T.C.

YALOVA UNIVERSITY

FACULTY OF ISLAMIC SCIENCES

- Islamic Sciences Program -

SELF-EVALUATION REPORT

2025

TABLE OF CONTENTS

A. Quality Assurance System

A.1. Mission and Strategic Objectives

The mission, vision and strategic goals of the faculty have been updated based on the university's basic policy documents, the Twelfth Development Plan (2024-2028) prepared by the Presidency of the Republic of Turkey Presidency of Strategy and Budget Directorate, and Yalova University 2024-2028 Strategic Plan, and determined with the contribution of relevant stakeholders. These updated basic orientations were shared with the public on the faculty's website.

The faculty aims to meet all needs and expectations in the fields of education and academic production in a complete and timely manner with the aim of becoming a trusted and preferred educational institution that integrates theoretical knowledge with practical and ethical values, can produce solutions to social problems.

In this direction, the faculty carries out all education, research and community service processes with the understanding of continuous improvement. The quality policy of the faculty is structured in an integrated manner with the mission, vision and strategic goals. In this context, the Quality and Accreditation Commission and its sub-commissions and working groups have been established. One of the sub-commissions, the Quality Assurance System Sub-Commission, is responsible for the planning, execution, coordination and monitoring of quality activities within the faculty.

The Quality and Accreditation Commission, sub-commissions and working groups are structured to cover all academic and administrative processes of the faculty. These units work in coordination with the Strategic Management and Quality Coordinatorship under the Rectorate of the University, and developments in priority areas such as education-training, research-development, internationalization, administrative services and community service are regularly monitored within the framework of the university's strategic goals.

The activities of the University, which were monitored with SP-PUKÖ Charts on Excel in previous years, started to be monitored with the Integrated Quality Management System (IQMS) obtained from an institution in 2024 and used in all activity planning for 2025. In addition, the SP-PUKÖ Schedule and Application, which has completed the PDCA cycle twice, has set an example for public institutions at the provincial level and in this context, it was decided by the Governorship of Yalova to be implemented in public institutions at the provincial level. (See Evidence 1)

Commissions are included in the organizational chart of the faculty, ensuring active participation and access to faculty processes by all internal and external stakeholders.

A continuous monitoring, evaluation and development mechanism covering all processes related to education and training - from student admission to post-graduation monitoring activities - has been established. This system is designed to support the quality assurance system and ensure its sustainability. The integrity and harmony between Yalova University Quality Coordinatorship and the faculty's quality assurance is also ensured.

Evidence 1: Internal Evaluation Report 2024 (IERR)

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

Our faculty has determined its mission, vision, strategic goals and objectives by adhering to Yalova University's 2024-2028 Strategic Plan (See Evidence 3), which was prepared as a result of the Twelfth Development Plan of the Presidency of the Republic of Turkey Presidency of Strategy and Budget

Presidency of the Republic of Turkey and (See Evidence 1) Article 9 of the Public Finance and Management Law No. 5018 (See Evidence 2).

In 2023, our faculty decided to create the 2024-2028 Strategic Plan in order to establish quality standards and update its mission, vision and goals. (See Evidence 4) The fact that the faculty strategic plan was planned in the same process with Yalova University 2024-2028 Strategic Plan contributed to its integration with the mission, vision and goals of our university. (See Evidence 5) The current strategic plan was made available to all stakeholders on the faculty website. (See Evidence 6)

The processes related to mission, vision, strategic goals and objectives are included in the Quality Manual. (See Evidence 7) Our faculty updates its mission, vision and goals when necessary and takes into account the opinions and suggestions of internal and external stakeholders in these updates. (See Evidence 8, Evidence 9, Evidence 10, Evidence 11, Evidence 12 Evidence ,13, Evidence 14) The determined elements are shared on the official website of the faculty. (See Evidence 15)

The monitoring and evaluation of the objectives is carried out through the University Information System (UBS) (See Evidence 16) and the Integrated Quality Management System (IQMS) (See Evidence 17). By using these systems, it organizes the processes of quality assurance, education-training, research-development, management system and social contribution (See Evidence 18) and updates and plans the goals of the Faculty within the framework of its 5-year strategic plan.

The Quality and Accreditation High Commission (See Evidence 19) forms the backbone of the quality process and reviews the mission, vision and strategic orientations of the faculty at regular intervals (See Evidence 20, Evidence 21, Evidence 22 Evidence ,23) and reports to ensure that they are reflected in the institutional functioning. (See Evidence 24) The understanding of continuous improvement in our faculty is also regularly monitored through the Internal Evaluation Report (See Evidence 25) and Annual Activity Reports (See Evidence 26) and this process is opened to all stakeholders. Considering the requirements, it was deemed necessary for the staff of the institution to receive quality management training. The staff was provided with quality training by YÜSEM. (See Evidence 27) Measures are taken and improvements are made for deficiencies and issues that need improvement (e.g. increasing the number of classrooms, increasing the number of academic staff) (See Yalova University Strategic Plan)

The mission of our faculty is defined in our strategic plan as follows: (See Evidence 6)

To provide the necessary language, methodology and source knowledge to continue Islamic research;

To provide the necessary environment for scholarly activity in order to train clergymen who can respond to the challenges of modern times on behalf of both Muslims and all humanity, and who can stop being a tool of modernity by directing the agenda with the meta-language and approach style they have developed, and to raise individuals who are researchers, analyzers and participants with their student-oriented education;

To train scholars who establish their existential connection with Islamic sciences, who understand the importance of building themselves and their surroundings with knowledge rather than being a secular academician, and who have a perspective that will encompass not only their society but also the world;

To share its scholarly experience and knowledge with other researchers through its publications, seminars and symposiums that meet and set international standards.

The vision of our faculty is as follows: (See Evidence 6)

Interpreting the basic sources of Islam and the works given within the continuity of Islamic civilization within the possibilities of his own tradition and carrying them to the present day;

Discovering the experiences of the Ottoman scholars who undertook and maintained the tradition of science, wisdom and knowledge as a source to be benefited from in their scholarly activities and placing them in a special position;

Recognizes and follows the philosophical experience and theological debates of the West from its original texts; is aware of the duty that society expects from him/her, making his/her civilizational vision, to which he/she is uncompromisingly committed, and his/her religious values, each of which has also become a national value, the yardstick;

To be a participatory, transparent faculty that is effective locally, has global success, has a voice in national and international platforms and has a constructive role.

Strategic Objectives: (See Exhibit 6)

Objective 1	Improving the Institutional Identity and Capacity of the Faculty
Objective 1.1	To initiate preparations for institutional accreditation and to determine the related targets.
Target 1.2	To ensure the effective participation of all stakeholders in the process by disseminating the quality culture.
Objective 2	Achieving National Competence by Supporting Quality in Education and Training with Physical and Technical Infrastructure
Objective 2.1	To align curricula with national requirements and international accreditation criteria.
Objective 2.2	To improve the competencies of the faculty academic staff in the field of education and training.
Objective 2.3	To improve the physical and technological infrastructure to support education and training processes
Objective 2.4	To educate students with knowledge and skills appropriate to the needs of the age
Objective 3	Contributing to National and International Science through Qualified Research Activities
Objective 3.1	To increase scientific performance nationally and internationally in terms of number and quality
Objective 3.2	Increasing national and international research collaboration opportunities
Objective 4	Increasing Social Contribution by Realizing Sustainable Collaborations and Activities with All Stakeholders
Objective 4.1	To produce local, national and international projects for social contribution.
Target 4.2	To organize social, cultural, artistic and sportive activities to contribute to society.
Target 4.3	To increase and develop volunteering activities organized to contribute to society.
Objective 5	Adopting Agile Management and Sustainability Principles and Raising Personnel with Strong Organizational Development and Belonging
Target 5.1	To encourage loyalty to the organization by providing an environment where responsible individuals are at the forefront.
Target 5.2	To develop corporate strength by utilizing technology in line with the principles of transparency and sustainability.

Maturity Level: The organization has a mission, vision, strategic goals and objectives defined within the framework of the strategic plan. There are practices developed for the realization of these goals and

objectives and they are carried out with a holistic approach to cover all academic and administrative units of the institution.

The level of realization of strategic goals is regularly monitored and evaluated through performance indicators. By the end of 2025, in line with the monitoring and evaluation reports to be obtained, it is planned to carry out improvement studies in the relevant areas. Thus, the organization aims to integrate the strategic management cycle with a sustainable quality culture.

Subject	A.1.1. Mission, Vision, Strategic Goals and Objectives
Application Areas	All academic and administrative areas where the faculty operates, All stakeholders with whom the Faculty carries out internal and external cooperation activities,
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Quality Handbook, Strategic Plan, Academic Boards, Instructor Evaluation Survey, Graduate System Satisfaction Survey,
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data Performance Reports Annual Reports Meeting Reports Yalova University Institutional Evaluation System Internal Evaluation Report
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Corporate Website

Evidence

Evidence 1: Twelfth Development Plan

Evidence 2: Public Finance and Management Law

Evidence 3: Yalova University's Strategic Plan 2024-2028

Evidence 4: 2024-2028 Strategic Plan Preparation

Evidence 5: Yalova University Strategic Plan Preparation

Evidence 6: Faculty Strategic Plan 2024-2028

Evidence 7: Quality Manual

Evidence 8: Internal Stakeholder Representatives

Evidence 9: 2024-2025 Spring Semester Course and Instructor Evaluation Survey

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

The faculty's quality assurance and quality policies have been shaped in line with a planned process. (See [Evidence 1](#), [Evidence 2](#), Evidence [3](#)) This planning process was carried out in cooperation with the Quality and Accreditation Commission, sub-commissions and working groups. (See [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), [Evidence 11](#), [Evidence 12](#)) The job descriptions and work plans of the committees have been determined in line with the quality manual and related working directives (See [Evidence 13](#)).

These commissions, which form the basis of the quality management process, meet regularly with internal and external stakeholders to identify faculty needs and closely monitor processes. (See [Exhibit 14](#), [Exhibit 15](#), [Exhibit 16](#), [Exhibit 17](#), [Exhibit 18](#), [Exhibit 19](#), [Exhibit 20](#), [Exhibit 21](#)) The Quality and Accreditation High Commission made recommendations to improve communication with internal and external stakeholders and to integrate them into the process (See [Evidence 26](#)). (See Evidence [27Evidence 27](#)) The Faculty has taken these recommendations into consideration and improved its advisory boards and internal and external stakeholder representative groups. (See)

Adopting the vision of continuous improvement, our faculty has set policies in line with the University's 2024-2028 Strategic Plan in key areas such as quality assurance system, education-training, research and development, social contribution and management system. (See [Evidence 22](#)) These policies are

monitored by the relevant sub-committees and continuous improvement suggestions are developed in line with the evaluations obtained. Our Policies:

Quality Policy: (See [Evidence 25](#))

Yalova University Faculty of Islamic Sciences has shaped its Quality Policy in line with its goal of being open to innovations and developments, and has ensured that our Quality Policy is disseminated in line with scientific criteria by enabling all academic/administrative staff at the Faculty to receive Quality Management System training. In addition, our Faculty has ensured the establishment of a sustainable quality tradition in the institution through authorized quality boards, working commissions and Yalova University Integrated Quality Management System (BKYS) mechanism as required by our Quality Policy, continuous improvements by acting in accordance with the quality principles adopted by the University and the Faculty, and practices to increase satisfaction by measuring the satisfaction of all stakeholders at certain intervals, With its accumulation in the fields of education, culture, social fields and academic/administrative staff, it is committed to producing solutions in all fields determined by the education and training process, especially in the fields of research and community service within the framework of national and spiritual sensitivity, and to be a Faculty of national/international standards that continuously increases its quality level in order to raise individuals who can express themselves, have high representation ability, and internalize moral values.

Education and Training Policy: (See [Evidence 25](#))

Our faculty aims to carry out student and quality-oriented, effective and sustainable education and training programs that are shaped around an effective and sustainable education and training approach, adopting ethical values, respecting people and the environment, integrating national and international contemporary standards, researching, questioning, open to innovations, open to innovations, responsible, learning-oriented programs, aiming to educate students who are competent to adapt to changing and developing technology within the framework of our education and training policy, which is based on a scientific and methodical approach, critical, questionable thinking, applied learning as well as theoretical learning, and a teaching approach shaped according to scientific disciplines, It adopts an education policy that ensures the development and monitoring of education and training processes with the participation of internal and external stakeholders, aims to raise individuals who are guided by national and spiritual values, develops students' social, cultural and academic competencies through extracurricular activities and projects within the scope of the current curriculum, aims for internationalization, attaches importance to the opinions and satisfaction of stakeholders from all walks of life, identifies and questions the problems of people in the fields of culture, art, economy, politics, especially theology, social-humanities, and politics, and produces solutions.

Research and Development Policy: (See [Evidence 25](#))

Our faculty evaluates its research, development and implementation strategy within the scope of innovative, exploratory, constructive and questioning scientific studies that are compatible with the corporate identity of our University. Our faculty expects the results of its research, development and implementation strategy to contribute to individual and social development, the construction of the future of our country, and the formation of a healthy scientific infrastructure. In this context, our Faculty aims to be a leading and preferred educational institution, declares its research and development priorities and its goals and objectives in this parallel, monitors and evaluates research and development processes based on performance indicators and takes necessary measures to achieve the goals, provides scientific and sociocultural contributions at local, regional, national and international level, prioritizes, encourages and supports interdisciplinary studies at every stage, and prioritizes cooperation with

external stakeholders, It adopts a research and development policy that attaches importance to research, development and application studies, ensures that academicians carry out their scientific activities safely by adopting ethical values, freedom of scientific thought and different approaches in line with its institutional structure, and ensures that the studies carried out in line with the objectives of research, development and application strategies are carried out in harmony with all policies of the University, especially in the field of education.

Community Service Policy: (See Evidence 25)

Our faculty has built its community service policy on the principles of full and equal enjoyment of human rights and freedoms, respect for differences, sustainable development, empowerment of all groups with sociocultural sensitivity, increasing awareness of the problems of these groups, especially by encouraging the participation of both continuing and graduated students in community service activities, strengthening their problem-solving competencies and gaining awareness of social responsibility. In this framework, our faculty is not limited to the society we live in with the awareness of social responsibility, but aims to develop all humanity in a positive direction, to strengthen relations with national and international organizations, to identify the needs of the society in which it lives with the awareness of community service, to produce solutions, and to cooperate with its stakeholders in services aimed at contributing to society, It adopts a community service policy that maximizes stakeholder satisfaction and respects social values, continues its social responsibility and volunteering activities effectively, raises qualified people within the framework of national-spiritual values, aims for a stronger society, and contributes to the creation of a globally livable society with broad stakeholders within the framework of all these principles.

Corporate Governance Policy: (See Evidence 25)

The Corporate Governance Policy of our Faculty ensures that the governing bodies and boards are formed in accordance with the laws and regulations, that responsibilities are distributed in a defined manner between the institutional bodies and the senior management of the University and/or Faculty, that a system with broad participation is established for the monitoring, evaluation and control of senior management to the extent permitted by the laws and regulations, and that universal communication networks are used effectively to ensure the dissemination of corporate values, culture, and all scientific / cultural activities, It adopts a corporate governance policy that ensures the creation of decision-making processes based on validated information models and the expression and evaluation of these decisions, the transparent management of academic/administrative staff employed on the basis of merit in line with the mission and vision of our Faculty within the framework of laws and regulations, supporting the individual and career development of all academic staff in this context, evaluating their performance and making training plans.

Internationalization Policy: (See Evidence 25)

Our faculty aims to become an entrepreneurial educational institution with an international reputation, whose programs and then departments are accredited. This strategy is based on the principle that it improves the quality of institutional management policy, education-training, research, social contribution and student experience, and aims to integrate all these elements of quality with an international understanding and to create an environment that offers numerous opportunities for intercultural interaction. In this direction, our Faculty aims to create a rich educational atmosphere by increasing the number of international students and faculty members, to develop and improve the current plans, programs, curricula and educational activities in line with international standards and to implement strategic plans and activities that will increase its international recognition and accessibility,

and to continuously improve its institutional and academic infrastructure to ensure that its academicians and students acquire the skills they will need to closely follow international developments, It adopts an internationalization policy that is effective and visible in international scientific networks by increasing the number of publications and projects of international quality, continuously increasing the number of students and faculty members participating in international exchange programs, and aiming for students to become individuals and graduates with intercultural competence and high competitiveness in the international arena in a universal and interconnected society.

Activities related to actions to achieve the goals set out in the strategic plan are periodically monitored. The results are evaluated through the Internal Evaluation Report and Annual Reports (See Evidence 23, Evidence 24) Necessary improvements are made as a result of the evaluations and development is monitored over the years.

Maturity Level: A holistic relationship has been established between the institutional policies determined in the fields of quality assurance, education-training, research and development, social contribution and management system. Processes for the implementation of these policies are regularly monitored and evaluated.

However, some deficiencies have been identified in the systematic and inclusive consultation of all stakeholders in the design and execution of these processes. In order to eliminate these deficiencies and increase stakeholder participation, various improvement efforts have been initiated and plans are being made to implement the necessary measures.

Subject	A.1.2. Quality Assurance, Education, Training, Research and Development, Social Contribution and Management System Policies
Application Areas	All academic and administrative areas where the faculty operates, All stakeholders with whom the Faculty carries out internal and external cooperation activities,
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Quality Handbook, Strategic Plan, Academic Boards, KIDR
Performance Indicators	Integrated Quality Management System (IQMS) Performance Reports Annual Reports Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Faculty Website

Evidence

Evidence 1: Procedures and Principles of Faculty Quality and Accreditation Working Commissions

Evidence 2: Quality and Accreditation Commissions and Working Groups

Evidence 3: Faculty Policies

Evidence 4: 2nd Meeting of the Management System Development Commission

Evidence 5: First Meeting of the Research and Development Commission

Evidence 6: News of the First Meeting of the Community Contribution Development Commission

Evidence 7: Education and Training Development Commission 2nd Meeting News

Evidence 8: First Meeting of the Quality Assurance System Development Commission

Evidence 9: First Meeting of the Education and Training Development Commission

Evidence 10: First Meeting of the Management System Development Commission

Evidence 11: Faculty Promotion and Information Working Group First Meeting News

Evidence 12: Internationalization Working Group First Meeting News

Evidence 13: Quality Manual

Evidence 14: Quality and Accreditation High Commission Meeting Minutes

Evidence 15: Accreditation Information Meeting

Evidence 16: 2024-2025 Academic Board

Evidence 17: Accreditation Information Meeting (with IAA Participation)

Evidence 18: Yalova IHH Visit

Evidence 19: Yalova Turkish Quarries Visit

Evidence 20: Accreditation Focused Curriculum Meeting

Evidence 21: Meeting with Student Representatives and Club Presidents

Evidence 22: Faculty Policies

Evidence 23: Internal Evaluation Report (IERR)

Evidence 24: Annual Reports

Evidence 25: Faculty Strategic Plan

Evidence 26: Quality and Accreditation High Commission Meeting Minutes

Evidence 27: Faculty Boards

A.1.3. Corporate Performance Management

Institutional performance management in our faculty has been determined within a planned process in the Quality Handbook. (See Evidence 1) There are performance management practices spread throughout Yalova University. (See Evidence 2) In this context, within the scope of unit and individual performance management, the status of performance indicators such as the number of publications, the number of projects, academic incentive applications on the basis of academic staff and units are evaluated at the unit academic openings attended by the Rector since 2022 and opinions are exchanged about their development over the years (See Evidence 3, Evidence 4).

In this direction, the faculty carries out institutional performance management in cooperation with department heads and relevant boards and commissions after performance indicators are determined in accordance with the goals and strategic management and the contributions of internal and external stakeholders are received. (See Evidence 5, Evidence 6) The faculty prepares annual self-evaluation reports (See Evidence 7). It conducts surveys to measure the satisfaction of academic and administrative staff, students and external stakeholders, evaluates the results, takes necessary measures to increase satisfaction and makes improvements (See Evidence 8).

Yalova University Institutional Evaluation System is actively used to monitor the faculty's institutional performance management process. In order to comply with the criterion of transparency and objectivity, which is one of the most important success criteria of performance evaluation processes, the relevant performance indicators are partially monitored from the Electronic Document Management System (EDMS) and the University Information Management System (UBYS) where student affairs are carried out (See Evidence 9). (See Evidence 9) The publication performance of faculty members can be monitored using YÖKSİS data. Performance indicators and their realization level are also discussed at faculty academic board meetings (See Evidence 10, Evidence 3).

The Integrated Quality Management System (IQMS), one of the most important components of the performance management process, was used effectively throughout 2024. Many process data of our faculty were recorded through this system (See Evidence 11). These data were monitored and approved by the Quality Coordinatorship under the Rectorate.

Various surveys were conducted for stakeholder satisfaction and feedback on the performance of the institution was collected. Accordingly, an award and incentive directive was prepared and implemented (See Evidence 12). In this context, plaques of appreciation were presented to some faculty members (See Evidence 13).

Performance information of academic and administrative staff is also supported by surveys. Quality and Accreditation Commissions, which follow the process, carry out periodic evaluations. The evaluations are reported and submitted to the Dean's Office (See Evidence 14). The Dean's Office takes into account the ideas and suggestions of stakeholders and makes the necessary improvements. Evaluations and improvements are made at the end of each academic year.

Maturity Level: In our faculty, performance indicators for all areas and processes are monitored systematically and in full compliance with the institution's internal quality assurance system. The data obtained as a result of the monitoring process are evaluated together with relevant internal and external stakeholders; decision-making processes are guided in line with these evaluations and necessary measures are taken regarding performance management.

Subject	A.1.3. Corporate Performance Management
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards, KIDR, Strategic Plan, Quality Manual
Performance Indicators	Integrated Quality Management System (IQMS) Avesis Data Performance Reports

	Annual Reports
	Meeting Reports
	Yalova University Institutional Evaluation System
	Performance Surveys
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information System (UBS)
	Faculty Website

Evidence

Evidence 1: Quality Manual

Evidence 2: Yalova University Institutional Assessment System

Evidence 3: Yalova University Internal Evaluation Reports

Evidence 4: 2024-2025 Academic Board

Evidence 5: Basic Islamic Sciences Department Heads Meeting

Evidence 6: Department of Philosophy and Religious Sciences Monthly Meeting

Evidence 7: Internal Evaluation Report

Evidence 8: Stakeholder Surveys

Evidence 9: University Information Management System (UBYS)

Evidence 10: Academic Board

Evidence 11: Integrated Quality Management System

Evidence 12: Yalova University Award Directive

Evidence 13: 2024-2025 Academic Year Opening Ceremony

Evidence 14: Quality and Accreditation High Commission Meeting 2

A.2. Internal Quality Assurance

The institution carries out its quality management practices with a planning approach based on stakeholder participation and prioritizing stakeholder satisfaction. This planning is structured within the framework of processes clearly defined in the institution's Quality Manual (See Evidence 1). (See Evidence 2Evidence 2) Within the scope of the process, it has been adopted as an institutional principle to receive, evaluate and integrate the views of internal and external stakeholders into the quality management cycle. (See)

Our faculty adopts the quality infrastructure of our university and implements quality-oriented process management in all areas. These processes are carried out within the framework of the Quality Commission Working Procedures and Principles; Quality Commissions operate in an integrated structure with the management system. (See Evidence 3)

The members of the quality commissions are formed with an inclusive structure based on the representation of academic and administrative staff. In the quality infrastructure of our faculty, the Advisory Board and International Advisory Board play an active role as important mechanisms reflecting stakeholder participation with internal and external stakeholder representatives. (See Evidence 4, Evidence 5, Evidence 6, Evidence 7) In addition, the participation of internal and external stakeholders in quality processes is ensured through regular surveys and the results obtained are used in improvement processes.

Social media accounts are announced on the main page of the faculty website and announcements are actively made to internal and external stakeholders through social media (See Evidence 8, Evidence 9, Evidence 10).

Evidence

Evidence 1: Quality Manual

Evidence 2: Quality and Accreditation High Commission Meeting Minutes

Evidence 3: Faculty Quality and Accreditation Web Page

Evidence 4: Faculty Advisory Board

Evidence 5: International Advisory Board

Evidence 6: Internal Stakeholder Representatives

Evidence 7: External Stakeholder Representatives

Evidence 8: Faculty Web Page

Evidence 9: Faculty Official Instagram Page

Evidence 10: Faculty Official Twitter Page

A.2.1. Quality Commission

Within the scope of the institutional quality assurance process initiated in 2018, Yalova University has taken concrete steps towards the establishment of unit quality commissions throughout the university, the establishment of infrastructures and the dissemination of internal evaluation mechanisms. In this direction, quality officers and sub-commissions were determined in each academic unit, and the processes were ensured to function in accordance with the PDCA (Plan-Do-Check-Act) cycle. (See Evidence 1)

In line with the new structure published in 2023, quality commissions for each unit are organized around four main areas (See Evidence 2):

Leadership, Governance and Quality

Education and Training

Research and Development

Social Contribution.

The quality commission established in the Faculty of Islamic Sciences within this framework has developed its own internal structure in parallel with university policies. This structure, which was initially directed from the center, has matured over time to meet the needs specific to the faculty; it has

turned into an institutionalized functioning in the fields of increasing the quality of education, strengthening stakeholder relations, promoting research culture and expanding social contribution.

The structure, in which different academic and administrative units are represented, has been supported by sub-commissions and detailed evaluations have been made in each area in the meetings held (See Evidence 3, Evidence 4, Evidence 5, Evidence 6).

Under the umbrella of the Quality Commission, the following commissions were established in line with the 'Procedures and Principles of Quality and Accreditation Working Commissions' (See Evidence 7) (See Evidence 8):

Quality and Accreditation High Commission

Quality Assurance System Development Commission

Education and Training Development Commission

Internationalization Working Group

Research and Development Commission

Social Contribution Development Commission

Management System Development Commission

Faculty Promotion and Information Working Group

The Quality Commission implements the quality assurance system within the framework of the PDCA cycle and is based on stakeholder engagement. Surveys, meetings and one-to-one feedback with faculty, students and alumni are integral parts of this process (See Evidence 9 and Evidence 10). In 2025, as a result of satisfaction surveys and stakeholder analyses, the areas of responsibility of the subcommittees were clarified and action plans were updated (See Evidence 11).

The Advisory Board of the Faculty of Islamic Sciences brings together internal and external stakeholders to provide recommendations that guide the development of the faculty and support quality assurance processes in the fields of education, research and social contribution (See Evidence 12). In addition, the International Advisory Board contributes to the global development of the faculty with academic experts from various countries (See Evidence 13).

Activities carried out with internal stakeholder representatives (academic-administrative staff and students) (See Evidence 14) and external stakeholder representatives (public, NGO, sector, etc.) (See Evidence 15) are regularly reported and shared publicly under the title of 'External Stakeholder Activities' (See Evidence 16):

Maturity Level: The Quality Commission has built a holistic quality assurance system with sub-commissions, advisory boards and stakeholder groups, and implements systematic data collection, analysis and improvement steps through a participatory process. This structure has evolved into a concrete organizational structure that supports a sustainable quality culture.

Subject	A.2.1. Quality Commission
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards,

	KIDR, Strategic Plan, Quality Manual
Performance Indicators	Integrated Quality Management System (IQMS) Performance Reports Annual Reports Meeting Reports Yalova University Institutional Evaluation System Performance Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Faculty Website

Evidence

Evidence 1: Yalova University Quality History Web Page

Evidence 2: Yalova University Unit Quality Commission Decisions

Evidence 3: First Meeting of the Quality and Accreditation High Commission

Evidence 4: Quality and Accreditation High Commission 2nd Meeting News

Exhibit 5: Quality and Accreditation High Commission 3rd Meeting News

Evidence 6: News of the 4th Meeting of the Quality and Accreditation High Commission

Evidence 7: Procedures and Principles of Quality and Accreditation Working Commissions

Evidence 8: Quality and Accreditation Working Commissions and Groups

Evidence 9: Faculty-wide Accreditation Information Meeting

Evidence 10: Faculty-wide Accreditation Information Meeting 2

Evidence 11: Surveys

Evidence 12: Faculty Advisory Board

Evidence 13: International Advisory Board

Evidence 14: Internal Stakeholder Representatives

Evidence 15: External Stakeholder Representatives

Evidence 16: External Stakeholder Activities

A.2.2. Internal Quality Assurance Mechanisms (PÜKO cycles, calendar, structure of academic and administrative units)

Our faculty carries out internal quality assurance mechanisms in coordination with all sub-units and with a holistic approach. (See Evidence 1, Evidence 2) Requests and suggestions from departments, divisions, commissions and administrative units are systematically evaluated and the active participation of

internal stakeholders in decision-making processes is ensured. During the strategic planning process, these units are consulted through official correspondence and the feedback obtained is integrated into quality processes. In addition, external stakeholders are consulted and included in decision-making processes. (See Evidence 6) (See Evidence 26, Evidence 27, Evidence 28 Evidence ,29)

The outputs of the process are monitored through the Integrated Quality Management System (IQMS). All these practices are carried out based on the Plan-Do-Check-Act (PDCA) cycle (See Evidence 3, Evidence 4). (See Evidence 3, Evidence 4) Quality management activities are planned based on specific periods and implementation calendars; implementation calendars are also created for main activity areas such as Education and Training, Research and Development, Social Contribution, Management Services and Internationalization. (See Evidence 5)

The academic structure of the faculty consists of three main departments, namely Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts, and sub-structures are organized under these departments in the form of departments and branches of science. (See Evidence 1)

The Faculty Dean's Office recognizes academic and administrative staff as internal stakeholders and directly involves them in quality processes. This involvement is ensured through face-to-face meetings, general evaluation meetings, satisfaction surveys, e-mail and EBYS (Electronic Document Management System) . Necessary improvements are made in the processes in line with the opinions and suggestions received from stakeholders.

Accordingly, face-to-face (See Evidence 6, Evidence 7, Evidence 8 Evidence ,9) and online meetings (See Evidence 10) were organized with department heads about the curriculum, faculty academic and administrative staff and student representatives about accreditation processes.

End-of-term student, academic and administrative staff satisfaction surveys were conducted to analyze the situation. (See Evidence 11, Evidence 12 Evidence ,13) In order to manage all general and unit-specific survey processes of the university, the "Survey Management Module" was purchased and started to be used as an additional module of BKYS. Thanks to this system, it was ensured that a survey pool was created for all relevant units and the survey could be shared with the participants by the units. This module also enables the reporting of survey results and sharing of survey results when necessary. This module will facilitate the survey implementation process and contribute to the widespread use of surveys at our university. (See Evidence 20)

Quality subcommittees evaluated the activities in their respective fields at their regular meetings in accordance with the process and schedule defined in the quality manual and submitted their suggestions for improvement to the Quality and Accreditation Commission. (See Evidence 14)

Interviews were held with external stakeholders and suggestions were received. (See Evidence 15) The Dean's Office takes and implements the necessary improvement decisions in line with both these evaluations and stakeholder opinions. The Faculty implements some of the suggestions and measures in the 2024 Annual Report and implements improvement steps. (See Evidence 16, Evidence 17, Evidence 18, Evidence 19)

Maturity Level: Internal quality assurance systems within the organization are carried out regularly and systematically in line with defined procedures and quality management principles. Data on the activities carried out are regularly collected, these data are analyzed and performance evaluations are made regarding the processes. The results of the analysis are handled in cooperation with relevant internal and external stakeholders and efforts are made to include them in the evaluation processes.

Although it is observed that stakeholder participation is limited in some practices, various improvement efforts are being carried out to overcome deficiencies in this area. In particular, it is aimed to strengthen data-based decision-making processes and integrate evaluation outputs into institutional development.

In addition, sustainable internal quality standards, which cover all academic and administrative units of the institution, are integrated with activity processes and aligned with strategic goals, are effectively operated throughout the institution. This structure ensures that the quality assurance system is embedded in the corporate culture as a management tool focused on continuous improvement, not just audit-based.

Subject	A.2.2. Internal Quality Assurance Mechanisms
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions Academic Boards Student Satisfaction Survey Academic Staff Satisfaction Survey Administrative Staff Satisfaction Survey
Performance Indicators	Integrated Quality Management System (IQMS) Performance Reports Meeting Reports Yalova University Institutional Evaluation System Performance Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Faculty Website

Evidence

Evidence 1: Faculty Organization Chart

Evidence 2: Quality System Organization Chart

Evidence 3: Quality Manual

Evidence 4: Quality Policy

Evidence 5: Quality Calendar

Evidence 6: External Stakeholder Representatives

Evidence 7: Curriculum Meeting with Department Heads

Evidence 8: Meeting with Student Representatives

Evidence 9: Meeting with Faculty Academic and Administrative Staff

Evidence 10: Faculty-wide Meeting

Evidence 11: Academic Advisor Satisfaction Survey

Evidence 12: Surveys in Yalova University 2024-2028 Strategic Plan

A.2.3. Leadership and quality assurance culture

Our faculty has secured the establishment of Quality Goals at the level of processes with the Strategic Plan published by Yalova University (See [Evidence 1](#)). This process was reinforced with the 2024-2028 Strategic Plan created by our faculty in the same year. (See [Evidence 2](#)) Our institution plans its quality assurance system in such a way as to make it possible to measure and monitor the efficiency levels of the current management and administrative system . For this purpose, satisfaction surveys prepared for students, administrative and academic staff are regularly conducted and monitored. The relevant survey results are shared with our internal and external stakeholders (See [Evidence 3](#), [Evidence 4](#), [Evidence 5](#), [Evidence 6](#), Evidence [7](#)).

The Quality Assurance System Development Commission (See [Evidence 8](#)), which was established with the decision taken at the meeting of the Faculty Administrative Board dated 08.05.2025 and numbered 10, held its first meeting on 13.06.2025, and the activities that can be done to systematically improve the leadership and quality assurance culture were also discussed at this meeting (See [Evidence 9](#), [Evidence 10](#), Evidence [11](#)).

Leadership and Quality Assurance have been recognized as key concepts of the institution for Yalova University and our faculty. For this reason, our stakeholders have been supported at this point. With the support provided by our university, Assoc. Prof. Dr. Sümeyra Arıcan was entitled to receive a certificate in the Training of Trainers Certified Program and received her certificate from our Rector Prof. Dr. Mehmet Bahçekapılı. (See [Evidence 12](#), [Evidence 13](#))

In order to receive the opinions of faculty stakeholders without intermediaries and to make rapid improvements, the faculty has implemented the Message to the Dean application via QR code. Stakeholders can share their ideas and opinions directly with the administration through the QR code in all classrooms of the faculty or through the link on the faculty web page. (See [Evidence 14](#)) The leadership approach that realizes the understanding of transparent management is a product of a similar leadership understanding with the RIMER application of our university. Our stakeholders can also submit their ideas and opinions through RIMER. (See [Evidence 15](#))

As in previous years, the Rectorate Communication Center (RIMER) was actively used by the Coordinatorship of Institutional Communication and Promotion to receive feedback from internal and external stakeholders in 2024. In this context, the total number of applications received from RIMER in 2024 was 348. 44 of these applications were from our internal stakeholders, namely academic and administrative staff, and the response rate within 1-30 days increased from 92.5% to 95% compared to last year. The remaining 5% were finalized within 30-60 days and there were no unanswered requests, complaints, etc. as in the previous year. When analyzed according to the nature of RIMER applications,

no significant change is observed in the number of complaints, suggestions and wishes. (See Evidence 16)

Maturity Level: In order to ensure sustainable high quality in the institution in a way that is open to innovations and developments, all academic/administrative staff were given the opportunity to receive Quality Management System training with the leadership of the current management. Thus, the quality culture was adopted throughout the institution with a leadership approach and coordinated in a systematic manner, ensuring the dissemination of our quality policy in line with scientific criteria.

Subject	A.2.3. Leadership and Quality Assurance Culture
Application Areas	All faculties
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) Performance Reports Meeting Reports Yalova University Institutional Evaluation System Performance Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Faculty Website

Evidence

Evidence 1: Yalova University 2024-2028 Strategic Plan

Evidence 2: Faculty Strategic Plan

Evidence 3: Surveys

Evidence 4: Satisfaction Survey for Academic Staff

Evidence 5: Satisfaction Survey for Administrative Staff

Evidence 6: Graduate Satisfaction Survey

Evidence 7: Student Satisfaction Survey

Evidence 8: Faculty Decision on the Establishment of Commissions

Evidence 9: First Meeting of the Quality Assurance System Development Commission

Evidence 10: Quality Assurance System Development Commission 2nd Meeting News

Evidence 11: Quality Assurance System Development Commission Meeting Minutes

Evidence 12: Training of Trainers Program

Evidence 13: Delivery of Assoc. Prof. Dr. Sümeyra Arıcan's Certificate

Evidence 14: Message to Dean Application

Evidence 15: Rectorate Communication Center (RIMER)

Evidence 16: Institutional Internal Evaluation Report 2024 (IEAR)

A.3. Stakeholder Engagement

The faculty defines university students, academic and administrative staff as "Internal Stakeholders" and alumni, non-governmental organizations, public and private sector institutions as "External Stakeholders". In this context, an analysis has been carried out, including why they are stakeholders, their level of cooperation with the faculty, and feedback mechanisms. (See Evidence 1)

The Rectorate and its affiliated units are among our most important stakeholders. Faculty quality commissions are in constant communication and cooperation with the relevant units of the Rectorate. It is aimed to achieve an integrated quality understanding by assigning the academic staff involved in the University's Quality process to the Accreditation process of our faculty. (See Evidence 2, Evidence 3)

Stakeholder opinions on quality assurance, education and training, social contribution and research and development processes are received through feedback mechanisms. The data obtained are analyzed and forwarded to the relevant commissions. Quality commissions evaluate the opinions and suggestions of external stakeholders at the planning stage of the processes, plan activities to improve weaknesses and report them to the Quality and Accreditation Commission.

Evidence

Evidence 1: Quality Manual

Evidence 2: Unit Quality Coordinator

Evidence 3: Quality and Accreditation Commissions and Working Groups

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

How our faculty manages the processes related to stakeholder engagement and how it involves stakeholders in decision-making processes is defined in the Quality Handbook. (See Evidence 1) In this framework, our faculty organizes various meetings and interaction environments to encourage the active participation of internal and external stakeholders in institutional processes (See Evidence 2). In addition, digital communication channels (website, e-mail, social media) are used effectively and face-to-face meetings are offered in order to receive all kinds of suggestions, satisfaction reports or complaints from stakeholders (See Evidence 3, Evidence 4, Evidence 5, Evidence 6). The feedback obtained contributes to the determination of the institution's strengths and aspects open to improvement; accordingly, analysis reports are prepared and shared with the relevant units.

Internal Stakeholders

Our faculty defines its students and academic and administrative staff as internal stakeholders and recognizes that these groups are directly affected by all academic, administrative and support processes carried out at the faculty. Accordingly, encouraging the active and sustainable participation of internal stakeholders in the processes and systematizing their participation has been adopted as one of the fundamental elements of the faculty's quality policy (See Evidence 7, Evidence 8, Evidence 9).

Various practices are implemented to strengthen cooperation and communication between internal stakeholders. In particular, in order to strengthen the interaction between students and academic staff, reminders are sent to academic staff and the quality of this interaction is constantly monitored. (See Evidence 3).

It is aimed for academic and administrative staff to be involved in decision-making, implementation, monitoring and evaluation processes in key quality areas such as education and training, research and development, social contribution, management systems and internationalization; this participation is considered as one of the basic building blocks of the quality assurance system (See Evidence 10, Evidence 11, Evidence 12).

In order to increase the participation of internal stakeholders and integrate this participation into the institutional structure, process improvement-oriented studies are carried out at regular intervals (See Evidence 13, Evidence 14). The Dean's Office organizes academic general assembly meetings at the beginning of each new academic year to receive the views of academic staff, and also holds meetings with administrative staff at the beginning of the fall and spring semesters to share information about institutional planning, quality processes and evaluation mechanisms (See Evidence 15, Evidence 16, Evidence 17). These meetings are important not only for informing internal stakeholders but also for ensuring their active participation in decision-making and implementation processes.

The meetings held by the commissions in the Quality and Accreditation process are considered very important in terms of direct participation and involvement of academic staff, who are our internal stakeholders. This is because our internal stakeholders, who play an active role in the process, have a higher level of integration with the corporate identity. (See Evidence 18, Evidence 19, Evidence 20, Evidence 21, Evidence 22, Evidence 23, Evidence 24, Evidence 25, Evidence 26, Evidence 27, Evidence 28, Evidence 29, Evidence 30, Evidence 31, Evidence 32, Evidence 33, Evidence 34)

The communication of internal stakeholders within the framework of quality understanding is one of the points that the institution attaches importance to. Activities of academic staff for faculty students are supported within the framework of faculty facilities. (See Evidence 35, Evidence 36, Evidence 37, Evidence 38, Evidence 39, Evidence 40, Evidence 41, Evidence 42, Evidence 43, Evidence 44, Evidence 45, Evidence 46)

In addition, in-service training programs for faculty staff are carried out with the aim of strengthening institutional belonging and institutionalizing the quality culture (See Evidence 47, Evidence 48).

In order to systematically collect the opinions, suggestions and demands of internal stakeholders, feedback is collected through surveys, e-mail communications and face-to-face meetings; this feedback is recorded and evaluated in quality improvement processes and used as the basic input of institutional development (See Evidence 49, Evidence 50, Evidence 51, Evidence 52, Evidence 53, Evidence 54, Evidence 55, Evidence 56, Evidence 57). The RIMER application mentioned in the previous section is a mechanism through which students can submit their wishes, suggestions and complaints. Of the total 348 applications, all of the 348 applications related to courses, exams, registration, course selection, instructors or physical and technical conditions of the campus belonged to students and were answered and resolved. (See Evidence 87)

External Stakeholders

The external stakeholders of our faculty consist of formal and non-formal education and training institutions that directly or indirectly benefit from the services provided by the institution, public and private sector organizations, non-governmental organizations and graduates who contribute to the

faculty in various ways. The relations established with these stakeholders are considered as one of the main components of our quality policy.

In order to establish a sustainable communication with its alumni, our faculty has created an Alumni Information System and uses various feedback tools such as surveys and suggestion forms (See Evidence 58, Evidence 59). In addition, with the Alumni Commission established in the 2023-2024 academic year, it contributes to both reinforcing institutional loyalty and evaluating the experiences of graduates regarding their educational processes (See Evidence 60, Evidence 61). This commission provides support to students before graduation (See Evidence 62, Evidence 63) as well as after graduation (See Evidence 64Evidence 64, Evidence 65Evidence 65). (See ,) Our faculty, which wants to maintain the feedback system with every stakeholder, uses special communication channels dedicated to graduates after graduation. (See Evidence 66, Evidence 67)

The Faculty's strategic plan includes strengthening cooperation with the community as a clear goal and emphasizes the importance of dynamic relations with external stakeholders in achieving this goal (See Evidence 68). Stakeholder participation is also taken as a basis in our quality assurance, education-training, research-development, social contribution, governance and internationalization policies; in this direction, comprehensive lists of external stakeholders have been prepared in the Quality Handbook (See Evidence 69).

Our faculty also strengthens its cooperation with external stakeholders through official protocols. Our faculty has requested representatives for the advisory board and external stakeholder representatives group from external stakeholders with whom it frequently communicates in order to contribute to its region and country. With these representatives, it is aimed to have a continuous and fluid communication with external stakeholders in the decision-making processes of our faculty. (See Evidence 70)

With the positive response of external stakeholders to the request, the External Stakeholder Representatives group and the International Advisory Board were established in our faculty. (See Evidence 71, Evidence 72) Mutual visits are also carried out in order to strengthen communication with our external stakeholders. During these visits, issues such as quality and curriculum are discussed with stakeholders and feedback is received. In addition, activities are organized inside and outside the faculty in cooperation with external stakeholders. (See Evidence 73, Evidence 74, Evidence 75, Evidence 76, Evidence 77, Evidence 78, Evidence 79, Evidence 80, Evidence 81, Evidence 82)

The social contribution activities of our faculty are carried out with the active participation of internal and external stakeholders (See Evidence 86); in this context, as in 2024, many social, cultural and academic activities were organized in cooperation with student clubs in the first half of 2025, and these activities were shared with the public on the social media channels of our faculty (See Evidence 83, Evidence 84).

Feedback from stakeholders plays a critical role in identifying deficiencies and planning improvement efforts accordingly. Accordingly, in 2025, various activities were carried out to both expand the stakeholder network and increase the impact of these stakeholders on the functioning of the institution and were published in detail in the Faculty bulletins (See Evidence 85).

In addition, internal and external stakeholders can submit their suggestions, complaints and satisfaction through Yalova University Integrated Quality Management System (BKYS). All these processes are monitored by the faculty Quality and Accreditation Commissions; measures to be taken are determined

at the evaluation meetings held at the end of the year and care is taken to complete the PDCA cycle completely. (See Evidence 50)

Maturity Level: Stakeholder participation in all processes and decision-making mechanisms at the institution is carried out within the framework of holistic quality management approach. The findings obtained from stakeholder engagement are monitored, then evaluated together with relevant stakeholders and necessary measures are taken as a result of this monitoring.

Subject	A.3.1. Involvement of Internal and External Stakeholders in Quality Assurance, Education, Research and Development, Social Contribution, Management and Internationalization Processes
Application Areas	All units of the faculty
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation Commissions, Academic Boards Applied Surveys
Performance Indicators	Performance Reports Meeting Reports RIMER Contact Dean Feedback Academic staff satisfaction rate Administrative staff satisfaction rate Student's overall satisfaction Graduate satisfaction rate Stakeholder satisfaction rate Course satisfaction rates Number of requests, suggestions and petitions and the number of responses Number of requests received to the student e-mail address and the number of responses
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	University Information System (UBS) Faculty Website RIMER

Evidence

Evidence 1: Quality Manual

Evidence 2: 2024 External Stakeholder Activities

Evidence 3: Message to Dean Application

Evidence 4: Faculty Website Contact Form

Evidence 5: Faculty Official Instagram Page

Evidence 6: Faculty Official Twitter Page

Evidence 7: Faculty Quality Policy

A.4. Internationalization

Yalova University Faculty of Islamic Sciences has developed a unique internationalization policy in accordance with its vision and mission ([Evidence 1](#)) and within the framework of the principles specified in the Quality Manual. The main objective of this internationalization policy is to increase and strengthen the international activities of the faculty in terms of both academic research and education, and thus increase its contribution and visibility on a global scale ([Evidence 2](#)).

A.4.1. Internationalization Policy

Yalova University Faculty of Islamic Sciences' internationalization policies are set out in the Strategic Plan and also published on its website ([Evidence 3](#) - [Evidence 4](#)). In this respect, the internationalization policies of the institution can be summarized as follows:

(i) Conducting international projects in cooperation with institutions in different countries.

(ii) Organizing international symposiums to host important scientists conducting scientific research in the fields of theology in our university and to increase the international recognition of our faculty and to strengthen the academic networks of our faculty faculty members and students.

(iii) To employ foreign lecturers from different countries of the world in our faculty.

(iv) To employ scientists from our country who have experience abroad in our faculty.

(v) To increase international student and faculty mobility.

(vi) To develop and increase international academic collaborations.

(vii) To increase the number of international publications by encouraging them.

(viii) To increase the number and diversity of foreign students.

(ix) To emphasize multilingual curriculum design.

(x) To bring together international knowledge in the field of theology with the people of our country and to put international experience at the service of our national culture.

The internationalization policies of our faculty listed here are built on a realistic and rational basis and aim to maintain its current strong position and carry it further. The fact that internationalization policies are based on a realistic and rational basis can be proven by describing the current situation and position of our faculty. This description will constitute the part of our faculty's Self-Assessment Report related to internationalization. Thus, by evaluating its own self with its own self-consciousness, our faculty will continue to take further steps in this direction with the policies determined within the scope of internationalization.

The activities carried out within the framework of the internationalization policy of our faculty consist of multidimensional components such as international projects, international symposiums, working with faculty members with international experience, international faculty and student mobility, international academic collaborations, international publications, foreign student admission and multilingual curriculum design.

Yalova University Faculty of Islamic Sciences is a pioneering faculty in terms of internationalization and has signed major projects. Under the leadership of Prof. Dr. Mehmet Bahçekapılı and Prof. Dr. Cahit Külekçi, Rector of our University and faculty member of our Faculty, and under the coordination of Yalova University, in partnership with İzmir Kâtip Çelebi University and Kütahya Dumlupınar University, a three-year European Union Project titled "Digital Footprints of Migration Erasmus+ Consortium" has been accepted by the Turkish National Agency. Prof. Dr. Mehmet Bahçekapılı and Prof. Dr. Cahit Külekçi are the legal representatives of the project. The project is of international importance in terms of providing support for innovative research in European and non-European countries on the axis of migration and digitalization. Thanks to the project with a budget of 100.000.00 Euro, a total of 85 quotas have been allocated on the basis of student internship mobility (30), student learning mobility (5), staff teaching mobility (25), staff training mobility (25) in 2025. The countries to be mobilized within the scope of the project are European Union member countries where migration mobility is intense. Thanks to this important European Union Project, many students and staff will have the opportunity for international mobility, and thus the students and staff of our faculty will carry their existing knowledge on the scale of internationalization even further (Evidence 5). Yalova University Vice Rector and Dean of the Faculty of Islamic Sciences Prof. Dr. Cahit Külekçi was in Castrop-Rauxel, Germany between 30/05/2025 and 02/06/2025 as an official guest of the Akademikerbund für internationale Zusammenarbeit (ABIZ), which aims at international cooperation among academics. Prof. Dr. Cahit Külekçi met with the president of the institution, Dr. Mirsad Freiberg, and exchanged information about the learning and memory improvement program "Ultima Memoria" developed by

Freiberg. Prof. Dr. Cahit Külekçi has reached an agreement to sign a protocol to bring the program to our university and bring it to Turkey (Evidence 6).

Yalova University Faculty of Islamic Sciences has taken the lead in organizing important international symposiums. Hosted by Yalova University Islamic Studies Application and Research Center and held between November 17-19, 2021, *Ottoman Schools: Mentality, Institutions, Influences*, hosted by Yalova University Islamic Studies Application and Research Center and held between 17-19 November 2021, was organized by Prof. Dr. Mehmet Bahçekapılı, Dr. Lecturer. Prof. Dr. Mehmet Bahçekapılı, Dr. Lecturer Sümeyye Onuk and Dr. Lecturer. Prof. Dr. Mehmet Bahçekapılı, Lecturer Sümeyye Onuk and Lecturer Neslihan Er and Assoc. Prof. Dr. Mustafa Sürün served on the scientific committee (Evidence 7). Again, our faculty organized the *International Symposium on Rethinking Orientalism in the 20th Anniversary of Edward W. Said's Death,* which was held in Yalova between 31 October 2023 and 2 November 2024. Many scientists from important universities in our country and abroad participated in these symposiums (Evidence 8).

Yalova University Faculty of Islamic Sciences is a faculty that stands out in terms of internationalization. In this respect, it has an experienced and competent academic staff. Prof. Dr. Mehmet Bahçekapılı received language training in the UK between 2001-2002 and worked as an executive in two different EU projects in the field of religious education in Austria, Germany, the Netherlands, the UK and Sweden (Evidence 9). Prof. Dr. Muharrem Önder completed his undergraduate studies at Riyadh Imam Muhammad b. Saud Islamic University in Saudi Arabia (Evidence 10). Prof. Dr. Mustafa Atilla Akdemir completed his undergraduate studies at the Islamic University of Medina in Saudi Arabia and worked as a faculty member at the Islamic University of Applied Sciences Rotterdam (Exhibit 10). Prof. Dr. Nurulllah Altaş was a member of the International Association for the History of Religions (Evidence 10). Prof. Dr. Süleyman Aydın completed his bachelor's, master's and doctoral studies at Jami'atü'l-Azhar (Evidence 10). Assoc. Prof. Dr. Ali Tekin studied languages in Damascus for one year with a scholarship from the Ministry of National Education (Evidence 11) and spent one year as a visiting researcher at Georgetown University in the United States of America with the TÜBİTAK 2219 Scholarship Program (Evidence 12). She is a member of SIHSPAI (The International Society for the History of Arabic and Islamic Science and Philosophy) and SIEPM (Société Internationale pour l'Étude de la Philosophie Médiévale) (Evidence 10). Assoc. Prof. Dilek Tekin was a visiting researcher at Georgetown University in the United States of America for one year with TÜBİTAK 2219 Scholarship Program (Evidence 13). Assoc. Prof. Emine Taşçi Yıldırım was a visiting researcher at Marquette University in the United States of America for nine months with the TÜBİTAK 2219 Scholarship Program (Evidence 14). Assoc. Prof. Fatma Kızıl spent four months in Egypt for language training and research during her PhD (Evidence 15) and seven months in the Netherlands with the Erasmus Program (Evidence 16). Assoc. Prof. Dr. Pehlul Düzenli completed his undergraduate studies at Jami'at al-Azhar in Egypt (Evidence 10). Assoc. Prof. Dr. Yusuf Oktan completed his master's degree at al-Jami'at al-Jordaniyya in Jordan and his PhD at the International Islamic University in Malaysia (Evidence 10). Prof. Dr. Lecturer. Prof. Dr. Ahmet Alabalık completed his bachelor's degree at al-Jāmi'at al-Jordaniyya in Jordan, his master's degree at Jāmi'at al-Balkā al-Tatbīkiyya and his doctorate at Jāmi'at al-Yarmūk (Evidence 10). Dr. Lecturer. Prof. Dr. Ahmet Süruri was a visiting researcher at al-Jāmi'at al-Jordaniyya for one year within the scope of Tübitak 2219 Scholarship Program (Evidence 17). Prof. Dr. Lecturer. Prof. Dr. Ayşe Betül Dönmez Tekin received her master's degree from Columbia University in the City of New York (Evidence 10), studied languages in Kuwait for six months after her PhD (Evidence 18), spent eight months at Boston College (Evidence 19) and ten months as a postdoctoral visiting researcher at Harvard University (Evidence 20). Prof. Dr. Lecturer. Prof. Dr. Muhammet Ali Koca was a visiting researcher at McGill University in Canada for one year with TÜBİTAK 2214 Scholarship Program (Evidence 21). Assoc. Prof. Dr. Prof. Dr. Mustafa Demirci completed his master's and doctoral education at al-Jāmi'atü'l-

Jordaniyya in Jordan (Evidence 10). Dr. Lecturer. Prof. Dr. Najmeddin Isa completed his undergraduate education at Jami'at al-Khaleb in Syria and Jami'at al-Ummi Durmān al-Islāmiyya in Sudan, and completed his master's and doctoral studies at Jami'at al-Ummi Durmān al-Islāmiyya in Sudan (Evidence 10). Prof. Dr. Lecturer. Prof. Dr. Nurullah Peker completed his undergraduate, graduate and doctoral studies at Jami'atü Ummi'l-Kurâ in Saudi Arabia (Evidence 10). Dr. Lecturer. Prof. Dr. Osman Saitoğlu completed his undergraduate education at Külliyyetü'l-İmâm al-A'zam in Iraq and his master's degree at Ma'hedü't-Târîh ve't-Turâsi'l-Ilmî li'd-Dirâsâti'l-Ulyâ in Iraq (Evidence 10). Dr. Lecturer. Prof. Dr. Sabuhi Shahavatov completed his undergraduate education at Baku State University in Azerbaijan (Evidence 10). Prof. Dr. Lecturer. Prof. Dr. Salim Sancaklı completed his master's and doctoral studies at Jami'atü Ummi'l-Qur'a in Saudi Arabia (Evidence 10). Prof. Dr. Lecturer. Prof. Dr. Semra Peker completed her undergraduate, graduate and doctoral studies at Jami'atü Ummi'l-Qur'a in Saudi Arabia and has been involved in many academic activities at this university (Evidence 10 - Evidence 22 - Evidence 23 - Evidence 24). Dr. Lecturer. Prof. Dr. Sohaib Abdulraheem Hameed Hameed completed his bachelor's, master's, and doctoral studies at Külliyyet al-Imām al-A'zam in Iraq (Evidence 10). Prof. Dr. Lecturer. Prof. Dr. Şule Ağaç completed her undergraduate education at Jami'at al-Azhar in Egypt (Evidence 10). Lecturer. Assist. Dr. Abdulhalik Uygur completed his undergraduate and graduate studies at Jami'at al-Iman in Yemen (Exhibit 10). Lecturer. Prof. Dr. Abdulkader Dawod Dr. Abdulkader Dawod completed his undergraduate studies at Jami'at al-Khaleb in Syria (Exhibit 10). Lecturer. Lecturer. Dr. Amer Akkad completed his undergraduate studies at Jami'at al-Khaleb in Syria (Exhibit 10). Research Assistant Assist. Burak Veysel Erman spent eight months as a visiting researcher at Freie Universitat Berlin in Germany under the TÜBİTAK 2214 Scholarship Program (Evidence 25). Research Assistant. Assist. Enise Betül Danış was a visiting researcher at Texas A&M University in the USA for one year under the TÜBİTAK 2214 Scholarship Program (Evidence 26). Research Assistant. Assist. Fatih Varol completed his master's degree at London Metropolitan University in England (Evidence 10).

The faculty members of our faculty have participated and continue to participate in many international academic events. Assoc. Prof. Dr. Fatma Kyzyl participated in the international *Tübingen Hadith Studies Workshop: Intersecting Perspectives on Texts, Methods and Interpreation in Hadith Studies* (13-14/12/2019) organized by Eberhard Karis Universitat Tübingen in Germany with her presentation titled "Revisiting Bukhārī's Sources" (Exhibit 27), "A Case for a Common Paradigm? Middle Ground Orientalists and Isnad-cum-matn Analysis" at the *International Seminar* organized by Tübingen Theological Hadith Studies (06/06/2023) (Exhibit 28), "The Potential for an isnād-cum-matn Analysis Accepted by Muslim and Western Scholars: A Comparative Perspective" at the *International Symposium* organized by Charles Sturt University in Australia and Georgetown University in the United States (27/01/2024) (Exhibit 29), He participated in *the 2024/2025 Fall Semester Online Courses* organized by the Academic Platform for Theological Debates on the GEFIS School of Islamic Sciences in Frankfurt am Main with the lecture titled "The Past and Present of Orientalism" (Exhibit 30) and in the *Orientalism from Past to Present Program* organized by the Presidency of Turks Abroad and Related Communities with the seminar "Orientalism and Hadith" (15-16/02/2024) (Exhibit 31). Assoc. Prof. Dr. Mustafa Sürün participated in the 1st International Summer Course titled *Persian-Islamic Geometric Patterns* (23-28/07/2018) organized by the Islamic School of Arts (ISOA) in Iran (Evidence 32). Assoc. Prof. Ali Tekin participated in *The International Conference on the History of Logic in the Islamic World* (04-07/03/2023) organized by The Iranian Institute of Philosophy (IRIP) in Iran with the presentation titled "Mas'elet al burhâniyyeti's-sanâ'i'l- qiyasiyyeti'l-hams inde'l-mantıkiyyîne'l-Mashshâîn fi'l-Islâm" (Evidence 33). Prof. Dr. Lecturer. Prof. Dr. Ayşe Betül Dönmez Tekin "Reception of a Maturidi Text in the Late Ottoman Empire: Sirri Pasha's Translation of Sharh Al-Akaid" at the symposium titled *Maturidi Thought: Its Legacy, Past and Present* (28-29/October 2017) in Jordan (Exhibit 34), "Late Ottoman Translations of Classical Kalām Commentaries" at *Turkologentag 2018* (19-21/09/2018) hosted by the

Chair of Turkology at Otto-Friedrich-Universitat Bamberg in Germany (Exhibit 35), and "The Epistemic Transitions in Islamic Philosophy, He participated in the symposium titled *After Avicenna* organized by Theology and Science (ETI) Research Project (5-7/06/2020) (Exhibit 36), The *4th Annual Islamic Philosophy Conference* organized by The American Society of Islamic Philosophy and Theology (2-4/12/2022) (Exhibit 37Exhibit 38) with the presentation titled "Nasr al-Din al-Tusi" and *The 5th Annual Islamic Philosophy Conference* organized by The American Society of Islamic Philosophy and Theology (1-3/12/2023) () with the presentation titled "Marjānī's (1818-1889) Synthesis of Kalam and Falsafa: The Concept of Hudūth" at *The 5th Annual Islamic Philosophy Conference* (1-3/12/2023) (Exhibit 38) organized by The American Society of Islamic Philosophy and Theology. Prof. Dr. Lecturer. Prof. Dr. Özlem Ülker Shahavatov participated in the *16th Conference of the European Sociological Association: "Tension, Trust and Transformation"* (27-30/08/2024) organized by the European Sociological Association (ESA) in Portegiz to make a presentation titled "Urbanization and Religion in Turkey: Blurring of the Border between the Secular and the Religious" with the support of BİDEB 2224 A Support Program for Participation in Scientific Activities Abroad (Evidence 39). Researcher. Assist. Burak Veysel Erman participated in the *International Medieval Congress* hosted by the University of Leeds, UK (04/06/2023) (Exhibit 40) with the presentation titled "Uthmânî's Healing the Grieving Hearth: On the Exposition of Issues around the Plague" and "Prognostication in the Middle Ages: Philoosophical Strategies to Deal with Uncertainties" at the Winter School hosted by the University of Pisa in Italy (05-08/02/2025) (Exhibit 41).

Our faculty members continue to receive invitation letters from universities abroad in order to conduct scientific research in their fields. Assoc. Prof. Ali Tekin received an official invitation letter from Boston College Islamic Civilization and Societies Program in the United States of America (01/08/2025-31/01/2026) with the support of TÜBİTAK 2219 Scholarship Program (Evidence 42). Assoc. Prof. Fatma Kızıl received a letter of acceptance from Prof. Andreas Görke to conduct research at The University of Edinburgh Islamic and Middle Eastern Studies in the United Kingdom (Evidence 43). Assoc. Prof. Dilek Tekin has made correspondence with Boston College Theology Department in the United States of America to conduct postdoctoral research (Evidence 44). Our faculty encourages its faculty members to conduct research abroad and continues to support its staff in this regard. Prof. Dr. Lecturer. Prof. Dr. Latif Bakış was assigned within the scope of the research project titled "Religious Education" to be organized in Bangladesh in accordance with paragraph 1 of Article 39 of Law No. 2547 (Evidence 45).

Our faculty is very rich in terms of foreign students as well as foreign academic staff. The number of foreign students graduated from Arabic and Turkish undergraduate programs of our faculty is 36. These students are from Syria, Tajikistan, Mauritania, Indonesia, Mali, Malaysia, Afghanistan, Niger, Egypt, Gambia, Tanzania, Chad, Thailand, China, Greece and Iraq (Evidence 46). As of 2025, 58 foreign students are actively continuing their education in the Arabic and Turkish undergraduate programs of our faculty. These students are from Russia, Bangladesh, Morocco, Somalia, Iraq, Jordan, Syria, Ivory, Kyrgyzstan, Uzbekistan, Tajikistan, Egypt, Yemen, Pakistan, Azerbaijan and Senegal (Evidence 47). The total number of foreign students who received education in Arabic and Turkish programs of our faculty and then transferred horizontally , are currently studying and graduated is 132. (Evidence 48).

Yalova University Faculty of Islamic Sciences started education in 2012 with the Arabic Undergraduate Program. As of 2025, our faculty has graduated its ninth term graduates from the Arabic Program. The Arabic Islamic Sciences Program of our faculty is one of the seven faculties that provide Arabic education in our country. Students from foreign countries as well as our country enroll in the relevant program and graduate from this program. Our faculty stands out in terms of internationality with this aspect.

Our faculty continues to take important steps that enable its students to go abroad and study in different countries. As mentioned above, the Erasmus+ KA130 project, of which our Rector Prof. Dr. Mehmet Bahçekapılı and our Vice Rector and Dean Prof. Dr. Cahit Külekçi are the legal representatives and executives, is one of the major steps taken in this sense. Within the scope of this project, 30 students will be able to benefit from student internship mobility and 5 students will be able to benefit from the opportunities to gain experience abroad within the quota allocated within the scope of student learning mobility (Evidence 5). Our faculty aims to provide international student and staff mobility by focusing on Mevlana and Erasmus Programs. Our faculty Mevlana Program unit coordinator Assoc. Prof. Dr. Pehlul Düzenli and Assoc. Assist. Fatih Varol, while the Erasmus Program unit coordinator is Assoc. Prof. Dr. Dilek Tekin. Zehra Kaplan, who is doing her master's degree in our faculty, will study at Universitatea Nationala De Stiintasi Tehnologie Politehnica Bucuresti in Romania within the scope of the Erasmus Program as of the fall semester of 2025 (Evidence 49). Developing international mobility within the scope of related programs is one of the most important goals of our faculty. In line with the strategic goals of Yalova University, it is aimed to increase cooperation within the scope of exchange programs at the undergraduate level as well as at the graduate level. In this context, a goodwill agreement was signed with the University of Malaya in 2024, and it is aimed to develop economic, cultural and technological cooperation (Evidence 50). In order to further improve the current level of international mobility, our faculty has also held preliminary meetings with the academics on our International Advisory Board and the universities they work at regarding international mobility. In this sense, Assoc. Prof. Dr. Bakıt Murzarayımov from Kyrgyzstan Turkey Manas University, Assoc. Prof. Dr. Kanat Bazarbayev from Kazakhstan International Ahmet Yesevi Turkish Kazakh University, Assoc. Prof. Dr. Elnura Azizova from Azerbaijan Institute of Theology, Dr. Sherzodhon Mahmudov, Head of the Department of History at the Institute of History of the Academy of Sciences of Uzbekistan, Dr. Youcef Bensala from University of Malaya, Malaysia, Dr. Deden Mauli Darajat from UIN Syarif Hidayatullah Jakarta, Indonesia, Dr. Deden Mauli Darajat from UIN Syarif Hidayatullah Jakarta, Indonesia. Deden Mauli Darajat from UIN Syarif Hidayatullah Jakarta, Indonesia, Dr. Abdel Razzaq Abualbasal from Yarmouk University, Jordan, Dr. Ahmed Abdulkadir er-Rifâî from Imam Mâlik University, Dubai, and Dr. Ahmed Shibl from Al-Azhar University, Egypt, and these scholars joined our International Advisory Board and stated that they would support our faculty in international mobility (Evidence 51).

Maturity Level: The practices carried out in line with the institution's internationalization policy are monitored systematically and in line with the institution's internal quality assurance system, and measures are taken by evaluating them together with stakeholders.

Subject	A.4.1. Internationalization Policy
Responsible Unit(s)	Planning Dean's Office, Quality Commission, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Turks Abroad and Related Communities (YTB), Presidency of Religious Affairs (DİB) International Student Coordination Application and Research Center Yalova University Foreign Relations Coordination Office
Application Areas	All Areas Covering International Education and Training Activities

Monitoring Mechanisms	Face-to-Face and Online Meetings, Internationalization Working Group, Academic Boards Applied Surveys
Performance Indicators	Number of International Students, Number of Participation in Erasmus+, Mevlana and Farabi Programs Number of International Events and Participation in International Events, Erasmus Information
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	University Information System (UBS) Faculty Web Page

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Vision and Mission

Evidence2: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 3: Yalova University Faculty of Islamic Sciences 2024-2028 Strategic Plan

Evidence 4: Yalova University Faculty of Islamic Sciences Internationalization Policy

Evidence 5: Prof. Dr. Mehmet Bahçekapılı and Prof. Dr. Cahit Külekçi - Erasmus+K130 Project

Exhibit 6: Prof. Dr. Cahit Külekçi - Ultima Memoria

Evidence 7: International Symposium on Ottoman Schools

Evidence 8: Rethinking Orientalism Symposium

Evidence 9: Prof. Dr. Mehmet Bahçekapılı's CV

Evidence 10: Yalova University Faculty of Islamic Sciences Academic Staff Page

Evidence 11: Assoc. Prof. Ali Tekin - Language Education in Syria

Evidence 12: Assoc. Prof. Ali Tekin - Postdoctoral Study at Georgetown University

Evidence 13: Assoc. Prof. Dilek Tekin - Postdoctoral Study at Georgetown University

Evidence 14: Assoc. Prof. Emine Tasci Yildirim - Postdoctoral Study at Marquette University

Exhibit 15: Assoc. Prof. Fatma Kizil - Language Education in Egypt

Evidence 16: Assoc. Prof. Fatma Kızıl - Study in the Netherlands with Erasmus

Evidence 17: Dr. Lecturer Prof. Dr. Ahmet Sururi - Postdoctoral Study at the University of Jordan

Evidence 18: Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Language Education in Kuwait

Evidence 19: Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Postdoctoral Study at Boston College

Evidence 20: Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Postdoctoral Study at Harvard University

Evidence 21: [Dr. Lecturer Prof. Dr. Muhammet Ali Koca - PhD Research at McGill University](#)

Evidence 22: [Dr. Lecturer Dr. Semra Peker - Computer Certificate at Umm al-Qura University](#)

Evidence 23: [Dr. Lecturer Dr. Semra Peker - Teaching at Umm al-Qura University](#)

Evidence 24: [Dr. Lecturer. Prof. Dr. Semra Peker - Makkah Turkish School Arabic Language Teaching](#)

Evidence 25: [Research Assistant. Gör. Burak Veysel Erman - PhD Research at Freie Universität](#)

Evidence 26: [Research Assistant. Assist. Enise Betül Danış - Postdoctoral Research at Texas A&M University](#)

Evidence 27: [Assoc. Prof. Fatma Kizil - Workshop at the University of Tübingen](#)

Evidence 28: [Assoc. Prof. Fatma Kizil - Tübingen Theological Hadith Studies International Seminar](#)

Evidence 29: [Assoc. Prof. Fatma Kızıl - International Symposium Organized by Charles Sturt University and Georgetown University](#)

Evidence 30: [Assoc. Prof. Fatma Kizil - Frankfurt Online Course](#)

Evidence 31: [Assoc. Prof. Dr. Fatma Kızıl - Presidency for Turks Abroad and Related Communities Presentation](#)

Evidence 32: [Assoc. Prof. Ali Tekin - Symposium in Iran](#)

Evidence 33: [Assoc. Prof. Dr. Mustafa Sürün Summer School Activity in Iran](#)

Evidence 34: [Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in Jordan](#)

Evidence 35: [Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in Germany](#)

Evidence 36: [Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in Finland](#)

Evidence 37: [Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in America 1](#)

Evidence38:[Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in America 2](#)

Evidence 39: [Dr. Lecturer Prof. Dr. Özlem Ülker Shahavatov - Symposium in Portugal](#)

Evidence 40: [Research Assistant. Gör. Burak Veysel Erman - Symposium in England](#)

Evidence 41: [Research Assistant. Gör. Burak Veysel Erman - Symposium in Italy](#)

Evidence 42: [Assoc. Prof. Ali Tekin - Postdoctoral Invitation Letter at Boston College](#)

Evidence 43: [Assoc. Prof. Fatma Kızıl - Postdoctoral Invitation Letter at the University of Edinburgh, United Kingdom](#)

Evidence 44: [Assoc. Prof. Dilek Tekin - Correspondence with Boston College for Postdoctorate](#)

Evidence 45: [Dr. Lecturer Prof. Dr. Latif Bakış - Religious Education in Bangladesh Project](#)

Evidence 46: [Number of Foreign Graduates of our Faculty](#)

Evidence 47: [Number of Active Foreign Students in our Faculty](#)

Evidence 48: [Total Number of Foreign Students in Our Faculty](#)

Evidence 49: Zehra Kaplan's Erasmus Certificate

Evidence 50: International Advisory Board

A.4.2. Management and Organizational Structure of Internationalization Processes

Yalova University Faculty of Islamic Sciences structures its internationalization vision in line with the university's overall strategic goals and focuses on developing its institutional processes in line with this goal. Internationalization activities carried out in our faculty are addressed in many fields such as management, organization and stakeholder interaction. In this context, an administrative structure has been established within our faculty in order to plan, execute and evaluate internationalization at the institutional level (Evidence 1). This structure operates under the coordination of the dean, the relevant vice dean and the Internationalization Commission (Evidence 2). This structure works in line with the principles defined in the Quality Manual (Evidence 3).

The Internationalization Commission guides the internationalization processes by taking into account both internal institutional dynamics and the contributions of external stakeholders (Evidence 4 - Evidence 5 - Evidence 6) and contributes to the formation of strategic decisions in areas such as academic collaborations, student and staff mobility, promotion and visibility. Thanks to the coordinated efforts developed with the University's External Relations Coordination Office (Evidence 7), it is aimed to deepen international collaborations. In this context, our faculty has taken part in the Erasmus and Mevlana exchange programs (Evidence 8 - Evidence 9) and carries out student and staff mobility activities carried out within the scope of the programs in cooperation with both university-level coordinatorships and faculty units.

In order to increase the effectiveness of the activities carried out, regular meetings are held (Evidence 10), and the decisions taken in these meetings are shared with the public through both the web page and social media (Evidence 11 - Evidence 12 - Evidence 13). Feedback is collected through surveys and focus group discussions; the findings are analyzed through quality committees and necessary improvement suggestions are developed (Evidence 14).

Maturity Level: The results and stakeholder views related to the management of internationalization processes at the institution are systematically monitored and evaluated together with stakeholders and measures are taken.

Subject	A.4.2. Management and Organizational Structure of Internationalization Processes
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality Commission, Quality and Accreditation High Commission, Internationalization Working Group Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic Staff, Administrative Staff, Students, External Stakeholders: Advisory Board, International Student Coordination Application and Research Center, Yalova University Foreign Relations Coordination Office

Application Areas	All Areas Covering International Education and Training Activities
Monitoring Mechanisms	Face-to-Face and Online Meetings, Internationalization Working Group, Academic Boards Applied Surveys
Performance Indicators	Number of International Students, Number of Participation in Erasmus+, Mevlana and Farabi Programs Number of International Events and Participation in International Events, Erasmus Information Number of International Collaborations
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	University Information System (UBS) Faculty Web Page

Evidence

Evidence 1: [Yalova University Faculty of Islamic Sciences Quality and Accreditation Working Commissions Procedures and Principles](#)

Evidence 2: [Yalova University Faculty of Islamic Sciences Working Commissions and Groups](#)

Evidence 3: [Yalova University Faculty of Islamic Sciences Quality Manual](#)

Evidence 4: [Yalova University Faculty of Islamic Sciences International Advisory Board](#)

Evidence 5: [Yalova University Faculty of Islamic Sciences Internal Stakeholder Representatives](#)

Evidence 6: [Yalova University Faculty of Islamic Sciences External Stakeholder Representatives](#)

Evidence 7: [Yalova University External Relations Coordinatorship](#)

Evidence 8: [Yalova University Faculty of Islamic Sciences Mevlana Agreements](#)

Evidence 9: [Yalova University Faculty of Islamic Sciences Erasmus Agreements](#)

Evidence 10: [International Working Group Meeting](#)

Evidence 11: [Yalova University Faculty of Islamic Sciences News Page](#)

Evidence 12: [Yalova University Faculty of Islamic Sciences Twitter Account](#)

Evidence 13: [Yalova University Faculty of Islamic Sciences Instagram Account](#)

Evidence 14: [Yalova University Faculty of Islamic Sciences Surveys Page](#)

A.4.3. Internationalization Resources

In the 2024-2028 Strategic Plan, our faculty aims to integrate its faculty and students with an international understanding within the scope of internationalization and to create an environment that offers many opportunities for intercultural interaction ([Evidence 1](#) - [Evidence 2](#)). In this context, our faculty has sufficient physical and technological infrastructure and human resources for internationalization activities. International Erasmus and Mevlana Exchange Programs are carried out by the International Office within the Rectorate and in this context, it has completed its infrastructure

for both student and academic staff mobility. Although there has been no active use of these exchange programs so far, informative and encouraging orientation seminars are regularly organized to increase the participation of our academic staff and students in international exchange programs. (Evidence 2 - Evidence 3).

The main source of internationalization resources of our faculty is the financial support provided by the university. In addition, our academic staff have carried out academic activities, organized seminars and actively participated in international conferences, workshops and symposiums in different countries with the scholarships and support of various universities and research centers abroad, as well as institutions such as TUBITAK and ISAM (Evidence 5 - Evidence 8), which are external stakeholders of our faculty (Evidence 9 - Evidence 18). In order to encourage academic staff to use such domestic and international resources and to provide them with financial support, our faculty provides paid leave during their academic activities abroad (Evidence 19).

In addition, the effective use of international resources is supported by both the university and the faculty. In this respect, our Rector Prof. Dr. Mehmet Bahçekapılı and Vice Rector and Dean Prof. Dr. Cahit Külekçi, who are among the faculty members of our faculty, received an important support within the scope of an Erasmus+ Higher Education Consortium project coded KA130 titled "Digital Footprints of Migration Erasmus+ Consortium" (Evidence 20). This project can be considered as a strategic step in the integration of our faculty into international research networks.

Maturity Level: The physical, technical and financial resources of the institution are managed to support internationalization activities. The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with the needs/demands.

Subject	A.4.3. Internationalization Resources
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, Student Coordination Application and Research Center, External Relations Coordinatorship
Application Areas	Academic Staff Students All Sections National and International Advisory Boards
Monitoring Mechanisms	Face-to-Face and Online Meetings Internationalization Working Group Academic Boards Applied Surveys
Performance Indicators	Budget Allocated for International Education and Training Number of International Students Number of Participation in Erasmus+, Mevlana and Farabi Programs

	Number of International Collaborations
Evaluation and Improvement Date	End of Each Academic Year
	January 2025
Place in the Information Management System	University Information Management System (UBYS)
	Faculty Web Page

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences 2024-2028 Strategic Plan

Evidence 2: Yalova University Faculty of Islamic Sciences Internationalization Policy

Evidence 3: Yalova University Faculty of Islamic Sciences Bulletins

Evidence 4: Yalova University Faculty of Islamic Sciences Orientation Program

Evidence 5: Dr. Lecturer Prof. Dr. Muhammet Ali Koca - Doctoral Research at McGill University

Evidence 6: Research Assistant. Assist. Enise Betül Danış - Postdoctoral Research at Texas A&M University

Evidence 7: Assoc. Prof. Emine Tasci Yildirim - Postdoctoral Study at Marquette University

Evidence 8: Dr. Lecturer Prof. Dr. Ahmet Süruri - Postdoctoral Study at the University of Jordan

Evidence 9: Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in Germany

Evidence 10: Prof. Dr. Betül Dönmez Tekin Dr. Ayşe Betül Dönmez Tekin - Postdoctoral Study at Harvard University

Evidence 11: Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in America 1

Evidence 12: Dr. Lecturer Prof. Dr. Ayşe Betül Dönmez Tekin - Symposium in America 2

Evidence 13: Research Assistant. Gör. Burak Veysel Erman - PhD Research at Freie Universität

Evidence 14: Research Assistant. Gör. Burak Veysel Erman - Symposium in the UK

Evidence 15: Research Assistant. Gör. Burak Veysel Erman - Symposium in Italy

Evidence 16: Assoc. Prof. Fatma Kızıl - Postdoctoral Invitation Letter at the University of Edinburgh, United Kingdom

Evidence 17: Assoc. Prof. Fatma Kızıl - Frankfurt Online Course

Evidence 18: Assoc. Prof. Fatma Kızıl - Workshop at the University of Tübingen

Evidence 19: Dr. Lecturer Prof. Dr. Muhammet Ali KOCA - Salaried Leave Certificate

Evidence 20: Prof. Dr. Mehmet Bahçekapılı and Prof. Dr. Cahit Külekçi - Erasmus+K130 Project

A.4.4. Monitoring and Improving Internationalization Performance

Yalova University Faculty of Islamic Sciences considers internationalization as one of the main elements of increasing quality in the fields of education and research, and in this direction, it constantly updates and realizes its strategic goals. Our faculty acts in accordance with the institutional strategic plan of Yalova University (Evidence 1), the internationalization policy of our faculty (Evidence 2), and the

quality assurance system , and adopts the basic principle of strengthening cooperation with national and international stakeholders.

In this context, our faculty encourages student and academic staff mobility, prioritizes the acquisition of international qualifications by its graduates and adopts a structure open to global academic competition in the field of higher education. An "International Advisory Board" was established in 2025 to increase the international visibility of our faculty (Evidence 3). In addition, preparations for international accreditation processes were initiated in 2025 and improvement and harmonization studies are systematically carried out within this framework (Evidence 4).

Internationalization activities are carried out in an integrated manner with the internal quality assurance system of our faculty and are monitored through measurement and evaluation mechanisms in certain periods. The results are analyzed together with internal and external stakeholders and concrete improvement steps are planned. This process not only maintains existing international collaborations but also paves the way for new academic partnerships (Evidence 5).

Our faculty is determined to increase its international recognition and cooperation, and resolutely pursues its vision of becoming a higher education unit that offers original scientific contributions in the field of Islamic sciences, has open horizons, and is committed to universal values.

The Internationalization Working Group carries out activities to increase academic cooperation with abroad, encourage student and faculty mobility, and strengthen cultural and scientific interaction. These activities are strategic steps that ensure continuous monitoring and improvement of internationalization performance and reflect our faculty's determined stance to increase its visibility and interaction at the global level (Evidence 6 - Evidence 8).

Maturity Level: The internationalization performance of the units (commissions, coordinatorships, cooperating centers, etc.) working in line with internationalization goals in the institution is monitored and evaluated and used in decision-making processes. Related practices are regularly monitored and monitoring results are evaluated together with stakeholders and measures are taken.

Subject	A.4.3. Monitoring and Improving Internationalization Performance
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Application Deanery Evaluation: Dean's Office, Quality and Accreditation High Commission, Internationalization Working Group Improvement Quality and Accreditation High Commission, Dean's Office, Internationalization Working Group Approval: Dean's Office
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students External Stakeholders: Advisory Board, International Student Coordination Application and Research Center, Foreign Relations Coordinatorship
Application Areas	Academic Staff Students National and International Organizations
Monitoring Mechanisms	Face-to-face and online meetings, Internationalization Working Group, Academic Boards

	Applied Surveys
Performance Indicators	Budget for International Education and Training, Number of International Students, Number of participation in Erasmus+, Mevlana and Farabi programs Number of International Collaborations
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	University Information Management System (UBYS) Faculty Web Page

Evidence

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

Evidence 2: [Yalova University Faculty of Islamic Sciences Internationalization Policy](#)

Evidence 3: [Yalova University Faculty of Islamic Sciences International Advisory Board](#)

Evidence 4: [Yalova University Faculty of Islamic Sciences Internationalization Working Group Meeting](#)

Evidence 5: [Prof. Dr. Mehmet Bahçekapılı and Prof. Dr. Cahit Külekçi - Erasmus+K130 Project](#)

Evidence 6: [Goodwill Agreement with University of Malaya](#)

Evidence 7: [Supervisory Panel of the International Arabic Debate Competition](#)

Evidence 8: [Prof. Dr. Süleyman Aydın - Contacts at Al-Azhar University in Egypt](#)

B. EDUCATION AND TRAINING

Yalova University Faculty of Islamic Sciences 100% Turkish Undergraduate Program is planned, implemented and regularly updated in line with the principles of quality assurance, transparency, stakeholder satisfaction and continuous improvement. In this context, the program's student profile, teaching staff, course contents, learning outcomes, teaching methods and measurement and evaluation components are monitored and developed with a holistic approach. In addition, the learning environments in which the program is carried out are constantly reviewed with the aim of increasing quality and ensuring sustainability.

Our faculty adopts a teaching approach that builds its education and training processes on scientific and methodical foundations, encourages critical and questioning thinking, and focuses on applied learning as well as theoretical knowledge. This approach is shaped in accordance with the nature of contemporary scientific disciplines and integrates with a student and quality-oriented, effective and sustainable education and training model.

The education and training policy of our faculty aims to raise individuals who are committed to ethical values, sensitive to human and environment, to structure the programs in a way to integrate with national and international standards, and to enrich them with extracurricular activities to support students' social, cultural and academic development. Education processes are open to improvement and monitoring with the contribution of internal and external stakeholders. In this context, one of the main objectives is to ensure that students graduate equipped to adapt to changing and developing technology. Our education policy is also based on raising individuals who can identify, analyze and produce solutions to social

problems in areas such as theology, social-human sciences, culture, art, economy and politics on the basis of commitment to national and spiritual values. programs created within this framework serve to raise individuals who are open to research and learning, have a high sense of responsibility, and adhere to ethical principles. The education and training policy of our faculty is based on the basic principles listed below:

- Adopting a student-centered learning approach,

- To ensure that program outcomes are structured in accordance with the criteria of the Theological Accreditation Agency (IAA),

- Supporting interdisciplinary approaches,

- To continuously encourage the professional development of teaching staff,

- To take academic honesty as a basis in measurement and evaluation processes,

- To ensure that education and training processes are monitored and improved with the participation of internal and external stakeholders,

- Operate continuous improvement mechanisms based on stakeholder opinions and satisfaction,

- To support student and academic staff mobility in line with the vision of internationalization.

In line with these policies and principles, our faculty continues its education and training activities by integrating them with the quality assurance culture and continuously develops its programs in line with the requirements of the age and stakeholder expectations. Periodic evaluation and monitoring processes carried out on the basis of community service and internal and external stakeholder satisfaction contribute to the continuation of the faculty's education and training activities in line with the strategic goals; improvement steps are planned and implemented in line with the data obtained in these processes.

B.1. Program Design and Approval

Yalova University Faculty of Islamic Sciences is based on acting in line with the mission, vision and program objectives of the faculty while developing its undergraduate programs. In this process, program outcomes were determined by taking the opinions and suggestions of internal and external stakeholders; these outcomes were structured with measurable learning outcomes and program competencies. The curriculum has been carefully designed to be consistent with these objectives and outcomes, and the content of each course has been shaped accordingly. The faculty carries out all undergraduate programs with an understanding of continuous improvement in line with the strategic goals and quality assurance principles.

B.1.1. Program Design and Approval

Yalova University Faculty of Islamic Sciences 100% Turkish Undergraduate Program is structured on the basis of the principle of transparency and stakeholder participation with all its components; It is periodically updated based on scientific principles and continuous improvement approach, taking into account current developments in the field of education and training. In the design and approval processes of the program; the basic principles and approaches of educational sciences, the unique requirements of the field of theology, the relevant provisions of the Higher Education Law No. 2547, the Higher Education Qualifications Framework of Turkey (TYYÇ), the principles of Higher Education Quality Assurance and the regulations of the Higher Education Quality Council (YÖKAK) are taken as basis;

In addition, the principles defined in Yalova University Quality Assurance Directive and the Quality Handbook of our Faculty are accepted as a guide.

In this framework, our undergraduate programs are shaped and updated with the proposal of the relevant departments, the appropriate opinion of the department boards and the decision of the Faculty Board. In the prepared course plans, student workloads are determined for each course in accordance with ECTS and in a balanced manner; the content, plan and outcomes of the courses are made publicly accessible through the Bologna Information System. In addition, the educational and cultural development of students is supported through common elective courses open to all students throughout the University. In the course information packages, it is defined in detail through which courses the knowledge, skills and competencies targeted by each program will be acquired, which teaching methods will support these learning outcomes and what kind of assessment and evaluation tools will be used to evaluate them. All this information is published on the course information package portal of our University and on the website of our Faculty and is updated in accordance with the principle of transparency (See Evidence 1).

The program objectives and outcomes and course outcomes of our faculty are monitored and improved in line with the PDCA (Plan - Implement - Check - Take Action) cycle. In this context, the programs implemented are systematically evaluated in line with the strategic goal of "aligning teaching plans with national requirements and international accreditation criteria" in the Faculty's 2020-2024 Strategic Plan (See Evidence 2, 3, 4, 5, 6, 7, Evidence 8). In line with the inadequacies identified as a result of these evaluations, remedial measures are taken and programs are updated.

Yalova University Faculty of Islamic Sciences approaches program design and approval processes with a continuous improvement approach and takes internal and external stakeholder participation as a basis in this context. Our faculty regularly conducts course evaluation and satisfaction surveys every year in order to measure the satisfaction levels of academic and administrative staff and students, who are internal stakeholders, and to monitor the results of program design and implementation. The data obtained are analyzed and the final reports are shared publicly on the Faculty web page (See Evidence 9, 10). Surveys were conducted for graduating students in 2024 to determine the level of realization of program outcomes and to evaluate the effectiveness of the design (See Evidence 11). In addition, it is planned to collect qualitative feedback through focus group meetings with students and alumni and include it in the evaluation processes (See Evidence 12, 13).

The Faculty systematically includes the contributions of other external stakeholders in the decision-making processes for program revision. In this context, the Dean's Office received external stakeholder opinions from Yalova Provincial Mufti's Office, school administrators working in schools affiliated to the Ministry of National Education, and various non-governmental organizations (See Evidence 14); external stakeholder representatives were identified from relevant institutions and organizations (See Evidence 15). In addition, an Advisory Board, International Advisory Board, Internal Stakeholder Representatives and External Stakeholder Representatives were formed (See Evidence 16, 17, 18, 19), and initial meetings were held with the Advisory Board and International Advisory Board (See Evidence 20, 21).

In the process of opening, transforming, changing the name and closing programs, the process determined by YÖK is followed. In this context, the application to change the name of the 'Islamic Sciences' undergraduate program within our Faculty to 'Theology' was made for the 2026-2027 academic year (See Evidence 22). At the same time, our Faculty plans to receive department-based course suggestions and change requests in order to ensure the active participation of faculty members in the process of updating the course plans for the 2026-2027 academic year. In this direction, the course

proposal forms were sent to the relevant department heads via IMS with an official letter prepared by the dean's office, and faculty members were asked to submit their suggestions and change requests by adding the department decision and external stakeholder opinion (See Evidence 23).

As a result of the examination and evaluation of the current "course proposal form" used at the faculty, it was determined that the form does not have a field to concretely prove the alignment of course learning outcomes with program learning outcomes (See Evidence 24). In order to overcome this deficiency and to ensure that the learning outcomes of each course are integrated with the program learning outcomes in the course information packages , a new "Course Proposal Form" has been developed by our Faculty (See Evidence 25). This form was made available through the Unit Quality Management System (UQMS) for easy access by academic staff (See Evidence 26).

During course proposal periods, the Dean's Office sends the course proposal forms to the department chairs via the University Information Management System (UBYS) (See Evidence 27). The department chairs forward the forms to the faculty members, evaluate the course proposals received from the faculty members, and officially forward the proposals that are deemed appropriate to the dean's office with the external stakeholder opinion and departmental decision (See Evidence 28). Thanks to this arrangement, course opening and planning processes are carried out in accordance with the principles of transparency, stakeholder participation and quality assurance, and the alignment of course outcomes with program objectives and outcomes is systematically ensured. In addition, the feedback received from faculty members and external stakeholders is systematically evaluated within the framework of the PDCA approach. In line with the identified needs and suggestions, lesson plans are reviewed, necessary updates are made, and the process is regularly monitored to ensure continuous improvement (See Evidence 29).

At Yalova University Faculty of Islamic Sciences, the weekly course schedules for the 2024-2025 academic year were announced within the periods specified in the academic calendar (See Evidence 30, Evidence 31). In order to ensure that planning is carried out in a faster, regular and user-friendly manner during the preparation of weekly course schedules, our Faculty has obtained a weekly course schedule preparation software license. Thanks to this software, weekly course schedules are prepared in a more systematic way, making them easier to access and use for students and instructors (See Evidence 32).

Subject	B.1.1. Design and Approval of Programs
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Education Development Commission Meeting Minutes
	Faculty Board of Directors, Faculty Board and Senate Decision Records
	Alumni Feedback
	External Stakeholder Opinion Collection Process
	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys
	Course Evaluation Surveys
Performance Indicators	Integrated Quality Management System (IQMS)
	Stakeholder Engagement Rate
	Number of Updated Programs

	Education Information System Up-to-Date Rate Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: Implementation is carried out in line with defined and systematic processes for program design and approval. Monitoring of implementation results is carried out with the participation of stakeholders and measures are taken as a result of evaluations.

Evidence

Evidence 1: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 2: Education and Training Development Commission Meeting Minutes

Evidence 3: First Meeting of the Education and Training Development Commission

Evidence 4: Second Meeting of the Education and Training Development Commission

Evidence 5: Third Meeting of the Education and Training Development Commission

Evidence 6: 5th Meeting of the Department of Philosophy and Religious Sciences

Evidence 7: Quality Manual

Evidence 8: Faculty Bulletin 2024/2

Evidence 9: Internal Stakeholder Surveys

Evidence 10: Surveys Website

Evidence 11: Surveys External Stakeholder

Evidence 12: Minutes of the First Meeting of the Education and Training Development Commission

Evidence 13: Minutes of the Third Meeting of the Education and Training Development Commission

Evidence 14: External Stakeholder Feedback

Evidence 15: External Stakeholder Representative Assignment

Evidence 16: Advisory Board

Evidence 17: International Advisory Board

Evidence 18: Internal Stakeholder Representatives

Evidence 19: External Stakeholder Representatives

Evidence 20: Advisory Board Meeting News

Evidence 21: International Advisory Board Meeting News

Evidence 22: Theology Name Change Higher Education Council Application

Evidence 23: Lesson Plan Proposal

Evidence 24: Old Course Description Form

Evidence 25: New Course Proposal Form

Evidence 26: BKYS Course Opening Proposal Form

Evidence 27: Turkish Course Plan Dean's Office Request

Evidence 28: Turkish Department Course Proposal

Evidence 29: Course Plan Board Decision

Evidence 30: 2024-2025 Fall Semester Syllabus

Evidence 31: 2024-2025 Spring Semester Preparatory and Undergraduate Course Schedule

Evidence 32: Syllabus Preparation Program

B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and IAA Criteria

The processes related to the program objectives and outcomes carried out at Yalova University Faculty of Islamic Sciences are defined in the Faculty's Quality Manual and are carried out in a planned and systematic manner (See Evidence 1). The defined process regarding the program objectives, learning outcomes and program qualifications of our faculty is structured by taking into account the Turkish Higher Education Qualifications Framework (TYYÇ), the program outcomes/qualifications of the Faculty and the situations and problems that the graduates of the relevant department/program may encounter in their professional life (See Evidence 2).

The alignment of the program objectives and outcomes of our Faculty with the TQF and IAA criteria has been clearly defined; relevant documents and guidelines are shared openly on the Faculty website (See Evidence 3, 4).

In 2024, in order to review program outcomes, objectives and discipline-specific criteria, to monitor the results and to determine the extent to which the outcomes have been achieved and to make necessary improvements, surveys were conducted for the internal stakeholders of our Faculty and graduates from our external stakeholders (See Evidence 5). In addition, during the 2024-2025 academic year, the applicability and currency of program objectives, outcomes and qualifications are regularly discussed and evaluated at the Education and Training Development Commission meetings (See Evidence 6). In this way, it is ensured that program and course-based learning outcomes are structured in accordance with the Bologna process standards, a common standard of expression is provided between units, and outcomes are defined in a measurable way.

Subject	B.1.2. Alignment with Program Objectives, Outcomes (Program Outcomes and Discipline Specific Outcomes) and IAA Criteria
Application Areas	All Faculty (All departments) Programs Implemented at the Faculty of Islamic Sciences Faculty of Islamic Sciences Curriculum Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual Strategic Plan Education Development Commission Meeting Minutes Faculty Board of Directors, Faculty Board and Senate Decision Records Alumni Feedback External Stakeholder Opinion Collection Process Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys
Performance Indicators	Integrated Quality Management System (IQMS) Stakeholder Engagement Rate Number of Updated Programs Education Information System Up-to-Date Rate Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: Practices covering all areas related to the program's objectives, outcomes and their alignment with the IAA criteria are systematically monitored and measures are taken that can be evaluated together with stakeholders.

Evidence

Evidence 1: Quality Manual

Evidence 2: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 3: IAA Criteria and Program Outcomes Alignment Table

Evidence 4: Islamic Sciences (Turkish) Program Outcomes

Evidence 5: Internal and External Stakeholder Surveys

Evidence 6: Education and Training Development Commission Meeting Minutes

B.1.3. Matching Course Outcomes with Program Outcomes and Discipline Specific Outcomes

At Yalova University Faculty of Islamic Sciences, all processes related to the determination and updating of program objectives, program outcomes, program-specific criteria and course outcomes are defined and carried out within the framework of our Faculty's Quality Handbook and related internal regulations. In our faculty, the outcomes of each course are defined in accordance with the principles specified in the Quality Handbook in line with the program outcomes and discipline-specific outcomes of the institution; teaching methods and measurement and evaluation methods that will enable students to achieve these learning outcomes have been determined. In addition, the level of alignment of compulsory and elective courses with program outcomes and their contributions are made available to all stakeholders through the Education Information System, thus supporting transparency and quality assurance processes. Yalova University Faculty of Islamic Sciences has determined its program outcomes within the framework of the Turkish Higher Education Qualifications Framework and Yalova University Undergraduate Education and Training Regulations (See Evidence 1).

Our faculty adopts an education model that meets the needs of the age and student expectations with a learning-oriented approach. One of the main components of this model is the consistent matching of course outcomes with program outcomes and discipline-specific outcomes. In our institution, the principles for matching course outcomes with program outcomes and discipline-specific outcomes are defined in Yalova University Faculty of Islamic Sciences Quality Manual (See Evidence 2). The process of matching course outcomes with program outcomes and discipline-specific outcomes is carried out through the Bologna Information System (See Evidence Evidence 37) based on the Yalova University Bologna Process Directive (See), the Guidelines for the Preparation of Program and Course Learning Outcomes (See Evidence 4) and the Education and Training Policies of our University and Faculty (See Evidence 5, Evidence 6). The learning outcomes of each course are systematically associated with the relevant program and discipline outcomes. This linking process is carried out in line with the official letters published by the Education and Training Coordinatorship (See Evidence 8) and the standards specified in the Program and Course Learning Outcomes Guide (See Evidence 4). The process is reviewed at regular meetings held within the scope of the Bologna Process and is constantly updated in line with the decisions taken at the meetings (See Evidence 8, 9, 10). The alignment of the curriculum with the teaching objectives and program outcomes is structured through one-to-one mappings for each course in the Course Information Package. Within this package, the level of contribution of each course to the relevant program outcome is defined using a scale from 1 to 5. All matching tables are publicly available on the Bologna Information System and thus accessible to internal and external stakeholders (See Evidence 7).

In order to ensure that the Bologna Process is carried out more effectively and efficiently at our university, the University Executive Board has decided to establish a "Bologna Coordinatorship" (See Evidence 11). In addition, the Bologna Coordination Commission was also established in order to implement and carry out this process at the faculty and department levels in a holistic manner (See Evidence 12). The main purpose of the Bologna Coordination Commission is to provide leadership and coordination within the institution on key issues such as European Credit Transfer System (ECTS), Diploma Supplement (DE), Recognition, Quality Assurance, Qualifications, Learning Outcomes, Mobility and Student Participation, and to support the planning and implementation of necessary academic-administrative studies (See Evidence 13).

As a result of the studies carried out within the framework of the studies carried out within the scope of the goal of "aligning the teaching plans with national requirements and international accreditation criteria" in the Strategic Plan of our faculty and as a result of the examinations and evaluations carried out throughout the university, it has been determined that there are various inconsistencies and conceptual deficiencies in the expression of program and course learning outcomes. In the 24-25 academic year, it was decided to prepare a "Bologna Program and Course Learning Outcomes Preparation Guide" with the contribution of our Faculty in order to eliminate this situation. This guide was prepared and completed (See Evidence 4), submitted to and approved by the University Senate and shared with all academic units (See Evidence 14).

A letter was sent to the Dean's Office by the Education and Training Coordinatorship on the completion and updating of the Bologna Information Packages and the Dean's Office requested the academic staff to make the necessary updates (See Evidence 15) and the Education and Training Coordinatorship visited the academic units; the stages of the necessary work and procedures and the problems encountered during these visits were evaluated on site (See Evidence 8, 9, 10). In 2024, the outcomes of all courses in our Faculty were updated by the instructors of the relevant course in line with the program outcomes and field-specific criteria, and course syllabi and program details were entered into the Bologna Information System (See Evidence 7). As a result of this process, 98.24% of the course information packages of our Faculty were completed and made available in accordance with the principles of transparency and quality assurance (See Evidence 16).

As of 2025, an 'Education and Training Development Commission' was established in our faculty in order to effectively operate the quality assurance system and to contribute to the monitoring and development of education and training activities (See Evidence 17, 18, 19, 20, 21). The Commission has taken an active role in quality processes and started to work on measuring, monitoring and improving educational performance.

In the 2024-2025 academic year, practices are systematically monitored through student and faculty satisfaction surveys (See Evidence 22, 23), Education and Training Development Commission meetings (See Evidence 24) and department meetings (See Evidence 25, 26, 27) in order to review program outcomes, objectives and discipline-specific criteria, monitor the results and determine the extent to which these outcomes are achieved and make necessary improvements (See Evidence 28).

These comprehensive processes show that the education and training activities carried out in our faculty are managed with a quality assurance approach based on the Plan - Implement - Check - Take Measure (PDCA) cycle. Our faculty creates program objectives, learning outcomes and course outcomes in a planned manner; regularly monitors the implementation stages; evaluates the processes in the light of the findings obtained and systematically implements the necessary improvement steps. This ensures a transparent and sustainable quality of education and training that is accessible to all stakeholders.

Subject	B.1.3. Matching Course Outcomes with Program Outcomes and Discipline Specific Outcomes
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Education Development Commission Meeting Minutes
	Faculty Board of Directors, Faculty Board and Senate Decision Records

	Alumni Feedback
	External Stakeholder Opinion Collection Process
	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys
	Course Evaluation Surveys
Performance Indicators	Integrated Quality Management System (IQMS)
	Stakeholder Engagement Rate
	Number of Updated Programs
	Education Information System Up-to-Date Rate
	Student Satisfaction Survey Results
	Academic Staff Satisfaction Survey Results
	Administrative Staff Satisfaction Survey Results
	Course Evaluation Survey Results
	Graduate Student Survey Results
	Courses and Information Packages in the Islamic Sciences Program
	Program and Learning Outcome Relationship Table
	Faculty of Islamic Sciences Program Objectives
	Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: Course outcomes are matched with program outcomes and discipline-specific outcomes in a clear, understandable, realistic and sustainable manner and internalized in all areas; in this context, there are institution-specific, innovative and exemplary practices by other institutions.

Evidence

Evidence 1: Yalova University Undergraduate Education and Training Regulations

Evidence 2: Quality Manual

Evidence 3: Bologna Process Directive

Evidence 4: Guidelines for the Preparation of Program and Course Learning Outcomes

Evidence 5: University Education and Training Policies

Evidence 6: Faculty Education and Training Policies

Evidence 7: Bologna Information System - Islamic Sciences Program (Turkish)

Evidence 8: Bologna Process Studies Official Letter

Evidence 9: Meeting within the scope of Bologna Process at the Faculty of Islamic Sciences - Education and Training Coordinatorship Website

Evidence 10: [Meeting at the Faculty of Islamic Sciences within the scope of the Bologna Process - Faculty of Islamic Sciences Website](#)

Evidence 11: [Decision by the University Executive Board to establish the "Bologna Coordinatorship"](#)

Evidence 12: [Establishment of Bologna Coordination Commission](#)

Evidence 13: [Bologna Coordination Commission Website](#)

Evidence 14: [Bologna Program and Course Learning Outcomes Preparation Guide Senate Decision](#)

Evidence 15: [Letter from the Rectorate to the Dean's Office on the Completion and Updating of Bologna Information Packages](#)

Evidence 16: [Bologna Indicators](#)

Evidence 17: [Yalova University Faculty of Islamic Sciences Working Commissions](#)

Evidence 18: [First Meeting of the Education and Training Development Commission](#)

Evidence 19: [Working Procedures of Quality and Accreditation Commissions](#)

Evidence 20: [Second Meeting of the Education and Training Development Commission](#)

Evidence 21: [Third Meeting of the Education and Training Development Commission](#)

Evidence 22: [Surveys Website](#)

Evidence 23: [Internal Stakeholder Surveys](#)

Evidence 24: [Education and Training Development Commission Meeting Minutes](#)

Evidence 25: [5th Meeting of the Department of Philosophy and Religious Studies](#)

Evidence 26: [Islamic History and Arts Department Meeting](#)

Evidence 27: [Department of Basic Islamic Sciences Department Heads of Department Meeting](#)

Evidence 28: [External Stakeholder Feedback](#)

B.1.4. Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Vocational Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Know Different Disciplines)

In our faculty, education is carried out within the framework of [Yalova University Associate Degree Education and Training Regulations](#) and [Yalova University Undergraduate Education and Training Regulations](#). The curriculum, which aims to realize the teaching objectives of our faculty, is systematically structured and implemented through the Education Catalog in [Yalova University Information System](#). In the Education Catalog module, the purpose, content, category, learning outcomes, teaching methods, weekly course topics, resources, level of compliance with program outcomes, assessment and evaluation methods, and ECTS-workload distribution of each course are defined under separate tabs and are open to access by all academic and administrative stakeholders (See [Evidence 1](#)). The fact that our faculty has a sufficient number of lecturers in each field contributes to a balanced course distribution. The distribution of compulsory and elective courses in the program is planned and reviewed regularly by the relevant department heads (See [Evidence 2](#), [3](#), [4](#)).

Yalova University Faculty of Islamic Sciences adopts a student-centered and competency-based approach in measurement and evaluation processes. The assessment tools of each course are planned to be compatible and diverse with the learning outcomes of the course. In addition to written exams, alternative assessment methods such as projects, assignments, presentations, performance practices and portfolios are used to comprehensively assess students' different knowledge, skills and competencies (See Evidence 1).

In order to ensure that students acquire the program outcomes of the Faculty within the 14-week course period, course contents are created and the student workload of each course is determined in accordance with ECTS principles and in a balanced manner. At the beginning of each semester of the education process, at the department meetings held within the Departments of Basic Islamic Sciences, Islamic History and Arts, and Philosophy and Religious Sciences, the contents of the current compulsory and elective courses, achievements, methods and techniques used, students' success levels and similar issues are evaluated, and decisions are taken for continuous improvement with the contributions of internal and external stakeholders (See Evidence 2, 3, 4, 5, 6, 7).

In line with these evaluation processes, necessary updates are made in the content of existing courses and plans are made to include new courses in the program if needed. In this context, first, an official letter is sent from the dean's office to the department chairs (See Evidence 8), and then a call for new elective course proposals is made by the department chairs (See Evidence 9). The relevant faculty members submit their proposals to the department chairs along with course information forms and justifications. The proposals approved by the department are submitted to the Faculty Administrative Board with the decision of the department (See Evidence 10); after the approval of the board, they are forwarded to the Rectorate for the approval of the Senate (See Evidence 11). Courses approved by the Senate are added to the elective course pool and included in the curriculum (See Evidence 1).

Students can access elective courses that introduce different disciplines in the curriculum of the faculty, provide cultural enrichment and are associated with the objectives and outcomes of the compulsory courses as of the 4th semester. The only exception in this context is the education formation elective courses starting from the 1st semester. Except for the education formation courses, all elective courses are offered to students starting from the 4th semester according to the principle of gradualism (See Evidence 1).

In order to increase the cultural diversity and interaction of our students outside the department, a Common Courses Coordinatorship was established within the University and a common elective course pool was created. Thus, the elective courses in the curriculum offer students the opportunity to choose courses offered in other faculties and departments (See Evidence 12, 13). In this context, faculty members from faculties and departments are regularly requested to suggest new courses to contribute to the common elective course pool (See Evidence 14).

In order to support students' career development, the "Career Planning" course has been programmed as a common elective course as of the 2020-2021 Spring semester in order to raise awareness of the expectations and dynamics of the business world, contribute to their personal and professional development and increase the effectiveness of the education they receive. All works and procedures related to the execution of this course are coordinated by the Common Courses Coordinatorship (See Evidence 15).

The Pedagogical Formation Coordination Unit was established by the Rectorate of Yalova University on 25.07.2024 to ensure the planning, coordination and control of pedagogical formation education and practice activities in all faculties (See Evidence 16). Dr. Lecturer Nesrin Keskin was appointed to this

unit on 06.06.2024. Prof. Dr. Nesrin Keskin was assigned to this unit on 06.06.2024 (See Evidence 17). On 24.10.2024, the Coordinatorship prepared a comprehensive directive defining the management and processes of the program and submitted it to the Senate for approval in order to determine targeted strategies and manage it in an integrated manner in all faculties subject to pedagogical formation (See Evidence 18, 19).

ISLPF404 Teaching Practicum course, which is included in the curriculum of our faculty, is carried out to support the professional development of pre-service teacher students, and the practice part of the course is carried out in secondary education institutions affiliated to the Ministry of National Education. Within the scope of this course, prospective teachers participate in practice studies that will enable them to prepare for the teaching profession in a more qualified way, and gain the competence to use the general culture, field knowledge and pedagogical formation knowledge they have acquired during their education in real educational environments.

During the implementation process, teacher candidates gain knowledge and experience about school culture, school climate, professional ethics and attitudes and behaviors required by the teaching profession. The practicum is carried out in a planned manner in line with a 12-week calendar in the presence of the faculty advisor and the mentor teacher at the practicum school. The course planning, execution and evaluation processes are carried out in cooperation with the Pedagogical Formation Coordinatorship. The coordinatorship determines the general framework of the implementation process, prepares standard documents and the Teaching Practice Portfolio File format, and ensures the integrity of the implementation in regular communication with the instructors and school counselors.

Students' practice is not limited to classroom observations and lectures; it is systematically structured through the portfolio file. The current format of the file and its user manual are made available on the Coordinatorship's web page. The portfolio consists of many components such as weekly activity plans, lesson plans, observation reports, evaluation forms, presentation rubrics, student attendance charts and written feedback from instructors. Lesson plans and lectures are evaluated with structured rubrics; the observing instructor and the mentor teacher provide both written and verbal feedback to the student teacher on the contents of the portfolio. In this way, the student has the opportunity to recognize and improve the aspects open to improvement before the process is completed. The portfolio, which is submitted in full at the end of the semester, is used as the main assessment tool for monitoring the candidate's professional development and measuring the level of success (See Evidence 20, 21, 22).

Communication with Students: The coordinatorship has established an official website in order to provide a single point of access to pedagogical formation course schedules, exam dates, internship information and other academic news for students and lecturers taking formation education, and provides access to files such as petitions, forms, portfolios requested from students. In addition, the website was designed to facilitate students' communication with the coordinatorship and student e-mails were answered regularly. The website is regularly updated (See Evidence 23, 24, 25).

During the 2024-2025 academic year, the coordinatorship provided students with detailed information about the midterm, final and make-up exam processes; 17 separate announcements were shared, including Frequently Asked Questions on 20.08.2024, Application Dates on 06.09.2024, Application Results on 23.09.2024, Course Schedule on 26.09.2024, Midterm Exam Dates on 12.11.2024, Teaching Practice Start Date and other titles (See Evidence 26, 27, 28).

Communication with Internal Stakeholders: On 24.07.2024, a meeting was held to determine a representative from the faculties providing formation education (See Evidence 29, 30), and faculty representatives were determined and commission memberships were formed. The 2024-2025

pedagogical formation academic work plan was evaluated at the meeting (See Evidence 31). In addition, on 14.02.2025 and 20.02.2025, online meetings were held with practice instructors about the functioning of the "PFRMS-402 Teaching Practice" course; duties and responsibilities, weekly plans and portfolio format were discussed; and the necessity of adding it to the Bologna system was emphasized (See Evidence 32).

On 29.05.2025, an online "Pedagogical Formation Practicum Process Information Meeting" was held with the practice instructors, and issues such as the schools of the students who will do internships and the appointment of mentors were shared in detail (See Evidence 33).

Communication with External Stakeholders: The Coordinatorship works closely with Yalova Provincial Directorate of National Education to determine the schools where senior students will do their internship within the scope of the eighth semester practical training. For this purpose, a familiarization visit was made on 17.10.2024 (See Evidence 34) and a "Yalova University Pedagogical Formation Coordination Office & Provincial Directorate of National Education Teaching Practice Information Meeting" was organized on 28.02.2025 and consultations were held with school principals and practice teachers (See Evidence 35).

Subject	B.1.4. Structure of the Program and Course Distribution Balance (Compulsory-Elective Course Distribution Balance; Balance of Field and Vocational Knowledge and General Culture Courses, Gaining Cultural Depth, Opportunities to Know Different Disciplines)
Application Areas	All Faculty (All departments) Programs Implemented at the Faculty of Islamic Sciences Faculty of Islamic Sciences Curriculum Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual Strategic Plan Education and Training Development Commission Meeting Minutes Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys IMS Training Catalog Data Faculty Executive Board and Department Meeting Minutes Pedagogical Formation Portfolio Evaluation Forms
Performance Indicators	Integrated Quality Management System (IQMS) Compulsory-Elective Course Ratio Field-Vocational-General Culture Distribution Rate Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program Program and Learning Outcome Relationship Table Faculty of Islamic Sciences Program Objectives Faculty of Islamic Sciences Program Outcomes

	Teaching Practice Portfolio Submission Rate Number of Annual Curriculum Revisions
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

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

Evidence

Evidence 1: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 2: Department of Basic Islamic Sciences Department Heads of Department Meeting

Evidence 3: 5th Meeting of the Department of Philosophy and Religious Sciences

Evidence 4: Department Head Course Proposals

Evidence 5: External Stakeholder Feedback

Evidence 6: Surveys Internal Stakeholder

Evidence 7: Surveys External Stakeholder

Evidence 8: Turkish Course Plan Dean's Office Request

Evidence 9: Call for New Elective Course Proposals for Instructors by Department Heads

Evidence 10: Turkish Department Course Plan Proposal

Evidence 11: Board Decisions

Evidence 12: Common Courses Department Website

Evidence 13: List of University Common Elective Courses

Evidence 14: University Common Elective Course Proposal Request

Evidence 15: Career Planning Course

Evidence 16: Establishment of Pedagogical Formation Coordination Unit

Evidence 17: Assignment of Dr. Lecturer Nesrin Keskin on 06.06.2024. Assignment of Prof. Nesrin Keskin

Evidence 18: Yalova University Pedagogical Formation Coordinatorship Directive Approval

Evidence 19: Yalova University Pedagogical Formation Coordinatorship Directive

Evidence 20: Teaching Practice Portfolio File Website

Evidence 21: Teaching Practice Portfolio File

Evidence 22: [Teaching Practice Portfolio File Sample](#)

Evidence 23: [Pedagogical Formation Website](#)

Evidence 24: [Pedagogical Formation e-mail Check](#)

Evidence 25: [Pedagogical Forms and Petitions](#)

Evidence 26: [Pedagogical Formation Website Announcements](#)

Evidence 27: [Pedagogical Formation Exam Dates Website Announcement](#)

Evidence 28: [Pedagogical Formation Website Announcements Tab](#)

Evidence 29: [Photograph of the Meeting to Determine a Representative from the Faculties Providing Formation Education on 24.07.2024](#)

Evidence 30: [News Text of the Meeting to Determine a Representative from the Faculties Providing Formation Education on 24.07.2024](#)

Evidence 31: [2024-2025 Pedagogical Formation Academic Business Plan](#)

Evidence 32: [Online Meeting with Practicum Instructors on the Operation of the "PFRMS-402 Teaching Practice" Course](#)

Evidence 33: [An Online "Pedagogical Formation Application Process Information Meeting" with Practice Instructors on 29.05.2025](#)

Evidence 34: [Familiarization Visit with Yalova Provincial Directorate of National Education on 17.10.2024](#)

Evidence 35: ["Yalova University Pedagogical Formation Coordinatorship & Provincial Directorate of National Education Teaching Practice Information Meeting" on 28.02.2025](#)

B.1.5. Student Workload Based Design

Yalova University Faculty of Islamic Sciences takes great care to ensure that these loads are accurate, realistic and practically applicable in the process of preparing ECTS workloads. Our faculty considers the holistic structure of each course by taking into account all in-class and extracurricular achievements, plans and updates student workloads as necessary. In this context, in line with the findings obtained from the student course satisfaction, instructor evaluation and graduate satisfaction surveys conducted in the 2023-2024 and 2024-2025 academic years (See [Evidence 1](#), [2](#), [3](#)), it has been determined that in some courses, the student workload-ACTS balance is not fully achieved, extracurricular individual study time is below the foreseen level, and learning outcomes and workload calculations in course information packages are sometimes incompatible (See [Evidence 1](#), [2](#), [3](#)). Accordingly, the Faculty Education and Training Coordinatorship prepared an application guide for the correct structuring of lesson plans, assessment and evaluation methods, ECTS loads and workload calculations and published it on their web page (See [Evidence 4](#)). In addition, in order to draw attention to the fact that the workload and ECTS credit calculations for each course should be done properly, the calculated workload and ECTS credit information should be fully compatible with the other information in the course information package (learning outcomes, assessment-evaluation methods, weekly subject plans) and to ensure that the necessary updates are made, a separate information letter was prepared for the lecturers and officially sent to the relevant department chairs (See [Evidence 5](#)). Thus, the compliance of course information packages with Bologna process standards in terms of content, plan, workload and learning outcomes

was reinforced; course-based workload planning was integrated into the continuous improvement process by placing it on a transparent and measurable basis (See Evidence 6).

In our faculty, the theoretical/practical courses and internship practices that must be completed for graduation from the Islamic Sciences undergraduate program are structured and carried out based on the European Credit Transfer System (ECTS), which is a credit system based on student workload (See Evidence 6). In addition to diplomas and transcripts of grades (See Evidence 7), our graduating students are also given an ECTS-based and internationally recognized Diploma Supplement (See Evidence 8) within the framework of the Faculty's Diploma Directive.

In our faculty, within the scope of the Bologna Process, the evaluation and crediting of all courses in the program based on student workload is structured in line with the student-centered teaching approach. The ECTS value of each course is determined on the basis of the total time the student needs to spend in order to successfully complete the course. In this context, student workload is calculated by taking into account the number and duration of components such as course duration, out-of-class individual study, homework preparation, midterm exam preparation, midterm exam, final exam preparation, final exam, presentation, project, report writing, application activities and field work (See Evidence 6). Detailed program and course-based information of the relevant academic units can be accessed through the Bologna Information Package, which can be accessed through the "ECTS/ECTS" tab on the Yalova University website . The success criteria and evaluation principles of the courses are clearly defined in the course information packages published on the Bologna Information System (See Evidence 6), and these packages are regularly reviewed and updated.

Subject	B.1.5. Student Workload Based Design
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Course Information Forms and UBYS Updates
	Education and Training Development Commission Reports
	Faculty Board of Directors and Senate Decision Records
	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys
	Course Evaluation Surveys
	Faculty Executive Board and Department Meeting Minutes
	Faculty Quality Commission Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS)
	Feedback from Students
	Instructor Feedback
	Student Satisfaction Survey Results
	Academic Staff Satisfaction Survey Results
	Administrative Staff Satisfaction Survey Results
	Course Evaluation Survey Results
	Graduate Student Survey Results
	Courses and Information Packages in the Islamic Sciences Program
	Program and Learning Outcome Relationship Table

	Faculty of Islamic Sciences Program Objectives
	Faculty of Islamic Sciences Program Outcomes
	Ratio of Updated Course Information Forms
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: The student workload practice implemented in the program is systematically monitored and the monitoring results are evaluated with stakeholders and measures are taken.

Evidence

Evidence 1: Surveys Website

Evidence 2: Surveys Internal Stakeholder

Evidence 3: Surveys External Stakeholder

Evidence 4: Yalova University Education and Training Coordinatorship ECTS Calculation Guide

Evidence 5: Education and Training Coordinatorship Workload Calculation Update Letter

Evidence 6: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 7: Diploma Sample

Evidence 8: Diploma Supplement Sample

B.1.6. Measurement and Evaluation

At Yalova University Faculty of Islamic Sciences, all processes related to the measurement and evaluation of students' academic achievements are carried out based on the provisions of "Examinations and Evaluation" within the framework of Yalova University Associate Degree Education and Training Regulation and Yalova University Undergraduate Education and Training Regulation. In this context, it is aimed to evaluate students' learning levels in a multidimensional way; it is essential to utilize more than one method and tool in measurement and evaluation processes (See Evidence 1).

The evaluation components of each course are determined in detail through the Course Information Package defined in the Yalova University Information System; the course duration, out-of-class individual study, midterm, quiz, homework, presentation and similar activities are transparently announced (See Evidence 2).

In our faculty, data on course assessment and evaluation processes and evaluation results are shared openly with students through the Student Information System and announced by instructors in a timely, clear and reliable manner (See Evidence 2). In order to ensure the equal participation of students with special needs in academic processes, assessment and evaluation methods are adapted in line with individual needs; in this context, the Faculty Dean's Office, Yalova University Disabled Students Unit, University Without Barriers Coordinatorship and Disability Studies Application and Research Center act in coordination. Thus, it is ensured that all students with different learning needs benefit from fair, accessible and pedagogically appropriate assessment and evaluation processes (See Evidence 3).

Measurement and evaluation of courses are carried out according to the principles specified in the relevant regulations. Accordingly, the success grade of each course is calculated based on the sum of 40% of the midterm exam grade and 60% of the final exam grade. In courses based on projects, homework, presentations, performance practices and portfolio applications, the weight of the midterm and final exams and other studies that will be taken as the basis for the success grade of the course is determined by the instructor in charge of the course and announced to the students via IMS in the first two weeks of the semester (See Evidence 2).

Within the scope of Yalova University's institutional accreditation studies, the Education and Training Coordinatorship is preparing a legislation to determine the education and training policies of our University. Within the scope of this preparation, it has been decided to reflect some issues in the course and achievement evaluation methods for the Fall Semester of the 2024-2025 Academic Year, taking into account the time limitation in the accreditation evaluation process. In this direction, the measurement and evaluation methods of the courses given in our units were reviewed; it was made obligatory to use multiple evaluation methods such as homework, project, application, presentation in accordance with the scope of the course and to keep all evaluation elements together with their evidence (See Evidence 4, 5).

In accordance with this decision, assessment and evaluation processes at our faculty are structured in a student-centered, multi-method and evidence-based manner; the assessment tools of each course are defined through the Course Information Package and published transparently through the University Information Management System (UBYS) (See Evidence 2). Students' academic performance is monitored not only through exams, but also through homework, projects, applications and presentations; all documents obtained are kept in the Faculty archive and constitute evidence for quality assurance.

At the Faculty, students who do not attend the final and make-up exams are considered unsuccessful by receiving the letter grade "FF" from the relevant course. Students who receive a letter grade of "DC" or "DD" from a course are considered to have conditionally succeeded in that course; however, in order for this course to be considered successful for graduation, the student's Weighted Grade Point Average (GPA) must be at least 2.00. Students whose GPA is below 1.80 at the end of the semester are considered academically unsuccessful, cannot take new compulsory courses and can only take appropriate elective courses from the upper semester. This limit can be increased with the decision of the Faculty Executive Board.

Unsuccessful students are obliged to compulsorily repeat the courses they previously received "FF" or "FD". They can repeat the courses in which they received "DC" and "DD" if they wish. The new letter grade obtained from the repeated course is considered valid and the last grade is taken as the basis for the GPA calculation. This rule also applies to students who have an GPA above 1.80 and repeat conditionally passed courses in the lower semesters. Students who increase their GPA above 1.80 can continue their education, provided that they do not exceed the upper credit limit determined for the semester they are in. First of all, courses with "FF" and "FD" grades are repeated; in case of course conflicts, courses of the lower semesters are given priority.

Absolute evaluation system is applied in the faculty and each student's Raw Success Grade (HBN) is converted into letter grades according to certain intervals. HBN intervals are in accordance with the standards defined in the regulation and are determined within the framework of Table 1. Fractional grades are rounded to the nearest whole number to ensure fairness and standardization.

Table 1: HBN - Letter Grade Equivalents (According to Absolute Evaluation System)

Raw Success Grade (HBN) Range	Letter Grade	Coefficient	Success Status
90 - 100	AA	4.00	Passed (Successful)
85 - 89	BA	3.50	Passed (Successful)
80 - 84	BB	3.00	Passed (Successful)
75 - 79	CB	2.50	Passed (Successful)
65 - 74	CC	2.00	Passed (Successful)
58 - 64	DC	1.50	Conditional Pass
50 - 57	DD	1.00	Conditional Pass
40 - 49	FD	0.50	Failed (Failed)
0 - 39	FF	0.00	Failed (Failed)
-	YT	0.00	Adequate
-	YZ	0.00	Inadequate
-	MU		Exempt
-	DZ	0.00	Absent (Failed)
-	GR	0.00	Did not enter (Failed)

In order to support the academic success of the students, homework and presentations that develop written and oral communication skills and teamwork competencies are given in the courses; the contribution rates of these activities to the success grade are clearly announced at the beginning of the semester and shared on the UBYS Course Information Package. Students who cannot attend the midterm exams can request a make-up exam by submitting a petition to the Dean's Office of the Faculty within five working days from the end of the exams. Accepted make-up exams are scheduled in the same semester. There is no right to make-up exams for exams other than midterm exams.

The organization, supervision, implementation of exams, assignment of instructors and sharing of all calendars are carried out under the responsibility of the Faculty Dean's Office and under the coordination of the Vice Dean. The duty of proctoring is undertaken by research assistants or faculty members deemed appropriate. Exam dates, hall information and rules are announced on the Faculty web page (See Evidence 6, 7, 8, 9, 10, 11, 12, 13).

All exam results are announced on the IMS so that students can access them with their own accounts, instructors' access authorizations are restricted on a course basis and information security is ensured. Students can object to exam results for material errors within three working days; objection processes are carried out in accordance with the provisions of the regulations and finalized within 15 days.

Attendance is compulsory in our faculty; at least 70% attendance is required for theoretical courses and at least 80% attendance is required for practical courses. Attendance is monitored through attendance and announced on UBYS. Official events are not counted as absenteeism, but 50% of the total attendance right should not be exceeded.

In line with the data obtained from student course satisfaction, instructor evaluation and graduate satisfaction surveys conducted in our faculty, the effectiveness of education and training processes, the compliance of program outcomes with sectoral expectations, the applicability of course learning outcomes and the transparent transfer of course objectives to students are regularly monitored. The results of the surveys conducted in the 2023-2024 and 2024-2025 academic years show that the level of achievement of course objectives is generally at a medium-high level, the alignment of plan-implementation needs to be improved, and ECTS workload planning needs to be updated in some courses (See Evidence 14, 15). As a result of all these evaluations, a letter was sent to the Dean's Office by the Education and Training Coordinatorship and the Dean's Office requested the instructors to make the necessary updates (See Evidence 16) and visits were made to academic units by the Education and

Training Coordinatorship; during these visits, the stages of the necessary work and procedures and the problems encountered were evaluated on site (See Evidence 17, 18, 19). In the 2024-2025 academic year, the outcomes of all courses in our Faculty were updated by the instructors of the relevant course in accordance with the program outcomes and field-specific criteria, and the course syllabi and program details were entered into the Bologna Information System (See Evidence 2). As a result of this process, 98.24% of the course information packages of our Faculty were completed and made available in accordance with the principles of transparency and quality assurance (See Evidence 20).

All exam documents, grade lists and course-based archives are kept regularly and constitute evidence for retrospective monitoring and auditing processes. These documents form the basis for quality monitoring activities at Faculty Board meetings and necessary decisions are taken and put into practice. In addition, in the 2024-2025 academic year, a common exam paper template was developed for exam papers as required by university quality management and published on the Faculty website (See Evidence 21, 22).

Findings from the student satisfaction surveys conducted in our faculty show that assessment and evaluation practices are generally carried out in accordance with the course content, fairly and in line with learning outcomes; however, in some courses, there is a need to improve feedback processes for exams, homework and project work and to diversify applied assessment and evaluation methods (See. As a result of the evaluations made, a letter was sent to the Dean's Office by the Education and Training Coordinatorship and the Dean's Office requested the instructors to diversify the measurement and evaluation methods (See Evidence 14, 15) (See Evidence 23). In line with this feedback, assessment and evaluation processes have been regularly reviewed and improved (See Evidence 2).

Subject	B.1.6. Measurement and Evaluation
Application Areas	All Faculty (All departments) Programs Implemented at the Faculty of Islamic Sciences Faculty of Islamic Sciences Curriculum Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual Strategic Plan Course Information Forms and UBYS Updates Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys Faculty Executive Board and Department Meeting Minutes Faculty Quality Commission Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS) Feedback from Students Instructor Feedback Student Satisfaction Survey Results Academic Staff Satisfaction Survey Results Administrative Staff Satisfaction Survey Results Course Evaluation Survey Results Graduate Student Survey Results Courses and Information Packages in the Islamic Sciences Program

	Program and Learning Outcome Relationship Table
	Faculty of Islamic Sciences Program Objectives
	Faculty of Islamic Sciences Program Outcomes
	Ratio of Updated Course Information Forms
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: The findings obtained from the practices related to the measurement and evaluation system designed in the program are monitored and the results of the monitoring are evaluated together with the stakeholders and measures are taken.

Evidence

Evidence 1: Yalova University Undergraduate Education and Training Regulations

Evidence 2: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 3: Assessment and Evaluation Methods to Ensure Equal Participation of Students with Special Needs in Academic Processes

Evidence 4: Mandatory Preservation of All Evaluation Elements with Evidence Official Letter 1

Evidence 5: Mandatory Preservation of All Evaluation Elements with Evidence Official Letter 2

Evidence 6: Midterm Exam Schedule (12-18 April 2025)

Evidence 7: Midterm Exam Schedule (November 16-23, 2024)

Evidence 8: Midterm Exam Schedule (April 15-19, 2024)

Evidence 9: Final Exam Schedule (June 10-20, 2025)

Evidence 10: Final Examination Schedule (13-24 January 2025)

Evidence 11: Final Examination Schedule (June 3-14, 2024)

Evidence 12: Final Exam Schedule (January 9-19, 2024)

Evidence 13: Midterm Final Exam Dates Proctored and Unproctored

Evidence 14: Surveys

Evidence 15: Surveys Website

Evidence 16: Education and Training Coordinatorship Update Letter

Evidence 17: Bologna Process Studies Official Letter

Evidence 18: Meeting within the scope of Bologna Process at the Faculty of Islamic Sciences - Education and Training Coordinatorship Website

Evidence 19: [Meeting at the Faculty of Islamic Sciences within the scope of the Bologna Process - Faculty of Islamic Sciences Website](#)

Evidence 20: [Bologna Indicators](#)

Evidence 21: [Standard Examination Paper Form](#)

Evidence 22: [Standard Exam Paper Form Website](#)

Evidence 23: [Education and Training Coordinatorship Letter on Diversification of Measurement and Evaluation Methods](#)

B.2. Student Admission and Development

In our institution, student admission, prior learning recognition and crediting practices, which are carried out in line with institutional goals and in a sustainable manner, are carried out within the framework of standards and legislation adopted throughout our University. Our faculty attaches great importance to providing its students with knowledge, skills and competence through its education and training activities.

In this context, thanks to the free certificate programs organized in various fields through the Continuing Education Center of our University, our students and the city community have the opportunity to benefit from non-formal education services in areas related to the Islamic Sciences program.

In addition, at the beginning of each academic year, orientation days are organized for newly enrolled students. In the 2024-2025 academic year, our new students were provided with comprehensive information about educational activities, distance education opportunities, student clubs, library services, international studies and student exchange programs.

By conducting the orientation process both face-to-face and online, it is aimed that our new students can easily find answers to their questions on all these issues. In this respect, online orientation accelerates the adaptation of students to the institution and facilitates their adaptation to education and training processes.

B.2.1. Student Admission and Recognition and Crediting of Prior Learning (Knowledge and Skills Acquired through Formal Education, Non-Formal Education and Independent Learning)

General Student Admission

Yalova University Faculty of Islamic Sciences offers an undergraduate program structured in two different teaching languages: 100% Turkish Islamic Sciences Program and 100% Arabic Islamic Sciences Program ([See Evidence 1](#), 2). Student admission to the faculty is made through the central placement system based on the results of the Higher Education Institutions Examination (YKS) conducted by ÖSYM. Placement procedures are carried out in accordance with the criteria determined by YÖK and ÖSYM based on the Verbal (SÖZ) score type, and the registration-admission process is carried out in accordance with [the Higher Education Law No. 2547](#) and the relevant regulations.

Candidates who are entitled to enroll as a result of the placement, complete the pre-registration procedures digitally within the specified periods, and complete their procedures by applying in person for final registration with the necessary documents. In case of missing documents or late application, the right to registration is invalid; Yalova University Student Identity Card (Campus Card) is issued and

delivered to the registered students. This card serves as the official identity card for the student to access all academic, administrative and social facilities at the university (See Evidence 3, 4).

Recognition of Prior Learning, Adjustment and Exemption

In our faculty, recognition of students' formal and informal learning, credit transfer, and exemption procedures are carried out within the framework of clear and defined procedures. The relevant processes are based on the provisions of Yalova University Senate Principles on Course Equivalency and Adjustment Procedures (See Evidence 5). Students are obliged to submit their exemption requests for their previous education to the relevant units with a written application at the beginning of each academic year, within the period specified in the academic calendar.

The applications are examined by the Adaptation Commission within the Faculty; equivalency decisions are made by evaluating course contents, ECTS loads and achievement compatibility. Courses deemed appropriate are recognized one-to-one; in case of content differences, the courses are combined and defined as a single course or balanced with equivalent elective courses. In addition to the compulsory courses, documented competencies (certificates, publicly approved documents, references, etc.) arising from the student's previous education are also taken into consideration on an evidence-based basis. The adjustment decision prepared as a result of the process is entered into the student's registered program after the approval of the Faculty Administrative Board (See Evidence 6).

Transfer and Vertical Transfer

Transfer procedures are carried out in accordance with the Higher Education Council of Higher Education (YÖK) Regulation on Transfer Between Higher Education Institutions (See Evidence 7). Intra-university, inter-institutional and international transfer applications are pre-examined by the Registrar's Office for compliance with the application requirements; content equivalencies and academic eligibility are scored by the Adaptation Commission (See Evidence 8) and placement is made within the quota (See Evidence 9).

Within the scope of Vertical Transfer (DGS), students who have graduated from Associate Degree programs in Theology can register to our faculty within the scope of undergraduate completion as a result of the DGS conducted by ÖSYM.

International Student Admission

The Faculty accepts international students with international exams and diploma grades determined by Yalova University Senate, especially TR-YÖS. Applications are managed by the International Student Coordination Application and Research Center and the evaluation is carried out through the online system (See Evidence 10, 11). The application and enrollment calendar is announced by the Senate (See Evidence 12).

International students admitted to the Arabic Islamic Sciences Program are not required to submit a Turkish proficiency certificate since the medium of instruction is Arabic. According to paragraph 6 of Article 9 of the Yalova University Directive on the Admission of International Students, candidates who are placed in units that teach in a foreign language are not required to certify their Turkish language level. Therefore, students who are placed in this program can directly start their undergraduate education (See Evidence 13). However, students can improve their Turkish language proficiency in terms of daily life and social adaptation by attending Turkish language courses organized by Yalova University Turkish Language Teaching Application and Research Center (YTÖMER). The courses offered by YTÖMER are structured from A1 to C1 level according to the Common European Framework of Reference for Languages (CEFR) and cover a total of 720 hours of training. Students who attend the courses and pass

the proficiency exam are given certificates of achievement indicating their level. However, this certificate is not mandatory for enrollment in the Arabic-medium unit (See Evidence 13).

Yalova University adopts holistic approaches to support the academic, cultural and social integration of international students. In this context, regular feedback is received from the lecturers working at YTÖMER in order to monitor the progress of the students receiving Turkish preparatory education at the university and this feedback is integrated into the quality assurance processes. Instructors' observations provide guidance to improve the quality of the education process and provide support in areas where students need it (See Evidence 14).

International students have obligations such as obtaining a residence permit, health insurance and housing in accordance with the legislation of the Republic of Turkey. In these processes, the International Student Coordination Application and Research Center organizes information meetings and guidance services, and supports students to prepare the necessary documents in a timely and complete manner. In these meetings, international students were provided with comprehensive information on issues such as academic counseling, residence procedures, social cohesion, scholarship opportunities and Turkish proficiency processes (See Evidence 15). These meetings are organized both face-to-face and via online platforms, facilitating students' access to information.

In addition, through the meetings organized by the International Student Club for YTÖMER students, students were supported to socialize, get to know each other and develop intercultural interaction. In this context, activities organized with the participation of students from different units of the university have increased TÖMER students' sense of belonging and contributed to their active participation in university life (See Evidence 16).

100% Turkish Islamic Sciences Undergraduate Program

The program offers a balanced curriculum in the fields of classical Islamic sciences, religious education, Arabic language and philosophy-religious sciences in accordance with the standards of TYYÇ and IAA. It is aimed to gain general competencies such as critical thinking, ethical sensitivity and social responsibility. The assessment and evaluation process is based on multiple methods and tools such as projects, assignments and presentations are actively used. ECTS load is planned according to the total workload of the student; course plans are updated according to the feedback of the Education and Training Development Commission. At the beginning of each academic year, students renew their registration with their academic advisors through UBYS (See Evidence 17).

Pedagogical Formation

In line with YÖK Framework Procedures and Principles, pedagogical formation education is provided through courses integrated into the formal curriculum; the process is carried out under the responsibility of the Pedagogical Formation Coordinatorship. The Teaching Practicum course is carried out in secondary education institutions determined in cooperation with the Ministry of National Education; students take an active role in the process with their portfolios, lesson plans and observation reports. The evaluation is documented both in the MoNE system and through the university's UBYS system.

Yalova University Rectorate established the Pedagogical Formation Coordination Unit on 25.07.2024 to ensure the planning, coordination and control of pedagogical formation education and practice activities in all faculties (See Evidence 18). Dr. Lecturer Nesrin Keskin was appointed to this unit on 06.06.2024. Prof. Dr. Nesrin Keskin was assigned to this unit on 06.06.2024 (See Evidence 19). On 24.10.2024, the Coordinatorship prepared a comprehensive directive defining the management and processes of the program and submitted it to the Senate for approval in order to determine targeted

strategies and manage it in an integrated manner in all faculties subject to pedagogical formation (See Evidence 20, 21).

ISLPF404 Teaching Practicum course, which is included in the undergraduate program of our faculty, is carried out to support the professional development of prospective teachers, and the practices are carried out in secondary education institutions affiliated to the Ministry of National Education. In this process, students gain professional experience by using their theoretical knowledge and skills in a real classroom environment.

The implementation process of the course is carried out in accordance with a 12-week calendar in the presence of the faculty advisor and the school counselor; planning and evaluation processes are coordinated by the Faculty Pedagogical Formation Coordinatorship. Practices are not limited to observation and lectures; they are structured through the Portfolio File, which includes weekly plans, observation reports and written feedback. Thanks to this comprehensive monitoring process, students are able to track their progress and make necessary improvements by receiving continuous feedback throughout the practicum process while developing their competencies related to the teaching profession (See Evidence 22, 23, 24).

The structure of the program and the balance of course distribution are planned through relevant institutional meetings (See Evidence 25, 26); the processes related to the implementations are systematically monitored and the findings are evaluated together with stakeholder contributions and decisions are taken for continuous improvement (See Evidence 27, 28).

Common Courses, Distance Education and Continuing Education

University Common Compulsory and Common Elective Courses are carried out under the coordination of the Common Courses Department, and students' interdisciplinary acquisitions are supported (See Evidence 29). Distance education activities are implemented through synchronous/asynchronous methods with the UBYS infrastructure; measurement- evaluation is diversified with multiple methods (homework, project, oral exam, portfolio) (See Evidence 30).

Continuing Education activities support the lifelong learning goals of the society with the contribution of faculty members under the roof of YÜSEM. Social contribution and individual competency development are ensured through courses, seminars and certificate programs (See Evidence 31, 32, 33).

Subject	B.2.1. Student Admission and Recognition of Prior Learning and Crediting
Application Areas	All Faculty (All departments) Programs Implemented at the Faculty of Islamic Sciences Faculty of Islamic Sciences Curriculum Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual Strategic Plan Course Information Forms and UBYS Updates Education and Training Development Commission Reports Faculty Board of Directors and Senate Decision Records Student Satisfaction Surveys Academic Staff Satisfaction Surveys Administrative Staff Satisfaction Surveys Course Evaluation Surveys Faculty Executive Board and Department Meeting Minutes

	Faculty Quality Commission Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS)
	Number of students registered in the Alumni Information System
	Information on YÖK ATLAS Placed Student Examination Grades
	Student Satisfaction Rates
	Student Academic Achievement Level
	Preparatory Exemption Exam Results
	Vertical Transfer Exam Results
	Diploma/Transcripts
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

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

Evidence

Evidence 1: Islamic Sciences (Turkish) Program Description

Evidence 2: Islamic Sciences (Arabic) Program Description

Evidence 3: Campus Card Website

Evidence 4: Campus Card Transactions

Evidence 5: Yalova University Senate Principles on Course Equivalency and Adjustment Procedures

Evidence 6: Adaptation Example

Evidence 7: Higher Education Higher Education Transfer Regulation

Evidence 8: Adjustment Commission Scoring

Evidence 9: Admissions within Quota

Evidence 10: International Student Coordination Application and Research Center Website

Evidence 11: International Student Admission Assessment

Evidence 12: Application and Registration Calendar

Evidence 13: Yalova University Directive on International Student Admission

Evidence 14: Feedback from YTÖMER Instructors

Evidence 15: YTÖMER and Residence Information Meetings

Evidence 16: International Student Club Met with TÖMER Students

Evidence 17: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 18: Establishment of Pedagogical Formation Coordination Unit

Evidence 19: Assignment of Dr. Lecturer Nesrin Keskin on 06.06.2024. Assignment of Prof. Nesrin Keskin

Evidence 20: Yalova University Pedagogical Formation Coordinatorship Directive Approval

Evidence 21: Yalova University Pedagogical Formation Coordinatorship Directive

Evidence 22: Teaching Practice Portfolio File Website

Evidence 23: Teaching Practice Portfolio File

Evidence 24: Teaching Practice Portfolio File Sample

Evidence 25: Online Meeting with Practicum Instructors on the Operation of the "PFRMS-402 Teaching Practice" Course

Evidence 26: An Online "Pedagogical Formation Application Process Information Meeting" with Practice Instructors on 29.05.2025

Evidence 27: Familiarization Visit with Yalova Provincial Directorate of National Education on 17.10.2024

Evidence 28: "Yalova University Pedagogical Formation Coordinatorship & Provincial Directorate of National Education Teaching Practice Information Meeting" on 28.02.2025

Evidence 29: Common Courses Department Website

Evidence 30: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 31: YÜSEM Website

Evidence 32: YÜSEM Online Trainings

Evidence 33: YÜSEM Formal Trainings

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

Yalova University Faculty of Islamic Sciences carries out the processes of recognition and certification of diplomas, degrees and other qualifications within the framework of predefined principles, procedures and rules. The transfer of courses taken from other higher education institutions with ECTS credits and exemption procedures are carried out in accordance with the Yalova University Directive on the Preparation of Diplomas, Diploma Supplements and Other Documents and the Senate Principles on Course Equivalency and Adjustment Procedures; these rules are applied equally, fairly and transparently to all student candidates and are publicly announced (See Evidence 1, 2).

Graduation procedures and diploma issuance processes of undergraduate students at the Faculty are carried out in accordance with the relevant legislation, regulations, directives and procedures of Yalova University. For graduation, students are required to have successfully completed all compulsory courses of their programs, to have earned at least 240 ECTS credits in total, and to have at least 2.00 GPA out of 4.00 (See Evidence 3).

At Yalova University, the procedures of students who are eligible for undergraduate graduation are carried out digitally through the University Information Management System (UBYS) (See Evidence

4). The Student Affairs Unit examines the academic data in the system and checks the student's course load, compulsory course status, ECTS qualification and GPA information. Students who meet all the conditions are examined and approved in detail by the Graduation Commission; the graduation lists signed by the commission are placed on the agenda of the Faculty Executive Board and approved by the board (See Evidence 5). The lists approved by the Faculty Executive Board, together with the approved transcripts and relevant documents, are forwarded by the Student Affairs Unit to the University Student Affairs Department. After all processes are completed, Yalova University Student Affairs Department issues the Undergraduate Diploma (See Evidence 6, 7).

On the front side of the issued diploma; the university logo, program name, student's name-surname, program type, the name, title and signature of the relevant unit manager (dean / director) and rector, the date of issue and the QR code. On the reverse side, the student's Turkish ID number or foreign ID number, name-surname, date and place of birth, student number, graduation date, diploma number, overall academic grade point average, title information (if any), diploma confirmation address and the signature of the Head of the Student Affairs Department. Students with a graduation average between 3.00-3.49 are labeled as "Honor Student", and students with a graduation average between 3.50-4.00 are labeled as "High Honor Student". Identity information is checked up-to-date from the MERNIS database (See Evidence 6).

The Diploma Supplement, which is issued together with the diploma, contains details such as graduation date, diploma number, level of degree, grading system, and program information. The Diploma Supplement is prepared in A4 size, has a QR code and is signed by the Head of the Registrar's Office; it is for informational purposes only, does not replace the diploma and does not provide academic recognition on its own (See Evidence 7).

Students start the dismissal process by filling out the graduation satisfaction questionnaire on UBYS to start the graduation process (See Evidence 4). After the dismissal approval is received from all units, students who submit their student ID can receive their diplomas against signature.

Social Transcript Application

Yalova University Social Transcript Application is a supportive documentation mechanism that aims to make students' participation in social, cultural, artistic, scientific and sporting activities as well as their academic achievements visible. The Social Transcript documents activities such as volunteering activities, culture and arts projects, sports competitions, community representation, social responsibility projects, and can be used as a reference document in job applications or graduate studies after graduation.

With the "social transcript" application, which was introduced in the Spring semester of 2023-2024, the social competencies of our students are also certified. This process is carried out on the basis of Yalova University Social Transcript Directive, which explains how and by whom social competencies will be certified (See Evidence 8, 9). A guideline has been created and shared on the web (See Evidence 10). In practice, the social activity documents that students enter into the system are evaluated and approved by the "social transcript commission" at the end of each semester (See Evidence 11). If deemed appropriate, they are entered into the IMS. Approved activities are defined in the Social Transcript system and made available in an institutionally approved document format with a verification code (See Evidence 4).

A meeting was held with academic unit social transcript commissions to discuss the aspects of the social transcript application that need improvement (See Evidence 12). In line with the feedback received at the meeting, it was determined that it was necessary to increase students' awareness of the issue, and for this purpose, it was proposed to the Senate by the Education and Training Coordinatorship that students

be given the right to apply for one last time to have their relevant activities from previous years included in their social transcripts, and the decision taken in line with this proposal, which was approved by the Senate, was shared with all academic units (See Evidence 13). Another feedback received at the meeting was about the appearance of the social transcript printout, and the proposal made by the Education and Training Coordinator's Office to improve this issue was approved by the Senate (See Evidence 12).

Subject	B.2.2. Recognition and Certification of Diplomas, Degrees and Other Qualifications
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Course Information Forms and UBYS Updates
	Education and Training Development Commission Reports
	Faculty Board of Directors and Senate Decision Records
	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys
	Course Evaluation Surveys
	Faculty Executive Board and Department Meeting Minutes
	Faculty Quality Commission Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS)
	Number of students registered in the Alumni Information System
	Graduate Satisfaction Rate
	Annual reports
	Number of students whose graduation process was completed
	Time to complete graduation procedures (days)
	Social Proportion of students for whom transcripts are issued
	Student Satisfaction Survey Results
	Education and Training Development Commission Meeting Decisions
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: Clear, comprehensible, comprehensive and consistently defined criteria and processes for the recognition and certification of diplomas, degrees and other qualifications are in place at the institution. However, the results of these practices are not monitored.

Evidence

Evidence 1: Yalova University Directive on the Regulation of Diploma, Diploma Supplement and Other Documents

Evidence 2: Senate Principles on Course Equivalency and Adjustment Procedures

Evidence 3: [Yalova University Undergraduate Education and Training Regulations](#)

Evidence 4: [NBMS System](#)

Evidence 5: [Graduation Board Decision](#)

Evidence 6: [Diploma Sample](#)

Evidence 7: [Diploma Supplement Sample](#)

Evidence 8: [Yalova University Social Transcript Directive](#)

Evidence 9: [Social Transcript Application](#)

Evidence 10: [Social Transcript System Student Guide](#)

Evidence 11: [Social Transcript Commission](#)

Evidence 12: [Social Transcript Meeting](#)

Evidence 13: [Acceptance of Past Events for Social Transcript](#)

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

In order to realize the learning outcomes/outputs of the courses in our faculty, a student-centered education approach has been adopted in the learning-teaching processes that enable students to learn by doing and living. By using the methods-techniques and instructional technologies of this approach, learning practices in which students are active in the course are carried out starting from the pre-course period. In addition, while defining the principles of student-centered education in our institution, the philosophy of lifelong learning has also been taken into consideration. The teaching-learning process has a very important place in order to ensure that students reach the objectives and learning outcomes/outcomes of the programs during their education and to provide the learning outcomes/outcomes of the courses in the program. With a systematic approach, the teaching and learning process is planned, implemented, controlled and necessary improvements are made. In student-centered measurement and evaluation, measurement and evaluation tools and methods are used to show students' progress during the course and their achievement of the outcomes at the end of the course.

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

The principles, rules and plans for the implementation of the student-centered approach in learning-teaching processes are set out in Yalova University Undergraduate Education and Training Regulations (See [Evidence 1](#)).

In line with the adoption of a student-centered education approach, various activities are carried out in our institution to support the professional development of academic staff. In this context, the use of different teaching methods and techniques is encouraged through train-the-trainer trainings organized for lecturers; through these trainings, it is aimed that lecturers can reflect the principles of active learning within the scope of the active learning model to classroom practices (See [Evidence 2](#), [3](#), [4](#)). Thus, it is aimed to improve their attitudes, values and behaviors towards teaching.

This pedagogical transformation requires an appropriate organizational structure and administrative functioning to manage change. In this context, all structural and managerial arrangements within the Faculty are planned to support and functionalize classroom learning and teaching processes. The Faculty

institutionalizes this transformation by adopting a participatory, democratic and decentralized organizational model at the classroom and faculty level. In pedagogical formation courses, special attention is paid to the planning and implementation of courses based on interactive and active learning. In this context, methods such as group discussions, case studies, role playing, project development and the use of interactive digital tools are widely used in the teaching process (See Evidence 5).

The teaching plan implemented at the faculty is based on lecture and practice. In the curriculum, complementary courses are included in the curriculum in consecutive semesters, thus preserving the integrity of the learning process. There are no prerequisite courses in the undergraduate program; all courses are planned on a semester basis. Modern teaching methods and techniques are used in the courses; student-centered active learning approach is taken as a basis for students to reach the program objectives and learning outcomes at the highest level (See Evidence 5).

In the "course and instructor evaluation questionnaire", questions about the instructor's "student-centered learning-teaching" competencies were added (See Evidence 6). Taking into account the answers given by the students to these questions, a workflow was developed to standardize the necessary improvements and was also added to the BKYS (See Evidence 7, 8). The results of the survey will be monitored by the course instructor and the department chair and necessary improvements will be made. Based on the survey results, it is planned to reward the lecturers who are rated the highest by the students on an annual basis based on the principles in the "Contribution to Education" section of the Science, Art, Service and Incentive Awards Directive (See Evidence 9).

The training of trainers topic suggestions prepared by the Education and Training Coordinatorship to increase the teaching and training competencies of academic staff were presented to the evaluation of academic staff through a survey. According to the results of the survey, the most needed and demanded train-the-trainer programs have been added to the activity plans to be carried out in 2025 (See Evidence 10). In this context, it is aimed to increase the competencies of our academic staff in teaching methods and techniques with the "Student-Centered Teaching Methods and Techniques", "Distance Learning-Teaching Approaches", "Use of Artificial Intelligence in Education" trainings planned to be given and after the trainings were completed, they were again presented to the evaluation of academic staff through a survey (See Evidence 11).

In 2024, an update was started and completed in 2025, and the criteria of "student-centered teaching, creative/innovative education and process-oriented assessment and evaluation practices" were added to the appointment and promotion criteria and scored (See Evidence 9), thus encouraging these practices in the appointment and promotion directive.

The faculty develops up-to-date teaching practices that encourage interdisciplinary approaches and are structured with research-based learning strategies; the outcomes and findings of these practices are monitored through systematic monitoring and evaluation processes (See Evidence 12, 13, 14). These practices aim not only to transfer theoretical knowledge, but also to provide higher-level cognitive skills such as critical thinking, aesthetic sensitivity, interpretation, problem solving, and questioning. In this context, some of the practices carried out within the Faculty in the spring semester of 2025 that support interdisciplinary approach and research-based learning are as follows:

"Miracle from the Perspective of Four Different Disciplines" Panel (April 22, 2025): Organized in collaboration with Yalova University Islamic Studies Application and Research Center (YISMER) and Sophos Philosophy Student Community, this panel discussed the concept of miracle from the perspectives of philosophy, theology, hadith, and Western philosophy; interdisciplinary synthesis,

critical thinking, and academic discussion skills were supported by enabling students to examine a phenomenon from multiple perspectives (See Evidence 15).

"Philosophy of Art Talks: What is Art Good for?" (March 26, 2025): Drawing on the interaction of the disciplines of art and philosophy, this talk enabled students to reflect on art in the context of aesthetics, meaning and social role (See Evidence 16).

"Faith, Science and Evolution" Conference (April 30, 2025): This event, which discussed the relationship between faith, scientific thought and the theory of evolution, contributed to students' thinking on different epistemological grounds (See Evidence 17).

"Witnessing Tawheed: The Meaning of Man and Existence in the Sufi Tradition" Workshop (May 7, 2025): This workshop, which dealt with the Sufi conception of man and being on a philosophical level, enabled the participants to gain conceptual depth in metaphysics and the philosophy of being (See Evidence 18).

"Philosophy and Music" Sufi Music Recital (May 28, 2025): Combining philosophical depth with the aesthetic richness of traditional music, this event allowed for the development of both affective and intellectual dimensions (See Evidence 19).

"Atheism as a Philosophical Problem: Definition, Critique and Proposal" Panel (May 14, 2025): This panel, where atheism was discussed on the axis of faith, doubt and reason, contributed to the development of students' philosophical criticism skills (See Evidence 20).

The May 21, 2025 lecture titled "Ethnic and Religious Groups in Cyprus" brought together the perspectives of religion, political science, sociology and history and contributed to the development of students' multidimensional thinking and analysis competencies (See Evidence 21).

The special reading and interpretation activities conducted in the Spring 2025 semester within the scope of Tafsir Courses were completed as a practice that supports text-centered research and interdisciplinary readings (See Evidence 22).

The Seminars on the Fiqhi Tafsir of the Holy Qur'an (Spring 2025) was an interdisciplinary and research-based teaching event that brought together different fields such as Arabic language, tafsir and linguistics to analyze the grammatical and semantic structure of the Qur'anic language in depth. Participants' linguistic analysis skills as well as their proficiency in reading classical texts were developed (See Evidence 23).

The "Arabic Novel and Story Readings" activity (Spring 2025) was carried out as a study integrating foreign language acquisition and literary criticism, aiming to develop students' Arabic language skills as well as their literary and cultural analysis competencies (See Evidence 24).

The process of preparing the "Young Ink" Literary Bulletin - Issue 2025/2 for publication provided a learning environment for students to develop their literary text production, language use, critical reading and writing skills. The bulletin was evaluated as an example of a production-based and interdisciplinary teaching practice that blends writing genres from different fields such as Arabic language and literature, Turkish literature, theology, sociology (See Evidence 25)

The event "TUBITAK Projects for Theology in Yalova Discussed" (2025) is an academic meeting on the scope, application processes and adaptability of TUBITAK-supported projects to the field of theology. With the contribution of academics from different disciplines, the event provided participants with comprehensive information on project preparation techniques, interdisciplinary research areas and

scientific support mechanisms. Students and faculty had the opportunity to discuss research approaches that intersect the field of theology with social sciences, education and technology (See Evidence 26).

The "Technical Trip from Yalova to Istanbul" Activity (2025) is a field-based teaching practice that aims to reinforce students' academic knowledge through observation at historical and cultural heritage sites. The activity provided an opportunity for interdisciplinary connections and on-site learning through observations in different fields such as Islamic civilization, art history, urbanization and religious architecture. It also increased social interaction among students and was evaluated as an experience that took learning off-campus (See Evidence 27).

Regular classical text reading groups in our faculty are one of the important practices that support research-based learning. For example, in 2025, Dr. Assoc. Prof. Dr. Salim Sancaklı in 2025, the reading activities titled "Five Works of Imam-i Azam" provided students with direct contact with basic sources; in this process, the development of text analysis, conceptual analysis and interpretation skills was supported (See Evidence 28).

The "Sahn-ı Semân Turkey Program" carried out within this framework also stands out as an important example. This program, carried out in cooperation with Yalova University Faculty of Islamic Sciences and the Society for the Dissemination of Science, aims to provide in-depth learning of classical Islamic sciences and creates interdisciplinary discussion environments with the contribution of academics and students from different faculties. The program includes lectures, academic seminars, and text readings structured around core areas such as hadith, fiqh, theology, siyar, and Arabic language, aiming to provide students with a well-rounded academic background (See Evidence 29).

In order to support students' well-rounded academic development, the "100 Books in 4 Years Workshop" is conducted regularly under the guidance of Salih Tuna, a research assistant, and helps students meet both classical and contemporary texts, make connections between texts, and develop the ability to produce knowledge from different disciplines. The workshop develops a culture of interdisciplinary thinking by encouraging students to read not only in a specific field but also in various fields such as history, literature, philosophy and religious sciences (See Evidence 30).

The studies carried out under the guidance of calligrapher Hatice Karaoğlu within the scope of the "Hüsn-i Hat Courses" conducted in our faculty increase students' aesthetic sensitivity in the context of Islamic arts and provide an interdisciplinary learning environment by establishing interaction between fields such as art-history-exegesis-faqh. These applied courses enable the application of research-based learning strategies in the visual arts axis and enable students to establish direct contact with cultural heritage (See Evidence 31).

Within the scope of the seminar series "Striving to Understand the Holy Qur'an" conducted in our faculty, students had the opportunity to evaluate different interpretive approaches to the Qur'anic texts from an interdisciplinary perspective; they gained the ability to analyze exegesis, philosophy and historical context together and gained in-depth examination skills through text-centered research-based learning strategies (See Evidence 32).

Other practices that support this strategic approach include the "Free Literary Readings" program, which aims to help students develop their ability to interpret classical texts and evaluate them in literary, historical and cultural contexts (See Evidence 33). In addition, the "Psychology of Religion Workshop" enabled students to approach religious phenomena holistically through the discipline of psychology and aimed to increase their academic reading and analysis skills through interdisciplinary methods (See Evidence 34).

As of 2025, the acceptance of three different project proposals submitted to TUBITAK by the students of our faculty was considered as a concrete reflection of the research-based learning approach. These achievements have demonstrated that the interdisciplinary perspective is reflected in student projects and the applicability of program outcomes. At the same time, it was evaluated that involving students in active learning processes and producing scientific projects together with faculty members directly contributed to the quality of teaching (See Evidence 35).

All these activities are carried out in collaboration with student societies, faculty members and research centers and serve to increase students' interdisciplinary thinking, questioning and participation in scientific discussions.

Subject	B.3.1. Teaching Methods and Techniques (Active, Interdisciplinary, Interactive, Research/Learning Oriented)
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Course Information Forms and UBYS Updates
	Education and Training Development Commission Reports
	Faculty Board of Directors and Senate Decision Records
	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys
	Course Evaluation Surveys
	Faculty Executive Board and Department Meeting Minutes
	Faculty Quality Commission Meeting Minutes
Performance Indicators	Integrated Quality Management System (IQMS)
	Number of students registered in the Alumni Information System
	Graduate Satisfaction Rate
	Annual reports
	Number of students whose graduation process was completed
	Time to complete graduation procedures (days)
	Social Proportion of students for whom transcripts are issued
	Student Satisfaction Survey Results
	Education and Training Development Commission Meeting Decisions
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level:

The findings obtained from up-to-date, interdisciplinary, research/learning and student-oriented teaching approach practices that encourage active and interactive student participation in learning-teaching

processes are systematically monitored and evaluated together with stakeholders and measures are taken according to the monitoring results.

Evidence

Evidence 1: [Yalova University Undergraduate Education and Training Regulations](#)

Evidence 2: [In-Service Trainings](#)

Evidence 3: [Train-the-Trainer Program Continues Web News](#)

Evidence 4: [Training of Trainers Program Certificate Ceremony Web News](#)

Evidence 5: [Education Catalog - Islamic Sciences Program (Turkish)](#)

Evidence 6: [Course and Instructor Evaluation Surveys](#)

Evidence 7: [Workflow of Corporate Survey Preparation Activity](#)

Evidence 8: [Workflow of Corporate Survey Preparation Activity - OMS](#)

Evidence 9: [Science, Art, Service and Incentive Awards Directive](#)

Evidence 10: [Training of Trainers Participation](#)

Evidence 11: [Training of Trainers Participation Information and Evaluation Questionnaires](#)

Evidence 12: [Research and Development Commission Meeting Minutes](#)

Evidence 13: [Research and Development Commission held its first meeting](#)

Evidence 14: [Research and Development Commission held its second meeting](#)

Evidence 15: [YISMER organized a panel on "Miracle from the Perspective of Four Different Disciplines" in our Faculty](#)

Exhibit 16: [Philosophy of Art Talks](#)

Evidence 17: [Faith, Science and Evolution](#)

Evidence 18: [Witnessing Tawheed](#)

Evidence 19: [Faculty members and students came together at the event where philosophy and music came together](#)

Evidence 20: [Panel organized by the Islamic Studies Application and Research Center attracted great interest](#)

Evidence 21: [A talk on "Ethnic and Religious Groups in Cyprus" was held at Yalova University](#)

Evidence 22: [Dr. Lecturer. Prof. Dr. Semra Peker's Tafsir Lectures completed the Spring Semester 2025](#)

Evidence 23: [Seminars on Fiqh Tafsir of the Holy Qur'an Begin](#)

Evidence 24: [Lecturer. Gör. Arabic Novel and Story Readings with Merve Avlar](#)

Exhibit 25: ["Young Ink" Literary Bulletin's 2025 / 2nd Issue Met with the Readers](#)

Evidence 26: [TUBITAK Projects in the Field of Theology Discussed in Yalova](#)

Evidence 27: [Technical trip organized from Yalova to Istanbul](#)

Exhibit 28: [Five Works of Imam-i Azam's Book Readings with Prof. Dr. Lecturer Salim Sancaklı continue!](#)

Evidence 29: [Sahn-ı Semân Turkey Program Started at Yalova University Faculty of Islamic Sciences in cooperation with the Society for the Dissemination of Sciences](#)

Evidence 30: [100 Books in 4 Years Workshop continues under the guidance of our Research Assistant Salih Tuna](#)

Evidence 31: [Calligraphy Classes with Calligrapher Hatice Karaoğlu Continue](#)

Exhibit 32: ["The Struggle to Understand the Holy Qur'an" Seminars with Prof. Dr. Kerim Buladı Continue!](#)

Evidence 33: [Free Literary Readings](#)

Evidence 34: [The Psychology of Religion Workshop organized by our research assistants Mahiyenur Oğuz and Hatice Temirak continues](#)

Evidence 35: [Faculty Students Accepted 3 Separate Projects from TUBITAK](#)

B.3.2. Measurement and Evaluation

Our faculty has measurement and evaluation processes shaped within the framework of student-centered teaching methods and techniques. This process aims to ensure the level of realization of the learning outcomes and program outcomes that students are expected to acquire in the courses. It is essential that students' active participation in the courses, individual development processes and the outcomes they produce at the end of the course are evaluated in a holistic manner.

In this context, the realization of program and course learning outcomes is checked by multiple measurement tools such as midterm exams, quizzes, homework, oral exams, project / design studies, performance tasks. In line with the student-centered approach adopted at the faculty, students are evaluated in a multidimensional and fair manner based not only on their exam grades, but also on their participation in the course and their progress in the process (See [Evidence 1](#)).

The planning and implementation of student-centered assessment and evaluation methods by instructors in their courses is ensured within the framework of Yalova University Associate Degree Education and Training Regulation (See [Evidence 2](#)), Yalova University Undergraduate Education and Training Regulation (See [Evidence 3](#)), YÖK's Procedures and Principles Regarding Distance Education in Higher Education Institutions (See [Evidence 4](#)) and Yalova University Distance Education Application and Research Center Regulation (See [Evidence 5](#)).

In our faculty, alternative assessment and evaluation practices that take into account the individual differences and learning levels of students are used effectively. In this direction, in the "Special Teaching Methods" course, each student was asked to prepare a lesson plan, create a course file and teaching materials; students made a practical course presentation in the classroom environment in line with this plan (See [Evidence 6](#), [7](#)). In addition, within the scope of the "Teaching Practicum" course, all pre-service teachers are expected to prepare a comprehensive portfolio reflecting their development throughout the process and documenting their learning outcomes (See [Evidence 8](#), [9](#)). In addition, in many other courses, students are encouraged to prepare original writings, presentations and research papers throughout the semester in order to ensure their active participation in the course and to develop their higher-level cognitive skills (See [Evidence 10](#)). Such products serve not only as assessment tools

but also as constructive feedback on the student's learning process. At the end of the semester, lecturers receive written feedback from students on the course process and teaching methods (See Evidence 11), which allows them to identify gaps based on students' perceptions and expectations and to update course content and teaching approaches accordingly in subsequent semesters.

On the other hand, in distance education courses, assessment and evaluation processes are similarly supported by multiple methods. In these courses, students are provided with online assignments, video-supported presentations and forum/interaction-based participation (See Evidence 12). In this way, different learning paths of students are recognized in the distance education environment and the assessment and evaluation process is more inclusive.

In the unupdated "course satisfaction survey", it was observed that student opinions on the assessment and evaluation of the course were only taken about the objectivity of the instructor and the quality of the questions (See Evidence 13), and more comprehensive questions were added by taking this issue into consideration in the survey update studies. Thus, the name of the updated questionnaire was changed to "Course and Instructor Evaluation Questionnaire" (See Evidence 14).

The data obtained from the instructor evaluation questionnaire for the 2024-2025 academic year reveals that various alternative methods (exams, homework, projects, etc.) are widely used in assessment and evaluation practices and are largely compatible with the course content (See Evidence 15). The majority of students reported that the assessment tools used were fair and understandable and aligned with the learning outcomes. However, it was also found that in some courses, feedback processes for exams and project applications were inadequate and more differentiated assessment tools were needed according to the level of learning. In line with all these findings, a recommendation report was prepared by the Education and Training Coordinatorship in order to review the assessment and evaluation strategies and to diversify them in accordance with the characteristics and learning levels of the students. In this direction, improvements in assessment practices were planned with awareness-raising activities for lecturers and a letter was written to all academic units to use multiple assessment methods such as homework, project, application, presentation, etc. in accordance with the scope of the course in order to further diversify the assessment methods used by the lecturers (See Evidence 16). In addition, as part of the Training of Trainers, "student-centered assessment and evaluation" training was provided to increase the competencies of instructors in this area (See Evidence 17).

Subject	B.3.2. Measurement and Evaluation
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Course Evaluation Surveys
	Definition of Measurement and Evaluation Tools through IMS
	Education and Training Development Commission Reports
	Faculty Board of Directors and Senate Decision Records
	Alumni Feedback
	External Stakeholder Opinion Collection Process
	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys

Performance Indicators	Integrated Quality Management System (IQMS)
	Annual reports
	Student satisfaction rates
	Course evaluation survey average (student evaluations) (in %)
	Proportion of courses using multiple assessment tools (exam, project, homework, etc.) (%)
	Number of courses with alternative assessment (portfolio, performance task, etc.)
	Course evaluation survey return rate (%)
	Student Satisfaction Survey Results
	Academic Staff Satisfaction Survey Results
	Administrative Staff Satisfaction Survey Results
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: Findings from mature student-centered assessment and evaluation practices in all areas are systematically monitored and the results of the monitoring are evaluated with stakeholders and measures are taken.

Evidence

Evidence 1: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 2: Yalova University Regulation on Associate Degree Education and Training

Evidence 3: Yalova University Undergraduate Education and Training Regulations

Evidence 4: YÖK's Procedures and Principles on Distance Education in Higher Education Institutions

Evidence 5: Yalova University Distance Education Application and Research Center Regulation

Evidence 6: Special Education Course File Preparation Assignment

Evidence 7: Special Education Course File Preparation Assignment Example

Evidence 8: Teaching Practice Portfolio Preparation

Evidence 9: Teaching Practice Portfolio Sample

Evidence 10: Examples of Alternative Measurement

Evidence 11: End of Semester Course Evaluation

Evidence 12: Distance Courses Alternative Methods

Evidence 13: Old Name Course Satisfaction Survey

Evidence 14: Newly Named Course and Instructor Evaluation Survey

Evidence 15: Course-Faculty Evaluation Survey

Evidence 16: [Increasing Measurement-Evaluation Methods Official Letter](#)

Evidence 17: [Training of Trainers on "Student-Centered Assessment and Evaluation"](#)

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

Yalova University Faculty of Islamic Sciences operates a systematic structure for the planning, implementation, monitoring and continuous improvement of learning-teaching processes and measurement and evaluation activities in line with the student-centered education approach. This structure is defined as an integral part of the institution's quality assurance policy, and student feedback is considered as one of the most important data sources in improving the quality of education and training processes.

Within the scope of orientation programs organized at the beginning of each academic year, new students are provided with general information about the faculty, as well as detailed explanations about feedback channels, their use and the impact of feedback on the process (See [Evidence 1](#), [2](#)). Thus, students take an active role in academic processes and directly contribute to a participatory quality culture. Student feedback is collected through multiple tools and methods summarized below and actively used in quality improvement efforts:

Course and Instructor Evaluation Surveys:

At the end of each semester, online surveys are administered for all courses via UBYS (University Information Management System) and students' evaluations on course content, teaching methods and instructors are collected. In order to increase participation, it is not possible to view grades without filling out the survey (See [Evidence 3](#)).

General Student Satisfaction Surveys:

It is administered at least once a year at the faculty and university level to measure student satisfaction levels in a wide range of areas from academic services to social support services. (See [Evidence 4](#))

Complaint, Suggestion and Request Mechanisms:

Online Suggestion/Complaint System: Students can provide feedback through a form accessible 24/7 on the faculty website, and applications can be tracked with a reference number (See [Evidence 5](#)).

Physical Suggestion Boxes: The box placed at the entrance of the faculty is emptied weekly and the contents are delivered to the administration. (See [Evidence 4](#))

Official Email and Social Media Channels: Faculty e-mail addresses and official social media accounts are actively managed and student feedback is responded to. (See [Evidence 7](#))

CIMER Applications: All notifications received through the Presidential Communication Center are recorded and responded.

Message to the Dean: Through the form on the website, students submit their requests directly to the Dean's Office, and the response process is carried out transparently (See [Evidence 8](#), [9](#)).

BKYS Satisfaction Management System Notification Form: With this system, which is accessed through the university's institutional digital quality platform, students can submit their complaints, suggestions or satisfaction notifications to the faculty through the quality unit. (See [Evidence 10](#))

Face-to-Face Meetings:

Students can communicate face-to-face with their academic advisors and lecturers at least three days a week, at least one hour each, during announced meeting hours. These hours are announced on the faculty website at the beginning of each semester (See Evidence 11).

Student Council and Representation:

In order to ensure the active participation of students in decision-making processes, faculty student representatives convey their views to the Senate and Faculty Administration through the Student Council (See Evidence 12).

All feedback collected is regularly analyzed and reported at the Education and Training Development Commission, Quality Assurance System Development Commission and Academic Board Meetings (See Evidence 13, 14). The results obtained are presented to the Faculty Management; corrective and preventive action plans are developed and implemented when necessary. The relevant corrective actions and decisions taken are evaluated within the scope of the "Check and Take Measures" phase of the PDCA cycle and integrated into the practices in each new period. Changes and improvement steps are communicated to students through the Faculty website, announcements and social media channels, thus completing the feedback loop (See Evidence 15).

Subject	B.3.3. Student Feedback (Course-Faculty-Program-General Satisfaction Surveys, Request and Suggestion Systems)
Application Areas	All Faculty (All departments) Programs Implemented at the Faculty of Islamic Sciences Faculty of Islamic Sciences Curriculum Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual Strategic Plan Student Course Evaluation Surveys Student (current-graduate) Surveys Official Social Media accounts Feedback Practices Ask the Dean Physical Complaint, Suggestion, Request and Satisfaction Boxes Online Suggestion and Complaint System
Performance Indicators	Integrated Quality Management System (IQMS) Participation rate in course-faculty evaluation surveys (%) Student (current-graduate) Surveys (%) Course Evaluation Survey (%) Number of applications received to the online suggestion-complaint system / response rate (%) Number of notifications received from physical boxes Number of improvement processes initiated as a result of feedback Number of information provided to students after feedback
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: The institution has adopted mature practices for receiving student feedback in line with institutional goals and in a sustainable manner; the institution has many unique and innovative practices in this context, some of which are modeled by other institutions.

Evidence

Evidence 1: Orientation Program Official Letter

Evidence 2: Orientation Program Website Announcement

Evidence 3: IMS Surveys

Evidence 4: General Student Satisfaction Surveys

Evidence 5: Complaint, Suggestion and Request Mechanisms

Evidence 6: Physical Suggestion Boxes

Evidence 7: Official Email and Social Media Channels

Evidence 8: Message to the Dean Website News

Evidence 9: Message to the Dean Form

Evidence 10: BKYS Satisfaction Management System Notification Form

Evidence 11: Face-to-Face Interviews

Evidence 12: Student Council and Representative Office

Evidence 13: Education and Training Development Commission Meeting Minutes

Evidence 14: Quality Assurance System Development Commission Meeting Minutes

Evidence 15: Faculty of Islamic Sciences Official Website

B.3.4. Academic Advising

In line with its student-oriented quality approach, Yalova University Faculty of Islamic Sciences conducts academic advising services within the framework of Yalova University Associate and Undergraduate Student Advising Application Directive (See Evidence 1). Each student enrolled in the faculty is assigned an academic advisor by the dean's office to provide guidance on academic, administrative and personal issues throughout the education process; advisor-student communication is carried out through the messaging module on UBYS (University Information Management System) (See Evidence 2). This system enables advisors to access students' academic information and establish effective communication. Faculty members are not limited to the students they advise, but also provide support to other students who apply to them on issues such as university adaptation, professional development and career planning. Students have direct access to the faculty member of their choice and can benefit from counseling services whenever they need them.

In order to meet with their students, faculty members set meeting hours at least three days a week, each for at least one hour, and these hours are announced on the official website of the faculty. Thus, students have regular, transparent and accessible access to counseling and academic support services (See Evidence 3). Advisor evaluation surveys are conducted at the end of each semester to measure students' satisfaction levels with advising services, the findings are shared with the relevant academic units and the quality of the advising system is monitored (See Evidence 4). In order to improve the system, the

Education and Training Development Commission is in charge; this commission makes decisions by taking into account the results of the advisor evaluation surveys and feedback from students (See Evidence 5), and the necessary arrangements are implemented by the Dean's Office (See Evidence 6).

At Yalova University, student satisfaction surveys are regularly conducted and the results are shared with the public on the university's official website (See Evidence 7, 8). Through this practice, students' perceptions of education and training processes, academic counseling services and administrative support mechanisms are measured, and a data-based basis is created for student-oriented improvement efforts. Questions such as "Have you had a meeting with your advisor during the semester?", "Your advisor sets and announces meeting times", "I can reach my advisor during the course registration week" are aimed at evaluating the accessibility, regularity and effectiveness of advising services. The survey also measures students' satisfaction level in areas such as course selection, academic development, information about university opportunities and solutions to personal problems. The results reveal that students need advisor support not only in the registration process but also in academic and personal development processes and that the quality of this support directly affects student satisfaction.

According to the results of the Academic Advisor Satisfaction Survey (with an average overall satisfaction level of 3.7), it was found that the frequency of students' meetings with their advisors was low (41% of students never met with their advisors, 18% met with their advisors only once) and that the meeting hours announced by the advisors were not fully complied with (See Evidence 4). In line with these evaluations, it was decided and put into practice to announce the consultancy meeting hours of the instructors both on the faculty website and on the bulletin board on the door of the relevant instructor (See Evidence 3).

In order to improve the quality of advising services, evaluations were made at the first meeting of the Education and Training Development Commission held on 05.06.2025 (See Evidence 9) and the second meeting held on 12.06.2025 (See Evidence 10); practices that need to be improved such as holding regular information meetings with students at the beginning of the semester and conducting the advising process in a more planned and accessible manner were identified. All these processes are monitored within the scope of the PDCA (Plan-Do-Check-Act) cycle, recommendations are implemented by the Dean's Office and the quality assurance culture is strengthened by providing feedback to students.

Subject	B.3.4. Academic Advising
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Student Course Evaluation Surveys
	Counselor Interview Hours
	Student (current-graduate) Surveys
	Records of Counseling Meetings (via UBYS - Semesterly)
	Education and Training Development Commission Reporting
	Student Feedback Channels (Apart from surveys, e-mail, physical box, WhatsApp, CIMER, etc.)
Performance Indicators	Integrated Quality Management System (IQMS)
	Consultant Evaluation Survey satisfaction rates
	Rate of students reaching their advisors (%)

	Number of student interviews conducted by academic advisors through UBYS system
	Number of consultancy reports prepared by the Education and Training Development Commission
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: The findings obtained from the practices related to academic advising at the institution are systematically monitored and measures are taken by evaluating the monitoring results together with stakeholders.

Evidence

Evidence 1: Yalova University Associate and Undergraduate Student Counseling Application Directive

Evidence 2: UBYS System

Evidence 3: Instructor Interview Hours (2024-2025)

Evidence 4: Student Academic Advisor Satisfaction Survey

Evidence 5: Education and Training Development Commission Meeting Minutes

Evidence 6: Official Letter Requesting Dean's Office Faculty Meeting Hours

Evidence 7: Student Satisfaction Surveys

Evidence 8: Student Satisfaction Surveys Website

Evidence 9: Minutes of the First Meeting of the Education and Training Development Commission

Evidence 10: Minutes of the Second Meeting of the Education and Training Development Commission

B.4. Teaching Staff

All processes regarding the recruitment of academic staff, their appointment to academic staff, their promotion to academic positions, and their assignment in education and training activities are carried out in an open, transparent and defined manner in line with the relevant legislation and institutional directives. Based on the Yalova University Directive on Promotion and Appointment of Academic Staff, the appointment and promotion procedures of academic staff are carried out in line with the proposal of the Head of the Department and the evaluation of the Faculty Executive Board based on the academic staff needs of the relevant Department. All vacancy announcements, application conditions, qualifications and jury evaluation criteria are determined in detail at the announcement stage and shared with the public. Thus, all stages of the selection process are carried out based on objective and auditable criteria. Full compliance with the regulations of the Council of Higher Education (YÖK) is observed at all stages, from the announcement of the vacancy, to the application and jury evaluation, to the final appointment decisions.

The faculty employs a sufficient number of academic staff for each academic field; thus, course distribution is planned in a balanced manner and faculty members are ensured to teach courses in line with their field specializations. In this context, course assignments are planned in line with the recommendations of the Department Heads and finalized by the Faculty Executive Board. This practice both increases the academic quality of the education process and makes it possible to effectively use the areas of specialization of the faculty members.

On the other hand, the faculty organizes professional development programs, trainings for trainers, seminars and workshops on a regular and planned basis in order to support the professional development and teaching competencies of the teaching staff. In this context, various in-service trainings on new or innovative teaching methods, active learning techniques, digital pedagogical skills, and contemporary assessment and evaluation approaches are offered, and faculty members are encouraged to actively participate in these programs. Thanks to these programs, the pedagogical equipment of faculty members is kept up-to-date and the quality of learning-teaching processes is continuously improved.

All these arrangements ensure that faculty members work in accordance with institutional quality assurance policies, continue their academic development and contribute effectively to education and training activities. Processes are also regularly monitored within the framework of the quality cycle approach and updated and improved in line with the needs.

B.4.1. Criteria for Appointment, Promotion and Assignment

In our institution, there are defined, legislation-based and systematic practices regarding the appointment, promotion and course assignment processes of academic staff. These processes are based on the principles of transparency, objectivity and merit; all procedures are carried out within the framework of applicable national legislation and internal regulations of the university. The institution has determined the minimum conditions that allow for the objective measurement of candidate competence in promotion and appointment to faculty positions, and these criteria are applied on the basis of both the Higher Education Law and Yalova University Directive on Promotion and Appointment to Faculty Members (See Evidence 1, 2). In this context, the criteria sought for candidates to be appointed to faculty positions are defined in line with Articles 23, 24, 26 and 65 of the Higher Education Law No. 2547, the relevant "Regulation on Promotion and Appointment to Faculty Membership" and the minimum conditions determined by Yalova University.

The staff planning process is carried out by the Departments at the beginning of each year in line with the needs of the faculty and submitted to the Faculty Executive Board through the Department Head (See Evidence 3). Staffing requests approved by the Faculty Executive Board (See Evidence 4) are forwarded to the Presidency of the Council of Higher Education (YÖK) through the Rectorate and the approved positions are announced to the public as an official announcement by the Rectorate (See Evidence 5). In addition to the documents specified in the Higher Education Law and the relevant regulations, candidates applying for the advertised positions are asked to submit the documents requested in the Yalova University Directive on Promotion and Appointment to Faculty Membership (See Evidence 1).

The evaluation of candidates is carried out with a multidimensional perspective and is based on comprehensive criteria such as scientific research and publication activities (articles published in international refereed journals, books, congress papers, number of citations), contributions to scientific organizations (congress organization, editing, refereeing duties), research and development projects carried out or contributed to, graduate thesis consultancy, undergraduate and graduate courses. This evaluation process is carried out by the jury members formed by the relevant Department Head in line

with objective criteria, and the appointment process is completed in line with the evaluation reports (See Evidence 1). It is seen that the scoring system used in the appointment and promotion processes not only considers the diversity of publications, but also encourages the academic quality of the faculty member to continuously improve. In this respect, the faculty evaluation system of our faculty reflects an understanding that supports the sustainability of academic performance and prioritizes quality and can be considered as one of the strengths of our faculty.

The course assignments of the lecturers are made on the basis of academic field expertise and finalized with the decision of the Faculty Executive Board in line with the planning of the relevant Department Heads and Department Heads. In cases where there are not enough lecturers in the field, lecturers from nearby branches are assigned; if this option is not possible, external assignment is used in accordance with Article 31 of the Higher Education Law No. 2547. In this way, continuity in the academic activities of the faculty and uninterrupted quality of teaching are ensured and it is guaranteed that students take courses in accordance with their field competencies.

Upon the determination that the current course assignment forms do not require a justification for the lecturers who are assigned to teach outside the institution, a section on the justification for assigning courses outside the department has been added to the newly created "Lecturer Course Assignment Form" (See Evidence 6). These forms were used for course assignments in the spring semester of 2024-2025, and these forms provide more information about the competencies of those who will teach outside the institution or the requirements of the needs of the programs.

At the meeting of the Education and Training Development Commission, it was identified that there was a lack of data to monitor the perceptions and satisfaction levels of academic staff regarding the appointment, promotion and assignment processes. Accordingly, it was suggested that a new questionnaire form be developed for academic staff in order to carry out self-assessment studies under the heading B.4.1 Criteria for Appointment, Promotion and Assignment in a more grounded manner.

The Commission considered it appropriate to include the following headings in this questionnaire form:

- Clarity and understandability of appointment and promotion criteria,
- Transparency and objectivity of processes,
- How academic performance indicators (publications, projects, consultancy, etc.) are evaluated,
- Effectiveness of information and support mechanisms of the faculty administration,
- The level of participation of academic staff in the process and their contribution opportunities.

In this context, the Commission suggested that the following question items be added to the survey form:

- I think that the criteria for appointment and promotion are clearly and comprehensibly defined.
- I think that the appointment and promotion processes are carried out in a transparent manner.
- I believe that the appointment and promotion process is based on objective criteria.
- Academic performance (publications, projects, thesis consultancy, etc.) is evaluated fairly in the promotion process.
- I am informed about the appointment and assignment processes in a timely manner.
- I believe that promotion criteria are associated with the distribution of duties within the faculty (commission membership, coordinatorship, etc.) in a balanced manner.
- The appointment and promotion process encourages personal development.
- The opinions of academic staff are taken into account in updating the promotion criteria.
- My academic performance is evaluated fairly and holistically during the promotion process.
- Faculty management produces policies to support the academic development of academic staff.

The Commission recommended that this survey should be prepared in cooperation with the Education and Training Coordinatorship and the Quality Commission and administered at the beginning of the 2025-2026 academic year and the results should be analyzed and used in improvement processes (See Evidence 7).

All these processes are planned, executed and monitored in line with the faculty's quality assurance approach. When necessary, corrective and preventive measures are taken to ensure the sustainability of education and training processes and to protect academic quality; in this context, the Faculty Executive Board and relevant commissions hold regular evaluation meetings.

Subject	B.4.1. Criteria for Appointment, Promotion and Assignment
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Faculty Executive Board Decisions
	Norm Staff Planning
	Academic Announcements
	In-Service Training Participation Records (Annual)
	Academic Staff Satisfaction Survey (Annual)
	Education and Training Development Commission Reports
Performance Indicators	Integrated Quality Management System (IQMS)
	Average Appointment and Promotion Criteria Scores for Professorship positions.
	Average Appointment and Promotion Criteria Scores for Associate Professors.
	Average Appointment and Promotion Criteria Scores for the positions of Assistant Professors.
	Average Appointment and Promotion Criteria Scores for Research Assistant positions.
	Average Appointment and Promotion Criteria Scores for Lecturer positions.
	Number of academic vacancy announcements
	Number of appointed/promoted academic staff
	Compliance rate of assignment decisions with the specialization area of the Department (%)
	Number of courses given by academic staff (related to their area of specialization)
	Number of in-service trainings / seminars attended
	Ratio of academic staff participating in in-service trainings (%)
	Average academic staff satisfaction survey
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)

Maturity Level: The results of the criteria applied for appointment, promotion and course assignment are systematically monitored and measures are taken by evaluating the monitoring results with stakeholders.

Evidence

Evidence 1: Yalova University Directive on Promotion and Appointment of Faculty Members

Evidence 2: Higher Education Law

Evidence 3: Department Head Staffing Request

Evidence 4: Tenure Requests Approved by the Faculty Executive Board

Evidence 5: public announcement as an official announcement

Evidence 6: Instructor Course Assignment Form

Evidence 7: Minutes of the Third Meeting of the Education and Training Development Commission

B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)

In accordance with the processes defined in the Quality Manual, the faculty conducts various practices to improve the competencies of the teaching staff in the teaching process (See Evidence 1). The faculty employs a sufficient number of instructors in each field to carry out education and academic activities; the courses in the program are carried out by instructors in parallel with the course intensity of the departments (See Evidence 2).

The teaching competencies of the lecturers are evaluated by the students at the end of each semester through Course Evaluation Questionnaires administered through UBYS (University Information Management System) (See Evidence 3). The results of the questionnaires can be viewed by the instructor of the relevant course through the system; the findings obtained are discussed with all instructors in academic committees and the aspects that need to be improved in terms of course content and teaching methods are discussed and suggestions for improvement are developed (See Evidence 4).

In our university, regular trainings aiming to increase the teaching competencies of academic staff are planned and carried out by our external stakeholders, the Personnel Department and the Distance Education Application and Research Center. (See Evidence 5, 6) These trainings are carried out by trainers who are experts in their fields in line with the demands and needs of the academic staff, and are regularly planned and sustained every year (See Evidence 7).

These trainings, which are organized on topics such as effective use of digital teaching materials, program objectives and competencies, course curriculum preparation, presentation techniques and tools, exam preparation techniques, and assessment and evaluation methods, aim to enable instructors to master contemporary teaching methods and techniques and to actively apply these skills in their courses (See Evidence 7). In addition, in line with the needs analyses conducted within the faculty, the areas open to the development of the lecturers and the requested training topics are determined; trainings of

trainers are planned specifically in these areas and teaching competencies are continuously improved (See Evidence 8, 9).

Activities to support the professional development of academic staff are planned based on regular needs analysis and survey results. According to the 2023 Academic Staff Satisfaction Survey, some of the faculty members requested development in areas such as project preparation, international academic collaborations (e.g. Erasmus+), effective teaching methods and assessment and evaluation techniques (See Evidence 10). In the same questionnaire, the average level of responses to the statement "The faculty management provides sufficient training and activities that will contribute to my academic development" also supports this need (See Evidence 10). In this context, in-service training activities were organized for academic staff on themes such as preparing TÜBİTAK and BAP projects, Erasmus+ staff mobility and application processes, effective presentation techniques, and diversification of assessment and evaluation tools (See Evidence 11, 12, 13, 14, 15, 16, 17).

Although trainings are carried out on a unit and department basis in order to improve the teaching competencies of academic staff at our university (See Evidence 7), in order to ensure that these practices are widely implemented throughout the university, the train-the-trainer topic suggestions prepared by the Education and Training Coordinatorship to increase the education and training competencies of academic staff were presented for the evaluation of academic staff through a survey. According to the results of the survey, the most needed and requested train-the-trainer programs were added to the activity plans and implemented in 2025 (See Evidence 9, 18, 19, 20).

In the meeting numbered 2025/02 of the Education and Training Development Commission, it was evaluated that participation in "Training of Trainers" programs should be encouraged in order to increase the teaching skills of academic staff; in this context, it was unanimously decided to make a recommendation to the Dean's Office to consider participation in such programs as a criterion in academic staff appointment and reappointment processes (See Evidence 21).

In the data obtained from the Academic and Administrative Staff Satisfaction Surveys for the years 2022 and 2023, it was observed that a significant number of negative opinions were expressed that the job and job descriptions of the staff were not clear enough. This situation has revealed the need for clarity in academic and administrative processes and has brought to the agenda the need for improvement to standardize job descriptions and process steps (See Evidence 22). In this framework, detailed workflow charts have been developed for many processes and procedures within the faculty, such as course assignments, tenure requests, exam fees, leave processes, academic promotion procedures, etc., and shared openly with all staff on the faculty web page. These diagrams systematically explain the application, evaluation, approval and finalization steps of the processes, ensuring unity of practice and facilitating time management (See Evidence 23).

Subject	B.4.2. Teaching Competence (Active Learning, Distance Education, Assessment and Evaluation, Innovative Approaches, Material Development, Competency Acquisition and Quality Assurance System)
Application Areas	All Faculty (All departments) Programs Implemented at the Faculty of Islamic Sciences Faculty of Islamic Sciences Curriculum Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual Strategic Plan Student Course Evaluation Surveys Student satisfaction surveys

	Academic Staff Satisfaction Surveys
	Education and Training Development Commission Meetings
	Training of Trainers Participation Lists
Performance Indicators	Integrated Quality Management System (IQMS)
	Average of Instructor Satisfaction from Student Evaluation Surveys
	Number of Programs Organized for Training of Trainers in the Institution
	Faculty Member Receiving Training within the Scope of Training of Trainers Program at the Institution
	Number of Educational Trainings, Seminars and In-Service Courses Attended by Faculty Members
	Ratio of Effective Use of Distance Education Systems by Instructors
	Academic Staff Satisfaction Survey Rates
	Obtaining Training of Trainers Certificate
	Student Satisfaction Surveys
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: The findings obtained from the practices carried out to improve the teaching competence of the institution's teaching staff are systematically monitored and measures are taken by evaluating the monitoring results together with stakeholders.

Evidence

Evidence 1: Quality Manual

Evidence 2: YUIF Academic Staff

Evidence 3: Course Evaluation Surveys

Evidence 4: 2024-2025 Academic Board Meeting Website News

Evidence 5: Department of Personnel Website

Evidence 6: Distance Education Application and Research Center Website

Evidence 7: In-Service Trainings to Improve Teaching Competence

Evidence 8: In-Service Training Request

Evidence 9: Training of Trainers

Evidence 10: 2023 Academic Staff Satisfaction Survey

Evidence 11: March 2025 Training on Project Writing and Project Processes in Social Sciences

Evidence 12: Project Writing and Project Processes Training in Science in March 2025

Evidence 13: "Project Writing Training" was organized in cooperation with Yalova University and Provincial Directorate of National Education

Evidence 14: [Erasmus+ KA1 and KA2 Project Writing Training Held](#)

Evidence 15: [Erasmus+ KA1 and KA2 Project Writing Training](#)

Evidence 16: [2209-A University Students Research Projects / 2209-B University Students Research Projects for Industry Support Program Training](#)

Evidence 17: [TUBITAK Projects in the Field of Theology Discussed in Yalova](#)

Evidence 18: [Training of Trainers Program Certificate Ceremony News](#)

Evidence 19: [Training of Trainer Program in Progress News](#)

Evidence 20: [Training of Trainers Participation](#)

Evidence 21: [Second Meeting Minutes of the Education and Training Development Commission](#)

Evidence 22: [Academic and Administrative Staff Satisfaction Surveys](#)

Evidence 23: [Work Flow Charts](#)

B.4.3 Incentives and Rewards for Educational Activities

The Faculty directs its academic and administrative staff and students to exemplary activities in the fields of education, research and social contribution, and supports their work in this direction with an incentive and reward system. These practices aim not only to recognize individual achievements, but also to increase institutional belonging and strengthen internal motivation.

As stated in the Quality Handbook (See Evidence 1), incentive and rewarding practices are carried out by the Rectorate of Yalova University and are carried out in line with the principles and criteria set out in the Yalova University Science, Art, Service and Incentive Awards Directive and Administrative Staff Award Directive (See [Evidence 2](#)). Incentives and awards are planned to include academic and administrative staff as well as students; the awards given at the faculty level can be in the form of financial contributions or non-material rewards such as congratulatory messages, certificates of appreciation or certificates of superior achievement (See Evidence [3](#)).

Practices include recognizing academic staff who develop innovative methods in the field of education and training, rewarding faculty members and students who develop exemplary projects in the field of social contribution, rewarding staff who receive awards given within the university or by public institutions also by the faculty, and recognizing individuals or groups within the faculty who have a positive impact on the academic community and the student community with their exemplary practices. These awards are valid as long as they are documented and are usually presented at the Academic Opening Ceremony at the beginning of the academic year (See [Evidence 4](#), [5](#)).

In addition, in order to strengthen social cohesion within the institution, congratulatory and get-well messages are systematically published on important individual developments; congratulatory messages are shared about staff and students who get married, have children, have their children married or circumcised, publish books, publish works in prestigious international publications, have projects supported or successfully completed, assume new positions or duties, graduate with high honors, or successfully defend their thesis. Similarly, messages of condolences or get well soon messages are also shared via institutional e-mail, WhatsApp groups or social media channels for students and staff in cases of illness, accidents or bereavement (See [Evidence 6](#), [7](#), [8](#), [9 10](#),, [10](#), [11](#), [12](#), [13](#), [14](#)).

The incentive and rewarding process is integrated into the quality assurance system. In this context, the process is monitored in terms of quality by the Quality Assurance System Development Commission

and in terms of education by the Education and Training Development Commission; the commissions submit their findings and proposals regarding the process to the Dean's Office at the beginning of each semester and the evaluation and recommendations of the reports received at the end of each semester (See Evidence 15). In line with the commission evaluations, the Dean's Office plans and implements the necessary improvements by taking the opinions of internal and external stakeholders.

Subject	B.4.3 Incentives and Rewards for Educational Activities
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Incentive and Award Scheme
	Academic Board Evaluation Meetings
	Satisfaction Surveys
	Stakeholder Views
Performance Indicators	Integrated Quality Management System (IQMS)
	Academic Staff Satisfaction Rate (in %)
	Sent Message Data
	Number of Incentive Mechanisms
	Number of Academic Staff Awarded
	Number of Academic Staff Receiving Academic Incentives
	Proportion of People Awarded for Innovative Practices in the Field of Education and Training
	Number of Awards and Certificates Given to Students (Achievement, Participation, Social Contribution, etc.)
	Ratio of People Awarded with Recognition/Ceremony at Academic Opening
	Number of Incentivized Scientific, Artistic or Social Contribution Projects Frequency of Sharing Social Appreciation and Information Messages within the Organization
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: The findings obtained from the practices related to encouraging and rewarding the teaching staff of the institution are systematically monitored and the monitoring results are evaluated together with the stakeholders and measures are taken.

Evidence

Evidence 1: Quality Manual

Evidence 2: Science, Art, Service and Incentive Awards Directive

Evidence 3: [Administrative Staff Reward Directive](#)

Evidence 4: [Academic Opening Ceremony Announcement](#)

Evidence 5: [2023-2024 Academic Year Opening and Robe Wearing Ceremony Held News](#)

Evidence 6: [WhatsApp Group Greeting](#) Examples

Evidence 7: [Evaluation with Prof. Tahir Yaren, who retired from the Department of Philosophy and Religious Sciences](#)

Evidence 8: [Dr. Dilek Tekin from the Department of Hadith was awarded the title of "Associate Professor"](#)

Evidence 9: [Associate Dean Esra Yıldız was awarded the title of "Associate Professor"](#)

Evidence 10: [Research Assistant. Assist. Abdurrahman Huzeyfe Karadeniz was awarded the title of "Doctor"](#)

Evidence 11: [Assoc. Prof. Dr. Ali Tekin won TUBITAK 2219 Research Fellowship Abroad](#)

Evidence 12: [Research Assistant. Assist. Hatice Karadeniz was awarded the title of "Doctor"](#)

Evidence 13: [Research Assistant. Assoc. Ahmet Şaban Altınışık was awarded the title of "Doctor"](#)

Evidence 14: [Lecturer Muhammet Ali Erdal was awarded the title of "Doctor"](#)

Evidence 15: [Minutes of the 3rd Meeting of the Education and Training Development Commission](#)

B.5. Learning Resources

Our institution offers rich and diverse learning resources to effectively support students' learning processes. These resources are designed to respond to students' individual learning speeds and learning styles by structuring them to be accessed both face-to-face and digitally. Reading room facilities, national and international digital databases, open access course materials, supplementary resources prepared by faculty members, online platforms and academic counseling services are among the main tools that support the learning process.

Library services provide students with fast and easy access to printed and electronic resources, and also enable them to search the literature they need for their research and project work. In addition to the physical collection offered at the University Library, faculty students can also benefit from online catalogs, full-text e-books and periodical archives. In addition, academic databases are accessible both on campus and remotely, providing uninterrupted access to up-to-date scientific articles and resources.

Students' access to course content and supplementary materials is provided through the University Information Management System (UBYS); lecture notes, presentations, application examples and supplementary materials prepared by lecturers are made available to students. This system also supports the process of self-study outside the classroom and strengthens students' responsibility for independent learning.

On the other hand, digital content is kept up-to-date through open access resources and online course platforms; innovative resources such as video lectures, podcasts, webinars and virtual library services contribute to students' time and space independent learning. Academic advising services also guide students to use their access to resources efficiently and provide support in selecting appropriate resources according to their individual learning needs.

All these learning resources are regularly updated in line with student feedback, internal and external stakeholder contributions and evaluations made in academic boards; they are diversified according to needs and developed with a continuous improvement approach. In this way, our faculty aims to provide its students with a contemporary learning environment that facilitates access to quality information, increases information literacy and supports lifelong learning skills.

B.5.1. Learning Resources

Yalova University Faculty of Islamic Sciences attaches great importance to the planning, use and continuous development of learning resources by adopting a student-centered and contemporary education approach. The faculty offers a variety of physical and digital resources to support students' academic and personal development and guarantees the accessibility of these resources for all students.

Physical Learning Environments:

The faculty provides learning spaces such as classrooms, seminar rooms, reading areas and computer infrastructure in appropriate quality and quantity; classrooms are equipped with modern educational technologies (projectors, internet connection, etc.) (See Evidence 1). Weekly usage plans for classrooms are prepared before the start of the semester and updated in line with the feedback of students and instructors. Physical arrangements suitable for disabled students are made in all spaces and the principle of accessibility is meticulously followed.

Social and common areas such as masjid, canteen, garden area, conference hall, lecture hall, lecture hall and dining hall within the campus area of our faculty are structured in a way to support not only the academic development of students, but also their social, cultural and spiritual needs. The natural location of the campus with a sea view allows students to relax, socialize and spend productive time outdoors.

The masjid is a quiet, organized and accessible space where students and academic/administrative staff can perform their prayers in a peaceful environment. This area, where Friday prayers can be performed collectively, is not only for individual worship, but also hosts lectures, conversations and spiritual development activities organized from time to time. In this respect, the masjid functions as a multifaceted social space that contributes to students' religious and spiritual development (See Evidence 2, 3).

The café is a relaxation area where a variety of hot and cold drinks and snacks are served, as well as seating areas overlooking the sea, providing students with a calm, social and peaceful environment. It provides opportunities for chatting, short-term self-study and social interaction between classes (See Evidence 4).

The garden area is structured as a learning and resting environment in touch with nature. Students can work individually or in groups in this area, and some courses can be taught outdoors. In addition, the opportunity to spend time against the sea view increases students' mental rest and motivation (See Evidence 5).

The conference hall is used for seminars, panels, workshops and various academic/cultural events, and provides an effective communication and sharing environment for student organizations and faculty members (See Evidence 6).

The lecture hall is actively used for lectures for large groups of students, as well as for activities such as talks and cultural events (See Evidence 7).

The dining hall is a dining area that prioritizes the healthy and balanced nutrition of students and serves in accordance with hygiene conditions. With its large capacity, it meets the student density and improves its service quality with regular improvements (See Evidence 8).

These social spaces enrich students' campus life and strengthen their sense of social belonging along with academic success. They are regularly monitored in line with student and staff feedback and necessary improvements are planned and implemented.

Library and Information Resources:

The faculty has a computer-equipped reading room for course work, research and group work. The reading room contains basic resources in the fields of Islamic sciences and social sciences, and students can make use of this area for both individual and small group studies (See Evidence 9, 10). The reading room is open during working hours on weekdays, and during exam periods the hours are extended in line with student needs. In addition, students can use Yalova University Central Library to access larger collections (See Evidence 11).

Department meeting rooms have been allocated to academic staff in order to enable them to carry out their academic studies and collective evaluations more efficiently. These spaces are used for activities such as departmental meetings, research group work, discussion sessions, and scientific seminar preparations, thus supporting the sustainability of academic production supported by physical and digital resources (See Evidence 12).

Digital Learning Resources:

The faculty continuously strengthens its digital resource infrastructure; academic contents (books, articles, theses, dissertations, papers, reports, etc.) produced within the university are shared in the Open Access system in accordance with copyright. Students and faculty members can access current literature and benefit from online academic resources by accessing licensed databases such as AYEUM (See Evidence 13). The University Information Management System (UBYS) is actively used; lecture notes, presentations, video recordings and additional materials are uploaded to the system, allowing students to access course content regardless of time and place (See Evidence 14). Some courses are conducted on online interactive platforms and lecture videos are recorded for replay (See Evidence 14).

Management and Improvement of Learning Resources:

The faculty operates a systematic feedback and monitoring mechanism to improve the effectiveness of learning resources. The Research and Development Commission regularly evaluates the adequacy and availability of resources (See Evidence 15). In addition, the accessibility and timeliness of learning resources are constantly reviewed in order to maintain quality education activities. In this context, when the satisfaction survey feedback received from students is analyzed, it is seen that there are expectations for diversifying learning materials and facilitating access to resources (See Evidence 16). In this context, efforts to develop and improve facilities and infrastructures throughout the institution continued in 2024. The insufficient capacity of our university's student cafeteria was stated in the Monitoring Report of 2022. Accordingly, the dining hall usage times were extended and students were allowed to eat until 18:00, thus eliminating the problem of waiting in long queues (See Evidence 17). The tender process for a new dining hall project has been completed to replace the dining hall, which was deemed inadequate in terms of capacity as well as building quality. This building, which will also include the library building, is planned to be completed in 2027 (See Evidence 18). Again, in the Monitoring Report for 2022, it was determined that the student satisfaction rate for student automation remained around 3

and below (See Evidence 19). At the end of 2024, it was revealed in the Big Data Coordinatorship report that the satisfaction rates in the relevant items were realized above 3 (See Evidence 20).

In the 2024-2025 academic year, in order to reduce the transportation problems of our female students staying in the Credit and Dormitories Institution, which is located opposite our university, an overpass was built on the Çınarcık road by the General Directorate of Highways for access from the dormitories to the campus (See Evidence 21).

In line with the requests from the faculty members of our faculty, attempts are also made to provide new works in order to add qualified academic resources to the collection to support the education and training processes. In this context, upon the suggestion of one of the faculty members of our Faculty, a book series published by Ankara University Faculty of Language, History and Geography, which offers qualified content in the field of Islamic Sciences, was requested to be added to the faculty collection. The request in question was evaluated by the Dean's Office of our Faculty upon the faculty member's application dated 06.09.2024 (See Evidence 22) and officially communicated to Yalova University Library and Documentation Department with a cover letter dated 09.09.2024 (See Evidence 23). As a result of the evaluation made by the Department of Library and Documentation, an official application was made to the Rectorate of Ankara University with the letter of Yalova University Rectorate dated 17.09.2024 and numbered E-72789665-146.04-00010240837 (See Evidence 24). Based on this letter, Ankara University provided a positive response; the requested works were obtained by donation in the same year and were added to both the Yalova University Central Library collection and the library within our Faculty (See Evidence 25, 26).

This process shows that instructor requests are evaluated and included in the institutional functioning, and that a needs-based, transparent and collaborative approach is adopted in the development of library resources. In addition, supporting education and training processes by improving the quality of teaching materials is maintained as part of the quality assurance system.

Subject	B.5.1. Learning Resources
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Student Satisfaction Surveys
	Academic Staff Feedback
	Education and Training Development Commission Reports
Performance Indicators	Integrated Quality Management System (IQMS)
	Staff and Student Satisfaction Rate
	Education Budget and Changes over the Years
	Total Number of Printed and Digital Resources in the University Library
	Number of Student and Staff Access to Electronic Databases (e.g. AKAGEV, AYEUM)
	Ratio of Students' Access to Course Materials via UBYS
	Rate of Implementation of Accessible Learning Resources for Students with Disabilities
	Quantitative Data on Learning Resources
	Faculty Bulletin

Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: In our institution, these resources are managed to provide sufficient and accessible learning resources in terms of quality and quantity in all areas. The results of the practices carried out in this direction are monitored and measures are taken by evaluating the monitoring results. Resources are diversified in case of any need and demand.

Evidence

Evidence 1: Classroom Visuals

Evidence 2: Female Masjid Images

Evidence 3: Male Masjid Visuals

Evidence 4: Café Visuals

Evidence 5: Garden Area Images

Evidence 6: Conference Hall Visuals

Evidence 7: Amplifier Visuals

Evidence 8: Dining Hall Visuals

Evidence 9: YUIF Reading Room

Evidence 10: Reading Room Visuals

Evidence 11: YU Central Library

Exhibit 12: Department Room Visuals

Evidence 13: Yalova University e-Library

Evidence 14: ICMS Online Resources

Evidence 15: Research and Development Commission Meeting Minutes

Evidence 16: Internal Stakeholder Surveys

Evidence 17: Dining Hall Menu

Evidence 18: Dining Hall and Library Building Groundbreaking

Evidence 19: Former Student Satisfaction Rate

Evidence 20: New Student Satisfaction Rate

Evidence 21: Flyover Visuals

Evidence 22: Collection Request Letter by a Faculty Member

Evidence 23: [Official Letter Sent by the Faculty Dean's Office to Yalova University Library and Documentation Department](#)

Evidence 24: [Request Letter from the Department of Library and Documentation to Ankara University](#)

Evidence 25: [Ankara University Faculty of Languages, History and Geography Approval Letter and Book Submission Documents](#)

Evidence 26: [Image of the Collection](#)

B.5.2. Social, Cultural, Sportive Activities

At Yalova University Faculty of Islamic Sciences, all activities carried out to contribute to the social, cultural and sports development of students are planned and implemented in cooperation with the Department of Health, Culture and Sports, student clubs and relevant academic-administrative stakeholders (See [Evidence 1](#)). These activities aim to support the all-round development of students and ensure their active participation in social life as self-confident individuals.

Student clubs, which are organized throughout the University within the framework of the Regulation on the Regulation on the Organization of Extracurricular Student Activities at Yalova University (See [Evidence 2](#)) and the Regulation on the Implementation of the Department of Medico-Social Health, Culture and Sports Affairs of Higher Education Institutions (See [Evidence 3](#)), organize social, cultural, scientific and artistic activities in accordance with the interests of the students of the Faculty, and students can organize organizations that contribute to their personal and professional development through the clubs they establish within the Faculty or with the guidance of the Faculty (See [Evidence 4](#)). The necessary coordination is provided for the clubs to operate effectively and efficiently, and their event requests are evaluated by the Rectorate and the necessary logistical and organizational support is provided (See [Evidence 5](#)).

In addition, the University Student Council operates in order to protect and develop the academic, social, cultural and sports needs of students enrolled in Yalova University Associate, Undergraduate and Graduate programs, and to ensure effective communication between the administrative bodies and students. The Student Council carries out its activities in line with the provisions of the Student Council Directive and strengthens student representation (See [Evidence 6](#)).

The central campus where the faculty is located is equipped with the necessary facilities to enrich students' social lives. In this context, various facilities such as indoor and outdoor sports fields, sports halls, walking paths, fields suitable for field sports are available within the university, and students can benefit from these facilities at all hours of the day. In addition, multi-purpose halls for cultural and scientific activities such as panels, congresses, seminars, exhibitions, theaters and concerts are also available for students (See [Evidence 7](#), [8](#), [9](#)). All social, cultural and sporting events to be held at the faculty level are announced on the faculty's official web page and social media accounts; visual and written reports are shared on these platforms after the event (See [Evidence 10](#), [11](#), [12](#), [13](#)).

Yalova University Faculty of Islamic Sciences adopts a holistic approach by caring not only about the academic development of students, but also their social and economic welfare. For students in need of financial support, there are various social support mechanisms run by the Faculty Dean's Office. Taking into account the socio-economic information declared by the students during their enrollment, the observations of the lecturers and the notifications of the class representatives, needs analyses are carried out and the need for support is determined through one-to-one interviews when deemed necessary. In this context, donations organized on a voluntary basis or with the support of philanthropic organizations

provide students with cash aid, educational materials, clothing and stationery support. These supports are carried out within the framework of transparency and fairness principles.

In addition, within the framework of the Rectorate's Part-Time Student Employment Directive (See Evidence 14), students who meet certain conditions are employed part-time for certain hours per week within the scope of the faculty quota, earning income and gaining work experience (See Evidence 15). Within the scope of this program, the students of our faculty actively benefited from this practice by working in various positions in the faculty units (See Evidence 16). The faculty also offers lunch scholarships to its students. Students who apply and are found eligible can benefit from free lunch throughout the academic year. Students apply for this scholarship at the beginning of each semester and are re-evaluated, and eligible students receive services in the cafeteria through their student cards (See Evidence 17, 18).

The "İŞKUR Youth Program", launched in 2024 in cooperation with Yalova University and İŞKUR, is an important practice that aims to support university students' prepared participation in the labor market (See Evidence 19, 20, 21, 22, 23). Within the scope of the program, temporary employment opportunities are offered to students, aiming to provide them with professional experience, support their personal development and raise their awareness of social responsibility. Students who take part in various tasks in university units are both supported economically and gain important gains in working life. The students of our faculty were also involved in this practice and actively contributed to the process (See Evidence 24).

The faculty organizes social, cultural and sporting activities in which students also plan and participate (See Evidence 25, 26, 27). The university's social contribution policy, strategic goals and plans are taken into account in all social, cultural and sporting activities organized at the faculty level; annual plans are prepared and implemented by taking the opinions of internal and external stakeholders. Such activities are also reflected on the social transcript in addition to the student's diploma (See Evidence 28).

Subject	B.5.2. Social, Cultural, Sportive Activities
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Student Satisfaction Surveys
	Use of Physical Infrastructure (Library, Dining Hall, Sports Facilities, Laboratories, etc.)
	Electronic Resource Access Records and Library Borrowing Data
	Academic and Administrative Event Calendars
	Medico-Social Center Service Application Forms and Health Records
	Event Participation Lists and Activity Reports (Congress, Seminar, Student Club Organizations)
	Education and Training Development Commission reports
Performance Indicators	Integrated Quality Management System (IQMS)
	Classroom, laboratory and library usage area per student (m²)
	Number of up-to-date resources in the library collection and access rate to electronic databases

	Number of academic events (conferences, workshops, seminars) organized annually
	Proportion of students benefiting from sports, health, housing and nutrition services
	Average score for physical environment and support services in student satisfaction surveys
	Daily number of students benefiting from the cafeteria service
	Number of students applying to health center and psychological counseling services
	Statistics on participation in student clubs and social activities
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: Social, cultural and sports activities of appropriate quantity and quality are managed institutionally (in line with institutional objectives) (support is provided to carry them out, administrative organization is in place, etc.). The findings obtained from all these practices are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with the needs/demands.

Evidence

Evidence 1: Department of Health, Culture and Sports Website

Evidence 2: Yalova University Regulation on the Regulation of Extracurricular Student Activities

Evidence 3: Higher Education Institutions Medico-Social Health, Culture and Sports Affairs Department Implementation Regulation

Evidence 4: Student Clubs

Evidence 5: Notification of Activities to be carried out

Evidence 6: Student Council Directive

Evidence 7: Yalova University, 2024-2028 Strategic Plan

Evidence 8: 2024-2028 Strategic Plan of YUIF

Evidence 9: Unit/Administrative Activity Report for 2024

Evidence 10: YÜİIF Website

Evidence 11: Seminar Table of Faculty Members

Evidence 12: Faculty Bulletin 2024/1

Evidence 13: Faculty Bulletin 2024/2

Evidence 14: Directive on Part-Time Student Employment

Evidence 15: [Part-time Application Announcement](#)

Evidence 16: [Students Working Part Time](#)

Evidence 17: [Food Scholarship Application](#)

Evidence 18: [Food Scholarship Application Form](#)

Evidence 19: [İŞKUR Youth Program Starts](#)

Evidence 20: [Drawing of lots for İŞKUR Youth Program](#)

Evidence 21: [İŞKUR YOUTH PROGRAM APPLICATION RESULTS](#)

Evidence 22: [ISKUR Youth Program Substitute Recruitments](#)

Evidence 23: [İŞKUR YOUTH PROGRAM RESERVE RECRUITMENT RESULTS](#)

Evidence 24: [Our Students Working in İŞKUR Youth Program](#)

Evidence 25: [Faculty Activities Activity Reports](#)

Evidence 26: [Faculty Bulletin 2024/1](#)

Evidence 27: [Faculty Bulletin 2024/2](#)

Evidence 28: [Yalova University Social Transcript Directive](#)

B.5.3. Facilities and Infrastructures (Dining Hall, Dormitory, Technology Equipped Study Areas, Medico, etc.)

Yalova University Faculty of Islamic Sciences continues its education and research activities in its modern, well-equipped building located in Yalova University Central Campus. The University operates in a total of six campuses, namely Central, Safran, Armutlu, Thermal, Cinarcik and Altinova, and 11,244.49 m² of the total 74,399 m² closed area in the Central Campus is allocated for the use of the Faculty of Islamic Sciences. The Faculty building offers a contemporary learning environment with student-oriented spaces such as classrooms, seminar halls, computer laboratories, recreation and study areas, student canteen and counseling offices (See [Evidence 1](#)).

There are a total of 21 educational spaces (classrooms and lecture halls) in our faculty and these spaces are planned according to different student capacities. All classrooms are equipped with modern educational technologies such as projectors, high-speed internet connection, sound system and ergonomic seating arrangements. Although the existing infrastructure is sufficient to support the quality of education, it is evaluated that areas such as classrooms, reading rooms, corridors, WCs and gardens are suitable for capacity increases in line with the increasing number of students and diversifying academic demands of the faculty. For example, 14 classrooms with an average capacity of 50 students, 6 classrooms with an average capacity of 75 students and 1 lecture hall with an average capacity of 250 students are currently in active use, and it is envisaged that the total capacity can be increased in line with the possibilities of the physical layout and architectural structure (See [Evidence 2](#)).

The faculty building is also structured to support social and cultural interactions. The masjid (See [Evidence 3](#), [4](#)) located in the campus area of our faculty allows students and academic/administrative staff to perform their prayers, including Friday prayers, in a peaceful and quiet environment; religious conversations and lectures are also organized here from time to time. The Meriç Café (See [Evidence 5](#)) and the outdoor garden area (See Evidence [6](#)) offer opportunities for relaxation, socializing and group

work between classes, and provide quality social experiences such as dining overlooking the sea or organizing outdoor activities. In addition, areas such as the conference hall (See Evidence 7), lecture hall (See Evidence 8), and department rooms (See Evidence 9) are used for academic presentations, panels and seminars, and host various activities of student organizations and faculty members. In order to support students' balanced nutrition, the cafeteria in the faculty (See Evidence 10) and the cafeteria on campus are planned by the faculty members of the Department of Food Engineering and dieticians in accordance with scientific principles; lunch menus are prepared in accordance with the daily calorie needs of students and published weekly on the university website (See Evidence 10, 11, 12, 13). SoliClub application provides easy access to students (See Evidence 14).

Faculty students can actively benefit from Yalova University Central Library and the reading room created within the faculty. The Central Library serves students seven days a week with its wide range of collections, open shelf system, up-to-date databases and electronic resources. Group work, individual research and off-campus access to digital resources support continuous learning and academic development (See Evidence 15). The reading rooms contain basic resources, especially in Islamic Sciences and social sciences, and allow students to study individually or in small groups (See Evidence 16, 17).

Yalova University Mehmet Okul Congress and Culture Center, located within the university, enables the faculty to organize academic events at national and international level. In this center, many activities such as congresses, symposiums, workshops, student conferences, career days and panels are organized; an academic sharing and collaboration environment is created for faculty members and students (See Evidence 18).

In order to protect the physical and mental health of students, the Medico-Social Center, which operates within the university, provides basic health services such as outpatient examinations, first aid, health counseling and psychological support (See Evidence 19). In addition, indoor and outdoor sports fields, fitness centers and sports fields are available for students to provide physical activity (See Evidence 1). In order to meet accommodation needs, there are state dormitories affiliated with the Credit and Dormitories Institution in Yalova city center and districts, as well as private dormitories and apartments (See Evidence 20).

In order to support students' physical and mental health, indoor and outdoor sports facilities, fitness centers and various sports fields are available on the university campus, and students can benefit from these areas free of charge (See Evidence 21). Within the faculty, there is a table tennis area where students can spend their free time in a productive and relaxing way (See Evidence 22). This area increases social interaction among students and contributes to physical activity. In addition, a Spiritual Counseling Office was established on campus in cooperation with the Yalova Provincial Mufti's Office (See Evidence 23); in addition, the Student Affairs Unit Social-Cultural Activities Office was structured within the faculty to support students' individual and spiritual development (See Evidence 24). These units contribute to the psychosocial well-being of students through voluntary one-to-one meetings, group conversations and spiritual support programs. In addition, the Social-Cultural Activities Office of the Student Affairs Unit organizes various activities to raise students' awareness of social responsibility. In this context, visits to the families of martyrs, social responsibility programs for the elderly and similar activities reinforce students' social sensitivity and support active citizenship awareness (See Evidence 25, 26, 27, 28, 29, 30).

Students can also benefit from the opportunities offered by the University's Continuing Education Center (YÜSEM) if they meet certain conditions. YÜSEM serves not only university students but also academic

and administrative staff and external stakeholders with a lifelong learning and social contribution perspective (See Evidence 31, 32).

These areas are continuously improved in light of regular student satisfaction surveys and feedback (See Evidence 33). Findings from the student satisfaction surveys reveal that satisfaction with digital learning resources (material sharing through the UBYS, access to online content, etc.) is at a medium-high level, indicating the effectiveness and accessibility of the university's digital resource infrastructure. However, although there is no direct data on physical infrastructure, indirect expressions of satisfaction with common areas (dining hall, library, garden areas, etc.) indicate that students' access to social spaces is generally adequate (See Evidence 33).

Thanks to this holistic approach, Yalova University Faculty of Islamic Sciences not only offers qualified academic education to its students, but also creates a comprehensive support system in many areas from housing to health, sports to nutrition, thus ensuring that its students develop in a fully equipped and supportive environment during the education and training process.

Subject	B.5.3. Facilities and Infrastructures
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Student Satisfaction Surveys
	Use of Physical Infrastructure (Library, Dining Hall, Sports Facilities, Laboratories, etc.)
	Electronic Resource Access Records and Library Borrowing Data
	Academic and Administrative Event Calendars
	Medico-Social Center Service Application Forms and Health Records
	Event Participation Lists and Activity Reports (Congress, Seminar, Student Club Organizations)
	Education and Training Development Commission reports
Performance Indicators	Integrated Quality Management System (IQMS)
	Classroom, laboratory and library usage area per student (m²)
	Number of up-to-date resources in the library collection and access rate to electronic databases
	Number of academic events (conferences, workshops, seminars) organized annually
	Proportion of students benefiting from sports, health, housing and nutrition services
	Average score for physical environment and support services in student satisfaction surveys
	Daily number of students benefiting from the cafeteria service
	Number of students applying to health center and psychological counseling services
	Statistics on participation in student clubs and social activities
Evaluation and Improvement Date	End of each academic year
	January 2025

Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level Physical resources and spaces are managed holistically to ensure appropriate quality and quantity of facilities and infrastructure. The results of the utilization of all facilities and infrastructures are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resources are diversified in line with needs/demands.

Evidence

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

Evidence 2: [2024-2028 Strategic Plan of YUIF](#)

Evidence 3: [Visuals of Women's Masjid](#)

Evidence 4: [Male Masjid Visuals](#)

Evidence 5: [Cafe Visuals](#)

Evidence 6: [Garden Area Visuals](#)

Evidence 7: [Conference Room Visuals](#)

Evidence 8: [Amplifier Visuals](#)

Exhibit 9: [Department Room Visuals](#)

Evidence 10: [Dining Hall Visuals](#)

Evidence 11: [Dining Hall Services](#)

Evidence 12: [Dining Hall Menu Website](#)

Evidence 13: [Dining Hall Menu](#)

Evidence 14: [SoliClub App](#)

Evidence 15: [Yalova University Central Library](#)

Evidence 16: [YUIF Reading Room](#)

Evidence 17: [Reading Room Visuals](#)

Evidence 18: [Yalova University Mehmet Okul Congress and Culture Center](#)

Evidence 19: [Medico-Social Center](#)

Evidence 20: [KYK Dormitories](#)

Evidence 21: [University Sports Fields](#)

Evidence 22: [Faculty Table Tennis Area](#)

Evidence 23: [Mufti's Office for Spiritual Counseling](#)

Evidence 24: [Student Affairs Unit Social-Cultural Activities Office](#)

Evidence 25: [Our Students Visited the Family of Martyr Mustafa Kalender](#)

Evidence 26: [Student Visit to the Family of Martyr Abdülhamit Kaya](#)

Evidence 27: [Our Students Met with Martyrs' Families](#)

Evidence 28: [Our Students Visited the Family of Martyr Talha Bahadır](#)

Evidence 29: [Faculty Students Continue to Visit Our Elders](#)

Evidence 30: [Our students continue to visit our elders](#)

Evidence 31: [YÜSEM Website](#)

Evidence 32: [YÜSEM Online Trainings](#)

Evidence 33: [General Student Satisfaction Surveys](#)

B.5.4. Faculty without Barriers

Yalova University Faculty of Islamic Sciences adopts as its main goal to create a barrier-free learning environment to meet the educational needs of individuals with special needs and to ensure the full participation of every student in academic and social life by observing the principle of equality in education. To this end, the faculty offers a wide range of arrangements and services ranging from accessibility to exam practices, from support services to monitoring and evaluation mechanisms. (See [Evidence 1](#))

In line with the principles of inclusiveness and equality in higher education, Yalova University adopts and implements a holistic approach in order to ensure the full, effective, accessible and supportive participation of individuals with disabilities in educational processes. The University aims to eliminate the physical, academic and social barriers that disabled students may encounter in their education processes, to support their independence and to use their potential at the highest level.

All new buildings and existing buildings at the University are planned or made accessible based on "Barrier-Free Access" standards. Accordingly, our faculty has accessible building entrances, walkways and corridors supported by guide lines, elevators, and toilets that comply with disability standards so that disabled students and staff can move easily (See [Evidence 2](#), [3](#), [4](#), [5](#)).

The entire physical infrastructure of the university campus is continuously developed and improved to facilitate the full participation of disabled individuals in academic and social life. During the audits, it was determined that the slope of the ramp at the entrance of the building was 14%, which should be between 5-8%. Factors such as floor plans, tactile and appropriately placed information signs, handrails and railings, stair landings, elevator buttons, emergency exit warning systems, the height of grab bars in wet areas, the width of the main building entrance doors and fire escape doors were evaluated by the Barrier-Free University Coordinatorship, deficiencies were identified and requested to be eliminated by the Rectorate (See [Evidence 6](#), [7](#), [8](#)). The ramp at the entrance of the faculty was corrected to have a suitable slope as a result of the improvement works carried out (See [Evidence 5](#)).

Training on "Disadvantaged Groups in Education and Training" is planned by the Education and Training Coordinatorship in the Spring Semester of 2024-2025 within the scope of Training of Trainers (See [Evidence 9](#)). Student satisfaction with the arrangements for disadvantaged groups in the university campus and buildings is measured by the statement "Please rate the adequacy of the arrangements for

disabled people in the university campus and buildings" in the student general satisfaction survey (See Evidence 10).

In addition, it was decided to activate the Barrier-Free University Coordinatorship Unit and to work in coordination with the Disability Studies Application and Research Center and necessary initiatives were initiated. First of all, since the scope of work and duties of the coordinatorship includes more infrastructure arrangements and administrative processes, the deputy general secretary was appointed as the coordinator and the preparations for the coordinatorship directive were completed and activated (See Evidence 11).

Within the scope of accessibility in education, academic arrangements are planned and implemented in accordance with the individual needs of disabled students enrolled at the university. Access to course content and materials, adaptations in exam practices in accordance with individual needs, academic counseling and guidance support are the main services provided in this context.

There is 1 student with special needs studying in the 100% Turkish Program at the Faculty (See Evidence 12), and special plans are made to facilitate the academic processes of these students. Various arrangements have been implemented for physical accessibility at the entrances and exits of the building and interior spaces. In order to support the academic success of students with special needs, the faculty plans exam schedules in accordance with their cognitive and physical needs; faculty members are informed in advance about exam dates and the status of students with special needs (See Evidence 13) Separate arrangements are made for these students in final and midterm exams; appropriate assignments and exam content are prepared, and the processes are carefully carried out by faculty members (See Evidence 14).

Subject	B.5.4. Faculty without Barriers
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Student satisfaction surveys
	Suggestion-Complaint Form
Performance Indicators	Integrated Quality Management System (IQMS)
	Number of elevators, ramps and toilets for the disabled
	Existence of guide lines, Braille signage and orientation applications
	Number of exam adaptations organized for students with disabilities
	Proportion of training materials presented in accessible format
	Number of students enrolled in the Disabled Student Unit
	Number of information meetings organized for students with disabilities
	Number of psychological counseling/support services provided to students with disabilities
	Number of seminars, panels and events organized on disability
	Ratio of organizations ensuring accessibility conditions in social and cultural activities
	Number of disability awareness trainings attended by academic and administrative staff

Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: The findings obtained from the barrier-free faculty application provided in all places in the institution are systematically monitored and the monitoring results are evaluated together with stakeholders and measures are taken.

Evidence:

Evidence 1: 2024-2028 Strategic Plan of YUIF

Evidence 2: Elevator Visuals

Evidence 3: Disability Line Visuals

Evidence 4: Disabled Toilet Visuals

Evidence 5: Disabled Ramp Visuals

Evidence 6: Deficiencies in the HUCIF Building

Evidence 7: Rectorate Letter on Elimination of Deficiencies

Evidence 8: Dean's Office Requests for Elimination of Deficiencies

Evidence 9: "Disadvantaged Groups in Education and Training" Training within the scope of Training of Trainers in the Spring Semester of 2024-2025

Evidence 10: General Satisfaction Surveys (Regarding Arrangements for Disadvantaged Groups)

Evidence 11: Barrier-Free University Coordinatorship

Evidence 12: Student with Special Needs-Meral Akçal

Evidence 13: Dean's Office Information

Evidence 14: Measurement and Evaluation Practices

B.5.5. Guidance, Psychological Counseling and Career Services

In order to support students' academic, personal, social and professional development in a multi-dimensional way, Yalova University structures its guidance and career services within the framework of the academic counseling system carried out through academic staff. This system is designed to increase students' adaptation to the university, monitor their academic performance, guide their education processes effectively and support their career planning. Academic advisors not only monitor students' course selection and registration processes, but also provide guidance for their individual development. In this context, advisors support a holistic development by guiding students' lifelong learning habits, research skills, career awareness and professional orientations. When factors that may affect students' success, such as absenteeism, low achievement, special circumstances, etc., are observed, students are directed to the support units they need, such as psychological counseling, student affairs or Erasmus office (See Evidence 1, 2, 3).

Counselors also inform students about educational opportunities within and outside the university. Students are informed about opportunities such as transfer opportunities, domestic and international exchange programs (Mevlana, Erasmus+, Farabi) and individual guidance is provided for the planned evaluation of these processes. The university carries out sustainable counseling practices to support students to learn about administrative and academic processes, academic calendar, course passing systems and regulations.

In order for faculty students to raise awareness about career planning and to be prepared for the business world, multidimensional studies that support career development are carried out. In this context, Yalova University Career Center provides guidance and organizational activities to support students' personal and professional development, and plays an active role to ensure students' prepared participation in the labor market (See Evidence 1). All these activities are carried out in line with Yalova University Career Center Directive and the duties, authorities and responsibilities of the center are clearly defined. In addition to providing services for the career planning of students and graduates, the Center undertakes the mission of building a bridge between the business world and the university, increasing the sectoral awareness of students, and conducting career monitoring activities of graduates. Thus, the Career Center supports a holistic quality approach that encompasses not only the academic aspect of education and training processes, but also the student's transition to the business world (See Evidence 4).

In order for faculty students to gain professional awareness and to be aware of career alternatives, the university carries out various activities in cooperation with Yalova University Career Center (See Evidence 1). One of these activities is the Yalova University Career Fair, which is organized regularly every year (See Evidence 5, 6). The fair is organized with the participation of representatives of public, private and non-governmental organizations from different sectors, and provides students with the opportunity to communicate directly with the business world. Through promotional stands set up by participating organizations, sectoral conferences, panel sessions, workshops and career seminars, students are provided with information about current employment areas, profession introductions and career paths. Thanks to these fairs, students can have one-on-one meetings with experts in different business fields, and get first-hand information about internship, volunteering, entrepreneurship and post-graduation job opportunities. These organizations contribute to the development of students' self-confidence, communication and professional orientation skills and serve as an effective bridge between the business world and the university (See Evidence 7, 8, 9, 10).

Yalova University Career Center provides direct support to students by organizing activities such as individual career counseling, resume preparation workshops, interview simulations, vocational tests, skills inventories, and sectoral information meetings throughout the year. Students have access to job and internship announcements through the university's online platforms, and relevant announcements are regularly shared through the Career Center. In this process, the faculty works in cooperation with the Career Center to support students' professional development and prepare them for different career paths in fields such as theology, social work, media, education, non-governmental organizations and public institutions (See Evidence 11, 12, 13, 14, 15, 16, 17, 18).

Another important unit structured to support the individual, social and spiritual development of faculty students is the Social-Cultural Activities Office of the Student Affairs Unit, which operates within the Faculty (See Evidence 19). Through this office, social visits are organized with the voluntary participation of students for families of martyrs, elderly individuals, and individuals with special needs, and students' awareness of social responsibility is strengthened through activities aimed at increasing social awareness (See Evidence 20, 21, 22, 23, 24, 25). In addition, within the scope of the protocol signed between our university and Yalova Provincial Mufti's Office, the Mufti's Office of Spiritual Counseling, which is located in the Central Campus, carries out activities to support the spiritual

development of students (See Evidence 26). Both counseling units provide meaningful support for the challenges students face in their university life and strengthen their social belonging and psychosocial well-being.

The University conducts student satisfaction surveys at the end of each semester in order to assess the quality of all student services it offers; it also analyzes all feedback received in written, oral or digital form by integrating it into the quality assurance system, and corrective and preventive actions are planned by the relevant academic or administrative units in line with this data. Students are provided with multifaceted guidance through academic advising activities, conferences, career days, club activities and cultural organizations; this integrated structure supports sustainable development in students' personal awareness, professional competence and social participation levels (See Evidence 27). In addition, activities are organized within our faculty and students' career planning is supported (See Evidence 28, 29).

In order to support students' career development, the "Career Planning" course has been programmed as a common elective course from the 2020-2021 Spring semester in order to raise awareness of the expectations and dynamics of the business world, contribute to their personal and professional development, and increase the effectiveness of the education they receive. All work and procedures related to the execution of this course are coordinated by the Common Courses Coordinatorship (See Evidence 30).

Yalova University has clearly defined the principles and rules that administrative units, department heads, student advisors and students must follow in order to ensure that this service is carried out regularly and effectively at the faculty, school and institute level. Each faculty member provides advising services to students for at least one hour on three different days that are free in the weekly schedule (See Evidence 31). This practice allows students to receive one-on-one support on issues such as guidance, course planning and career development that they may need in their academic processes.

Yalova University Social Transcript Directive was prepared in order to recognize and systematically record the participation of students registered at Yalova University in social activities organized within the university or in cooperation with public institutions throughout their education process (See Evidence 32). Through the Club and Social Transcript Information System, social, cultural and volunteer activities that students participate in are regularly recorded and recorded on students' individual social transcripts. This system is used as an important tool to document students' social participation as well as their academic achievements after graduation (See Evidence 32).

Sahn-ı Semân Turkey Program is a special support program for first-year students of the Faculty of Islamic Sciences at Yalova University, implemented in cooperation with Yalova University Faculty of Islamic Sciences and the Society for the Dissemination of Sciences since the Spring semester of 2024-2025. This program, which is carried out simultaneously in 24 provinces across Turkey, includes seminars, workshops and field activities that support contemporary academic and social development in addition to classical Islamic sciences education. Within the scope of the program, successful students are provided with housing and scholarship support, and additional qualified contributions are offered to the undergraduate curriculum of students through online and face-to-face sessions. This program aims to increase students' academic competencies and add value to the graduate profile (See Evidence 33, 34, 35).

Our faculty also conducts regular reading and discussion workshops such as the "100 Books in 4 Years Workshop" to increase students' academic and intellectual accumulation. This workshop allows students to systematically read and discuss classical and contemporary basic works during their four-year

education and aims to develop their critical thinking and interpretation skills. Such programs contribute to strengthening the student profile and supporting graduation qualifications (See Evidence 36, 37). In addition to these programs, our faculty also conducts other similar activities that support the academic, social and cultural development of students, and these activities contribute to strengthening the graduate profile (See Evidence 38).

On the other hand, part-time employment opportunities are also offered for students studying at our faculty. Thanks to the online application system developed by Yalova University, applications for part-time work are received and evaluated digitally; within the framework of the Part-Time Student Employment Directive (See Evidence 39), students who meet certain conditions are employed part-time for certain hours per week within the faculty quota, earning income and gaining work experience (See Evidence 40). Thanks to this practice, students both earn income to support their education process and contribute to their professional development by gaining work discipline. In this context, the students of our faculty have undertaken various tasks in the faculty units and benefited from the practice effectively (See Evidence 41).

In addition, the "İŞKUR Youth Program", which was launched in 2024 in cooperation with Yalova University and İŞKUR, stands out as an important support practice that encourages students to participate in the labor market in a prepared manner (See Evidence 42, 43, 44, 45, 46). Within the scope of the program, university students are offered temporary employment opportunities in line with the goals of gaining work experience, supporting their personal development and increasing their professional skills; students are also provided with social responsibility and public awareness through tasks to be carried out in university units. In this context, students of our faculty were also assigned to various units and had the opportunity to both provide economic support and get to know business life closely (See Evidence 47).

Subject	B.5.5. Guidance, Psychological Counseling and Career Services
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Student satisfaction surveys
	Counseling Interview Records
	Career Center Activity Reports
	Academic Advisor Feedback Meetings
Performance Indicators	Integrated Quality Management System (IQMS)
	Number of Students Per Advisor Instructor
	Frequency of Counselor-Student Meetings
	Proportion of Students Receiving Feedback (%)
	Number of Psychological Counseling Cases Referred
	Number of Career Events Organized
	Number of Companies/Employers Participating in Career Fair
	Proportion of students applying for internship or job
	Faculty Bulletin
	Annual Reports
	Academic Advisor Evaluations

Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Electronic Document Management System (EBYS) Corporate Website

Maturity Level: Guidance, psychological counseling and career services of appropriate quality and quantity provided in all units of the institution are managed holistically. The results of these services are monitored and measures are taken by evaluating the monitoring results.

Evidence

Evidence 1: Career Center Website

Evidence 2: Department of Health, Culture and Sports Website

Evidence 3: Erasmus Office Website

Evidence 4: Career Center Directive

Evidence 5: Yalova University I. Career Fair

Evidence 6: Yalova University II Career Fair

Evidence 7: A meeting was held with Yalova Governor Dr. Hülya Kaya about the 2nd Career Fair

Evidence 8: Cooperation Protocol signed with YTSO Young Entrepreneurs Board and Women Entrepreneurs Board for Career Fair

Evidence 9: Yalova University Social Sciences Graduates Shared Their Career Journeys at the 2nd Career Fair

Evidence 10: Rector Prof. Dr. Mehmet Bahçekapılı came together with graduates at the 2nd Career Fair

Evidence 11: Shape Your Future: Career Planning and Effective Resume Preparation

Evidence 12: Yalova University was at the Marmara Career Fair!

Evidence 13: Artificial Intelligence Conference

Exhibit 14: Make a Difference in Job Interviews: Professional Resume Preparation and Interview Secrets

Evidence 15: Career Opportunities in Public Sector - Career Path in the Ministry of Religious Affairs

Evidence 16: First Step into Business Life with Kariyer.net

Evidence 17: Awareness Training in University Life

Evidence 18: Career Women Summit

Evidence 19: Student Affairs Unit Social-Cultural Activities Office

Evidence 20: Our students visited the family of Martyr Mustafa Kalender

Evidence 21: Student Visit to the Family of Martyr Abdülhamit Kaya

Evidence 22: [Our Students Met with Martyr Families](#)

Evidence 23: [Our Students Visited the Family of Martyr Talha Bahadır](#)

Evidence 24: [Faculty Students Continue to Visit Our Elders](#)

Evidence 25: [Our students continue to visit our elders](#)

Evidence 26: [Mufti's Office for Spiritual Counseling](#)

Evidence 27: [Student Satisfaction Surveys](#)

Evidence 28: [The Conference titled "The Lesson is Over, So What Now?" attracted great interest](#)

Evidence 29: [Online "Career Interview" with Dr. Hatice Akyüzoğlu, Fatwa Preacher](#)

Evidence 30: [ÜSD Career Planning Course](#)

Evidence 31: [Faculty Interview Hours](#)

Evidence 32: [Yalova University Social Transcript Directive](#)

Exhibit 33: ["Sahn-ı Semân Turkey" Program Starts at Yalova University Faculty of Islamic Sciences in Cooperation with the Society for the Dissemination of Sciences!](#)

Evidence 34: [Sahn-ı Semân Turkey Program Started at Yalova University Faculty of Islamic Sciences in cooperation with the Society for the Dissemination of Sciences](#)

Evidence 35: [Sahn-ı Semân Turkey Program](#)

Evidence 36: [100 Books in 4 Years Project Research Assistant. Gör. Continues in the Spring Semester under the Guidance of Salih Tuna](#)

Evidence 37: [100 Books in 4 Years Workshop continues under the guidance of our Research Assistant Salih Tuna](#)

Evidence 38: [Seminar Table of Faculty Members](#)

Evidence 39: [Directive on Part-Time Student Employment](#)

Evidence 40: [Part-Time Application Announcement](#)

Evidence 41: [Students Working Part Time](#)

Evidence 42: [İŞKUR Youth Program Starts](#)

Evidence 43: [Drawing of lots for İŞKUR Youth Program](#)

Evidence 44: [İŞKUR YOUTH PROGRAM APPLICATION RESULTS](#)

Evidence 45: [ISKUR Youth Program Substitute Recruitments](#)

Evidence 46: [İŞKUR YOUTH PROGRAM RESERVE RECRUITMENT RESULTS](#)

Evidence 47: [Our Students Working in İŞKUR Youth Program](#)

B.6. Monitoring and Updating the Program

Periodic monitoring and updating studies are carried out regularly in order to ensure that the undergraduate and graduate programs carried out at Yalova University Faculty of Islamic Sciences

achieve the determined educational objectives and gain the qualifications appropriate to the graduate profile. These processes are structured in line with the understanding of continuous improvement, taking into account student demands, scientific developments, social expectations and stakeholder feedback.

The course plan and program updates made before each academic year within the faculty aim to ensure the integration of up-to-date knowledge, contemporary approaches and contents into the programs. In this context, each department conducts a comprehensive review process in the context of its program outcomes, course objectives, learning outcomes and course contents. In this process, the focus is on issues such as the currency and modernity of course content, the diversity and functionality of assessment and evaluation tools, the integration of extracurricular activities, applied studies and field contributions into the program, student achievement levels and satisfaction feedback, and the opinions of graduates and employers.

In the process of program updates, regular meetings are held with internal and external stakeholders; the suggestions obtained are discussed in program advisory boards and department meetings. Proposals for changes made by academic units are submitted to the Faculty Executive Board, where the approved proposals are forwarded to the Senate for approval. New program regulations and course contents approved by the Senate are put into effect by the Dean's Office through the University Information Management System (UBYS) and announced to all relevant stakeholders.

Thanks to this structure, faculty programs are continuously developed in accordance with both higher education quality standards and the Turkish Higher Education Qualifications Framework, and are implemented with a flexibility that will effectively respond to the changing needs of students and society.

B.6.1. Monitoring and Updating Program Outcomes

Yalova University Faculty of Islamic Sciences 100% Turkish Undergraduate Program is structured on the basis of the principle of transparency and stakeholder participation with all its components; It is periodically updated based on scientific principles and continuous improvement approach, taking into account current developments in the field of education and training. In the design and approval processes of the program; the basic principles and approaches of educational sciences, the unique requirements of the field of theology, the relevant provisions of the Higher Education Law No. 2547, the Higher Education Qualifications Framework of Turkey (TYYÇ), the principles of Higher Education Quality Assurance and the regulations of the Higher Education Quality Council (YÖKAK) are taken as basis; In addition, the principles defined in Yalova University Quality Assurance Directive and the Quality Handbook of our Faculty are accepted as a guide.

In this framework, our undergraduate programs are shaped and updated with the proposal of the relevant departments, the appropriate opinion of the department boards and the decision of the Faculty Board. In the prepared course plans, student workloads are determined for each course in accordance with ECTS and in a balanced manner; the content, plan and outcomes of the courses are made publicly accessible through the Bologna Information System. In addition, the educational and cultural development of students is supported through common elective courses open to all students throughout the University. In the course information packages, the courses through which the knowledge, skills and competencies targeted by each program will be acquired, which teaching methods will support these learning outcomes and what kind of assessment and evaluation tools will be used to evaluate them are defined in detail. All this information is published on the course information package portal of our University and on the website of our Faculty and is updated in accordance with the principle of transparency (See Evidence 1).

The program objectives and outcomes and course outcomes of our faculty are monitored and improved in line with the PDCA (Plan - Implement - Check - Take Action) cycle. In this context, the programs implemented are systematically evaluated in line with the strategic goal of "Improving our faculty program by reviewing it every year within the scope of the Turkish Higher Education Qualifications Framework" in the 2020-2024 Strategic Plan of our Faculty (See Evidence 2, 3, 4, 5, 6, 7, Evidence 8, Evidence 9). In line with the inadequacies identified as a result of these evaluations, remedial measures are taken and programs are updated.

Yalova University Faculty of Islamic Sciences addresses program design and approval processes with a continuous improvement approach and in this context, it is based on internal and external stakeholder participation. Our faculty regularly conducts course evaluation and satisfaction surveys every year in order to measure the satisfaction levels of academic and administrative staff and students, who are internal stakeholders, and to monitor the results of program design and implementation. The data obtained are analyzed and the final reports are shared publicly on the Faculty web page (See Evidence 10, 11).

In order to determine the level of realization of program outcomes and to evaluate the effectiveness of the design, surveys were conducted for graduating students in 2024 (See Evidence 12). In addition, it is planned to collect qualitative feedback through focus group meetings with students and alumni and include it in the evaluation processes (See Evidence 13, 14).

The process determined by YÖK is followed in the process of opening, transforming, renaming and closing programs. In this context, there is an application for the 2026-2027 academic year (See Evidence 15).

In the decision-making process for updating the program, not only external stakeholders but also the contributions of our faculty members are included. In this context, meetings were held with the Yalova Provincial Mufti's Office, school administrators working in schools affiliated to the Ministry of National Education, and representatives of various non-governmental organizations, and in line with the findings obtained, it was decided to take remedial measures regarding different components of the program (See Evidence 16).

At the same time, our faculty plans to receive department-based course suggestions and change requests in order to ensure the active participation of faculty members in the process of updating the course plans for the 2026-2027 academic year. In this direction, the course proposal forms were sent to the relevant department heads via IMS with an official letter prepared by the dean's office, and faculty members were asked to submit their suggestions and change requests on these forms by adding the department decision and external stakeholder opinion (See Evidence 17).

As a result of the examination and evaluation of the current "course proposal form" used at Yalova University Faculty of Islamic Sciences, it was determined that there is no area in the form to concretely prove the compatibility of course learning outcomes with program learning outcomes (See Evidence 18). In order to overcome this deficiency and to ensure that the learning outcomes of each course are integrated with the program learning outcomes in the course information packages, a new "Course Proposal Form" has been developed by our Faculty (See Evidence 19).

This form was made available on the Unit Quality Management System (UQMS) for easy access by academic staff (See Evidence 20). In addition, during the course proposal periods, the Dean's Office sends the course proposal forms to the department chairs via the University Information Management System (UBYS) (See Evidence 21). The department chairs forward the forms to the faculty members, evaluate the course proposals received from the faculty members, and officially forward the appropriate

proposals to the dean's office with the external stakeholder opinion and departmental decision (See Evidence 22).

Thanks to this arrangement, course opening and planning processes are carried out in accordance with the principles of transparency, stakeholder participation and quality assurance, and the alignment of course outcomes with program objectives and outcomes is systematically ensured. In addition, the feedback received from faculty members and external stakeholders is systematically evaluated within the framework of the PDCA approach. In line with the identified needs and suggestions, lesson plans are reviewed, necessary updates are made and the process is regularly monitored to ensure continuous improvement (See Evidence 23).

As a result of university-wide reviews and evaluations conducted in the 24-25 academic year, it was determined that there were various inconsistencies and conceptual deficiencies in the expression of program and course learning outcomes. In order to overcome this situation, it was decided to prepare a "Bologna Program and Course Learning Outcomes Preparation Guide" with the contribution of our Faculty. This guide was prepared and finalized (See Evidence 24), submitted to and approved by the University Senate and shared with all academic units (See Evidence 25).

The Dean's Office requested the instructors to make the necessary updates (See Evidence 26) and the Education and Training Coordinatorship paid visits to the academic units; during these visits, the stages of the necessary work and procedures and the problems encountered were evaluated on site (See Evidence 27, 28, 29). In 2024, the outcomes of all courses in our Faculty were updated by the instructors of the relevant course in line with the program outcomes and field-specific criteria, and course syllabi and program details were entered into the Bologna Information System (See Evidence 30). As a result of this process, 98.24% of the course information packages of our Faculty were completed and made available in accordance with the principles of transparency and quality assurance (See Evidence 31).

As of 2025, an 'Education-Training Development Commission' was established in our faculty in order to effectively operate the quality assurance system and to contribute to the monitoring and development of education and training activities (See Evidence 32, 33, 34, 35, 36). The Commission has taken an active role in quality processes and started to work on measuring, monitoring and improving educational performance.

In the 2024-2025 academic year, practices are systematically monitored through student and faculty satisfaction surveys (See Evidence 37, 38), Education and Training Development Commission meetings (See Evidence 39Evidence) and department meetings (See 40Evidence , 41, 42) in order to review program outcomes, objectives and discipline-specific criteria, monitor the results and determine the extent to which these outcomes are achieved and make necessary improvements (See 43).

Subject	B.6.1. Monitoring and Updating Program Outcomes
Application Areas	All Faculty (All departments)
	Programs Implemented at the Faculty of Islamic Sciences
	Faculty of Islamic Sciences Curriculum
	Faculty of Islamic Sciences Course Information Packages
Monitoring Mechanisms	Quality Manual
	Strategic Plan
	Education and Training Development Commission Reports
	Faculty Board of Directors and Senate Decision Records
	Alumni Feedback
	External Stakeholder Opinion Collection Process

	Student Satisfaction Surveys
	Academic Staff Satisfaction Surveys
	Administrative Staff Satisfaction Surveys
	Course Evaluation Surveys
Performance Indicators	Integrated Quality Management System (IQMS)
	Stakeholder Engagement Rate
	Number of Updated Programs
	Education Information System Up-to-Date Rate
	Student Satisfaction Survey Results
	Academic Staff Satisfaction Survey Results
	Administrative Staff Satisfaction Survey Results
	Course Evaluation Survey Results
	Graduate Student Survey Results
	Courses and Information Packages in the Islamic Sciences Program
	Program and Learning Outcome Relationship Table
	Faculty of Islamic Sciences Program Objectives
	Faculty of Islamic Sciences Program Outcomes
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

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

Evidence

Evidence 1: Education Catalog - Islamic Sciences Program (Turkish)

Evidence 2: Education and Training Development Commission Meeting Minutes

Evidence 3: First Meeting of the Education and Training Development Commission

Evidence 4: Second Meeting of the Education and Training Development Commission

Evidence 5: Third Meeting of the Education and Training Development Commission

Evidence 6: 5th Meeting of the Department of Philosophy and Religious Studies

Evidence 7: Quality Manual

Evidence 8: External Stakeholder Opinion

Evidence 9: Faculty Bulletin 2024/2

Evidence 10: Internal Stakeholder Surveys

Evidence 11: Surveys Website

Evidence 12: Surveys External Stakeholder

Evidence 13: Minutes of the First Meeting of the Education and Training Development Commission

Evidence 14: Minutes of the Third Meeting of the Education and Training Development Commission

Evidence 15: Theology Name Change YÖK Application

Evidence 16: External Stakeholder Feedback

Evidence 17: Lesson Plan Proposal

Evidence 18: Old Course Description Form

Evidence 19: New Course Proposal Form

Evidence 20: BKYS Course Opening Proposal Form

Evidence 21: Turkish Course Plan Dean's Office Request

Evidence 22: Turkish Department Course Proposal

Evidence 23: Course Plan Board Decision

Evidence 24: Guidelines for the Preparation of Program and Course Learning Outcomes

Evidence 25: Bologna Information System - Islamic Sciences Program (Turkish)

Evidence 26: Bologna Process Studies Official Letter

Evidence 27: Meeting within the scope of Bologna Process at the Faculty of Islamic Sciences - Education and Training Coordinatorship Website

Evidence 28: Meeting at the Faculty of Islamic Sciences within the scope of the Bologna Process - Faculty of Islamic Sciences Website

Evidence 29: Bologna Program and Course Learning Outcomes Preparation Guide Senate Decision

Evidence 30: Letter from the Rectorate to the Dean's Office on the Completion and Updating of Bologna Information Packages

Evidence 31: Bologna Indicators

Evidence 32: Yalova University Faculty of Islamic Sciences Working Commissions

Evidence 33: First Meeting of the Education and Training Development Commission

Evidence 34: Working Procedures of Quality and Accreditation Commissions

Evidence 35: Second Meeting of the Education and Training Development Commission

Evidence 36: Third Meeting of the Education and Training Development Commission

Evidence 37: Surveys Website

Evidence 38: Internal Stakeholder Surveys

Evidence 39: Education and Training Development Commission Meeting Minutes

Evidence 40: 5th Meeting of the Department of Philosophy and Religious Studies

Evidence 41: Islamic History and Arts Department Meeting

Evidence 42: Department of Basic Islamic Sciences Department Heads of Department Meeting

Evidence 43: External Stakeholder Feedback

B.6.2. Alumni Monitoring System

Yalova University Faculty of Islamic Sciences systematically monitors its graduates in line with its education and training policy and program objectives, and aims to use the data obtained in this way effectively for the evaluation and improvement of educational processes. In this context, the Graduate Information System structured through the University Information Management System (UBYS) is used to collect and sustainably update data on all graduates (See Evidence 1, 2, 3). Graduates are invited to register to the system with their current contact information (e-mail address and phone number) received during the diploma process; graduates who log in to the system maintain contact with the faculty and benefit from the opportunities offered by the university such as career services and event announcements.

At the end of each academic year, the Education and Training Development Commission (See Evidence 5Evidence) and the Social Contribution Development Commission (See 6) evaluate the applicability of program outcomes, the adequacy of the curriculum and the level of contribution to career planning in the light of feedback from graduates (See Evidence 4); the results of these evaluations are used as the main data source for updating course contents, teaching methods and curriculum structure. The commissions present the identified areas of improvement to the Dean's Office and improvement activities are planned and implemented in the areas deemed necessary.

Yalova University Career Center, which operates within the University, supports the employment processes of graduates and facilitates the transition of graduates to the labor market by sharing job and internship announcements from the public and private sectors with graduates (See Evidence 7). In collaboration with faculty representatives, the center organizes various activities for graduates such as seminars, panel discussions, and alumni gatherings, thus continuously contributing to their professional and academic development. The faculty monitors the progress of its graduates not only with university resources but also with the contribution and cooperation of external stakeholders.

In addition, the KPSS achievement levels of graduates are tracked through the Graduate Achievement Atlas module on the YÖKATLAS platform (See Evidence 8), active communication is maintained with graduates through social media platforms, and event announcements are made (See Evidence 9). This multifaceted alumni tracking system determines the extent to which faculty graduates benefit from the educational processes, their position in the labor market and their level of institutional commitment; these findings are used effectively in updating programs and developing support mechanisms for students.

In this context, the graduation program for the 2024-2025 academic year was prepared by the Dean's Office in collaboration with the Graduation Commission during the planning phase (See Evidence 10), and all stages of the program were meticulously organized and successfully carried out (See Evidence 11). The graduation ceremony reinforces this ongoing communication with alumni, strengthens faculty-graduate engagement and encourages new graduates to participate in the alumni information system.

Subject	B.6.2. Alumni Monitoring System
Application Areas	Quality Manual
	Strategic Plan
	Alumni Information System
	Alumni Survey

	Education Development Commission Meeting Minutes
	Career Center Activity Reports
	YÖK Atlas Graduate Success Atlas
	Social Media Interaction Data
Monitoring Mechanisms	Integrated Quality Management System (IQMS)
	Proportion of graduates registered in the Graduate Information System (%)
	Frequency of organizing alumni events (per year)
	Ratio of sharing career opportunities with graduates (%)
	Number of meetings held with external stakeholders/advisory board
	Proportion of graduates who can be reached through social media or online platforms (%)
	Number of graduates' data tracked from YÖK Atlas Graduate Success Atlas
	Annual Reports
	Faculty Bulletin
Performance Indicators	Integrated Quality Management System (IQMS)
	Stakeholder Engagement Rate
	Number of Updated Programs
	Learning Outcome Compliance Score
	ECTS Compliance Indicator
	Education Information System Up-to-Date Rate
	Course Learning Outcome-Course Assessment Alignment
Evaluation and Improvement Date	End of each academic year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Electronic Document Management System (EBYS)
	Corporate Website

Maturity Level: Graduates are monitored systematically and in line with program objectives (education and training policy and objectives) and measures are taken according to the monitoring results.

Evidence

Evidence 1: Alumni Information System

Evidence 2: Alumni Information System Content

Evidence 3: Alumni System

Evidence 4: Graduate Satisfaction Surveys

Evidence 5: Education and Training Development Commission Meeting Minutes

Evidence 6: Social Contribution Development Commission Meeting Minutes

Evidence 7: Career Center Website

Evidence 8: YÖKATLAS Graduate Success Atlas

Evidence 9: Official Social Media Accounts Created

Evidence 10: [Graduation Meeting was held with Student Representatives](#)

Evidence 11: [Yalova University Faculty of Islamic Sciences Graduation Ceremony was held](#)

C. RESEARCH AND DEVELOPMENT

C.1. Research Strategy

The research policy of our faculty has been defined and the process of achieving the goals set in line with this policy is meticulously monitored. Our faculty members continue their research, development and publication activities in line with the strategic priorities of our faculty on the one hand; on the other hand, they strive to raise graduates with 21st century skills. Thus, they both produce solutions to the problems encountered in stakeholder institutions such as the Ministry of National Education and the Ministry of Religious Affairs, and make social contributions to the research conducted in social and cultural fields. In addition, our academic staff fulfills various academic activities by taking into account the academic demands from stakeholders.

C.1.1. Research Policy, Goals and Strategy of the Institution

As stated [in the Quality Manual,](#) the research policy and strategic plan of our faculty have been shaped in line with [Yalova University R&D Policy](#) and [Yalova University Strategic Plan](#), and the research policy and faculty strategic plan are available on our corporate website ([Evidence 1](#), [Evidence 2](#)). While preparing these, stakeholder opinions through the Advisory Board, International Advisory Board, Internal Stakeholder Representatives and External Stakeholder Representatives (Evidence 3: [1](#), [2](#), [3](#), [4](#)) and the ideas of the Social Contribution Development Commission were utilized (Evidence 4: [1](#), [2](#), [3](#)). In the implementation of the research strategy, the report prepared by Yalova University R&D Coordinatorship was taken into consideration ([Evidence 5](#), [Evidence 6 Evidence ,7](#)).

The Research and Development Commission and the Dean's Office have worked to ensure that the faculty's research policy, goals and strategy are known and adopted in all areas where the faculty is active. In this context, the announcements made by the University BAP Coordinatorship were monitored to reach the academic staff both via e-mail and the institutional website (Evidence 8: [1](#), [2](#), [3](#), [4](#), [5](#), [6](#)), in addition to faculty-specific trainings ([Evidence 9](#)). In addition, sample outputs of the research strategy were shared with all stakeholders through the faculty's institutional website (Evidence 10: [1](#), [2](#), [3](#)) and newsletters (Evidence 11: [1](#), [2](#), [3](#), [4](#)) to raise awareness of the implications of the research policy and strategy.

In line with the research policy, objectives and strategy, various academic activities were organized, some of them in cooperation with YISMER (Yalova University Islamic Studies Application and Research Center) [(Evidence 12, Evidence 13, Evidence 14](#)), and the activities carried out in line with the research strategy were monitored within the framework of these activities. The results of the research strategy were quantified in the activity reports (Evidence 15: [1](#), [2](#), [3](#), [4](#)) and the Institutional Evaluation System (Evidence 16: [1](#), [2](#), [3](#), [4](#)), and the activities were reported on the faculty's corporate website (Evidence 10: [1](#), [2](#), [3](#)) and in the faculty bulletin (Evidence 11: [1](#), [2](#), [3](#), [4](#)).

In its meetings, the Research and Development Commission evaluated both numerical data and examples of implementation in relation to the faculty research strategy, and also took into account the

surveys conducted with academic staff (Evidence 17). Thus, the commission consulted stakeholder views and made decisions to make necessary improvements (Evidence 18: 1, 2).

Subject	C.1.1. Research Policy, Objectives and Strategy of the Faculty
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, Yalova University R&D Coordinatorship, Strategy Development Department, BAP Coordinatorship and YISMER
Application Areas	All academic and administrative areas where the faculty operates All stakeholders with whom the Faculty carries out internal and external cooperation activities
Monitoring Mechanisms	Face-to-face and online meetings, Surveys, Accreditation Working Commissions, Academic Boards
Performance Indicators	Yalova University Institutional Assessment System Data YÖK Academic Data Performance Reports Meeting Reports
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS)

Maturity Level:

Practices related to the research policy, strategy and objectives adopted by all areas in our faculty are systematically monitored and the monitoring results are evaluated together with stakeholders and improvements are made covering all areas.

Evidence

Evidence 1: Faculty of Islamic Sciences Research and Development Policy

Evidence 2: Faculty Strategic Plan

Evidence 3: Faculty of Islamic Sciences Advisory Board

Evidence 4: Faculty Quality and Accreditation General Meetings (1, 2, 3)

Evidence 5: Yalova University Internal Evaluation Report Management of Research Processes

Evidence 6: Recommended Activities under the R&D Chapter of the 2025 BIDR

Evidence 7: R&D Coordinator's Meetings with Unit Quality Commissions

Evidence 8: BAP Coordinatorship Announcements (1, 2, 3, 4, 5, 6)

Evidence 9: Project Training Specific to the Faculty of Islamic Sciences

Evidence 10: Sample outputs of the Research Strategy on the Institutional Website (1, 2, 3)

Evidence 11: Sample outputs of the Research Strategy in Faculty Bulletins (1, 2, 3, 4)

Evidence 12: Rethinking Orientalism International Symposium

Evidence 13: Yalova Provincial Workshop on Religious Education in the Turkish Century

Evidence 14: International Symposium on Ottoman Schools

Evidence 15: Faculty of Islamic Sciences Annual Reports (1, 2, 3, 4)

Evidence 16: Institutional Assessment System Data (1, 2, 3, 4)

Evidence 17: Academic Staff Satisfaction Survey

Evidence 18: Research and Development Commission Meetings (1, 2)

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

In our faculty, working commissions have been established under the dean's office to carry out quality and accreditation studies. One of the commissions established in this context is the Research and Development Commission, which is tasked with the management of research and development processes (Evidence 1). Like the other commissions, the duties, responsibilities and working principles of the Research and Development Commission have been determined within the framework of the Working Commissions Procedures and Principles (Evidence 2). As stated here, the Research and Development Commission reports to the Dean's Office and operates under the guidance of the Quality and Accreditation High Commission.

The Research and Development Commission maintains contact with stakeholders through the dean's office at all stages of planning, implementation, control and prevention. In this context, advisory boards have been established and these boards are available on the faculty's corporate website (Evidence 3: 1, 2, 3, 4). The commission carries out its relations with other units of the faculty and other units of the university such as BAP Coordinatorship and R&D Coordinatorship through the dean's office and the quality commission (Evidence 4, Evidence 5 Evidence ,6). The organizational charts of the faculty and the university are available on the institutional website (Evidence 7 and Evidence 8).

The management of the research and development processes of our faculty is detailed in the Faculty of Islamic Sciences Quality Manual (Evidence 9). Here, the stages of planning, implementation, control and prevention are taken into account for each subject, and the responsible persons for each stage are recorded. In addition, the process in question is cyclically calendared. The quality handbook of our faculty is available for everyone on the institutional website.

All directives and work flow charts in force for research and development processes in our faculty are accessible within the documentation tab of the Integrated Quality Management System (Evidence 10: 1, 2). In addition, processes such as the workflow of Article 39 assignment that our academic staff should follow for research activities are also available on the institutional website of our faculty (Evidence 11).

The quality commission of our faculty participated in relevant meetings in line with the implementation of the university-wide research strategy to the faculty (Evidence 12). The Research and Development committee held meetings on research and development processes both internally and with other

committees and reported the minutes of decisions taken (Evidence 13: 1, 2, 3, 4 and Evidence 14: 1, 2, 3).

Subject	C.1.2. Management and Organizational Structure of Research and Development Processes
Responsible Unit(s)	Planning Quality and Accreditation High Commission, Research and Development Commission Implementation Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Students External Stakeholders: Advisory Board, R&D Coordinatorship, BAP, TTO, YISMER
Application Areas	National and International Research and Development Areas
Monitoring Mechanisms	Face-to-face and online meetings, Research and Development Commission, Quality Manual, Strategic Plan,
Performance Indicators	Number of Research and Development Commission Meetings Number of Trainings Announcements
Evaluation and Improvement Date	End of each academic year (June) January 2025
Place in the Information Management System	Corporate Website

Maturity Level: In our faculty, the results and stakeholder opinions related to the management of research and development processes are systematically monitored and measures are taken together with stakeholders.

Evidence

Evidence 1: Faculty of Islamic Sciences Working Commissions

Evidence 2: Procedures and Principles of Quality and Accreditation Working Commissions

Evidence 3: Faculty Advisory Boards (1, 2, 3, 4)

Evidence 4: Unit Quality Coordinator Assignment

Evidence 5: Quality Commission Organization Chart

Evidence 6: Faculty of Islamic Sciences Quality Commission

Evidence 7: Faculty of Islamic Sciences Organization Chart

Evidence 8: Yalova University Organization Chart

Evidence 9: Quality Manual

Evidence 10: Integrated Quality Management System (IQMS) Directives and Workflow Charts (1, 2)

Evidence 11: Faculty Workflows

Evidence 12: R&D Coordinatorship's Meetings with Unit Quality Commissions

Evidence 13: Research and Development Commission Meetings and Minutes (1, 2, 3, 4)

Evidence 14: Faculty Quality and Accreditation General Meetings (1, 2, 3)

Evidence 15: Academic Staff Satisfaction Survey

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

In the Strategic Plan of Yalova University 2024-2028, the strategic goals of the university for this period are set as "Goal 2.2: To carry out R&D activities (projects, publications, etc.) in line with sustainable development goals", "Goal 2.4: To increase national and international research cooperation opportunities" and "Goal 4.1: To produce projects at local, national and international level to make social contribution" (Evidence 1: 1). Accordingly, the Strategic Plan of our faculty includes the goals of "Objective 3.2: To increase national and international research cooperation opportunities" and "Objective 4.1: To produce projects at local, national and international level to make social contribution" (Evidence 2: 1). The realization of these goals is monitored on both unit and university basis through the relevant performance indicators within the BCMS (Evidence 3: 1). How all these processes are realized is included in the quality handbook of our faculty (Evidence 4: 1).

In this context, as noted in the 2024 Internal Evaluation Report of our university, the BAP coordinatorship revised the priority areas considered in the project application to be in line with the Sustainable Development Goals in order to ensure that "the projects to be carried out within the university have an impact at regional, national and international level" (Evidence 5: 1, 2).

Advisory boards have been established and representatives have been identified in line with local, regional and national needs (Evidence 6: 1, 2, 3, 4)). Meetings were organized with advisory boards and representatives regarding the quality processes of our faculty and their opinions were taken. The stakeholders who participated in the meetings shared the needs and demands they identified with our faculty through these meetings, and the outputs of the meetings were reported and shared openly with all stakeholders on our corporate website (Evidence 7: 1, 2, 3, 4).

Prior to the establishment of the advisory boards, relations with external stakeholders were maintained through direct meetings with the dean's office and local, regional and national needs were monitored in this way (Evidence 8: 1, 2, 3, 4, 5). Academic activities were organized in line with these needs (Evidence 9, Evidence 10, Evidence 11 Evidence ,12). In addition, the academic staff of our faculty participated in many academic events organized in different places in line with these needs (Evidence 13: 1, 2, 3, 4). Again, in the context of these needs and demands, the participation of students in the research processes of our faculty was given special importance, and TÜBİTAK 2209 - University Students Research Projects training was provided (Evidence 14). As a result of the training and incentives, three separate projects have been awarded support within the framework of TÜBİTAK 2209 (Evidence 15).

The relevance of the research conducted in our faculty to local, regional and national needs has been evaluated in both Research and Development Commission meetings and Quality and Accreditation general meetings, taking into account all these data and surveys (Evidence 16), and suggestions have been made for improvement (Evidence 17: 1, 2, 3, 4 and Evidence 18: 1, 2, 3).

Subject	C.1.3. Relation of Research to Local/Regional/National Needs and Demands
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission

	Application Dean's Office, Research and Development Commission
	Evaluation Quality and Accreditation High Commission, Research and Development Commission
	Improvement Quality and Accreditation High Commission
	Approval: Faculty Board
Stakeholders	Internal Stakeholders: Academic and Administrative Staff, Students
	External Stakeholders: Advisory Board (Mufti's Office, Provincial National Education and NGO representatives)
Application Areas	National and International Research and Development Areas
Monitoring Mechanisms	Face-to-face and online meetings, Stakeholder surveys and interview reports, Annual "Needs and Demand Review" meeting reports; project records tagged according to local/regional/national priorities
Performance Indicators	Number of Projects Implemented in Line with Local/Regional/National Priorities
	Proportion of projects with student participation
	Number of Publications, Papers and Symposiums Related to Priorities
	Satisfaction level in feedback received from stakeholders
	Number of improvement proposals presented at annual needs-update meetings
Evaluation and Improvement Date	End of each academic year (June)
	January 2025
Place in the Information Management System	Corporate Website
	Integrated Quality Management System (IQMS)

Maturity Level: In our faculty, research results are systematically monitored in relation to local, regional and national needs and demands in line with the institution's internal quality assurance system, and monitoring results are evaluated together with stakeholders and measures are taken.

Evidence:

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Faculty of Islamic Sciences Strategic Plan (1)

Evidence 3: Integrated Quality Management System (1)

Evidence 4: Faculty of Islamic Sciences Quality Manual (1)

Evidence 5: Yalova University 2024 Internal Evaluation Report (BAP Revised: 1, 2)

Evidence 6: Faculty Advisory Boards (1, 2, 3, 4)

Evidence 7: Meetings with Advisory Boards and Representatives (1, 2, 3, 4).

Evidence 8: Interviews Conducted by the Dean's Office (1, 2, 3, 4, 5)

Evidence 9: Rethinking Orientalism International Symposium

Evidence 10: Yalova Provincial Workshop on Religious Education in the Turkish Century

Evidence 11: International Symposium on Ottoman Schools

Evidence 12: Yalova Provincial Workshop on Religious Education in the Turkish Century

Evidence 13: Sample Outputs of the Research Strategy in Faculty Bulletins (1, 2, 3, 4)

Evidence 14: TUBITAK 2209 Project Writing Training for University Students

Evidence 15: TUBITAK 2209 Accepted Projects News

Evidence 16: Surveys

Evidence 17: Research and Development Commission Meetings and Minutes (1, 2, 3, 4)

Evidence 18: Faculty Quality and Accreditation General Meetings (1, 2, 3)

C.2. Research Resources

Appropriate physical infrastructure and financial resources have been created for research and development activities in our faculty and their effective use has been ensured. The research policies of our faculty encourage collaboration with internal and external stakeholders and utilization of external funds.

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

Within the scope of Yalova University 2024-2028 Strategic Plan, there are "H2.2: To carry out R&D activities in line with sustainable development goals (projects, publications, etc.)" and "H2.3: To increase scientific research opportunities" targets for the purpose of "A2: Contributing to science in national and international arena with qualified research activities". In the context of target H2.3, numerical performance indicators were determined as "1. Number of BAP projects (type A project); 2. Ratio of budget spent on R&D to total budget (%); 3. Number of databases owned by the library; 4. Number of devices available in R&D laboratories; 5. Number of laboratories, workshops, etc." (Evidence 1: 1). This goal is aimed at expanding research resources and the activities carried out in this direction are monitored through the BKYS system on both faculty and university basis (Evidence 2). As noted in the Yalova University 2024 Internal Evaluation Report, the budget allocated to R&D increased from 2024 to 2025 (Evidence 3: 1, 2).

In the 2024-2028 Strategic Plan of our faculty, the analysis of human resources as well as physical, technical and financial resources is included in the context of "Internal Analysis" (Evidence 4: 1). Here, it is mentioned that our faculty has an appropriate infrastructure in terms of both physical and technological resources and continues its development. The development of these resources is monitored in the activity reports of our faculty (Evidence 5). The process management of the faculty's research resources, which includes planning, implementation, control and prevention stages, is included in the faculty's quality handbook (Evidence 6).

There are 73 academic staff offices (1428.64 m^2) to be used by 87 academic staff of our faculty, thus providing a private space for the research of our academic staff (Evidence 4: 1). In addition to the main library of the university located in the central campus, a library has been established within our faculty, thus meeting the need for an easily accessible common research area (Evidence 7). There is a wireless internet network in all of our faculties and internet access is provided through this wireless network and support can be obtained from printers open for common use (Evidence 4: 1). In addition, the construction of the new main library building of our university, which is designed "not only as a place that provides access to information, but also as a center that brings the learning community together", started this year (Evidence 8: 1 and Evidence 9).

Database subscriptions that allow remote access by the university library are available to the academic staff of our faculty (Evidence 10). Developments in the university library are shared publicly on an

annual basis through *Yulib Express*, the library's e-newsletter (Evidence 8). Numerical data about the library are included and monitored in this newsletter (Evidence 8: 2).

In the context of electronic resources, our faculty's corporate website and social media accounts provide a kind of digital research environment for our stakeholders. Sharing the activities carried out on our website and social media accounts allows our stakeholders to follow the research activities carried out in our faculty and provides an encouraging environment for their own research. The number of 11300 visits and 155000 viewed pages of our corporate website in the 2024 Annual Report of our faculty is an important indicator of this situation (Evidence 5: 1). From this point of view, in order to convey all the activities carried out in our faculty, especially research and development, to our stakeholders in a concise manner, a faculty bulletin published periodically from the news on our corporate website was created (Evidence 11).

In addition to all these data, stakeholder opinions were obtained through advisory committees and questionnaires for research resources as stated in the quality handbook of our faculty (Evidence 12: 1, 2, 3, 4, Evidence 13: 1, 2, 3, 4 and Evidence 14). The information obtained was evaluated at the Research and Development Commission meetings and at the Quality and Accreditation General Meetings and suggestions for improvement were made (Evidence 15: 1, 2 and Evidence 16: 1, 2, 3).

Subject	C.2.1. Research Resources: Physical, Technical, Financial
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission, Research and Development Commission Improvement Quality and Accreditation High Commission Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic and Administrative Staff, Student Representatives External Stakeholders: Advisory Board, Yalova University Library and Documentation Department, BAP Coordinatorship
Application Areas	Faculty building, research and seminar rooms, common areas, digital platforms, university library and remote access systems
Monitoring Mechanisms	Resource utilization data, annual researcher satisfaction surveys, project success rates
Performance Indicators	Ratio of workspace per academic staff Number of software/digital resources provided Proportion of projects supported by external funding Researcher satisfaction level Total research budget utilized
Evaluation and Improvement Date	End of each academic year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

Maturity Level:

In our faculty, research resources are managed in a way to support priority research areas and to cover all fields. The findings obtained from all these practices are systematically monitored and the monitoring

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

Evidence

Evidence 1: [Yalova University Strategic Plan](#) ([1](#))

Evidence 2: [Integrated Quality Management System](#) ([1](#))

Evidence 3: [Yalova University 2024 Internal Evaluation Report](#) (R&D Budget Increase: [1](#), [2](#))

Evidence 4: [Faculty of Islamic Sciences Strategic Plan](#) (1)

Evidence 5: [Faculty of Islamic Sciences Annual Reports](#) (1)

Evidence 6: [Faculty of Islamic Sciences Quality Manual](#)

Evidence 7: News [Our Faculty Library was opened for service](#)

Evidence 8: [Yulib Express](#) ([1](#), [2](#))

Evidence 9: News [A New Era Begins at the University](#)

Evidence 10: [Yalova University Library Databases](#)

Evidence 11: [Faculty of Islamic Sciences Bulletins](#)

Evidence 12: Islamic Sciences Faculty Advisory Boards (1[, 2, 3, 4](#))

Evidence 13: Meetings with Advisory Boards and Representatives ([1](#), [2](#), [3](#), [4](#))

Evidence 14: [Surveys](#)

Evidence 15: Research and Development Commission Meetings ([1](#), [2](#))

Evidence 16: Faculty Quality and Accreditation General Meetings ([1](#), [2](#), [3](#))

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

In Yalova University's 2024-2028 Strategic Plan, the first of the indicators for the goal of "Objective 2.3: Increasing scientific research opportunities" is determined as "Number of BAP projects". Accordingly, it is aimed to increase the number of type A BAP projects within the university from 9 in 2023 to 20 in 2028 ([Evidence 1](#): [1](#)). As a strategy in this direction, it is stated that the BAP budget will be increased and it is documented in the Yalova University 2024 Internal Evaluation Report that the R&D budget was increased from 2024 to 2025 ([Evidence 2](#): [1](#), [2](#)). As a performance indicator for Objective 2.3, the number of BAP projects is monitored on a faculty and university basis through BKYS ([Evidence 3](#): [1](#)).

In the 2024-2028 strategic plan of our Faculty of Islamic Sciences, this goal was included in a more general form within the framework of the goals of "Goal 3.2: To increase national and international research cooperation opportunities" and "Goal 4.1: To produce projects at local, national and international level to contribute to society" as increasing the number of projects from 2 in 2023 to 6 in 2028 and increasing the number of people reached by the projects to 700 and the number of cooperating institutions to 6 ([Evidence 4: 1](#)).

As stated in the Yalova University 2024 Internal Evaluation Report, the Scientific Research Projects legislation has been organized in a way to accelerate and make the evaluation processes more effective

(Evidence 5). In addition, the priority areas considered by BAP have been aligned with the Sustainable Development Goals (Evidence 6). The effective use of internal resources between units, including our faculty, is monitored by the BAP coordinatorship (Evidence 2: 3). Within this framework, it was determined that project applications in the field of social sciences were low and travel allowances were increased to change this (Evidence 7). As a result of this revision, it was observed that applications in the field of social sciences increased (Evidence 8). This is an encouraging factor for our faculty.

As a matter of fact, although it is not included in the evaluation report for 2024, there is a type C BAP project being carried out in our faculty as of 2025 (Evidence 9: 1). The project titled "Attitudes of Higher Religious Education Students towards Mixed Education", which will be carried out by Prof. Dr. Nurullah ALTAŞ between 2025-2027, is important in order to reach the target of "the number of people reached by projects" in the faculty strategic plan.

BAP project statistics completed and ongoing in our faculty are tracked through the Institutional Evaluation System (Evidence 9: 2). All project budgets, including BAP project budgets, are included in Yalova University Annual Reports under the title "14.1: Information on Scientific Research Activities" (Evidence 10: 1, 2, 3). The BAP project budget utilized by our faculty was monitored through these reports and its limitations were identified.

At this point, the academic staff of our faculty are encouraged to apply for projects by following the announcements made by the University BAP Coordinatorship both via e-mail and via the institutional website (Evidence 11: 1, 2, 3, 4, 5, 6) and organizing faculty-specific trainings (Evidence 12). It is envisaged that the academic staff of our faculty will benefit from BAP supports within a transparent process in line with the BAP Support Process Workflow Chart (Evidence 13).

As stated in the quality handbook of our faculty, along with all these data, stakeholder opinions were obtained through advisory boards and surveys for research resources (Evidence 14: 1, 2, 3, 4, Evidence 15: 1, 2, 3, 4 and Evidence 16). The information obtained was evaluated at Research and Development Committee meetings and Quality and Accreditation General Meetings and suggestions for improvement were made (Evidence 17: 1, 2 and Evidence 18: 1, 2, 3).

Subject	C.2.2. Internal University Resources
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission
	Application Dean's Office, Research and Development Commission
	Evaluation Quality and Accreditation High Commission
	Improvement Quality and Accreditation High Commission, Dean's Office
	Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic and Administrative Staff, Student Representatives
	External Stakeholders: Advisory Board, Yalova University Library and Documentation Department, R&D Coordinatorship, BAP Coordinatorship, TTO
Application Areas	Databases, software, project support, technical support infrastructures, training and consultancy services provided throughout the university
Monitoring Mechanisms	BAP and TTO application/acceptance statistics, Service usage records (library, database, software access), Stakeholder surveys, Periodic Commission Evaluations
Performance Indicators	Number of projects supported by BAP
	Application rate to in-university resources

	Participation rate in training and consultancy services provided
	Level of satisfaction with university resources
	Publication/project output produced with internal university support
Evaluation and Improvement Date	Year-end (January Meeting)
	June 2025
Place in the Information Management System	Corporate Website
	Integrated Quality Management System (IQMS)
	UBS

Maturity Level:

In our faculty, the findings obtained regarding the use of internal resources of the university are systematically monitored and the monitoring results are evaluated together with stakeholders, measures are taken and resource diversity is requested from the university in line with the needs.

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Yalova University 2024 Internal Evaluation Report (1, 2, 3)

Evidence 3: Integrated Quality Management System (1)

Evidence 4: Faculty of Islamic Sciences Strategic Plan (1)

Evidence 5: Yalova University BAP Coordination Unit Implementation Processes

Evidence 6: Sustainable Development Goals as a Priority Area for Project Applications

Evidence 7: Project Support Upper Limits for 2024

Evidence 8: Number of Projects by Academic Units

Evidence 9: UBS Institutional Assessment System (1, 2)

Evidence 10: Yalova University Annual Reports (1, 2, 3)

Evidence 11: BAP Coordinatorship Announcements (1, 2, 3, 4, 5, 6)

Evidence 12: Project Training Specific to the Faculty of Islamic Sciences

Evidence 13: BAP Support Process Work Flow Chart

Evidence 14: Islamic Sciences Faculty Advisory Boards (1, 2, 3, 4)

Evidence 15: Meetings with Advisory Boards and Representatives (1, 2, 3, 4)

Evidence 16: Surveys

Evidence 17: Research and Development Commission Meetings (1, 2)

Evidence 18: Faculty Quality and Accreditation General Meetings (1, 2, 3)

C.2.3. Orientation to Non-University Resources (Methods and Supports)

Regarding the orientation towards non-university resources, Yalova University's 2024-2028 Strategic Plan includes the target "Target 2.4: Increasing national and international research cooperation opportunities" and the realization of this target is linked to the following performance indicators: "1. Number of research projects accepted or supported by national organizations; 2. Number of research projects accepted or supported by international organizations; 3. Number of international joint doctoral and postdoctoral agreements; 4. The ratio of the total number of scientific outputs developed jointly with other public, institutions and organizations outside our university to the total number of outputs (%); 5. The number of scientific meetings organized by our university with other national and international institutions" (Evidence 1: 1). This goal is reflected in the Faculty of Islamic Sciences 2024-2028 Strategic Plan as "Objective 3.2: To increase national and international research cooperation opportunities" and it is noted that the realization of the goal will be measured with the first two performance indicators mentioned (Evidence 2: 1). In this context, it is aimed to increase the number of projects supported by national organizations in our faculty from 2 in 2023 to 6 in 2028 and to increase the number of projects supported by international organizations from 0 to 4. The activities for the realization of the targets are monitored on a unit and university basis through BKYS (Evidence 3: 1).

As noted in the Yalova University 2024 Internal Evaluation Report, various support mechanisms have been established to increase access to external funding sources at the university scale (Evidence 4: 1). The R&D coordinatorship monitors external funding announcements and ensures that they reach academic staff via the institutional website and e-mail (Evidence 5: 1, 2, 3, 4, 5, 6, 7). The coordinatorship acts in cooperation with the units to ensure that academic staff receive the necessary training and encouragement (Evidence 6). During the application phase, the R&D Coordinatorship was requested to submit the applications to the R&D Coordinatorship in order to follow up the applications made to external sources (Evidence 7: 1, 2). In this way, project applications in which our academic staff participates both as executors and researchers are monitored and evaluated by a common center (Evidence 8).

The quality mechanisms of the processes of Orientation to Non-University Resources are included in the quality handbook of our faculty and are publicly available on our corporate website. As stated in the Quality Handbook, the Research and Development Commission of our faculty directs, guides, monitors and reports on project applications (Evidence 9: 1). In the context of these practices, our staff and students were trained on TÜBİTAK 2209 - University Students Research Projects (Evidence 10). As a result of the training and incentives, three separate projects were entitled to be supported within the framework of TÜBİTAK 2209 (Evidence 11).

In this context, Assoc. Prof. Dr. Ali Tekin, a faculty member of the Department of Logic of our Faculty, was awarded a scholarship from the TUBITAK Scientist Support Programs Directorate 2219 Postdoctoral Research Fellowship Program to conduct research at Boston College Islamic Civilization and Societies in the United States of America (Evidence 12). Another important achievement in this period is that the project titled "Digital Footprints of Migration", which was legally represented by our Rector and faculty member Prof. Dr. Mehmet Bahçekapılı and our Vice Rector and Dean Prof. Dr. Cahit Külekçi, was entitled to be supported by the Turkish National Agency (Evidence 13). This project is noteworthy in terms of the goals set out in the strategic plans in terms of providing cooperation with Izmir Katip Çelebi and Kütahya Dumlupınar universities and providing international support.

All of the support provided from external sources is included in Yalova University Annual Reports under the heading "14.1: Information on Scientific Research Activities". Again in the annual reports, under the heading "5.7.1 National and International Protocols", the national and international collaborations of our

university are included (Evidence 14: 1, 2, 3). In addition, the current list of Erasmus agreements made on a unit basis is available on the corporate website of the university Erasmus Office. In this context, our faculty has an Erasmus agreement with Universitatea din Pitești (Evidence 15). Students and staff of our faculty are encouraged to benefit from these bilateral agreements.

In addition to all these data, stakeholder opinions on research resources were obtained through advisory committees and questionnaires (Evidence 16: 1, 2, 3, 4, Evidence 17: 1, 2, 3, 4 and Evidence 18). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and suggestions for improvement were made (Evidence 19: 1, 2 and Evidence 20: 1, 2, 3).

Subject	C.2.3. Orientation to Resources Outside the University
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Student Representatives External Stakeholders: Advisory Board, BAP Coordinatorship, TTO, External Relations Office, National and International Funding Organizations
Application Areas	Applying to national and international project calls, conducting joint projects, externally funded publication and research activities, academic collaborations
Monitoring Mechanisms	External fund application and acceptance statistics via BKYS and UBS Researcher feedback TTO and commission meeting minutes Annual evaluation and strategy development reports
Performance Indicators	Number of applications to external funds Number of externally funded projects supported and total budget Number of publications and events supported by external funding Participation rate in projects with international partners Number of researchers receiving training and consultancy services on access to external resources
Evaluation and Improvement Date	End of the year (January Meeting) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

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

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: [Faculty of Islamic Sciences Strategic Plan](1) (1)

Evidence 3: [Integrated Quality Management System](1) (1)

Evidence 4: [Yalova University 2024 Internal Evaluation Report](External Funds: 1) (External Funds: [1])

Evidence 5: Coordinatorship Announcements ([1], [2], [3], [4], [5, 6], [7])

Evidence 6: [R&D Coordinator's Meetings with Unit Quality Commissions]

Evidence 7: Notification Request and Announcement Regarding External Funding Applications ([1], [2])

Evidence 8: [Table of TUBITAK Applications Made in the Whole University]

Evidence 9: [Faculty of Islamic Sciences Quality Manual](1) (1)

Evidence 10: [TUBITAK 2209 Project Writing Training for University Students]

Evidence 11: [TUBITAK 2209 Accepted Projects News]

Evidence 12: News - [Assoc. Prof. Dr. Ali Tekin Won TUBITAK 2219 Research Fellowship Abroad]

Evidence 13: News - [Prof. Dr. Bahçekapılı and Prof. Dr. Külekçi given important roles in international project]

Evidence 14: [Yalova University Annual Reports](1, 2, 3) ([1], [2], [3])

Evidence 15: [Erasmus Agreements]

Evidence 16: Islamic Sciences Faculty Advisory Boards (1[, 2, 3, 4])

Evidence 17: Meetings with Advisory Boards and Representatives ([1], [2], [3], [4])

Evidence 18: [Surveys]

Evidence 19: Research and Development Commission Meetings ([1], [2])

Evidence 20: Faculty Quality and Accreditation General Meetings ([1], [2], [3])

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

The second of the performance indicators of the "Target 2.5: Increasing the number and effectiveness of qualified researchers" in the Yalova University 2024-2028 Strategic Plan is "Number of doctoral graduates". In 2023, the university produced 30 PhD graduates, while this number is targeted to increase to 38 by 2028 ([Evidence 1]: [1]). The activities towards the target are monitored on a unit and university basis through the BKYS system ([Evidence 2]: [1]).

Graduate programs in line with the research policy, goals and strategy of our faculty have been opened under the Graduate Education Institute of our university. Master's and PhD programs with thesis in Basic Islamic Sciences and Master's and PhD programs with thesis in Philosophy and Religious Sciences started their education and training activities in 2012. The Arabic Master's Program with Thesis in Basic Islamic Sciences and the Arabic PhD program started in 2014. As of the spring semester of the 2023-2024 academic year, the Master's program in Islamic History and Arts with Thesis started its activities. The program descriptions, program outcomes and curriculum plans of all these master's and doctoral programs are included in the Education Catalogue on the UBS system ([Evidence 3]: [1], [2], [3], [4], [5], [6], [7]).

Student recruitment for all these programs is announced on the Graduate School's corporate website and the student recruitment process is carried out transparently (Kant 4).

The number of completed and ongoing thesis studies is included annually in Yalova University annual reports under the heading "5.1.12 Number of Doctoral and Master's Theses" (Evidence 5: 1, 2, 3). In addition, the number of graduate students and the number of graduates are continuously monitored within the Institutional Evaluation System within UBS. Accordingly, 175 out of 956 master's students with thesis and 131 out of 273 doctoral students currently enrolled in our university are in graduate programs related to our faculty (Evidence 6: 1, 2). The theses written in our university can be accessed through the library catalog of our university, so that the content of the thesis studies can be followed. When we look at the catalog, 5 of the 26 doctoral theses in 2023, 3 of which are in Arabic, are in the field of Basic Islamic Sciences, while 12 of the 21 doctoral theses in 2024, 3 of which are in Arabic, are in the field of Basic Islamic Sciences (Evidence 7: 1, 2). All these numbers show the proportional weight and therefore the effectiveness of the programs of our faculty in terms of graduate graduates.

As stated in the Yalova University 2024 Internal Evaluation Report, the distribution of doctoral students by departments is regularly monitored and "Academic Development Seminars" have been organized systematically since 2021 to support the academic development of students and increase their competence in scientific research processes (Evidence 8: 1, Evidence 9 and Evidence 10). Graduate and student satisfaction with graduate programs is monitored through surveys (Evidence 11: 1, 2). In addition, BAP support limits for PhD students are increased and students are encouraged to do so (Evidence 12). In all these processes, the Institute of Graduate Studies benefits from the opinions and suggestions of its stakeholders through its advisory board (Evidence 13).

In this context, in our faculty, Assoc. Prof. Fatma BAYNAL carried out a project titled "The Role of Religiosity in the Relationship between Future Anxiety and Meaning of Life in Young People" with her graduate student Rumeysa Biçer with the support of BAP Master's Thesis Project, which was completed in 2023 (Evidence 14). In addition, with the postgraduate workshops on Islamic History and Arts organized in our faculty, the qualified training of researchers has been supported for Goal 2.5 (Evidence 15: 1, 2).

As stated in the Quality Handbook of our faculty, along with all these data, stakeholder opinions were obtained through advisory boards and surveys for the graduate programs of our faculty (Evidence 16: 1, 2, 3, 4, Evidence 17: 1, 2, 3, 4 and Evidence 18). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and recommendations were made for prevention and improvement (Evidence 19: 1, 2 and Evidence 20: 1, 2, 3).

Subject	C.2.4. Graduate Programs Aligned with the Institution's Research Policy, Goals and Strategy
Responsible Unit(s)	Planning Dean's Office, Education and Training Development Commission Application: Faculty Departments, Dean's Office Evaluation: Research and Development Commission, Education and Training Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Student Representatives External Stakeholders: Advisory Board, Graduate School, BAP Coordinatorship, R&D Coordinatorship

Application Areas	Master's and PhD programs, thesis consultancy processes, project-based thesis studies, research-supported seminar courses
Monitoring Mechanisms	Compatibility of thesis titles and contents with research priorities Conversion rate of completed theses into publications and projects Student and advisor satisfaction surveys Commission meeting reports and lesson plan updates
Performance Indicators	Number of programs opened and theses completed Ratio of theses aligned with research priorities Number of projects involving graduate students BAP supported thesis rate Number of thesis-based publications Student satisfaction level
Evaluation and Improvement Date	End of Academic Year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

Maturity Level: In our faculty, the outcomes of graduate programs that are compatible with and support research policy, objectives and strategies are regularly monitored and the monitoring results are evaluated together with stakeholders and measures are taken.

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Integrated Quality Management System (1)

Evidence 3: Graduate Programs Related to our Faculty in the Education Catalog (1, 2, 3, 4, 5, 6, 7)

Evidence 4: Graduate School Student Recruitment Announcement

Evidence 5: Yalova University Annual Reports (1, 2, 3)

Evidence 6: UBS Institutional Assessment System (1, 2)

Evidence 7: Yalova University Library Digital Thesis Records (1, 2)

Evidence 8: Yalova University 2024 Internal Evaluation Report (1)

Evidence 9: Distribution of Yalova University Doctoral Students by Field

Evidence 10: Graduate School Academic Development Seminars

Evidence 11: Graduate School Alumni and Student Surveys (1, 2)

Evidence 12: BAP Support Upper Limits

Evidence 13: Institute Advisory Board Meeting

Evidence 14: Assoc. Prof. Fatma BAYNAL BAP Master's Thesis Project

Evidence 15: Islamic History and Arts Graduate Workshops (1, 2)

Evidence 16: Islamic Sciences Faculty Advisory Boards (1, 2, 3, 4)

Evidence 17: Meetings with Advisory Boards and Representatives (1, 2, 3, 4)

Evidence 18: Surveys

Evidence 19: Research and Development Commission Meetings (1, 2)

Evidence 20: Faculty Quality and Accreditation General Meetings (1, 2, 3)

C.3. Research Competence

Opportunities are provided to maintain and improve the research competence of faculty members in our faculty.

C.3.1. Research Competence of Faculty Members and Development of Research Competence

One of the goals in Yalova University's 2024-2028 Strategic Plan is stated as "Target 2.5: Increasing the number and effectiveness of qualified researchers" and the performance indicator in the context of developing research competence for this goal is recorded as "5. Number of trainings given to academic staff for scientific research". At this point, it is planned to increase the number of trainings from 13 in 2023 to 23 in 2028 (Evidence 1: 1). Developments related to the performance indicator are periodically monitored on faculty and university basis through BKYS (Evidence 2: 1). The extent to which the targets are realized annually at the university level is reflected in Yalova University Annual Reports. Accordingly, while the target for 2024 was 22, 25 trainings were realized and the success rate in the performance indicator was 114% (Evidence 3: 4). In addition, the number of academic staff and their distribution in different aspects are tracked under the heading "4.1 Academic Staff" in Yalova University annual reports (Evidence 3: 1, 2, 3).

As mentioned in the Yalova University 2024 Internal Evaluation Report, Yalova University R&D Coordinatorship has prepared very comprehensive reports to analyze and improve the competencies of our academic staff at the university scale (Evidence 4: 1). The first of these reports is the "Recommendation Report on Updating Appointment Promotion Criteria in Accordance with URAP (University Ranking by Academic Performance) Data". In this report, the data of universities established in similar years with Yalova University were compared and evaluated, and some recommendations were made for the Appointment-Promotion Regulation in order to move the university's ranking forward (Evidence 5).

The second report prepared by the R&D Coordinatorship includes activities recommended for the BAP Coordinatorship, the Graduate School of Education and the Rector's Office within the scope of R&D in 2025 (Evidence 6). As noted in the 2024 Internal Evaluation Report, these reports prepared by the R&D Coordinatorship are intended to ensure that the evaluation meetings held annually in faculties with the participation of the Rectorate are based on more concrete data and foresee more concrete steps (Evidence 4: 1). In our faculty, such meetings are also held annually with the participation of the Rectorate (Evidence 7: 1, 2, 3). In addition, the R&D Coordinatorship holds regular meetings with R&D coordinators working in units and departments (Evidence 8). Strategic decisions, such as improvements in appointment and promotion criteria, have been taken as a result of these meetings (Evidence 4: 1 and Evidence 9). The current academic appointment and promotion criteria are available on our faculty's corporate website for easy access by our academic staff (Evidence 10).

In addition to these general analyses and improvements, trainings on project writing were planned by the BAP Unit in the context of improving the research competence of academic staff, and these trainings were carried out with the participation of our faculty (Evidence 11). In this direction, a conference titled

"TUBITAK Projects for Theology" was organized in our faculty (Evidence 12). At the end of the trainings, the feedback of the academic staff was received through questionnaires and these were evaluated and reported (Evidence 13: 1, 2).

One of the most important data in the context of research competence and development is academic staff satisfaction surveys (Evidence 14: 1, 2). In addition to all these surveys and data, as stated in the Quality Manual of our faculty, stakeholder opinions were received through advisory boards to improve the research competence of our academic staff (Evidence 15: 1, 2, 3, 4, Evidence 16: 1, 2, 3, 4). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and recommendations were made for prevention and improvement (Evidence 17: 1, 2 and Evidence 18: 1, 2, 3).

Subject	C.3.1. Research Competence of Academic Staff and Development of Research Competence
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Implementation Research and Development Commission Evaluation: Research and Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff External Stakeholders: Advisory Board, R&D Coordinatorship, TTO, BAP Coordinatorship
Application Areas	Research-based training and consultancy seminars, project writing workshops, academic publication production, national/international research collaborations, mentoring programs
Monitoring Mechanisms	Number of publications, papers and projects Participation lists for trainings and seminars Researcher satisfaction and needs surveys Commission reports
Performance Indicators	Number of publications/projects per academic staff Participation rate in training, consultancy and mentoring activities Number of BAP/TUBITAK supported projects Level of satisfaction with research development Annual research activity data monitored through BKYS/UBS
Evaluation and Improvement Date	Year End (January) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

Maturity Level: In our faculty, practices for the evaluation and development of the research competence of academic staff are regularly monitored and the results of the monitoring are evaluated together with stakeholders and measures are taken.

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Integrated Quality Management System (1)

Evidence 3: Yalova University Annual Reports (1, 2, 3, 4)

Evidence 4: Yalova University 2024 Internal Evaluation Report (1)

Evidence 5: R&D Coordinatorship URAP Report

Evidence 6: Recommended Activities under the R&D Topic

Evidence 7: Academic Board Meetings with the Participation of the Rector (1, 2, 3)

Evidence 8: Meetings with Unit Quality Commission Members

Evidence 9: Academic Appointment and Promotion Criteria Directive

Evidence 10: Academic Appointment and Promotion Criteria on the Faculty's Corporate Website

Evidence 11: BAP Planning Schedule Research and Development

Evidence 12: Conference on TUBITAK Projects in the Field of Theology

Evidence 13: Project Writing Training Participant Questionnaires (1, 2)

Evidence 14: Academic Staff Satisfaction Surveys (1, 2)

Evidence 15: Islamic Sciences Faculty Advisory Boards (1, 2, 3, 4)

Evidence 16: Meetings with Advisory Boards and Representatives (1, 2, 3, 4)

Evidence 17: Research and Development Commission Meetings (1, 2)

Evidence 18: Faculty Quality and Accreditation General Meetings (1, 2, 3)

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

Yalova University 2024-2028 Strategic Plan includes the target of "Objective 2.4: Increasing national and international research cooperation opportunities" regarding joint programs and joint research units, and the level of achievement of this target is measured by performance indicators such as "3. Number of international joint doctoral and post-doctoral agreements; 4. The ratio of the total number of scientific outputs developed jointly with other public, institutions and organizations outside our university to the total number of outputs (%); and 5. The number of scientific meetings organized by our university with other national and international institutions" (Evidence 1: 1). This goal was included in the Faculty of Islamic Sciences 2024-2028 Strategic Plan as "Target 3.2" (Evidence 2: 1). The activities carried out in line with this goal are continuously monitored on a faculty and university basis through the BKYS system (Evidence 3: 1). In addition, according to the strategic plan, the success rates recorded in relation to the annual targets at the university scale were included and evaluated in Yalova University Annual Reports (Evidence 4: 1).

As noted in the Yalova University 2024 Internal Evaluation Report, supporting national and international collaborations within the scope of our university's R&D policy has been identified as one of the top priority goals (Evidence 5: 1). In this context, the R&D Coordinatorship emphasized that national and international collaborations should be considered as a strategic necessity in its detailed analysis of which parameters are taken into account in order to be included in QS and THE rankings in order to strengthen academic collaborations (Evidence 6).

In this context, when the titles "Academic Staff Assigned to Other Universities" and "Academic Staff Assigned to Our University" in the activity reports of our faculty are taken into consideration, it is seen that our faculty has a significant potential in terms of collaborations. As of 2024, 23 academic staff were assigned to various universities, 3 of them abroad, and 10 academic staff from other universities were

assigned to our faculty (Evidence 7: 1). Academic activities organized in cooperation with various institutions in our faculty are concrete indicators of this potential (Evidence 8, Evidence 9, Evidence 10 Evidence ,11). In addition, an Advisory Board and an International Advisory Board have been established in our faculty to support national and international collaborations (Evidence 12: 1, 2).

Another important achievement in this context is that the project titled "Digital Footprints of Migration", in which our Rector and faculty member Prof. Dr. Mehmet Bahçekapılı and our Vice Rector and Dean Prof. Dr. Cahit Külekçi were the legal representatives of the project, has been entitled to be supported by the Turkish National Agency (Evidence 13). The project is noteworthy in terms of collaborations as it includes cooperation with Izmir Katip Çelebi and Kütahya Dumlupınar universities and provides international support.

The fact that our faculty has only one Erasmus agreement is a limitation in terms of international collaborations (Evidence 14). However, in the 2024 activity report of our faculty, under the heading of "Suggestions and Measures" , the article "Participation of students in education abroad by making bilateral agreements" was included (Evidence 4: 2). Initiatives in this direction are underway and their realization will pave the way for further partnerships (Evidence 15: 1, 2, 3).

In addition to all these data, as included in the Faculty's Quality Manual, stakeholder opinions were obtained through advisory committees and surveys for national and international joint programs (Evidence 12: 1, 2, 3, 4, Evidence 16: 1, 2, 3, 4 and Evidence 17). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and recommendations were made for prevention and improvement (Evidence 18: 1, 2 and Evidence 19: 1, 2, 3).

Subject	C.3.2. National and International Joint Programs and Joint Research Units
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission, Internationalization Working Group
	Implementation Research and Development Commission, Internationalization Working Group
	Evaluation: Research and Development Commission, Quality and Accreditation High Commission
	Improvement Quality and Accreditation High Commission, Dean's Office
	Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic and Administrative Staff, Student Representatives
	External Stakeholders: Advisory Board, Domestic/International Universities, Research Centers, Other Collaborating Organizations
Application Areas	Joint graduate programs, protocols and memorandums of understanding, guest academician exchanges, joint research projects, consortia, academic publication collaborations
Monitoring Mechanisms	Joint project and publication outputs
	Participation data (faculty, students, administrative representation)
	Satisfaction surveys
	Monitoring meeting reports
Performance Indicators	Number of national/international cooperation protocols
	Number of joint projects and publications
	Number of guest academician and student exchanges

	Number of faculty members participating in international academic networks
	Level of satisfaction with collaborations
Evaluation and Improvement Date	End of Academic Year (June)
	January 2025
Place in the Information Management System	Corporate Website
	Integrated Quality Management System (IQMS)
	UBS

Maturity Level: In our faculty, multiple research activities and practices such as participation in research networks and establishing collaborations with intra-institutional and inter-institutional joint programs and joint research units at national and international level are regularly monitored and measures are taken by evaluating the monitoring results together with stakeholders.

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Faculty of Islamic Sciences Strategic Plan (1)

Evidence 3: Integrated Quality Management System (1)

Evidence 4: Yalova University Annual Reports (1, 2)

Evidence 5: Yalova University 2024 Internal Evaluation Report (1)

Evidence 6: Analysis of THE and QS University Rankings Criteria

Evidence 7: Faculty of Islamic Sciences Annual Reports (1)

Evidence 8: Rethinking Orientalism International Symposium

Evidence 9: Yalova Provincial Workshop on Religious Education in the Turkish Century

Evidence 10: International Symposium on Ottoman Schools

Evidence 11: XIIth Turkish Postgraduate Studies Congress

Evidence 12: Islamic Sciences Faculty Advisory Boards (1, 2, 3, 4)

Evidence 13: News - Prof. Dr. Bahçekapılı and Prof. Dr. Külekçi given important roles in international project

Evidence 14: Erasmus Agreements

Evidence 15: International Cooperation Meetings (1, 2, 3)

Evidence 16: Meetings with Advisory Boards and Representatives (1, 2, 3, 4)

Evidence 17: Surveys

Evidence 18: Research and Development Commission Meetings (1, 2)

Evidence 19: Faculty Quality and Accreditation General Meetings (1, 2, 3)

C.4. Research Performance

Research and development activities at our faculty are measured and evaluated periodically based on data and the results are published. The findings are used to periodically review and continuously improve the research and development performance of our faculty.

C.4.1. Faculty Performance Evaluation

Yalova University's 2024-2028 Strategic Plan includes the target "Objective 2.1: To increase scientific performance in terms of number and quality at national and international level" and the realization of this target is defined as "the ratio of the number of articles published in SCI, SCI-Expanded, SSCI or AHCI journals to the number of faculty members". The realization of the goal is measured by performance indicators such as the following. In parallel to this, the same target was included as "Target 3.1" in the Faculty of Islamic Sciences 2024-2028 Strategic Plan and it was noted that the realization of the target will be measured by the following performance indicators: "1. The ratio of the number of articles published in SCI, SCI-Expanded, SSCI or AHCI journals to the number of faculty members; 2. The ratio of the number of articles published in TR Index journals to the number of faculty members; 3. The total number of national or international scientific activities and events attended with a work; 4 H-index ratio of faculty members". In line with these goals, "Using the scientific research incentive mechanism effectively" was determined as an activity in the strategic plan of our faculty, and in the university strategic plan, "The incentive for faculty members to participate in scientific meetings will be increased, and participation will be associated with academic performance . A technical support team will be established to facilitate scientific publication. An award management system will be established in addition to academic incentives" (Evidence 1: 1 and Evidence 2: 1). In this context, the activities carried out in line with this target are monitored both on faculty and university basis through BKYS (Evidence 3: 1). In addition, annual developments in performance indicators are included in Yalova University annual reports. Again, one of the other performance indicators monitored in the Yalova University Annual Report for 2024 is "The University's total academic incentive raw score average" and the average score for this year was recorded as 46 (Evidence 4: 1, 2).

In line with these goals and strategies, the research performance of academic staff is monitored in a transparent and systematic manner through academic incentive applications throughout the university, as stated in Yalova University 2024 Internal Evaluation Report (Evidence 5: 1, 2 and Evidence 6). In addition, academic staff who do not apply for academic incentives are also requested to update their YÖKSİS data, so that research performance is evaluated holistically on an academic staff basis (Evidence 7). Academic staff who are entitled to academic incentives are announced on the corporate website of our university. Accordingly, 20 faculty members from our faculty were entitled to benefit from academic incentives as of 2024 (Evidence 8). In addition, the Directive on Science, Art, Service and Incentive Awards is in force at our university and in this context, it is aimed to nominate our academic staff who show qualified activities for awards (Evidence 9).

One of the most important data in the context of academic staff performance evaluation is academic staff satisfaction surveys (Evidence 10: 1, 2). In addition to all these surveys and data, as stated in the Quality Manual of our faculty, stakeholder opinions were received through advisory boards for the evaluation and development of the performance of our academic staff (Evidence 11: 1, 2, 3, 4, Evidence 12: 1, 2, 3, 4). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and recommendations were made for prevention and improvement (Evidence 13: 1, 2 and Evidence 14: 1, 2, 3).

Subject	C.4.1. Instructor Performance Evaluation

Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, Research and Development Commission Evaluation: Research and Development Commission, Quality and Accreditation High Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff External Stakeholders: Advisory Board, R&D Coordinatorship
Application Areas	Academic activity reports, academic incentive applications, science/art/service award nomination processes, publication and project outputs, consultancy and course load data, social contribution activities, administrative duties, institutional commission studies
Monitoring Mechanisms	Annual activity reports integrated with UBS and YÖKSİS Academic incentive points Faculty evaluation reports Commission opinions and in-unit surveys
Performance Indicators	Average academic incentive score Number of academic publications and projects Proportion of faculty members eligible for incentive awards Number of thesis consultancy Participation in social contribution activities
Evaluation and Improvement Date	Year End (January) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

Maturity Level: In our faculty, practices covering all areas are regularly monitored to monitor and evaluate the research and development performance of academic staff, and measures are taken by evaluating the monitoring results together with stakeholders.

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Faculty of Islamic Sciences Strategic Plan (1)

Evidence 3: Integrated Quality Management System (1)

Evidence 4: Yalova University Annual Reports (1, 2)

Evidence 5: Yalova University 2024 Internal Evaluation Report (1, 2)

Evidence 6: Academic Incentive Application Handbook

Evidence 7: Official Letter on Updating YÖKSİS Data

Evidence 8: Academic Incentive Application Results

Evidence 9: Science, Art, Service and Incentive Awards Directive

Evidence 10: Academic Staff Satisfaction Surveys (1, 2)

Evidence 11: Faculty of Islamic Sciences Advisory Boards (1, 2, 3, 4)

Evidence 12: Meetings with Advisory Boards and Representatives (1, 2, 3, 4)

Evidence 13: Research and Development Commission Meetings (1, 2)

Evidence 14: Faculty Quality and Accreditation General Meetings (1, 2, 3)

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

Yalova University's 2024-2028 Strategic Plan includes the target "Objective 2.1: To increase scientific performance in terms of number and quality at national and international level" and the realization of this target is defined as "the ratio of the number of articles published in SCI, SCI-Expanded, SSCI or AHCI journals to the number of faculty members". The realization of the goal is measured by performance indicators such as the following. In parallel with this, the same target was included as "Target 3.1" in the Faculty of Islamic Sciences 2024-2028 Strategic Plan and it was noted that the realization of the target will be measured by the following performance indicators: "1. The ratio of the number of articles published in SCI, SCI-Expanded, SSCI or AHCI journals to the number of faculty members; 2. The ratio of the number of articles published in TR Index journals to the number of faculty members; 3. The total number of national or international scientific activities and events attended with a work; 4 H-index ratio of faculty members" (Evidence 1: 1, Evidence 2: 1). The activities carried out in line with these performance indicators are regularly monitored on a faculty and university basis through BKYS (Evidence 3: 1). In addition, the degree of achievement of the targets set in the performance indicators according to the strategic plan was included and evaluated in Yalova University 2024 Annual Report (Evidence 4: 1).

As pointed out in the Yalova University 2024 Internal Evaluation Report, a sound assessment of research performance at the university level is based on obtaining accurate data. Therefore, care has been taken to first obtain accurate data and then analyze the data in depth in two stages (Evidence 5: 1). In order to obtain accurate data, the administration periodically sent official letters to update the data in YÖKSİS (Evidence 6). Thus, in the evaluations carried out, data was automatically extracted directly from YÖKSİS. Secondly, a workflow was created by the R&D coordinatorship to track TUBITAK and other external project applications, so that external project applications are systematically tracked through the project tracking form (Evidence 7 and Evidence 8).

In terms of in-depth analysis of data, a Big Data Coordinatorship was established under the Rectorate (Evidence 9). The R&D Coordinatorship has determined the critical criteria to be followed in the evaluation of academic performance in order to serve as a basis for the work of the Big Data Coordinatorship and forwarded them to the relevant unit (Evidence 10). In the future, the data obtained from faculties, including our faculty, will be analyzed and reported by the Big Data Coordinatorship on a unit and university basis. As a matter of fact, the Satisfaction Survey Reports for the 2024-2025 Academic Year were analyzed and reported by the Big Data Coordinatorship. Accordingly, for example, the statement "I can allocate enough time for research and publication at our university" in the surveys was answered positively by 70.97% (Evidence 11: 1).

Information on publication activities carried out in our faculty is tracked in the Faculty of Islamic Sciences Annual Reports under the heading "5. Activity Information on Publications (According to YÖKSİS Data)" and shared in an accessible way on our corporate website (Evidence 12: 1). In addition, at the academic board meetings held with the participation of the rectorate at the beginning of each academic year, the research performance of our faculty is evaluated and suggestions for improvement are discussed based on the results (Evidence 13: 1, 2, 3). An important aspect of these meetings is the

reports prepared by the R&D coordinatorship. The R&D coordinatorship prepared comparative reports with rival universities with similar qualifications, taking into account academic rankings such as URAP, and shared them with the relevant units (Evidence 14). The R&D Coordinatorship of our university also organized meetings with the R&D Coordinators in the units and shared information about these reports with them (Evidence 15).

As stated in the Quality Handbook of our faculty, all these data, as well as periodic bulletins summarizing the activities carried out in our faculty, were shared on the corporate website of our faculty in a way that our stakeholders can access (Evidence 16). Thus, stakeholder opinions on the research performance and development of our faculty were obtained through advisory boards and surveys (Evidence 17: 1, 2, 3, 4, Evidence 18: 1, 2, 3, 4 and Evidence 19). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and recommendations were made for prevention and improvement (Evidence 20: 1, 2 and Evidence 21: 1, 2, 3).

Subject	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Implementation Research and Development Commission Evaluation: Research and Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Student Representatives External Stakeholders: Advisory Board, R&D Coordinatorship, BAP Coordinatorship, TTO, YISMER
Application Areas	Annual research performance reports, publication and project outputs, student-contributed research, academic events, feedback surveys, improvement plans
Monitoring Mechanisms	BKYS/UBS data analysis Feedback forms and questionnaires Commission meeting minutes Academic year-end evaluation reports
Performance Indicators	Number of publications/projects at faculty level Ratio of student-contributed research Number of research-oriented activities Implementation rate of feedbacks Percentage of performance-based improvement implementation
Evaluation and Improvement Date	End of Academic Year (June) January 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS) UBS

Maturity Level: The research performance of all fields in our faculty is monitored and used in evaluations and decision-making (performance-based incentive-appreciation mechanisms, etc.). Related practices are regularly monitored and monitoring results are evaluated together with stakeholders and measures are taken.

Evidence

Evidence 1: [Yalova University Strategic Plan](#) ([1](#))

Evidence 2: [Faculty of Islamic Sciences Strategic Plan](#) (1)

Evidence 3: [Integrated Quality Management System](#) ([1](#))

Evidence 4: [Yalova University Annual Reports](#) ([1](#))

Evidence 5: [Yalova University 2024 Internal Evaluation Report (1)](#)

Evidence 6: [Official Letter on Updating YÖKSİS Data](#)

Evidence 7: [Official Letter Regarding External Funding Applications](#)

Evidence 8: [Workflow to be followed in External Project Applications](#)

Evidence 9: [Big Data Coordinator Directive](#)

Evidence 10: [Data Criteria Table](#)

Evidence 11: [Academic Staff Satisfaction Survey Report](#) ([1](#))

Evidence 12: [Faculty of Islamic Sciences Annual Reports](#) (1)

Evidence 13: Academic Board Meetings with the Participation of the Rector ([1](#), [2](#), [3](#))

Evidence 14: [R&D Coordinatorship URAP Report](#)

Evidence 15: [Meetings with Unit Quality Commission Members](#)

Evidence 16: [Faculty of Islamic Sciences Bulletins](#)

Evidence 17: International Cooperation Meetings ([1](#), [2](#), [3](#))

Evidence 18: Meetings with Advisory Boards and Representatives ([1](#), [2](#), [3](#), [4](#))

Evidence 19: [Surveys](#)

Evidence 20: Research and Development Commission Meetings ([1](#), [2](#))

Evidence 21: Faculty Quality and Accreditation General Meetings ([1](#), [2](#), [3](#))

C.4.3. Research Budget Performance

In Yalova University's 2024-2028 Strategic Plan, "Objective 2.3: To increase scientific research opportunities" is stated and one of the performance indicators for the realization of this objective is "The ratio of the budget spent on R&D to the total budget (%)". Accordingly, while this value was 0.24 in 2023, it is planned to increase to 0.45 by 2028. In addition, among the needs, it is specifically stated that "Financial resources for R&D studies should be increased" ([Evidence 1](#): [1](#)). Accordingly, as stated in the Yalova University 2024 Internal Evaluation Report, the budget allocated for R&D for 2025 was increased compared to 2024 ([Evidence 2](#): [1](#), [2](#)). This increase was also reflected in project upper limits and project upper limits were updated for 2025 ([Evidence 3](#)). This allowed researchers to carry out larger-scale projects.

Developments in performance indicators are monitored through BKYS and reflected in Yalova University Annual Reports ([Evidence 4](#): [1](#), [2](#)). According to the Yalova University Annual Report for

2024, there is a decline in the indicator "The ratio of the budget spent on R&D to the total budget (%)", but evaluations related to this are included in the report and it is stated that necessary measures have been taken (Evidence 5: 1). The reports also include the budget information of both internally and externally funded research projects under the heading "14.1 Information on Scientific Research Activities". In this context, the budgets of the projects carried out by Assoc. Prof. Dr. Yusuf OKTAN and Assoc. Prof. Dr. Fatma BAYNAL, faculty members of our faculty, and how much of these budgets were used were followed (Evidence 5: 2).

In line with the goal of "Objective 3.2: Increasing national and international cooperation opportunities" of the Faculty of Islamic Sciences 2024-2028 Strategic Plan, it is aimed to contribute to the realization of the strategic goals of our faculty and university by increasing the number of internally and externally funded projects (Evidence 6: 1). With the increase in the number of projects, project budgets will be included in the faculty activity reports as a monitoring and evaluation subject if needed. As a matter of fact, the projects prepared and accepted by the faculty members of our faculty in 2025 point to this need (Kant 7 and Evidence 8).

Along with all these data, stakeholder opinions on research budget performance were obtained through advisory committees and surveys as stated in the Quality Manual of our faculty (Evidence 9: 1, 2, 3, 4, Evidence 10: 1, 2, 3, 4 and Evidence 11). The information obtained was evaluated at the Research and Development Committee meetings and at the Quality and Accreditation General Meetings and recommendations were made for prevention and improvement (Evidence 12: 1, 2 and Evidence 13: 1, 2, 3).

Subject	C.4.2. Evaluation of Research Performance and Improvement Based on Results
Responsible Unit(s)	Planning Dean's Office, Research and Development Commission Application Dean's Office, BAP Coordinatorship Evaluation: Research and Development Commission Improvement Quality and Accreditation High Commission, Dean's Office Approval: Faculty Board
Stakeholders	Internal Stakeholders Academic Staff, Student Representatives External Stakeholders: Advisory Board, R&D Coordinatorship, BAP Coordinatorship, TTO
Application Areas	Annual research budget planning, BAP and external funding applications, expenditure processes, monitoring of realization rates, unused budget analysis, guidance to researchers in need of support
Monitoring Mechanisms	Budget allocation and realization rates through BKYS and UBS BAP expenditure reports Annual cost/performance comparison charts Commission meeting minutes and analysis reports
Performance Indicators	Budget realization rate Percentage utilization of allocated resources Proportion of academic staff applying for funding Number of projects with expenditure tracking Ratio of unavailable resources to total budget
Evaluation and Improvement Date	Year End (January) June 2025
Place in the Information Management System	Corporate Website Integrated Quality Management System (IQMS)

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

Evidence

Evidence 1: Yalova University Strategic Plan (1)

Evidence 2: Yalova University 2024 Internal Evaluation Report (R&D Budget Increase: 1, 2)

Evidence 3: BAP Project Upper Limits

Evidence 4: Integrated Quality Management System (1, 2)

Evidence 5: Yalova University Annual Reports (1, 2)

Evidence 6: Faculty of Islamic Sciences Strategic Plan (1)

Evidence 7: Prof. Dr. Bahçekapılı and Prof. Dr. Külekçi are Told of Important Tasks in an International Project

Evidence 8: TUBITAK 2209 Accepted Projects News

Evidence 9: Faculty of Islamic Sciences Advisory Boards (1, 2, 3, 4)

Evidence 10: Meetings with Advisory Boards and Representatives (1, 2, 3, 4)

Evidence 11: Surveys

Evidence 12: Research and Development Commission Meetings (1, 2)

Evidence 13: Faculty Quality and Accreditation General Meetings (1, 2, 3)

D. SOCIAL CONTRIBUTION

D.1. Social Contribution Strategy

Our faculty adopts it as a fundamental duty to respond to the expectations of the society at the academic level and to bring reliable and authentic knowledge together with the society by contributing to religious life. The social service activities carried out with this sense of responsibility are not limited to the transfer of knowledge; they are also shaped with an interaction-based approach that prioritizes the active participation of the society. Yalova University Faculty of Islamic Sciences' social contribution strategy, goals and policies are planned in line with the quality assurance approach and in integrity with the Quality Manual. (See Evidence 1)

In line with its mission and vision, our faculty aims to develop interaction and cooperation in academic, social and cultural fields by considering the social structure and needs of the city in which it is located. In this context, a strategic approach has been adopted in line with the goals of "becoming a university that contributes to local and regional development through social contribution activities" and "increasing activities for all segments of society in cooperation with stakeholders" in the 2024-2028 Strategic Plan of our university. (See Evidence 2)

According to the policies determined within the framework of the 2024-2028 Strategic Plan of our faculty, the following goals and objectives have been prioritized in the field of social contribution: To contribute to local and regional development through social contribution activities; to increase activities for all segments of society in cooperation with stakeholders; to encourage student volunteerism in community service and social responsibility activities. (See Evidence 3)

In order to achieve these goals; to carry out solution-oriented studies by identifying the needs of the environment in which we live with the awareness of serving the community, to develop services for the community in cooperation with stakeholders (See Evidence 4Evidence 21, Evidence 5Evidence 22Evidence 22, Evidence 6, Evidence 7, Evidence 8, Evidence 9, Evidence 10, Evidence 11Evidence 24, Evidence 12, Evidence 13, Evidence 14, Evidence 15, Evidence 16, Evidence 17, Evidence 18, Evidence 19, Evidence 20), (See ,) to maximize stakeholder satisfaction by considering sensitivity to social values, (See Evidence 23,) to carry out social responsibility and volunteering activities (See Evidence 21,), (See Evidence 23, Evidence 24). Evidence 21, Evidence 22) maximizing stakeholder satisfaction by being sensitive to social values, (See Evidence 23, Evidence 24) systematically continuing social responsibility and volunteering activities (See Evidence 25, Evidence 26, Evidence 27, Evidence 28 Evidence ,29 Evidence ,30), and contributing to the strengthening of the social structure by raising qualified individuals in line with these values.

The social contribution policy (See Evidence 31) is based on an inclusive approach that aims to reach out to the wider society, and is carried out with a vision that constantly renews itself in line with social demands, needs and feedback. In the quality policy (See Evidence 32), the phrase 'understanding, trust and sincerity in relations with stakeholders' is included, emphasizing that the faculty adopts a participatory and trust-based cooperation approach based on open communication with all stakeholders.

Among the quality objectives, the statement "To maximize collaborations, joint research and development activities with public, private sector and non-governmental organizations" **is** a reflection of an institutional vision to strengthen university-society cooperation. (See Evidence 33) In line with this goal, our faculty is not limited to the production of academic knowledge, but leads research and development activities that can respond to social needs by developing multifaceted collaborations with public institutions, private sector actors and non-governmental organizations. Through protocols, joint projects, consultancy activities and field studies, an effective interaction network is established at both regional and national levels; the opinions of external stakeholders are taken in these processes and sustainable collaborations based on the principle of mutual contribution are encouraged. (See Evidence 34, Evidence 35, Evidence 36, Evidence 37, Evidence 38, Evidence 39, Evidence 40, Evidence 41, Evidence 42) Thus, our faculty aims to build a quality-oriented, participatory and functional structure by transforming the academic outputs it produces into social benefits.

In this direction, various activities are planned and carried out together with public institutions, local administrations, non-governmental organizations, educational institutions and religious structures. These activities aim to reach different segments of the society and disseminate authentic religious knowledge; they also contribute to the development of our students' awareness of social responsibility. Below are some sample practices and evidence of the activities carried out by our faculty with internal and external stakeholders (See Evidence 43, Evidence 44, Evidence 45, Evidence 46, Evidence 47, Evidence 48, Evidence 49, Evidence 50, Evidence 51)

Our faculty, in cooperation with the Presidency of Religious Affairs and Provincial Mufti Offices (See Evidence 52, Evidence 53, Evidence 54, Evidence 55), carries out various activities to support the religious and spiritual development of the society. (See Exhibit 56) In this context, it conducts various activities to support the religious and spiritual development of the society through chat programs in

mosques (See Exhibit 57) (See Exhibit 58, Exhibit 59, Exhibit 60, Exhibit 61, Exhibit 62, Exhibit 63, Exhibit 64, Exhibit 65, Exhibit 66, Exhibit 67, Exhibit 68, Exhibit 69, Exhibit 70, Exhibit 71, Exhibit 72, Exhibit 73, Exhibit 74, Exhibit 75, Exhibit 76) and values education activities in youth centers (See Exhibit 77). Evidence 77), which provide authentic and reliable religious knowledge to the society and at the same time develop our students' sense of social responsibility. These activities directly overlap with the social contribution goals of our faculty and are made sustainable through stakeholder collaborations. These efforts both encourage student participation and actively integrate faculty members into the process of providing religious services in the field. (See Evidence 78)

Yalova University Faculty of Islamic Sciences considers cooperation with public institutions as a strategic priority; in this direction, it organizes various social, cultural and religious activities with the Governorship of Yalova. Especially in events such as seminars, panels and commemoration programs that aim to raise social awareness, we act in coordination with the governorship; the academic contribution of our faculty plays an important role in these organizations organized with the support of local government. These collaborations are the concrete reflections of our faculty's sustainable, measurable and collaborative activity approach that prioritizes the public interest within the framework of the social contribution strategy. The activities carried out in this context clearly demonstrate that our faculty acts with a sense of social responsibility and the importance it attaches to public-higher education collaborations. (See Evidence 79, Evidence 80, Evidence 81, Evidence 82, Evidence 83, Evidence 84, Evidence 85, Evidence 86, Evidence 87, Evidence 88, Evidence 89)

Yalova University Faculty of Islamic Sciences attaches importance to cooperation with education-oriented public institutions in line with its social contribution strategy; in this context, it organizes activities at various levels with the Provincial Directorates of National Education. Seminars, conferences and guidance activities based on values education, morality, spirituality and religious knowledge were organized by the faculty members of our faculty in primary, secondary and high school educational institutions throughout the province. These activities included professional development activities not only for students but also for teachers and were structured to increase religious and cultural awareness on the axis of teacher- student-parent. In these activities, joint plans are made with the Provincial Directorate of National Education, and an effective learning environment is provided for public benefit by presenting academic content on the themes needed. All these activities are a reflection of the public, community-based and education-oriented social responsibility approach of our faculty and are considered as part of permanent and mutually beneficial collaborations with stakeholders. (See Evidence 90, Evidence 91, Evidence 92, Evidence 93, Evidence 94, Evidence 95, Evidence 96)

Our faculty actively uses digital media to increase the visibility of its social contribution activities and to establish an effective communication network with stakeholders. Especially through Instagram **and** Twitter (X) accounts, it shares announcements, visuals and information about events such as public seminars, conferences, panels and student club activities, ensuring that academic and social content reaches a wide audience. Through the content shared, both the awareness within the university is increased and the interaction with non-governmental organizations, public institutions and the education community in the city is strengthened. The use of social media not only reinforces our faculty's ties with the society at the digital level, but also supports the sustainability of our social contribution strategy **in** line with the principles of transparency, accountability and continuity. In this context, digital communication tools are considered as a strategic tool for both publicizing events and making visible academic activities carried out for the public good. (See Evidence 97, Evidence 98 Evidence ,99)

Yalova University *Islamic Studies Application and Research Center (YISMER*), which operates within Yalova University, assumes an important function as an institutional structure that supports the social contribution strategy of the faculty. The Center aims to bring its scientific knowledge together with the

society, to convey religious knowledge and values to the society from authentic sources, and to increase the level of individual and social consciousness in this way. To this end, YISMER organizes panels, workshops, public seminars and training programs to strengthen academia-society interaction and contribute to university-society integration. In addition, the center produces sustainable and measurable contributions that prioritize social benefit through activities carried out in cooperation with local public institutions and non-governmental organizations. In the projects developed by YISMER, content aimed at segments of society that are in the direct sphere of influence, such as youth, religious officials and teachers, is prioritized; social sensitivity, religious awareness and a value-based approach are supported through the activities organized within this framework. YISMER's activities overlap with the goals of "promoting community-based academic production" and "producing services for the public good in cooperation with stakeholders" in the faculty's strategic plan; thus, the center is positioned as a concrete component of social contribution within the framework of institutional quality assurance. (See Evidence 100, Evidence 101, Evidence 102, Evidence 103, Evidence 104)

Yalova University Faculty of Islamic Sciences adopts a participatory management approach by systematically consulting the views of external stakeholders in social contribution activities, education and training programs and quality assurance processes. In this context, the Faculty regularly exchanges views with public institutions, local governments, non-governmental organizations, alumni, employer representatives and other external stakeholders. The "External Stakeholder Opinion Request Process", which is carried out periodically by the Faculty, is carried out through both written and face-to-face interviews. The opinion request forms prepared within this framework include questions about the quality of the programs carried out by the faculty, the effectiveness of social contribution activities, graduate qualifications and institution-community interaction. Qualified feedback from external stakeholders is evaluated and reported to the Dean's Office by the Social Contribution Development Commission, Education Commission and Advisory Board. In line with the opinions obtained, updates are made in the education programs; strategies sensitive to local and regional needs are developed in the planning of social contribution activities. In addition, improvement decisions are taken and implemented for projects, activities and collaborations proposed with the contribution of external stakeholders. This process ensures that external stakeholders are positioned as actors who contribute to faculty activities rather than being consulted, and contributes to strengthening institutional capacity in line with the principles of participation, transparency and social responsibility. (See Evidence 105, Evidence 106, Evidence 107, Evidence 108, Evidence 109 Evidence ,110, Evidence 111, Evidence 112, Evidence 113, Evidence 114, Evidence 115, Evidence 116, Evidence 117, Evidence 118, Evidence 119, Evidence 120)

Evidence

Evidence 1: Quality Manual

Evidence 2: University Strategic Plan 2024-2028

Evidence 3: Faculty Strategic 2024-2028 Plan

Evidence 4: Special Provincial Administration Opinion

Evidence 5: External Stakeholder Opinion of Vocational Course Teachers of Şehit Zeynep Sağır Girls' EİHL

Evidence 6: External Stakeholder Opinion Request

Evidence 7: Orientation Meeting

Evidence 8: Yalova Imam-Hatipliler Association External Stakeholder Assignment

Other Evidence

D.1.1. Social Contribution Policy, Goals and Strategy

Yalova University Faculty of Islamic Sciences has an institutional understanding that puts social contribution policy at the center of its education and research processes in line with the goals and policies it has adopted. (See Evidence 1, Evidence 2, Evidence 3) Our faculty considers producing benefits to society in line with its mission and vision as one of its main goals; (See Evidence 4) in this direction, it shapes its social contribution policies not only through institutional evaluations, but also through consultation processes carried out with internal and external stakeholders. (See Evidence 5, Evidence 6)

With an approach that goes beyond education and research activities, our faculty considers the production of a multi-layered social value that extends to local, national and international levels by developing sustainable, measurable and sensitive to regional needs in the field of social contribution as an integral part of its corporate responsibility. In line with our institutional mission, we prioritize not only academic achievement but also integration with the society we are a part of and generating social benefits. All social contribution activities carried out in this context are integrated with strategic planning, stakeholder engagement and quality assurance processes. (See Evidence 7)

Our faculty carries out multifaceted activities in the field of social contribution directly on its own initiative, through collaborations developed with stakeholder institutions (**See** Evidence 8, Evidence 9) or with the support of external resources. Thanks to effective coordination with external stakeholders (**See** Evidence 10, Evidence 11, Evidence 12, **Evidence** 13, Evidence 14, Evidence 15, Evidence 16, Evidence 17**,** Evidence 18**)**, seminars and conferences requested from the faculty are largely responded to; (See **Evidence 19, Evidence 20, Evidence 20, Evidence 18).** Evidence 19, Evidence 20, Evidence 21, Evidence 22, Evidence 23) In this context, our lecturers organize activities to inform both students and teachers about religious and spiritual issues in universities and high schools both in Yalova (See **Evidence 24**) and in other cities (See Evidence 25, **Evidence 26**). (See **Evidence 27**, Evidence 28, **Evidence** 29) In addition, **through** the sermons given by our professors in mosques (**See** Evidence 30**)**, direct communication with the society is established and individuals' religious lives are contributed to. (See Evidence 31, Evidence 32, Evidence 33, Evidence 34**)**

In order to carry out the quality assurance system effectively, our faculty regularly plans and implements "Quality Senior Commission Meetings" and "Sub-Commission Meetings" including the Social Contribution Development Commission. Through these meetings, quality processes are evaluated, current practices are reviewed and decisions are taken on areas for improvement. Thus, the process of achieving quality objectives is carried out in a dynamic and participatory manner. (See Evidence 35, Evidence 36, Evidence 37, Evidence 38, Evidence 39, Evidence 40**,** Evidence 41, Evidence 42, Evidence 43, Evidence 44, Evidence 45)

In line with the goals set in the field of social contribution, the basic policy of the Commission for the Development of Social Contribution is accepted as follows: "It determines the activities to be carried out with the external stakeholders of the faculty, monitors them periodically and carries out continuous improvement activities to ensure the effective use of the physical, technical and financial resources required for the faculty to carry out its social contribution activities in appropriate quality and quantity."

In this context, our university's social contribution policy (See Evidence 46) is as follows:

- Within the framework of the vision and mission of Yalova University; to prepare research and development projects in cooperation with public, private sector and non-governmental organizations of research and application centers,

- Engaging in joint social activities for the benefit of the community,

- Encouraging students to develop social projects for social contribution,

- To organize activities such as research, training, conferences, seminars, etc. for local and regional targets that increase the cultural level of the society for all segments.

The social contribution policy of our institution is built on two basic stages with the aim of integrating the understanding of community service into the institutional structure and making it sustainable. The first of these is to strengthen the interaction between education and training activities and social contribution. In this context, through elective courses offered at the undergraduate level, it is aimed to raise students' awareness of social contribution and increase their motivation to serve the public good. (See Evidence 47, Evidence 48) The contents of these courses are constantly updated by seeking the opinions of alumni stakeholders (See Evidence 49) and other external stakeholders (See Evidence 50); in addition, learning processes are enriched by providing content support within the framework of cooperation with NGOs. (See Evidence 51, Evidence 52) The second is practice-based activities that directly respond to social needs. In line with the demands of provincial and district mufti offices, the institution contributes to practical religious services such as imamate, muezzin, sermon and preaching in mosques through students and faculty members. Similarly, support is also provided for non-formal religious education activities carried out in Qur'an courses. In addition, seminars, panels and talk programs open to the public are organized with the voluntary participation of academic staff and students on special occasions such as holy nights and religious holidays, and religious, moral and cultural awareness is raised through these programs. (See Evidence 53, Evidence 54, Evidence 55) The Social Contribution Development Commission plays an active role in the planning, coordination and evaluation of all these activities.

The second part of the institution's social contribution activities consists of scientific and cultural activities organized under the leadership of academic units. In this context, through activities such as workshops, conferences, symposiums, panels and seminars, it is aimed to share academic knowledge with the society and increase the public's awareness of current religious, cultural and social issues. These activities are carried out by the departments, divisions and faculty members of the faculty, and are also planned and carried out in cooperation with research centers such as Yalova Islamic Studies Application and Research Center (YISMER). (See Evidence 56, Evidence 57, Evidence 58, Evidence 59) These activities are structured to appeal not only to the university community, but also to a broad segment of society, thus giving the institution's mission of producing and transmitting knowledge a social dimension and gaining visibility. In addition, the institution encourages its faculty members to take part in written, audio and visual media platforms with content based on authentic religious knowledge, thereby ensuring that academic knowledge reaches a wider audience through the media. (See Evidence 60, Evidence 61) These activities reveal that institutional responsibility is not limited to the fields of education and

research, and that the opening of knowledge for public benefit in a way that contributes to social transformation processes is adopted as a strategic goal.

Student clubs operating within the faculty are not only limited to contributing to the individual, social and cultural development of students, but are also among the important actors supporting the social responsibility mission of the university. These clubs directly interact with the society and contribute to the public good through social responsibility projects, volunteerism-based initiatives, awareness-raising activities and activities carried out in cooperation with the local community. This interactional structure established with the community strengthens the university's relations with its social stakeholders and increases the recognition and visibility of the institutional identity at the local level. It is seen that student clubs play a functional role in developing sensitivity to social issues, ensuring social integration and promoting participatory citizenship awareness. In this framework, the activities of student clubs are structured in a planned and measurable manner in line with the strategic goals of the faculty and are considered as an important component of the sustainable social contribution approach. (See Evidence 62, Evidence 63, Evidence 64, Evidence 65)

Our faculty adopts it as an institutional value that students and faculty members act with a sense of social responsibility; in this direction, it encourages active participation in activities aimed at producing social benefits. The institution exhibits a sensitive approach to humanitarian needs that arise especially in extraordinary situations such as earthquakes, floods and fires; in this context, it supports the voluntary participation of students, academic and administrative staff in aid organizations carried out by official institutions and Non-Governmental Organizations (NGOs). This supportive attitude, which aims to reinforce the culture of social solidarity, contributes to the development of institutional reflexes against extraordinary situations and to the strengthening of the social role of the university in times of disaster. Relief activities carried out in this context are recorded through documentary reports and evidence files, which ensure the traceability and transparency of the process (See Evidence 66Evidence 66, Evidence 67Evidence 67). (See ,) The Social Contribution Development Commission plays an active role in the planning and execution of these processes and leads the activities to be carried out sensitively and in line with the principle of social justice. This holistic approach shows that the faculty is positioned not only as an academic unit, but also as a dynamic actor that bears responsibility towards society in times of crisis.

In line with the goal of increasing the social impact of its scientific, religious, social and cultural activities, our institution adopts a continuous improvement approach as a basic principle. In this context, criticisms, suggestions and requests from internal and external stakeholders are regularly collected; this feedback is taken into account in updating institutional processes and restructuring social contribution activities. The planning, implementation and evaluation processes regarding social contribution activities are carried out openly to the public in accordance with the principle of transparency. Through the Faculty's website and social media accounts, activities are regularly announced, activity reports and visuals are shared; thus, both accountability is ensured and communication and feedback channels with wide stakeholder groups are kept alive. (See Evidence 68). In addition, in order to collect stakeholder feedback in a more systematic manner, digital application and suggestion channels are kept open through the Rectorate Communication Center (RIMER), and in order to facilitate on-campus communication processes, the faculty-specific QR code application allows direct communication with the Dean's Office. (See Evidence 69, Evidence 70, Evidence 71) This multi-channel and inclusive communication infrastructure demonstrates that social contribution policies are carried out with a stakeholder-based and interactive model. Thus, the organization's community outreach activities are strengthened in terms of both effectiveness and sustainability, and institutional learning and development processes are supported by data-based feedback.

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

Subject	D.1.1. Social Contribution Policy, Goals and Strategy
Application Areas	All academic and administrative areas where the faculty operates All stakeholders with whom the Faculty carries out internal and external cooperation activities
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation Working Commissions; Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) Annual Reports Meeting Reports Faculty Bulletin Surveys
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences 2024-2028 Strategic Plan

Evidence 2: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 3: Faculty Social Contribution Policy

Evidence 4: Faculty Mission and Vision

Evidence 5: Faculty External Stakeholder Representatives

Evidence 6: Faculty Internal Stakeholder Representatives

Evidence 7: Yalova University Faculty of Islamic Sciences 2024-2028 Strategic Plan

Evidence 8: Faculty Advisory Board

Evidence 9: External Stakeholder Representatives

Evidence 10: Visit to Uludağ University

Evidence 11: Visit to Provincial Gendarmerie Command

Evidence 12: International Debate Competition

Evidence 13: Visit to Germany

Evidence 14: Visit to the Manuscripts Institution

Evidence 15: Yemen Aden University Interview

Evidence 16: Visit to the Grey Wolves' Quarries

Evidence 17: IHH Visit

D.1.2. Management and Organizational Structure of Social Contribution Processes

Faculty social contribution processes are planned, implemented, monitored and necessary measures are taken in line with the goals set in the field of social contribution in the Quality Handbook (See Evidence 1) and the 2024-2028 Strategic Plan of the university and the faculty. (See Evidence 2, Evidence 3) Social contribution activities are also planned by the Dean's Office and the Social Contribution Development Commission in line with the requests and suggestions from stakeholders. Social contribution activities in our faculty are planned at the beginning of each academic year within the framework of the university's Directive on the Organization of Congresses, Workshops, Symposiums, Conferences, Panels and Other Events. (See Evidence 4)

The effective execution of the social contribution processes of the Faculty is ensured by a flexible and functional organizational structure based on the "Plan, Implement, Control, Take Measure (PDCA)" cycle. Process management differs according to the types of activities and is carried out with the functional contribution of the relevant units. In this context, the activities carried out by student clubs are planned, implemented and monitored under the guidance of the Academic and Administrative Staff who are the advisors of the relevant club. (See Evidence 5) In the social contribution activities developed within the faculty other than student clubs, direct responsibility is assumed by academic staff; these individuals take an active role in the planning, implementation and evaluation stages of the process. (See Evidence 6)

Social contribution processes at the Faculty are carried out with a multi-stakeholder approach and within the framework of an institutionalized structure. In this context, the Dean's Office coordinates the planning, implementation and evaluation processes of social contribution activities, and a multi-faceted participation ground is created through regular consultation meetings with the Advisory Board, the Social Contribution Development Commission and Student Representatives. (See Evidence 7) In line with the opinions and suggestions received from internal and external stakeholders, the goals of the activities to be carried out in the field of social contribution are determined, and the necessary steps are taken in a planned manner to ensure the initiation and sustainability of these activities. Requests from the community are evaluated through official correspondence with relevant institutions, and practices based on mutual cooperation are implemented. Implementation evaluations, development areas and improvement suggestions obtained throughout the process are discussed by the relevant committees in meetings organized at regular intervals and the results are regularly reported and submitted to the Dean's Office. In the light of these reports, the Dean's Office takes the necessary decisions and initiates improvement and update processes for implementation. (See Evidence 8)

In order to increase the effectiveness of the social contribution activities carried out at the faculty and to implement the principle of continuous improvement at the institutional level, the strategies for the activities carried out at the end of each academic year are reviewed and updated. In this context, the activity reports prepared by the Community Contribution Development Commission are regularly submitted to the Dean's Office and the evaluations made on these reports are handled in coordination with quality assurance processes. (See Evidence 9) The main structure that directly or indirectly monitors the community contribution processes within the faculty is the Community Contribution Development Commission. Information on the administrative regulations regarding the duties, powers and responsibilities of the Commission and the activities it carries out are accessible to the public through the relevant section under the heading "Accreditation Commissions" on the official website of the faculty. (See Evidence 10)

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

Subject	D.1.2. Management and Organizational Structure of Social Contribution Processes
Application Areas	All Academic and Administrative Areas where the Faculty Operates All Stakeholders with Which the Faculty Carries Out Internal and External Cooperation Activities
Monitoring Mechanisms	Face-to-face and online meetings; Quality and Accreditation High Commission Academic Boards

Performance Indicators	Quality and Accreditation High Commission and Social Contribution Number of Commission Meetings Number of Social Contribution Activities
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information System (UBS) Corporate Website

Evidence

Evidence 1: Quality Manual

Evidence 2: University Strategic Plan 2024-2028

Evidence 3: Faculty Strategic Plan 2024-2028

Evidence 4: Annual Reports

Evidence 5: East Turkistan Panel

Evidence 6: Faculty Member Semra Peker's Tafsir Lectures

Evidence 7: Accreditation Information Meeting with Student Representatives and Student Club Presidents

Evidence 8: Community Service Policy

Evidence 9: Annual Reports

Evidence 10: Yalova University Faculty of Islamic Sciences Working Commissions and Groups

D.2. Sources of Social Contribution

D.2.1. Resources

In order to ensure the sustainability and effectiveness of its social contribution activities, the Faculty evaluates its physical, technical and financial facilities with a systematic approach. (See Evidence 1) In line with the goal of reaching wider audiences and increasing the effectiveness of the Faculty's activities, the resources and support provided by the university at the institutional level are also utilized. (See Evidence 2)   All services developed in line with social contribution policies and strategic goals are planned on the basis of public benefit and no fee is charged to the participants who benefit from these services. (See Evidence 3) These services are financed by the allocations allocated from the university (See Evidence 4) and faculty budgets (See Evidence 5), and are also supported by the resources of stakeholder organizations. (See Evidence 6) Thanks to this approach, effective and efficient use of resources in social contribution activities is ensured, social benefit-oriented service delivery gains continuity, and a structure in line with corporate responsibility principles is created.

In order to increase the effectiveness of its social contribution policy, the faculty establishes bilateral collaborations with public institutions, private sector organizations and non-governmental organizations and carries out many joint projects with social and religious content. (See Evidence 7, Evidence 8) Identification and prioritization of needs in the field of social contribution is carried out by the Social Contribution Development Commission and the Quality and Accreditation High Commission. (See

Evidence 9) At the evaluation meetings organized by these bodies, project scopes are reviewed and related resource planning is carried out. (See Evidence 10, Evidence 11 Evidence ,12) The faculty management submits the identified resource needs to the university administration every year; in addition, it ensures the financial and logistical sustainability of community contribution activities through bilateral protocols signed with institutions, organizations and NGOs. (See Evidence 13) In order to diversify community contribution activities, community service practices, promotional activities and joint project work with student communities and external stakeholders come to the fore. These activities are formalized with protocols when necessary to ensure continuity and accountability. (See Evidence 14, Evidence 15 Evidence ,16, Evidence 17, Evidence 18 Evidence ,19) The Community Contribution Development Commission is responsible for monitoring the resource management process. The Commission monitors resource requirements, prepares an annual general report and submits it to the Dean's Office. The Dean's Office evaluates the report with feedback from the Advisory Board and external stakeholders, takes necessary measures and implements improvement steps. Thanks to this structure, the faculty implements the principles of transparency, accountability and sustainability at the institutional level in its social contribution activities and aims to maximize social benefit with its stakeholder-based approach.

The Faculty utilizes various types of resources to ensure the sustainability and effectiveness of its social contribution activities; these resources are based on a diversified structure in line with institutional planning and are described in the Quality Manual. (See Evidence 20)

Subject	D.2.1. Resources
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	Academic Boards, Community Engagement Commission and Face-to-Face and Online Meetings
Performance Indicators	Number of events that utilized the university budget allocated for "Congress, Symposium, Panel, etc." events during the year: 0 Total number of social contribution activities organized using university resources per year: 0 Number of cooperation protocols signed during the year: 0 Number of active protocols and number of activities based on them: 1 Number of voluntary social contribution activities carried out by student clubs and academic staff: 120 Utilization rate of the Faculty's spatial and technical facilities (conference halls, sound systems, promotional tools, etc.): 140 Number of annual meetings of the Social Contribution Development Commission: 2 Number of annual activity reports prepared: 2
Evaluation and Improvement Date	End of each academic year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) Faculty Website

Evidence

Evidence 1: Faculty Building

Evidence 2: 2022-2023-2024 Budget Expenditures

D.3. Social Contribution Performance

D.3.1. Monitoring and Improving Social Contribution Performance

The functioning of the process in the field of social contribution of our faculty is specified in the Quality Handbook. (See [Evidence 1](#)) The goals and policies of the faculty are regularly monitored by the Social Contribution Development Commission **and the** Quality and Accreditation High Commission within the scope of the relevant monitoring and evaluation processes**, and** the targets **and** performance indicators determined in line with the Strategic Plan (See Evidence [2](#)). (See [Evidence 3](#), [Evidence 4](#), Evidence [5](#)) This process is supported by periodic data collection and analysis activities and is carried out in a systematic manner. (See [Evidence 6](#), [Evidence 7](#), [Evidence 8](#), [Evidence 9](#), [Evidence 10](#), Evidence [11](#), [Evidence 12](#)) The collected data are analyzed in a multidimensional manner at the meetings of the Quality and Accreditation High Commission, and necessary improvement decisions are taken and implemented by taking into account the opinions of internal and external stakeholders. The evaluation results of the activities carried out are regularly shared with the public through the official website of the faculty in accordance with the principle of transparency; thus, both accountability and institutional visibility are increased. This whole process is carried out with the aim of increasing the effectiveness of the faculty's social contribution activities**,** making them more sensitive to social needs **and** supporting

institutional learning; continuous improvements **and** updates are implemented in line with the findings obtained. (See Exhibit 13, Exhibit 14, Exhibit 15, Exhibit 16, Exhibit 17, Exhibit 18, Exhibit 19, Exhibit 20, Exhibit 21,)

Subject	D.3.1. Monitoring and Improving Social Contribution Performance
Application Areas	All Faculty; National and International Fields
Monitoring Mechanisms	Meeting Reports, Evaluation Surveys, Face-to-Face and Online Meetings
Performance Indicators	Annual Reports Number of Activities within the Faculty Faculty Bulletin
Evaluation and Improvement Date	January 2025 End of each academic year
Place in the Information Management System	Integrated Quality Management System (IQMS) Faculty Website

Evidence

Evidence 1: Quality Manual

Evidence 2: Faculty Strategic Plan

Evidence 3: Meeting Minutes of the Quality and Accreditation High Commission and Social Contribution Development Commission

Evidence 4: Unit/Administrative Activity Report for 2024

Evidence 5: University Self Evaluation Report

Evidence 6: Quality and Accreditation General Information Meeting

Evidence 7: Social Contribution Development Commission Meeting News 1

Evidence 8: Social Contribution Development Commission Meeting News 2

Evidence 9: Quality and Accreditation High Commission Meeting Report 4

Evidence 10: Quality and Accreditation High Commission Meeting News 3

Evidence 11: Quality and Accreditation High Commission Meeting News 2

Evidence 12: Quality and Accreditation High Commission Meeting News

Evidence 13: Yalova University Faculty of Islamic Sciences Official Web Page

Evidence 14: Surveys

Evidence 15: Annual Reports

Evidence 16: General Satisfaction Survey for Graduates

Evidence 17: General Satisfaction Survey for Graduates 2

Evidence 18: 2023-2024 Spring Semester Student Satisfaction Survey

Evidence 19: 2023-2024 Spring Semester Student Course Satisfaction Survey Results

Evidence 20: 2023-2024 Fall Semester Student Course Satisfaction Survey Results

E. MANAGEMENT SYSTEM

E.1. Structure of Management and Administrative Units

Yalova University Faculty of Islamic Sciences has established its management and administrative structure in line with its strategic goals as set out in the Quality Manual (Evidence 1) and has determined its management and administrative structure accordingly.

E.1.1. Management Model and Administrative Structure

In addition to the Dean, Associate Deans, Faculty Secretary, Faculty Secretary, Faculty Board, Faculty Executive Board, Department Heads and Department Heads (Evidence 2), the management model and administrative structure of the Faculty is shaped according to the principles set out in the Higher Education Law No. 2547, Decree Law No. 124 and the Regulation on Academic Organization, It has been diversified by taking into account the objectives included in Goal 5 titled "To Become Nationally and Internationally Recognized with Institutional Development and Personnel with Strong Belonging by Adopting Agile Management and Sustainability Principles" set out in Yalova University 2024-2028 Strategic Plan (Evidence 3).

In this framework, while determining the management model and administrative structure of the faculty, a governance approach based on the participation of all stakeholders has been adopted. In this process, the faculty's Corporate Governance Policy is also guiding. In line with the institution's vision, mission and goals in the strategic plan (Evidence 11), quality and accreditation-oriented coordinatorships, commissions, boards and working groups were established within the framework of the "Yalova University Faculty of Islamic Sciences Quality and Accreditation Working Commissions Procedures and Principles" (Evidence 20(Evidence 20), which was adopted with the decision taken at the meeting of the Faculty Board dated 22.04.2025 and numbered 2025-02), with the decision taken at the meeting of the Faculty Executive Board dated 08.05.2025 and numbered 10. In this context, in addition to the Quality and Accreditation High Commission, the Quality Assurance System Development Commission, Education and Training Development Commission, Social Contribution Development Commission, Research and Development Commission, Management System Development Commission and Internationalization Commission were established under the Dean's Office. Faculty members from the departments of Basic Islamic Sciences, Philosophy and Religious Sciences, and Islamic History and Arts, and administrative staff in the necessary fields were assigned to these commissions, so that internal stakeholders were included to the maximum extent in the decision-making mechanism of the faculty's quality system (Evidence 21). These commissions hold periodic meetings regarding the quality and accreditation process (Evidence 27 - Evidence 40).

Faculty Board and Faculty Administrative Board meetings are held periodically under the chairmanship of the Dean of the Faculty and based on institutional needs, and apart from these boards, Academic Board Meetings are held under the chairmanship of the Dean of the Faculty with the participation of all academic staff of the faculty (Evidence 23). In these meetings, information is obtained from the academic staff on issues such as exams, student success, the functioning of the curriculum and absenteeism, and advisory decisions are taken to be discussed in the faculty board. The departments and divisions of Basic Islamic Sciences, Philosophy and Religious Sciences and Islamic History and Arts at the Faculty hold meetings at regular intervals within the framework of institutional, academic and

educated requirements (Evidence 43, Evidence 44, Evidence 45). Job descriptions of all units in the institution have been prepared in accordance with the Public Internal Control Standards Communiqué dated December 26, 2007 and numbered 26738. In this framework, the duties and responsibilities of the management in the institution are specified and these are presented on the official website of the institution (Evidence 14).

The Faculty attaches importance to the effective participation of all internal and external stakeholders in administrative decisions by including them in the quality system. In this context, an Advisory Board (Evidence 16) and an International Advisory Board (Evidence 17) were established and internal and external stakeholders were identified (Evidence 18, Evidence 19).

The Management System Development Commission held various meetings with the Quality and Accreditation High Commission to ensure that the process is carried out based on the PDCA cycle in the functioning of the management and administrative units of the faculty (Evidence 34, Evidence 35). In addition, "Quality Management System Internal Audit Training" was provided to academic and administrative staff, thus the PDCA cycle was taken into consideration in the accreditation process of the institution (Evidence 46 - Evidence 47). In addition, in order to evaluate and improve the planning, decision-making and implementation processes within the management and administrative structure, surveys were conducted for academic and administrative staff, students, internal and external stakeholders, and these surveys were forwarded to the Dean's Office and published on the official website of the faculty (Evidence 22).

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

Subject	E.1.1. Management Model and Administrative Structure
Responsible Unit(s)	Planning Dean's Office, Management System Development Commission Application Deanery Evaluation Quality and Accreditation High Commission, Management System Development Commission Improvement Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board
Application Areas	All academic and administrative areas where the faculty operates
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation High Commission, Accreditation Commissions, Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data 2023 Administrative Staff Satisfaction Survey 2023 Academic Staff Satisfaction Survey 2022 Academic Staff Satisfaction Survey 2022 Administrative Staff Satisfaction Survey Fall 2025 - Course and Instructor Evaluation Survey Spring 2025 - Course and Instructor Evaluation Survey

	Student Academic Advisor Satisfaction Survey
	Meeting Reports
	Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 2: Organization Chart

Evidence 3: Yalova University Strategic Plan (2024-2028)

Evidence 4: Yalova University Internal Evaluation Report (2024)

Evidence 5: Yalova University Internal Control Standards Compliance Action Plan

Evidence 6: Faculty's 2024 Annual Report

Evidence 7: Dean's Office

Evidence 8: Faculty Board

Evidence 9: Faculty Executive Board

Evidence 10: Department Heads

Evidence 11: Faculty Mission and Vision

Evidence 12: Our Faculty in Numbers (Islamic Sciences 100% Arabic)

Evidence 13: Our Faculty in Numbers (Islamic Sciences)

Evidence 14: Job Descriptions

Evidence 15: EBYS System

Evidence 16: Advisory Board

Evidence 17: International Advisory Board

Evidence 18: Internal Stakeholder Representatives

Evidence 19: External Stakeholder Representatives

Evidence 20: Procedures and Principles of Quality and Accreditation Working Commissions

Evidence 21: Accreditation Boards and Commissions

Evidence 22: Satisfaction Surveys

Evidence 23: Academic Board Meeting (17.12.2024)

Evidence 24: The Theological Accreditation Agency (IAA) Information Meeting (11.02.2025)

Evidence 25: [Accreditation Information Meeting II (21.05.2025)](#)

Evidence 26: [Accreditation Information Meeting III (17.06.2025)](#)

Evidence 27: [Quality and Accreditation High Commission Meeting-1](#)

Evidence 28: [Quality and Accreditation High Commission Meeting-2](#)

Evidence 29: [Quality and Accreditation High Commission Meeting-3](#)

Evidence 30: [Quality and Accreditation High Commission Meeting-4](#)

Evidence 31: [Education and Training Development Commission](#) Meeting-1

Evidence 32: [Education and Training Development Commission Meeting-2](#)

Evidence 33: [Quality Assurance System Development Commission Meeting](#)

Evidence 34: [Management System Development Commission Meeting-1](#)

Evidence 35: [Management System Development Commission Meeting-2](#)

Evidence 36: [Research and Development Commission Meeting](#)

Evidence 37: [Social Contribution Development Commission Meeting](#)

Evidence 38: [Internationalization Working Group Meeting](#)

Evidence 39: [Faculty Promotion and Information Working Group Meeting](#)

Evidence 40: [Accreditation Information Meeting with Student Representatives](#)

Evidence 41: [Graduation Meeting with Student Representatives](#)

Evidence 42: [Accreditation Focused Curriculum Study Meeting](#)

Evidence 43: [Basic Islamic Sciences Department Meeting](#)

Evidence 44: [Philosophy and Religious Studies Department Meeting](#)

Evidence 45: [Islamic History and Arts Department Meeting](#)

E.1.2. Process Management

Our faculty continued to carry out process management according to the quality policy ([Evidence 1](#)), the Strategic Plan ([Evidence 2](#)) and the Quality Handbook ([Evidence 3](#)). Within this framework, the Procedures and Principles of Quality and Accreditation Working Commissions were determined ([Evidence 4](#)), and quality commissions were established and meetings were held, especially the Quality and Accreditation High Commission to follow the accreditation process ([Evidence 5](#)). In this context, the Management System Development Commission also held meetings and the issues identified were reported to the necessary authorities ([Evidence 10](#)).

The stages of planning, implementing, controlling and taking measures in the process management of the works and transactions carried out in our institution, and which units and commissions are responsible for these stages are clearly stated in Yalova University Internal Control Standards Compliance Action Plan and announced on the institution's website ([Evidence 11](#)).

In the satisfaction surveys organized for academic and administrative staff from internal stakeholders, it was determined that the opinions of the staff were taken into consideration in terms of work flow processes and that they continued to be involved in decisions (Evidence 12 - Evidence 15). Likewise, a student academic advisor satisfaction survey was conducted to improve the academic advising opportunities of the students studying at the faculty (Evidence 16).

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

Subject	E.1.2. Process Management
Responsible Unit(s)	Planning Dean's Office, Faculty Promotion and Information Working Group Application Deanery Evaluation Quality and Accreditation High Commission, Faculty Promotion and Information Working Group Improvement Quality and Accreditation High Commission, Faculty Promotion and Information Working Group
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board
Application Areas	All academic and administrative areas where the faculty operates
Monitoring Mechanisms	Face-to-face and online meetings, Quality and Accreditation High Commission, Accreditation Commissions, Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data 2023 Administrative Staff Satisfaction Survey 2023 Academic Staff Satisfaction Survey 2022 Academic Staff Satisfaction Survey 2022 Administrative Staff Satisfaction Survey Fall 2025 - Course and Instructor Evaluation Survey Spring 2025 - Course and Instructor Evaluation Survey Student Academic Advisor Satisfaction Survey Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Corporate Governance Policy

Evidence 2: Yalova University Faculty of Islamic Sciences 2024-2028 Strategic Plan

Evidence 3: Yalova Faculty of Islamic Sciences Quality Manual

Evidence 4: Procedures and Principles of Quality and Accreditation Working Commissions

Evidence 5: [Quality and Accreditation High Commission 1st Meeting](#)

Evidence 6: [Quality and Accreditation High Commission 2nd Meeting](#)

Evidence 7: [3rd Meeting of the Quality and Accreditation High Commission](#)

Evidence 8: [4th Meeting of the Quality and Accreditation High Commission](#)

Evidence 9: [Management System Development Commission Meeting](#)

Evidence 10: [Management System Development Commission Meeting](#)

Evidence 11: [Yalova University Internal Control Standards Compliance Action Plan](#)

Evidence 12: [2023 Administrative Staff Satisfaction Survey](#)

Evidence 13: [2023 Academic Staff Satisfaction Survey](#)

Evidence 14: [Academic Staff Satisfaction Survey for 2022](#)

Evidence 15: [Administrative Staff Satisfaction Survey for 2022](#)

Evidence 16: [Student Academic Advisor Satisfaction Survey](#)

E.2. Management of Resources

E.2.1. Human Resources Management

Yalova University Faculty of Islamic Sciences' academic and administrative staffing needs were made in line with human resources planning. Academic staff were selected from among the candidates who applied for the announced academic staff positions based on the Higher Education Law No. 2547 ([Evidence 1](#)). In addition to the relevant articles of the said law, the minimum requirements specified in Yalova University's "Regulation on Promotion and Appointment to Faculty Membership" ([Evidence 2](#)) have been met by the applicants. The purpose of the criteria, which are organized in an objective and auditable manner to increase scientific quality, is to ensure the formation and development of the academic staff needed by encouraging scientific competition within an understanding based on continuity in scientific activities.

Yalova University Faculty of Islamic Sciences has recruited administrative staff within the framework of the Civil Servants Law No. 657 ([Evidence 3](#)), Labor Law No. 4857 ([Evidence 4](#)), Social Services Law ([Evidence 5](#)), Anti-Terrorism Law ([Evidence 6](#)) and related legislation. Administrative staff were appointed according to the results of the centrally administered Public Personnel Selection Examination (KPSS) among the applicants. In addition, performance evaluations, which can be monitored through UBYS and BKYS, were taken into consideration in internal appointments, assignments, reassignments and promotions.

The institution attaches importance to the development of both academic and administrative staff, and in-service training seminars were organized for the development of staff ([Evidence 7](#)). At this point, external stakeholders were also involved in the process and Yalova University Continuing Education Center was actively used ([Evidence 8](#)).

Yalova University Faculty of Islamic Sciences continued its development in terms of academic and administrative staff in 2024 and 2025. As of 2025, the number of administrative staff is 17. ([Evidence 9](#)). Our academic staff consists of 83 personnel, including 16 professors, 15 associate professors, 29

assistant professors, 4 lecturers and 19 research assistants (Evidence 10). As a result of all these efforts, our academic staff satisfaction rate increased from 54.6% in 2022 to 59.2% in 2024 (Evidence 11).

As in every academic year, the Dean's Office organized meetings with administrative and academic staff this year. These meetings, where the demands and suggestions of the staff were evaluated (Evidence 12), were implemented to strengthen institutional belonging and encourage institutional success.

Maturity Level: At Yalova University Faculty of Islamic Sciences, the results of human management practices involving both administrative and academic staff are systematically monitored, and measures are taken to increase efficiency by taking the opinions of internal and external stakeholders.

Subject	E.2.1. Human Resources Management
Responsible Unit(s)	Planning Dean's Office, Quality and Accreditation High Commission Application Deanery Evaluation Quality and Accreditation High Commission, Management System Development Commission Improvement Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Strategy Development Department, Personnel Department, Rectorate
Application Areas	All Academic and Administrative Staff
Monitoring Mechanisms	Face-to-Face and Online Meetings Quality and Accreditation High Commission Management System Development Commission Academic Boards YÜSEM
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) YÖK Academic Data Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Corporate Website

Evidence

Evidence 1: Higher Education Law No. 2547

Evidence 2: Regulation on Promotion and Appointment of Faculty Members

Evidence 3: Civil Servants No. 657 Law

Evidence 4: Labor Law No. 4857

Evidence 5: Social Services Law

Evidence 6: Anti-Terrorism Law

Evidence 7: Training Seminars

Evidence 8: Yalova University Continuing Education Center

Evidence 9: Institutional Assessment System

Evidence 10: Institutional Assessment System

Evidence 11: Academic Staff Satisfaction Survey

Evidence 12: Academic Board Meeting

E.2.2. Management of Financial Resources

Internal audit of financial resources in our faculty is carried out based on the provisions of the Public Financial Management and Control Law No. 5018 (Evidence 1) and the Procedures and Principles on Internal Control and Preliminary Financial Control (Evidence 2). The requests submitted to the institution are examined and evaluated by the Internal Control and Preliminary Financial Control Directorate within the Strategy Development Department through preliminary financial controls within the framework of the concepts of appropriateness, effectiveness and efficiency. In this direction, the needs determined by the Management Development Commission and department heads are first forwarded to the dean's office and then to the Strategy Development Department.

All faculty expenses, including general expenses such as heating, electricity, water, maintenance-repair and telephone, are covered by the rectorate budget. The budget and its implementation are the responsibility of the dean's office. Academic and administrative staff communicate the goods and services they need to the authorized solution center through the University Information Management System (UBYS) and Electronic Document System (EBYS).

The transactions related to the movable inventory are carried out through the Movable Records and Management System within the Public Expenditure and Accounting Information System (KBS) affiliated to the Ministry of Treasury and Finance (Evidence 3). In 2024, 65,968,985.82 for Personnel; 6,927,300.00 for State Premium for Social Security Institutions; 912,000.00 for Purchase of Goods and Services Expenses, a total of 74,318,800 Turkish lira expenditures were realized, and 99% compliance was achieved between the amount of appropriation provided and the balance of expenditure. The current figure of the faculty's movable inventory was recorded as 152 in the fixtures group (Evidence 4 - Evidence 5).

Our faculty has organized satisfaction surveys in order to obtain the opinions of internal stakeholders in relation to all units (Evidence 6). The Management Development Commission examines the reports of the Survey Preparation, Implementation and Reporting Commission and submits its findings and suggestions regarding the process to the Dean's Office for discussion at the Quality and Accreditation Unit. In line with the evaluations of the unit, the Dean's Office will make the necessary improvements, if necessary, by taking the opinions of internal and external stakeholders. Accordingly, the Management Development Commission held its first meeting on June 3, 2025 and its second meeting on June 23, 2025, and is deepening its discussions for improvements to increase satisfaction throughout the institution through surveys and announcements (Evidence 7 - Evidence 8). In this context, in the coming years, the improvement effect of the PDCA (Plan-Do-Check-Act) cycle will be utilized to make processes more systematic, increase the realization rate and ensure continuous improvement.

Maturity Level: Financial practices related to management and administrative structure for all units and areas in the organization are regularly monitored, stakeholders' opinions are received, updates are made according to needs and results are evaluated together.

Subject	E.2.2. Management of Financial Resources
Responsible Unit(s)	Planning Department of Strategy Development Application Deanery Evaluation: Dean's Office, Strategy Development Department Improvement: Dean's Office, Strategy Development Department, Quality and Accreditation High Commission, Management System Development Commission
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Strategy Development Department, Personnel Department, Rectorate
Application Areas	All Academic and Administrative Staff, Students
Monitoring Mechanisms	Management System Development Commission Face-to-Face and Online Meetings Academic, Administrative Staff and Student Satisfaction Surveys
Performance Indicators	Integrated Quality Management System (IQMS) Investment Program Monitoring and Evaluation Report Performance Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Corporate Website Movable Record and Management System (TKYS)

Evidence

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

Evidence 2: Principles and Procedures on Internal Control and Preliminary Financial Control

Evidence 3: Movable Record and Management System

Evidence 4: Yalova University Faculty of Islamic Sciences Unit/Administration Activity Report for 2024

Evidence 5: Yalova University 2024 Administrative Report

Evidence 6: 2023-2024 Spring Semester Student Satisfaction Survey

Evidence 7: Management System Development Commission held its first meeting

Evidence 8: Management System Development Commission held its second meeting

E. 3. Information Management System

E.3.1. Integrated Information Management System

Within the framework of the principle of "developing institutional strength by utilizing technology in line with the principles of transparency and sustainability" in the Strategic Plan (Evidence 1Evidence), our institution provides information management through the University Information Management System (UBYS), which is integrated with Yalova University (4), and whose boundaries are defined through the Information Security Management System Scope and Policies (Evidence 2) and Information Systems General Use Policies (Evidence 3). Through its many modules, the web-based UBYS is used effectively in a wide range of areas, from correspondence management to students' course selections, grade announcements, document management, and the management of processes related to personnel information. In this context, wishes, suggestions and complaints can be submitted, Electronic Document Management System (EDMS) transactions, Academic Performance Information System transactions, transactions related to the Institutional Evaluation System and Graduate Management System transactions can be carried out through UBYS. In addition, EBYS is actively used in all activities to be carried out with internal and external stakeholders, and the processes are operated and monitored through the integrated information management system of our institution.

In line with the digitalization goals of Yalova University, our institution has facilitated our students' course schedule tracking, academic calendar management, event announcements and interaction with faculty members through the application called "PingPong University", which is integrated with the IMS. Survey and attendance systems are also integrated with the aforementioned application and monitored (Evidence 5 - Evidence 6).

Our institution's information management is also supported through the Integrated Quality Management System (IQMS) module (Evidence 7). Activities such as Process Management, Stakeholder Relations Management, Performance Management and Document Management can be monitored through this module. It is also possible to access all documents, organization and work flow charts that are officially in circulation at the institution through BKYS. In addition, the Survey Management System, which can be accessed through the same module, facilitates the monitoring of back processes by the relevant units (Evidence 8).

Lines have been established to contact the dean's office through the institution's Information Management System (IMS), Integrated Quality Management System (IQMS) and website. In this way, both students and staff can communicate with the dean's office and convey their wishes, suggestions and complaints directly to the faculty administration (Evidence 9). In addition, the BKYS Satisfaction Management System Notification Form has paved the way for providing feedback to the faculty, making it possible to monitor the processes in a healthier way (Evidence 10).

Maturity Level: The integrated information management system that supports all processes in the organization and the results of its use are systematically monitored, stakeholder opinions are received, and monitoring results are evaluated together with stakeholders, measures are taken and updates are made in line with needs/demand.

Subject	E.3.1. Integrated Information Management System
Responsible Unit(s)	Planning Department of Information Technologies, Dean's Office Application Deanery Evaluation: Dean's Office, Department of Information Technologies Improvement: Dean's Office, Department of Information Technologies

Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Department of Information Technologies, Rectorate
Application Areas	All Academic and Administrative Staff, Students, Internal and External Stakeholders
Monitoring Mechanisms	Face-to-Face and Online Meetings University Information Management System (UBYS) Integrated Quality Management System (IQMS) Academic Boards
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Annual Reports Meeting Minutes Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	University Information Management System (UBYS) Integrated Quality Management System (IQMS) Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences 2024-2028 Strategic Plan

Evidence 2: Information Security Management System Scope and Policies

Evidence 3: Information Systems General Use Policies

Evidence 4: University Information Management System (UBYS)

Exhibit 5: PingPong Mobile Application News Transcript

Exhibit 6: PingPong Mobile Application Screenshot

Evidence 7: Yalova University Integrated Quality Management System (IQMS)

Evidence 8: Yalova University Survey Management System (BKYS)

Evidence 9: Message to the Dean Page

Evidence 10: BKYS Satisfaction Management System Notification Form

E.3.2. Information Security and Reliability

Practices related to information security and reliability in our faculty are provided by the Department of Information Technologies of our university. In 2022, the Department of Information Technologies started to work to ensure national and international standards regarding information security and management, and the ISO27001 Information Security Management System Certificate was awarded to the institution on 28.12.2022 (Evidence 1). Our faculty is subject to the processes and policies determined by the Department of Information Technologies. These policies are shared with the public through BKYS (Evidence 2). Again, the policies of the Department of Information Technologies

regarding issues such as internet access and password usage that may pose a threat to information security and reliability are binding for our faculty (Evidence 3).

Our university provides services to students, academic staff, administrative staff and all other stakeholders through an integrated system through UBYS (University Information Management System) (Evidence 4). Course selection and registration, announcement of exam results, as well as document sharing and correspondence between personnel are carried out through UBYS. Academic and administrative staff and students can use the system by logging in with their institutional e-mail accounts and passwords (Evidence 5). Individuals who do not have a corporate e-mail and password cannot access this information (Evidence 6). In order to ensure this security, even after logging in with the corporate e-mail and password, if the secure period is exceeded, the session ends automatically and the e-mail and password login must be repeated. In addition, corporate e-mail addresses are not shared with third parties in bulk. The authority to send bulk e-mails to all users is reserved for the relevant units of Yalova University.

The entry and announcement of exam results into the system can only be carried out by the instructor in charge within the date interval specified in the academic calendar via UBYS (Evidence 7). Students can access grades by logging into the system through their institutional accounts. Students taking the course can only see their own grades. The authority to see the grades of all students taking the course is limited to the instructor, program coordinator and student affairs.

Maturity Level: In our faculty, the necessary practices for the protection of information security and reliability are systematically monitored and measures are taken by evaluating the findings together with stakeholders.

Subject	E.3.2. Information Security and Reliability
Responsible Unit(s)	Planning Department of Information Technologies, Dean's Office Application Department of Information Processing Evaluation: Dean's Office, Department of Information Technologies Improvement: Department of Information Technologies
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Department of Information Technologies, Rectorate
Application Areas	Information Systems and Applications
Monitoring Mechanisms	Face-to-Face and Online Meetings UBYS BKYS Academic Boards
Performance Indicators	University Information Management System (UBYS) Integrated Quality Management System (IQMS) UBYS Academy Module Information Security Management System Scope and Policies
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 2: Information Security Management System Scope and Policies

Evidence 3: Internet Access and Use Policy, Password Policy

Evidence 4: 2024 Administrative Activity Report

Evidence 5: Yalova University Corporate Mail Account Creation Directive

Evidence 6: Authentication and Authorization Policy

Evidence 7: Yalova University Academic Calendar for the 2024-2025 Academic Year

E.4. Support Services

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

The Faculty acts in accordance with the policies set out in the Yalova University Faculty of Islamic Sciences Quality Manual and the Corporate Governance Policy regarding the quality objectives related to services and the criteria followed to achieve these objectives, the provision of necessary resources and service-specific acceptance criteria (Evidence 1 - Evidence 2). The Faculty organizes its policies and strategic goals regarding the suitability, quality and continuity of services and goods in accordance with the supplier evaluation and procurement procedures set out in the Yalova University Faculty of Islamic Sciences Strategic Plan and the Investment Program Monitoring and Evaluation Report prepared for 2024 and the Regulation on the Audit, Inspection and Acceptance Procedures for the Procurement of Goods (Evidence 3 - Evidence 4 - Evidence 5).

Transactions were carried out in accordance with the processes defined for material purchases in the unit. Purchase requests from the units were evaluated in terms of approximate cost. Offers were received from suppliers (approved and/or new suppliers) for the material to be purchased. The collected offers and approved samples were evaluated by the Management System Commission and submitted to the Dean's Office (Evidence 6 - Evidence 7). According to the requests submitted to the rectorate by the dean's office, the supplier was decided and the product/service was requested from the supplier selected by the expenditure authority. Subject to the necessary legal obligations, the university has acted within the framework of the job descriptions determined by the university regarding the procurement of goods and services. In addition, it was aimed to use questionnaires to monitor the suitability, quality and continuity of the services and goods at the commission meetings, thus considering the contribution of internal and external stakeholders and observing the PDCA cycle (Evidence 8 - Evidence 9).

Maturity Level: In order to ensure the quality of all outsourced services and goods, the organization maintains close cooperation with suppliers, systematically monitors their performance and satisfaction, evaluates them together with stakeholders and takes necessary measures.

Subject	E.4.1. Availability, Quality and Continuity of Services and Goods
Responsible Unit(s)	Planning Dean's Office, Department Heads, Rectorate Application Dean's Office, Rectorate Evaluation: Dean's Office Improvement: Deanery
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, Rectorate
Application Areas	All Faculty

Monitoring Mechanisms	Face-to-Face and Online Meetings
	UBYS
	BKYS
Performance Indicators	University Information Management System (UBYS)
	Integrated Quality Management System (IQMS)
	Rectorate Communication Center (RIMER)
	Investment Program Monitoring and Evaluation Report
Evaluation and Improvement Date	End of Each Academic Year
	January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS)
	University Information Management System (UBYS)
	Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 2: Yalova University Faculty of Islamic Sciences Corporate Governance Policy

Evidence 3: Regulation on Audit, Inspection and Acceptance Procedures for Procurement of Goods

Evidence 4: Yalova University Faculty of Islamic Sciences 224-2028 Strategic Plan

Evidence 5: Yalova University 2024 Investment Program Monitoring and Evaluation Report

Evidence 6: 1st Meeting of the Management System Development Commission

Evidence 7: 2nd Meeting of the Management System Development Commission

Evidence 8: Management System Development Commission Meeting Minutes - 1

Evidence 9: Management System Development Commission Meeting Minutes - 2

E.5. Public Disclosure and Accountability

E.5.1. Informing the Public

As stated in Yalova University Faculty of Islamic Sciences Quality Manual (Evidence 1), the institution has adopted an accountable approach that can measure and evaluate the efficiency of management and administrative staff. In accordance with this policy, the institution publishes information about all its activities, including its education and training programs, social and cultural activities, and research and development activities, on its official website (Evidence 2) in a clear, accurate, up-to-date, and easily accessible manner (Evidence 3). The public was also informed through the social media accounts integrated with the official website (Evidence 3 - Evidence 4). Both the official website and social media accounts are regularly updated by the Faculty Promotion and Information Working Group.

As part of its duties (Evidence 5), the Faculty Promotion and Information Working Group worked on collecting booklets, bulletins, brochures and digital materials promoting the institution. As a result of these efforts, posters promoting the faculty were both hung inside the school and published on the official website and official social media accounts (Evidence 6, Evidence 7 Evidence ,8,). The working group also translated the necessary sections of the official website into English and Arabic (Evidence 9, Evidence 10). The working group ensured that faculty events and news about the faculty were published

on the Yalova University news portal by contacting the Corporate Communications office when necessary (Evidence 11), and also published these events and news on the faculty's official website and social media accounts, aiming to inform a wide public (Evidence 12, Evidence 13). The working group also organized events to introduce the faculty to visiting students and guests, and visited secondary schools to introduce the faculty to potential students (Evidence 14).

The faculty created an institutional e-mail group for internal stakeholders (islamiilimler@yalova.edu.tr) to announce its activities. At the same time, it created a group called "Faculty of Islamic Sciences" on WhatsApp application in order to communicate quickly with academic and administrative staff and to announce events in a timely and fast manner. In this way, in addition to the official website and social media accounts of the faculty, academic and social activities were also announced and informed through the aforementioned mass e-mail groups and alternative communication channels.

The faculty has conducted surveys to obtain feedback from students about the faculty on issues such as the academic year, course, instructor and advisor satisfaction (Evidence 15).

Maturity Level: The findings of the public disclosure activities of the faculty are systematically monitored, stakeholder opinions are received, monitoring results are evaluated with stakeholders, measures are taken and updates are made.

Subject	E.5.1. Informing the Public
Responsible Unit(s)	Planning Dean's Office, Faculty Promotion and Information Working Group Application Deanery Evaluation Quality and Accreditation High Commission, Faculty Promotion and Information Working Group Improvement Quality and Accreditation High Commission, Faculty Promotion and Information Working Group
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board
Application Areas	All Academic and Administrative Areas where the Faculty Operates
Monitoring Mechanisms	Face-to-Face and Online Meetings Quality and Accreditation High Commission Accreditation Commissions Academic Boards
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data 2023 Administrative Staff Satisfaction Survey 2023 Academic Staff Satisfaction Survey 2022 Academic Staff Satisfaction Survey 2022 Administrative Staff Satisfaction Survey Fall 2025 - Course and Instructor Evaluation Survey Spring 2025 - Course and Instructor Evaluation Survey Student Academic Advisor Satisfaction Survey Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025

Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 2: Faculty Website

Evidence 3: Faculty Website - Announcements

Evidence 4: Faculty Social Media Accounts - Instagram

Evidence 5: Faculty Social Media Accounts - X

Evidence 6: Faculty Website - Working Commissions and Groups

Evidence 7: Faculty Website - History

Evidence 8: Faculty Website - Faculty Building

Evidence 9: Faculty Social Media Accounts - Instagram - Faculty Promotional Video

Evidence 10: Faculty Website - English

Evidence 11: Faculty Website - Arabic

Evidence 12: Yalova University News Portal - Faculty Academic Board News

Evidence 13: Faculty Website - Faculty Academic Board News

Evidence 14: Faculty Social Media Accounts - Instagram - Faculty Academic Board News

Evidence 15: Faculty Social Media Accounts - Instagram - Student Promotion Events

Evidence 16: Faculty Website - Surveys

E.5.2. Accountability Methods

Yalova University has adopted accountability in all its activities in line with the Quality Manual (Evidence 1). Process and work flow charts have been prepared at the faculty (Evidence 2). Yalova University Internal Audit Unit has audited the compliance of all academic and administrative units with the legislation (Evidence 3). The Internal Audit Unit has made our Faculty open and ready for auditing within the scope of internal audit both in previous years and in the recent period (Evidence 4).

People who have any problem, appreciation, suggestion, etc. on the institution's website can send a direct message from the communication tab (Evidence 5 - Evidence 6). Likewise, all kinds of suggestions and opinions such as education/training research-development/exam services/administrative processes can be submitted through the Individual Suggestion Login. Data on suggestions, requests, information requests, complaints and similar applications received from this panel for the last years (last 3 years) are forwarded to the dean's office and evaluated.

Questions and requests from institutions, followers and subscribers who are sensitive to feedback from social media accounts are followed up and answered by system officers as soon as possible. Likewise,

questions and information requests received in individual and institutional e-mails are quickly responded to positively (Evidence 7).

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

Subject	E.5.2 Accountability Methods
Responsible Unit(s)	Planning Dean's Office, Faculty Promotion and Information Working Group Application Deanery Evaluation Quality and Accreditation High Commission, Faculty Promotion and Information Working Group Improvement Quality and Accreditation High Commission, Faculty Promotion and Information Working Group
Stakeholders	Internal Stakeholders Academic Staff, Administrative Staff, Students External Stakeholders: Advisory Board, International Advisory Board
Application Areas	All Academic and Administrative Areas where the Faculty Operates
Monitoring Mechanisms	Face-to-Face and Online Meetings Quality and Accreditation High Commission Accreditation Commissions
Performance Indicators	Integrated Quality Management System (IQMS) YÖK Academic Data 2023 Administrative Staff Satisfaction Survey 2023 Academic Staff Satisfaction Survey 2022 Academic Staff Satisfaction Survey 2022 Administrative Staff Satisfaction Survey Fall 2025 - Course and Instructor Evaluation Survey Spring 2025 - Course and Instructor Evaluation Survey Student Academic Advisor Satisfaction Survey Meeting Reports Yalova University Institutional Evaluation System
Evaluation and Improvement Date	End of Each Academic Year January 2025
Place in the Information Management System	Integrated Quality Management System (IQMS) University Information Management System (UBYS) Corporate Website

Evidence

Evidence 1: Yalova University Faculty of Islamic Sciences Quality Manual

Evidence 2: Yalova University Faculty of Islamic Sciences Workflow Charts

Evidence 3: Yalova University Internal Audit Unit

Evidence 4: Yalova University Internal Evaluation Report

Evidence 5: Yalova University Faculty of Islamic Sciences Website - Contact Page

Evidence 6: [Yalova University Faculty of Islamic Sciences Web Site - Message to the Dean Page](#)

Evidence 7: [Faculty Social Media Accounts - Instagram](#)