



Self-Evaluation Report

Islamic Sciences Accreditation Agency

Introduction

The Islamic Sciences Accreditation Agency (IAA) is a non-profit association functioning as a quality and accreditation certification body. IAA was established to contribute to the improvement of the quality of education, research, and religious services by providing information, external evaluation, and accreditation for theology, Islamic studies, and equivalent higher education programs, following the decision made at the 24th Deans' Meeting of Faculties of Theology and Islamic Sciences held in Malatya on March 24, 2018. Since there is no accreditation body specifically dedicated to Islamic theology at the national or international level, IAA is the first of its kind in the world. The agency was officially founded on April 6, 2018. In 2019, IAA received a two-year registration and was authorized by YÖKAK. Its authorization was renewed for another two years in 2021, and again in 2023 for a two-year period.

1. The institution should have predefined and publicly declared mission and objectives; it must carry out its activities in line with these objectives, ensure broad stakeholder participation in its governance processes and practices, and demonstrate that its outcome-oriented program accreditation practices and the standards it uses are compliant with national and international standards (especially ESG), reliable, and that its decisions are well-founded.

1. INSTITUTIONAL FRAMEWORK

1.1 Mission, Vision, and Quality Policy

The Theology Accreditation Agency (IAA) is a non-profit civil society organization that contributes to the improvement of the quality of education by providing information, external evaluation, and accreditation services for theology, Islamic studies, and equivalent programs. Its mission is defined as: "To contribute to the improvement of the quality of education, research, and religious services by providing information, external evaluation, and accreditation for theology programs." Its vision is: "To be a successful and leading institution in theology accreditation at the national and international level." (Bkz. <https://iaa.org.tr/misyon-vizyon/>)

The purpose of IAA is: "To be a pioneering agency that defines the quality of undergraduate and graduate theology and equivalent programs' education, research, and administrative processes, as well as the quality of all forms of religious services for society according to national and international standards, and shares the results with relevant institutions while providing quality certification." (Bkz. <https://iaa.org.tr/iaa-iaanin-amaci/>)

To achieve its vision, IAA has established the following policies to realize its objectives. (Bkz. <https://iaa.org.tr/kalite-politikasi/>)

Ethical Conduct: IAA staff and volunteers, as responsible individuals toward stakeholders, adopt a high level of ethical behavior that is transparent and accountable. Accordingly, they act professionally, avoiding conflicts of interest in line with the IAA Code of Ethics.

Continuous Learning: Continuous learning is a prerequisite for ongoing improvement. Therefore, IAA continuously learns from its own activities and performance, as well as from the experiences of similar institutions. The development of staff and volunteers is supported and encouraged in a way that allows them to recognize and utilize their full potential.

Value Creation: IAA provides services that add value to its stakeholders, particularly the institutions it serves. The added value of services is monitored through direct feedback. Evaluation teams, in particular, strive to provide useful feedback to ensure the continuous improvement of theology/Islamic studies education and the evaluation process.

Collaboration Development: Maximizing the delivered value and increasing success depend on the development of collaborations. Therefore, IAA seeks and develops opportunities for cooperation with national and international organizations.

Transparency and Accountability: IAA holds the responsibility to inform and account to stakeholders and the public about all its activities, especially program evaluation and accreditation activities.

Service Orientation: IAA staff and volunteers establish and maintain respectful and considerate relationships with all institutions they serve. They are attentive to the institutions' current needs and expectations and are aware that the ultimate assessment of service quality comes from the recipient institutions.

1.1.1. Organizational Structure

The organizational structure of IAA has been established and published on its official website. The duties and responsibilities of the councils and committees are secured through the charter, regulations, and directives. (Bkz. <https://iaa.org.tr/belgeler/liste/>)

The highest governing body of the Islamic Sciences Accreditation Agency Association is the General Assembly, which consists of the association members. The management and internal audit mechanisms of IAA are carried out by the Board of Directors, consisting of seven members, and the Audit Committee, consisting of three members, in accordance with legal regulations. The IAA Board of Directors includes a President, a Vice President, a Treasurer member, a Secretary member, and three other members. Beneath the Board of Directors, there are councils and committees responsible for carrying out IAA's operations. Since IAA conducts both national and international accreditation activities, it has established two councils to manage accreditation processes: the International Accreditation Council (IAC) for national accreditation decisions and the International Accreditation Council (IAC) for international accreditation decisions. Additionally, the Candidate Selection Committee (CSC) is active in the evaluator selection process, the Education Committee in organizing trainings, and the Continuous Education Committee in identifying areas for improvement and taking necessary measures. All these councils and committees are established and operate according to the principles outlined in the IAA Working Regulations. (Bkz. <https://iaa.org.tr/belgeler/liste/iaa-calisma-yonetmeligi/>)

To ensure the association has an independent and sustainable financial structure, the IAA Economic Enterprise was established on April 18, 2019, with Trade Registry Certificate No. 2019-GD-985, and a Business Manager was appointed. (For changes in the business manager, [tklayınız.](#))

IAA conducts accreditation evaluation processes through both national and international evaluators. The agency currently has 82 national and 46 international evaluators, including student evaluators and representatives from stakeholder institutions such as the Ministry of National Education (MEB) and the Presidency of Religious Affairs (DİB).. (Bkz. [Değerlendirici Listesi](#))

1.2. Sustainability and Continuous Improvement

IAA began accreditation and evaluation activities for religious higher education programs in 2018. As of June 1, 2025, 13 programs have been accredited.. (Bkz. [Akreditasyon Alan Programlar Listesi](#)) All these processes are conducted regularly according to predefined regulations. The primary regulations governing these processes are the IAA Working Regulations, IAA Program Accreditation and Monitoring Directive, and IAA Program Accreditation and Monitoring Guide. (Bkz. <https://iaa.org.tr/belgeler/liste/>)

During accreditation activities, IAA considers the unique characteristics of religious higher education institutions, including theology, Islamic studies, and religious sciences. IAA adopts continuous change and innovation to meet the evolving needs, expectations, and satisfaction of society and students. Within this framework, the Continuous Improvement Committee carries out activities to promote change and innovation. (Bkz. <https://iaa.org.tr/belgeler/liste/iaa-surekli-iyilestirmekomitesi-yonergesi/>)

1.3. Participation

In forming its management team, the İlahiyat Accreditation Council (IAC), and committees, IAA ensures broad stakeholder representation, including educators, academics, students, alumni, and employers, with significant representation from the Ministry of National Education (MEB) and the Presidency of Religious Affairs (DİB). For international accreditation activities, IAA established the International Accreditation Council (IAC). Before its formation, opinions from international evaluators and relevant stakeholders were collected. In line with the principle of participation, IAC members were chosen from different countries (Turkey, Malaysia, Indonesia, Libya, Qatar, Oman, Jordan, Tunisia, Syria). Student evaluators participate as full members of evaluation teams and perform the same duties as other members. In addition, stakeholders such as employer representatives (MEB and DİB), academics, and administrative staff are included in the evaluation teams to ensure inclusivity. This guarantees broad participation in IAA activities. In accordance with the principle of participation in accreditation authority guidelines, IAA initiated international cooperation efforts. As a result, on June 22, 2021, during the Board of Directors meeting of the Islamic World Quality Assurance Agencies Association (IQA), IAA's membership application was reviewed and IAA was accepted as the 27th full member. (Bkz. [Üyelik Sertifikası](#))

1.4. Standards

IAA's program accreditation processes are carried out with a holistic approach under the headings: Quality Assurance System, Education and Teaching, Research and Development, Societal Contribution, and Management System, covering a total of 22 standards and 58 sub-standards. The primary tool used in accreditation processes is the IAA Weighted Evaluation Key. (Bkz. <https://iaa.org.tr/belgeler/liste/iaa-dereceli-degerlendirme-anahtari/>) This evaluation key is a rubric-based tool developed for self-assessment reports of higher education institutions and is also used in accreditation processes. It aims to increase clarity, objectivity, comprehensibility, consistency, and transparency. One reason for developing the Weighted Evaluation Key is to align with the accreditation and external evaluation processes conducted by the **Higher Education Quality Council (YÖKAK)** in Turkey.

IAA For each sub-standard, quality assurance processes or mechanisms are defined according to the maturity levels of the **Plan-Do-Check-Act (PDCA)** cycle and scored on a scale of 1-5. The maturity levels identified for each sub-standard determine the degree to which standards are met (Bkz. <https://iaa.org.tr/belgeler/liste/iaa-programakreditasyonu-ve-izleme-kilavuzu/>)

IAA calculates the score for each sub-standard by multiplying the most recent maturity level by its coefficient. The total scores for all sub-standards shape the accreditation decision. (Rubrik Puanlama Tablosu için bkz. [İAA Program Akreditasyonu ve İzleme Kılavuzu Ek 5](#))

During the development of standards, stakeholder feedback was collected from the Presidency of Religious Affairs, Ministry of National Education, Directorate General for Religious Education, and participating faculties through workshops. IAA's standards include mechanisms to ensure that programs achieve their intended learning outcomes. These standards cover program design, implementation, teaching staff, administrative and financial support, physical and technical infrastructure, research activities, student services, graduate competencies, internal and external stakeholder feedback, program-specific characteristics, and quality assurance practices. IAA ensures that programs undergoing accreditation meet the IAA outcomes and program-specific standards.

IAA Program Outcomes

C1. Understands fundamental concepts in the field of theology and the relationships between these concepts. Applies the theoretical and practical knowledge acquired in education, research, and community service.

C2. Selects, uses, and develops appropriate tools for the field of theology and effectively utilizes information technologies.

C3. Possesses the ability to identify, define, interpret, formulate, and solve classical and contemporary religious issues; selects appropriate analysis, synthesis, and modeling methods for this purpose and evaluates their practical implications.

C4. Takes individual initiative and works independently or assumes responsibility as a team member. Plans activities aimed at the personal and professional development of those under their responsibility.

C5. Possesses effective oral and written communication and presentation skills in Turkish and at least one foreign language.

C6. Demonstrates self-motivation, access to information, awareness of developments in science and technology, time management, continuous self-renewal, and lifelong learning skills.

C7. Acts in accordance with the knowledge of theology, serves as a role model to society through attitudes and behavior, and applies specialized knowledge with a sense of social responsibility in line with scientific and ethical values.

C8. Has awareness of the universal and societal impacts (security, health, economy, environment, etc.) and legal consequences of religious beliefs and practices.

C9. Maintains an open attitude towards change and innovation, and keeps informed about scientific, social, economic, legal, and political developments.

C10. Establishes connections with subfields of theology and other scientific disciplines, conducting interdisciplinary research, examination, interpretation, and analysis. (Bkz. [İAA Lisans Programları Değerlendirme Ölçütleri, Ölçüt 2.1.](#))

1.5. Criteria Guide

The IAA has prepared a Sub-Criteria Guide to guide evaluators and faculty officials of programs regarding the Rubric-Based Evaluation Criteria used in accreditation processes. This guide has been published on the IAA website for public access. The IAA also makes accreditation decisions in accordance with these criteria, ensuring consistency in the application of the Rubric across the evaluation of all programs. (Bkz. <https://iaa.org.tr/belgeler/liste/iaa-alt-olcutler-rehberi/>)

Evaluation criteria are shared with evaluators after the formation of the assessment teams.

1.6. Reliability

The IAA ensures consistency across evaluations conducted for different programs within the same assessment period and across years through consistency checks carried out by a Consistency Committee established by the IAK/IAC. After these consistency checks, the IAK/IAC prepares the final Program Accreditation Report (PAR), which is then submitted to the IAA for approval. (Bkz. [Program Akreditasyonu ve İzleme Kılavuzu, s. 18](#)) In 2022, following the completion of the processes at Sakarya University Faculty of Theology, the IAA conducted its first consistency study and published it on its website. Eğitim ve Gelişim

1.6.1. Evaluator Trainings

Since the IAA conducts both national and international accreditation activities, it has separated its evaluator pool accordingly. An IAA evaluator refers to a person assigned to an evaluation team who is competent in accreditation. Ensuring that evaluators are knowledgeable and trained in IAA standards, accreditation evaluation processes, IAA ethical rules, and behavioral aspects is one of the IAA's primary objectives. Within this framework, the İlahiyat Accreditation Agency organized 4 national and 3 international evaluator training sessions by June 2025. An international evaluator training was conducted in 2024. Currently, 82 national and 46 international evaluators serve within the IAA. Both the national and international evaluator pools include student evaluators, who actively participate in evaluation teams.

(Bkz. [Değerlendirici Listesi](#)) Participants in the IAA evaluator trainings include academic and administrative staff, stakeholder representatives, and students. Issues related to evaluators are explained in detail in alignment with ESG 2015 2.4 Peer Review Experts (Evaluation Team Members) and IAA standards..

Date	Location	Number of Evaluators	Evidence	Education Category
26-28/06/2018	Tavşanlı/Kütahya	30	For proof, Click here.	National
06-08/09/2018	Tavşanlı/Kütahya	25	For proof, Click here.	National
07/06/2020	Online	46	For proof, Click here.	National
27/06/2020	Online	41	For proof, Click here.	National
2-3/11/2019	Şişli/İstanbul	30	For proof, Click here.	International
26/09/2020	Online	22	For proof, Click here.	International
21/09/2024	Online	22	For proof, Click here.	International

1.6.2. Institutional Accreditation Briefings

The Islamic Sciences Accreditation Agency (IAA) conducts **institutional accreditation briefings** at program faculties that request guidance, either **in-person or online**, to prepare their religious higher education programs for the accreditation process. Between **2019 and 2025**, the

following briefing activities have been carried out.

Date of Notification	Faculty Notified	Method of Notification	Type of Notification	Proof Link
06/11/2019	□ Atatürk University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/erzurum-ataturk-fakultesinde-kurum-akreditasyona-h-yapildi/
05/12/2019	□ Istanbul University Faculty of Theology (I)	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/istanbul-universit-kurum-akreditasyona-hazirlik-bilgil-12-2019-tarihinde-
18/12/2019	□ Sinop University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/sinop-universites-kurum-akreditasyona-hazirlik-bilg
26/12/2019	□ Erciyes University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/kayseri-erciyes-fakultesinde-kurum-akreditasyona-h-yapildi/
05/01/2020	□ Bartın University Faculty of Islamic Studies	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/bartın-universit-fakultesinde-kurum-akreditasyona-h-yapildi/
08/01/2020	□ Sakarya University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyetler/kurum-bi-universitesi-ilahiyat-fakultesinde-hazirlik-bilgilendirmes
09/01/2020	□ Samsun Ondokuz Mayıs University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyetler/kurum-bi-ondokuz-mayis-universitesi-ila-akreditasyona-hazirlik-bilgile
14/01/2020	□ Kırıkkale University Faculty of Islamic Studies	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/kirikkale-univer-fakultesinde-kurum-akreditasyona-h-yapildi/
15/01/2020	□ Ankara University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/ankara-universitesi-akreditasyona-hazirlik-bilgile
16/01/2020	□ Necmettin Erbakan University Ahmet Keleşoğlu Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyetler/kurum-t-necmettin-erbakan-universitesi-ahn-fakultesinde-akreditasyona-hazirlik-
23/01/2020	□ Hitit University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/hitit-universitesi-akreditasyona-hazirlik-bilgile
27/02/2020	□ İnönü University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/inonu-universitesi-akreditasyona-hazirlik-bilgile
12/03/2020	□ Gaziantep University Faculty of Theology	Face to face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/gaziantep-universit-akreditasyona-hazirlik-bilgiler
10/02/2021	□ 29 Mayıs University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/29-mayis-universite-akreditasyon-bilgilendirmesi-
13/02/2021	□ Ankara Yıldırım Beyazıt University Faculty of Islamic Studies	Online	National	https://iaa.org.tr/faaliyetler/kurum-t-yildirim-beyazit-universitesi-islami-akreditasyon-bilgilendirmesi-
22/02/2021	□ Istanbul University Faculty of Theology (II)	Online	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/istanbul-universit-kurum-akreditasyona-hazirlik-bilgil-12-2019-tarihinde-

24/03/2021	Mehmet Akif Ersoy University Faculty of Theology	Online	National	mehmet-akif-ersoy-universitesi-ile-cevrimici-ortamda-cevrimici-akred
03/06/2021	Harran University Faculty of Theology	Online	National	toplantisi-yapil-bilgilendirmeleri/burdur-mehmet-ak-ilahiyat-fakultesi-ile-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil
10/06/2021	Bitlis Eren University Faculty of Islamic Studies	Online	National	bilgilendirmeleri/bitlis-eren-unive-fakultesi-fakultesi-ile-cevrimici-obilgilendirme-toplantisi-yapil
19/09/2021	Sivas Cumhuriyet University Faculty of Theology	Online	National	bilgilendirmeleri/sivas-cumhuriyet-fakultesi-ile-cevrimici-ortamda-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil
21/09/2021	Nevşehir Hacı Bektaş University Faculty of Theology	Online	National	bilgilendirmeleri/nevsehir-haci-bektas-fakultesi-ile-cevrimici-ortamda-bilgilendirme-toplantisi-yapil
22/09/2021	Yozgat Bozok University Faculty of Theology	Online	National	bilgilendirmeleri/yozyat-bozok-fakultesi-ile-cevrimici-ortamda-akreditasyon-bilgilendirme-toplantisi-yapil
28/10/2021	Elazığ Fırat University Faculty of Theology	Online	National	bilgilendirmeleri/elazig-firat-universitesi-ile-cevrimici-ortamda-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
23/02/2022	Adana Çukurova University Faculty of Theology	Online	National	bilgilendirmeleri/adana-cukurova-fakultesi-ile-cevrimici-ortamda-bilgilendirme-toplantisi-yapil
01/03/2022	Erzincan Binali Yıldırım University Faculty of Theology	Online	National	bilgilendirmeleri/a-erzincan-binali-ilahiyat-fakultesi-ile-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil
02/03/2022	İzmir Katip Çelebi University Faculty of Theology	Online	National	bilgilendirmeleri/izmir-katip-celebi-ilimler-fakultesi-ile-cevrimici-ortamda-bilgilendirme-toplantisi-yapil
08/03/2022	Hatay Mustafa Kemal University Faculty of Theology	Online	National	bilgilendirmeleri/hatay-mustafa-kemal-universitesi-ilahiyat-ortamda-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
22/03/2022	Hacı Bayram University Faculty of Islamic Studies	Online	National	bilgilendirmeleri/haci-bayram-universitesi-islami-ilimler-fakultesi-ile-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil
30/03/2022	Kocaeli University Faculty of Theology	Online	National	bilgilendirmeleri/kocaeli-universitesi-cevrimici-ortamda-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
26/04/2022	Tokat Gaziosman Paşa University Faculty of Islamic Studies (I)	Online	National	bilgilendirmeleri/tokat-gaziosman-pasa-universitesi-islami-ilimler-fakultesi-ile-cevrimici-ortamda-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
04/07/2022	Bursa Uludağ University Faculty of Theology	Face-to-face	National	bilgilendirmeleri/bursa-uludag-universitesi-fakultesinde-yuzuze-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
19/10/2022	Tokat Gaziosman Paşa University Faculty of Islamic Studies (II)	Online	National	bilgilendirmeleri/tokat-gaziosman-pasa-universitesi-islami-ilimler-fakultesi-ile-cevrimici-ortamda-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
01/11/2022	Kırklareli University Faculty of Theology	Online	National	bilgilendirmeleri/kirklareli-universitesi-cevrimici-ortamda-kurum-akreditasyon-bilgilendirme-toplantisi-yapil
04/04/2023	Ankara Yıldırım Beyazıt University Faculty of Islamic Studies (II)	Online	National	bilgilendirmeleri/ankara-yildirim-beyazit-universitesi-islami-ilimler-fakultesi-ile-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil
31/05/2023	Zonguldak Bülent Ecevit University Faculty of Theology	Online	National	bilgilendirmeleri/zonguldak-bulent-ecevit-universitesi-ilahiyat-fakultesi-ile-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil
	Selçuk Üniversitesi İslami İlimler Fakültesi			bilgilendirmeleri/selcuk-universitesi-islami-ilimler-fakultesi-ile-cevrimici-akreditasyon-bilgilendirme-toplantisi-yapil

20/09/2024	□ Mardin Artuklu University Faculty of Islamic Studies	Online	National	https://iaa.org.tr/faaliyetler/kurum-bil-mavis-universitesi-ilahiyat-fakultesi-kalite-komisyonu-ile-birlikte-ku-bilgilendirme-toplantisi
11/10/2024	□ Gaziantep Islamic Science and Technology University Faculty of Islamic Studies	Face-to-face	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/gaziantep-islam-universitesi-islami-ilimler-fakultesi-akreditasyon-bilgilendirme-to
15/10/2024	□ Iğdır University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyetler/kurum-b-universitesi-ilahiyat-fakultesi-ile-cev-akreditasyon-bilgilendirme-to
17/10/2024	□ Muş Alparslan University Faculty of Islamic Studies	Online	National	https://iaa.org.tr/faaliyetler/kurum-alparslan-universitesi-islami-ilimler-ortamda-kurum-akreditasyon-bilgilen
22/10/2024	□ Artvin Çoruh University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyetler/kurum-b-coruh-universitesi-ilahiyat-fakultesi-kurum-akreditasyon-bilgilendirm
24/10/2024	□ Siirt University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyetler/kurum-universitesi-ilahiyat-fakultesi-ile-cev-akreditasyon-bilgilendirme-to
14/01/2025	□ Adıyaman University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyet-bilgilendirmeleri/adiyaman-universite-cevrimici-ortamda-kurum-akredi-toplantisi-yapilk
21/01/2025	□ Fatih Sultan Mehmet Vakıf University Faculty of Islamic Studies	Online	National	https://iaa.org.tr/faaliyetler/kurum-f-sultan-mehmet-vakif-universitesi-isl-cevrimici-ortamda-kurum-akredit-toplantisi-yapilk
11/02/2025	□ Yalova University Faculty of Islamic Studies	Online	National	https://iaa.org.tr/faaliyetler/kurum-bi-universitesi-islami-ilimler-fakultesi-kurum-akreditasyon-bilgilendirim
12/02/2025	□ Kayseri University Develi Faculty of Islamic Studies	Online	National	https://iaa.org.tr/faaliyetler/kurum-bi-universitesi-develi-islami-ilimler-fa-ortamda-kurum-akreditasyon-bilg-yapildi/
18/02/2025	□ Eskişehir Osmangazi University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyetler/kurum-bil-osmangazi-universitesi-ilahiyat-fa-ortamda-kurum-akreditasyon-bilg-yapildi/
13/02/2021	□ Qatar University Faculty of Sharia and Islamic Studies (I)	Online	International	https://iaa.org.tr/faaliyetler/uluslarar-universitesi-seriat-ve-islami-ili-akreditasyon-bilgilendirmesinin-bir
20/02/2021	□ Qatar University Faculty of Sharia and Islamic Studies (II)	Online	International	https://iaa.org.tr/faaliyetler/uluslarar-universitesi-seriat-ve-islami-il-akreditasyon-bilgilen
06/03/2021	□ Qatar University Faculty of Sharia and Islamic Studies (III)	Online	International	https://iaa.org.tr/faaliyetler/uluslarar-universitesi-seriat-ve-islami-il-akreditasyon-bilgilendirmesinin-uci
02/07/2022	□ Jordan Al-Al Bayt University Faculty of Sharia (I)	Online	International	https://iaa.org.tr/faaliyet-bilgilendirmeleri/urdun-al-al-bayt-fakultesi-ile-cevrimici-ortamda-akreditasyon-bilgilendirme-to
27/05/2023	□ Jordan Al-Al Bayt University Faculty of Sharia (II)	Online	International	https://iaa.org.tr/faaliyet-bilgilendirmeleri/urdun-al-al-bayt-fakultesi-ile-cevrimici-ortamda-akreditasyon-bilgilendirme-top
14/03/2023	□ Lebanon Tripoli University Faculty of Sharia and Islamic Studies	Online	International	https://iaa.org.tr/faaliyetler/uluslarar-tripoli-universitesi-seriat-ve-islam-akreditasyon-bilgilendirmesi
09/01/2025	□ Amman Arab University Faculty of Sharia	Online	International	https://iaa.org.tr/faaliyetler/uluslarar-arap-universitesi-seriat-ve-islam-akreditasyon-bilgilendirmesi
25/05/2025	□ Qatar Ministry of Education, Vocational, Technical and Specialized Education Department	Online	International	https://iaa.org.tr/faaliyetler/uluslara-milli-egitim-bakanligi-mesleki-tekn-dairesi-baskanligi-akreditasyon-gerceklestirildi

1.6.3. IAA Mentorship Activities

The Islamic Sciences Accreditation Agency (IAA) provides in-person mentorship services to religious higher education program faculties that request them. The mentorship service is delivered nationally and internationally through a mentor team established by the IAA.

Date of Notification	Faculty Notified	Method of Notification	Type of Notification	Proof Link
06/08/2020-02/09/2020	Sakarya University Faculty of Theology	Online	National	https://iaa.org.tr/faaliyetler/mentorluk-faaliyetleri/sakarya-universitesi-ilahiyat-fakultesi-odr-yazma-mentorluk-uygulamasi/

24- 26/01/2023	Qatar University Faculty of Sharia and Islamic Studies	Face to face	International	https://iaa.org.tr/faaliyetler/mentorluk-faaliyetleri/katar-universitesi-seriat-ve-islami-ilimler-fakultesi-mentorluk-uygulamasi/
16- 18/03/2023	Ahmet Yesevi University International Turkish-Kazakh University Faculty of Theology	Face to face	International	https://iaa.org.tr/faaliyetler/mentorluk-faaliyetleri/ahmet-yesevi-universitesi-uluslararasi-turk-kazak-universitesi-ilahiyat-fakultesinde-mentorluk-uygulamasi-yapildi/

The Islamic Sciences Accreditation Agency (IAA) encourages its staff to serve in other quality assurance organizations and to engage in peer sharing. Among the IAA administrators, board members, and evaluators, there are YÖKAK evaluators and monitoring officers. Additionally, there are also FEDEK evaluators among them.

1.7. Openness and Transparency

The Islamic Sciences Accreditation Agency (IAA) has adopted objectivity, accountability, transparency, and impartiality as its quality policy in accreditation processes and practices, and has published these policies on the IAA website (Bkz. <https://iaa.org.tr/kalite-politikasi/>)

To establish a transparent, detailed, and consistent evaluation system, the IAA has divided its criteria into sub-criteria. For each sub-criterion, explanations, evidence, and indicators have been added to ensure that all criteria are self-explanatory. Within this framework, the maturity level preferences of evaluators and IAK/IAC members are transparently declared in the prepared program accreditation reports

(Bkz. https://if.sakarya.edu.tr/sites/if.sakarya.edu.tr/file/SAU_PAR_RT-Response_IAC_23.07_2022-Sakarya_Web_Normal_Education_Program_.pdf)

In line with its policies, the IAA has adopted ethical rules to ensure that its activities are transparent and accountable (Bkz. [IAA Program Akreditasyonu ve İzleme Kılavuzu Ek 2](#)). IAA members, commission members, mentors, and evaluators are obliged to comply with these ethical rules. The final section of the ethical rules includes a “Confidentiality and Ethics Statement,” which must be signed by those responsible for ethics. Additionally, evaluator candidates are informed about important topics such as ethical principles, transparency, and accountability. Particularly, in situations where conflicts of interest or potential overlaps may arise for evaluators, adherence to ethical rules is ensured.

In accordance with the principles of openness, transparency, and accountability, the IAA publishes accreditation decisions and program accreditation reports on its website and informs its stakeholders accordingly.

1.8. Conflict of Interest

The IAA has established defined processes to prevent conflicts and overlaps of interest in its procedures and practices. Within this framework, the responsibilities that IAA staff and evaluators must fulfill regarding conflicts and overlaps of interest are detailed in the relevant regulations. These processes are carried out in accordance with the applicable regulations (Bkz. [IAA Program Akreditasyonu ve İzleme Kılavuzu Ek 2](#))

1.9. Appeal Processes

The IAA has clearly and explicitly defined the procedures for handling appeals from religious higher education institutions in the [IAA İtiraz ve Şikayet Yönergesi](#) ve [Program Akreditasyon ve İzleme Kılavuzunu](#) Section B.5). Feedback on appeals, complaints, and requests related to all IAA activities is provided within this framework. Appeals, complaints, and requests can also be submitted electronically 24/7 through the IAA website.

1.10. Archiving

IAA’s archiving activities are carried out within the framework of the IAA [arsivleme yönergesi çerçevesinde yapılmaktadır](#). İAA, tüm aşamalara ilişkin belgelerini geçmişe dönük olarak elektronik ortamda saklamaktadır.

1.11. Compliance with ESG

Alignment of IAA with European Standards and Guidelines (ESG) – Part 2

ESG Standard 2.1: Consideration of Internal Quality Assurance

The evidence demonstrating that this standard is met is as follows:



1. Integration of the IAA Accreditation Program with Faculty Internal Evaluation Processes.

The IAA’s rubric-based evaluation criteria have been developed and updated with reference to YÖKAK criteria and the 2015 ESG Part 3. In the development of these criteria, the opinions of internal and external stakeholders are taken into account (Bkz. Kanıt [1](#), [2](#), [3](#), [4](#)). Furthermore, the criteria have been divided into sub-criteria to establish a transparent, detailed, and consistent evaluation system. Explanations and examples of evidence have been added for each sub-criterion, ensuring that all criteria are self-explanatory. Another important feature of these criteria is that they provide institutions with the autonomy to develop and enhance their internal quality culture in line with their own mission, vision, distinctive characteristics, and approaches to education, research, and societal contribution. The IAA’s criteria and processes aim to strengthen the connection between internal and external quality assurance. In addition, they constitute a part of the 2015 ESG framework. Consequently, the relevant standards and guidelines outlined in this section are taken into consideration.

The table below demonstrates the alignment of the IAA rubric-based evaluation criteria with the ESG.

Alignment of IAA Rubric-Based Evaluation Criteria with ESG

ESG Part 1 Standards	
IAA Rubric-Based Assessment Criteria	
1.1. Quality Assurance Policy	A. Quality Assurance System A.1. Mission and Strategic Objectives A.2. Internal Quality Assurance A.3. Stakeholder Participation E. Management System E.1. Structure of Management and Administrative Units
1.2. Program Design and Approval	B. Training and Education B.1. Program Design and Approval

1.3. Student-Centered Learning, Teaching and Assessment	B. Education and Training B.3. Student-Centered Learning, Teaching and Assessment
1.4. Student Admission, Development, Recognition and Certification	B. Education and Training B.2. Student Admission and Development
1.5. Teaching Staff	B. Education and Training B.4. Teaching Staff
1.6. Learning Resources and Student Support	B. Education and Training B.5. Learning Resources
1.7. Information Management	E. Management System E.3. Information Management System
1.8. Public Information	E. Management System E.5. Public Information and Accountability
1.9. Continuous Monitoring and Periodic Review of Programs	B. Education and Training B.6. Monitoring and Updating Programs
1.10. Periodic External Quality Assurance	A. Quality Assurance System A.2. Internal Quality Assurance A. Quality Assurance System A.4. Internationalization 1. Research and Development 1. Research Strategy 2. Research Resources 3. Research Competence 4. Research Performance 2. Social Contribution 1. Social Contribution Strategy 2. Social Contribution Resources 3. Social Contribution Performance E. Management System E.2. Resource Management E.4. Support Services

1. The standard “ESG 1.1. Quality Assurance Policy” corresponds to the IAA Rubric-Based Evaluation Criteria under the **A. Quality Assurance System** heading with the criteria **A.1. Mission and Strategic Goals**, **A.2. Internal Quality Assurance**, **A.3. Stakeholder Participation**, and under the **E. Management System** heading with the criterion **E.1. Structure of Management and Administrative Units**.
2. The standard “ESG 1.2. Design and Approval of Programs” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Education and Instruction** heading with the criterion **B.1. Design and Approval of Programs**.
The standard “ESG 1.3. Student-Centered Learning, Teaching, and Assessment” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Education and Instruction** heading with the criterion **B.3. Student-Centered Learning, Teaching, and Assessment**.
3. The standard “ESG 1.4. Student Admission, Progression, Recognition, and Certification” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Education and Instruction** heading with the criterion **B.2. Student Admission and Progression**.
4. The standard “ESG 1.5. Teaching Staff” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Education and Instruction** heading with the criterion **B.4. Teaching Staff**.
5. The standard “ESG 1.6. Learning Resources and Student Support” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Education and Instruction** heading with the criterion **B.5. Learning Resources**.
6. The standard “ESG 1.7. Information Management” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Management System** heading with the criterion **E.3. Information Management System**.
7. The standard “ESG 1.8. Public Information” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Management System** heading with the criterion **E.5. Public Information and Accountability**.
8. The standard “ESG 1.9. Ongoing Monitoring and Periodic Review of Programs” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Education and Instruction** heading with the criterion **B.6. Monitoring and Updating of Programs**.
9. The standard “ESG 1.10. Periodic External Quality Assurance” corresponds to the IAA Rubric-Based Evaluation Criteria under the **Quality Assurance System** heading with the criterion **A.2. Internal Quality Assurance**.

ESG 2.2 Designing Methodologies Fit For Purpose



Evidence that the standard has been met includes the following:

Paydaşlarla yapılan [toplantı](#) ve [çalıştaylar](#) (Bkz. [1](#), [2](#), [3](#), [4](#))

1. [Eğitim, bilgilendirme ve mentörlük platformları](#).

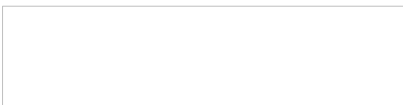
IAA conducts accreditation processes with the aim of evaluating the quality levels of religious higher education programs’ management systems, education and teaching, research and development, and societal contribution activities according to national and international quality standards. IAA accreditation processes are prepared by taking into account national (YÖKAK Standards) and international (ESG 2015) standards, the opinions of faculties offering religious programs, stakeholder feedback, and evaluation results. The IAA program accreditation process includes dimensions of the quality assurance system, education and teaching, research and development, societal contribution, and management system. Criteria compatible with ESG 2015 are used in the implementation of these processes. To guide IAA evaluation teams and the faculties of religious higher education programs participating in or entering the accreditation process, IAA has published the [İAA Program Akreditasyonu ve İzleme Yönergesi](#), [İAA Program Akreditasyonu ve İzleme Kılavuzu](#), [İAA Özdeğerlendirme Raporu \(ÖDR\) Hazırlama Kılavuzu](#), [İAA Dereceli Değerlendirme Anahtarı \(Rubrik\)](#), [İAA Alt Ölçütler Rehber](#). In addition, IAA requires faculties of accredited programs to prepare a Self-Assessment Report (SAR) every year; this aims to secure the accreditation process and to ensure that it is conducted in alignment with the internal quality processes of the faculties.

Religious higher education institutions voluntarily apply to IAA for the accreditation of Theology and Islamic Studies programs in order to enhance the quality of these programs. The IAA accreditation process focuses on the improvement of the program based on sub-criteria. To support this improvement, a **Program Accreditation Report (PAR)** is prepared at the end of the accreditation process. While PAR highlights areas for improvement based on criteria, it also indicates maturity levels at the sub-criteria level. The PAR is published on the website of the faculty whose program has completed the IAA accreditation evaluation process.

Relevant documents:

1. [İAA Program Akreditasyonu ve İzleme Yönergesi](#),
2. [İAA Program Akreditasyonu ve İzleme Kılavuzu](#),
3. [İAA Özdeğerlendirme Raporu \(ÖDR\) Hazırlama Kılavuzu](#),
4. [İAA Dereceli Değerlendirme Anahtarı \(Rubrik\)](#),
5. [İAA Alt Ölçütler Rehberi](#).

ESG 2.3 Implementing Processes (Süreçlerin Uygulanması)



Evidence that the standard has been met includes the following:

1. The program accreditation process begins with a Self-Evaluation Report (SER), is conducted through an on-site visit, and concludes with a final report.
2. After the accreditation process of programs is completed successfully, the programs are monitored by a **monitoring team** established by IAA.

IAA aims to certify the quality of undergraduate and graduate Theology and equivalent programs’ education, research, and administrative processes, as well as all types of religious services provided to society, by defining their standards according to national and international benchmarks and sharing the results with relevant institutions and organizations. The accreditation process for IAA undergraduate programs is carried out as follows:

1. Announcement of the accreditation schedule,
2. Submission of accreditation applications,

3. Review of applications by IAA and sending acceptance/rejection letters to the programs,
4. Preparation and submission of Self-Evaluation Report (SER to IAA),
5. Formation of evaluation teams,
6. Preliminary internal work within the evaluation teams,
7. Conducting the pre-visit and on-site visit,
8. Presentation of the evaluation team's report,
9. Consistency checks,
10. Issuance of the accreditation decision,
11. Sending the Program Accreditation Report to the respective institutions,
12. Publication of the Program Accreditation Report by the program,
13. Monitoring of accredited programs.

1. Accreditation Processes, Criteria, and Documents

IAA conducts accreditation processes according to a pre-determined schedule. Information about the process, criteria, implementation guides, manuals, and other documents are publicly available on the IAA website. These documents can be accessed via the [IAA'nın web sitesinden](#)

2. Self-Evaluation Reports

Faculties of programs accepted into the program accreditation evaluation process prepare a **Self-Evaluation Report (SAR)** in the format and content specified by IAA, to be submitted at the beginning of July. Each program's SAR and its annexes are submitted electronically to IAA. The SAR template is shared on the IAA website within the [IAA Özdeğerlendirme Raporu \(ÖDR\) Hazırlama Kılavuzu](#).

3. Evaluation Teams

The **Candidate Identification Committee (CIC)** forms an evaluation team for each program included in the accreditation process, composed of a number of members appropriate to the program's structure and size, updates it if necessary, and submits it for approval to the Board of Directors. Evaluation teams may include academics, administrative staff, students, employer stakeholders such as the Ministry of National Education (MEB) and the Presidency of Religious Affairs (DİB), as well as international evaluators. Students have the same status as other team members. [Bkz. İAA Program Akreditasyonu ve İzleme Kılavuzu Başlık A.2-A5/2](#)

4. Pre-Visit and On-Site Visit

Saha Before the on-site visit, a one-day online pre-visit is conducted. The purpose of the pre-visit is to familiarize the evaluation team with the institution and to plan the on-site visit with the evaluated institution. During the on-site visit, the evaluation team assesses elements that cannot be fully explained in the SAR (e.g., aspects that are difficult to document in writing, such as the academic environment, motivation of students and faculty, level of faculty and student engagement, qualifications of personnel and students, etc.), identifies program strengths and areas for improvement, reviews documents and information prepared and presented by the faculty, and observes physical facilities. The visit concludes with an **Exit Statement**, aimed at contributing to the establishment of a culture of continuous improvement and quality within the faculty. On-site visit procedures are defined in the [yerleşmesine katkı sunmak amacıyla saha ziyareti yapılır. Saha ziyareti süreçleri İAA Program Akreditasyonu ve İzleme Kılavuzunda \(Başlık B.2\) tanımlanmış, örnek saha ziyareti şablonu yayımlanmıştır. \(Bkz. İAA Program Akreditasyonu ve İzleme Kılavuzu EK-3/B\)](#)

5. Consistency Checks and Reporting of Evaluation Results

At the end of the process, the evaluation team prepares a **Program Accreditation Report (PAR)**. Subsequently, to ensure consistency across evaluations of different programs within the same evaluation period and between years, the draft reports undergo consistency checks conducted by **IAC/IAC**. Following these checks, the final PAR is prepared and submitted to IAA for approval.

After the accreditation evaluation process, IAA publishes the final PAR. The purpose of PAR is to guide the activities of program faculties according to the report. The maturity levels section of the report reflects the final maturity level determined by the consistency committee and the accreditation board. The PAR and the letter containing the accreditation decision are sent to the relevant program's faculty and are published on the faculty's and IAA's websites. [fakültesine gönderilir. PAR, Fakülte ve İAA web sitelerinde yayımlanır. \(Bkz. İAA Program Akreditasyonu ve İzleme Kılavuzu \(Başlık B.3/B.8\)](#)

6. Monitoring Program Process

Programs that have completed evaluation and received accreditation under the IAA program accreditation process enter the monitoring process no earlier than the first year following the evaluation year. The purpose of the Monitoring Program is to assess the development process of the accredited religious higher education program after the evaluation process. The main focus of the monitoring evaluation is the "areas for improvement" identified in the **Program Accreditation Reports (PARs)** prepared during the evaluation. In addition, the sustainability of the program's strengths identified in the PAR is also assessed within the scope of the Monitoring Program. The defined processes of the Monitoring Program are specified in the [Akreditasyonu ve İzleme Kılavuzunda belirtilmiştir. \(Bkz. İAA Program Akreditasyonu ve İzleme Kılavuzu Başlık C\)](#)

ESG 2.4 Peer Review Experts (Akran Değerlendirme Uzmanları / Değerlendirme Takımı Üyeleri)



Evidence that the standard has been met includes the following:

1. There are over 100 trained and experienced national evaluators and more than 30 international evaluators in İAA's evaluator pool.
2. There are more than 10 student evaluators in İAA's evaluator pool.
3. The processes for İAA evaluator selection and training are well-defined.
4. İAA evaluator training programs and feedback. (Relevant evidence is presented among the evidence for the sixth criterion of this report.

İAA conducts its evaluation processes through a team of evaluators whose number is proportionate to the size of the program being assessed. The principles regarding the formation of the evaluation team are defined under Sections A.2 and A.3 of the İAA Program Accreditation and Monitoring Guide. Accordingly, participation in the evaluation team is based on voluntariness, and all evaluators are required to undergo training regarding evaluation criteria, processes, and related components. Additionally, team members are required to declare any conflicts of interest.

Evaluators are expected by İAA to have qualifications such as experience in quality assurance and accreditation, adherence to ethical principles, openness to collaboration and teamwork, strong communication skills, and effective time management and organizational abilities. Team leaders and evaluators are also expected to have sufficient knowledge of the İAA Graded Evaluation Key (Rubric), communicate effectively with faculty administrators, staff, and students, maintain confidentiality toward individuals outside the evaluation team at every stage of the evaluation, and refrain from comparing the program being evaluated with other programs.

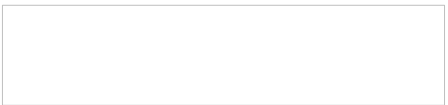
In line with ESG 2015, İAA ensures the selection, training, and ethical commitment of peer review experts (evaluators). İAA keeps the evaluator application portal active 24/7 on its website and organizes national and international evaluator trainings as needed. Evaluator candidates who wish to volunteer as İAA evaluators are selected considering factors such as being a student, academician, or administrative staff, and then they are enrolled in training.

Selected candidates from the application pool receive training on the responsibilities and duties of the evaluation team, behavioral aspects of the evaluation process, reviewing Self-Assessment Reports (SARs), evaluation based on İAA Rubric criteria, and ethical principles. Initially, a flipped classroom approach is used, where candidates are provided with information via online training videos and presentations. Subsequently, face-to-face or online training sessions are conducted, including case study analyses and SAR section preparation exercises. Candidates are also trained on the accreditation process, the behavioral dimension of the evaluation process, as well as on important issues such as ethics, transparency, and accountability.

After the training, tests are administered, and the results are considered as a criterion in determining evaluators. In addition, candidates' feedback and suggestions regarding the training are collected. In this way, candidates achieve the level required to serve as evaluators. One of the tools for evaluating the training is feedback obtained after site visits.

To ensure transparency and accountability in its activities, İAA has established its Code of Ethics. All İAA members, committee and commission members, and evaluators participating in evaluation processes are required to sign or electronically accept the "İlahiyat Accreditation Agency Code of Ethics" (Annex 2), which includes the "Confidentiality and Ethics Declaration." (See İAA Program Accreditation and Monitoring Guide, Section A.2)

ESG 2.5 Criteria For Outcomes (Değerlendirme Kararı Kriterleri / Çıktılara Yönelik Ölçütler)



Evidence that the standard has been met includes the following:

1. All guides and criteria prepared regarding the processes.

İAA prepares a Program Accreditation Report (PAR) as an output at the end of its program accreditation processes. All PARs are publicly shared via the İAA website and the websites of the respective faculties of the programs. İAA has adopted a Rubric-Based Evaluation System for accreditation, based on national (YÖKAK, Turkish Qualifications Framework – TYYÇ) and international (ESG) standards. Accreditation evaluations are conducted through this system, and decisions are made within the framework of the rubric.

The PAR is prepared by the evaluation team as an output at the end of the evaluation. It is based on the program's Self-Assessment Report (SAR) and compiled following internal pre-work, preliminary visits, and site visits, in accordance with the principles outlined in the İAA Program Accreditation and Monitoring Guide (See Section B.8). Subsequently, the PAR is sent to the Consistency Committee by the İlahiyat Accreditation Board (İAK) for national evaluations and by the International Accreditation Council (IAC) for international evaluations. After the consistency review, İAK/IAC finalizes the maturity levels in the PAR and determines the accreditation decision within the scoring framework.

In the Rubric-Based Evaluation System, the highest level is 5, and the lowest is 1. İAA has determined a total score for each sub-criterion, and dividing this total by 5 gives the coefficient for the relevant sub-criterion. The final score for each sub-criterion is calculated by multiplying the last determined maturity level of the program by the relevant coefficient. The sum of the scores for all sub-criteria determines the accreditation decision. (For the Rubric Scoring Table, see Annex 5 of the İAA Program Accreditation and Monitoring Guide.)

Accordingly, İAA accreditation decisions are as follows:

1. 850 points and above: "5-year accreditation"
2. 700–849 points: "4-year accreditation"
3. 550–699 points: "3-year accreditation"
4. 400–549 points: "2-year accreditation"
5. 0–399 points: Accreditation denied

Relevant documents:

1. İAA Program Accreditation and Monitoring Directive
2. İAA Program Accreditation and Monitoring Guide
3. İAA Self-Assessment Report (SAR) Preparation Guide
4. İAA Graded Evaluation Key (Rubric)
5. İAA Sub-Criteria Guide
6. Turkish Qualifications Framework (TYYÇ)

ESG 2.6: Reporting (Raporlama)

Evidence that the standard has been met includes the following:

1. Existing reports published by İAA

2. The reports prepared by İAA within each of its activity areas are as follows:

3. Program Self-Assessment Reports (SARs) (1, 2, 3, 4)

4. Program Accreditation Reports (PARs)

5. İAA Thematic Analysis Report – 2024

6. Programs included in the accreditation process, as well as those already accredited, are required to prepare their annual self-assessment reports in accordance with the İAA Self-Assessment Report (SAR) Preparation Guide available on the İAA website and to submit them electronically to İAA. For programs intending to participate in the evaluation process, the SAR of the relevant year is subject to a preliminary review for compliance with the İAA SAR Preparation Guide. If deemed suitable, the program is included in the list of programs to undergo the accreditation process in that year.

7. The preliminary evaluation is conducted based on the SAR. After a two-stage faculty visit and the oral presentation of the exit statement to the faculty, the evaluation team, under the responsibility of the team leader, prepares a draft Program Accreditation Report (PAR). The draft PAR is submitted to İAA for consistency checks. Following these checks, the final PAR is prepared by İAK/IAC and submitted to İAA for approval. The accreditation decision for the program is officially approved by İAA and publicly shared on the İAA website. Additionally, the final PAR is sent to the faculty of the program as an official letter attachment and published on both İAA's and the relevant faculty's website for public information. The accreditation decision given by İAA is also communicated to the faculty and announced on the faculty's website. Programs may appeal the PAR within 60 days from its publication date. The principles for drafting PARs are detailed in Section B.8 of the İAA Program Accreditation and Monitoring Guide.

8. Relevant Documents:

9. Program Self-Assessment Reports (SARs) (1, 2, 3, 4)

10. Program Accreditation Reports

ESG 2.7: Complaints and Appeals (Şikâyetler ve İtirazlar)

Evidence that the standard has been met includes the following:

1. İAA Appeals and Complaints Directive

2. Establishment of an Appeals and Complaints Mechanism on the İAA Website

The Theology Accreditation Agency (İAA) has established principles and procedures regarding appeals against its accreditation decisions and complaints related to services provided by İAA through its directive. The directive outlines the processes to be followed and specifies the structures responsible for handling and resolving appeals and complaints.

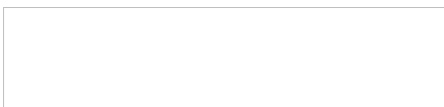
Defined process for appeals:

1. Appeals against a Program Accreditation decision can be submitted within sixty days from the notification of the decision; for a Monitoring Report, within sixty days from the publication date of the report. Appeals must be submitted in writing or electronically with appropriate justification and evidence.
2. Appeals are subject to a preliminary review by the Commission Secretariat within seven days. Appeals submitted without appropriate justification or evidence are rejected at this stage.
3. Appeals that are not rejected are forwarded to the Commission within seven days following the preliminary review.
4. Appeals submitted to the Commission are evaluated and presented to the Board of Directors within thirty days. The Commission may consult with the parties involved if deemed necessary. In its evaluation, the Commission provides a recommendation on whether the appeal should be accepted or rejected.
5. The final decision regarding the appeal is made by the Board of Directors, taking into account the Commission's recommendation.
6. The final decision is communicated in writing to the appellant within thirty days.
7. Decisions regarding appeals are final.

Defined process for complaints:

1. Individuals dissatisfied with the services provided by the İAA Board of Directors may submit a complaint in writing or electronically with appropriate justification and evidence within fifteen days from the occurrence of the dissatisfaction.
2. Complaints are subject to a preliminary review by the Commission Secretariat within seven days. Complaints submitted without appropriate justification or evidence are rejected at this stage.
3. Complaints that are not rejected are forwarded to the Commission within seven days following the preliminary review.
4. Complaints submitted to the Commission are evaluated and presented to the Board of Directors within thirty days. The Commission may consult with the parties involved if deemed necessary. In its evaluation, the Commission provides a recommendation on whether the complaint should be accepted or rejected.
5. The final decision regarding the complaint is made by the Board of Directors, taking into account the Commission's recommendation.
6. The final decision is communicated in writing to the complainant within thirty days.
7. Decisions regarding complaints are final.

Compliance with European Standards and Directives (ESG) and İAA – Part 3



Compliance with European Standards and Directives (ESG) and İAA – Part 3

External Quality Assurance Activities and Mission of İAA

1. İAA's engagement in external quality assurance activities for religious higher education programs is explicitly stated as part of its founding purpose and publicly shared at <https://iaa.org.tr/iaa-iaanin-amaci/>.
2. During the establishment and definition of İAA processes, the opinions of key stakeholders such as the Council of Deans of Theology, the Presidency of Religious Affairs, and the Ministry of National Education were taken into account. These stakeholders have representatives on İAA boards, and students from religious higher education programs also participate in İAA boards and processes.
3. Quality assurance (external evaluation) is included in İAA's defined mission, which is publicly available at <https://iaa.org.tr/misyon-vizyon/>.
4. İAA policies contain statements reflecting cooperation with stakeholders, including providing information and services to them (<https://iaa.org.tr/kalite-politikasi/>).
5. İAA's mission has been translated into strategic goals in relation to its activities (<https://iaa.org.tr/stratejik-hedefler/>).
6. Between 2020 and 2025, the following programs have participated in the accreditation evaluation process: from Turkey, 22 programs in 2020, 8 in 2021, 7 in 2022, 2 in 2023, 5 in 2024, and 17 in 2025; from abroad, 6 programs in 2022 (<https://iaa.org.tr/akreditasyon/surecteki-programlar/>).

Detailed information regarding İAA's compliance with the external quality assurance processes specified in ESG 2015 Part 2 is provided under the section "Compliance of İAA with European Standards and Guidelines (ESG) – Part 2" in this report.

To achieve its purpose, İAA carries out all activities outlined in its statutes, including: conducting external evaluations and accreditation of theology and equivalent faculty programs upon application by the relevant institutions; selecting and training evaluators involved in accreditation activities; providing guidance and training on self-assessment to program administrators and faculty; determining and, if necessary, revising evaluation criteria and processes; organizing and supporting national and international courses, seminars, conferences, panels, workshops, and training activities. (See İAA Statutes, Article 2.)

İAA has publicly shared its mission, vision, objectives, strategic goals, and quality policies on its website (<https://iaa.org.tr/>). The mission is defined as: "To contribute to the improvement of education, research, and religious service quality by providing information, external evaluation, and accreditation for theology programs." The vision is: "To be a successful and pioneering institution in national and international theology accreditation." The purpose is: "To be a leading agency that registers quality by defining the education, research, administrative processes of undergraduate and graduate theology programs, as well as the quality of all religious services provided to society according to national and international standards, and sharing the results with relevant institutions."

The strategic goals guiding the mission are:

1. To promote a student-centered, competency-based, and outcome-oriented teaching and learning approach;
2. To disseminate research and development activities aligned with academic priorities, capable of generating value and contributing to society;
3. To ensure that societal contribution activities are carried out in line with objectives and strategies, addressing local, regional, and national religious needs and demands;
4. To internationalize and expand the accreditation process;
5. To implement governance and continuous improvement processes with broad stakeholder participation.

The policies guiding these goals include ethical behavior, continuous learning, value creation, development of collaborations, transparency and accountability, and service orientation.

In line with its core mission and objectives, İAA undertakes the following key activities:

1. Program accreditation processes;
2. Program accreditation monitoring;
3. Activities aimed at internalizing and promoting a culture of quality assurance in religious higher education institutions (e.g., institutional accreditation briefings, mentoring).

All these activities are governed by defined processes and regulatory elements published on the İAA website. Feedback is collected from administrators, academic and administrative staff of programs receiving information, mentoring, and accreditation services, as well as from members of evaluation teams involved in the process. These feedbacks are used for improvement purposes.

İAA conducts information activities to promote and internalize a culture of quality assurance in higher education institutions. Upon request from program faculties, these activities are delivered face-to-face or online. Additionally, national and international mentoring activities are carried out to achieve this purpose. Furthermore, videos are shared via İAA's IT tools to support the internalization and dissemination of a quality assurance culture.

ESG 3.3: Independence (Bağımsızlık)

Evidence that the standard has been met includes the following:

1. İAA is authorized by YÖKAK to grant accreditation.
2. İAA's working procedures and areas of activity are defined in its statutes and officially approved. (The Association's Statutes were approved by the Kütahya Governorship, Directorate of Associations, on April 6, 2018.)

İAA is an independent association and has no direct or indirect relationship with higher education institutions. The establishment, implementation, and decision-making processes of İAA's accreditation procedures are secured by the İAA Statutes and the İAA Working Regulations. The rules and methods ensuring İAA's independence in different aspects are summarized as follows:

1. İAA defines all its processes and regulations independently.
2. Evaluators for the accreditation process are selected independently by İAA, and evaluation teams are formed by İAA. Principles regarding conflicts of interest and impartiality are defined in its regulations and strictly implemented.
3. Accreditation decisions are made by the İlahiyat Accreditation Board (İAK) for national applications and by the International Accreditation Council (IAC) for international applications, then approved and published by the İAA Board of Directors and communicated to the faculties of the programs.
4. İAA conducts accreditation processes and evaluator training on a fee-based basis, thereby ensuring financial independence and sustainability.

ESG 3.4: Thematic Analysis (Tematik Analiz)

The evidence that the standard is met is as follows:

1. Publication of İAA's annual activity reports.
2. Preparation of a thematic analysis report in line with the recommendations of YÖKAK.

In its annual activity reports, İAA includes information on the findings of accreditation processes. These annual reports are shared on the İAA website. Additionally, a thematic analysis report has been prepared, analyzing the findings of the accreditation decisions made.

ESG 3.5: Resources

İAA has an office in Istanbul, rented through a sublease. Services such as accounting and translation are outsourced. İAA's financial resources include accreditation fees, training fees, membership fees, donations, and sponsorships.

Regarding human resources, İAA consists of voluntary staff serving on all boards and committees, including the Board of Directors, the Theology Accreditation Board (IAB), the International Accreditation Council (IAC), and the Candidate Selection Committee (CSC). The IAB includes faculty members from various religious higher education institutions as well as stakeholder representatives. The same inclusivity principle applies to the IAC, ensuring broad representation in the board's composition.

İAA's most important stakeholders in the accreditation process are evaluators. Currently, İAA has 82 national and 46 international evaluators. Efforts to increase the number of evaluators are ongoing. Evaluators are remunerated to ensure sustainability.

Starting from March 2024, İAA has employed a staff member to manage office and economic enterprise operations. (See Employee Service Records)

ESG 3.6: Internal Quality Assurance and Professional Conduct

İAA's Quality Policy is accessible on its website (<http://www.iaa.org.tr/>). Similarly, its mission, vision, goals, and objectives are publicly available. All documents related to İAA processes and criteria are publicly accessible and align with İAA's program accreditation objectives. İAA's accreditation and related information activities demonstrate alignment with its mission and objectives.

Mechanisms to prevent conflicts of interest for board members and program evaluators have been established and are detailed in the İAA Program Accreditation and Monitoring Guide under the Ethics section.

İAA's internal quality assurance processes are conducted under the oversight and coordination of the Continuous Improvement Committee (as defined in the İAA Continuous Improvement Committee Directive).

During the evaluation of religious higher education programs by IAA, it is crucial for the performance and impartiality of evaluation team members to be assessed by other team members, institutional representatives, and stakeholders involved in the evaluation process. IAA has defined procedures for evaluator assessment and uses evaluation forms to ensure multi-dimensional feedback. Potential complaints and suggestions for process improvements noted in these surveys are reviewed by the relevant IAA committees.

ESG 3.7: Cyclical External Review of the Agencies

1. **YÖKAK Registration**
2. **Evidence of ESG Compliance**

According to Article 12(2) of the IAA Working Regulation: *"In addition to internal quality audits, IAA shall undergo an external quality assessment by an independent agency at intervals not exceeding five years. The choice of agency and timing shall be determined by the Board of Directors, taking into account national and international recognition requirements."*

IAA's first external review was conducted by the Higher Education Quality Board (YÖKAK) in 2019, the second in 2021, and the third in 2023.

Evidence:

- IAA Mission, Vision, and Strategic Objectives
- IAA Legislation
- Inclusion of external quality assurance and program accreditation activities in the IAA charter (Article 2)
- Evidence of consultation with strategic stakeholders
- Broad stakeholder representation within organizational structures
- Legislation and guidelines for evaluation processes
- Rubric-based evaluation criteria, sub-criteria guides, outputs, program-specific criteria, and self-assessment preparation guides
- Evidence of evaluator trainings, content, participant demographics, and internal and external workshops
- Public disclosure of evaluation results
- Ethics rules, appeal procedures, consistency committee operations, archiving guidelines, evaluation team visit plans, exit statements, accreditation score tables, monitoring visit plans, accreditation agreements, and employee service records

Organizational and Financial Structure

The organization must have a structure that is legally compliant, sustainable, and suitable for its field.

IAA, as a non-profit association providing quality and accreditation services, was established on April 6, 2018, following decisions made at the 24th Deans' Meeting of Theology and Islamic Studies Faculties in Malatya. IAA aims to provide information, external evaluation, and accreditation for theology programs, thereby contributing to the improvement of education, research, and religious service quality. Since there was no national or international accreditation body dedicated to Islamic theology, IAA is the first of its kind in the world.

IAA was authorized by YÖKAK for two years in 2019, reauthorized in 2021, and again in 2023.

Legal Basis

IAA was established as an association and structured according to its charter and related legislation. Its organizational structure is publicly announced on its official website (<https://iaa.org.tr/organizasyon-yapisi/>). Responsibilities of boards and committees are secured via regulations and directives (<https://iaa.org.tr/belgeler/liste/>).

The highest decision-making body is the General Assembly, composed of association members. Management and internal audit are conducted by a seven-member Board of Directors and a three-member Audit Board. The Board consists of a Chairperson, Vice-Chairperson, Treasurer, Secretary, and three members. Committees handle operational functions, including:

- IAB for national accreditation decisions
- IAC for international accreditation decisions
- CSC for evaluator selection
- Training Committee for organizing training
- Continuous Improvement Committee for identifying areas needing improvement

IAA conducts accreditation evaluations using 82 national and 46 international evaluators, including student evaluators and representatives from the Ministry of Education (MEB) and Directorate of Religious Affairs (DIB) (<https://iaa.org.tr/egitimler/iaadegerlendirici-egitimi-modulleri/>).

Financial Structure

IAA established an economic enterprise on April 18, 2019 (Registry No. 2019-GD-985) to ensure financial independence and sustainability. (See Appointment of Enterprise Manager)

Evidence:

- Revenue and expenditure tables
- Registration with the Ministry of Interior, General Directorate of NGOs
- Accreditation fees

Independence and Operational Autonomy

Organizational Independence

IAA independently appoints evaluators and conducts accreditation processes. National accreditation decisions are made by IAB, international decisions by IAC, and approved by the Board. Operational independence is guaranteed by clearly defined procedures and regulations. Further evidence is detailed under ESG 3.3: Independence.

Independence of Official Results

Evaluators and managers participate in processes independently of their home institutions. Principles are defined in the IAA Ethics Rules (See IAA Program Accreditation and Monitoring Guide, Annex 2).

Evidence:

- IAA Program Accreditation and Monitoring Guide
- IAA Working Regulation

Publication of General Evaluation Reports

Since 2019, IAA has published all program accreditation-related activities on its website. Following a YÖKAK meeting with accreditation bodies, the first thematic analysis report (TAR) was prepared in 2022, evaluating programs based on sub-criteria.

Evidence:

- Annual Activity Reports (2019–2024)
- Thematic Analysis Reports (2022, 2024)

Adequate Human and Physical Resources

IAA rented a new office in Istanbul in 2020 via sublease, equipped with necessary technological infrastructure. The IAA website is maintained in Turkish and English for international accessibility.

Human resources include Board members, association members, committee members, national and international evaluators trained in accreditation. In 2024, a staff member was assigned for office and economic enterprise operations.

Evidence:

- Computer invoices
- External HDD
- Sublease contract
- Zoom invoices
- Employee Service Records
- Appointment decision by the Board

Internal Quality Assurance Processes

Quality Policy

IAA has established internal quality assurance mechanisms to improve and sustain its quality. The policies, published on its website, include:

- **Ethical Behavior:** Staff and volunteers act professionally, transparently, and avoid conflicts of interest.
- **Continuous Learning:** IAA learns from its own performance and other institutions, promoting development.
- **Value Creation:** Services add value to stakeholders, with feedback monitored.
- **Collaboration Development:** IAA seeks and develops national and international cooperation.
- **Transparency and Accountability:** Stakeholders and the public are informed about activities.
- **Service Orientation:** Staff maintain respectful and responsive relationships with institutions.

Quality Assurance System

Internal quality assurance is defined in Article 12 of the IAA Working Regulation. The Continuous Improvement Committee ensures proper coordination and monitoring of all activities.

Ethics Rules

Ethics rules are defined in Articles 9–10 of the Working Regulation and detailed in the Ethics Guidelines (Annex 2 of the Monitoring Guide).

Feedback Mechanisms

Feedback is collected from:

- Evaluator trainings
- Institutional briefings
- Accreditation evaluation processes

Evidence:

- Various training evaluation forms (6-1 to 6-11)
- Program Accreditation Reports

Participation in External Evaluation

According to Article 12(2) of the IAA Working Regulation, IAA undergoes external quality assessments at least every five years. Reviews were conducted in 2019, 2021, and 2023.

Evidence:

- IAA Registration Certificate (7-1)
- YÖKAK registration screenshots

Conclusion

IAA aims to improve the quality of education in Theology and Islamic Studies by providing information, external evaluation, and accreditation services. Since its establishment, it has contributed to the development of a culture of program accreditation both nationally and internationally.

Strengths (2023 Monitoring Report)

- Acceptance of applications for international accreditation
- Conducting informational activities
- Receiving multiple accreditation applications
- A dedicated and motivated team

IAA's Self-Identified Strengths

1. International accreditation activities and organizational structure
2. Mentorship activities
3. Active internationalization and recognition
4. Adequate number of national evaluators
5. Adequate number of international evaluators
6. Ongoing information activities
7. Publication of accreditation reports on faculty websites
8. Sharing self-assessment and quality manuals publicly
9. Use of rubric-based evaluation
10. Independent evaluation by each team member
11. Documentation of differing evaluator opinions
12. Active consistency activities
13. Maturity levels recorded while maintaining confidentiality
14. Consistency and accreditation committee decisions shared publicly

Areas for Improvement and Progress

1. Broader institutional representation on the Board – initiated and implemented
2. Absence of a Thematic Analysis Report – 2024 TAR published ([link](#))
3. Strategic planning – ongoing
4. Employment of insured staff – achieved in 2024
5. Limited completed accreditation programs – number increased in 2024 (3 international, 4 national)

6. No evaluator training in 2023 – one international training conducted in 2024
7. Inclusion of office lease in the contract – attached
8. Provision of contact address – available on website
9. No translators needed – international processes conducted in English
10. Alignment of national and international criteria – ongoing
11. Not accredited by another international agency – IAA is the first for Islamic Studies programs internationally, recognized by IQA, plans collaboration with ENQA