DÜZEY)

BÜTÇE YILI: 2022
İDARE ADI: İLAHİYAT FAKÜLTESİ

(TL)

Açıklama	2020		2021		2022	2023	2024
	Başlangıç Ödeneği	Harcama	Başlangıç Ödeneği	Haziran Sonu Harcama	Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
İLAHİYAT FAKÜLTESİ	**12.924.000**	**0**	**15.753.240**	**13.884.739**	**16.910.668**	**17.951.268**	**17.951.268**
62- YÜKSEKÖĞRETİM PROGRAMI	**12.924.000**	**0**	**15.753.240**	**13.884.739**	**16.910.668**	**17.951.268**	**17.951.268**
406.41-İLAHİYAT FAKÜLTESİ	12.924.000	0	15.753.240	13.884.739	16.910.668	17.951.268	17.951.268
F.02-Özel Bütçeli İdareler	10.781.000	0	13.947.794	13.645.938	14.978.085	15.901.322	15.901.322
E.01.01-MEMURLAR	7.163.000	0	8.186.826	10.971.870	8.796.170	9.340.190	9.340.190
E.01.02-SÖZLEŞMELİ PERSONEL	1.980.000	0	3.640.956	800.970	3.910.639	4.151.634	4.151.634
E.01.04-GEÇİCİ SÜRELİ ÇALIŞANLAR	6.000	0	6.934	8.382	7.018	7.000	7.000
E.02.01-MEMURLAR	877.000	0	955.022	1.514.939	1.025.206	1.088.174	1.088.174
E.02.02-SÖZLEŞMELİ PERSONEL	378.000	0	735.268	151.285	789.841	840.502	840.502
E.03.02-TÜKETİME YÖNELİK MAL VE MALZEME ALIMLARI	318.000	0	358.788	136.928	382.211	403.822	403.822
E.03.03-YOLLUKLAR	33.000	0	36.000	784	38.000	40.000	40.000
E.03.05-HİZMET ALIMLARI	17.000	0	19.000	47.251	20.000	21.000	21.000
E.03.07-MENKUL MAL,GAYRİMADDİ HAK ALİM, BAKIM VE ONARIM GİDERLERİ	6.000	0	6.000	3.531	6.000	6.000	6.000
E.03.08-GAYRİMENKUL MAL BAKIM VE ONARIM GİDERLERİ	3.000	0	3.000	0	3.000	3.000	3.000
F.13-Yükseköğretim Öz Gelirleri	2.143.000	0	1.805.446	238.801	1.932.583	2.049.946	2.049.946
E.01.01-MEMURLAR	1.860.000	0	1.656.381	238.290	1.773.583	1.880.946	1.880.946
E.03.02-TÜKETİME YÖNELİK MAL VE MALZEME ALIMLARI	173.000	0	29.065	0	31.000	33.000	33.000
E.03.03-YOLLUKLAR	21.000	0	23.000	0	25.000	27.000	27.000
E.03.07-MENKUL MAL,GAYRİMADDİ HAK ALİM, BAKIM VE ONARIM GİDERLERİ	56.000	0	61.000	511	65.000	69.000	69.000
E.03.08-GAYRİMENKUL MAL BAKIM VE ONARIM GİDERLERİ	33.000	0	36.000	0	38.000	40.000	40.000

Tavan Kontrol Raporu

Yıl: 2022
Aşama Birim Teklifi
Kurum: İSTANBUL ÜNİVERSİTESİ

Birim/Ekonomik Kod	Tavan			Ödenek			Fark		
	Teklif	Tahmin 1	Tahmin 2	Teklif	Tahmin 1	Tahmin 2	Teklif	Tahmin 1	Tahmin 2
İSTANBUL ÜNİVERSİTESİ	**16.910.668**	**17.951.268**	**17.951.268**	**16.910.668**	**17.951.268**	**17.951.268**	**0**	**0**	**0**
İLAHİYAT FAKÜLTESİ	**16.910.668**	**17.951.268**	**17.951.268**	**16.910.668**	**17.951.268**	**17.951.268**	**0**	**0**	**0**
PERSONEL GİDERLERİ	14.487.410	15.379.770	15.379.770	14.487.410	15.379.770	15.379.770	0	0	0
SOSYAL GÜVENLİK KURUMLARINA DEVLET PRİMİ GİDERLERİ	1.815.047	1.928.676	1.928.676	1.815.047	1.928.676	1.928.676	0	0	0
MAL VE HİZMET ALIM GİDERLERİ	608.211	642.822	642.822	608.211	642.822	642.822	0	0	0

BİRİMLERİN HİZMET MALİYETİNİN TESPİTİNE İLİŞKİN BİLGİ FORMU

BÜTÇE YILI : 2022
KURUM ADI : İSTANBUL ÜNİVERSİTESİ
BİRİM ADI : İLAHİYAT FAKÜLTESİ

AÇIKLAMA	2020 YIL SONU GERÇEKLEŞME	2021 HAZİRAN GERÇEKLEŞME	2022 TEKLİF	2023 TEKLİF	2024 TEKLİF
I. PERSONEL					
1. Kadrolu personel sayısı					
2. Sözleşmeli personel sayısı					
3. Geçici işçi sayısı (Adam/Ay-Kişi)					
4. Sürekli İşçi sayısı					
II. YOLLUKLAR	**10**	**75**	**255**	**255**	**255**
1. Yurtiçi geçici görevlendirme sayısı	9	1	60	60	60
2. Yurtiçi geçici görev süresi (gün)		3	120	120	120
3. Yurtiçi sürekli görev yolluğu alan personel sayısı	1	1	5	5	5
4. Yurtdışı geçici görevlendirme sayısı		10	10	10	10
5. Yurtdışı geçici görev süresi (gün)		60	60	60	60
6. Yurtdışı sürekli görev yolluğu alan personel sayısı					
7. Yolluk karşılığı tazminat alan personel sayısı					
8. Ticari taşıtlardan yararlanan personel sayısı					
III. HİZMET ALIMLARI VE BAKIM ONARIM GİDERLERİ	**5**	**5**	**5**	**5**	**5**
1. Hizmet binalarının toplam kapalı mekan (m2)					
2. Kiralanan bina sayısı					
3. Kiralanan bina kullanım alanı (m2)					
4. Kiralanan binaların yıllık kira bedelleri					
5. Kiralanan taşıt sayısı					
6. Kiralanan taşıtların yıllık kira bedelleri					
7. Onarım ihtiyacı olan taşıt sayısı					
8. Sözleşme ile bakım onarımı yaptırılan makine,techizat sayısı					
9. Sözleşme ile bakım onarımı yaptırılan makine ve techizata ilişkin sözleşme bedelleri					
10. Telefon hattı sayısı	4	4	4	4	4
11. Faks Sayısı	1	1	1	1	1
12. Cep telefonu hattı sayısı					
13. Geçici süreli çalışan sayısı					
14. Lisan ve diğer kurslardan yararlanan personel sayısı					

AÇIKLAMA	2020 YIL SONU GERÇEKLEŞME	2021 HAZİRAN GERÇEKLEŞME	2022 TEKLİF	2023 TEKLİF	2024 TEKLİF
IV. TÜKETİME YÖNELİK MAL VE MALZEME ALIMLARI	**30.670.077**	**89.023.264**	**177.973.364**	**177.973.364**	**177.973.364**
1. Yıllık su sarfiyatı (m3)	2.080	4.160	4.160	4.160	4.160
2. Yıllık enerji sarfiyatı	30.667.986	89.019.092	177.969.192	177.969.192	177.969.192
i. Kömür (ton)					
ii. Odun (ton)					
iii. Odun ve kömürle ısıtılan alan					
iv Fuel-oil (ısınma amaçlı) (litre)					
v. Fuel-oil ısıtılan alan (m2)					
vi. Doğal gaz (M3)	21.380	51.576	51.576	51.576	51.576
vii. Doğal gazla ısıtılan alan (m2)	15.416	15.416	15.416	15.416	15.416
viii. Elektirik (Kwh)	30.629.190	88.950.100	177.900.200	177.900.200	177.900.200
ix. Elektirik kullanılan alan					
x.Taşıt türüne göre akaryakıt tüketimi					
Toplam (Taşıt Sayısı)	0	0	0	0	0
Benzinli taşıt sayısı					
Dizel taşıt sayısı					
Diğer taşıt sayısı					
Toplam (Akaryakıt Tüketimi-Litre)	2.000	2.000	2.000	2.000	2.000
Benzin(litre)					
Motorin(litre)	2.000	2.000	2.000	2.000	2.000
Diğer(litre)					
3. Özel nitelikte giyecek yardımı alan personel sayısı					
4. Giyecek yardımı alan personel sayısı	11	12	12	12	12
V. MAMUL MAL ALIMLARI	**676**	**717**	**723**	**723**	**723**
1. Bilgisayar (PC) sayısı	492	525	530	530	530
Masaüstü bilgisayar sayısı	357	385	385	385	385
Taşınabilir bilgisayar sayısı	135	140	145	145	145
2. Yazıcı sayısı	135	140	140	140	140
3. Fotokopi makinesi sayısı	11	13	14	14	14
4. Yangın söndürme cihazı sayısı	31	31	31	31	31
5. Klima Sayısı	7	8	8	8	8
6. Diğer büro makineleri ile büro malzemeleri cins ve adet itibariyle bu formdaki düzenlemeye uygun olarak bir liste halinde ayrıca bildirilecektir.					
VI. BİRİME İLİŞKİN ÖZELLİK ARZEDEN DİĞER BİLGİLER					

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.02.10.01	Kırtasiye Alımları	29.000	31.000	31.000

Fakültemiz bünyesinde 2121 öğrenci, 153 akademik ve 21 idari personelimiz ile eğitim ve öğretimini sürdürmektedir. Eğitim, öğretim, araştırma ve yönetim hizmetlerinin sürdürülebilmesi için aşağıda belirtilen çeşitli kırtasiye ve basılı kâğıt ihtiyacımız Devlet Malzeme Ofisi birim fiyatlarına göre hesaplanarak çıkartılmıştır

CİNSİ:	ÜRÜN KODU:	FİYATI:	MİKTARI:	TUTARI:
A4 Kâğıt	112000501	28,12	500	14.060,00
Normal Zarf	M-871	4,31	500	2.155,00
P. Dar Klasör	M6	11,80	500	5.900,00
P. Geniş Klasör	M9	12,98	500	6.490,00

Hp LJ 35A	2943-K927	527,00	15	7.905,00
B.TN.2025	4071-K125	350,00	20	7.000,00
			TOPLAM:	**43.510,00**

Bürolarda kullanılacak çeşitli kırtasiye malzemelerinin alımının yapılabilmesi ve artacak malzeme fiyatları da göz önüne alınarak bu harcama kalemine 32.000,00 TL ilave ödeneğe ihtiyaç vardır.

Tavan Üstü Talep Edilen Ödenek:	14.500
Tavan Üstü Ödenek Talep Gerekçesi:	her yıl personel ve öğrenci sayısı arttığından bu harcama kaleminin ona göre değerlendirilmesi istenmektedir.

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.02.20.01	Su Alımları	21.000	22.000	22.000

	M3	Birim Fiyatı		TUTARI
Ocak	391	4.81	%8 KDV	2.031,17
Şubat	320	4.81	%8 KDV	1.662,34
Mart	406	4.81	%8 KDV	2.109,09
Nisan	329	4.81	%8 KDV	1.709,09
Mayıs	355	4.81	%8 KDV	1.844,15
Haziran	279	4.81	%8 KDV	1.449,35
	2080 m3			**10.805,19**

10.805,19: 6 = 1.800,87

1.800,87 x 12 = 21.610,44 TL 1 Yıllık tutar

2080 : 6 =346,67 (1 aylık) x 12 = 4160 m3 yıllık

Fakültemiz 2020-2021 Eğitim Öğretim Dönemi Pandemi dönemine rastladığından su gideri olarak bu harcama kaleminin ona göre değerlendirme yapılması istenmektedir.

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.02.20.02	Temizlik Malzemesi Alımları	5.000	5.000	5.000

Malzemenin adı	**ürün kodu**	**fiyatı**	**adedi**	**tutarı**
Tuvalet kağıdı	86325-K2670	59,65	70	4.175,00
Sıvı deterjan	72124-K1547	77,07	20	1.541,00
Beyaz sabun	33176	5,20	300	1.560,00
Yüzey temizleyici	49187-K1541	75,19	20	1.503,80
Çöp Kovası	83943-K2486	59,47	10	594,70
		Toplam:		9.374,50

Fark olan 4.000- TL Form 25'e eklenmiştir.

Tavan Üstü Talep Edilen Ödenek:	4.000
Tavan Üstü Ödenek Talep Gerekçesi:	Pandemei nedeniyle temizlik ihtiyacı arttığından bu harcama kaleminin ona göre değerlendirilmesi istenmektedir.

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.02.30.01	Yakacak Alımları	93.000	98.000	98.000

M3 TUTARI

Ocak - -

Şubat 11.552 27.863,00

Mart 9.828 23.713,00

Nisan - -

Mayıs - -

21.380 m3 51.576,00

51.576,00: 2 = 25.788,00

25.788,00 x 6 = 85.693,20 TL

21.380: 2 = 10.690 (1 aylık) x 6 = 64.140 m3 yıllık

Fakültemiz elektrik jeneratörü için 2.000 lt mazot bedeli olarak

2000 x 6,25 = 12.500,00 TL ödenek istenmektedir.

51.576,00 + 12.500,00= 64.076,00 TL

Tavan Üstü Talep Edilen Ödenek:	0

Tavan Üstü Ödenek Talep Gerekçesi:	

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.02.30.03	Elektrik Alımları	234.211	247.822	247.822

DÖNEMİ:	KWH	TUTARI:
Ocak	15862800	16.069,70
Şubat	15364500	14.661,43
Mart	15362300	14.627,97
Nisan	19200400	17.464,33
Mayıs	14146400	13.631,57
Haziran	9013700	9.121,35

88950100 kwh **85.876,41 TL**

88950100kwh: 6 = 14825016 kwh x 12 =177900200 kwh

85876,41: 6 = 14312,74 (1 Aylık)

14312,74 x 12 = 171.752,88 (1 yıllık ücret)

Tavan Üstü Talep Edilen Ödenek:	0

Tavan Üstü Ödenek Talep Gerekçesi:	

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.07.30.02	Makine Teçhizat Bakım ve Onarım Giderleri	3.000	3.000	3.000

Nevi	Adedi	Bedeli	Kdv	Tutarı-	
Klima	5	800	%18	944,00	4.720,00
Fotokopi Mak.	5	1900	%18	2.242,00	11.210,00
Bilgisayar	10	750	%18	885,00	8.850,00

G.Toplam 24.780,00 TL

Tavan Üstü Talep Edilen Ödenek:	22.000
Tavan Üstü Ödenek Talep Gerekçesi:	bu kalemde ödeneğimiz yeterli olmadığından bakım onarım yapamamaktayız.

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.07.10.02	Büro ve İşyeri Makine ve Techizat Alımları	3.000	3.000	3.000

Stok No:	Malzemenin adı:	Adedi:	Fiyatı:	Tutarı:
81799-K1170	yazıcı	7	3.213,00	22.491,00
64182-K2315	bilgisayar	5	4.116,00	20.580,00
68131-K1461	monitör	15	2.166,00	21.660,00
76191-K1074	Klima	5	4.543,00	22.715,000

Toplam: 87.446,00

Tavan Üstü Talep Edilen Ödenek:	84.000
Tavan Üstü Ödenek Talep Gerekçesi:	Fakültemiz personelleri her yıl arttığından dolayı bilgisayar ve yazıcı ihtiyacı artmaktadır bu harcama kaleminin bu doğrultuda değerlendirilmesi istenmektedir.

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.03.20.01	Yurtiçi Sürekli Görev Yollukları	15.000	16.000	16.000

Şahıs için:

Günlük Yevmiye 57,55 TL

57,55 x 50 = 2.877,50 TL

Yol ücreti: 150,00 (Samsun)

Mesafe ücreti: 20,00 x 734 km = 1468,00

Toplam 57,55 + 2.877.50 +1.468,00 = 4.403,00TL

Aile için:

Günlük yevmiye 57,55 x 3 = 172,65 TL

57,55 x 20 x 10 = 11.510,00 TL

Yol ücreti 150,00 x10 = 1.500,00 TL

Toplam: 172,65 + 11.510,00 + 1.500,00 x 10 = 13.182,00 TL

Genel Toplam: 4.403,00 + 13.182,00 = 17.585,00

17.585,00 x 5 = 87.925,00

Fark olan 73.000,00 TL form 25'e eklenmiştir.

Tavan Üstü Talep Edilen Ödenek:	73.000

Tavan Üstü Ödenek Talep Gerekçesi:	2020 2021 yılı pandemi nedeniyle değerlendirme yapılırken emekli olacaklar ve gelecek personeller göz önünde bulundurulması istenmektedir

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
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Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.05.20.01	Posta ve Telgraf Giderleri	7.000	7.000	7.000

Fakültemiz yazışma ve posta gönderi işlerinde kullanılmak üzere 2022 yılı harcamaları için bu harcama kalemine 7.000,00 TL ödenek teklif edilmiştir.

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.05.20.02	Telefon Abonelik ve Kullanım Ücretleri	11.000	12.000	12.000

Fakültemizde 4 adet telefon ve bir adet fax bulunmaktadır.

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
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Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.05.30.02	Yolcu Taşıma Giderleri	2.000	2.000	2.000

Şehir içi yolcu taşıma kart bedeli olarak

126,85 x 12 = 1.522,20

1.522,20 x 2 kişi = 3.044,40

Tavan Üstü Talep Edilen Ödenek:	1.044
Tavan Üstü Ödenek Talep Gerekçesi:	

Fakültemizde 145 Akademik 21 İdari personel görev yapmaktadır. Yurt içinde yapılacak seminer, kongre ve bilimsel toplantılara katılanlar ile diğer üniversitelere Doktora ve Yeterlilik sınavlarına jüri üyesi olarak katılacak Öğretim Üyelerimizin harcırah kanunu hükümleri uyarınca yasal yevmiyeleri ile gidiş -dönüş yol ücretlerinin ödenmesi gerekmektedir.

Tavan Üstü Talep Edilen Ödenek:	27.500
Tavan Üstü Ödenek Talep Gerekçesi:	2020-2021 yılı pandemi nedeniyle yolluklar harcanamamış olup bu harcama kalemine ona göre değerlendirme yapılması istenmektedir.

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.03.10.01	Yurtiçi Geçici Görev Yollukları	19.000	20.000	20.000

Yol Ücreti (Erzurum)= 200,00* 2=400,00 TL gidiş dönüş 1 kişi yol ücreti

Yevmiye= 54,05 * 4 gün =216,20 TL

Gidiş Dönüş yol masrafı = 160,00 TL

Genel Toplam = 776,20 TL 1 kişi ücreti

60 personel * 4 günden 240 gün (gidiş - dönüş)

60 * 776,20 =46.572,00 TL

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
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Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları Birinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	02	03.03.10.03	Yurtdışı Geçici Görev Yollukları	4.000	4.000	4.000

5 Profesör x 7 gün

Amerika için

117 x %50 = 58,50

58,50 + 117,00 = 175,50

175,50 x 8,62 = 1.512,81 (1 günlük 1 kişi yevmiye)

1.51281 x 7 = 10589,67 (7 günlük artırımlı yevmiye)

10589,67 x 10 = 105.896,70 TL

Fakültemizde 153 Akademik 21 İdari personel görev yapmaktadır. yurt dışında yapılacak seminer, kongre ve bilimsel toplantılara tebliğ sunmak, bilgi alışverişinde bulunacak öğretim üyelerimizin Harcırah Kanunu Hükümleri uyarınca yasal yevmiyeleri ile gidiş - dönüş yol ücretlerinin ödenmesi gerekmektedir.

Görevlendireceğimiz 20 öğretim üyesinin 7 gün süre ile yurt dışında görevlendirileceği düşünüldüğünde 1 günlük yevmiyesi 117,00 $ (% 50 artırımlı)

Tavan Üstü Talep Edilen Ödenek:	102.000
Tavan Üstü Ödenek Talep Gerekçesi:	2020-2021 yılı pandemi nedeniyle yurtdışı görevlendirme olmadığından bu harcama kaleminde değerlendirme yapılırken gözönünde bulundurulması istenmektedir.

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	13	03.02.10.01	Kırtasiye Alımları	12.000	13.000	13.000

Fakültemiz bünyesinde 2121 öğrenci, 153 akademik ve 21 idari personelimiz ile eğitim ve öğretimini sürdürmektedir. Eğitim, öğretim, araştırma ve yönetim hizmetlerinin sürdürülebilmesi için aşağıda belirtilen çeşitli kırtasiye ve basılı kâğıt ihtiyacımız Devlet Malzeme Ofisi birim fiyatlarına göre hesaplanarak çıkartılmıştır

CİNSİ:	ÜRÜN KODU:	FİYATI:	MİKTARI:	TUTARI:
A4 Kâğıt	112000501	28,12	500	14.060,00
Normal Zarf	M-871	4,31	500	2.155,00
P. Dar Klasör	M6	11,80	500	5.900,00
P. Geniş Klasör	M9	12,98	500	6.490,00

Hp LJ 35A	2943-K927	527,00	15	7.905,00
B.TN.2025	4071-K125	350,00	20	7.000,00
			TOPLAM:	**43.510,00**

Bürolarda kullanılacak çeşitli kırtasiye malzemelerinin alımının yapılabilmesi ve artacak malzeme fiyatları da göz önüne alınarak bu harcama kalemine 32.000,00 TL ilave ödeneğe ihtiyaç vardır.

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	13	03.02.20.01	Su Alımları	19.000	20.000	20.000

M3	Birim Fiyatı		TUTARI	
Ocak	391	4.81	%8 KDV	2.031,17
Şubat	320	4.81	%8 KDV	1.662,34
Mart	406	4.81	%8 KDV	2.109,09
Nisan	329	4.81	%8 KDV	1.709,09
Mayıs	355	4.81	%8 KDV	1.844,15
Haziran	279	4.81	%8 KDV	1.449,35
	2080 m3			**10.805,19**

10.805,19: 6 = 1.800,87

1.800,87 x 12 = 21.610,44 TL 1 Yıllık tutar

2080 : 6 =346,67 (1 aylık) x 12 = 4160 m3 yıllık

Fakültemiz 2020-2021 Eğitim Öğretim Dönemi Pandemi dönemine rastladığından su gideri olarak bu harcama kaleminin ona göre değerlendirme yapılması istenmektedir.

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

Form: 13 (2)

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	13	03.03.10.01	Yurtiçi Geçici Görev Yollukları	13.000	14.000	14.000

Yol Ücreti (Erzurum)= 200,00* 2=400,00 TL gidiş dönüş 1 kişi yol ücreti

Yevmiye= 54,05 * 4 gün =216,20 TL

Gidiş Dönüş yol masrafı = 160,00 TL

Genel Toplam = 776,20 TL 1 kişi ücreti

60 personel * 4 günden 240 gün (gidiş - dönüş)

60 * 776,20 =46.572,00 TL

Fakültemizde 145 Akademik 21 İdari personel görev yapmaktadır. Yurt içinde yapılacak seminer, kongre ve bilimsel toplantılara katılanlar ile diğer üniversitelere Doktora ve Yeterlilik sınavlarına jüri üyesi olarak katılacak Öğretim Üyelerimizin harcırah kanunu hükümleri uyarınca yasal yevmiyeleri ile gidiş -dönüş yol ücretlerinin ödenmesi gerekmektedir.

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	13	03.03.10.03	Yurtdışı Geçici Görev Yollukları	12.000	13.000	13.000

5 Profesör x 7 gün

Amerika için

117 x %50 = 58,50

58,50 + 117,00 = 175,50

175,50 x 8,62 = 1.512,81 (1 günlük 1 kişi yevmiye)

1.51281 x 7 = 10589,67 (7 günlük artırımlı yevmiye)

10589,67 x 10 = 105.896,70 TL

Fakültemizde 153 Akademik 21 İdari personel görev yapmaktadır. yurt dışında yapılacak seminer, kongre ve bilimsel toplantılara tebliğ sunmak, bilgi alışverişinde bulunacak öğretim üyelerimizin Harcırah Kanunu Hükümleri uyarınca yasal yevmiyeleri ile gidiş - dönüş yol ücretlerinin ödenmesi gerekmektedir.

Görevlendireceğimiz 20 öğretim üyesinin 7 gün süre ile yurt dışında görevlendirileceği düşünüldüğünde 1 günlük yevmiyesi 117,00 $ (% 50 artırımlı)

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

GİDER BÜTÇE FİŞİ

Bütçe Yılı:	2022
İdare Adı	İLAHİYAT FAKÜLTESİ
Program:	YÜKSEKÖĞRETİM
Alt Program:	ÖN LİSANS EĞİTİMİ, LİSANS EĞİTİMİ VE LİSANSÜSTÜ EĞİTİM
Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim
Alt Faaliyet:	Yükseköğretim Kurumları İkinci Öğretim

Kurum Kodu	Finansman Kodu	Ekonomik Kod	Açıklama	2022	2023	2024
				Bütçe Teklifi	Bütçe Tahmini	Bütçe Tahmini
0406.0041	13	03.07.30.02	Makine Teçhizat Bakım ve Onarım Giderleri	65.000	69.000	69.000

Nevi	Adedi	Bedeli	Kdv	Tutarı-	
Klima	5	800	%18	944,00	4.720,00
Fotokopi Mak.	5	1900	%18	2.242,00	11.210,00
Bilgisayar	10	750	%18	885,00	8.850,00

G.Toplam 24.780,00 TL

Tavan Üstü Talep Edilen Ödenek:	0
Tavan Üstü Ödenek Talep Gerekçesi:	

İSTANBUL ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ 2022 EYLEM PLANI

KALİTE HEDEFİ	FAALİYET	KAYNAK	ÖNGÖRÜLEN TARİH	SONUÇ	SORUMLUSU
KALİTE GÜVENCE SİSTEMİNİN KURULMASI VE YERLEŞTİRİLMESİ	-Kalite Güvence sistemini yerleştirme üzere fakülte genelinde bilgilendirme	İç Paydaşlar genel bilgilendirme Raporları	2022	Tamamlandı	Dekanlık, Kalite Koordinatörlüğü
	-KGS yönelik Koordinatörlüklerin kurulması, görev tanımlarının belirlenmesi, gerekli iyileştirmelerin yapılması	KGS Koordinatörlükler Şeması	2022 Aralık ayına kadar	Tamamlandı	Dekanlık, Kalite Koordinatörlüğü
	-Birim Danışma Kurulunun Oluşturulması ve iletişimin sağlanması -Uluslararası Danışma Kurulunun Oluşturulması ve iletişimin sağlanması	Danışma Kurulu Raporları	2022 Haziran-Aralık arası	Tamamlandı	Dekanlık, Kalite Koordinatörlüğü
	-İç ve Dış Paydaşlarla Anketler ve Odak Grup Görüşmelerinin Yapılması	Anket Verileri Odak Grup Görüşme Raporları	2022 Aralık ayına kadar	Tamamlandı	Kalite Koordinatörlüğü
AKREDİTASYONA YÖNELİK ÇALIŞMALAR	-Kalite El Kitabı Yazılması/Revizyon -Tablolar Eklenecek	Kalite El Kitabı	2022 Haziran-Aralık ayına kadar	Tamamlandı	Birim Kalite Koordinatörlüğü, Akreditasyon Birimi
	-Öz Değerlendirme Raporunun Yazılması/Revizyon -Tablolar Eklenecek	Öz Değerlendirme Raporu	2022 Haziran-Aralık arası	Tamamlanamadı	Birim Kalite Koordinatörlüğü, Akreditasyon Birimi
EĞİTİM-ÖĞRETİME İLİŞKİN YENİLİKLER	-Program çıktıları, disipline özgü çıktılar, öğrenme çıktıları ve İAA çıktıları gibi matrislerin oluşturulması	İ.Ü. İlahiyat Fakültesi web sitesi	2022 Aralık ayına kadar	Tamamlandı	Dekanlık, Eğitim Koordinatörlüğü
	-İzlence Takip ve analiz grubunun oluşturulması	İlgili Resmi Belge	2022 Kasım ayına kadar	Tamamlandı	Dekanlık, Eğitim Koordinatörlüğü
	-Ders kazanımlarının her bir ders için oluşturulması	AKSİS İlgili Modül	-	Tamamlanamadı	Dekanlık, Eğitim Koordinatörlüğü
	-Özel Gereksinimli Öğrenciler için İmkanların genişletilmesi için -Özel Gereksinimli Öğrenci Biriminin Kurulması	İlgili Resmi Yazı	2022 Kasım ayına kadar	Tamamlandı	Dekanlık
	-Özel Gereksinimli öğrencilerin fiziki şartlara uyumlanabilmeleri sağlamak için gerekli protokol (yürüme yolu, isimlikler) isteği	İlgili resmi yazı	2022 Kasım ayına kadar	Tamamlandı	Dekanlık
	-Mezun Öğrencilerle iş birliğinin arttırılması -Mezun İletişim Sistemi	Mezun İletişim Formu, Telegram	2022 Haziran	Tamamlandı	Dekanlık, Kalite Koordinatörlüğü
AR-GE ÇALIŞMALARI	-AR-GE Koordinatörlüğünün kurulması	İlgili Resmi Belge	2022 Kasım	Tamamlandı	Dekanlık
	-İlgili Koordinatörlüklerin Birim haline gelmesi ve AR-GE Koordinatörlüğü altına birleştirilmesi	İlgili Resmi belge	2022 Kasım	Tamamlandı	Dekanlık
	-Bölümlerle AR-GE Koordinatörlüğünün iş birliğini sağlaması	-	-	Tamamlanamadı	AR-GE Koordinatörlüğü
TOPLUMSAL KATKI ÇALIŞMALARI	-Toplumsal Katkı Koordinatörlüğünün Kurulması	İlgili Resmi Belge	2022 Kasım	Tamamlandı	Dekanlık
	-İlgili Koordinatörlüklerin Toplumsal Katkı Koordinatörlüğü altında birleştirilmesi	İlgili Resmi Belge	2022 Kasım	Tamamlandı	Dekanlık
	-Toplumsal Katkıya Yönelik Seçmeli Derslerin Açılması	İlgili Resmi Belge	2022 Kasım	Tamamlandı	Dekanlık
	-Toplumsal Katkıya Yönelik Aktivitelerin İzlenmesi için "Etkinlik Anketinin" Oluşturulması	İlgili Resmi Belge	2022 Kasım	Tamamlandı	Birim Kalite Koordinatörlüğü
	-Bölümlerin Toplumsal Katkı Faaliyetlerinin belirlenmesi için Toplumsal Katkı Koordinatörlüğü içinde İş birliği yapılması	-	-	Tamamlanamadı	Toplumsal Katkı Koordinatörlüğü
KURUMSAL İLETİŞİM VE KAMUOYU DUYULARI	-Şeffaf ve Hesap verebilir bir sistem için İstanbul Üniversitesi İlahiyat Fakültesi web sitesi, sosyal medya adreslerinin kurulması ve aktivasyonu	İ.Ü. İlahiyat Fakültesi web sitesi	2022	Tamamlandı	Kurumsal İletişim Koordinatörlüğü

Birim Kalite Koordinatörü
Doç. Dr. Büşra Banu Okutan

Doç.Dr. Sultan ŞİMŞEK
Dekan Yardımcısı

Doç. Dr. Ümit Horozcu
Dekan Yardımcısı

İSTANBUL ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ 2023 EYLEM PLANI

KALİTE HEDEFİ	FAALİYET	KAYNAK	ÖNGÖRÜLEN TARİH	SONUÇ	SORUMLUSU
KALİTE GÜVENCE SİSTEMİNİN YERLEŞTİRİLMESİ	-Fakültenin Stratejik Amaçlarının Türkiye Cumhuriyeti'nin ve İstanbul Üniversitesinin amaçları ile uyumlu olarak revize edilmesi	İlgili Belgeler	2023 Haziran		Dekanlık, Birim Kalite Koordinatörlüğü
	-Paydaş katılımıyla Fakülte hedeflerinin kendi politikalarına uyumlu olarak yeniden revize edilmesi	İlgili Belgeler	2023 Haziran		Dekanlık, Birim Kalite Koordinatörlüğü
	-Fakültenin kalite güvence sistemi, eğitim-öğretim, AR-GE, toplumsal katkı, yönetim sistemi politikalarının paydaş katılımlarıyla beraber revize edilmesi	İlgili Belgeler	2023 Haziran		Dekanlık, Birim Kalite Koordinatörlüğü
	-Stratejik amaç ve hedeflere yönelik revize çalışmalarında iç ve dış paydaşlara anket/odak grup görüşmesi uygulanması	Anket Sonuçları / Odak Grup Görüşme Raporu	2023 Haziran		Dekanlık, Birim Kalite Koordinatörlüğü
AKREDİTASYONA YÖNELİK ÇALIŞMALAR	-Öz Değerlendirme Raporunun Yazılması/Revizyonu -Tablolar Eklenecek	Öz Değerlendirme Raporu Tablolu ÖDR	2023 Ocak	Tamamlandı	Birim Kalite Koordinatörlüğü, Akreditasyon Birimi
	-Kalite El Kitabıyla uyumlu olarak bilgilerin işlenebileceği bir modül çalışması yapmak	İlgili Modül	2023 Haziran ayına kadar		Dekanlık, Birim Kalite Koordinatörlüğü
EĞİTİM-ÖĞRETİME İLİŞKİN YENİLİKLER	-İzlence Takip ve Analiz Grubu Eğitim Seminerleri Serisi (4)	İlgili Resmi Belge	2023 Mart	Tamamlandı	Dekanlık, Eğitim Koordinatörlüğü
	-Ders Kazanımlarının Her bir Ders için Oluşturulması (Bahar Dönemi) -Ders kazanımlarının her bir ders için oluşturulması (Güz Dönemi)	AKSİS İlgili Modülü	2023Ocak 2023 Mayıs	Tamamlandı	Dekanlık, Eğitim Koordinatörlüğü
	-Seçmeli Ders havuzunun iç paydaş/dış paydaş önerilerine göre iyileştirilmesi	İlgili Belgeler	2023 Aralık		Dekanlık, Eğitim Koordinatörlüğü
	-Sosyal Transkript uygulamasının planlanması	İlgili Belgeler			
	-Eğitim/Öğretim Yetkinliği Seminerlerinin yılda iki defa olmak üzere planlanması, ana başlıklar: -Yenilikçi Yaklaşımlar -Aktif Öğrenme -Ölçme ve Değerlendirme -Materyal Geliştirme -Yetkinlik Kazandırma -Kalite Güvence Sistemi	İlgili Belgeler	2023 Aralık		Eğitim Koordinatörlüğü
	-Özel gereksinimli öğrencilerin fiziki şartlara uyumunu sağlamak için gerekenlerin (hissedilebilir zemin, kabartmalı isimlikler) yapılması	İlgili Resmi Belge	2023 Aralık		Dekanlık
	-Mezun öğrencilerle, İlahiyat öğrencilerin iletişimini sağlamak	Mezun Bilgi Sisteminin Aktifleşmesi	2023 Haziran		Dekanlık, Birim Kalite Koordinatörlüğü
	-Kalite ve Gelişim Kulübünün kurulması	İlgili Belgeler	2023 Nisan		Birim Kalite Koordinatörlüğü, Öğrenci Kulüp Temsilciliği
	Öğrenci kulüp faaliyetlerinin nitelik ve niceliğini artırmak üzere planlama	İlgili Belgeler	2023		Birim Öğrenci Kulüp Temsilciliği
AR-GE ÇALIŞMALARI	-Bölümlerle AR-GE Koordinatörlüğünün ve diğer koordinatörlüklerin iş birliğinin sağlaması, -AR-GE politika ve uygulamalarının çerçevesinin belirlenmesi -Öğretim Elemanlarına TUBİTAK eğitim seminerleri	İlgili Belgeler	2023 Haziran	2023 Mart-Haziran	AR-GE Koordinatörlüğü
	-Yerel, ulusal, bölgesel ihtiyaç listeleri -AR-GE çalışmalarının İlahiyat Programı ile uyumlanması ile ilgili çalışmaların yapılması	İlgili Belgeler	2023 Aralık		AR-GE Koordinatörlüğü

Birim Kalite Koordinatörü
Doç. Dr. Birsen Barın Oktay

Doç.Dr. Sultan ŞİMŞEK
Dekan Yardımcısı

Prof.Dr. Ramazan MUSLU
Dekan

İSTANBUL ÜNİVERSİTESİ İLAHİYAT FAKÜLTESİ 2023 EYLEM PLANI

TOPLUMSAL KATKI ÇALIŞMALARI	-Toplumsal katkıya yönelik seçmeli derslerin ve STK iş birliğinin oluşturulması	İlgili Protokoller	2023 Haziran		Dekanlık
	-Toplumsal Katkı Koordinatörlüğünün bölümlerle iş birliği içinde çalışması, toplumsal katkıya yönelik politika ve uygulamaların oluşturulması	İlgili Belgeler	2023 Haziran		Toplumsal Katkı Koordinatörlüğü
	Toplumsal Katkı Kulübünün kurulması	İlgili Belgeler	2023 Haziran		Toplumsal Katkı Koordinatörlüğü, Öğrenci Kulüp Temsilciliği
ULUSLARARASI İLİŞKİLER KOORDİNATÖRLÜĞÜ	-Uluslararası İlişkiler Koordinatörlüğünün diğer koordinatörlükler ve bölümlerle iş birliği içinde çalışması, uluslararasılaşma politikası, süreç yönetimi ve kaynakların çerçevesinin belirlenmesi	İlgili Belgeler	2023 Haziran		Uluslararası İlişkiler Koordinatörlüğü
KURUMSAL İLETİŞİM VE KAMUOYU DUYULARI	-Yıllık Fakülte bülteninin oluşturulması	İ.Ü. İlahiyat Fakültesi Web Sitesi	2023 Aralık		Kurumsal İletişim Koordinatörlüğü
FİZİKİ ŞARTLARDA İYİLEŞTİRMELER	-Haydarhane Camii'nin resmi tesliminin tamamlanması ve Fakülte uygulama camii olarak kullanılmaya başlaması	İlgili Belgeler	2023 Aralık		Dekanlık
	-Amcazade Medresesi restorasyon çalışmalarının tamamlanarak Fakülte için eğitim öğretim ve akademik faaliyetler alanında kullanıma açılması	İlgili Belgeler	2023 Aralık		Dekanlık
	-Kütüphane inşaatına başlanması, birinci etabın tamamlanması	İlgili Belgeler	2023 Aralık		Dekanlık
BÜTÇE PLANLAMASI	**AR-GE Bütçesi** -AR-GE çalışmaları, yurtdışına çıkacaklara, eğitim desteği gibi konularda Dış Paydaşlardan destek planı çıkarılacak	İlgili Belgeler ve Raporlar	2023 Haziran		Dekanlık
	Toplumsal Katkı Bütçesi -Toplumsal katkı kaynakları -Mekân -Ücret	İlgili Belgeler ve Raporlar	2023 Haziran		Dekanlık
	Fiziki Kaynaklar Bütçesi	İlgili Belgeler	2023 Haziran		Dekanlık
TEŞVİK VE ÖDÜLLENDİRME	**Teşvik ve Ödüllendirme Birimi** -Ödül Planı -İç ve dış paydaş görüşleri **Kimlere** *Uluslararası faaliyetlerde bulunan akademik personele *Eğitim-öğretim alanında yenilikçi faaliyetlerde bulunan akademik personele *Her dönem sonunda AKSİS üzerinden gerçekleşen "Ders ve öğretim elemanı memnuniyet anketi" sonuçlarına göre en yüksek puanı alan öğretim elemanının takdir ve taltif edilmesine dair uygulama planı	İlgili Resmi Belgeler ve Raporlar	2023 Haziran		
SÜREÇ YÖNETİMİ İYİLEŞTİRMELERİ	-Eğitim-Öğretim -AR-GE -Toplumsal Katkı -Yönetim Sistemi	İlgili Resmi Belgeler ve Raporlar	2023 Haziran		
BİLGİ GÜVENLİĞİ VE GÜVENİRLİĞİ	-İnternete Yüklenen Tüm Belgelerin "Kontrollü Kopya" şeklinde yazılması, imzaların görünmemesi	İlgili Toplantı Tutanakları	2023 Haziran		
ANAHTAR PERFORMANS	Anahtar Performans belirteçlerinin iç paydaşlarla müzakere edilip düzenlemesi	Anahtar Performans Göstergeleri Raporu	2023 Haziran		

Birim Kalite Koordinatörü
Doç.Dr. Birsen Banu Okutan

Prof.Dr. Ramazan MUSLU
Dekan

Doç.Dr. Sultan ŞİMŞEK
Dekan Yardımcısı

İSTANBUL ÜNİVERSİTESİ
İLAHİYAT FAKÜLTESİ

KALİTE POLİTİKASI

1. Fakültede sürdürülebilir bir kalite kültür ve geleneği oluşturmak.

2. Kalite ilkeleri doğrultusunda hizmet ve faaliyetleri sürekli iyileştirmek.

3. İç ve dış paydaşların memnuniyetlerini artırmaya yönelik çalışmalar yapmak.

4. Şeffaflık, hesap verebilirlik ve yenilikçilik ilkelerini gözetmek.

5. Güvenli, sağlıklı ve huzurlu bir çalışma ortamı sağlamak.

Prof. Dr. Ramazan MUSLU
Dekan

İSTANBUL ÜNİVERSİTESİ
İLAHİYAT FAKÜLTESİ

ULUSLARARARASILAŞMA POLİTİKASI

1. Alanla ilgili uluslararası kurum ve kuruluşlara üye olarak ve onlarla iş birliği yaparak ilahiyat alanında tanınır olmak.

2. İlahiyat alanında yeni fikir ve görüşler ortaya koyup yeni yorumlar ve perspektifler geliştirerek öncü olmak.

3. İlahiyat alanında ortaya koyacağı barışçıl vizyonlarla dünya barışına katkı sağlamak.

4. Uluslararası alanda ilahiyat eğitimi veren diğer kurumlarla iş birliğini güçlendirmek.

5. Fakültede yabancı dille eğitim veren lisans ve lisansüstü programları çeşitlendirip güçlendirmek.

6. Erasmus ve Mevlana değişim programları, ikili anlaşmalar ve paydaş kurum ve kuruluşların sağladığı imkanlarla tüm eğitim programlarında daha fazla yabancı öğrencinin eğitim görmesini sağlamak , İstanbul Üniversitesi Yabancı Öğrenci Seçme Sınavı (İÜYÖS), Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı (YTB) ve Diyanet İşleri Başkanlığı'nın (DİB) sağladığı imkanlarla hem yabancı dille hem de Türkçe eğitim programlarında daha fazla yabancı öğrencinin eğitim görmesini sağlamak.

7. Değişim programları ve ikili anlaşmalar yoluyla başta yabancı dille eğitim veren programlarda olmak üzere Fakültenin eğitimine katkı verecek daha fazla yabancı uyruklu akademisyen ve araştırmacının istihdamını sağlamak.

8. Fakültede eğitim gören öğrencilerin muhtelif vesilelerle yabancı ülkelerde belli bir süre eğitim almak üzere yurtdışına gitmelerine destek olmak.

9. Yurtdışından daha fazla paydaş temin etmek ve bunlarla araştırma-geliştirmeye dayalı ortak projeler yapmak.

Prof. Dr. Ramazan MUSLU
Dekan

İSTANBUL ÜNİVERSİTESİ
İLAHİYAT FAKÜLTESİ

EĞİTİM-ÖĞRETİM POLİTİKASI

1.Öğrencileri, mesleki yetkinliğin yanı sıra hayat boyu öğrenme becerisiyle donatacak bir eğitim modeli benimsemek.

2. Öğrenci odaklı bir model izleyerek eğitim ve öğretim kalitesini uluslararası standartlara ulaştırmak.

3. Bilim, kültür ve sanat çalışmalarında tarihimizden gelen mirasın korunmasına yönelik eğitim-öğretim uygulamaları gerçekleştirmek ve bunları çeşitlendirmek.

4. Eğitim ve öğretim süreçlerini paydaşların katılımıyla, ulusal ve uluslararası işbirliklerini güçlendirerek sürekli iyileştirmek.

5. Öğrencilerin ve personelin dijital okuryazarlık konusundaki becerilerini geliştirmek.

Prof. Dr. Ramazan MUSLU
Dekan

İSTANBUL ÜNİVERSİTESİ
İLAHİYAT FAKÜLTESİ

ARAŞTIRMA VE GELİŞTİRME POLİTİKASI

1. Araştırma-geliştirme çalışmalarında bölgesel, ulusal ve uluslararası gereksinim ve öncelikleri dikkate almak.

2. Araştırmacılara nitelikli akademik çalışmalar yapabilmeleri için gerekli olan destek ve imkânları sağlamak, araştırma sonuçlarını toplumla paylaşmak.

3. Dış paydaşlarla iş birliğini güçlendirerek onların araştırma ve geliştirme faaliyetlerine katılımını sağlamak.

4. Araştırma-geliştirme çalışmalarının Üniversite bünyesindeki Araştırma ve Uygulama Merkezleri ile iş birliği halinde yürütülmesini sağlamak; kaynak ve altyapının kurumsal hedefler doğrultusunda kullanımını güvence altına almak.

5. Değişen dünya şartları ve toplumun ilahiyat alanındaki ihtiyaçları çerçevesinde geleceğe yönelik öncü çalışmalar yapmak.

Prof. Dr. Ramazan MUSLU
Dekan

İSTANBUL ÜNİVERSİTESİ
İLAHİYAT FAKÜLTESİ

TOPLUMSAL KATKI POLİTİKASI

1. İlahiyat alanındaki araştırma ve eğitim-öğretim faaliyetlerinde yerel, bölgesel, ulusal ve uluslararası ihtiyaçlara öncelik vermek.

2. İç ve dış paydaşların önerilerini dikkate alarak toplumun dini sorunlarına çözüm önerileri geliştirmek ve araştırma-geliştirme odakları belirlemek.

3. Yürütülen bilimsel çalışmaların bulgularını topluma sunmak, halka açık akademik ve sosyal faaliyetler gerçekleştirmek.

4. Akademik kadroyu paydaşların katılımıyla belirlenen toplumsal ihtiyaçlara yönelik alanlara teşvik etmek ve bu alanlarda onlara destek sağlamak.

5. Kitle iletişim araçlarını etkin bir biçimde kullanarak dinî konularda toplumun bilgi düzeyinin yükselmesine katkı sağlamak.

Prof. Dr. Ramazan MUSLU
Dekan

İSTANBUL ÜNİVERSİTESİ
İLAHİYAT FAKÜLTESİ

YÖNETİM SİSTEMİ POLİTİKASI

1. Yönetişim ve kurumsal aidiyet kültürünün yaygınlaşmasını sağlamak.

2. Şeffaf yönetim ilkesi çerçevesinde iç ve dış paydaşlarla istişareye dayalı kararlar almak ve bunları kamuyla paylaşmak.

3. Kurumun misyon ve vizyonu doğrultusunda akademik ve idari personelin performanslarını izlemek ve fırsat eşitliği ilkesince gerekli destekleri, terfi ve yetkilendirmeleri sağlamak.

4. İletişim araçlarını kullanarak kurumsal faaliyetler hakkında bilgilendirmede bulunmak ve kurumsal tanınırlığı artırmak.

5. İş sağlığı ve güvenliği uygulamaları ile personel ve öğrenciler için sağlıklı ve güvenli bir ortam oluşturmak.

Prof. Dr. Ramazan MUSLU
Dekan

İstanbul Üniversitesi İlahiyat Fakültesi Dekanlığı'na,

Eğitim-Öğretim Koordinatörlüğü öğrencilerimizin sosyal, kültürel ve sportif faaliyetlerde daha etkin olmalarına ve bu faaliyetlere katılımlarını belgeleyerek, kazanımlarını ve özgeçmişlerini zenginleştirmelerine katkı sağlayan "Sosyal Transkript" uygulamasının fakültemizde başlatılması için gerekli altyapı hazırlıklarının başlatılmasını, bu konudaki hazırlık çalışmalarının 2023 Eylem Planına alınmasını önermektedir.

Bilgilerinize saygılarımla arz ederim.

Tarih: 13.01.2023

Dr. Öğrt. Üyesi Z. Şeyma ALTIN

Eğitim Koordinatörlüğü Müfredat Sorumlusu

PLANNING TABLES

Planning Table 1	A.1.1. Mission, Vision, Strategic Objectives and Goals	
2022 Action Plan	**Plan**	In 2020, a meeting was first held with the academic staff to exchange views on the mission, vision, strategic goals and objectives. At the meeting, the current definitions of the mission, vision, strategic goals and objectives, which have been in effect since 2010, were reviewed and evaluated, and it was concluded that they should be updated again according to today's needs, and it was decided to make changes. In 2022, three items are planned to be followed in the finalized mission, vision, strategic goals and objectives. a. The mission, vision, strategic goals and objectives will be open to improvement and updating, but will adhere to the aforementioned definitions of Istanbul University. b. For this, at least 1 survey/focus group discussion will be conducted with internal and external stakeholders. c. Conduct activities in line with the mission, vision, strategic goals and

		objectives of the Departments, Divisions and Coordinatorships. d. Mission, vision, strategic goals and objectives will be shared with the public.
	Realization Level of 2022 Action Plan	One focus group interview was held with academic staff, and their opinions and suggestions on mission, vision, strategic goals and objectives were received. Among external stakeholders, 1 focus group interview was held with the Unit Advisory Board. The International Unit Advisory Board was also administered 1 questionnaire on the subject. In this way, 1 questionnaire/focus group interview was conducted with internal stakeholders and 2 with external stakeholders. Among these monitoring mechanisms, surveys and focus group discussions performed above the target. In addition, since the whole process was shared with the public through the faculty website, this target was also realized. On the other hand; a. According to the results of the survey and focus group discussions, there are deficiencies in line with national and international demands, b. It has been concluded that the activities of the Coordinatorships and Departments should be

		expanded in accordance with the mission, vision, strategic goals and objectives.
2023 Action Plan	**2023 Objectives**	a. To revise the Strategic Goals and Objectives of the Faculty in line with international and national strategic goals and objectives. b. To conduct at least 1 survey/focus group interview with internal and external stakeholders in the revision of the Strategic Goals and Objectives.
	2023 Scheduled Action Plan	By June 2023, focus group discussions and surveys will be completed. In December 2023, it is planned to finalize the revised title in line with national and international strategic goals and targets.

Planning Table 2	**A.1.2. Quality Assurance, Education and Teaching, Research and Development, Service to Society, and Management System Policies**	
2022 Action Plan	**Plan**	In May 2021, meetings were held with academic staff from internal stakeholders to determine Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System policies, and all policies were defined at the meeting. The planning for 2022 includes the following items: a. Establishment of highly representative coordinatorships that can carry out activities to follow the Quality Assurance, Education and Training, Research and Development, Social Contribution and Management System Policies, updating and finalizing the existing ones. b. Since improvement is essential in the aforementioned policies, focus group discussions and surveys will be conducted with internal and external stakeholders once a year. c. Whether the departments take into account the relevant policies in their

		activities will be monitored through meeting reports.
	Realization Level of 2022 Action Plan	a. Coordinatorships were established to implement the aforementioned policies under the umbrella of the Quality Coordinatorship, and their activities were monitored through meeting reports. Time is needed for the policy culture to be fully embedded across the faculty. b. In order to improve the aforementioned policies, 1 survey/focus group meeting with internal stakeholders and 2 with external stakeholders were conducted. It was observed that the performance exceeded the target. c. According to the monitored reports, the departments need to improve their core area activities related to the policies.
2023 Action Plan	**2023 Objectives**	a. Surveys and focus group discussions will be held once a year with the participation of internal and external stakeholders, and improvement suggestions will be received from stakeholders for the aforementioned policies. b. According to the results, the policies will be updated in line with the strategic goals and objectives of the faculty.

		c. Whether the departments and coordinatorships carry out activities centered on policies will be evaluated with their reports twice a year.
	2023 Scheduled Action Plan	By June 2023, surveys and focus group discussions will be held with internal and external stakeholders to improve these policies. In December 2023, improved policies on quality assurance system, education and training, R&D, social contribution and management system will be finalized.

Planning Table 3	**A.1.3. Institutional Performance Management**	
2022 Action Plan	**Plan**	The functioning of the Institutional Performance Management System is planned as follows: a. Strategic Performance Data studies (containing strategic goals and objectives), which Istanbul University Quality Coordinatorship expects our faculty to fill in, will be filled in every 6 months according to the data received from the departments/academic staff. From this data, the rates/statuses of the faculty's realization of its strategic goals and achievement of its goals will be determined. b. For the year 2022, Key Performance Indicators with less strong institutional representation and those that need to be developed will be determined and the status of academic staff will be evaluated every 6 months. c. The activities of academic staff covering all areas will be evaluated at the end of the year.

		d. The performance level of administrative staff will be evaluated at the end of each year in conjunction with the performance evaluation reports of the employees requested by the Istanbul University Personnel Department.
	Realization Level of 2022 Action Plan	a. Strategic Performance Data from departments were received and evaluated in 2022. Improvements are needed in the number of activities carried out in accordance with the strategic goals and objectives, especially "related to internationalization". b. Key performance indicators were determined as follows for 2022 in line with the mission and vision: - Number of Publications in Journals with Q1 (Journal Citation Reports) Impact Factor - Number of National and International Scientific Awards - Number of Publications (books, periodicals, theses, etc.) on Civil Society - Number of Students Participating in Social Responsibility Projects c. According to the key performance indicators, in the second half of 2022, the number of national and international

		scientific awards were 2, the number of publications in the field of civil society was 23, and the number of students participating in social responsibility projects was 15. It is aimed to increase the numbers by two points each for 2023. d. The activity evaluation of academic staff was carried out as planned. The performance of administrative staff was evaluated.
2023 Action Plan	**2023 Objectives**	a. Strategic Performance Data studies will be requested from academic staff once every 6 months. b. Items related to internationalization in key performance indicators will be increased, at least 1 survey or focus group interview will be conducted with academic staff for key performance indicators and their opinions will be collected. c. Key performance indicators of academic staff will be evaluated every 6 months. d. Academic staff's activity report will be requested at the end of the year. e. The performance of administrative staff will be evaluated.

		f. In order to evaluate institutional performance, it will be processed in the Strategic Management Information System (SYBS) in accordance with the calendar in the Quality Manual.
	2023 Scheduled Action Plan	- Strategic Performance data studies will be requested from academic staff at the end of June and December. - The key performance indicators of the academic staff will be submitted again in June and December. - The performance and activities of academic and administrative staff will be evaluated at the end of December. -All performance information will be entered into the SYBS system by the end of 2023.

Planning Table 4	A.2.1. Unit Quality Commission	
2022 Action Plan	**Plan**	The Quality Commission was established in November 2021. The duties and responsibilities of the Commission are coordinated with the Unit Quality Coordinatorship. The functioning of the Quality Commission is planned on two principles in 2022: a. The reports on "education and training, research and development, internationalization, social contribution, the place of Local/Regional/National Demands and Needs in Strategic Goals and Objectives" sent by the Department Heads and Coordinatorships will be evaluated by the Quality Commission in July and December 2022 after being monitored and reported by the Unit Quality Coordinatorship. b. In 2022, satisfaction surveys and focus group discussions will be evaluated by the Quality Commission and improvement suggestions will be evaluated by the

		authorized boards of the faculty in consultation with the Unit Advisory Board.
	Realization Level of 2022 Action Plan	a. The monitoring reports of the Unit Quality Coordinatorship were discussed at the Quality Commission in July and December. In July, improvement suggestions related to education and training activities were discussed. In December 2022, "The Place of Local/Regional/National Demands and Needs in Strategic Goals and Objectives" was evaluated. Accordingly, it was decided that the following items should be paid attention to and quantitative improvements should be made regarding the strategic goals and objectives: 1. Increasing the number of graduate dissertations with high widespread impact, conducted in national and international cooperation (Goal 3/ Objective 3). 2. "Conducting social, cultural and professional activities that contribute to the personal development of students" (Goal 2/ Objective 5). 3. Increasing social responsibility projects for disadvantaged groups (Goal 4/Objective 2).

		4. Increasing the number of external projects (Goal 5/Objective 1). b. As planned, the Quality Commission evaluated 1 focus group interview with academic staff and the following decisions were reported to be discussed at the Unit Advisory Board: 1. Departments should be asked how they can respond to "local/regional/national" demands in line with strategic goals and objectives. 2. How the field of theology can be related to local/regional/national demands should be discussed from a broad perspective. 3. Mass media should be used to ask about the religious needs and demands of the region. 4. Priority should be given to studies and projects in the region, where needs can be identified through surveys and field interviews. 5. High schools, youth platforms and NGOs in the region should be contacted to determine the needs and expectations that the Faculty of Theology can meet. 6. The lists of requirement of public and private organizations should be taken into consideration.

		7. General goals and objectives should be determined by communicating with other faculties of theology in the city. In order to achieve realism in the planned items, it was concluded that the Quality Commission should exchange views on a maximum of 3 topics at each meeting.
2023 Action Plan	**2023 Objectives**	a. The Quality Commission will evaluate the topics of education and training, R&D, social contribution and internationalization, local and regional needs in accordance with the strategic goals and objectives in 2023 by determining 3 themes in each meeting. b. The Quality Commission will evaluate the results of at least 1 survey or focus group interview with internal and external stakeholders in 2023 and report the results for discussion to the Unit Advisory Board.
	2023 Scheduled Action Plan	In July 2023, the Quality Commission will discuss and evaluate education and training, R&D and social contribution. In December 2023, the Quality Commission will evaluate

		internationalization, local regional needs list and survey/focus group discussions and present suggestions for improvement.

Planning Table 5	A.2.2. Internal Quality Assurance Mechanisms (PDCA Cycles, Calendar, Structure of Academic and Administrative Units)	
2022 Action Plan	**Plan**	In 2021, Istanbul University Faculty of Theology established its internal quality assurance system on the basis of the five main topics in the Quality Manual (quality assurance, education, training, R&D, social contribution, management system) to embed this culture in the institution. In 2022, three main stages were planned to consolidate internal quality assurance within the accreditation process studies: a. Establishing a calendar to realize the PDCA cycle. b. Preparing the organizational chart of the activities of academic and administrative units - departments and coordinatorships - according to the PDCA workflow and ensuring that academic units continue their activities through this scheme. c. Conducting at least one survey and focus group interview with internal and external stakeholders to check the embeddedness of the Quality Assurance system and identify needs.

	Realization Level of 2022 Action Plan	a. Within the framework of the PDCA cycle, a calendar containing meeting and reporting content was prepared and shared with academic units. b. The workflow to be followed by academic units has been established. In the current situation, some departments, such as Sociology of Religion, followed the stages of plan, implement, control, take precautions in the symposium they prepared. Although it is seen that the goal has started to be partially realized, it needs to be spread throughout the faculty. c. In 2022, 2 satisfaction surveys were conducted with internal stakeholder students. 1 focus interview was held with academic staff. The objective was realized in terms of monitoring mechanisms.
2023 Action Plan	**2023 Objectives**	a. In order to embed the Quality Assurance system, Departments and Coordinatorships will be asked to submit their academic activities and sociocultural activities according to the PDCA cycle.

		b. At least 1 survey/focus group interview will be conducted with internal and external stakeholders to embed internal quality assurance.
	2023 Scheduled Action Plan	a. At the end of each semester (May and January), Departments and Coordinatorships will be asked for their calendars showing their PDCA cycles. b. Focus group discussions and surveys with internal and external stakeholders will be completed by the end of June and November.

Planning Table 6	A.2.3. Leadership and Quality Assurance Culture	
2022 Action Plan	**Plan**	In 2021, processes were prepared to embed Leadership and Quality Culture in the Quality Manual. A "participation" based approach has been adopted to embed governance in leadership and spread the Quality Culture throughout the Faculty. In this context, a three-point planning was made for 2022: a. In order to establish a quality culture, at least one questionnaire will be applied to students as internal stakeholders in 2022 and their understanding of quality and satisfaction with the physical conditions of the faculty, management, teaching staff will be asked. In addition, applications such as student feedback form and communication form will be introduced and feedback will be provided faster. The objective is to achieve a rate of more than 50% of students finding the faculty to be of high quality.

		b. In the other pillar of the quality culture, academic staff will be surveyed, or focus group interviewed at least once a year and their views on governance issues such as leadership, management, appointment and promotion criteria will be sought. At least 50% of the academic staff find the faculty to be of high quality. c. In order to establish a quality culture, the opinions and contributions of the administrative staff will be taken at least once in 2022 in the areas of leadership governance.
	Realization Level of 2022 Action Plan	a. Students were surveyed to measure the embeddedness of the quality culture. According to the results of the survey, 37.1% of the students find the faculty administrators sufficient and qualified. 43.7% of the students find the quality demonstrated by the faculty sufficient. b. One questionnaire and one focus group interview were conducted to measure the academic staff's view of quality culture and leadership. This is a performance

		above the target for 2022 planning. According to the results of the survey, the academic staff's satisfaction with the affairs management is 3.99 out of five, and their satisfaction with the dean's office is 3.89. In this case, the target was met. c. According to the results of the 2022 fall semester administrative staff satisfaction survey, 65% of the staff find the quality-oriented activities sufficient. 70% think that there is good communication between administrative staff and faculty management. In this case, the performance exceeded the target.
2023 Action Plan	**2023 Objectives**	a. In order to increase the quality culture, internal stakeholders need to participate in management. For this reason, at least one survey and focus group discussions will be conducted annually with students, academic staff, and executive staff. b. In 2022, students' satisfaction with quality understanding and

		leadership appears to be below 50%. In this case, the target for the next semester is to exceed 50%. c. It is planned to open a Quality and Development Club in order to improve the results and to solve the expectations of the students in the short term.
	2023 Scheduled Action Plan	- Quality Culture survey or focus group interviews with academic staff will be conducted until the end of June. - Quality satisfaction survey with students will be conducted until the end of June. - Quality satisfaction survey and focus group interviews with administrative staff will be conducted until the end of December. - Quality and Development Club will be established by May.

Planning Table 7	**A.3.1. Internal Stakeholders** **A.3.2. External Stakeholders**	
2022 Action Plan	**Plan**	In the 2021 Quality Manual, the process of defining internal and external stakeholders was initiated. For 2022, the participation process and recognition of internal and external stakeholders is planned through five channels: a. The participation of students, one of the internal stakeholders, in the decision-making bodies of the faculty will be ensured. For this purpose, the student representative will be invited as a member of the Quality Commission and will be allowed to express his/her opinion in decision-making. Surveys and focus group interviews will be conducted at least once a year to measure and evaluate the participation of internal stakeholders. b. Focus group discussions and surveys will be conducted at least once a year to ensure more active participation of academic staff. c. In order to increase the participation of external stakeholders such as

		graduates in quality studies and to measure the wishes and expectations of graduates, they will be contacted through various channels, and a survey or focus group interview will be conducted with them at least once a year. d. A Unit Advisory Board will be established as external stakeholders and their representation in categories such as "education and training", "R&D", "social contribution" will be provided to ensure their more active and productive participation. e. An International Unit Advisory Board will be established, and they will be informed about the studies carried out by the faculty. A survey or focus group interview will be conducted with them at least once a year to get their opinions and suggestions about our faculty.
	Realization Level of 2022 Action Plan	a. For the participation of students, one of the internal stakeholders, in the decision-making bodies of the faculty, the student representative was invited as a member of the Quality Commission and expressed his/her views at the decision-making stage. In order to

		measure the satisfaction of the students, a questionnaire was applied to them and a focus group interview was held with student club representatives. According to the results obtained, approximately 68% of the students think that our Faculty is one of the best Theological Schools in the country. According to the focus group interview, "asking students about their satisfaction" pleases them. b. In order to ensure the participation of academic staff, a focus group interview was conducted in which they could openly express their views. It was concluded that focus group discussions are more efficient than surveys. Again, 1 survey was conducted with academic staff. The most striking result is that the satisfaction rate of academic staff is 4.46 out of 5. c. A focus group discussion was held with alumni to ensure their participation. The most striking result is that the satisfaction rate of graduates is 70.2%. d. An interview questionnaire was administered to the members of the

		Unit Advisory Board to find out their views on the faculty. The result summarizes that the Unit Advisory Board is ready to help to improve the conditions in the faculty. e. One interview questionnaire was administered to the members of the International Advisory Board to ensure their participation. To summarize the result, the international board members of the unit are open to help the faculty develop in the international arena. When all items are evaluated, it is seen that Istanbul Faculty of Theology has set goals that can be realized in terms of reaching internal and external stakeholders. It was seen that improvement plans should focus on certain thematic areas in the future.
2023 Action Plan	**2023 Objectives**	By 2022, based on the results of the questionnaire and focus group interview applied to internal and external stakeholders; a. In 2023, a Quality and Development Club will be established to ensure the participation of students from internal stakeholders in quality

		processes, and they will be contacted one-to-one. b. Focus group interviews were found to be more useful for measuring the satisfaction of academic staff. Their opinions and suggestions will be obtained first in the fields of education and training, then in R&D and social contribution. c. The university's existing Alumni Information System will be activated to strengthen the communication and belonging of graduates with the Faculty. d. The Unit Advisory Board will be asked for their opinions and support on "social contribution". e. Seminar support will be received from the International Unit Advisory Board to realize the Internationalization policy of the Faculty.
	2023 Scheduled Action Plan	a. Quality Club will be established by April 2023. b. Academic Staff focus group interview will be completed by June 15.

		c. The Alumni Information System will be activated by July 15. d. The Unit Advisory Board and the "Social Contribution" themed opinions and support will be received in December. e. With the International Unit Advisory Board, seminar support for the realization of the Internationalization policy will take place between June-December 2023.

Planning Table 8	**A.4.1. Internationalization Policy**	
2022 Action Plan	**Plan**	In 2021, the internationalization policy was determined over 9 items. New items were added to these items, reaching 11 items in 2022. In the same year, three main stages were planned for the implementation of internationalization policies: a. An International Relations Coordinator will be established and will be responsible for guiding and supporting international activities in the faculty within the framework of the policy. b. In line with the internationalization policy, 3 agreements will be made with International Universities. c. At least 1 focus group discussion and survey will be conducted annually with internal and external stakeholders to update the internationalization policy and eliminate the deficiencies.
	Realization Level of 2022 Action Plan	a. In 2022, an active International Relations coordinatorship was established as planned. Some deficiencies were identified in the

		number and quality of international publications in foreign languages, and some problems were identified with the students coming within the scope of Erasmus+. b. In line with the internationalization policy and within the framework of the K-171 agreement, agreements were reached with 3 international universities. In addition, there are bilateral agreements with 14 faculties/centers within the framework of K-131. As a result of these agreements, 3 students at Istanbul University Faculty of Theology went to universities abroad within the scope of Erasmus+, while 3 students came to the institution and thus some results were achieved in line with the internationalization policy. Although reaching agreements with 3 universities shows that the target has been realized by percent, it is clear that this number should be increased. c. In order to improve the internationalization policy, focus group discussions were held separately with 1 internal stakeholder (international students)

		and 1 external stakeholder (International Unit Advisory Board) and the target set was met. However, improvements need to be made according to the results.
2023 Action Plan	**2023 Objectives**	a. The target for bilateral agreements has been set as 5 in 2023. b. Within the framework of the policy, English language editing services will be provided to faculty members so that they can engage in international publication activities. c. The faculty will develop a policy to work in coordination with the International Student Coordination Center. d. In order to improve the internationalization policy, at least one survey and focus group interview will be conducted with internal and external stakeholders in 2023.
	2023 Scheduled Action Plan	a. It is aimed to conclude a total of 5 bilateral agreements, 2 in May-August and 3 in September-December.

		b. English Editorial Language Support will be provided as 3 seminar trainings between July-September c. Coordination with the International Coordination Center and policy formulation will be completed by December 15. d. Focus group discussions and surveys with internal stakeholders will take place by June 15, while focus group discussions and surveys with external stakeholders will take place by December 15.

Planning Table 9	A.4.2. Management and Organizational Structure of Internationalization Processes	
2022 Action Plan	**Plan**	In 2021, the organizational structure and management of the Internationalization Processes were determined in the trajectory of the Quality Manual. A 3-stage plan will be followed in this process under the responsibility and management of the International Relations Coordinatorship: a. The International Relations Coordinatorship, together with other Units and Coordinatorships, will take decisions within the framework of the internationalization policy and lead their implementation. The PDCA cycle will be adhered to as shown in the diagram. b. There will be an increase in seminars, symposiums, international publications and activities supported by the International Relations coordinatorship. c. At least one survey and focus group interview will be conducted annually with internal and external stakeholders within the framework

		of the organizational structure and management of International Relations processes and the management of the International Relations coordinatorship.
	Realization Level of 2022 Action Plan	a. Adhering to the internationalization scheme, an active international relations coordinatorship was established, and this coordinatorship played an active role in the realization of the relevant policy. In this context, the first objective was realized. b. With the help and support of the International Relations Coordinatorship, 2 international symposiums, 9 international conferences were organized, 3 students were sent abroad, and 3 students were hosted from abroad. Although the International Relations Coordination Office has achieved an increase in its practices by adhering to its management style compared to the uncoordinated internationalization activities of the previous years, the targets need to be further increased.

2023 Action Plan	**2023 Objectives**	Under the management of the International Relations Coordinatorship, it is aimed to organize 4 international symposiums and 15 conferences; to send 4 students abroad and to accept 4 students.
	2023 Scheduled Action Plan	4 international symposiums and 15 conferences in the May-December calendar; In the period until December 15, 4 students will be sent abroad, and 4 students will be accepted from abroad.

Planning Table 10	**A.4.3. Sources for Internationalization**	
2022 Action Plan	**Plan**	For 2022, the management and functioning of Internationalization resources is planned in four stages: a. A total of 60,000 TL budget support will be received from municipalities and foundations for education abroad. b. In 2022, 12,000 TL will be received as temporary duty travel allowance abroad. c. A budget of 23,000 TL will be allocated for faculty-wide international activities. d. It is planned to conduct at least 1 survey or focus group interview with academic staff to obtain their opinions and suggestions regarding the adequacy of Internationalization Resources.
	Realization Level of 2022 Action Plan	a. In 2022, a total of 64,850 TL budget support was received from foundations and municipalities as Jordan Education Abroad support.

		b. In 2022, the amount of foreign temporary duty travel allowance was given as 12,000 TL. c. The faculty provided a total of 23,004.27 TL of international congress support to 2 people in 2022. d. As planned, 1 focus group interview was held with internal stakeholder academic staff. Requests were stated that resources should be increased.
2023 Action Plan	**2023 Objectives**	a. A total of 65 thousand TL support will be provided from municipalities and foundations for overseas education. b. 2023 Increase the amount of travel allowance for temporary duty abroad to 13,000 TL, c. The faculty will receive 25,000 TL of international congress support. d. At least 1 survey or focus group interview will be conducted with academic staff on internationalization resources.

	2023 Scheduled Action Plan	a. Budget from municipalities and foundations will be completed by the end of December. b. Foreign temporary duty allowances will be provided within the year. c. Congress support will be provided in the June-December period. d. At least 1 focus group interview or survey will be conducted with academic staff until the end of June.

Planning Table 11	**A.4.4. Monitoring and Improving of the Internationalization Performance**	
2022 Action Plan	**Plan**	The International Relations Coordinatorship has planned three stages to monitor and improve the performance of academic staff: a. Academic staff upload their international publications to AVESIS. Academic Publication and Support Unit reports international publications to the International Relations Coordinatorship. b. The International Relations Coordinatorship identifies inadequacies in areas such as training, seminars, English language support and makes suggestions for improvements. c. A survey or focus group interview is conducted with academic staff at least once a year to improve international performance and monitor expectations and deficiencies.

	Realization Level of 2022 Action Plan	a. The International Relations Coordinationship Unit held 6 meetings to evaluate the international publication information received from the Academic Publication and Support Unit. b. International Relations Coordinatorship has found the need for editorial language support. c. Seminars and trainings need to be re-planned together with the Research and Development Coordinatorship. d. In the focus group discussions held to identify areas for improvement in International Relations performance, the general opinion was that resources should be increased for performance improvements.
2023 Action Plan	**2023 Objectives**	a. The Academic Publication and Support Unit will be assisted by the R&D coordinatorship and the Project Unit in coordination to monitor international performance. b. Language support will be provided to academic staff to improve performance, and 3

		training seminars will be organized for this purpose. c. Focus group discussions or surveys will be conducted at least once a year with academic staff on how to improve academic performance. d. Resources will be increased by 5%, taking into account the relationship between International Performance and budget.
	2023 Scheduled Action Plan	a. Coordination between International Relations, R&D, project support and Academic Publication and Support units will be ensured until May 15. b. International editorial publication support will be provided until December. The 3 training seminars planned in this context will be completed by the end of December. c. Focus interviews or surveys will be conducted until the end of June. d. Work on the budget increase will be carried out until December.

Planning Table 12	B.1.1. Design and Approval of Programs	
2022 Action Plan	**Plan**	In the design process of the program carried out in the faculty, the following planning was made by taking into account the Turkish Higher Education Qualifications Framework, Istanbul University 2019-2023 Strategic Plan and the faculty's educational policies and strategic goals and objectives: a. Departments will be asked for suggestions on revising course credits and ECTS. b. 5 new elective courses will be added. c. A survey and focus group discussion will be conducted with academic staff and students regarding the curriculum update.
	Realization Level of 2022 Action Plan	a. The 4-credit Islamic Philosophy course is divided into two semesters. The Sufism course was divided into two semesters as History of Sufism and Sufi Thought. b. Upon suggestions from internal stakeholders, 10 new elective courses were added.

		c. One focus group interview was conducted with academic staff.
2023 Action Plan	**2023 Objectives**	The placement of the courses in the Department of Islamic History will be determined in the curriculum.
	2023 Scheduled Action Plan	In December 2022, the proposal of the Department of Islamic History to regulate the periods in which Siyer, Islamic History I, II and History of Islamic Civilization courses should be taught by the Department of Islamic History will be implemented as of September 2023 (Fall semester) after the decision of the Faculty Board and the approval of the Senate.

Planning Table 13	**B.1.2. Program's Objectives, Outcomes (Program Outcomes and Discipline-Specific Outcomes) and Compliance with IAA Criteria**	
2022 Action Plan	**Plan**	Determination of program outcomes Identification of discipline-specific outputs
	Realization Level of 2022 Action Plan	a. Outputs related to the program were determined and announced as a result of the necessary negotiations and evaluations. b. Discipline-specific outcomes were also determined and announced in the same way. c. In 2022, the objectives of determining and announcing program outcomes and discipline-specific outcomes were fully realized.
2023 Action Plan	**2023 Objectives**	a. Checking the conformity of program outcomes and discipline-specific outcomes, b. Receiving feedback from faculty, students and external stakeholders on outputs.

	2023 Scheduled Action Plan	a. In April 2023 and November 2023, the Outcomes Monitoring and Analysis Unit will examine the learning outcomes of the courses and the program and discipline-specific outcomes one by one and analyze which outcomes match with which courses and to what extent. b. In May 2023 and December 2023, it will prepare a report on outcomes that do not match any learning outcome or match at a low level. c. In May 2023 and December 2023, these outcomes will be discussed in the relevant boards, and if deemed necessary, they will be revised or removed from the outcomes.

Planning Table 14	B.1.3. Alignment of Course Outcomes with Program Outcomes and Discipline-Specific Outcomes	
2022 Action Plan	**Plan**	Due to the structure of the AKSIS, filling the matrix (starring in the syllabus) for matching the general outcome of the course with the program outcomes.
	Realization Level of 2022 Action Plan	The instructors matched the outcomes of the courses with the updated program outcomes at the end of the semester in most of the courses, but this process could not be extended to all courses in the faculty, so the plan was realized at a limited level. By the end of the fall semester of 2022-23, the matching of the outcomes for the spring semester courses with both program outcomes and discipline-specific outcomes was achieved for all courses. Thus, the quality standard, which was almost never achieved in the first half of 2022, was largely realized at the end of the year.
2023 Action Plan	**2023 Objectives**	a. Determination of learning outcomes as a result of in-departmental discussions, obtaining common learning

		outcomes for each branch (already realized for Spring). b. Matching the learning outcomes of each course with program outcomes and discipline-specific outcomes.
	2023 Scheduled Action Plan	a. In May 2023, the learning outcomes of the 2023-2024 Fall semester courses will be determined and announced by the departments. b. Completion of the matrixing process of learning outcomes, program outcomes and discipline-specific outcomes in September 2023. c. Monitoring and reporting of progress by the Monitoring and Analysis Unit in June 2023 and December 2023. d. Controlling the process with student and external stakeholder feedback and making necessary improvements in June 2023 and December 2023.

Planning Table 15	B.1.4. Structure of Programs and Balance in the Distribution of Courses	
2022 Action Plan	**Plan**	a. The number and ECTS values of compulsory and elective courses are carried out within the framework of the principles determined in previous years and the relevant regulations of the University. b. Planning a new elective course by taking into account the mission, vision, goals, objectives and policies of the Faculty and by the proposal of the department, the decision of the Faculty Board and the approval of the Senate. c. Obtaining internal and external stakeholder opinions on the adequacy of elective courses.
	Realization Level of 2022 Action Plan	a. The proposals from the departments regarding the addition of new elective courses to the curriculum in 2022 were presented to the students after the decision of the Faculty Board and the approval of the Senate. b. Course proposals are designed in line with the needs of the

		department and in accordance with the vision, mission, goals, objectives and policies of the Faculty. c. Students were able to choose from many elective course alternatives during the course selection period. d. At the end of the semester, opinions and suggestions from students and external stakeholders were collected through questionnaires and focus group discussions. Thus, updates were made in accordance with the goals, objectives, strategies, mission and vision of the program in 2022; student feedback and external stakeholder opinions revealed positive signs that the goals were realized.
2023 Action Plan	**2023 Objectives**	a. Introducing new elective courses for community service practices. b. Designing courses that emphasize social contribution more (its importance has increased due to the earthquake). c. Receiving student and external stakeholder feedback.

	2023 Scheduled Action Plan	a. Opening elective courses that were not previously in the curriculum for the first half of 2023 (2022-2023 Spring semester) and the second half (2023-2024 Fall semester) to students' preference. b. Writing letters of recommendation to departments and divisions in February and September 2023 for the inclusion of community service and social responsibility content in the courses. c. Receiving student and external stakeholder feedback in June and December 2023.

Planning Table 16	B.1.5. Student Workload-Based Design	
2022 Action Plan	Plan	a. The course distribution in the curriculum has been planned with the understanding of student workload (ECTS) since previous years. b. ECTS allocations are calculated for each course based on the time the student needs to spend on in-class and out-of-class activities.
	Realization Level of 2022 Action Plan	a. In-class activities constituted the central element in ECTS calculations. b. Students carried out activities such as homework, research, activities, etc. outside the classroom in accordance with the ECTS of the course. c. These activities were announced in the course syllabus by the instructor at the beginning of the semester. d. The departments were primarily responsible for the fulfillment of the activities in accordance with the workload distribution specified in the syllabus.

		e. The Dean's Office, Education Coordinator's Office and Quality Coordinator's Office took into account student feedback on the implementation of the student workload in accordance with ECTS and evaluated it in the relevant committees. Thus, the targeted level of in-class and out-of-class activities in the design based on student workload has been achieved to a certain extent.
2023 Action Plan	**2023 Objectives**	a. Realization of learning outside the classroom at a certain level in all courses. b. Conducting an education and training activity in accordance with the design based on student workload. c. Monitoring and making improvements.
	2023 Scheduled Action Plan	a. Ensuring that the syllabi are updated and filled in the first half of 2023 (2022-2023 Spring semester) and the second half (2023-2024 Fall semester). b. In March and October 2023, the Syllabus Monitoring and Analysis Unit and the Education

		Coordinatorship will check whether the activities in accordance with the workload specified in these syllabi have been carried out. c. Receiving student feedback on functionality through satisfaction surveys and focus group interviews in June and December 2023.

Planning Table 17	**B.1.6. Assessment and Evaluation**	
2022 Action Plan	**Plan**	a. Conducting assessment and evaluation in an objective, reliable and valid manner. b. Monitoring measurement and evaluation processes. c. Evaluation of students' exam objections.
	Realization Level of 2022 Action Plan	a. At the beginning of Spring (2021-2022) and Fall (2022-2023) semesters, faculty members were requested to announce the principles of assessment and evaluation in AKSIS. b. The majority of the lecturers reflected this in the syllabi of their courses in AKSIS at the beginning of the semester. (All lecturers announced it before the exam.) c. Diversity in measurement and evaluation was partially realized. d. Students' exam objections were meticulously carried out within the framework of the relevant regulations.

		Thus, the goal of diversity in measurement and evaluation was partially realized. Objectivity in measurement and evaluation has also been achieved to a great extent.
2023 Action Plan	**2023 Objectives**	a. Ensuring reliability, validity and objectivity in assessment and evaluation. b. Ensuring diversity in assessment and evaluation (there is clear evidence of this in the spring syllabus). c. Receiving student feedback on this issue.
	2023 Scheduled Action Plan	a. Monitoring of syllabi by the Syllabus Monitoring and Analysis Unit in March and November 2023. b. Writing letters of recommendation to departments and divisions for the diversity of Assessment and Evaluation in February and October 2023. c. In June and December 2023, the functioning of the process will be monitored by surveying students and necessary improvements will be made by the relevant units.

Planning Table 18	B.2.1. Student Admission, Recognition, and Crediting of Prior Learning (Knowledge and skills acquired through formal education, non-formal education and free learning)	
2022 Action Plan	**Plan**	Acting and planning in accordance with the relevant regulations and directives of Istanbul University in the recognition of prior learning.
	Realization Level of 2022 Action Plan	a. In 2022, diplomas and degrees of formal and distance education students were issued within the framework of the relevant regulations. b. Courses previously taken through open, distance or formal education were decided by the relevant committees for adjustment or exemption within the framework of regulations and directives (according to credit, ECTS and content compatibility). c. The adaptation of non-formal or informal learning was valid for Arabic preparatory courses; however, due to the lack of appropriate regulations and directives, exemption issues related to other classes were not included in the agenda. Apart from this issue, the objectives regarding

		the recognition of prior learning have been fulfilled.
2023 Action Plan	**2023 Objectives**	a. Maintaining the functioning based on regulations and directives regarding the recognition of prior learning.
	2023 Scheduled Action Plan	a. Recognition of prior learning activities in March and October 2023 semesters. b. Discussing the non-formal and informal learning in the academic board at the beginning of the semester in March 2023. c. Taking the opinions of faculty members, students and external stakeholders on the subject in April 2023.

Planning Table 19	B.2.2. Recognition and Certification of Degrees, Diplomas, and Other Qualifications	
2022 Action Plan	**Plan**	Recognition and certification of diplomas and degrees in accordance with the relevant regulations and directives of Istanbul University.
	Realization Level of 2022 Action Plan	The plans for the recognition and certification of diplomas and degrees in accordance with the relevant regulations and directives of Istanbul University have been put into practice and have been realized in accordance with the objectives within the routine functioning of the Faculty.
2023 Action Plan	**2023 Objectives**	Social transcript implementation (increased importance due to the earthquake).
	2023 Scheduled Action Plan	a. In March 2023, the system for creating social transcripts will be discussed and formalized in the relevant boards after the necessary discussions and exchanges of views. b. In June 2023, certificates for activities carried out as a contribution to society will be given

		to students who fulfill the conditions.

Planning Table 20	B.3.1. Teaching Methods and Techniques (Active, interdisciplinary, interactive, research/learning oriented)	
2022 Action Plan	**Plan**	a. Increasing the number of out-of-class activities in learning. b. Increasing student-centeredness in classroom activities in learning.
	Realization Level of 2022 Action Plan	a. Apart from the lecturer's teaching in classroom activities, the use of visual materials such as presentations and videos etc. has been increased. b. Education models in which students are active in the classroom have been implemented in some courses. c. The number of courses in which students conduct research, homework, activities, etc. outside the classroom has been increased in accordance with the ECTS of the course. d. The number of courses enriched with activities such as institutional and field visits outside the classroom and the Faculty has been increased. Thus, in addition to student-centeredness and diversity in teaching, the targeted level of

		out-of-class activities has been achieved.
2023 Action Plan	**2023 Objectives**	a. Realization of learning outside the classroom in all possible courses. b. Realization of student-centered learning in all possible courses. c. Ensuring diversity of classroom methods in all courses. d. Making necessary monitoring and improvements.
	2023 Scheduled Action Plan	a. Ensuring that the syllabi for the first half of 2023 (2022-2023 Spring semester) and the second half (2023-2024 Fall semester) are reviewed according to the principle of diversity and necessary improvements are made. b. In March and October 2023, the Syllabus Monitoring and Analysis Unit will check whether the principle of diversity is met in these syllabi. c. Obtaining student feedback on diversity and diversity assessment through satisfaction surveys and focus group interviews in June and December 2023. d. Conducting surveys and focus group discussions with the lecturers

		who teach the courses in June and December 2023 to examine the realization of teaching diversity and student-centeredness and to take steps to implement the necessary improvements.

Planning Table 21	B.3.2. Assessment and Evaluation	
2022 Action Plan	**2022 Planning**	To carry out measurement and evaluation in an objective, reliable and valid manner as planned in the academic calendar. Monitoring the measurement and evaluation processes.
	Realization Level of 2022 Action Plan	a- At the beginning of the Spring (2021-2022) and Fall (2022-2023) semesters, faculty members were requested to announce the measurement and evaluation principles in AKSİS. b- The majority of the lecturers applied this on their syllabus in AKSIS at the beginning of the semester (all of the lecturers announced this before the exam). c- Diversity in measurement and evaluation has been partially achieved. d- Student-centered (including the student's assessment in the calculation) was not in question. Thus, while the objective of diversity in measurement and evaluation has been

		partially realized, the objectivity of measurement and evaluation has largely reached its goal. However, student-centered assessment and evaluation could not be realized.
2023 Action Plan	**2023 Objectives**	a- Ensuring reliability, validity and objectivity in assessment and evaluation. b- Ensuring diversity in measurement and evaluation (There is clear evidence that this is achieved in the Spring syllabuses). c- Going to increase the number of courses in which student-centeredness is applied in measurement and evaluation with small goals. d- Receiving student feedback on this issue.
	2023 Scheduled Action Plan	a- Monitoring of the syllabuses by the Curriculum Tracking and Analysis Unit in March 2023 and November 2023. b- Writing recommendation letters to departments and divisions for measurement and evaluation diversity in February 2023 and October 2023.

		c- Writing recommendation letters to departments and divisions in February 2023 and October 2023 in order to ensure student-centeredness in assessment and evaluation. d- By applying questionnaires to students in June 2023 and December 2023, the process will be monitored and necessary improvements will be made by the relevant units.

Planning Table 22	B.3.3. Student Feedback (Course-lecturer-program-general satisfaction surveys, request and suggestion systems)	
2022 Action Plan	2022 Planning	a- The Education and Quality Coordinatorships planned questionnaires and focus group meetings for a large number of students, lecturers and external stakeholders in 2022. b- It has made plans to create other platforms to receive student feedback.
	Realization Level of 2022 Action Plan	a- In 2022, 2 satisfaction questionaries were applied to the students. b- The Coordinator of Students with Disabilities held one focus group meeting with students with disabilities, apart from private individual meetings. c- The aforementioned Coordinator's Office held one focus group meeting with student representatives. d- ilahiyat@istanbul.edu.tr e-mail address received the wishes, requests, suggestions and complaints of the instructors and students.

		e- Received feedback from lecturers and students from the dialog box on the official web page. f- Continuous and instant communication was ensured in the whatsapp group, which included the class representatives, student affairs personnel and the relevant vice dean. Thus, all of the objectives regarding student feedback were fully achieved at the expected level.
2023 Action Plan	**2023 Objectives**	a- Questionaries b- Focus group discussions c- Dialog box d- Official e-mail e-Active operation of the representative, student affairs and vice dean group. f- Creation of a new communication panel.
	2023 Scheduled Action Plan	a- Questionnaires and focus group meetings will be held in June 2023 and December 2023. b- Current communication facilities will be active 24/7.

		c- In April 2023, the "Theology Solution" communication panel, which allows to keep statistics and analysis, will be opened for use.

Planning Table 23	B.3.4. Academic Supervision	
2022 Action Plan	**2022 Planning**	In order to ensure the active operation of the academic supervision system; a- To designate supervisors to provide guidance regarding the academic and professional orientations of the students as well as their course choices. b- To train the supervisors in order to increase the functionality of the supervision. c- To determine and announce the supervision hours of the academics.
	Realization Level of 2022 Action Plan	a- Supervisors were determined by the Education Coordinator at the beginning of the academic year. b- Supervisors were informed about the grades they need to keep for each student they are mentored through AKSİS. c- One week before the start of both semesters, the supervisors guided the students in their course selection. d- Whether the supervision was carried out properly or not was monitored during

		the course registration week, as well as student feedback surveys in December 2022 and January 2022. In academic savings management, the targets have been achieved to a certain extent. However, the academic and career supervision service has some needs to be addressed, in other words, the supervision system, which is carried out efficiently by some of the teaching staff, needs the involvement of others.
2023 Action Plan	**2023 Objectives**	a- Spreading the awareness and sense of responsibility for academic supervision. b- Determining the student meeting hours of the supervisors and putting a healthy supervision system into practice. c- Ensuring the monitoring and development of the system.
	2023 Scheduled Action Plan	a- Conducting the supervision in a healthy way with the instruction delivered to the supervisors at the beginning of the spring semester of the 2022-23 academic year (done)

		b- Announcement of supervision days and hours in February 2023 and posting it on the doors of the lecturers. c- Reminding all supervisors of their duties and responsibilities in the March 2023 academic board. d- Monitoring the operability of the system by receiving student feedback in June 2023 and December 2023.

Planning Table 24	B.4.1. Recruitment, Promotion, and Appointment Criteria	
2022 Action Plan	**2022 Planning**	a- Bringing competent teaching staff to the faculty. b- Making assignments in accordance with the fields of specialization in the courses. c- Making external assignments as needed. d- Receiving feedback on the subject by conducting surveys and focus group discussions with students and instructors.
	Realization Level of 2022 Action Plan	a- In accordance with the needs of the departments within the framework of the university's 2022 appointment promotion criteria, competent lecturers have been recruited to the Faculty. b- Instructors who meet the necessary conditions are promoted within the framework of academic promotion criteria. c- All appointments and promotions were made after the examinations of the Appointment and Promotion Commission of the Faculty.

		d- Course assignments made by the departments were examined by the Faculty Administrative Board, and when necessary, the most appropriate assignments were made by returning to the departments. e- Due to the excess of recitation and Arabic course loads, distinguished hafiz teachers from Istanbul, affiliated with the Presidency of Religious Affairs, and instructors with high experience in Arabic teaching, were assigned to the faculty. Thus, targets were realized in accordance with the planning in appointment, promotion and assignments.
2023 Action Plan	**2023 Objectives**	a- Recruitment of qualified research assistants b- Recruitment of qualified faculty members c- Recruitment of qualified lecturers d- Extending the contracts of the current faculty members who are successful.

	2023 Scheduled Action Plan	a- In January 2023, an attempt was made at the Rectorate to recruit 8 research assistants, 4 teaching staff and 6 lecturers for 9 departments. b- In April 2023, August 2023 and November 2023, the application processes for new teaching staff will be started. c- In November 2023, it will be decided to extend the assignments of the academic staff who will be extended, taking into account their academic and educational achievements. d- In November 2023, student feedback on the quality of the academic staff will be determined through surveys and focus group discussions.

Planning Table 25	B.4.2. Teaching Competence (Active learning, distance education, assessment and evaluation, innovative approaches, material development, qualification and quality assurance system)	
2022 Action Plan	2022 Planning	a- Strengthening the teaching staff with qualified new teaching staff. b- Organizing trainings to increase the teaching competence of the teaching staff.
	Realization Level of 2022 Action Plan	a- In 2022, new faculty members were recruited to the Faculty in line with the needs of divisions and departments. b- Training seminars were given to increase the educational competence of the teaching staff. c- Teaching competencies were monitored through student satisfaction surveys and focus group interviews. d- Opinions on teaching competency were obtained through external stakeholder meetings. Thus, the goals were achieved in terms of contributing to the competence of the faculty of the Faculty of Theology of Istanbul University, whose competence is not in doubt.

2023 Action Plan	**2023 Objectives**	a- Continuing monitoring and improvement of competence. b- Carrying out studies to increase the quality of distance education.
	2023 Scheduled Action Plan	a- Recruitment of academic staff will continue throughout the year in the required departments (the 2023 planning was taken from the departments). b- The Curriculum Follow-up Commission will report the creation and implementation of the syllabuses in March 2023 and November 2023. c- Training will be given to increase the quality of material design and measurement-evaluation in distance education, which was re-applied due to the earthquake (March 2023).

Planning Table 26	B.4.3. Incentives and Reward for Educational Activities	
2022 Action Plan	**2022 Planning**	It is planned to follow the monitoring of the training activities of the Award and Incentive Unit established within the faculty through AVESİS.
	Realization Level of 2022 Action Plan	In line with the reports of the Unit; a- Those who are successful in academic incentives are rewarded. b- The faculty members who were appointed and promoted were appreciated and rewarded. c- The faculty members who received the achievement award were appreciated and rewarded. d- The coordinators who provide services in different fields of education and training were appreciated and rewarded. e- The faculty members who had high scores in the student satisfaction surveys were appreciated and rewarded. f- The number of academicians receiving academic incentives increased by 8% compared to the previous year.

		g- Feedback was received from lecturers and students. Thus, the targets for 2022 have been achieved to a large extent.
2023 Action Plan	**2023 Objectives**	a- Recognition of academic achievements b- Reward for achievements in educational activities c- Award of contribution to the Faculty
	2023 Scheduled Action Plan	a- Award of those who score high in 2022 academic incentives (February 2023 Academic General Assembly). b- Award of those who score high in the student satisfaction questionnaires for the February 2023 and October 2023 academic terms c- Appreciation and reward of those who have been helpful in accreditation studies and coordinating activities of the Faculty (February 2023, October 2023)

Planning Table 27	**B.5.1. Learning Resources**	
2022 Action Plan	**2022 Planning**	a- Organizing activities for more effective use of e-Resources. b- Carrying out studies to improve library facilities. c- Improving the digital opportunities of the faculty.
	Realization Level of 2022 Action Plan	a- Images related to the use of e-Resources were prepared and shared. b- Protocols were signed with relevant institutions for the construction of the New Library. c- The processing capacity of all smart boards in the classrooms has been improved. Thus, the targets for 2022 were realized to a large extent.
2023 Action Plan	**2023 Objectives**	a- Starting the library construction b- Improving the quality of student reading rooms c- Making follow-ups

		d- It is foreseen that the construction of the library will start in April. e- In March 2023, efforts to increase the digital opportunities of the student reading room and reading rooms will continue. f- Within the scope of online education, which had to be made due to the earthquake, 8 different types of materials will be made available to students on the relevant digital platform, and improvements will be made in the quality of learning (March 2023). g- Questionnaires and focus group discussions will be held.

Planning Table 28	**B.5.2. Social, Cultural, Sport Activities**	
2022 Action Plan	**2022 Planning**	a- 4 activity titles have been determined by the Social, Cultural and Artistic Activities Coordinatorship. b- It is planned to increase the number of student clubs and activities. c- Sports activities are planned.
	Realization Level of 2022 Action Plan	a- The Social, Cultural and Artistic Activities Coordinatorship has carried out most of the activities it planned. (Some activities that were not planned in advance but developed based on need were also carried out.) b- The number of student clubs and activities has been increased. c- In addition to participating in university sports organizations, sports activities were organized within the faculty. d- Feedback was received through questionnaires and focus group interviews with students and instructors. Thus, it was evaluated that the targets for 2022 were realized at the expected rate.

2023 Action Plan	**2023 Objectives**	a- To fully realize the goals in sport events. b- To carry out a higher number of social, cultural and artistic activities than the previous year (Visit to the Sultan's tombs, Safahat readings, Ramadan Qur'an Recitation, Interview on Ramadan in our culture and literature, Hadith memorization competition, Birth of the Prophet and Kaside-i Bürde program). c- Carrying out follow-up and improvement studies
	2023 Scheduled Action Plan	a- Participation in the university's football and basketball tournament events will be provided (the date is not known due to the earthquake). b- An intra-faculty football tournament will be organized (April-May 2023). c- In June and December 2023, student and instructor satisfaction questionnaires and focus group meetings will be held. d- Opinions and suggestions will be received at the unit advisory board meetings (June and December).

Planning Table 29	**B.5.3. Facilities and Infrastructures (Dining hall, dormitory, technology-equipped work areas, medico etc.)**	
2022 Action Plan	**2022 Planning**	a- Improving the eating, working and resting environments of students and lecturers. b- To measure the satisfaction level of students and instructors. c- To increase the satisfaction level of students and instructors regarding the available facilities.
	Realization Level of 2022 Action Plan	a- Improvements were made in the working environments of the instructors. b- The satisfaction level of students and instructors was measured by questionnaires and focus group interviews. b- Resting areas have been increased with the arrangements made in the campus area. Thus, the 2022 targets have been achieved to a large extent.

2023 Action Plan	**2023 Objectives**	a- Adding new facilities to the campus. b- Increasing the satisfaction of the instructors and students with the facilities. c- Monitoring and making improvements. d- Starting the construction of the new library building in April 2023. e- Determining the satisfaction of students and instructors in June and December 2023 with questionnaires and focus group interviews.

Planning Table 30	B.5.4. Accessible Faculty	
2022 Action Plan	**2022 Planning**	a- Taking necessary steps to provide appropriate course materials for students with special needs. b- Planning and conducting exams in accordance with students with special needs. c- Identifying problem areas and receiving feedback by interviewing students with special needs.
	Realization Level of 2022 Action Plan	a- Digitalization of course materials including prep-class, which can be digitized, was ensured. b- Necessary studies were carried out so that the students would not have any problems in the exams. c- Focus group and individual interviews were held with students with special needs. Thus, the 2022 targets were achieved.

2023 Action Plan	**2023 Objectives**	a- Digitization of textbooks b- Working on converting the books that are not suitable for digitalization into audio books. c- Receiving feedback by identifying problem areas by interviewing students.
	2023 Scheduled Action Plan	a- For the 2022-2023 Spring and 2023-2024 Fall semesters, audiobooks will continue to be produced in cooperation with student clubs, and audiobooks will be provided to students before the semester starts. b- In June 2023 and December 2023, focus group meetings will be held with students with special needs and thereof reported.

Planning Table 31	B.5.5. Guidance, Psychological Counseling and Career Services	
2022 Action Plan	**2022 Planning**	a- To make informative and useful trips. b- To organize informative conferences and seminars in the field of guidance and psychological counseling. c- To increase the number of students who are given consultancy by attracting the attention of the students to the unit compared to the previous year.
	Realization Level of 2022 Action Plan	a- The number of students interviewed is 13, and it has been increased beyond 2021 as targeted. b- In 2022, the targeted number of (4 events) was held.
2023 Action Plan	**2023 Objectives**	a- To exceed 13 in the spring term of the 2022-2023 academic year (in the first half of 2023). b- To hold more promotional and educational academic and cultural activities compared to the previous year.

	2023 Scheduled Action Plan	a- At the beginning of the spring term of 2022-2023, organizing an online event to introduce the unit activities to the students. b- One online academic program in February, March and April 2023 (on Earthquake Psychology in February). c- Having iftar with earthquake-affected children in Ramadan. d- The calendar for the second half of 2023 (2023-2024 fall semester) has not been announced yet.

Planning Table 32	B.6.1. Monitoring and Updating Program Outputs	
2022 Action Plan	**2022 Planning**	a- Giving syllabus training to instructors. b- Assigning the Education Coordinatorship to update the program outputs. c- Assigning the instructors to make the relevant mark in AKSİS, where the general achievements of the course and the program outputs are matrixed. d- Receiving feedback from students, lecturers and graduates on the program outputs.
	Realization Level of 2022 Action Plan	a- As targeted, syllabus filling training was given to the instructors, one at the beginning of April 2022 and the other at the beginning of 2023. In the second training, training was provided on the matching of learning outcomes, as developed, with program outcomes and discipline-specific outcomes. b- All of the faculty members have filled in the tables and matrices of the spring semester syllabuses, thus gaining familiarity and knowledge with the

		program outputs and discipline-specific outputs (January 2023). c- Student and alumni feedbacks were received and discussed at the relevant committees (December 2022). d- Thus, the targets planned as of the beginning of the spring semester of the 2022-2023 academic year have been achieved.
2023 Action Plan	**2023 Objectives**	a-Before the 2023-2024 academic year, evaluation of the program outputs by the instructors, students and graduates and making the necessary updates.
	2023 Scheduled Action Plan	a- Evaluation of the program outputs and discipline-specific outputs from the divisions and Departments in June 2023. b- Receiving students' feedback on program outcomes and discipline-specific outcomes in June 2023. c- In June 2023, receiving the views of graduates on program outcomes and discipline-specific outcomes. d- Obtaining the Unit Advisory Board's views on program outputs and discipline-specific outputs in June 2023.

		e- As of the end of June 2023, discussing with the relevant boards and making the necessary updates within the framework of the feedback.

Planning Table 33	B.6.2. Graduate Tracking System	
2022 Action Plan	**2022 Planning**	Within the framework of Alumni monitoring planning in 2022, it is planned to create social media platforms, cooperate with the Alumni Association (ILMENDER), focus group meetings with graduates and similar activities.
	Realization Level of 2022 Action Plan	Alumni meetings were held through the Alumni Association, focus group interviews were held with the alumni, and communication groups were created on social media. Thus, the targeted efficiency level in the 2022 planning was approached.
2023 Action Plan	**2023 Objectives**	To carry out more activities compared to the previous year in order to improve communication and cooperation with alumni.
	2023 Scheduled Action Plan	- To conduct the June 2023 Graduate Satisfaction Survey. - June 2023 Focus Group Discussion with Alumni. - Organizing Alumni iftar in cooperation with İLMENDER and İDAV in Ramadan.

		- In July 2023, İ.Ü. Organizing Theology Alumni Picnic with a large participation.

Planning Table 34	**C.1.1. Research Policy, Objectives and Strategy of the Institution**	
2022 Action Plan	**Plan**	The institution's research policy, objectives, and strategy were defined in the Quality Manual in 2021. In 2022, in order to realize these goals and strategies, three issues have been planned to be followed within the framework of this policy: a. The triangulation point of the R&D policy of the institution is the opening policy. While achieving the goals and strategies for local, regional, national, and international research and development, the "opening up" and "participation" policies will be shaped by the suggestions and expectations of internal and external stakeholders. Therefore, at least one survey or focus group interview with internal and external stakeholders is planned. b. Scientific research with high outputs and widespread impact will be increased (R&D Goal 3.1, Target 3).

		- The annual target number of articles and reviews in SCI-E, SSCI, and AHCI indexed journals is four. - The target for Annual Articles and Reviews in SCI-E, SSCI, and AHCI Indexed Journals with International Collaboration is two. - National and International Scientific Award target is one. c. Target of Increasing the Number of National and International Collaborative Graduate Theses with High Dissemination Impact (R&D Goal 3.2, Target 3). The target for SCI-E, SSCI, and AHCI Indexed Publications produced from Graduate Theses is one.
	Realization Level of 2022 Action Plan	a. Following the R&D opening and participation policy, the R&D Coordinatorship held one focus group meeting with internal stakeholders for research and development. It is recommended that students be actively involved in research and development goals and strategies. b. The number of Annual Articles and Reviews in SCI-E, SSCI, and AHCI Indexed Journals is one.

		- The number of Annual Articles and Reviews in SCI-E, SSCI, and AHCI Indexed Journals with International Collaboration target was not realized. - Realization of National and International Scientific Awards was 2. (100% more than the target was realized under this heading). c. Target of Increasing the Number of Graduate Theses with High Dissemination Impact, Conducted in National and International Collaboration - The target of SCI-E, SSCI, and AHCI Indexed Publications Produced from Graduate Theses was not realized.
2023 Action Plan	**2023 Objectives**	Based on the unrealized 2022 targets and monitoring mechanisms, the targets set for 2023 are as follows: a. Research policies and strategic goals and objectives will be revised. At least one survey and one focus group interview will be conducted with internal and external stakeholders. b. Scientific research with widespread impact and high outputs will be

		increased in the strategic goal trajectory. - Annual Article and Review target in SCI-E, SSCI, and AHCI Indexed Journals is 2. - Annual Article and Review in SCI-E, SSCI, and AHCI Indexed Journals in International Collaboration is two. - National and International Scientific Award target is one. c. Strategic Objective: Increasing National and International Collaborative Graduate Theses with High Dissemination Impact - -The target for SCI-E, SSCI, and AHCI Indexed Publications produced from graduate theses is one. - -In order to be more realistic, five articles published in journals scanned by ULAKBIM produced from graduate theses are targeted.
	2023 Scheduled Action Plan	a. Until the end of June, one survey and one focus group interview will be conducted with internal and external stakeholders on the aforementioned subject. b. Scientific research with high outputs and widespread impact on the trajectory of the strategic

		objective is expected to be completed by the end of December. c. SCI-E, SSCI, and AHCI Indexed Publication from graduate theses, the target expected to be realized by the end of 2023 is one. The registration calendar for articles produced from theses published in journals scanned by ULAKBIM ends in December 2023.

Planning Table 35	C.1.2. Management of Research and Development Processes and Organizational Structure	
2022 Action Plan	**Plan**	In 2021, the management of R&D processes was defined in the Quality Manual. In order to ensure the integrity of R&D activities and arrangements carried out on the basis of different coordinatorships, the management and organizational structure of R&D processes in 2022 were planned within the framework of three items: a. Academic Activities Unit, Project Support Unit, Academic Publication, and Support Units will be merged under the R&D Coordinatorship. b. The R&D coordinatorship will evaluate the research and development activities of academic staff and students within the framework of the following items: - Increase of scientific research with widespread impact and high output. - Annual number of articles in journals indexed in ESCI and AHCI. - Number of publications in Q1 Impact factor journals in the field.

		- Number of SCI-E, SSCI, AHCI, ESCI, and SCOPUS indexed publications produced from graduate theses. - Number of R&D projects. - Number of students participating in R&D projects. c. In order to monitor R&D practices, a survey or focus group interview will be conducted with internal and external stakeholders once a year.
	Realization Level of 2022 Action Plan	a. The Academic Activities Unit, Project Support Unit, Academic Publication, and Support Units were merged under the R&D Coordinatorship. b. Evaluations were made regarding the aforementioned items, and Target 2 (Article 1) was realized in journals such as SCI-E, which has a low level of realization. The possibilities and reasons for the lack of SCI-E, etc. publications produced from graduate theses were evaluated. Again, a new planning requirement has arisen in order to increase the number of staff participating in R&D projects and to ensure systematic and regular progress.

		c. A focus group interview was held with academic staff, who are internal stakeholders, on R&D management, and the most striking result was the need to inform them by matching R&D activities with possible activities in the field of theology. Again, a satisfaction survey was conducted with academic staff, and among the concentrated topics of R&D activities, support for publishing in Q1 indexed journals in the field was requested.
2023 Action Plan	**2023 Objectives**	a. The Academic Publication and Support Unit, which operates under the umbrella of R&D, will organize seminars on how to publish better quality publications in field indexed journals. b. The Project Support Unit, which operates under the umbrella of R&D, will organize seminars on project writing. In addition, "Applied Research Project Writing Training" will be provided. c. A survey or focus group interview will be conducted once a year with internal and external stakeholders on the management and organization of R&D.

	2023 Scheduled Action Plan	a. The Academic Publication and Support Unit will organize information seminars twice a year, in June and December. b. Project Support Unit will organize Applied Research Project Writing Training four times a year. Focus group discussions or surveys with internal and external stakeholders on the aforementioned topic will be conducted until December 15.

Planning Table 36	C.1.3. Relationship of Research to Local/Regional/National Needs and Demands	
2022 Action Plan	**Plan**	In the 2021 Quality Manual, the relationship between research and local/regional/national needs and demands is defined. In the current situation, studies conducted according to local, regional, and national needs are documented. Accordingly, since 2018, six different symposium programs titled "The World of Science and Ideas in the Ottoman Empire from Sahn-ı Seman to Dârülfünun" have been prepared based on national needs and four different books on the subject have been published. On the other hand, national needs have been met with the Student Symposiums organized every year. In 2022, a three-point plan was made to make the process more specific and organized: a. According to local/regional and national needs, the contributions of academic staff/departments/ coordinatorships will be systematized to contribute in accordance with local/regional and

		national needs and at least three contributions will be made in 2022. b. Students will make at least three contributions in 2022, according to local/regional and national needs. c. At least three of the students' master's and doctoral theses will be planned to respond to local/regional and national needs. d. Surveys and focus group discussions will be conducted twice a year to understand the local, regional, and national needs and demands envisaged by internal and external stakeholders. e. A list of needs will be requested from the Unit Advisory Board as an external stakeholder.
	Realization Level of 2022 Action Plan	a. In 2022, departments organized two symposiums to meet national and regional needs. 66% of the target was realized. b. Four Student Symposiums were organized in 2022 to meet national and regional needs. It is above the target. c. Students prepared eight theses to meet national needs. This number is above the set target. d. One focus group interview was held with academic staff to see the

		relationship between local, regional, and national demands and research and to determine the needs. e. In the meeting with the Unit Advisory Board, the demands were evaluated and a list of needs was created. The most important items of this 27-item list were included in the 2023 Action Plan.
2023 Action Plan	**2023 Objectives**	a. Departments to produce at least three studies taking into account local, regional, and national needs. b. Students to produce at least three studies considering local, regional, and national needs. c. At least four of the students' master's and thesis topics are related to needs. d. Conducting at least one focus group interview or survey with internal and external stakeholders to create, improve, and update the local, regional, and national needs list. e. According to the 27-item list of needs, three items will be realized in the 2023 action plan: 1) Religious information studies on disadvantaged groups.

		2) Taking into account the research on the needs of members of different religions living in Istanbul. 3) Conducting field studies on moral degeneration to contribute to local, regional, and national areas.
	2023 Scheduled Action Plan	a. Studies conducted by departments, taking into account local, regional, and national needs: January-December 2023 b. Studies conducted by students, taking into account local, regional, and national needs: June-December 2023 c. Students' theses related to the aforementioned requests: All theses from January to December 2023 d. Focus group discussion or survey with Academic Staff on the aforementioned topic: By June 2023. Conducting a focus group interview or survey with students on the aforementioned issue: June-December 2023. Unit Advisory Board focus group discussion on the aforementioned topic: November 2023.

		Alumni focus group discussion on the aforementioned topic: November.

Planning Table 37	C.2.1. Research Resources: Physical, Technical, Financial	
2022 Action Plan	**Plan**	The Istanbul Faculty of Theology has physical resources such as a library and computer laboratories. Its financial resources vary from year to year. In 2021, physical, technical, and financial resources were documented as research resources. In 2022, six basic frameworks for development and improvement are planned: a. Among physical research resources, the quantitative increase of books in the library will be ensured. In addition to purchasing books, academic staff will be requested to donate books. b. The number of e-journals available in electronic databases will be increased, and access will be provided to databases such as al-Manhal, al-Mandumah, Springer, JSTOR; plagiarism detection programs such as Turnitin, iThenticate, intihal.net, and social networking and reference management tools such as

		Mendeley and Endnote. Academic staff will be informed about such research opportunities. c. In order to provide financial support for research resources, the faculty has provided 5,000 TRY book publication and 64,000 TRY overseas research support. d. In order to increase research resources, support will be requested from NGOs, municipalities, and public institutions and organizations for physical and financial assistance. e. A budget of approximately 400 thousand TRY will be allocated to the faculty for TUBITAK and BAP Projects for the year 2022. f. At least one focus group interview or survey will be conducted in 2023 with internal and external stakeholders regarding research resource constraints, expectations, and suggestions.
	Realization Level of 2022 Action Plan	a. In 2022, a **significant number** of books were donated to the library by academic staff. b. The number of e-journals available in the electronic database was increased; access to databases such as al-Manhal, al-Mandumah, Springer, JSTOR, plagiarism

		detection programs such as Turnitin, iThenticate, intihal.net, and social networking and reference management tools such as Mendeley and Endnote were opened; academic staff were informed by the library coordinator. c. The faculty spent 5000 TRY budget for research resources in 2022. It provided 64,850 TRY as overseas research support (Jordan). d. From the municipalities, physical space support was provided as physical aid, and a total of 230 thousand TRY was spent as financial aid (symposium expenditures). e. For TUBITAK and BAP Projects, the faculty was given a budget of 420 thousand TRY for five people for the year 2022. f. One focus group interview and one satisfaction survey were conducted with internal and external stakeholders, which included questions about research resource shortages, expectations, and suggestions for 2023. The prominent topics were added to the 2023 Action Plan targets.

<table>
<tr><td rowspan="2">2023 Action Plan</td><td>2023 Objectives</td><td>According to the results of focus group discussions and surveys, it is requested to increase physical, technical, and financial support.

a. An estimated 40,000 TRY travel support at the Faculty for 2023
b. Venue support from municipalities
c. The issues requested according to the results of the focus group discussions will be met to the extent possible:

Ten sheet music stands, two desktop computers, four bluetooth speakers, ten desktop computer speakers, one 32-inch 4K monitor, three laser printers, and consumables will be procured.

d. In 2023, one survey or focus group interview will be conducted with internal and external stakeholders to update the research physical, technical, and financial needs lists.</td></tr>
<tr><td>2023 Scheduled Action Plan</td><td>a. Faculty estimated budget will be given at the end of December 2023.
b. Venue support from municipalities will be provided until December 2023, according to the symposium calendar.</td></tr>
</table>

		c. Within the framework of the aforementioned title, the equipment requested by the academic staff will be completed in 2023. d. Surveys or focus group discussions with internal stakeholders will be completed by June 2023, and surveys or focus group discussions with external stakeholders will be completed by December 2023.

Planning Table 38	**C.2.2. In-University Resources**	
2022 Action Plan	**Plan**	BAP Coordination Unit directive is followed for internal resources. BAP Research Project support is given to the academic staff themselves. In 2021, definitions of internal resources were included in the Quality Handbook. In 2022, a three-point plan was made: a. Ten BAP Project support will be received. b. Domestic travel support for 2022 is 19,000 TRY. c. Foreign travel support for the year 2022 is proposed to be 4,000 TRY.
	Realization Level of 2022 Action Plan	a. In 2022, seven BAP projects received support. 70% of the target was realized. b. In 2022, domestic travel support for research purposes was given as 12,000 TRY. c. In 2022, 4,000 TRY of travel support for research abroad was provided.

2023 Action Plan	**2023 Objectives**	a. Ten BAP project support is planned. b. 2023 domestic travel support is 20,000 TRY. c. 2023 international travel support of 4,000 TRY has been proposed.
	2023 Scheduled Action Plan	a. In-university resources from BAP projects are delivered between January 2023-December 2023. b. 2023 domestic travel support is delivered between January 2023-December 2023 c. 2023 international travel support is delivered between January 2023 and December 2023.

Planning Table 39	C.2.3. Orientation to Non-University Resources (Methods and Supports)	
2022 Action Plan	**Plan**	In 2021, the Quality Manual defined the methods and support for external resources. Since 2018, 116 project supports have been realized due to non-university resources, and various foreign education supports have been received. In 2020, approximately 469 thousand TRY of training, book, publication, meeting, and symposium support was received from foundations and municipalities. This number was approximately 630 thousand TRY in 2021. For 2022, our non-university resources are basically planned as three items. a. TUBITAK TUBITAK project and training support (approx. 400 thousand TRY) b. Municipalities Municipality estimated symposium budget 200 thousand TRY c. Foundations

		Education, symposium, book, and publication support from foundations is estimated at a budget of 1 million TRY .
	Realization Level of 2022 Action Plan	a. TUBITAK 354,254 TRY in research support was provided in 2022. b. Municipalities In 2022, the Municipality's symposium support amounted to 230 TRY. c. Foundations In 2022, a total budget of 1,105,128 TRY was realized, including 64,850 TRY for Jordanian education support from foundations, 5,000 TRY for book and publication support and other items.
2023 Action Plan	**2023 Objectives**	a. TÜBİTAK research and symposium publication support is targeted at 500 TRY. b. The estimated budget expected from municipalities is 300 thousand TRY. c. The estimated budget expected to come from foundations is 1 million TRY.
	2023 Scheduled Action Plan	a. In 2023, two TUBITAK-based projects and one symposium contribution are expected to be completed by

		December 2023, and the support is expected to be realized. b. It is expected that the estimated budget from the municipalities for the preparations of two symposiums will be realized by December 2023. c. It is expected that the support for one training abroad, two symposiums, and two workshops will be realized by the end of December 2023

Planning Table 40	C.2.4. Graduate Programs Compatible with the Institution's Research Policy, Objectives and Strategy	
2022 Action Plan	**Plan**	The faculty has 19 master's and nine doctoral programs in line with its research policy, strategic goals, and objectives. The research policy of the faculty has set the goal of producing postgraduate theses with a high impact to meet national, regional, and international needs. Currently, 640 master's theses and 233 doctoral theses have been completed so far in the departments of Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts. For 2022, two items are planned: a. "Contributing to the national, regional, and international arena" b. To carry out studies under the subtitles "Syrians" and "Individuals with Special Needs" among the disadvantaged groups included in the strategic objectives.
	Realization Level of 2022 Action Plan	a. In 2022, master's and doctoral studies completed meet the aforementioned R&D policy. One

		hundred percent of the target has been achieved. b. Theses meet regional, national, and international needs in line with R&D policies. However, in the field of Philosophy and Religious Sciences for "disadvantaged groups" among the strategic goals, two master's and one doctoral thesis were conducted between 2017 and 2020. In this case, it seems more realistic to set five-year targets for improving and updating master's and doctoral theses on disadvantaged individuals rather than setting targets for each year.
2023 Action Plan	**2023 Objectives**	a. Departments will be asked to submit lists of needs regarding the treatment of national, regional, and international priorities in master's and doctoral theses. b. At least one focus group interview or survey will be conducted with master's and doctoral students to update the strategic goals and objectives of the Faculty and to improve thesis topics. c. Numerical expectations will be considered in five-year targets in order to make master's and doctoral theses on disadvantaged groups

		(Syrian migrants, disabled people) productive.
	2023 Scheduled Action Plan	a. Needs lists are planned to be completed by June 2023. b. One survey or focus group interview on the aforementioned issue is planned to be completed by December 15. c. Theses on disadvantaged individuals will cover the period between 2023 and 2028.

Planning Table 41	**C.3.1. The Improvement of the Research Competencies of the Teaching Staff**	
2022 Action Plan	**Plan**	A systematic definition to develop the research competence of teaching staff was made in the Quality Manual in 2021. For 2022, the title of teaching staff and research competence is defined under two main items. a. In 2022, a total of three seminars will be given to ensure the competence of academic staff on issues such as projects, libraries, technical issues, and syllabi. b. One academic writing support seminar will be given to academic staff regarding publication in journals with high impact indexed journals such as AHCI, ESCI, and Scopus. c. In order to develop and improve the research competence of academic staff, one focus group interview or one survey will be conducted with them.

	Realization Level of 2022 Action Plan	a. In 2020 and 2021, the Project Support Unit continued promotional and training seminars without slowing down. In 2022, the project support unit sent informative e-mails once a month via the faculty's corporate e-mail address, and one project support seminar and one EBYS training were given. b. One seminar titled "Publication in International Journals and Processes" was given by the academic publication and support unit. c. According to the results of one ocus group interview with academic staff, foreign language support and editorial support services for writing articles in English are expected.
2023 Action Plan	**2023 Objectives**	a. The Project Support Unit, Academic Publication and Support Unit and Academic Activities Unit within the R&D Coordinatorship will provide at least one training from each unit to improve the research competence of academic staff. b. At least two specific information seminars/trainings will be organized to contribute to research and development.

		c. The Library Coordinatorship will organize two information seminars in order to access electronic journals and follow technical innovations.
	2023 Scheduled Action Plan	a. R&D Units will complete one training each in May-June-October b. Two specific Trainings: -Syllabus training, January 2023. -Social Sciences and Innovation, June 2023. c. Library seminars, June 15/ December 15.

Planning Table 42	C.3.2. Joint Programs with National and International Research Units	
2022 Action Plan	**Plan**	The joint programs of the institution with National and International Research Units are defined in the 2021 Quality Manual. Currently, there are partnerships with three national Research and Application Centers. In 2022, two basic plans were made under this sub-heading: a. To organize at least one workshop, symposium, conference, or congress together with the Institute of Islamic Studies, ISIFAM, and DIMAM. b. Establish links with at least one International Research unit. c. To conduct a survey or focus group interview at least once a year to obtain the opinions and suggestions of academic staff on national and international joint research units.
	Realization Level of 2022 Action Plan	a. In 2022, the Faculty organized one symposium jointly with the Institute of Islamic Studies. b. No protocol was signed with the International Research Unit, but meetings were held with the

		International Islamic Academy of Uzbekistan, State Islamic University (Indonesia), and the Institute of Philosophy of Iran. c. There was one focus group interview with academic staff and the need for "international joint programs" was specifically mentioned in the interview.
2023 Action Plan	**2023 Objectives**	a. To organize at least two workshops, symposiums, conferences, or congresses together with the Institute of Islamic Studies, ISIFAM, and DIMAM. b. Establish a partnership with an international research program with high representational power in the international arena in 2023. c. Conduct at least one focus group interview or survey with internal and external stakeholders to measure the function and development of national partner programs.
	2023 Scheduled Action Plan	a. At least two workshops, symposiums, conferences, or congresses will be completed by November 2023, together with the Institute of Islamic Studies, ISIFAM, and DIMAM. b. In 2023, an international research program with high representational

		power in the international arena will sign a protocol by December 2023. c. At least one focus group interview or survey will be conducted with internal and external stakeholders by June 2023 to measure the function and development of national joint programs.

Planning Table 43	C.4.1. Academic Staff Academic Publication Performance Evaluation	
2022 Action Plan	**Plan**	In January 2020, the Academic Publication and Performance Monitoring Coordinatorship was established for faculty performance monitoring and evaluation. In 2021, the necessary principles for the Quality Handbook were determined. In 2022, three-item planning was realized: a. Academic staff will regularly enter their publication information into the AVESIS system. The Academic Publication Support Unit will monitor the performance of academic staff through AVESIS and report performance indicators. Academic staff who publish abroad will be rewarded with an "Academic Achievement Certificate". b. The performance of academic staff will be monitored and evaluated through YÖKSİS in accordance with the Academic Incentive Regulation. The academic staff with the highest score in the department-based academic incentive ranking will be

		awarded with an "Academic Achievement Certificate".
	Realization Level of 2022 Action Plan	a. The academic performance of the academic staff was monitored through AVESIS and four academic staff with overseas publication performance were awarded with 'Academic Achievement Certificate' in January 2022. b. With their academic performance in 2022, 52 academic staff were deemed worthy of support within the scope of Academic Incentive. The institution presented "Academic Achievement Certificates" to the academic staff who received the highest score on the academic incentive list on a department basis.
2023 Action Plan	**2023 Objectives**	a. The academic performance of the academic staff will be monitored through AVESIS and the academic staff with international publication performance will be rewarded. b. The performance of academic staff will be monitored through YÖKSİS in accordance with the Academic Incentive Regulation and the academic staff with the highest score on the academic incentive list

		on a department basis will be rewarded. c. According to the results of the student satisfaction surveys, the faculty members with the highest scores will be rewarded for their performance contributions.
	2023 Scheduled Action Plan	a. Academic performance of academic staff will be evaluated in June and December. b. In accordance with the Academic Incentive Regulation, the performance of academic staff will be evaluated as of December 2023 according to the results of YÖKSİS and the certificates of achievement will be presented by the Institution in January 2024.

Planning Table 44	C.4.2. Evaluation of Research Performance and Improvement Based on Results	
2022 Action Plan	**Plan**	The research performance of the faculty staff is monitored through AVESIS. At regular intervals, data are taken from the system, evaluated and some improvements are made accordingly. In this framework, the following three-stage improvement are planned for 2022: a. Urgent project improvement measures will be taken by the Project Support Unit of the R&D Coordinatorship. b. In order to improve R&D performances and systematize activities, a channel named "Prodes" will be created through the Telegram application. Prodes (Project Support System) is a software program where projects are reviewed and evaluated by the relevant units and all processes are carried out. c. At least one survey or focus group interview will be conducted with internal stakeholders in 2022 to

		evaluate the research performance of R&D units.
	Realization Level of 2022 Action Plan	a. Two main improvement suggestions were presented by the Project Support Coordinatorship: 1. Announced national and international activities were systematically presented to the academic staff. 2. Training was given on the project design of sending abroad processes. b. A channel named Prodes was created on Telegram application. c. Feedback was received from the participants of the Project Support Coordination seminars through a survey. The most striking result was that 82.6% of the participants wanted project training.
2023 Action Plan	**2023 Objectives**	a. National and international project applications will be introduced by the Project Unit of the R&D Coordinatorship. b. Prodes application will be introduced to academic staff and its use will be ensured.

		c. At least one survey or focus group interview will be conducted with academic staff in 2023 to improve Research Performance.
	2023 Scheduled Action Plan	a. Project applications will be promoted regularly every month in 2023. b. Promotion of the Prodes Application will be done by June 2023. c. At least one survey or focus group discussion on the aforementioned topic will be completed by December 2023.

Planning Table 45	C.4.3. Research Budget Performance	
2022 Action Plan	**Plan**	The research budget performance of the Faculty is defined in the 2021 Quality Manual. In 2022, research performance is planned to operate around four items. a. The estimated budget for tools and equipment to increase the research performance of academic staff is 87,446 TRY. b. The estimated budget for international travel expenses of academic staff for research is 19,000 TRY. c. The estimated budget for domestic travel expenses of academic staff for research is 4,000 TRY. d. Symposium-conference expenses: 20,000 TRY. External research budget support: Foundations 500 thousand TRY; Municipality 200 thousand TRY.

	Realization Level of 2022 Action Plan	a. Approximately 87,446 TRY of the budget was used for tools and equipment to realize the research performance of academic staff. b. The domestic travel allowance for 2022 is 12,000 TRY. c. Foreign travel expenses for the year 2022 are 4,000 TRY. d. Symposium, conference domestic expenditures: 23,000 TRY; international expenditures 6,000 TRY. e. Outsourced budget performance: 1,105,128 TRY from foundations; 230,000 TRY from municipalities.
2023 Action Plan	**2023 Objectives**	a. The estimated budget for tools and equipment for research is 90,000 TRY. b. 2023 academic staff domestic travel estimated budget 13,000 TRY. c. Estimated budget for international travel expenses 4,000 TRY. d. Symposium Conference Congress expenditures estimated budget 25,000 TRY. e. Externally sourced budget performance estimate is 1,500,000 TRY from Foundations and Municipalities.

	2023 Scheduled Action Plan	a. Research equipment budget, January 2023–December 2023. b. Academic Staff domestic travel payments, January 2023–December 2023. c. Academic Staff international travel payments, January 2023–December 2023. d. Symposium, etc., January 2023–December 2023. e. Outsourced budget payments, December 2023.

Planning Table 46	D.1.1. Social Contribution Policy, Objectives and Strategy	
2022 Action Plan	**Plan**	The goals and strategy for the 2021 Social Contribution Policy are defined in the Quality Manual. The main social contribution policy of the Istanbul Faculty of Theology is to ensure the participation of internal and external stakeholders. A five-point plan was made in 2022 to realize the strategic goals and objectives of the "Participation Policy": a. In order to realize the social contribution goals and strategies, academic staff will engage in activities for the benefit of society (seminars, television programs, conferences, print media, etc.). b. In order to realize the social contribution goals and strategies, the Principles of Volunteering elective course was added to the curriculum in 2021. In 2022, at least one elective course will be added to enable students to participate in social contribution.

		c. Student participation in social contribution will be ensured through new clubs. d. Surveys or focus group discussions will be conducted at least once a year to develop social contribution policies, goals, and strategies. e. In terms of increasing cooperation with Civil Society with social contribution as a strategic goal, while there was no scientific study in the field of civil society in 2021, it is aimed to conduct six studies in 2022. Again, the Faculty-NGO cooperation protocol signature target is five.
	Realization Level of 2022 Action Plan	Participation is the key issue in realizing social contribution goals and strategies. In 2022, with the participation of both internal and external stakeholders, the faculty started to establish a culture of "social contribution": a. The academic staff realized the social strategic goals and objectives through written and visual media, such as seminars, television programs, and conferences. b. Students were also involved in social contribution through the elective course "Community Service

		Practices," with some of their activities occurring in 2022. c. In 2022, students were involved in social contribution through the Young Kindness Club and the Youth and Sociability Club. d. A focus group interview was held with academic staff to question their orientation towards the strategic goals and objectives of social contribution. In addition, one focus group interview was held with the Unit Advisory Board. The most striking result of the focus group discussions is the necessity of making the Faculty-NGO cooperation more visible. e. In 2022, 23 studies were carried out to increase cooperation with Civil Society through Social Service, a performance more than three times the target figure was displayed. On the other hand, although the NGO cooperation protocol target was five, only one agreement was signed.
2023 Action Plan	**2023 Objectives**	a. In order to carry out the social contribution and participation policy, it is aimed for academic staff to carry out five studies and six projects in cooperation with NGOs.

		The target for signing protocols with NGOs is five. b. In order to realize the strategic goals and objectives of social contribution, elective courses on social contribution and cooperation with NGOs will be added to the curriculum. c. Establishing a Social Contribution club will be encouraged to expand the social contribution participation policy in student club activities. d. At least one focus group interview or survey will be conducted annually with internal and external stakeholders to revise social contribution policies and update strategic goals and objectives.
	2023 Scheduled Action Plan	a. Academic staff to cooperate with NGOs for social contribution activities (June–December). b. Receiving NGO opinions on elective courses (by the end of December). c. Establishment of the Social Contribution Coordinatorship (May 2023). d. Conduct one focus group interview or survey in the context of Social Contribution (June 2023).

Planning Table 47	D.1.2. Management and Organizational Structure of Social Contribution Processes	
2022 Action Plan	**Plan**	In the 2021 Quality Manual, the management of Community Contribution Processes was defined. However, a revision was made in 2022, and the management and organization of social contribution processes were planned regarding two main items: a. The Social, Cultural and Artistic Activities Unit, Vocational Training and Practice Unit, and Social Assistance and Support Unit will be merged under the umbrella of the Social Contribution Coordinatorship upon necessity. b. As indicated in the diagram, the Social Contribution Coordinatorship carries out its activities according to the categories of Plan, Implement, Control, and Take Measures. Departments will also implement their "social contribution activities" by taking this scheme into account. The goal of the social contribution coordinatorship is to stabilize the structure of the organization.

		c. At least one survey and focus group discussion will be conducted annually with internal and external stakeholders to improve social contribution processes and management.
	Realization Level of 2022 Action Plan	a. The Social, Cultural and Artistic Activities Unit, the Vocational Training and Implementation Unit, and the Social Assistance and Support Unit were merged under the umbrella of the Social Contribution Coordination Unit. b. The Social Contribution Coordinatorship has not yet engaged in a coordinated PDCA cycle activity. Only one department has organized a symposium within the framework of the PDCA cycle. c. As targeted in 2022, a focus group interview was conducted with academic staff from internal stakeholders, and their opinions on improving the social contribution management process were asked. The prominent result was to increase the recognition of the Community Contribution Coordinatorship.

2023 Action Plan	**2023 Objectives**	a. Increase the recognition of the Social Contribution Coordinatorship through promotional meetings. b. Departments and Coordinatorships to take into account the guidance, direction, and planning of the relevant Coordinatorship in their activities for social contribution. c. Conduct at least one survey or focus group interview with internal and external stakeholders annually to evaluate the activities and management of the Social Contribution Coordinatorship.
	2023 Scheduled Action Plan	a. Increase the recognition of the Social Contribution Coordinatorship and establishing practices in the faculty in this direction. This goal will be achieved by June 2023. b. Social Contribution Promotion Meeting, to be held in May 2023.

Planning Table 48	D.2. Social Contribution Resources	
2022 Action Plan	**Plan**	In 2021, the planning of Social Contribution resources in a certain order came to the agenda and the necessary definitions were made in the Quality Manual. Its regular operation will be implemented in 2022.Social Contribution resources have a two-stage plan: a. Utilization of the physical and technical resources provided by the Faculty itself. b. Allocating 20 thousand TRY of funding support to the Faculty in the context of financial social contribution. c. Increasing the amount of travel allowance (12,000 TRY) given for the Faculty's temporary duty abroad in 2022 to provide social contribution. d. Providing 200 thousand TRY in budget support from municipalities and foundations. e. Obtaining support for securing a physcial environment from

		municipalities for social contribution activities. f. Conducting one focus group interview or survey study per year with academic and administrative staff on social contribution support.
	Realization Level of 2022 Action Plan	a. In 2022, the physical and technical resources of the University or Faculty were used in graduations, conferences, seminars and symposiums. Within this framework, the target was realized. b. 20 thousand TRY were used as meeting, symposium and hospitality Expenses for the Faculty. The target was achieved. c. A total of 12,000 TRY was given to the academic staff of the Faculty as travel expenses in 2022 for their temporary assignments abroad in order to make social contributions. d. 230 thousand TRY support was provided by the municipality. e. Physical environment support was provided from Zeytinburnu Municipality. f. A focus group interview was held with academic staff and it was revealed that NGO support should be provided more from social

		contribution sources. In 2020, the rate of cooperation between Istanbul Theology Faculty and NGOs is 33%. It is aimed that financial support will increase with the increase in this rate.
2023 Action Plan	**2023 Objectives**	a. The faculty should first fully utilize its own physical and technical resources. b. Increasing the financial resources of the faculty to 25,000 TRY. c. Increasing the amount of temporary duty travel abroad to 13,000 TRY in order to make a social contribution to the Faculty in 2023. d. 200 thousand TRY budget is targeted from foundations and municipalities. e. Creating a special Social Contribution Budget Plan for 2023. f. Increasing the rate of cooperation between NGOs and Theology to 40% and providing 100 thousand TRY financial support.
	2023 Scheduled Action Plan	a. Full utilization of physical and technical facilities for year-round activities. b. Faculty Financial Resource Utilization (January 2023-December 2023)

		c. Budget (January-December 2023) d. Foundation and Municipal Budget (January-December 2023) e. 2023 Social Contribution Budget Plan (December 2023) f. Financial support from NGOs (December 2023)

Planning Table 49	D.3. Social Contribution Performance	
2022 Action Plan	**Plan**	The definition of Social Contribution Performance was included in the Quality Manual in 2021. For a more specific and functioning social contribution performance, the goals to be realized in five stages are planned as follows: a. In order to evaluate the Social Contribution performance more specifically, the Socio-Cultural and Artistic Activities, Vocational Training and Practices, and Social Assistance and Support Activities Coordinatorships will be merged under the "Social Contribution Coordinatorship" and each coordinatorship will monitor performance specifically. b. The target for culture and arts activities that will provide social contribution is 150. c. The number of academic staff participating in social responsibility projects is targeted at ten.

		d. The number of students participating in social responsibility projects is targeted at 75. e. The target for socio-cultural activities organized at the Faculty is 40.
	Realization Level of 2022 Action Plan	a. In 2022, an umbrella Social Contribution Coordinatorship was established. b. 94.6% of the target for culture and arts activities that will provide social contribution was realized. c. The target for academic staff participating in social responsibility projects is ten; 50% of the target was realized. d. The target for students participating in social responsibility projects is 75; 15 students participated. 20% of the target was realized. e. The number of socio-cultural activities organized at the faculty is 28. 70% of the target was realized.
2023 Action Plan	**2023 Objectives**	a. The Social Contribution Coordinatorship will work in cooperation with the Departments and other coordinatorships and keep an inventory of social contribution.

		b. The target for Culture and Arts activities showing Social Contribution performance is 150. c. The target number of the Faculty members participating in social responsibility projects is ten. d. The target number of students participating in a social responsibility project is 150. e. The target for socio-cultural activities organized at the Faculty is 40.
	2023 Scheduled Action Plan	a. Inventory collection by the Social Contribution Coordinatorship will take place until December 2023. b. Culture and Arts activities showing Social Contribution performance will be completed in various time periods until December. Reporting will take place in six-month periods. (June-December). c. Reporting dates for faculty members participating in social responsibility projects (June–-December). d. Reporting dates for students participating in social responsibility projects (June–December). e. Reporting schedule of socio-cultural activities organized at the faculty (June–December)

Planning Table 50	E.1.1. Management Model and Administrative Structure	
2022 Action Plan	**2022 Planning**	The management model and administrative structure, which ensure the achievement of the mission and strategic goals of the institution, were defined by determining the authorities, duties and responsibilities, and the organizational chart was drawn up in 2020. In 2021, the management policy, which determines the management model, was established. a) It is planned to prepare a diagram that defines the duties and powers of department heads, units and coordinators and shows the connections between them. b) The Faculty has planned to hold meetings with the Unit Advisory Board and the International Unit Advisory Board in order to strengthen interaction and relations with non-governmental organizations, public institutions and other external stakeholders. c) It is planned to conduct surveys measuring the satisfaction of academic and administrative

		personnel with the management model and administrative structure.
	Realization Level of 2022 Action Plan	a) The Unit Quality Coordinator Units Chart, which shows the management model of the institution and the location of the department heads, units and coordinatorships within this model, has been prepared by the Unit Quality Coordinator. b) The planned meetings were held with the Unit Advisory Board on 30.06.2022 and with the International Unit Advisory Board on 16.11.2022. c) In 2022, surveys were conducted with academic and administrative personnel, and satisfaction rates regarding the management model and administrative structure were measured in these surveys.
2023 Action Plan	**2023 Objectives**	a) In the 2023 Action Plan, it is planned to revise the management system policies of the faculty with stakeholder participation. b) In 2023, it is planned to conduct surveys and focus group

		meetings measuring the satisfaction of internal and external stakeholders with the management model and administrative structure.
	2023 Scheduled Action Plan	2023 June

Planning Table 51	E.1.2. Process Management	
2022 Action Plan	**2023 Planning**	a) It is planned to define the processes related to education, research and development, social contribution and management system in the institution, as well as to determine the work flow processes of the departments, departments, coordinatorships and administrative units. b) It is planned to conduct surveys measuring the satisfaction of internal and external stakeholders regarding process management.
	Realization Level of 2022 Action Plan	a) The PUKÖ cycle calendar and the PUKÖ process chart to be followed in all units and areas were created. In addition, the writing, delivery and review processes of the documents produced in the periodic meetings of the departments, departments and coordinators are explained and shown in the diagram, and a Document Delivery Workflow directive has been prepared for this.

		b) Of the internal and external stakeholders, only the administrative staff was surveyed to measure their satisfaction with the process management.
2023 Action Plan	**2023 Objectives**	a) In the 2023 Action Plan, it is planned to improve the process management in the fields of Education-Training, R&D, Social Contribution and Management System. b) In 2023, it is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding process management.
	2023 Scheduled Action Plan	2023 June

Planning Table 52	E.2.1. Human Resources Management	
2022 Action Plan	**2022 Planning**	In human resources management, The Human Resources Directive and Human Resources Management Procedure of Istanbul University; and In the appointment and promotion of academic staff, planning was made based on the Istanbul University Academic Promotion and Appointment Criteria. a) In 2022, it is planned to organize in-service trainings from the Rectorate for the administrative staff to improve the skills and competencies of the administrative staff, and the request in this regard has been conveyed to the relevant units of the university. b) It is planned to conduct surveys and focus group interviews that measure the satisfaction of academic and administrative staff with the human resources management practices of the faculty.

	Realization Level of 2022 Action Plan	a) 4 of the administrative personnel attended the trainings on “Public Ethics” and “Mobbing” and received certificates. b) According to the results of the survey conducted with the administrative personnel, it was seen that 60% of the personnel found the criteria for being selected and appointed to administrative duties in the institution objective, 60% of them found the in-service training opportunities sufficient, and 80% of them found the performance evaluation and rewarding processes successful. In the focus group discussion with academic staff, it was pointed out that the criteria for appointment and promotion should be revised on a faculty basis.
2023 Action Plan	**2023 Objectives**	a) Plans were made to organize new in-service trainings for administrative personnel in 2023 and the necessary request letter was submitted to the Rectorate. b) In the 2023 Action Plan of the Faculty, it is planned to award an award to the academic staff who carry out international activities,

		develop innovative practices in the field of education and receive the highest score according to the results of the "Course and instructor satisfaction survey" to be conducted through AKSİS. c) In 2023, it is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding human resources management.
	2023 Scheduled Action Plan	2023 June

Planning Table 53	**E.2.2. Management of Financial Resources**	
2022 Action Plan	**2022 Planning**	The processes related to the management of financial resources were defined in the institution, the Faculty's budget planning for the 2022-2024 period was made at the end of 2021, and the budget proposal was reported to the University. a) It is planned to comply with the "Accounting Procedures Directive" prepared in December 2021 in all processes regarding the payments to be made to the faculty personnel, and to carry out the transactions that require accrual other than salary and additional courses, in addition to the salary and accrual transactions,additional course-exam, thesis advisory accrual procedures. b) It is planned to conduct surveys and focus group interviews that measure the satisfaction of academic and administrative staff with their practices in the management of financial resources.

	Realization Level of 2022 Action Plan	a) All payments made to faculty personnel in 2022 were made in accordance with the "Accounting Procedures Directive". b) In the administrative personnel survey held in 2022, 80% of the respondents agreed with the sentence "Necessary tools, equipment and materials are provided on time". In the focus group meeting with academic staff, financial contribution was requested in order to increase research opportunities abroad.
2023 Action Plan	**2023 Objectives**	a) In the 2023 Action Plan, it is aimed to support R&D studies and academic staff who will go abroad and to prepare a support plan from external stakeholders in this regard. b) In 2023, it is planned to organize trainings on the promotion of support for international research and participation in international scientific meetings with TÜBİTAK's R&D projects. c) It is planned to conduct surveys and focus group discussions measuring the satisfaction of

		internal and external stakeholders regarding the management of financial resources.
	2023 Scheduled Action Plan	2023 June

Planning Table 54	**E.3.1. Integrated Information Management System**	
2022 Action Plan	**2022 Planning**	The information management in the faculty and its integration are provided through the information systems developed by the Software Development and Application Support Services Unit of the Information Processing Department of the Istanbul University. a) It has been planned by the faculty to develop a follow-up system belonging to the institution in order to announce the syllabus and exam grades of the preparatory class students, to follow up the attendance, and to send messages and documents to the faculty members. b) It is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding the integrated information management system.

	Realization Level of 2022 Action Plan	a) Preparatory Classes Student Tracking System has been developed. b) University Information Technology Department conducted a survey measuring satisfaction with integrated information management systems. The rates in this survey are as follows: - The rate of those who agree with the sentence "I can easily access the automation systems of our university": 85%. - The rate of those who agree with the sentence "The software developed or used within our university (AKSİS, PBYS, EBYS, İSKOP, STF etc.) is sufficient": 81%. - The rate of those who agree with the sentence “Student Automation (AKSİS) is functional and user-friendly”: 80%. - The rate of those who agree with the statement “I am satisfied with the answers to my requests regarding EBYS and the support provided”: 82%.

2023 Action Plan	**2023 Objectives**	a) In the 2023 Action Plan, it is planned to develop a module where information can be processed in line with the Quality Manual. b) It is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding the integrated information management system.
	2023 Scheduled Action Plan	2023 June

Planning Table 55	E.3.2. Information Security and Reliability	
2022 Action Plan	2022 Planning	The information security policy of the faculty is also based on the Information Security Policy determined by the Information Technologies Department. a) Within the scope of the Law on Protection of Personal Data No. 6698, it has been adopted to keep personal information confidential in exams held at Istanbul University and in result announcements. b) It is planned to conduct surveys and focus group interviews that measure the satisfaction of internal and external stakeholders regarding information security and reliability.
	Realization Level of 2022 Action Plan	a) In accordance with the principle of keeping the information confidential, the information of the candidates is encrypted and shared in the results of the applications to the academic announcements. b) University Information Technologies Department conducted a

		satisfaction survey with questions about information reliability: - “I am satisfied with our university's wireless (wi-fi) internet service (eduroam, IU_GUEST).” The rate of those who agree with the sentence: 67%. - “I am satisfied with the personal e-mail service of our university.” The rate of those who agree with the sentence: 84%.
2023 Action Plan	**2023 Objectives**	a) It is planned that all documents uploaded to the Internet will be written as "Controlled Copy" and signatures will not be visible. b) In 2023, it is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding information security and reliability.
	2023 Scheduled Action Plan	2023 June

Planning Table 56	**E.4.1. Suitability, Quality and Continuity of Goods and Services**	
2022 Action Plan	**2022 Planning**	The faculty is integrated with the university in policy and strategic objectives related to the relevance, quality and continuity of services and goods. a) In the institution, the suitability and quality of outsourced goods and support services are evaluated according to the Supplier Evaluation Procedure and Purchasing Procedure determined by the Istanbul University Quality Management System, in which the institution is integrated. b) It is planned to conduct surveys and focus group interviews measuring the satisfaction of internal and external stakeholders regarding the suitability, quality and continuity of services and goods.
	Realization Level of 2022 Action Plan	a) The products or services received from the suppliers have been signed by the inspection commission as deemed appropriate.

		b) Satisfaction rates in the Student Satisfaction Survey conducted in 2022: - The rate of those who agree with the sentence "The price and quality of the meals at the faculty are very suitable": 85.6%. - The rate of those who agreed with the sentence “The canteen meets my expectations” is 51.2%, while the rate of those who disagree is 48.9%. Administrative staff satisfaction rates in 2022: - “Necessary tools, equipment and materials are provided on time.” The rate of those who agree with the sentence is 80%. - “My work environment meets the requirements of my job.” The rate of those who agree with the sentence is 75%. - “I am satisfied with the dining hall services.” The rate of those who agree with the sentence is 50%. - “I am satisfied with the canteen services.” The rate of those who agree with the sentence is 60%. - “I am satisfied with the tea house services.” The rate of those who agree with the sentence is 75%.

		Academic staff satisfaction rates in 2022: - “I am satisfied with the Administrative and Financial Affairs unit.” The rate of those who agree with the sentence is 95.7%. - “I am satisfied with the tea house.” The rate of those who agree with the sentence is 78%. - “I am satisfied with the dining hall services.” The rate of those who agree with the sentence is 78.4%.
2023 Action Plan	**2023 Objectives**	a) The faculty aims to act in accordance with the Supplier Evaluation Procedure and Purchasing Procedure determined by the Istanbul University Quality Management System, by adhering to the university regarding its policy and strategic goals regarding the suitability, quality and continuity of services and goods. b) In 2023, it is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding

		the suitability, quality and continuity of services and goods.
	2023 Scheduled Action Plan	2023 June

Planning Table 57	E.5.1. Public Disclosure	
2022 Action Plan	**2022 Planning**	The Faculty shares its activities and announcements with the public through the Corporate Communications Coordinator. In this context, the announcement procedure of the Corporate Communications Coordinator is implemented as a principle. a) It is planned to carry out studies such as an introductory film and an introductory book prepared in three languages (English, Arabic and Turkish) showing the structure and activities of the institution. b) It is planned to share the scientific activities organized in the faculty with the public on the faculty web page, the activity's own web page and the social media accounts of the faculty. c) It is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding the faculty's public disclosure.

	Realization Level of 2022 Action Plan	a) An introductory book and an introductory film in three languages showing the structure and activities of the institution were published on the faculty website. b) The Islamic Law Graduate Student Symposium made its announcements on its own website, and announcements regarding this activity were made on the faculty website and social media accounts. c) According to the results of the event feedback form made by the faculty, the rate of announcement channels used by the stakeholders: - The rate of being informed through social media: 35%. - The rate of being informed by the teacher and friends: 32%. - The rate of being informed via Whatsapp groups: 15%. - The rate of being informed through the website remained at 7%.
2023 Action Plan	**2023 Objectives**	a) In the 2023 Action Plan, it is planned to create an annual faculty bulletin. b) In 2023, it is planned to conduct surveys and focus group

		meetings that measure the satisfaction of internal and external stakeholders regarding the public disclosure of the faculty.
	2023 Scheduled Action Plan	2023 December 2023 June

Planning Table 58	**E.5.2. The Methods of Accountability**	
2022 Action Plan	**2022 Planning**	The institution has accountability methods and mechanisms, and it is aimed to observe the principles of transparency and accountability in its quality policy. It is planned to prepare process definitions and work flow charts within the scope of accountability. a) It is planned to regularly monitor and evaluate the suggestions, requests and complaints received from the stakeholders via the contact form on the faculty website and the official e-mail address of the faculty. b) It is planned to conduct surveys and focus group interviews that measure the satisfaction of internal and external stakeholders regarding the accountability methods of the faculty.

	Realization Level of 2022 Action Plan	a) The processes followed in applications to academic staff and the work flow chart were prepared and shared with the relevant stakeholders. b) Suggestions, requests and complaints sent to the contact form on the faculty website and to the official e-mail address of the faculty were regularly evaluated and necessary responses were made. c) Satisfaction of the academic staff with the accountability of the faculty in the focus group meeting held with 9 faculty members with different academic titles: - Participant 8: A system in which a transparent method is used in the discussion and consideration of the researches and the activities carried out can be accessed from anywhere in the world was requested. Satisfaction rates in the satisfaction survey of the IT Department: - "Our university websites (IU Main Page, Academic, Administrative Unit, etc.) are functional and user-friendly." The rate of those who agree with the sentence: 80%. - "Timely and explanatory answers are given to my requests, requests and

		questions that I have forwarded to Bilgi Processing (mail, social media, telephone, website, etc.)." The rate of those who agree with the sentence: 86%.
2023 Action Plan	**2023 Objectives**	a) It is planned to eliminate the deficiencies identified during the audit to be carried out by the University's Internal Audit Unit. b) In 2023, it is planned to conduct surveys and focus group meetings that measure the satisfaction of internal and external stakeholders regarding the accountability methods of the faculty.
	2023 Scheduled Action Plan	At the end of December 2023, article a will be completed.. Article b will be completed until the end of June 2023.


T.C. İSTANBUL ÜNİVERSİTESİ
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İLAHİYAT FAKÜLTESİ