STAFF HANDBOOK

SCHOOL OF FOREIGN LANGUAGES

IZMIR KÂTIP CELEBI UNIVERSITY 2024-2025

TABLE of CONTENT

Contents

ABBREVIATIONS

CHE	**:**	Council of Higher Education
ELT	**:**	English Language Teaching
GSE	**:**	Global Scale of English
IKCU	**:**	Izmir Kâtip Celebi University
ILC	**:**	Independent Learning Center
PDU	**:**	Personnel Development Unit
SFL	**:**	School of Foreign Languages
UIMS	**:**	University Information Management System

PREFACE

   We cordially welcome you to Izmir Kâtip Çelebi University School of Foreign Languages. We hope you will professionally and personally feel valued and satisfied as a member of this family. This handbook aims to give you the basic information required about our school. If you need further information or support, please never hesitate to contact relevant authorities.

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Assist. Prof. Dr. İrfan Arık
IKCU - School of Foreign Languages
Director

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IZMIR KATIP CELEBI UNIVERSITY

Izmir Katip Çelebi University (IKCU) was founded in İzmir with a decree accepted by the Council of Ministers on July 14, 2010 and published in the official gazette on July 21, 2010.

With a total number of 13.212 students and 922 academic staff, the university has 13 faculties, 3 institutes, 1 school of foreign language, 1 vocational high school, 21 application and research centers, and 7 coordinatorships. Prof. Dr. Saffet Köse was appointed to the position of university rector on 09.04.2018.

Mission

With the intention of increasing the welfare of humanity, the mission of IKCU is to do research, to raise individuals who are competent in professional and academic field and who are endowed with our core values, to present the output to the economic environment and fund of knowledge to society.

Vision

The vision of Izmir Kâtip Celebi University is to become a prominent university that inspired by the scientific research for the academic world and with the effective benefit to the international society.

Values

The values of IKCU are:
- ❖ Morality and Professional Ethics
- ❖ Participation
- ❖ Transparency and Accountability
- ❖ Aesthetic Sensitivity and Environmental Conscience
- ❖ Merit
- ❖ Innovation
- ❖ High Quality

1. SCHOOL OF FOREIGN LANGUAGES

1.1. Mission

The goal of Izmir Katip Celebi University School of Foreign Languages is to enable undergraduate students to reach level B1+ (CEFR) in English so that they are able to improve and use their language skills in academic and social contexts. Our teaching approach is based on communicative, learner-centered, and contemporary methodology.

1.2. Vision

Our school aims to achieve academic excellence in its field and, with this understanding, to bring the quality of education to international standards with all its elements.

1.3. Our Values

As an institution, while pursuing our mission and vision stated above, we are committed to upholding and preserving the following principles and values:

- ❖ Transparency
- ❖ Justice
- ❖ Accountability
- ❖ Merit
- ❖ Innovation
- ❖ Participation
- ❖ Leadership
- ❖ Sustainability
- ❖ Standardization
- ❖ Commitment to Ethical Values
- ❖ Commitment to Institutional Identity
- ❖ Sense of Responsibility
- ❖ Idealism

1.4. Our Teaching Philosophy and Approach to Language Teaching

Izmir Katip Çelebi University School of Foreign Languages adopts a modern and dynamic approach in language teaching. Our focus is on the communicative approach, which emphasizes the practical use of language for effective

communication. Our students develop their language skills through active learning in learner-centered classroom environments by participating in interactive activities, discussions, and role-playing exercises during classes.

One of the most important elements of our educational philosophy is learner autonomy. Self-regulated learning is encouraged by giving students the authority to control their own learning processes. It is aimed for our students to be individuals who can adapt to the difficulties they may encounter in language learning, produce solutions and aim to learn languages for life.

At our school, importance is given to the development of all language skills - listening, speaking, reading, and writing. The development of our students is gradually monitored through the integrated curriculum, where activities aimed at developing these skills are implemented in a balanced manner.

Our school attaches importance to process-oriented language teaching. Recognizing that the acquisition of language skills is a gradual process, the focus is not only on the goal but also on the process. Lecturers provide regular constructive feedback to our students about how they have improved their language skills. In this way, our students gain the awareness that language learning is a process-based acquisition and gain the skills to observe and improve their own development processes.

In summary, Izmir Katip Çelebi University School of Foreign Languages aims to offer an effective learning environment to its students with its communicative approach, learner autonomy, skill-oriented language teaching and an approach that supports the learning process. By combining these elements, it aims to improve the language proficiency of its students and to make them self-confident individuals with effective communication skills in the international arena.

1.5. Our Expectations

Staff working at SFL are expected to possess the following qualifications:

- ❖ Be process-oriented and proactive,
- ❖ Demonstrate awareness of SFL regulations and responsibilities,
- ❖ Be open to continuous professional development,
- ❖ Attend meetings and organized events,
- ❖ Exhibit punctuality and meet all duty deadlines,
- ❖ Show respect towards colleagues, students, and all staff,
- ❖ Participate events organized by PDU,

- ❖ Keep in contact with academic and administrative staff, and regularly check emails, SMS, and WhatsApp messages,
- ❖ Actively engage in decision-making processes,
- ❖ Feel comfortable communicating their needs and addressing any problems they encounter,
- ❖ Foster a collaborative and cooperative attitude when working with colleagues.

1.6. Curriculum Delivery Principles

At the İzmir Katip Çelebi University School of Foreign Languages, the Preparatory Class Curriculum is delivered in accordance with the following principles:

Skill-Based Curriculum: The annual Curriculum for the Preparatory Class is announced on the school's website at the beginning of each academic year. The Curriculum includes:

- Descriptions of texts corresponding to the Elementary, Pre-Intermediate, and Intermediate levels,
- Learning outcomes related to reading, writing, listening, and speaking skills,
- A general summary of what students are expected to achieve in each skill,
- Vocabulary and grammar learning outcomes aligned with the main material used throughout the academic year.

Weekly teaching syllabus showing the distribution of learning outcomes across weeks are announced on the school's website at the beginning of each module. The weekly schedules include the learning outcomes to be addressed each week, sections to be followed asynchronously by students, materials to be used, and information about assignments and exams.

Core skills are consistent across all levels. These skills, in addition to language skills, are designed with 21st-century skills that a language learner should possess in mind. These skills are intended to be integrated into lessons throughout the module, rather than being specified on a weekly basis.

Outcome-Focused Lesson Design:

Instructors design their lessons to achieve the learning outcomes specified in the curriculum.

Communicative Language Teaching Approach: Lessons are conducted using a communicative approach, emphasizing the practical use of language for effective communication. The communicative language teaching approach includes various interactive and communication-based activities to develop students' language skills. Activities such as role-playing, discussions, group work, simulations, and real-world tasks form the basis of this approach. These activities help students understand how to use language in real-world contexts.

Student-centered Learning: Lessons are designed with a focus on the student. This approach ensures that students learn more actively, participatively, and effectively. It is an educational model aimed at responding more sensitively to students' individual needs and using various learning strategies to lead them to success.

Feedback: Instructors provide regular constructive feedback on students' language skills during lessons. This feedback clarifies the areas that students do not understand or need to improve. It also guides students in understanding their performance in lessons and making improvements.

Outcome-Based Assessment and Evaluation: Students are assessed on a skill-based basis using formative (monitoring) and summative (valuation) assessment tools to measure the outcomes expected to be achieved by the end of the program.

Autonomous Learning: Students are encouraged to actively engage in their own learning processes and monitor their development. This approach increases students' self-awareness, develops their learning strategies, and helps them manage themselves more effectively. This, in turn, enhances their success and develops lifelong learning skills.

Continuous Improvement: Level coordinators hold meetings throughout the module to note the opinions and suggestions of instructors regarding the curriculum. Feedback from both students and instructors on the curriculum and learning outcomes is collected at regular intervals. The curriculum for the next academic year is reviewed in light of this feedback.

2. SFL ORGANIZATIONAL STRUCTURE
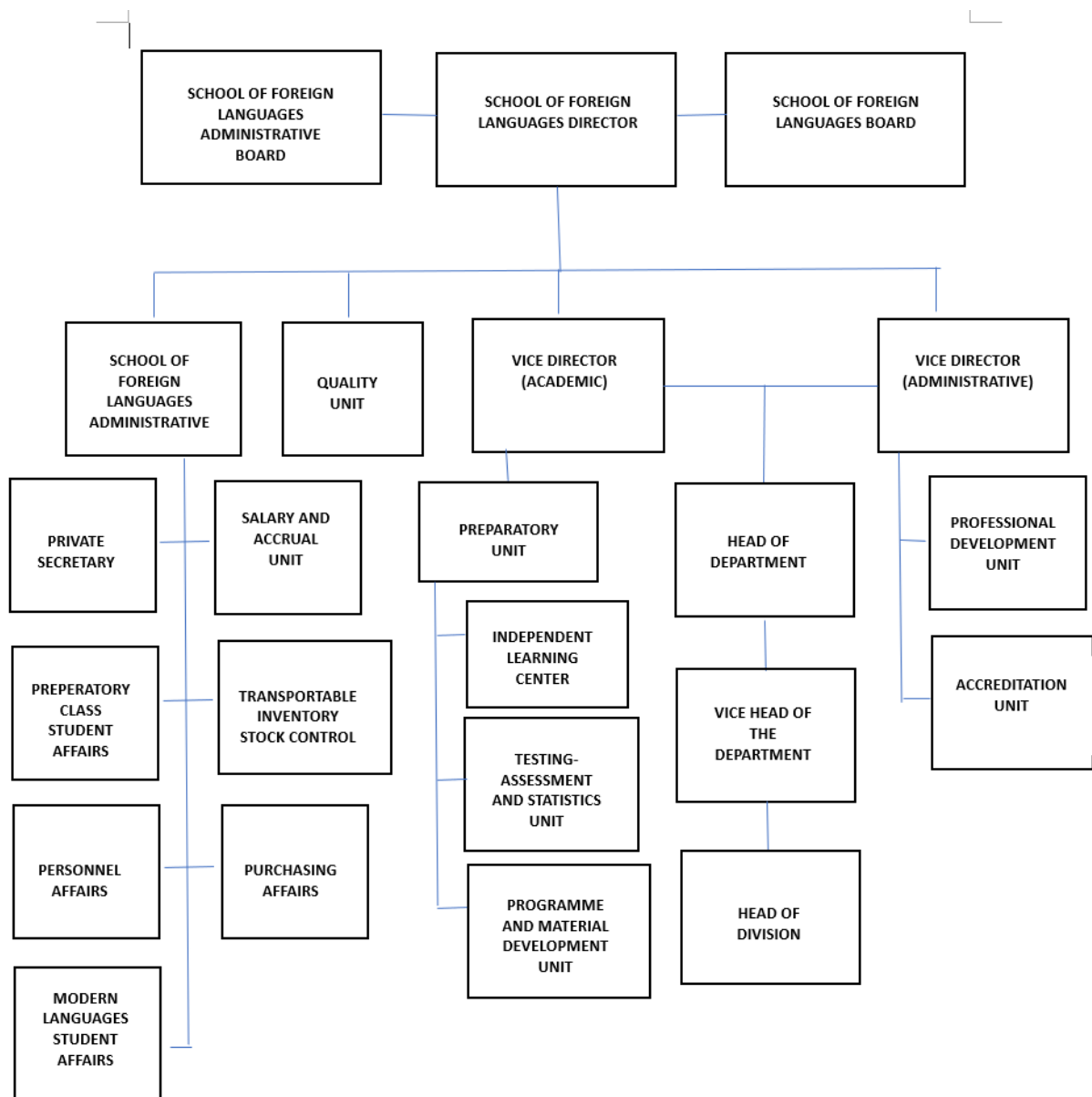
SFL not only provides students with a preparatory year of language education, but also empowers them to enhance their independent learning abilities. The school comprises of several units which are designed to contribute essential parts of language learning or teaching while fulfilling distinct roles during the preparatory year of university education. Below, we provide detailed explanations of these various units, along with their respective responsibilities and duties. The procedure for becoming a member of these units is also mentioned here.

2.1. Director

The director is responsible for the following duties:

- ❖ Representing the School of Foreign Languages,
- ❖ Establishing methods that ensure the continuous and regular development of the organization while considering the institution's interests,
- ❖ Determining the vision and strategy of IKCU SFL within the framework of these methods, and directing all units in alignment with this mission and vision,
- ❖ Determining the authorities and responsibilities of all employees and assigning roles within this framework to ensure their efficient work,
- ❖ Administering exams and assignment procedures for individuals appointed to teaching positions in IKCU SFL,
- ❖ Ensuring that services are provided in compliance with national and international standards, establishing a quality system, participating in institutional improvement, and development activities and providing all kinds of support in this regard,
- ❖ Chairing School Board and Administrative Board of SFL,
- ❖ Implementing the decisions of the boards,
- ❖ Ensuring the regular coordination among the academic units,
- ❖ Informing the Rectorate about IKCU SFL's financial and staff needs,
- ❖ Supervising the academic and administrative staff of the school,
- ❖ Ensuring the regular conduct of educational activities,
- ❖ Reporting to the Rector on the general status and functioning of the school,
- ❖ Using expenditure instructions economically and efficiently as the spending authority in accordance with budgetary principles and legislation,
- ❖ Carrying out other tasks assigned by the Rector.

2.2. SFL Board

The SFL Board includes the following duties and responsibilities:
- ❖ Determining the scientific research and publishing activities, principles of all related actions, plans, programs, and the education calendar of SFL,
- ❖ Electing members to the SFL Administrative Board,
- ❖ Fulfilling other duties as prescribed by law and legislation.

2.3. SFL Administrative Board

The SFL Administrative Board includes the duties and responsibilities which are listed below:

- ❖ Assisting the Director in applying the principles determined by the SFL Board,
- ❖ Ensuring the implementation of the academic calendar, education plans, and programs,
- ❖ Making decisions on all matters related to SFL administration brought forward by the SFL Director,
- ❖ Deciding on all educational and examination-related matters,
- ❖ Fulfilling other duties as prescribed by law and legislation.

2.4. Vice Directors

Vice Directors are responsible for the following duties:

- ❖ Fulfilling the duties assigned by the Director of the School,
- ❖ Coordinating the stages of programming, implementation, assessment, and improvement of all types of educational activities conducted within the school,
- ❖ Carrying out other duties specified in the Higher Education Law and Regulations,
- ❖ Making necessary changes to exam schedules and exam announcement deadlines on the University Information Management System (UIMS),
- ❖ Participating in the meetings of the School Board and the Administrative Board,
- ❖ Acting as the deputy to the School Director when necessary,
- ❖ Determining the unit hours in textbooks and materials used within the framework of the preparatory class academic program, monitoring the program's progress through regular meetings with the lecturers, and keeping the lecturers informed about the process,
- ❖ Maintaining communication and coordination between unit coordinators to solve the problems and take measures in advance,
- ❖ Making necessary adjustments related to the academic program of preparatory classes by examining the statistical evaluation of placement and proficiency tests, midterm exams and quizzes prepared by Testing, Assessment and Statistics Unit,

- ❖ Ensuring that the lecturers are properly assigned to the preparatory classes and weekly course schedules,
- ❖ Organizing and overseeing material preparation carried out by the Program and Material Development Unit,
- ❖ Checking the organization and arrangement of extracurricular activities for preparatory class students carried out by the Independent Learning Center,
- ❖ Obtaining and evaluating information about the lecturer-student performance from the Professional Development Unit,
- ❖ Determining the needs of lecturers regarding the process of conducting the preparatory school academic program,
- ❖ Soliciting suggestions for increasing the quality of education and submitting these proposals for the school director's approval,
- ❖ Preparing the academic calendar for the preparatory school,
- ❖ Making recommendations to the school director to carry out, develop, and utilize education programs more effectively and preparing the necessary data by conducting research as a basis for the decision-making process,
- ❖ Maintaining the evaluation of questionnaires for students, which are administered by the Preparatory Unit Coordinator, and reporting the results to the director,
- ❖ Coordinating the implementation and evaluation of assessment surveys at the end of the academic year for the lecturers, aimed at evaluating and reporting on the preparatory class academic program and the needs of the lecturers,
- ❖ Addressing the problems of preparatory class students and lecturers within their authority and forwarding their suggestions and wishes to the school director,
- ❖ Fulfilling other duties as prescribed by law and legislation.
- ❖ Conducting duties regarding accreditation process.

2.4.1. Academic Units

2.4.1.1. English Preparatory Unit

English Preparatory Unit is an academic unit within IKCU SFL, which embodies the English courses offered to students enrolled in this program prior to the the commencement of their undergraduate studies. This unit is operated by the English Preparatory Unit Coordinator.

The English Preparatory Unit Coordinator is responsible for the following duties:

❖ Making arrangements during and at the end of the academic year to ensure that the education programs are conducted at the desired level,

❖ Verifying the appropriateness of exam dates with the academic program,

❖ Arranging student-orientation program,

❖ Assisting the vice directors in forming classes at various levels based on the results of placement and proficiency tests,

❖ Making necessary changes on the exam schedules and exam announcement deadlines on UIMS in collaboration with vice directors,

❖ Coordinating the implementation and evaluation of assessment questionnaires for students to assess and report on the preparatory class academic program applied at the end of each academic semester,

❖ Reporting the activities conducted by the preparatory unit to the school directorate at the end of each academic year,

❖ Arranging the pacing of the selected books, criteria for assessments, tasks together with vice directors and his/her assistants,

❖ Documenting and archiving essential documents, including meeting reports, unit statistics, and other official papers of the preparatory unit,

❖ Controlling every phase of accreditation period to ensure a successful process and enable the school to be certified by an external and objective institution.

❖ Fulfilling other duties assigned by the director and vice directors.

2.4.1.2. Testing-Assessment and Statistics Unit

Testing, Assessment and Statistics Unit collaborates with eight academic staff members to prepare tests, evaluate exam results, and provide comments based on the objectives and learning outcomes.

Testing, Assessment and Statistics Unit Coordinator

The responsibilities and duties of the assessment and Statistics Unit Coordinator are listed below:

❖ Preparing the exam schedule with other unit coordinators and vice directors,

❖ Assigning lecturers to prepare questions for the exams to be applied in preparatory classes,

❖ Evaluating the prepared questions for their suitability,

- ❖ Making arrangements related to makeup exams and determining the exam time, date, and classroom,

- ❖ Organizing procedures related to proofreading, reproduction, stapling and filing of exams,

- ❖ Assigning supervisors, examiners and other lecturers responsible for conducting the examinations,

- ❖ Identifying the classrooms in which exams will take place,

- ❖ Conducting meetings to standardize the assessment procedures,

- ❖ Taking measures to ensure proper exam administration,

- ❖ Making arrangements and assignments related to the evaluation at the end of each examination,

- ❖ Receiving and responding to objections made by the students regarding the exam results and informing the School Directorate about the results of the evaluation,

- ❖ Coordinating statistical analysis of exams and making necessary arrangements,

- ❖ Ensuring the regular archiving of exams,

- ❖ Reporting the activities conducted by Testing Assessment and Statistics Unit to the School Directorate at the end of each academic year,

- ❖ Assigning lecturers responsible for the preparation, implementation, and evaluation of the English Proficiency Exam, Level Exit Exam and Placement Tests for students at IKCU SFL and students from the Institute of Health Sciences,

- ❖ Assigning lecturers responsible for the preparation, implementation, and evaluation of Erasmus and Mevlana language exams,

- ❖ Assigning lecturers responsible for the preparation, implementation, and evaluation of Transfer exams,

- ❖ Fulfilling other duties assigned by the director.

Testing-Assessment and Statistics Unit Members

The responsibilities and duties of Testing-Assessment and Statistics Unit Members are listed below:

- ❖ Preparing the placement test to determine the levels of preparatory students,

- ❖ Participating in all the exams administered in the preparatory school,

- ❖ Preparing questions and answer keys for the exams conducted by the unit,
- ❖ Participating in the organization of quizzes, midterms, and final exams,
- ❖ Supervising the processes of quizzes, midterms, and final exams,
- ❖ Analyzing the results of the quizzes, midterms, and final exams,
- ❖ Sharing the reflections of the activities with other group members,
- ❖ Attending unit meetings,
- ❖ Fulfilling other duties assigned by the unit coordinator.

2.4.1.3. Program and Material Development Unit

The unit is in charge of preparing and organizing materials that will be used by the instructors.

Program and Material Development Unit Coordinator is responsible for the following duties:

- ❖ Determining and updating the school's general learning outcomes at specified levels using GSE and CEFR,
- ❖ Collaborating with the Professional Development Unit and the Testing-Assessment and Statistics Unit to achieve the best learning outcomes, syllabus, and assessment cycle,
- ❖ Conducting regular meetings with unit members, gathering feedback, and sharing it with the Preparation Unit Coordinator, and reporting, when necessary,
- ❖ Reviewing and finalizing the syllabi, learning outcomes, and materials prepared by the unit members in collaboration with the Preparation Unit Supervisor,
- ❖ Organizing surveys at the end of each semester to evaluate the used teaching materials (books, additional materials) and reporting the results to the Preparation Unit Coordinator,
- ❖ Conducting surveys for students and instructors for feedback on learning outcomes and reporting the results to the Preparation Unit Coordinator,
- ❖ Reporting activities conducted by the Program and Material Development Unit at the end of each academic year to the Preparation Unit Coordinator.
- ❖ Fulfilling other duties assigned by the director.

Level Coordinator

The responsibilities and duties of Program and Material Development Unit Level Coordinators are listed below:

- ❖ Maintaining communication with the members of the Testing- Assessment and Statistics Unit,

- ❖ Coordinating the selection, preparation, evaluation, and development process of teaching materials such as books and additional materials for the level in charge,

- ❖ Checking the appropriateness of exams for the level's learning outcomes before implementation, and provide feedback to Testing- Assessment and Statistics Unit,

- ❖ Staying in constant communication with instructors responsible for teaching at the level in charge, conducting meetings, documenting minutes, and conveying feedback from instructors to the Program and Material Development Unit Coordinator,

- ❖ Ensuring that instructors responsible for teaching at the level in charge make necessary adjustments and conduct their lessons based on feedback received during meetings about the program and material, and check their outputs,

- ❖ Personally listening to the students and instructors at the level in charge about their challenges regarding asynchronous and face-to-face lessons, resolving them within their authority, and if necessary, communicating the issues to the Program and Material Development Unit Coordinator,

- ❖ Preparing activity reports at the end of the Fall and Spring semesters regarding the level in charge and submit these reports to the Program and Material Development Unit Coordinator,

- ❖ Maintaining continuous communication with other level coordinators and the Program and Material Development Unit Coordinator,

- ❖ Fulfilling other duties assigned by the director as prescribed by law and legislation.

- ❖ Preparing the learning outcomes and syllabus for the level they are responsible for,

- ❖ Evaluating the teaching materials based on the learning outcomes and making necessary adjustments (requesting additional materials, removing, or changing some chapters, etc.),

- ❖ Providing support to the Program and Material Development Unit Coordinator in preparing surveys for feedback on learning outcomes,
- ❖ Maintaining continuous communication with other level coordinators and the Program and Material Development Unit Coordinator,
- ❖ Fulfilling other duties assigned by the director as prescribed by law and legislation.

- ❖ Preparing additional materials for level they are responsible for and organizing the delivery of the prepared material to instructors,
- ❖ Provide support to the Level Coordinator in preparing surveys at the end of each semester for the evaluation of the used material,
- ❖ Maintain continuous communication with the Program and Material Development Unit Coordinator and the Program Development Member for the responsible level,
- ❖ Fulfilling other duties assigned by the director as prescribed by law and legislation.

2.4.1.4. Professional Development Unit

The unit is responsible for providing in-service training to lecturers. The coordinator of this unit is responsible for identifying the professional development needs of lecturers, scheduling, organizing, and announcing annual professional development activities such as workshops and reflective observations, keeping records of the professional development activities, informing lecturers about external professional development events, and coordinating the orientation programs for newly-recruited lecturers. Professional Development Unit is also responsible for academic studies.

Professional Development Unit Coordinator is responsible for the following duties:

- ❖ Planning and implementing the targets of In-Service Training Unit, holding regular meetings with unit members to ensure effective work, and managing all resources provided for professional development,
- ❖ Identifying areas for improvement and organizing and coordinating the necessary in-service training activities,
- ❖ Organizing and coordinating the pre-service training and orientation for newly recruited academic staff,

- ❖ Planning, structuring, and conducting class observations,
- ❖ Organizing and coordinating the necessary in-service training activities,
- ❖ Organizing training and development seminars for faculty members working in other departments,
- ❖ Exchanging information by communicating with the professional development units of other schools of foreign languages,
- ❖ Participating in the determination of training and development issues and supporting and contributing to other units of SFL through effective communication,
- ❖ Preparing the orientation program for newly recruited lecturers,
- ❖ Supporting professional development of all SFL members by learning and sharing current approaches to foreign language education,
- ❖ Providing the necessary support and guidance members conducting research,
- ❖ Providing regular reports on activities carried out to the administration,
- ❖ Organizing forums for presenting research results,
- ❖ Organizing and participating in English Language Teaching (ELT) conferences,
- ❖ Announcing ELT workshops and seminars to lecturers.

2.4.1.5. Independent Learning Center (ILC) Unit

The purpose of the unit is to provide a learning environment in which students can participate in activities, speeches or seminars and contribute to their language development by taking an active role in their own learning processes under the supervision of the instructors in this center.

Independent Learning Center Unit Coordinator of IKCU SFL is responsible for the following duties:

- ❖ Ensuring that preparatory school students are informed about the effective use of the Independent Learning Center,
- ❖ Designing extracurricular activities in order to contribute to the improvement of students' language skills,
- ❖ Organizing activities (games, competitions, film screenings, interviews, talks) to be held in the Independent Learning Center together in collaboration with other lecturers in charge and announcing these activities to the students,
- ❖ Organizing activities that enable preparatory school students to have conversations with people from their faculties and fields.

2.4.1.6. Lecturers

The responsibilities and duties of lecturers are as follows:

❖ Planning and conducting the assigned courses in adherence to the curriculum,

❖ Following the provided syllabus and making necessary preparations for the materials and activities of the lessons as well as presenting provided supplementary materials when needed,

❖ Maintaining communication with other lecturers who teach the same class to effectively coordinate course delivery,

❖ Communicating any needs or problems they experience or observe to the coordinator of the preparatory school or vice directors,

❖ Regularly monitoring communication networks (email, instant message platform, UIMS document system) of SFL and taking necessary actions to fulfill assigned duties,

❖ Attending to duties assigned by the Testing-Assessment and Statistics Unit, as well as the preparatory unit coordinators, vice directors, and the director,

❖ Taking attendance of students in each course they conduct,

❖ Marking and grading exam papers and other assessment tasks/performances assigned to students,

❖ Recording the attendance and grades of assigned students on UIMS and on documents provided by the student affairs office,

❖ Submitting the registered grades and attendance to the preparatory unit coordinator at the end of each academic term,

❖ Attending activities, trainings and seminars organized by the Professional Development Unit,

❖ Carrying out the planned student orientation in the first lesson/class of the academic term,

❖ Being punctual, organized, responsible, and cooperative,

❖ Creating a healthy learning environment by encouraging students,

❖ Seeking innovations and development opportunities on personal and professional levels,

❖ Taking part in the programming, implementation, assessment, and improvement of educational activities aligned with the mission and vision of IKCU SFL,

- ❖ Serving on various commissions representing the university or IKCU SFL and participating in the work conducted by these commissions,
- ❖ Reviewing or translating documents specified in the university or IKCU SFL,
- ❖ Carrying out other duties specified in the Higher Education Law and regulations,
- ❖ Fulfilling duties assigned by the director and vice directors.

2.5. Secretary of SFL

2.5.1. Administrative Units

- ❖ Planning, managing, coordinating and supervising all internal and external administrative activities and administrative units of SFL in accordance with the relevant regulations of the university and the Turkish Higher Education Council,
- ❖ Overseeing official correspondence with internal and external stakeholders,
- ❖ Providing superior units with student-related documents available in SFL when requested,
- ❖ Recommending SFL administrative staff candidates to the director,
- ❖ Supervising the academic staff recruitment processes and delivering the results to the rectorate,
- ❖ Preparing and announcing the agendas of SFL Board and SFL Executive Board, getting the board decision documents printed, signed, and stored,
- ❖ Ensuring the integrity of SFL buildings and facilities,
- ❖ Monitoring and coordinating the maintenance, repair, heating, illumination, cleaning, and other relevant service,
- ❖ Supervising administrative staff members and conducting periodic meetings to exchange opinions with them,
- ❖ Managing the process of inventory stock supply and use,
- ❖ Contributing to the preparation of the SFL activity report,
- ❖ Taking part in the quality management system processes and ensuring the operation of units under their charge in line with these processes,
- ❖ Ensuring the communication of all SFL announcements and news to relevant academic staff members, administrative staff members and students,
- ❖ Regularly updating and maintaining the SFL website by coordinating with relevant units,

- ❖ Providing the required assistance and support and taking the required measures to ensure the smooth operation of academic activities,
- ❖ Initialling the documents to be signed by the director,
- ❖ Informing the administrative staff members and students about the relevant rules and regulations,
- ❖ Forming and storing personal files of staff members,
- ❖ Planning and coordinating the annual and sick leave processes of staff members in accordance with the relevant laws and regulations,
- ❖ Forwarding petitions form staff members and students to relevant units and taking required action,
- ❖ Contributing to the implementation of security measures when needed,
- ❖ Identifying administrative needs and reporting them to the director,
- ❖ Fulfilling other duties assigned by the director.

2.5.1.1. Private Secretary

The duties of private secretary are as follows:

- ❖ Channeling between the directorate and other departments,
- ❖ Handling incoming and outgoing phone calls,
- ❖ Scheduling appointments for the director,
- ❖ Documenting and corresponding registry,
- ❖ Reviewing documents from other units before they are submitted for signature,
- ❖ Keeping a file of SFL activities,
- ❖ Welcoming visitors of the directorate,
- ❖ Announcing meetings to the staff,
- ❖ Ensuring the preparation of the meeting venues,
- ❖ Preparing meeting agendas for SFL Board, SFL Executive Board and General Academic Board,
- ❖ Providing and submitting student transcripts and documents and preparing class attendance lists,
- ❖ Working in coordination with and under the supervision of the SFL secretary,
- ❖ Fulfilling the duties assigned by the director and vice directors.

2.5.1.2. Personnel Affairs

The personnel affairs officer is responsible for the following duties:

- ❖ Keeping informed of and archiving all regulations and changes in regulations about academic and administrative staff members,

- ❖ Corresponding with internal and external shareholders,

- ❖ Documenting, archiving, and supervising all academic and administrative personnel affairs (These include but are not limited to recruitment, termination of employment, extension of employment period, promotion, paid, unpaid and sick leaves, health insurance registration and deregistration, personnel folders, national and international delegations and travel allowances and announcements about the personnel),

- ❖ Fulfilling other duties assigned by senior administration.

2.5.1.3. Student Affairs

The student affairs officer is responsible for:

- ❖ Handling official correspondence related to student affairs,

- ❖ Informing students about relevant processes,

- ❖ Tracking relevant regulations,

- ❖ Processing modules, sections, advisors, and approved course schedules into UIMS,

- ❖ Organizing examinations,

- ❖ Preparing exam lists,

- ❖ Printing and filing exam documents,

- ❖ Assessing optical papers under the supervision of Testing-Assessment and Statistics Unit Coordinator,

- ❖ Receiving make-up exam applications and reporting them to the Testing-Assessment and Statistics Unit Coordinator,

- ❖ Making announcements about issues concerning students,

- ❖ Working in coordination with and under the supervision of the SFL secretary,

- ❖ Fulfilling other duties assigned by senior administration.

2.5.1.4. Purchasing Affairs

The purchasing officer is mainly responsible for:

- ❖ Purchasing services or products that meet the school's needs,

- ❖ Conducting market analysis for the needed services or products,

- ❖ Visiting suppliers and obtaining product samples,

- ❖ Preparing and delivering letters of tender to suppliers,

- ❖ Collection of letters of proposals from suppliers,

- ❖ Checking the school's budget,

- ❖ Accepting receipts from suppliers,

- ❖ Initialing payment orders, getting them signed by relevant authorities, and delivering these documents to the department in charge of payments,

- ❖ Submitting purchased goods to the examination and acceptance committee and changing flawed or broken goods,

- ❖ Working in coordination with and under the supervision of the SFL secretary,

- ❖ Fulfilling other duties assigned by senior administration.

2.5.1.5. Transportable Inventory Stock Control

The officer is in charge of:

- ❖ Monitoring the process of purchasing all educational materials and office supplies, whether through direct procurement or via tender offers,

- ❖ Identifying equipment and office stock needs in SFL,

- ❖ Monitoring stockroom input and output processes in accordance with relevant rules and regulations,

- ❖ Preparing and archiving debit entries, debit notes, and inventory records,

- ❖ Identifying deficient goods and materials in stock rooms and ensuring restocking by contacting superiors,

- ❖ Maintaining the cleanliness, organization, and proper categorization of stock rooms at all times,

- ❖ Preparing stock output reports every three months,

- ❖ Handling the input registry and delivery of office stock transferred or donated to SFL,

- ❖ Identifying out-of-service inventory stock and informing the appraisal committee,

- ❖ Barcoding the inventory stock,

- ❖ Preparing lists of and debiting the inventory stock in personal rooms, laboratories, halls, classrooms and so on,

- ❖ Preparing end-of-year inventories and submitting them to the Directorate of Strategy Development,

- ❖ Ensuring the safe storage of all information and documents in SFL and providing people with information, documents, and stock only with the consent of SFL director or secretary,

- ❖ Keeping debit documents of rooms up to date,
- ❖ Taking all precautions to protect the inventory stock against the risks of fire, moisture, flooding, breakdown, theft, and the like,
- ❖ Monitoring and finalizing relevant official correspondence on EBYS,
- ❖ Keeping senior administrators informed of completed and uncompleted work along with written reports and justifications,
- ❖ Preparing and providing a monthly activity report for the SFL secretary,
- ❖ Adapting the principles of promptness, privacy, and honesty in their work,
- ❖ Collaborating with other units for efficiency and a peaceful work environment,
- ❖ Working in coordination with and under the supervision of the SFL secretary,
- ❖ Fulfilling other duties assigned by senior administration.

2.5.1.6. Staff Payment

The staff payment officer is mainly responsible for:

- ❖ Accruing monthly salaries, salary rises, additional course fees, additional course exam fees, summer school course fees, retaining fees, travel allowances, health insurance fees and retirement grants,
- ❖ Handling health insurance registration and deregistration of staff members,
- ❖ Managing debt recovery and budget preparation in coordination with the officers of purchasing office and transportable inventory stock control office,
- ❖ Managing official correspondence, documentation, and archives related to all financial affairs,
- ❖ Working in coordination with and under the supervision of the SFL secretary,
- ❖ Fulfilling other duties assigned by senior administration.

2.6. Commissions and Liabilities

2.6.1. Education and Training Commission Representation

For educational purposes or in order to decide better process and solutions for the problems, Education and Training Commission of our university organizes some meetings. School of Foreign Languages has the director and vice directors as representatives of this commission. One of them attends these meetings and expresses the views on behalf of SFL.

2.6.2. Bologna Coordination Commission Representation

The purpose of this commission is to keep up with the European higher education standards. Our university strives to develop all its units in accordance with the Bologna Coordination process. The School of Foreign Languages appoints three representatives to serve on this commission.

2.6.3. Accreditation Commission Representation

The Accreditation and Quality Assurance Commission has been established to develop a standardized educational system. Our university adheres to a standardized education and training approach.

2.6.4. School Website Coordinator

The coordinator of this commission is responsible for making announcements on behalf of the units. They also participate in meetings related to the website and other related matters organized by the university. Additionally, this coordinator posts certain requirements, deadlines, and assignments on the SFL webpage.

2.6.5. Erasmus Program Representation

One of the lecturers from SFL is responsible for monitoring the announcements made by the university's International Affairs Office regarding the Erasmus Program application period. The SFL representatives guide students and lecturers to benefit from the opportunities to study in one of the European countries through the Erasmus Program.

2.6.6. Farabi Exchange Program Representation

The SFL representative of this program monitors the application of the program and assists the students in the process.

2.6.7. Mevlana Exchange Program Representation

The SFL representative of this program monitors the application of the program and assists the students in the process.

2.6.8. School Publishing Commission Representation

When lecturers want to publish an article or book chapter about their research, the SFL representatives can help them for these processes.

3. OUR POLICIES

3.1. Quality Management Policy

IKCU SFL offers courses and equips students with foreign language skills to meet their needs in academic, social, and occupational fields. The aim of our school is to determine the level of English knowledge of the undergraduate students who will study at the faculties with a medium of instruction of 30% or 100% English. We would like to offer English Preparatory Education to students whose level is inadequate for studying in their departments. With these objectives in mind, our school follows a standardized education system to increase the quality of the program.

IKCU SFL conducts its activities in foreign language education with an understanding based on contemporary, innovative, continuous development and change. Our school aims to develop a model with an effort to maintain a standardized system in preparatory unit.

3.2. Lecturers' Unit Assignment Policy

Our school aims to assign lecturers to unit positions according to criteria listed below to ensure effective workflow and job satisfaction in terms of job relatedness. Criteria below is listed according to their importance in assigning lecturers to unit positions.

1. Lecturer's enthusiasm and motivation to take the job. This is a precondition above all other criteria to be assigned to the job. However, critical jobs such as unit coordination might require other criteria below.

2. Lecturer's master's or PhD degrees in the field that related to the unit duties and other skills to fulfil the job's requirements.

3. Interpersonal communication, stress - anger management, self-employment, project-based work and motivational skills of the lecturer if being assigned as coordinator.

4. Lecturer's work experience in teaching.

5. Lecturer's potential for development and innovation.

3.3. Academic Staff Recruitment Policy

Working with qualified and experienced lecturers is the cornerstone of teaching a language. Therefore, qualifications are very important and cannot be underestimated.

As a state university, we have to follow a procedure to hire lecturers for the open positions:

1. The School of Foreign Languages management informs the Rectorate about the numbers of needs according to positions to be opened.
2. The positions are approved by the CHE after official correspondences with the university.
3. The post on CHE and the university websites provides information about the deadlines and the application process.
4. Candidates apply for the post in person and submit the required documents (CV, photographs, diplomas for graduate and MA Degrees, academic report, military service report, the score of the Entrance Examination for Academic Personnel and Postgraduate Education (ALES), a document showing English proficiency – or another language when looking for a foreign language lecturer – grade via Foreign Language Exam (YDS), CHE-Language Exam (YÖKDİL), and any other exam equal to CHE) on time.
5. The candidates accepted for the interview phase are announced on the university website.
6. The candidates attend the interview at the announced time.
7. The results of the interviews are announced after the grades of documents are averaged.
8. The employment process is followed and carried out by the Personnel Affairs.

3.4. Professional / Academic Development Policy

IKCU SFL adopts a welcoming and supportive approach to the professional development of its lecturers. Professional Development Unit organizes several workshops to meet lecturers' needs and demands throughout the academic year. Additionally, lecturers may attend national and international workshops, seminars, and conferences by submitting a written appeal to the Directorate of IKCU SFL with necessary documents and obtaining the Directorate's approval.

The lecturer induction program is regarded as the first step of professional development. For this reason, new lecturers receive an induction program at the beginning of their careers at IKCU SFL. They are informed about the organizational structure of the school, policies, official procedures, school facilities, curricula, course

materials, and units. Classroom observations are planned and carried out as a part of this program.

The IKCU SFL administration fully supports the professional and individual development of lecturers. Lecturers' schedules are carefully designed so that those enrolled in MA or PhD programs can take a full day leave each week to attend their courses. Those who would like to attend and present a paper at inter-city conferences, seminars etc., during the term are also allowed, provided they compensate for the missed lessons.

Our Performance Evaluation System:

At İzmir Katip Çelebi University, the performance of lecturers in the School of Foreign Languages is evaluated annually using the "360-Degree Performance Evaluation System" (Fleenor & Prince, 2007). This system provides a comprehensive review of your performance by gathering data from five different sources, each with specific weightings, as detailed below:

360-Degree Performance Evaluation System

The School of Foreign Languages has implemented a comprehensive 360-degree performance evaluation system for academic staff. This evaluative framework is designed to ensure a multifaceted assessment of teaching and professional effectiveness, based on a total score of 100 points. The evaluation is systematically structured into four primary components: Student Feedback, Professional Development Unit, Reflection, and Admin Score.

1. Student Feedback (25 Points)

Student feedback constitutes an essential component of the evaluation system, accounting for 25% of the total score. Students complete an Instructor Evaluation Survey biannually, providing valuable insights into pedagogical effectiveness and classroom engagement. This feedback serves as a key indicator of teaching quality from the learners' perspective.

2. Professional Development Unit (25 Points)

This segment emphasizes the professional growth and active engagement of instructors in developmental activities. It is subdivided as follows:

- **Classroom Observations (15 Points):** Classroom observations are optional but highly encouraged. Instructors who participate in this process receive 15 points, whereas non-participation results in a score of 0 points. These observations offer constructive feedback to enhance instructional practices.
- **Training Participation Rate (10 Points):** This criterion assesses the frequency and consistency of participation in professional development training sessions organized by the Professional Development Unit. Active involvement in these initiatives underscores a commitment to continuous professional growth.

3. Reflection (25 Points)

The reflection component encourages introspection and collaborative evaluation to foster professional self-awareness and improvement:

- **Self-Evaluation (10 Points):** Instructors are required to complete a self-evaluation survey once per academic year. This process facilitates critical self-reflection, allowing instructors to identify strengths and address areas requiring development.
- **Peer Evaluation (15 Points):** Peer evaluations are conducted twice annually, enabling colleagues to provide constructive and evidence-based feedback. This reciprocal review process cultivates a culture of collegiality and shared responsibility for pedagogical excellence.

4. Admin Score (25 Points)

The final component evaluates instructors' contributions to administrative and institutional development, highlighting their engagement beyond classroom teaching. This category is detailed as follows:

- **Unit Membership/Presentations (5 Points):** Instructors may earn points through active involvement in institutional units or by delivering professional presentations.
- **Meeting Attendance (5 Points):** Regular and consistent attendance at departmental or institutional meetings is valued and rewarded with 5 points.
- **Continuous Development (5 Points):** Participation in external professional activities, such as symposiums, conferences, and training programs, is recognized and rewarded.

- **Positive Organizational Behavior (POB) (5 Points):** This includes initiatives that contribute to institutional quality and innovation, such as designing elective courses, writing project proposals, or developing cross-departmental programs that contribute to school's development.

3.5. Academic Incentive Policy

Depending on the *CHE, based on Annex 4 of the Higher Education Personnel Law dated 11.10.1983 and numbered 2914*, extra fees are given for the work done in the previous academic year. Our university has assigned some staff to the Preliminary Examination Committee. Representatives from the faculties and departments work in cooperation with the related Office at the university. The Academic Incentive Commission announces that all faculty members in the institution must prepare their academic files. On the date of announcement, the Preliminary Examination Committee examines the files, and those found appropriate according to the criteria determined by the CHE are submitted to the Director of SFL. The SFL Directorate passes the files to the Academic Incentive Commission, which is affiliated with the Rector. The academic staff whose files are accepted receive an incentive payment in their wages according to their scores.

3.6. Student Training Policy

SFL aims to raise awareness among learners regarding the value of learning a foreign language in academic, business, and social contexts. In the learner orientation program, the importance of learning a foreign language is emphasized and illustrated with various examples.

The orientation program familiarizes learners with effective ways of language study, with a balanced focus on all four skills. Throughout the year, learners are further trained in language learning strategies with the help of the course book content. They are encouraged to discover their own interests and needs and engage in self-study outside the classroom as well.

Self-study opportunities such as scrabble, trivia quiz, karaoke, movies, and coffee talks are made available for learners in the Independent Learning Centre (ILC). The course book which integrates all four skills is supplemented with speaking tasks and writing portfolios. Learners are trained to effectively express themselves in the target language and comprehend written and oral input to meet their needs.

3.7. Curriculum Policy

IKCU SFL uses the learning outcomes stated in GSE as the curriculum for the preparatory unit. Our school takes these outcomes into consideration while choosing the course material, preparing syllabi, and designing activities. During the end-of-academic year meeting, valuable feedback is gathered from lecturers regarding course book selection. Surveys completed by lecturers for course book selection are analyzed to conduct a situation analysis. The stages of course book selection are depicted in the form of a flowchart below:

Group Heads

A survey questionnaire for book evaluation is given to all lecturers to evaluate the textbooks used in the previous academic year.

As a result of the survey, an evaluation report is prepared.

Alternative books for the textbooks intended to be changed are requested from bookstores.

Alternative books are examined.
The lists of course books to be taught in the new academic year are determined and submitted to the approval of the School of Foreign Languages.

Director

The final decision is made on the list of textbooks to be taught in the new academic year.

Vice Directors

Vice Directors announce the list of course books to be taught in the new academic year.

Detailed objectives and learning outcomes, based on the learner outcomes of Global Scale of English, provide our students and lecturers with a benchmark to hold onto, framing the process of teaching, learning, and testing. The objectives and outcomes in GSE also assist the Testing-Assessment and Statistics Unit in forming the content and items of the exam they prepare and carry out their testing-assessment procedures in a thorough and organized manner.

3.8. Complaints and Recommendations Policy

Contentment of all stakeholders is essential for the effective operation of IKCU SFL. Lecturers are recommended to be open to complaints and recommendations from other stakeholders and to openly express their own complaints and recommendations to relevant stakeholders. The purpose of this procedure is to assist academic and administrative staff on how to proceed when they want to provide feedback.

Academic and administrative staff of our school can forward all their complaints, thanks, requests, and suggestions as feedback to our school by following this procedure. The ways that can be used to convey feedback are as follows:

1. Academic and administrative staff can submit their complaints via the **"Write to the Director**" section (https://ydy.ikcu.edu.tr/Mesaj/MesajGonder) on the İKÇÜ website and through **the UBYS Suggestion, Complaint, and Request Module**. They can also submit their complaints and suggestions by scanning the **QR codes** located on the doors of each classroom with their smartphones.

2. Academic and administrative staff can fill out the Satisfaction, Suggestion, and Complaint Form or the Non-Conforming Product/Service Notification Form and place them in the **feedback boxes** located in designated areas by the Quality Systems Unit of the Strategy Development Department (SGDB). The forms collected from the feedback boxes are gathered weekly or monthly by the SGDB Quality Systems Unit personnel.

3. Faculty members can submit their complaints through **https://www.cimer.gov.tr/.** Requests made under Law No. 4982 on the Right to Information are followed up by the İKÇÜ Corporate Communication Coordination and forwarded to the relevant unit.

All feedback provided by our academic and administrative staff about our school is evaluated and necessary improvements and/or plans are made. These improvements and plans are made on a monthly, quarterly or annual basis, depending on the type of feedback.

3.9. Decision-Making Policy

The decisions are made in accordance with our mission and vision in the school. While adopting a course of action or making decisions, students and lecturers are

involved in the decision-making process. Students can express their ideas during the lessons and the lecturer conveys them to the administration of the school. They also have the chance to share their opinions through surveys delivered at the end of each module. For the teaching and organizational processes, lecturers take an active role in sharing ideas at the meetings. For all the educational issues, decisions are made at the meetings, but taking the last step to accept and carry out the decisions is for the directorate. Lecturers are also able to share their views on surveys both in SFL and the whole university.

3.10. Assessment-Related Policies, Procedures, and Guidelines

Assessment is regarded as a means to provide students with feedback on their progress and to evaluate learners' achievement. For this reason, assessment at IKCU SFL involves both formative and summative assessment tools. Special attention is paid when assessing all four main skills of the language as well as the subskills through various means. The assessment tools include a placement test, proficiency exams, quizzes, level exit exams, speaking tasks, writing quizzes, and CPG (Class Participation Grade) throughout the year.

The assessment tools employed at IKCU SFL are designed in accordance with the curriculum by taking the test specifications into consideration which are shared on the school's website to be consistent and transparent. Standardized grading rubrics are used for writing and speaking assessments to carry out an objective and unbiased grading process. Multiple-choice tests and open-ended questions are designed for reading, listening and grammar assessment in order to obtain objective results.

Lecturers are provided with written guidelines regarding the implementation of the tests. Assessment standardization sessions for productive language skills are organized before marking. Lecturers and learners are informed about the date, content, nature and assessment criteria at least a week before the test is administered. Test results are announced through the university's learning management software in a timely fashion through the UBS (University Information System) and/or on the SFL website.

3.10.1. Objectives

The Testing, Assessment and Statistics Unit is committed to bringing assessment goals in line with the regulations and provisions of IKCU SFL Directive.

The main objective of assessment in IKCU SFL is to measure achievement standards via criterion-referenced, discrete-point and integrative tests, which focus on the products of learning, and the assessment process is in accordance with the course content. Assessment objectives are specified according to the level of the learners' competence in English language learning, and all levels of thinking skills (knowledge, understanding, application, analysis, synthesis, assessment) are assessed along with four skills (listening, speaking, reading, writing) by means of formative assessment (speaking tasks, writing assignments, quizzes) and summative assessment (level exit exams and proficiency tests). In addition, each of these assessments are planned to be fair, free of any bias, reliable and valid in a consistent and transparent manner by the Testing, Assessment and Statistics Unit.

3.10.2. Internal Verification

The Coordinator of the Testing Assessment and Statistics Unit is responsible for the organization and management of exams. Therefore, the distribution of workload and timing is of utmost importance. There are regular meetings within the unit to inform members about duties, necessary changes and work schedules. While preparing the assessment materials, test specification tables prepared using the curriculum document designed by the Curriculum and Material Development Unit are utilized.

 In addition, the coordinator of the unit participates in the meetings organized by the director of IKCU SFL with the coordinators of other units. In these meetings, the Testing, Assessment and Statistics Unit informs the Curriculum and Material Development Unit about their workflow and gives feedback on the outcomes with the help of the analysis done on the exams. Testing, Assessment and Statistics Unit may also ask the Curriculum and Material Development Unit to prepare extra course material when necessary. The Coordinator of the Independent Learning Centre shares information about the ongoing student activities or suggests new ones in parallel with exam results.

3.10.3. Reliability and Validity Policy

The Testing, Assessment and Statistics Unit is responsible for ensuring that all the assessment processes are reliable and valid and also transparent.

With the help of the testing specifications which were prepared in the light of the curriculum, the alignment of the outcomes with each question is achieved. These are implemented for each assessment: quizzes, writing quiz and speaking tasks, Level Exit Exams and Proficiency exams. All the test specifications tables and scoring criteria

along with sample exams and sample questions booklet are shared with students and teachers at the beginning of the academic year. These documents are also on the school's website. The tables and other assessment-related documents revisited at the end of the academic year considering the feedback obtained from lecturers and students and the results from the analyses with the Curriculum and Material Development Unit and The Testing, Assessment and Statistics Unit and necessary revisions are made before the next academic year starts.

Before every exam, the item format and quality of the exam is checked by The Testing, Assessment and Statistics Unit and level coordinators. After each exam (Quiz, Level Exit Exam, Çelebi Proficiency Test, and Placement), the reliability score of the exam is calculated using the K20 formula on Excel. Additionally, the item difficulty (Index of Facility) which is used to measure the easiness of the item by finding out the percentage of students who got the item right, B-index score which is used to determine how well an item is able to discriminate between high and low achievers, and distractor analysis which is used to measure the quality of the distractors in comparison to the right answer are conducted. Each student's responses in multiple-choice questions for the Placement Exam, Level Exit Exams for Elementary and Pre-Intermediate levels and Çelebi Proficiency Exams. Moreover, in the productive skills assessments (writing and speaking parts in LEE and CPT), inter-rater reliability is also assessed as two instructors assess the same performance. Also, answers to open-ended answers and multiple-choice questions in quizzes at each level are analysed. After the analyses are completed, the results are reported to the SFL Directorate and studied by The Testing, Assessment and Statistics Unit and the revisions required for test items are done at the end of the academic year. With the interpretations of results from the analyses, the Unit may also give feedback to the Curriculum and Material Development Unit about the outcomes, materials, or instruction. The revised exams are achieved for future use.

3.10.4. The Process of Exam Preparation in IKCU SFL

Exams in IKCU SFL consist of,

- Placement
- Proficiency
- Quizzes
- Level Exit Exams

The Testing Assessment and Statistics Unit members are assigned a level at the beginning of the academic year, and these lecturers are responsible for the assessment of their assigned level and each level follows the same procedure while preparing the exams:

Exam Preparation and Assessment Procedures	
Step 1: Distribution of Exam Tasks and the calendar and checklists	Before the start or at the end of the present the Academic Year, the coordinator of the Testing Assessment and Statistics Unit and the level coordinators come together to review the test specification tables and make the necessary updates on the number and content of the exams to be administered in the Preparatory School by reviewing the feedback on the assessment. The dates of these exams are determined before the start of the academic year.

The coordinator of the Testing Assessment and Statistics Unit assigns the exams to each member and informs them of their responsibilities in preparing the exams, and shares the necessary materials (exam preparation guide, sample exams, exam templates and test specification tables) via institutional e-mail. |
| Step 2: Preparing the Exam | The assigned members of the Testing Assessment and Statistics Unit prepare the exam. |
| Step 3: Partner Check and Submission | The Testing Assessment and Statistics Unit members check each other's part in the exams before submitting it and then submit the exam via password-protected digital cloud services by sharing it via their institutional email accounts. |
| Step 4: First Check of the Exam | The Level Coordinator and the Coordinator of Testing Assessment and Statistics Unit check the exam in terms of the format, quality, content, outcomes, and difficulty considering the test specifications.

In CPT exam, also the lecturer who is responsible for preparing the level program checks the exam at this step. |
Step 5: Testing Corrections	The Testing Assessment and Statistics Unit members make the necessary corrections taking the comments and suggestions given into consideration and leave their comments on the parts where negotiation is needed.
Step 6: Second Check of the Exam	The Level Coordinator checks the exam again making sure that the changes meet the requirements. Here no radical changes are expected. The Level Coordinator may leave further comments for the test makers.
Step 7: Testing Corrections	The Testing Assessment and Statistics Unit members check the exam and make the necessary changes if necessary, leaving unresolved issues if any for the

	Coordinator of the Testing Assessment and Statistics Unit to resolve.
Step 8: Finalization of the Exam	The Coordinator of the Testing Unit finalizes the exam resolving the remaining issues by consulting The Level Coordinator and The Testing Assessment and Statistics Unit members. When necessary, the Prep Unit Coordinator is consulted for a second thought.
Step 9: Proofreading	A hard copy of the exam is proofread by the Coordinator of The Testing Assessment and Statistics Unit and the Prep Unit Coordinator within a day.
Step 4: Review Edition	The proofread copy is edited by the assigned members of the Testing Unit if necessary.
Step 5: Final Review	The Coordinator of The Testing Assessment and Statistics Unit checks the final soft copy in terms of format and layout and if approved, gets the hard copy of the exam at the school. When, needed adjustments to format and layout are done by them.
Step 6: Printing and Classifying	The Testing Assessment and Statistics Unit prints the exams in the Photocopy Center of the university and classify, stick the instructions on the exam packs or do necessary work to ready the exam envelopes. The Coordinator of the Testing Assessment and Statistics Unit prepares the necessary documents for each exam such as signature lists, invigilator submission lists, evaluation criteria, student grading sheets etc. before the exam and makes enough copies.
Step 7: Sharing Exam Information with Lecturers and Students	The Coordinator of the Testing Assessment and Statistics Unit assigns each lecturer a class(es) and they also share the exam instructions and important dates with the lecturers via email. The exam instructions are also shared with the students on the school website. Standardization meetings are conducted for the marking of the productive skills at the beginning of each term: one in Fall 1, and one in Spring 1.
Step 8: Conducting the Exam	On the day of the exam The Testing Assessment and Statistics Unit submits the exam packs to lecturers with a signature. Except for in-level exams (quiz and writing quiz) and writing packs (LEE and CPT), the exam documents are submitted to The Testing Assessment and Statistics Unit office right after the exam. The writing packs of LEE and CPT, are submitted after the marking is completed. The in-level

	exam documents are submitted until the end of each module.
Step 9: Marking (Quiz, Writing Quiz, LEE/CPT Test, LEE/CPT Writing and LEE/CPT Speaking)	After the quiz, the answer key of the exam is handed to each lecturer by The Testing Assessment and Statistics Unit. They are also sent a Google Forms link on which lecturers are to give feedback on the exam's difficulty, outcomes tested and duration. They are also asked to write the alternative answers to the open-ended questions here within 3 days after the exam.

The Testing Assessment and Statistics Unit members analyse the feedback and send a revised answer key to the lecturers via email. The exams are to be scored and announced within a week after the exam.

The in-level writing quiz is scored by the lecturers with the analytical rubric handed in by the Testing Assessment and Statistics Unit and they are required to give written feedback and announce the results to students within a week after the exam.

The multiple-choice tests parts of the Level Exit Exam and Proficiency Exam are read by the optical mark reader in the Testing Assessment and Statistics Unit and the scores are kept in a file on the computer and hard disk in the Testing Assessment and Statistics Unit.

The writing and speaking parts of LEE and CPT are scored by two raters with the holistic rubrics handed in by the Testing Assessment and Statistics Unit. After two raters finish their marking, the coordinator of the Testing Assessment and Statistics Unit compares these scores for the discrepancy. If the discrepancy is 4 points and above, the performance is reassessed by the same raters. If the negotiation is not resolved, the Testing Assessment and Statistics Unit assesses the performance, and this is recorded as the final score. Similarly, in the speaking exam, there are two raters present in the exam hall. Each rater scores the performance individually, and if the discrepancy between their scores is 4 points and above, they are required to negotiate and have a final score. |
| Step 9: Exam Analyses | The Testing Assessment and Statistics Unit conducts analysis on quizzes, and multiple-choice test parts of LEE and CPT exams. With the help of the results from these analyses, the unit makes revisions and adjustments on necessary items or may give feedback to the Curriculum and Material Development Unit. This is carried out by the unit at the end of the academic year. |

Step: Storing the Exams	A soft copy of the exams is saved in the Testing Assessment and Statistics Unit database which is password protected. All used and unused hard copies and exam documents are kept in the SFL archive for five years according to the law.

3.10.5. Invigilation / Proctoring Policy

Each kind of exam has a procedure and the set of things to do at every step of an exam is announced to the lecturers that are proctoring and managing the exams every time an exam takes place. The shared information is as follows:

3.10.5.1. Multiple-Choice Test Guideline

Before the exam, proctors are required to;

- ❖ get the exam documents from the Uby signature no later than 30 minutes and appear at the examination class at least 15 minutes before the commencement of the exam to check the sound system, student ID cards and assign seats to the students according to the seating plan on the attendance list.

- ❖ have the students sign the attendance list.

- ❖ hand out the optical forms and have students encode the necessary information and their student numbers left aligned.

- ❖ remind all the students to fill in the optical forms in pencil.

- ❖ write the time for each session and the level code (e.g, 1104 for Elementary 104 in Fall1) on the board.

- ❖ remind all the students to mark all their answers on their optical forms; otherwise, their exams will not be valid.

- ❖ tell the students to finish marking their answers on their optical forms in due time since no extra time will be given for that.

- ❖ make sure the students check the exam booklet page by page to see if there are any missing pages. In such cases, please ask a *Testing Assessment and Statistics Unit Member* for a new exam booklet.

- ❖ read the Exam Notification part in the Guideline aloud to the students.

- ❖ collect all mobile phones / Smart Watch / iWatch (all switched off) with the students' IDs and place them in clear view on the proctor's desk to be handed back when the exam is over.

- ❖ start and finish the exam at the exact time stated earlier and make sure to write it on the board.

During the exam, proctors are required;

- ❖ to start the exam at the same time in all classes.

- ❖ to start the exam with the listening part. Therefore, they close the classroom doors at the beginning of the exam.

- ❖ to open the classroom doors after the listening part finishes

- ❖ to allow latecomers to take the exam when the listening part is finished. No additional time is given to those students.

- ❖ to allow latecomers to take the exam when the listening part is finished. No additional time is given to those students.

- ❖ in the first 20 minutes, not to allow students to leave the classroom even if they are done with the exam. Latecomers are allowed to take the test during this time. Those students who come after the first 20 minutes must be directed to the Testing Unit.

- ❖ to check if the optical forms are correctly coded during the exam.

- ❖ to tell the students who are done with the exam to leave the building quietly.

- ❖ not to allow students who have not finished the exam to leave the classroom for any reason during the exam.

- ❖ not to leave the classroom unless it is obligatory and not to occupy themselves with questions or any material during the exam.

- ❖ not to answer students' questions about the exam and make any comments.
- ❖ to finish the exam on time.

After the exam, proctors are required to;

- ❖ make sure that they have collected all the exam booklets and optical forms.
- ❖ write "ABSENT" next to the student's name on the signature list if there is a student who did not take the exam.
- ❖ place the optical forms and the signature sheet in the transparent file given in the exam pack.
- ❖ put all the booklets and the transparent file into the exam pack and fill in the form on the exam pack.
- ❖ submit the exam folder to the Testing Assessment and Statistics Unit in 15 minutes at the latest.

3.10.5.2. Quiz Guideline

Before the exam, proctors are required to;

- ❖ finish the lesson before the quiz 5 minutes early check the sound system in the classroom and ask students to reorganize the seating.
- ❖ (since the quiz includes a listening part) get the exam documents from the Examination Center as soon as they leave the classroom and go back to the classroom immediately after in order to test the USB flash drive or Listening Track sent via email. In the case of a problem, they can borrow the USB flash drive that belongs to the class next to theirs or call the responsible Testing Assessment and Statistics Unit member.
- ❖ adjust the volume for the listening part.

- ❖ assign seats to the students according to the seating plan on the attendance list.

- ❖ make the students sign the attendance list.

- ❖ tell the students to place all mobile phones / Smart Watch / iWatch (all switched off) with the students' IDs in clear view on the proctor's desk.

- ❖ make sure the students check the exam booklet page by page to see if there are any missing pages. In such cases, please ask a *Testing Assessment and Statistics Unit* for a new exam booklet.

- ❖ have students provide the necessary information on the booklets; especially remind them to write the name of the exam hall (e.g. GZ-11) on "Class" part and the name of the class (e.g. Elem 1).

During the exam, proctors are required;

- ❖ to announce that the exam lasts 45 minutes.

- ❖ to start the exam with the listening part. Therefore, they close the classroom doors at the beginning of the exam.

- ❖ to open the classroom doors after the listening part finishes

- ❖ to let the students who have finished the exam early leave the classroom after the first 15 minutes.

- ❖ to allow latecomers (in the first 15 minutes) to take the exam when the listening part is finished. No additional time is given to those students.

- ❖ to collect the booklets of the students who have finished the exam by checking if all necessary information has been provided completely.

- ❖ not to answer students' questions about the exam and make any comments or explanations.

After the exam, proctors are required;

- ❖ to finish the exam on time and make sure that they have collected all the question booklets.

- ❖ To remember to fill in the relevant sections on the exam folder.

- ❖ To submit the USB flash drive (if given) and unused booklets to the Testing Unit Coordinator in 15 minutes at the latest.

- ❖ To get the answer key from the Testing Assessment and Statistics Unit.

- ❖ to check the exam sheets using the answer key. Provided that there are alternative answers, they use the Google Forms sent right after the exam by mail and write those alternatives within three days after the exam. Then check the exam sheets after receiving the revised key that Testing Unit Members send after evaluating those.

- ❖ not to announce the scores without receiving the revised key.

- ❖ to announce scores within a week after the exam.

- ❖ to submit the exam folder after they announce the scores.

3.10.5.3. Writing Quiz Guideline

There is a writing quiz at each level and is done in the class. It is done on a date which was pre-determined and specified in the syllabus by the Curriculum and Material Development Unit.

Before the exam, the instructors are required to:

- ❖ finish the lesson before the quiz 5 minutes early and ask students to reorganize the seating.

- ❖ get the exam documents from the Examination Center as soon as they leave the classroom and go back to the classroom immediately after.

- ❖ assign seats to the students according to the seating plan on the attendance list.

- ❖ make the students sign the attendance list.

- ❖ tell the students to place all mobile phones / Smart Watch / iWatch (all switched off) with the students' IDs in clear view on the proctor's desk.

- ❖ make sure the students check the exam booklet page by page to see if there are any missing pages. In such cases, please ask a Testing Unit Member for a new exam booklet.

- ❖ have students provide the necessary information on the booklets

During the exam, proctors are required:

- ❖ to announce that the exam lasts 45 minutes.

- ❖ to let the students who have finished the exam early leave the classroom after the first 15 minutes.

- ❖ not to allow students to leave the classroom even if they are done with the exam in the first 15 minutes.

- ❖ to allow latecomers (in the first 15 minutes) to take the exam. No additional time is given to those students.

- ❖ to collect the exam sheets of the students who have finished the exam by checking if all necessary information has been provided completely.

- ❖ not to answer students' questions about the exam and make any comments or explanations.

After the exam, proctors are required:

- ❖ to finish the exam on time and make sure that they have collected all the exam sheets.

- ❖ to remember to fill in the relevant sections on the exam folder.

- ❖ score the exam sheet within a week using the criteria provided by the Testing, Assessment and Statistics Unit.

❖ give feedback to the students.

❖ enter the scores onto UBS.

❖ to submit the exam folder after they announce the scores.

3.10.5.4. Writing Exam Guideline (CPT and LEE)

Before the exam, proctors are required to;

❖ get the exam documents from the Examination Center by signature at least 15 minutes before the exam and go to the classroom.

❖ check the students' IDs and have them sit according to the attendance list.

❖ read aloud the "Exam Notifications" section for the students.

❖ write the starting and ending time for the exam on the board.

During the exam, proctors are required;

❖ to start the exam on time in all the classes.

❖ to have the students sign the attendance list.

❖ in the first 15 minutes, not to allow students to leave the classroom even if they are done with the exam, but latecomers are allowed to take the exam during this time. No additional time is given to those students.

❖ not to allow students to leave the classroom if they are not done with the exam.

❖ not to be occupied with the questions or any other material, and not to leave the classroom unless it is necessary.

❖ not to answer students' questions about the exam and make any comments.

❖ to finish the exam on time.

After the exam, proctors are required to;

❖ make sure that they have collected all the writing exam sheets.

❖ remember to fill in the relevant sections on the exam folder.

❖ write "ABSENT" next to the student's name.

❖ announce the results within a week after the exam.

❖ submit the exam folder including the writing exam papers and the attendance list to the Testing Assessment and Statistics Unit or Examination Center by signature as soon as the scoring finished.

3.10.5.6. Speaking Exam Guideline

The Speaking exam is held by two examiners: the interviewer and the observer. It takes 8-10 minutes. Students take the exam in pairs; the allocated time slot and pair lists are announced on the website and can be seen before the day of the exam.

Before the exam, examiners are required to get the exam documents from the Examination Center by signature at least 10 minutes before the exam, go to the classroom and adjust the seating.

During the exam, the examiners are required to;

❖ check the students' IDs and have them sit in front of them.

❖ follow the procedure of the exam and use the instructions given there.

❖ choose and ask questions to each student from the exam file in the order given on the exam document..

❖ keep a record of the time and have the students finish the exam on time.

The examiners are required to grade the students individually according to the rubrics of the exam and write their grades on the given score sheet calculating their average.

After the exam, examiners sign the grade list and submit the exam folder to the Testing Assessment and Statistics Unit by signature in 15 minutes at the latest.

3.10.5.7. Speaking Task Guideline

There are two speaking tasks at each level, and they are done in the class. Each task is done in a week which was pre-determined and specified in the syllabus by the Curriculum and Material Development Unit.

Before the presentation, the lecturers are required to:

- ❖ announce the task procedure and details provided by the Curriculum and Material Development Unit at the beginning of the level.

- ❖ show the criteria and familiarize the students with it.

- ❖ announce that each student is to bring their own criteria on the day of the task

- ❖ specify a date on the presentation week and announce it to the classes.

During the presentation, the lecturers are required to:

- ❖ watch the performance of the student(s).

- ❖ use the checklist prepared by the Testing, Assessment and Statistics Unit and score the students and give feedback to them.

After the exam, the lecturers are required to:

- ❖ calculate the total score of the students.

- ❖ give the checklist to the students for them to check their performance

- ❖ take the used checklist from the students to be achieved

- ❖ enter the scores onto UBS.

There are no make-ups for quizzes, writing quizzes and speaking tasks for the students who miss the exam or presentation date.

3.10.6. Marking Policy
3.10.6.1. Exams in IKCU SFL Preparatory Programme

In IKCU SFL, regulations and calculation system for marking depend on the type of exam and each productive part is standardized by holding a standardization meeting before the scoring. In addition, samples are randomly selected from the exam folders and their compliance with the evaluation criteria is checked by the Testing, Assessment and Statistics Unit. Students are required not to fail because of absenteeism to be eligible to take the exams in IKCU SFL. After the assessment procedures are completed, the exam results are shared with the students on UBS and on the school's website.

Except for the Level Exit Exam (LEE) and Çelebi Proficiency Test (CPT), the exams are completed within a day. LEE and CPT are implemented within two to three days. On the first day, the paper-based parts (writing and multiple-choice test respectively) are completed. The speaking exam is completed on the following days which are announced ahead of time and specified on the academic calendar.

Placement

- ❖ All students starting IKCU SFL Preparatory Programme take a Placement Test which has two parts: Elementary and Pre-Intermediate.

- ❖ Students are to meet the requirement of each part to have the next part calculated. The prerequisite is achieving 60% accuracy from questions of the set level.

- ❖ The Placement Test consists of 100 multiple-choice items (50 Beginner-Elementary level and 50 Pre-Intermediate level) with four alternatives and students encode the answers to an optical form.

- ❖ Students getting 60 points and above from the exam can take the CPT exam.

- ❖ An optical mark reader machine is used to get the results of the students.

Proficiency

- ❖ Proficiency consists of multiple-choice questions with four alternatives which test listening, grammar, vocabulary and reading (60 points) and separate writing (20 points) and speaking (20 points) parts.

- ❖ Those who get 64.5 and over in Proficiency are exempt from preparatory education. For the English Language and Literature majors this score is 69.5 and above.

- ❖ Test part of the exam is scored via an optical mark reader machine.

- ❖ The writing performance of the students is scored twice with different raters using a holistic rubric within 2-3 days after the exam.

- ❖ The speaking performance of the students is scored using a criteria with two raters right after the exam is finished.

- ❖ Proficiency exams are held five times a year: one at the beginning of the academic year and at the end of each level.

In-Level Exams

- ❖ All levels of students take in-level exams. In-level exams are composed of three components which are quizzes, writing quiz, speaking tasks and class participation grade (CPG).

- ❖ Quizzes are short exams which mainly include Use of English, Listening, and Reading Comprehension. Elementary and Pre-Intermediate level quizzes include a pronunciation part. They make 25% of the in-level success grade each term.

- ❖ The speaking tasks students perform each term make 25% of the in-level success grade each term.

- ❖ The writing quiz makes 25% of the in-level success grade each term.

- ❖ Classroom participation grade (which is calculated by the grades from learning systems (LMS and OUYS asynchronous classes)) makes 25% of the total grade each term.

- ❖ The total average of these grades enables students to take the level exit exam at the end of each term. Students are to get 59.5 points and above to be eligible to take the exit exam.

Level Exit Exams

- ❖ There is a level exit exam at the end of at the end of Fall 1, Fall 2 and Spring 1 terms.

- ❖ Level Exit Exams consist of Use of English, Listening, Reading Comprehension, Writing, and Speaking.

- ❖ Writing and speaking parts are conducted separately.

- ❖ The test part of the exam is scored via an optical mark reader machine.

- ❖ The writing performance of the students is scored twice with different raters using the rubric within 2-3 days after the exam.

- ❖ The speaking performance of the students is scored using the rubric with two raters right after the exam is finished.

- ❖ When students get (at least) 59.5 on the level exit exam, they have the right to study at the next higher level.

Make-up Exams

All students are expected to take the exams on the dates specified in the academic calendar or designated and announced at the beginning of each module, and there is no make-up for the exam except for LEE. The students who miss the LEE due to health

reasons, are to hand in a doctor's report within XX days from a full-fledged hospital to the directorate to take the make-up exam.

The foreign students who enter the country after the exam dates can also take the make-up exams (Placement, LEE and CPT) after the entry date on their passport is checked. If the date is before the exam, they cannot take these exams.

On the condition that there is a natural disaster, the students affected by the situation are given another chance to take the exam on a later date which is announced by the institution.

Other than these exams and conditions, there is no make-up for quizzes, speaking tasks, CPT and Placement exam for the students who miss the exam or task presentation date.

3.10.6.2. Marking Process

For in-level exams, the grades are entered onto UBS by the supervisor lecturers during the module, and later they are submitted to the Preparatory Unit Coordinator to be archived. Level Exit Exam, Proficiency and Placement Test results are submitted to the Testing Assessment and Statistics Unit to be archived in IKCU SFL.

Marking Placement

- ❖ Since placement is a multiple-choice test, an answer key is prepared by the Testing Assessment and Statistics Unit along with the exam itself.
- ❖ Students put their answers on optical forms.
- ❖ These forms are read using an optical mark reader by the Coordinator of the Testing Assessment and Statistics Unit.
- ❖ The results are announced on the website.

Marking Proficiency (CPT) and Level Exit Exams

- ❖ These exams consist of a multiple-choice test, a writing part, and a speaking part.
- ❖ The answer key of the multiple-choice test part is prepared by the Testing Assessment and Statistics Unit along with the exam and students encode their answers on optical forms. These forms are read using an optical mark reader by the Coordinator of the unit.
- ❖ After the writing exam, a standardization meeting is conducted where sample exam performances are graded before the lecturers start to mark sheets.

❖ All lecturers are included in a double-marking process for marking writing performances the end of which the average mark is taken.

❖ Lecturers use the rubric designed by the Testing Assessment and Statistics Unit while marking the performances. They write the scores on the given score sheet.

❖ The lecturers hand in the exam folder along with score sheets which are to be signed. Then the Testing Assessment and Statistics Unit checks the scores for any discrepancy. When there is a difference of 4 points or more between two raters, the instructors are asked to check the exam sheet again to finalize the mark.

❖ If they can resolve the issue, the average of their grades is calculated as the final grade for writing. If, however, they cannot reach an agreement, the Testing Assessment and Statistics Unit checks the performance and finalizes the score.

❖ For the speaking part, there is a standardization meeting for the lecturers a week before the speaking exam in order to be standard in the marking process.

❖ The marking is completed during the exam using the rubric provided by the Testing Assessment and Statistics Unit. Each instructor gives the score after each pair completes their exam, and the average of these scores is recorded as the final grade. When there is a discrepancy of 4 points or more between two raters, the instructors are asked to negotiate on the performance and reach a common ground.

❖ The score sheets for speaking grades are signed and submitted to the Testing, Assessment and Statistics Unit when the exam is finished.

❖ After all parts are completed, the Testing Assessment and Statistics Unit calculates the total sum of marks from these three sessions and announces them on the website.

❖ The Testing Assessment and Statistics Unit sends the scores to the lecturers via email. Each supervisor lecturer enters the total sum of marks on the UBS and announces them.

Marks for the CPT

90-100 AA	75-79 CB	50-59 FE
85-89 BA	65-74 CC	0-49 FF
80-84 BB	60-64 FD	FD, FE and FF fail.

Marking In-Level Exams

❖ The Testing Assessment and Statistics Unit submits the answer key for quizzes to all lecturers after the exam and they also receive a Google Forms link for each quiz via email.

❖ Each lecturer checks the quiz using the answer key. Provided that there are alternative answers, they use the Google Forms sent right after the exam by mail and write those alternatives within three days after the exam.

❖ The Testing Assessment and Statistics Unit evaluates the alternative answers, and they send, if needed, a revised key via email.

❖ Then they check the exam sheets after receiving the revised key from the Testing Assessment and Statistics Unit Members.

❖ The lecturers are asked not to announce the scores without receiving the revised key.

❖ They are required to announce scores within a week after the exam.

❖ Speaking tasks performances of the students are graded by their supervisor lecturer using a checklist prepared by the Testing, Assessment and Statistics Unit.

❖ The writing quiz performance of the students is graded by their supervisor lecturer according to the rubric given by the Testing, Assessment, and Statistics Unit within a week after the exam date.

❖ Each mark is entered on UBS by the supervisor lecturer within a week after the announcement.

3.10.7. Exam Feedback Policy

In IKCU SFL, students have in-class feedback sessions with the supervisor lecturer only for quizzes. They have the chance to see their exam sheets and learn from their mistakes. After speaking tasks and writing quiz are scored, the students are able to get feedback on their performance with the help of the nature of the analytical rubric used. For the other exams (Placement, LEE, and CPT), students can see statistical data prepared by the Testing, Assessment and Statistics Unit, but are not allowed to see their papers.

After each exam, there are five working days for students who want their exam sheets to be reassessed to give petitions to the administration. The reassessment only covers checking for errors in fact by the Testing Assessment and Statistics Unit, and the results are reported to the administration within these five working days.

The students are able to follow their process on UBS as all their in-level grades are entered there. In addition, every academic year, these results, and the results from analysis of these exams are used to measure the development and progress of the faculty and to determine the needs. These are also presented to the rectorate by the directorate. These data include in-level performance grades, level-exit exam (LEE) scores, and Çelebi Proficiency (CPT) scores, and the reports of their analysis are handed to the directorate at the end of each year by the Testing, Assessment and Statistics Unit. However, in extraordinary circumstances when distance education is implemented, these statistics will not be taken into account since the data will not be accurate in terms of validity and reliability.

4. OTHER ISSUES

The lecturers at our school satisfy the requirements of their profession according to some regulations of this school. The school might employ some lecturers temporarily and they have to fulfill some duties, as well. The items which are necessary for a harmonious processing and a well-organized academic year are mentioned here.

4.1. Academic Responsibilities of the Teaching Staff

Lecturers of IKCU SFL are responsible for the following duties:

- ❖ planning and carrying out the assigned courses in the best way by adhering to the curriculum,
- ❖ following the provided syllabus and making relevant preparations for the provided materials and activities of the lessons and presenting provided supplementary materials when needed,
- ❖ being in contact with other lecturers who teach the same class in order to carry out the courses effectively,
- ❖ conveying the needs and problems s/he experiences or observes to the coordinator of the prep unit or vice directors,

- ❖ following the communication networks (email, instant message platform, UIMS document system) of SFL regularly, and taking the necessary actions to fulfill the assigned duties,
- ❖ attending to assigned duties by Testing Unit and the Prep Unit Coordinators, vice directors and the director,
- ❖ taking attendance of the students in each course they conduct,
- ❖ marking and grading exam papers and other assessment tasks/performances of assigned students,
- ❖ registering the attendance and grades of the assigned students on UIMS and on documents provided by student affairs office,
- ❖ handing in the registered grades and attendance to the prep unit coordinator,
- ❖ attending activities trainings and seminars organized by PDU,
- ❖ carrying out the planned student orientation in the first lesson/class of the academic term,
- ❖ being punctual, organized, responsible and cooperative,
- ❖ creating a healthy learning environment by encouraging students,
- ❖ seeking innovations and development opportunities on personal and professional levels,
- ❖ taking part in the programming, implementation, assessment and improvement of educational activities administered in line with the mission and vision of IKCU SFL,
- ❖ taking part in various commissions representing the university or IKCU SFL and participating in the work carried out by these commissions,
- ❖ checking or translating the language of documents related to the university or IKCU SFL,
- ❖ carrying out other duties specified in the Higher Education Law and regulations,
- ❖ fulfilling the duties assigned by the director and vice directors.

4.2. Working Hours

It is essential for all teachers to start and finish classes on time. Problems in maintaining the class hours lead to a lack of discipline and create problems for

students. Attending all the meetings, seminars and events carried out by PDU is essential.

4.3. Medical Reports, Assignments and Permits

❖ In the case of a lecturer's sudden illness, the lecturer is expected to inform the Prep Coordinator or Vice Director. In unexpected situations, and for the medical report up to 3 days, the lecturer arranges the make-up hours with the classroom. Lessons for that classroom are cancelled until the lecturer returns. If the medical report is more than 3 days, substitute lecturers attend the lessons of those classes. The class hour is arranged by the administration in that situation.

❖ In case of health problems, lecturers should inform vice directors in advance in order not to cause any deficiencies. If they get medical reports for a period of time, firstly they should submit their reports to the School Personnel Affairs through email or WhatsApp, but after their report has ended, they should hand it in to the School Personnel Affairs. Additional course payments are not made to the lecturer for the days when they are on medical leave.

❖ The additional payment of the substitute teachers is arranged by the UIMS automatically, according to the notified weekly plan of the classrooms which have had the courses with substitute teachers.

❖ In order to request annual leave, lecturers make a formal request on UIMS. Then, the request must be approved by the Director.

4.4. Following Announcements

The academic and administrative staff are obliged to follow the announcements from the related units of the university and comply with the stated issues. Administrative and academic announcements can be forwarded to the person by direct notification via email system of the institution, another email address if the lecturer stated before and WhatsApp application. Lecturers should keep their registered contact information up to date and regularly check the EBYS (Electronic Document Management System).

4.5. Monitoring Student Attendance

Lecturers are given the precise list of their classrooms after the proficiency and placement tests. They are expected to keep the accurate record of each student's

attendance for each lesson they have during the day. In order not to face any problems, lecturers are responsible for the security of their Attendance Record Sheets. Each classroom has a supervisor who registers and follows attendance weekly. The students who have failed because of the absenteeism are notified to the Student Affairs Office and Testing, Assessment and Statistics Unit. Attendance cannot be used as a way of reward or punishment; therefore, if the student has some behaviour problems and does not do his assignment, teachers cannot mark them as absent. Likewise, a good behaviour cannot compensate for non-attendance.

Students can follow their numbers of absence from UIMS weekly, but students are always reminded that they are responsible for checking the system in order not to face any problems about the numbers of absence.

At the beginning of the academic year, students are informed about attendance and their absence. If they come late to the classroom, they are only allowed to the lesson for the first 10 minutes of the first hour in the morning. Lecturers have the right to let students attend the lesson in this case, for other lessons latecomers are not allowed.

4.6. Record-Keeping

IKCU SFL implements advisory system, which means that each class at preparatory program is officially assigned to a lecturer as a supervisor even though multiple lecturers may teach the same class through the week. The supervisor is responsible for the retention of the attendance records and written assignment sheets of their own class. They are also responsible for inputting attendance records and assessment results of their own class to UIMS as well as evaluating and grading the assignments of their own class. Deadline for announcing on UIMS is very important. Attendance and exam results are expected to be recorded on time.

4.7. Use of Office Supplies

A computer, a printer and the internet are available in each room of lecturers. Lecturers can use their private laptops, as well. Each lecturer has his/her own desk and bookshelf to keep his/her documents at school. Students are able to get photocopiable materials from the bookstore in the campus. Students are responsible for getting them. Lecturers do not copy the materials for the students. The classrooms have computers and projections. Lecturers can also use online sources during the

lesson. Materials are shared via email; therefore, lecturers are expected to check their emails regularly.

5. STUDENT-RELATED ISSUES

The students at our school are expected to be aware of their responsibilities. Some regulations and liabilities are explained here.

5.1. Attendance

Absenteeism limit is 15% of total lesson hours for students. In other words, students have to attend at least 85% of the lessons for each term. At the beginning of the academic year, the limit of absence for all levels is decided by SFL. Those who do not attend lessons more than this limit without an official permission by the administration fail and cannot attend lessons. Medical report is not accepted for the lessons, but it can be accepted for Level Exit Exams. For the students who have medical problems and have medical report on exam day are given make-up exam according to SFL Administrative Board decision.

5.2. Providing Course Materials

IKCU SFL provides the course materials for lecturers. Students are guided to purchase the course materials from the publishers within the first week of the academic year. If lecturers notice any students who cannot afford to buy the course materials, they are invited to contact the Vice Directors or Preparatory Unit Coordinator. Publishers provide books for those students.

Lecturers let students who do not have course material attend the lesson, but s/he warns them to bring the lesson material with them.

5.3. Using School Facilities

The school has some opportunities for social, cultural and sports activities. SFL presents some chances of spending free time with activities at ILC. Supervisors of each classroom lead students to ILC to join activities. Programme of ILC is announced on boards and by the lecturers during the lessons. There are some facilities to do some extensive reading in ILC.

There is no library available in our school but students have the chance of using sources of central library in the campus. In the first week of academic year, as students

have an orientation programme which is organized by our school and each faculty, they learn about the facilities of the school and extra-curricular activities which are arranged by Directorate of Health, Sport & Culture.

5.4. Student Complaints and Recommendations Policy

As IKCU-SFL, our primary goal is to maintain the English Preparatory Class education we provide at the highest level of quality. In line with this goal, the feedback we receive from our students regarding both the education and other services provided is important to us. The purpose of this procedure is to help our students determine how they can proceed when they want to provide feedback. First of all, our students provide not only their complaints but also their requests and suggestions as feedback.

Our students can use different ways to convey their feedback:

1. Students who want to give feedback can contact their advisors. The advisor takes action regarding the feedback within their authority. He/she contacts vice directors in cases that are not within his/her authority.

2. Students can verbally convey their feedback to the directorate. For situations requiring formal solutions, it is recommended to make a written application. After written applications are processed, students will receive an answer regarding the status of their petitions within 15 days.

3. Students can send a written message to the School Principal by entering the "**Send Message**" tab on our school's website.

4. Students can give feedback by filling out the form in the complaint boxes located in the corridors of the school building or by scanning the QR code on the complaint boxes, classroom doors, and faculty office doors. Notifications made in this way reach our University Quality Coordinatorship and are forwarded to the relevant units from there through the University Information Management System (UIMS). Feedback coming to our School via UIMS is evaluated by the directorate and feedback is given to the relevant person.

All feedback provided by students about our school is evaluated and necessary improvements and/or plans are made. These improvements and plans are made on a monthly, quarterly, or annual basis, depending on the type of feedback.

6. RELATED LAWS AND REGULATIONS

6.1. Higher Education Law

Law Number 2547 Date of Ratification: 4/11/1981 aims to determine the goals and principles of Higher Education and to regulate the organization.

6.2. Higher Education Personnel Law

Law Number 2914 Date of Ratification: 11/10/1983 aims to determine arrange regulations, rights and many other issues at the institute.

6.3. Disciplinary Issues

The disciplinary regulations of the Council of Higher Education are binding in cases of disciplinary issues.

SFL does not have a discipline board. If lecturers face any problems with students, they have to record them and keep a written report about situations. The report is given to SFL Administration and SFL passes it to the students' faculties. Therefore, students are treated according to their faculties' disciplinary procedures.

7. TROUBLESHOOTING GUIDE

Below is listed a number of emergency situations and procedural issues next to which are stated the steps to be taken.

- If there is a health emergency in class, cease teaching and call 112 for help immediately.
- If a student is displaying disruptive behaviour in class, kindly warn the student and inform the Vice Directors or Preparatory Unit Coordinator if necessary after class.
- If the fire alarm goes off, evacuate the building immediately.
- If you unexpectedly feel too ill to teach while in class, contact the Preparatory Unit Coordinator or the Vice Directors.
- If you are issued a medical report, inform the Preparatory Unit Coordinator or the Vice Directors, send the photograph of the report to the officer who is responsible for personnel affairs and submit your medical report to the Personnel Affairs Office when the report ends. You will need to make a make-up programme, as well.

- If you are assigned a duty of representing the university at an event, inform the Preparatory Unit Coordinator or Vice Directors immediately after the assignment of the duty. In this case, a substitute lecturer teaches in your classes; but if attending an event is your individual choice, you have to compensate for your missing hours.
- If you want to participate in an external professional development event or Mevlana/Erasmus Exchange program, you have to be allowed by SFL Directorate. You will be allowed at any time out of education season.
- If you need permission to carry out research at school, you have to get it from SFL Directorate.
- If you have problems with hardware or UIMS, you can get support from Information Technology Office. You have to state the problem on UIMS as an official demand. They immediately try to solve the problem.
- If you have problems with infrastructure or furniture, you can write it on UIMS to the General Directorate of Construction Unit to explain the problem and generate an official demand. You can also inform SFL Administration about that problem.

For all other matters, see the job descriptions of the staff members in this handbook and make sure you contact the right authority in charge.

8. EMERGENCIES

All the members of the university are informed about the planned power cuts because of the maintenance across the campus in advance.

The school has an alarm system for fire and it is sometimes checked if it works. The building of the school has emergency stairways and students are led there with the labels when the evacuation of the building is required. First aid training is given to all academic and administrative personnel.

9. CONTACT

Communication regarding school related issues or announcements are conveyed on the website of the school (ydy.ikc.edu.tr). It is frequently updated with new information about course contents, academic calendar, timetables, exam schedules and any relevant announcements. Contact information for our school and links to the necessary websites can also be found on this website. For the lecturers,

mailing system is generally preferred, so the lecturers are expected to check their e-mail accounts frequently in order to keep up with any information because the duties are assigned through emails, lecturers. They will be responsible if any problem arises.

In case of students' having questions, lecturers can meet them in their offices during office hours.