



CUKUROVA UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

STAFF HANDBOOK

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#### ABBREVIATIONS (in alphabetical order)

CDU: Curriculum Development Unit  
 CEFR: Common European Framework  
 CU: Cukurova University  
 CUBIS: Electronic Document Management System in Turkish initials  
 EBYS: CU Information Processing System in Turkish initials  
 LfAC: Language-for-All Conference  
 PDU: Professional Development Unit  
 SoFL: School of Foreign Languages

## **1. ABOUT CUKUROVA UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**

### **1.1. General Information**

The School of Foreign Languages of Cukurova University (SoFL), which was formerly called as Centre for Research and Application of Foreign Languages, was established on February 25, 2009, in accordance with Cabinet Decree No. 27169 published in the official gazette on March 14, 2009.

The medium of instruction in most departments of Cukurova University (CU) is English and the students enrolled in those departments are required to pass the proficiency exam administered by SoFL before they start their undergraduate courses. At the beginning of each academic year, The Basic Foreign Languages Preparatory Unit at SoFL administers a proficiency exam to the students in departments where language of instruction is English, and the students whose level of English is below the required proficiency level (B1+) attend the preparatory program conducted by SoFL. Through its intensive program, SoFL aims to bring the students to B1+ level so that they can pursue their classes at their departments effectively.

SoFL English preparatory program is based on the Common European Framework of Reference for Languages (CEFR) standards. The courses are compatible with international standards of English education, and they focus on the four basic language skills - reading, writing, listening and speaking. With its highly qualified, experienced, and student-oriented teaching staff using modern teaching methods, SoFL aims to provide English language education by combining contemporary approaches, methods, and techniques to meet the goals of the university; to form a strong basis for students to learn a foreign language necessary for both academic and business life; and to enable students to be autonomous learners through their education.

In addition to the English Preparatory Program offered to undergraduate students, SoFL conducts both the compulsory and elective foreign language courses at the faculties and vocational schools of CU.

### **1.2. Mission**

The mission of the School of Foreign Languages at Cukurova University is to provide students with the necessary competencies in reading, writing, speaking, and listening to enable them to successfully follow undergraduate programs conducted in the target foreign language. Through our continuously developing and qualified academic staff, we aim to cultivate individuals who can effectively apply these skills throughout their lives, possess an intercultural outlook, and are capable of critical and creative thinking.

### **1.3. Vision**

Our vision is to be one of the leading Schools of Foreign Languages in the country with a high standard of education, offering foreign language instruction in line with the standards set by CEFR,

supported by a well-equipped and experienced academic and administrative staff, up-to-date technical infrastructure, and an appropriate physical environment that enables high-quality language teaching.

#### **1.4. Institutional Teaching Framework**

At Cukurova University School of Foreign Languages, we are committed to fostering a supportive, dynamic, and student-centred learning environment grounded in ethical conduct, academic honesty, professional collaboration, responsible innovation, sustainability, and high-quality education. Our institutional teaching framework reflects internationally recognized standards while remaining responsive to the evolving needs of our learners and the wider academic community.

We aim to strengthen our students' linguistic proficiency, encourage independent and critical thinking, and support the development of the global competencies needed for success in their academic departments and future professional lives. Through reflection, systematic review of our practices, and thoughtful institutional development, we continue to grow together as a learning community dedicated to continuous improvement.

##### ***Shared Principles of Learning***

Students are at the centre of our educational practices. We design learning experiences to be engaging, communicative, and competency-based, in alignment with the Common European Framework of Reference for Languages (CEFR). Through our level-based system and integrated skills approach, listening, speaking, reading, and writing develop in a balanced and coordinated manner. Meaningful use of the target language is encouraged in order to support both communicative competence and academic fluency.

We empower our students to take an active role in their learning through structured self-study, active classroom participation, and adherence to clearly communicated academic guidelines. Course syllabi, level-based orientations, assessment rubrics, and examination regulations provide transparent expectations and clear evaluation criteria. Regular needs analyses, surveys, focus groups, and stakeholder engagement mechanisms allow student perspectives to inform us about the ongoing development of our programs.

Learner autonomy and lifelong learning are supported through digital platforms, academic resources, and structured feedback opportunities. Classroom interaction, individual consultations, diagnostic assessments, and mock examinations provide guidance that helps students monitor their progress and develop effective learning strategies. Ethical conduct, academic honesty, and responsible use of digital tools are integral parts of our academic culture. Through these practices, our learning environment

supports not only linguistic competence but also critical thinking, intercultural awareness, empathy, collaboration skills, and a strong sense of global citizenship.

### ***Shared Principles of Teaching***

In our classrooms, we guide and support students as they work toward clearly defined learning outcomes. We strive to create inclusive and interactive environments where communication, participation, and intellectual curiosity are encouraged. Students are invited to express ideas, collaborate with peers, and actively engage in the learning process.

Our teaching practices are aligned with institutional curricular objectives and Student Learning Outcomes (SLOs), creating coherence between instruction, assessment, and student achievement. Transparent rubrics, objective grading procedures, structured assessments, and blind double-marking practices contribute to fairness and consistency in evaluation. Students receive regular feedback through classroom interaction, office hours, online platforms, and formal assessment activities.

Professional collaboration and continuous development form an important part of our institutional culture. We participate in in-service training sessions, workshops, webinars, collaborative curriculum discussions, and academic meetings held both in person and online. Through this collective work, consistency in teaching practices is reinforced while new ideas and innovative approaches are welcomed. In our teaching, digital tools are integrated thoughtfully and responsibly, supporting both effective learning and the development of digital literacy.

### ***Shared Institutional Policies***

As an institution, we maintain teaching and assessment processes that are coherent, transparent, and aligned with international standards. Our curriculum design and evaluation are mapped to the CEFR and Student Learning Outcomes, supporting academic consistency across levels and enabling comparability with international language education practices.

Institutional development is supported through structured feedback systems, standardization meetings, curriculum initiatives, stakeholder involvement structures, and collaboration across academic units. Communication with academic departments and stakeholders allow language instruction to remain aligned with faculty-level expectations. Needs analyses, surveys, and focus groups provide valuable insights that guide institutional decision-making and program development.

Efficiency, sustainability, and responsible resource use are supported through digital documentation, online resource sharing, and the effective use of learning platforms. We foster a strong academic and professional community through regular meetings, shared materials, collaborative initiatives, and student clubs that promote communication and social engagement.

All academic and administrative practices are guided by ethical principles. The integration of digital literacy practices reflects our commitment to responsible innovation, sustainability, and academic integrity.

Through our shared commitment as students, instructors, stakeholders, and an institution, we cultivate a collaborative, responsible, and continuously improving academic community. Linguistic competence, ethical responsibility, sustainability awareness, professional growth, digital literacy, and lifelong learning are embraced not as separate goals but as interconnected values that shape our collective vision.

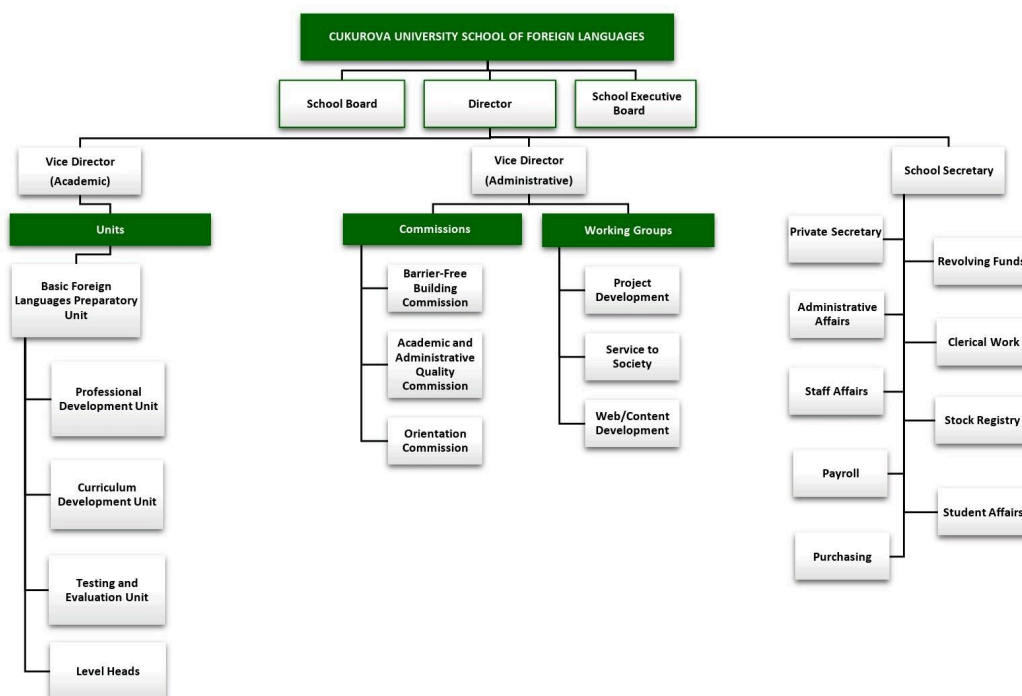
### 1.5. General Expectations from the Instructors

Instructors are expected to be motivated and dedicated to SoFL’s aims and objectives. Since working in harmony as a team has a great value for SoFL, instructors are supposed to assist and cooperate with one another to improve the quality of teaching, learning and the educational program. In addition, as part of the in-service training program, instructors should be open to professional development and improvement in the field of foreign language teaching.

## 2. ORGANISATIONAL CHART AND INSTITUTIONAL JOB DESCRIPTIONS

### 2.1. Organisational Chart

The following chart illustrates the organisational structure in CU SoFL.



## **2.2. Institutional Job Descriptions**

### **2.2.1. Director**

The director of SoFL is responsible for

- ensuring coordination between SoFL and the Rectorate
- ensuring coordination between SoFL and all the academic and administrative units at the university
- realising the mission and vision of SoFL in accordance with the vision, mission and Quality Policies determined by the senior management of the university
- planning, organising, directing and coordinating all educational and administrative affairs at SoFL according to the principles of efficiency and ethics.

### **2.2.2. Vice Directors**

The Administrative and Academic Vice Directors of SoFL are responsible for

- assisting the SoFL director in administrative and academic affairs
- ensuring that education at SoFL is carried out effectively in accordance with the mission, vision and quality policies determined by the university senior management and the school management
- ensuring regular and effective communication among the academic units at SoFL
- coordinating the communication between the instructors and the academic units at SoFL
- taking the necessary actions in cooperation with the academic staff at SoFL to improve efficiency in the learning process
- executing the duties of SoFL Director in case of the director's absence.

### **2.2.3. School Board**

SoFL School Board is responsible for

- determining the principles, plans, programs, education and training calendar, as well as scientific research and publication activities related to education and training
- electing members to School Executive Board
- expressing views on matters brought by the SoFL administration regarding the management of the school
- providing information to the School Directorate regarding matters related to education, instruction, and examinations
- fulfilling other duties stipulated by law.

### **2.2.4. School Executive Board**

SoFL School Executive Board is responsible for

- assisting the School Director in implementing the principles determined by the decisions of the School Board
- ensuring that the curriculum is implemented properly in a timely manner

- making decisions regarding academic activities such as scientific meetings, symposiums, and congresses
- preparing the investment, program, and budget proposal of SoFL
- appointing instructors to teach both within and outside SoFL
- making decisions about the items on the agenda proposed by SoFL administration
- fulfilling other duties stipulated by law.

## **2.2.5. Administrative Staff**

### **2.2.5.1. School Secretary**

The School Secretary's complete list of job descriptions is defined on the SoFL [website](#). The School Secretary at SoFL is responsible for

- overseeing and managing all administrative affairs
- preparing the agendas of the meetings of the School Board, School Executive Board, School Disciplinary Board and Academic Board, and participating in these meetings as a reporter
- keeping and updating statistical information regarding education and training
- ensuring that all staff-related announcements are received in a timely manner
- checking whether files of the whole staff at SoFL are kept in order
- ensuring efficient and economical use of resources
- taking the relevant measures about the security of the school
- planning and finalising work related to building maintenance and repair
- providing equipment to be used in administrative and educational activities
- preparing documents regarding the recruitment of academic and administrative staff
- ensuring the preparation of activity reports and other related reports and that all data about SoFL is up to date
- taking the necessary measures regarding the security of SoFL and informing the relevant parties
- ensuring that all necessary procedures for the purchase of goods and materials in the unit are carried out by the movable property officer
- ensuring the preparation of the unit budget draft
- carrying out other duties assigned by the Director.

### **2.2.5.2. Staff Affairs**

The Staff Affairs officer's complete list of job descriptions is defined on the SoFL [website](#). The staff affairs officer at SoFL is mainly responsible for

- carrying out the procedures and transactions related to the rights of academic and administrative staff and preparing all necessary documents

- monitoring the term of service of academic staff, with responsibility remaining with the staff themselves, and informing the Department Chairs by November each year about personnel whose terms will expire in the following year
- carrying out the personnel-related administrative and academic procedures concerning the rights and entitlements of staff (such as employment, promotion, appointment, assignment, adjustment, renewal of duty and retirement, etc.) in accordance with the relevant laws, regulations, and directives for foreign and native staff
- delivering official notifications received for academic and administrative staff to the relevant individuals
- handling and keeping track of the files for academic and administrative personnel's annual, excuse, maternity, and unpaid leave
- initiating the commencement of duties upon the expiration of the validity period of instructors' medical reports and informing the Rectorate
- managing internal and external correspondence concerning academic and administrative staff
- providing information to the payroll unit for the necessary deductions
- handling correspondence with units where the personnel are assigned in case their positions are in different units
- tracking relevant regulations and ensuring that the tasks and procedures are organised accordingly
- tracking and archiving the property declaration procedures of academic and administrative staff.

### **2.2.5.3. Purchasing Unit**

The Purchasing Unit's complete list of job descriptions is defined on the SoFL [website](#). Basically, the Purchasing Unit is responsible for

- evaluating purchase requests from units and monitoring the delivery and completion status of the approved requests
- repairing purchase request forms and carrying out related correspondence according to the method of procurement
- obtaining goods and services approved for purchase that do not exceed the direct procurement limit from the market or other institutions in accordance with the provisions of the Public Procurement Law
- preparing the tendering process for the purchase of goods and services that exceed the direct procurement limit, drafting the tender documents, and finalizing the tender in accordance with the decisions of the tender committee
- purchasing the required goods, materials, equipment, tools, devices, machinery, and fixtures, and arranging for their maintenance and repairs
- processing the electricity, water, telephone, and natural gas bills and preparing them for payment
- purchasing flowers, gifts, plaques, and similar items required urgently for ceremonies, representation, and hospitality needs

-receiving the completed request form when a unit or office requires any materials, stationery or equipment. (The material request form is available on the institution's website.)

#### **2.2.5.4. Student Affairs**

The Student Affairs officer's complete list of job descriptions is defined on the SoFL [website](#).

Basically, the student affairs officer is responsible for

- tracking relevant regulations and making necessary announcements
- informing students about processes related to student affairs and exams
- preparing, filing and archiving documents about student affairs
- ensuring the protection of documents about student affairs
- making announcements about exams and students' absence records
- tracking the students' absence records on the CUBIS (the university information database)
- receiving students' petitions regarding clerical errors in their exam results
- notifying the relevant departments and students of the Board of Directors' decisions regarding students who were unable to attend exams due to valid excuses
- receiving students' medical reports and make-up exam applications and reporting them to Testing and Evaluation Unit
- working in coordination with Testing and Evaluation Unit in the organisation of exams
- posting information to students (such as course schedules, exam schedules, etc.) on the student notice board and, when necessary, delivering it in person
- fulfilment of any other duties assigned by senior administration.

#### **2.2.5.5. Payroll Unit**

The Payroll Unit's complete list of job descriptions is defined on the SoFL [website](#). Basically, the Payroll Unit officer is responsible for

- preparing and archiving all the documents related to payments that pertain to the staff (salaries, salary rises, extra teaching hours, promotion, deductions, compensation, travelling expenses etc.)
- processing salary advances and adjustments in accordance with the civil servant salary coefficient changes in January and July
- tracking relevant regulations and ensuring that the financial affairs are organised accordingly
- checking declarations, course schedules, and teaching loads, and adjusting declarations for those on leave according to their medical or official reports
- the official correspondence related to all financial affairs
- preparing course load forms for hourly instructors, calculating and reporting their monthly teaching payments, and handling their insurance registrations and terminations

- processing the Foreign Language Exam (YDS) result documents submitted by staff for payroll purposes, and periodically reviewing the status of staff receiving foreign language compensation, making necessary adjustments
- debt recovery connected to resignation or unpaid leave of the staff
- preparing the documents pertaining to the workers and part-time working students at SoFL and sending them to the relevant departments at the university
- examining and sending the union membership dues
- ensuring the protection of documents about financial affairs
- fulfilment of any other duties assigned by senior administration.

#### **2.2.5.6. Revolving Funds Unit**

The Revolving Fund Unit's complete list of job descriptions is defined on the SoFL [website](#). Basically, the Revolving Funds officer at SoFL is responsible for

- calculating taxes on income and expenses by regularly monitoring the income and expenses of the Revolving Fund Operation and preparing tax returns within the specified time frame
- issuing invoices for goods and services sold within the scope of the Revolving Fund Operation's activities
- allocating the necessary amounts for scientific research projects and treasury shares from the collected revenues at the rates specified in the legislation and to perform accounting records
- preparing the income and expense statements of the operation.

#### **2.2.5.7. Stock Registry**

The Stock Registry officer's complete list of job descriptions is defined on the SoFL [website](#). Basically, the Stock Registry officer at SoFL is responsible for

- carrying out the registration and control procedures for movable property (desks, chairs, computers, laptops, bookshelves, and similar equipment in offices and classrooms) in accordance with the relevant laws and regulations
- conducting quality checks on the received materials, determining their compliance with standards, and performing inspection and acceptance procedures
- taking necessary precautions to protect office equipment and assets under their responsibility against any damage, and ensuring that all tools, equipment, and materials in their charge are used appropriately and efficiently
- maintaining records of the entry and exit of movable assets, preparing documents and tables related to them, and sending the movable asset management accounting statements to the consolidation officer.

#### **2.2.5.8. Clerical Work**

The Clerical Work officer's complete list of job descriptions is defined on the SoFL [website](#). Basically, the clerical work officer at SoFL is responsible for

- making official announcements within SoFL
- acting as the secretariat for SoFL's activity report and strategic plan
- recording incoming and outgoing documents and sending them to the relevant units
- organising internal and external correspondence in accordance with the relevant regulations and ensuring that the letters to be signed reach the relevant places for preparation
- ensuring the regular processing of internal and external mail operations every day
- removing documents that need to be archived and destroying those that have expired, or delivering them to reliable organisations for retrieval if necessary, at the end of each year
- preparing the agendas of School Board and School Executive Board meetings, writing down the decisions made, and ensuring that the decisions reach the relevant units
- keeping the Electronic Document Management System (EBYS) application up-to-date and ensuring the smooth operation of end-users.

#### **2.2.5.9. Private Secretary**

The Private Secretary's complete list of job descriptions is defined on the SoFL [website](#). Basically, the Private Secretary of SoFL is responsible for

- handling, recording, tracking, distributing and archiving the internal / external incoming / outgoing document correspondences via EBYS
- ensuring the protection of the documents
- keeping the phone lists and the list of academic and administrative staff working in academic units up-to-date
- ensuring that SoFL's director's written and verbal directives are conveyed to the relevant persons/units
- editing the director's private or confidential letters and ensuring that they reach the relevant people in time
- preparing the director's invitations and greeting cards on request and ensuring that they reach the relevant people in time
- forwarding the incoming digital documents and sending them to the relevant persons/units
- organising all kinds of protocols, visits, appointments, reservations and ceremonial affairs of the director
- ensuring the provision of stationery, equipment, catering, office cleaning etc. for the director
- following up on resignation and commencement of duty correspondence

- working in coordination and harmony with other units and ensuring that the processes related to his/her duty are in accordance with the quality policies of the university and with occupational health and safety rules
- fulfilment of any other duties assigned by senior administration.

#### **2.2.5.10. Technician**

The technician's complete list of job descriptions is defined on the SoFL [website](#). Basically, the technician is responsible for

- keeping the SoFL building and the facilities in good condition and ensuring their safety, comfort, and functionality
- helping the secretary of the SoFL to solve the mechanical, electrical and technical problems
- the maintenance and repair of the existing tools, devices and machines
- fulfilment of any other duties assigned by senior administration.

#### **2.2.5.11. Boiler Room Operator**

The Boiler Room operator's complete list of job descriptions is defined on the SoFL [website](#). Basically, the Boiler Room operator is responsible for

- maintaining and inspecting the air-conditioning units, solar energy systems, and pool water
- ensuring the proper upkeep of the heating system and reporting any malfunctions to supervisors in a timely manner
- adjusting the temperature according to weather conditions and relevant instructions, regulating water and gas pressure to ensure the proper functioning of the system.

#### **2.2.5.12. Administrative Janitor**

The Administrative Janitor's complete list of job descriptions is defined on the SoFL [website](#). Basically, the administrative janitor is responsible for general cleaning of the SoFL building and keeping it maintained and in good condition. S/He follows all health and safety regulations and completes various tasks. These tasks include

- vacuuming, sweeping and mopping floors
- emptying trash and recycling bins
- cleaning, sanitizing and stocking restrooms
- sanitizing commonly used items and surfaces
- keeping cleaning supplies in stock
- ventilating areas such as classrooms, laboratories, and corridors
- completing tasks in a timely manner
- reporting any malfunctions in electricity, water, windows, doors, and similar areas to the SoFL Secretary

- filing out janitorial checklists
- addressing anything that may cause waste, such as lights, projectors, computers, or taps left on, and for keeping all devices and machines they use clean and well-maintained
- fulfilment of any other duties assigned by senior administration.

## **2.3. Academic Units**

### **2.3.1. Basic Foreign Languages Preparatory Department**

The Basic Foreign Languages Preparatory Department organises compulsory foreign language courses under the supervision of the Academic Vice Director. The courses spread over 4 modules (two semesters in total) to be offered to students enrolled in faculties and/or departments whose medium of instruction is 100% or 30% English. It aims to bring students to B1+ level, provides the necessary material support, and contributes to educational values with the projects carried out. The content of the courses to be offered within the scope of the program prepared by this unit and the foreign language skills to be acquired are planned in accordance with CEFR.

#### **2.3.1.1. Professional Development Unit (PDU)**

The mission of the Professional Development Unit of Cukurova University School of Foreign Languages is to enhance the efficiency and effectiveness of the educational experience for the students by supporting the individual and academic growth of the faculty. Recognizing the instructors' vital role in shaping students' early higher education experiences, the Unit provides up-to-date information and practical seminars on developments in the field with a focus on technological advancements.

By promoting continuous individual and professional growth and encouraging engagement with new knowledge and innovations, the Unit contributes to improved teaching quality, a richer learning environment, and the overall academic excellence and competitiveness of the institution.

The Unit aims to promote and foster individual and institutional effectiveness by offering an array of individual and professional development opportunities. It organizes a range of academic events including an annual conference (LfAC) in coordination with the Conference Team, focusing on a wide-ranging scope of seminars, talks, workshops, and training options provided by teacher trainers, colleagues and guest speakers from multidisciplinary fields. The unit seeks to establish a distinguished environment enhancing the process of language teaching and learning in coordination with the Testing and Evaluation Unit and Curriculum Development Unit. There are also two teams, Conference Team and Online Magazine Team, working in coordination with the Unit.

##### **2.3.1.1.1 Conference Team**

The Conference Team aims to explore the rich and evolving dimensions of language in alignment with seeking excellence in language learning and teaching. By encouraging the thoughtful exchange of ideas, promoting awareness, and fostering a spirit of mutual understanding, the team seeks to create a

supportive and inspiring academic environment. For this purpose, an annual international conference called Language-for-All (LfAC) is organised over two days in October. The accepted abstracts and full papers undergo editorial review and selected papers are published in an online journal with an ISSN.

#### **2.3.1.1.2. Online Magazine Team**

The team creates an online magazine titled "CU SoFL Magazine Online" with the purpose of sharing experiences, fostering communication, building a strong network, and providing practical tips for both teaching and learning English. Its missions are

- creating a digital platform where English language students and teachers at various Schools of Foreign Languages can build new bridges and share their knowledge, experiences, achievements, and useful tips with other students and colleagues
- creating an online magazine for preparatory class students who want to improve their personal and academic skills
- calling on both teachers and students to brainstorm about the challenges and successes in preparatory schools through interviews, essays, and memoirs
- organizing competitions, podcasts, video broadcasts, and video materials in order to involve more students in creative projects.

#### **2.3.1.2. Curriculum Development Unit (CDU)**

The aim of the unit is to continuously improve the Basic English Preparatory Program through a data-driven approach and to carry out the necessary work to ensure alignment of course materials both within and across levels. SoFL students, SoFL academic staff, and faculty members are actively involved in the process and the quality of the program is enhanced through surveys and focus group interviews. Throughout the academic year, improvements are made in collaboration with the Testing and Evaluation Unit and the Professional Development Unit in line with the identified areas for development, with the goal of ensuring the program's effectiveness and sustainability.

#### **2.3.1.3. Testing and Evaluation Unit (TEU)**

The Testing and Evaluation Unit does the necessary work to create a question bank for all the exams being held at SoFL and to carry out the exams regularly as determined in the exam calendar. Its mission is

- ensuring that all examinations administered within the Basic English Preparatory Program are prepared, administered, and analysed in accordance with the principles of validity, reliability, and transparency.
- ensuring the preparation, administration, and evaluation of Erasmus examinations to be administered university-wide.

- conducting necessary work in coordination with the Curriculum Development Unit to ensure that examinations administered throughout the semester are fully aligned with the curriculum and learning outcomes in terms of content and format.
- gathering data regarding the effectiveness of the program and instruction by analysing examination results, and to share these data with relevant units and CDU level coordinators for the purpose of program improvement.
- identifying shortcomings in assessment and evaluation processes to guide the upcoming academic year, and to organize collaborative efforts with other units and CDU level coordinators to eliminate these issues.
- enhancing the process by keeping up to date with developments in the literature/field through participation in online training related to testing and evaluation throughout the academic year.

#### **2.3.1.4. Level Heads**

CU SoFL aims to continuously improve the quality of education, and students are considered to be a useful source of feedback to identify and work on areas for improvement. In order to enhance communication and student involvement in decision making processes, student representatives are selected at the beginning of each module and at least one lecturer from each language level is assigned as Level Head. Level Heads work closely with student representatives throughout the academic year and bridge the gap between the students and CU SoFL administration by organising regular meetings with student representatives and getting their feedback about the program, materials and assessment. Their main responsibilities are

- developing solutions for academic issues
- evaluating student feedback
- providing feedback regarding the compliance of teaching and learning processes with quality standards
- contributing to curriculum development activities
- preparing end-of-term / module feedback and meeting reports
- maintaining regular communication with the management
- participating in board and commission activities when necessary
- ensuring coordination with Testing and Evaluation Unit, Curriculum Development Unit, and other academic units
- making recommendations regarding the execution of academic processes
- proposing improvements for course content and assessment processes.

#### **2.3.1.5. Project Development Commission**

Project Development Commission aims to create, implement and participate in national and international projects with external support that will add value to SoFL and the university. This commission's mission is

-striving to prioritize activities that will improve implementation and evaluation capacity, facilitate student and staff mobility

-increasing SoFL's and the university's contribution to the national and international science, research, and digital development processes.

### **2.3.2. The Joint Compulsory Foreign Language Department**

The Joint Compulsory Foreign Language Department organizes compulsory foreign language courses. These courses are offered to students enrolled in the departments whose medium of instruction is Turkish. The courses are provided for two semesters and aim at bringing students to A2 level. The course content and foreign language skills to be mastered in the courses prepared in this department are based on CEFR standards.

### **2.3.3. Advanced Foreign Language Department**

The main goal of the elective and compulsory courses taught by the Advanced English Department in faculties is to provide students with the skills and confidence to express themselves in both general English and professional English in written and oral fields.

In addition, in the courses designed and offered within the scope of this department, it is aimed to integrate high-level thinking skills such as critical thinking, reflective thinking, creative thinking and problem solving that students may need in their academic and professional lives.

### **2.3.4. Modern Languages Department**

The Modern Languages Department is for students who study in various departments of Cukurova University and wish to improve their knowledge and skills in foreign languages or learn a second foreign language. This department provides eight semesters of elective English, German, and French education and aims to bring students to B1 level according to CEFR. In addition, according to the needs of students, courses in Italian, Spanish, Russian and other languages can be offered.

## **2.4. Administrative Commissions**

There are commissions that work under the supervision of the Administrative Vice Director.

### **2.4.1. Quality Commission**

This commission works in close liaison with the Quality Commission at the university and supports the commission in its internal and external evaluation and quality improvement activities. It is mainly responsible for increasing and maintaining quality in language education at SoFL in accordance with

the plan-do-check-act cycle. The Quality Commission carries out the quality improvement activities in four main areas: Leadership, Governance and Quality, Learning and Teaching, Research and Development, and Service to Society. The responsibilities of the commission are

- working in coordination with the instructors and the relevant units at SoFL in this process
- finding out SoFL's current opportunities, obstacles, strengths, and weaknesses and developing action plans for improvement
- ensuring that the necessary documents and evidence for the accreditation process are collected and filed
- informing the staff about the accreditation process
- preparing Institutional Self-Evaluation Reports.

#### **2.4.2. Social Contribution Commission**

The Social Contribution Commission carries out activities to contribute to the progress of our country and to increase the recognition of SoFL through social, cultural, artistic, health, sports and community service projects within the scope of CU Social Contribution Policy.

#### **2.4.3. Web Content Development Commission**

As well as website administration, the commission is responsible for digitally sharing the official announcements and the social activities of the institution.

#### **2.4.4. Barrier-free Building Unit Commission**

The aim of SoFL Barrier-free Building Unit Commission is to take the necessary precautions and make arrangements in order to eliminate the barriers of students with special needs in their first year of higher education and to facilitate their lives throughout the academic year. In line with its objectives, the commission ensures that the students with special needs are identified at the beginning of the academic year, eliminates the problems that these students may encounter during their education, and takes and implements the necessary measures to prevent the occurrence of these problems. The commission also makes arrangements that will support and facilitate the academic, physical, psychological and social lives of the students in question, informs the academic units about these arrangements, arranges the physical environment of the students, and prepares special course materials and exam documents when necessary.

#### **2.4.5. Scholarship Commission**

The Scholarship Commission identifies students in need of scholarships, directs them to appropriate institutions and organisations that provide scholarships, informs students about the scholarship opportunities of the university, identifies students in need by contacting publishing houses, provides free books and ensures their registration on the online platform.

#### **2.4.6. Part-time Student Employment Selection Commission**

In accordance with Article 46 of the Higher Education Law No. 2547, students can be employed at CU on a part-time basis and they can work up to 15 hours a week. SoFL Part-time Student Employment Selection Commission assesses and identifies the students to be employed on a part-time basis at SoFL taking into account whether the candidates meet the requirements, their financial situations, their skills and abilities, and their suitability in terms of their abilities, the suitability of their weekly course schedule for the job they will perform, etc. The list of those who are selected to be employed part-time at SoFL is submitted to the Rector for approval.

#### **2.4.7. Orientation Commission**

The Orientation Commission is responsible for introducing new students to SoFL and providing information about the overall functioning of the program. This includes:

- Course structure and requirements
- Exams and Attendance
- Academic ethics and rules
- Clubs and extracurricular activities
- University facilities and opportunities
- Student roles and responsibilities

The committee prepares orientation materials covering these topics and distributes them to instructors to be shared with the students.

### **3. INSTRUCTOR-RELATED ISSUES**

#### **3.1 Instructors**

The legal responsibilities of the instructors in accordance with Civil Servants Law No. 657, Higher Education Law No. 2547, Law No. 2914 on Higher Education Personnel, Occupational Health and Safety Law No. 6331 and the relevant regulations are listed in the document on our website. In alignment with those, the duties and responsibilities of the instructors at SoFL are

- reviewing their job description published on the institution's [website](#).
- acting in accordance with the objectives and principles set forth in Articles 4 and 5 of Law No. 2547
- adhering to the ethical rules of the SoFL Directorate and for taking into account sensitive and high-risk duties
- preparing and delivering the undergraduate and associate-level courses for which they are responsible, ensuring that all courses are carried out effectively and in full accordance with academic requirements
- participating in student advising activities and supporting students in adapting to the academic life
- addressing the needs and concerns of students with disabilities and international students

- providing instruction adhering to the syllabus designed by Curriculum Development Unit (CDU)
- starting and ending classes promptly at scheduled times
- taking attendance, submitting attendance sheets to the Student Affairs office and entering their students' absence records to the CUBIS (the university information database) by the deadline required
- monitoring students' academic development and providing feedback and guidance for them
- using the target language in class as English is the medium of instruction
- informing SoFL administration in case of any disciplinary problems
- following the communication networks (EBYS, email, instant message platform) of SoFL regularly, and fulfilling the assigned duties
- invigilating and marking the exams
- marking and grading other assessment tasks/performances assigned to the students and submitting all grades by the deadline required
- taking part in the planning, implementation, assessment and improvement of educational activities at SoFL
- taking part in the academic boards and units at SoFL and participating in the work carried out
- providing written feedback regarding institutional processes
- carrying out substitution duties assigned by SoFL administration
- continuing their professional development via following, conducting and/or publishing scientific research in and out of their field
- reporting their academic activities annually to the SoFL administration within the deadlines defined by the PDU
- participating in the meetings, events and peer observation activities held by the CDU, PDU and the management regularly
- filling in forms about their teaching hours and submitting them to the Payroll Unit in the manner and time required
- complying with the school rules, regulations and policies
- ensuring efficient, effective and economical use of resources
- obtaining the necessary approvals from the school director in a timely manner for any changes to be made in the classrooms, practice laboratories, and other facilities under their responsibility
- undertaking additional duties assigned by SoFL administration and Cukurova University Rectorate
- contributing to the work about the exchange programs Erasmus, Farabi and Mevlana.

### **3.2. Academic Advisors**

For each prep student, an instructor from SoFL is assigned as an academic advisor. The academic advisors guide the students through their educational journey at SoFL. Students can schedule an appointment with their assigned academic advisors and meet them within their established office

hours. The advisor may also request to meet with the student when necessary. The responsibilities of an academic advisor are

- monitoring students' attendance and academic progress and supporting students or referring them to relevant units when necessary
- collecting information about the students at the beginning of the academic year using the Student Information Forms and keeping the forms throughout the year
- informing and supporting the students in the process of adjustment to university life
- informing SoFL administration about the students who need non-academic support and contributing to the support activities for these students.

### **3.3. Teaching Hours**

In an academic year, there are four modules and the teaching hours of the instructors in each module are determined by the Academic Vice Director of SoFL considering factors such as the number of students and instructors, the physical conditions, and instructors' limitations related to their on-going academic studies or extra responsibilities at SoFL. At the beginning of each module, the Academic Vice Director announces the classes and the teaching hours of the instructors for each class, and sends the prescheduled timetable for each classroom to the instructors. Personal timetables and class timetables are digitally submitted to the Academic Vice Director and sent through email. The instructors have at least 12 hours of weekly teaching. They are supposed to stick to their schedules. It is not possible to make any changes without informing the Academic Vice Director and getting consent. The instructors must notify the Academic Vice Directors instantly if they must leave the classroom during class hours or need to begin the first class hour later than scheduled for a reason. It is essential that all teaching staff start and finish classes on time according to the system and provide feedback to their partner teachers about the content covered. Instructors should stick to the allotted lesson time in order not to disturb other colleagues and classes. To ensure consistency, instructors are not permitted to change course schedules into block sessions without administrative authorization. The merging of different classes is also not allowed unless consent has been officially granted.

Through EBYS, the instructors are informed at the start of each semester about their working hours and the academic unit they will be working on. Since they need to put in more hours, the instructors assigned to the academic units have different teaching and working hours than the other instructors. Additionally, the Directorate of Higher Education has the authority to appoint the instructors outside of regular class hours if needed. If needed, instructors may be asked to cover for a colleague to substitute for him/her.

### **3.4. Office Hours**

As part of their teaching duty, instructors at SoFL are required to offer two office hours each week, usually held in their on-campus offices. Students can get support from their instructors via office

hours, which provide an invaluable opportunity for individualised learning and teaching. The office hours of the instructors are announced on the website of SoFL and can also be seen on the door of the instructors' offices. Students must schedule appointments for specific time slots within their instructor's scheduled office hours. A signature will be required during each office hour visit as proof of attendance. Instructors might also be open to meeting outside of office hours by appointment. Depending on the class size, instructors may consider offering opportunities for groups of students to attend their office hours together. Time-keeping is also important during office hours. The hours should be made available to students so that they know when they can see the instructor to discuss their progress and any other issues.

### **3.5. Academic Board Meetings**

Throughout the year, instructors are required to attend a number of meetings held for various purposes. Academic Board Meetings are held regularly throughout the academic year in order to inform the academic staff of recent developments and future plans. As the instructors are informed via EBYS, participation in all meetings is compulsory. In addition, the instructors are also required to attend meetings and professional development sessions held by the Professional Development Unit and regular meetings by Curriculum Development Unit together with the Testing and Evaluation Unit members. In these regular meetings, the instructors are required to provide written and oral feedback about the program, the progress of the students and PDU activities.

### **3.6. Following Announcements**

Academic staff are responsible for regularly following the announcements made via EBYS.

### **3.7. Monitoring Students' Attendance**

The Preparatory Program requires students to attend 80% of their classes. Students may be absent up to a limit of 20% of their classes. No absence, for whatever reason, is accepted beyond the 20% limit, with or without documentation. Therefore, instructors should, on no account, accept medical reports from students.

For each class hour, it is essential for instructors to keep an accurate record of each student's attendance. The attendance sheet is essentially a legal document and must be treated as such. Due to traffic congestion, late-comers are allowed to attend the class only within the first five minutes of the first class hour. On no account can a student be marked present if the student is not in the classroom. Likewise, no student can be marked absent if the student is present in class. The total absenteeism is calculated and the attendance sheets are submitted to the Students Affairs Office at the end of each module by the deadline.

### **3.8. Record Keeping**

Instructors should keep the attendance sheets signed by the students until the end of each module. The attendance sheets are submitted to the Students Affairs Office at the end of each module by the deadline. The results of quizzes, presentations and projects are also recorded in the institutional automation system by the deadline and securely stored by the instructors.

### **3.9. Absence from Work**

Working rules and regulations stipulate that all members of staff notify SoFL administration of any urgent absence. It is imperative that any member of academic staff is required to inform the Vice Directors of any absence from work and submit the related official document to the Vice Directors and Staff Affairs office, which applies also on days when there are office hours. For planned absence such as annual leave, staff members are requested to submit 'Administrative Leave Request Form' via EBYS explaining the reason for the request and any class/work make-up plan if applicable. According to Civil Servant's Law No. 657 and Regulations of Council of Higher Education Law No.2547 (<http://www.yok.gov.tr/web/guest/mevzuat>), there are various forms of leave as stated below.

#### **3.9.1. Annual Leave**

All the instructors who have been working for at least one year in the institution are entitled to annual leave. Within their first ten years of employment instructors are granted a 20 days' paid leave annually. After 10 years of employment (including the tenth year), the annual paid leave period increases to 30 days. As stated in the official document received from the Rectorate via EBYS on July 3, 2025, in accordance with Article 64, titled 'Leaves,' of the Higher Education Law No. 2547, academic staff members normally take their annual leave during periods outside the academic teaching calendar.

#### **3.9.2. Excused Leave**

The instructors can also take excused leave. Female instructors have the right to maternity leave for 16 weeks (8 weeks before confinement and 8 weeks after the birth). Following the end of the maternity leave, female instructors are entitled breastfeeding leave. Within the first six months of birth, instructors are authorised to have 3 hours of leave per day for breastfeeding. For the next six months, this leave is reduced to 1.5 hours per day. Male instructors are authorised to take a ten-day leave after the birth of the child.

Instructors can also take seven-day leave if they themselves or their child gets married, or upon the death of a member of their immediate family (child, spouse, father, mother, brother or sister).

#### **3.9.3. Sick Leave**

Instructors who could not come to work due to health issues are required to get a medical report (stamped and signed by the doctor and/or the hospital or a hard copy of the digital report from e-Nabız) within the same day. On the day of the report, they ought to provide a digital copy (scanned

or PDF version) of it and forward it to the Vice Directors and Clerical Work. On returning to the institution, the report is submitted to Staff Affairs.

### **3.10. Cover for Absence**

In case of absence of an instructor, the Academic Vice Director delegates the cover duties to on-duty instructors. The instructors who are on duty that day cover the lessons of that instructor and take attendance for that class. The attendance sheets taken from the Student Affairs Office are expected to be given back to the unavailable instructor upon their arrival to work. The instructors who have substituted those lessons should also inform the relevant teaching partner(s) about the content covered during the substitution class hours. Payment is made for extra teaching hours upon submission and approval of the relevant records to the Payroll Unit.

### **3.11. Renewal of Contract**

The tenure of instructors at SoFL is extended every two years while the employment contract for international academic staff members is valid for just one year. The international academic staff is obliged to carry out their duties in accordance with employment contracts and existing laws (the Law of the Turkish Higher Education No. 2547 and the personal Law of the Turkish Higher Education No. 2914).

### **3.12. Induction and Orientation of the New Faculty Members**

The Professional Development Unit at SoFL ensures that new faculty members receive the necessary support and resources to succeed in their roles and contribute effectively to the institution's mission. In this respect, within the scope of its professional development activities, the Unit firstly tries to facilitate a smooth transition for new faculty members and the following actions are held meticulously:

- New faculty members are provided with comprehensive information about the institution, its mission, vision, and values.
- They are acquainted with the policies, procedures, and expectations of the school through class observations conducted by the PDU. The PDU also assigns a mentor and observes newly hired instructors during their orientation process.
- New instructors are introduced to their colleagues working at the institution so as to create a sense of belonging and community, and a caring and sharing environment. Thus, collaboration and teamwork are promoted among them.
- New faculty members are supported in understanding their roles and responsibilities.
- They are also familiarized with campus facilities, resources, and support services.
- They are provided guidance on curriculum, teaching methodologies, and assessment practices specific to our institution's foreign language education policy.

- Orientation meetings are organized for the new instructors to enable them to know the responsibilities and work of each unit. Solicit feedback from new staff members and their potential contribution are asked.
- New staff members' participation in professional development opportunities, seminars, workshops and training is encouraged.

### **3.13. Use of Office Materials**

Instructors are responsible for the careful use of university-issued laptops and office equipment. For any technical issues with classroom equipment, such as laptops, projectors, or internet, instructors should contact the Technician and the School Secretary.

### **3.14. Employee Grievances**

Employee complaints are collected through regular focus group meetings and surveys. These complaints are reviewed according to the institution's goals and needs. If any changes are made based on a complaint, the details are shared during CU SoFL Academic Board meetings. If no changes are made, the reasons are also explained in these meetings.

Employees can submit complaints either verbally or in writing. They should first contact the Vice Directors and follow the chain of command. Written complaints are submitted through EBYS as a formal petition that clearly explains the issue and follows legal rules.

The Vice Directors who receive the complaint must interfere with any errors in the petition. If they do not have the authority to solve the problem, they must send it to the higher level of management within three working days. EBYS is used to track the complaint and to inform the employee about the final decision. All documents are stored digitally in EBYS, and printed copies are kept in the employee's file.

Employees can also send complaints and suggestions through the official email address on the CU SoFL website or via the Presidential Communication Center (CIMER). All steps are carefully monitored and updated in line with laws, institutional rules, and internal control standards.

## **4. STUDENT- RELATED ISSUES**

### **4.1. General Expectations from Students**

The students at SoFL are expected to follow certain codes of behaviour in the classroom and the school to maintain successful and efficient classroom management. All students must abide by the following codes of behaviour:

- Students are required to attend classes regularly and arrive on time. They are expected to be in the classroom before the instructor. In consideration of traffic conditions, students arriving late may still join the class within the first five minutes of the first class hour. Those who arrive later than this must wait until the next class hour to attend.
- On no account can a student be marked present if the student is not in the classroom. Likewise, no student can be marked absent if the student is present in class.
- Students are responsible for keeping their own absence records.
- Students are expected to bring all the course materials with them.
- Students are expected to be engaged in class activities. They must avoid using cell phones, eating and drinking in class and irrelevant conversations with other students.
- Students are expected to use the target language in class as English is the medium of instruction.
- Students are expected to be respectful towards and tolerant of the differences among their peers to contribute to the peace of the learning environment.
- When teachers face classroom management or discipline issues, they should report the issue to the Vice Directors.

#### **4.2. Disciplinary Procedures**

Provisions of the Higher Education Institutions Student Discipline Regulation apply to all disciplinary proceedings concerning students in SoFL. For details, go to <https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=16532&MevzuatTur=7&MevzuatTertip=5>

#### **4.3. English-medium Departments**

Cukurova University provides English education for the following faculties and departments:

- The Faculty of Engineering (Mechanical Engineering, Electrical-Electronics Engineering, Computer Engineering, Food Engineering)
- The Faculty of Economics and Administrative Science (Economy, Econometrics, Business Administration, Political Science and International Relations)
- The Faculty of Education (English Language Education)
- The Faculty of Arts and Sciences (Artificial Intelligence and Machine Learning)
- The Faculty of Health Sciences (Nutrition and Dietetics)

The language competence of the students accepted to the departments above must be satisfactory, at least B1+ level, to follow their departmental courses.

#### **4.4. Academic Procedures for the Newly Registered Students**

The students accepted to the departments above are required to take the Placement Exam given by SoFL at the beginning of the academic year unless they submit proof of English language proficiency

to be exempted from the English preparatory program (See SoFL Student Handbook for the external exams accepted and the criteria for exemption).

The aim of the placement exam is to test the English level of the students and to identify students who are eligible to take the proficiency exam.

The students whose scores are not sufficient (below 60) to take the proficiency exam are placed in the following language levels according to the results of the placement exam: A1 (scores between 0-24), A2 (scores between 25 and 49), B1 (scores between 50 and 74), and B1+ (scores between 75 and 100) in alignment with CEFR.

The students who do not take the placement test or who are placed at a wrong level are subject to a replacement process (diagnostic test) implemented by the Testing and Evaluation Unit and the observations of the instructors about the student's level of English. If any level changes are required in accordance with the observational assessment of the instructor, both the student and the instructor fill in a petition form for the level changes.

The students with scores of 60 and above in the placement test have the right to take the proficiency exam. The proficiency exam determines whether a student's level of English is eligible enough to effectively participate in academic coursework. Those who pass the Proficiency Exam start their major, and those who fail start the English Preparatory Program at SoFL.

#### **4.5. Course Procedures and Requirements for SoFL Students**

The students who attend the English Preparatory Program at SoFL are required to attend 80% of the classes in each module. A student who does not meet the attendance requirement in a given module will be considered unsuccessful in that module and will be required to repeat it. Students who also fail to meet the attendance requirement in the repeated module will be regarded as unsuccessful in the English Preparatory Program at the end of the fall semester. Such students cannot continue with the spring semester courses.

In the spring semester, a student who misses more than 20% of the total class hours in any module will be considered unsuccessful in that module and will be required to repeat it. Students who do not fulfil the attendance requirement in the repeated module will be regarded as unsuccessful in the English Preparatory Program and will not be eligible to take the English Proficiency Exam or the English Proficiency Make-up Exam held at the end of the spring semester. (See the SoFL Student Handbook for other details).

Students who miss exams are to submit a medical or a health board report to the SoFL Student Affairs Office in five working days. Eligibility for make-up exams is determined by the School Executive Board.

The English Preparatory Program at SoFL consists of 4 modules, and each module lasts 8 weeks. Depending on the program, the weekly course load usually varies between 20-30 hours. In order to

successfully complete the program and start their faculty courses, the students have to meet the criteria for exemption or pass the Proficiency Exam given by SoFL.

#### **4.5.1. Formative and Summative Assessment**

Assessment during the English Preparatory Program at SoFL involves both formative and summative assessment tools. All four main skills of language, as well as the subskills, are assessed through various means. The assessment for each module contains an in-module assessment which consists of a mid-module test (40%), an individual presentation (15%), a group project (20%), a writing quiz (15%), online assignments (5%), and participation grades (5%) given by the instructors. These components together constitute 40% of the in-module assessment grade, while the remaining 60% is based on the module exit exam.

#### **4.5.2. Module Exams**

Students are given module exams in the middle (mid-module test) and at the end of each module (module exit exam). The mid-module tests consist of listening, reading, grammar and vocabulary sections. The module exit exams consist of multiple-choice listening, reading, and grammar and vocabulary sections in addition to writing and speaking sections. Students with a medical report are given a make-up exam for module exit exams only.

Instructors are provided with written guidelines regarding the implementation of the tests and exams, and cheating is not tolerated in any form. SoFL undertakes many checks and controls during the marking process to ensure that all exam results are accurate. Rubrics are used for writing and speaking assessment. Each exam paper is evaluated by two independent markers. A third marker may be used in cases where the first and the second marker disagree. Moreover, after the announcement of the test results, students can check their marked exam papers under their instructor's supervision.

#### **4.5.3. Proficiency Exams**

The proficiency exam is administered four times a year:

1. In September, at the beginning of the academic year,
2. In January, at the end of fall semester,
3. In June, at the end of spring semester,
4. In June/July, the resit proficiency exam

The Proficiency Exam consists of the following parts:

- Listening: 25 points
- Reading: 25 points

- Writing: 25 points
- Speaking: 25 points

In order to qualify for the speaking part of the English Proficiency Exam, students must achieve a minimum combined score in listening, reading, and writing as follows: at least 55 out of 75 for the Department of English Language Education and at least 45 out of 75 for all other departments. Students whose combined scores in Listening, Reading, and Writing fall below these thresholds will not be admitted to the Speaking part of the exam and will be declared unsuccessful in the Proficiency Exam.

Certain conditions are required to take the proficiency exam (see the SoFL Student Handbook for details about grade point average calculation).

- Students who were unsuccessful in the English Preparatory Program in the previous academic year
- Students who begin the academic year at A2 level, meet the attendance requirement, and successfully complete the B1 level module exit requirements at the end of the fall semester, provided that their average achievement score at the end of the second module is at least 70 out of 100
- Students who begin the academic year at B1 level, meet the attendance requirement, and successfully complete the B1+ level at the end of the fall semester, provided that their average achievement score at the end of the second module is at least 60 out of 100
- Students who begin the academic year at the B1+ level, meet the attendance requirement, and successfully complete the Pre-Faculty 1 level at the end of the fall semester, provided that their average achievement score at the end of the second module is at least 60 out of 100, can take the Proficiency Exam. Among these students, those who are successful will begin their undergraduate programs in the following spring semester, while those who are not successful will continue with the English Preparatory Program courses in the spring semester.
- Students who begin the academic year at A1 level are not eligible to take the English Proficiency Exam held at the end of the fall semester.

There is another proficiency exam at the end of the spring term, and certain conditions are required to take it (See the SoFL Student Handbook for details about grade point average calculation).

- Students who were unsuccessful in the English Preparatory Program in the previous academic year
- Students who successfully complete all modules during the academic year, fulfil the attendance requirement, and achieve an average achievement score of at least 60 out of 100 at the end of the fourth module while studying at B1+, Pre-Faculty 1, Pre-Faculty 2, or Pre-Faculty 3 levels
- Students who begin the academic year at A1 level, successfully complete the B1 level in the fourth module, achieve an average achievement score of at least 70 out of 100 at the end of the fourth module, and meet the attendance requirement

- d) Students who begin the academic year at A2 level, successfully complete the B1 level in the fourth module, achieve an average achievement score of at least 70 out of 100 at the end of the fourth module, and meet the attendance requirement
- e) Students who begin the academic year at B1 level, remain at the B1 level in the fourth module, achieve an average achievement score of at least 70 out of 100 at the end of the fourth module, and meet the attendance requirement can take the Spring Proficiency Exam.

Students who score 60 and above in the Proficiency Exam are considered successful. The students from the Faculty of Education (English Language Education) have to score at least 80 in the test to pass.

#### **4.5.4. Support Groups**

Students who fail to pass the Proficiency Exam at the end of spring term can take the resit exam. If they fail the resit, they take the Proficiency Exam in September alongside the newly registered students. If they fail again, they repeat the English Preparatory Program at SoFL. Students who fail to complete the preparatory program successfully within the maximum time limit (2 years) are dismissed from the programs, but they may be placed in a Turkish-medium equivalent program upon their application to ÖSYM.

In the module system, students who have failed due to absenteeism are required to first take the English Placement Exam in order to be eligible to take the English Proficiency Exam held at the beginning of the following academic year. They must obtain a minimum score of 60 or above on this exam.

Repeat students who take the English Placement Exam but do not pass will be placed in an appropriate level based on their exam results. These students are required to attend classes regularly and fulfil the module completion requirements.

Students who are unable to meet the achievement requirements and therefore cannot take the English Proficiency Exam held at the end of the spring semester may take the English Proficiency Exam administered at the beginning of the following academic year.

Students who are unsuccessful in the exam may apply to the Directorate with a petition to continue in the Support Program at the level they were last placed in during the previous year. The Support Program is offered on a semester basis in both the fall and spring semesters.

## **5. INSTITUTIONAL POLICIES**

### **5.1. Academic Principles**

The instructors are expected to uphold the principles of continuous improvement, participation, transparency, impartiality, integrity, public interest, accountability, predictability, and trust in declarations while carrying out their responsibilities within the university. They must act in accordance

with the principles of legality, justice, equality, and honesty in all their actions and decisions. Academic staff are expected to uphold high standards of integrity in their teaching, research and publication practices. When using the ideas, words, or work of others and artificial intelligence (AI), it is essential to provide proper and accurate citation. It is essential that any work or process—whether carried out by a person or an artificial intelligence system—is transparent, accessible, and capable of being tested and verified for reliability. Therefore, public officials are expected to inform their supervisors if they have made use of an AI system in the preparation of any work or document. They should not present AI-generated content as if it were entirely their own original work. (See [2024/108 sayılı İlke Kararı \(Yapay Zekâ Sistemlerinin Kullanımında Kamu Görevlilerinin Uyması Gereken Etik Davranış İlkeleri\)](#)). The staff are also required to encourage students to develop these ethical behaviour codes.

In the performance of their duties and the delivery of services, they must not discriminate based on language, religion, philosophical belief, political opinion, race, gender, or similar grounds. They must refrain from any behaviour or practice that violates or restricts human rights and freedoms or hinders equal opportunities (See Directive on the Principles of Ethical Conduct and Application Procedures for Personnel of Cukurova University on CU SoFL website).

## **5.2. Administrative Principles**

The institution aims to improve educational and instructional activities at an international level; to enhance the quantity and quality of research activities; to strengthen our university's relationships at regional, national, and international levels and increase its social impact; and to develop institutional capacity in alignment with the Quality Accreditation process.

## **5.3. Language Teaching Policy**

The institution provides the students with foreign language education in line with the Turkish Qualifications Framework and the Common European Framework of Reference for Languages (CEFR), enabling them to follow courses taught in the foreign language required by their academic programs and to express themselves in various professional and academic contexts where the target language is used as a means of communication. The program also aims to equip students with language learning skills throughout their lives, possess an intercultural outlook, and become capable of critical and creative thinking.

## **5.4. Instructor Employment Policy**

The recruitment and evaluation of instructors at Cukurova University School of Foreign Languages are conducted in full compliance with national legislation (Law No. 2547) and the University's Senate-approved Guidelines on the Principles for Course Assignments. The procedures are designed to

safeguard transparency, academic integrity, and alignment with the institution's language teaching objectives.

#### **5.4.1. Required Qualifications**

Applicants for full-time instructor positions in English language instruction must satisfy the following requirements:

- A bachelor's degree in one of the following fields: English Language Teaching, English Language and Literature, English Translation and Interpreting, English Linguistics, American Culture and Literature, or English Philology
- A thesis-based master's degree in one of the above fields
- Documentation of prior experience in teaching English.

#### **5.4.2. Job Announcements and Application Submission**

All vacancies are publicly announced on both the Official Gazette and the university website. Applications must be submitted exclusively through the CU Academic Application and Evaluation System (ABSIS) online system (<https://absis.cu.edu.tr/>) between 08:00 on the publication date and 23:59 on the 15th day following the announcement. Paper or postal applications are not accepted, and late or incomplete applications are automatically excluded from consideration.

#### **5.4.3. Required Documentation**

Applicants are required to submit a complete application package consisting of the following:

- Application form (indicating unit, position, and contact details)
- Curriculum Vitae
- Recent passport-size photographs
- Copy of national ID
- Verified copies of BA and MA diplomas (QR/barcoded versions via e-Government)
- Student certificate (if currently enrolled in a postgraduate program)
- Undergraduate transcript
- Valid foreign language proficiency certificate
- ALES (Academic Personnel and Graduate Education Exam) score report
- Service certificate (if currently or formerly employed in public institutions)
- Military status document (for male applicants)
- Criminal record

Original or notarised copies of all documents must be presented at the appointment stage. Misrepresentation of information constitutes grounds for disqualification.

#### **5.4.4 Evaluation and Selection Process**

Applications are reviewed by the Academic Board of the relevant department using predefined evaluation rubrics. Depending on the position, candidates may undergo a written and/or oral examination, or be evaluated on the basis of their academic credentials, research output, and teaching experience. In line with standard national practices, up to ten times the number of advertised positions may be shortlisted for examinations.

#### **5.4.5. Decision-making and Appointment**

Evaluation results are forwarded to the School Board of Directors and subsequently submitted for Rectorate approval. In cases of equal ranking, priority is determined by graduation date or date of birth. Preference is given to internal academic staff for course assignments. Where external candidates are necessary, their academic CV, proof of language proficiency, and a written justification approved by the Academic Board must be submitted to the Rectorate at least one month before the start of the semester.

#### **5.4.6. Finalization and Onboarding**

After successful candidates are officially announced, a security clearance and background investigation (archive check) are conducted prior to formal appointment, in line with public university procedures in Türkiye. Appointees are required to submit all necessary original documents to the University's Academic Personnel Department within the specified deadline. Non-compliance will result in the forfeiture of appointment rights. Upon successful verification, the appointment is finalised, and the candidate assumes their academic duties. New academic staff is then subjected to an induction and orientation period by the Professional Development Unit to facilitate a smooth transition.

### **5.5. Professional Development Policy**

The institution is committed to fostering a culture of continuous growth and excellence. All staff members are encouraged and supported to engage in ongoing professional development activities that enhance teaching effectiveness, promote innovative learning practices, and strengthen research skills. We recognise the importance of staying up to date with the latest knowledge, methodologies, and technologies in the field of language education. To this end, the Professional Development Unit provides opportunities for training, collaboration, and academic inquiry, ensuring that professional development remains an integral part of our work and directly contributes to the success of our learners.

The unit implements and requires peer observation and teacher appraisal activities to foster reflective teaching. It also organises periodic seminars featuring talks, workshops, focus group discussions and training sessions on diverse topics. Participation in a set number of these activities is mandatory. Instructors are required to upload their observation forms and reflections, webinar participation

evidence and a list of academic activities involved onto the unit drive. The unit also supports the Conference Team and the Online Magazine Team for professional development.

### **5.6. Invigilation and Cheating Policy**

All instructors are responsible for upholding the highest standards of fairness and integrity during examinations. Invigilation duties include ensuring that exam conditions are strictly observed and examination procedures are carried out consistently. Instructors are expected to remain attentive, address any irregularities promptly, and report suspected cases of cheating or misconduct according to institutional procedures. In cases where there are two invigilators, both are equally responsible for the examination procedure. When an invigilator is assigned to two classes, they are expected to provide the necessary support for each class. S/he must switch classes every fifteen minutes to assist the other. Corridor invigilators are responsible for being in the corridor throughout the exam from start to finish and providing support to both the Testing and Evaluation Unit members and the needs of the invigilators in classes.

The institution does not tolerate academic dishonesty and is committed to maintaining transparent and reliable assessment practices by

- bringing their laptop computers and speakers and other necessary equipment to the written exam class for the listening sections
- bringing their laptop computers and other necessary equipment to the oral exam class in order to record the exam process
- arriving to the classroom where the invigilation will take place 30 minutes before the exam time
- arranging the seating and cleaning the board
- collecting technological devices (mobile phones, smart watches, headsets, etc.)
- checking the flash drive that is included in the exam package on the computer before the listening section starts and asking for help if necessary
- not admitting students whose names are not on the class list to the classroom and sending them to the SoFL Student Affairs Office
- not allowing the students who arrive more than 15 minutes after the exam start time to enter the classroom. (If the latecomers arrive during the sections in which listening is included, they are held outside until the recording ends and are not allowed to mark or write any answers for the missed part. The invigilators note down the names of the students and the exam components they missed.)
- being meticulous when checking IDs and asking for assistance if necessary
- not providing explanations for questions or instructions during the exam, and refraining from discussing the questions with students
- not using their mobile phones during the exam except for exam-related reasons to protect both the credibility of our examination procedure and the achievements of our learners
- keeping the time and announcing the last minutes of the exam time.

At the end of the exam, all the exam documents are collected and submitted to the Testing and Evaluation Unit.

### **5.7. Grading Policy**

The principles regarding the evaluation of exams and the criteria for success in the Preparatory Program are determined by the School Board and announced on the official website of SoFL at the beginning of each academic year.

When grading student work during modules, rubrics are used for writing, speaking, projects, and presentations to ensure a standardised grading process. Ç. U. SoFL undertakes many checks and controls during the marking process to ensure that all exam results are accurate. For module and proficiency exams, all exam materials, such as exam papers, answer keys, listening transcripts, marking sheets, and rubrics, are provided by the Testing and Evaluation Unit. Each exam paper is evaluated independently by two markers, with a third marker involved only if the first and second markers' assessments differ significantly.

The first marker uses the first-check marking sheets to record correct and incorrect answers, without marking directly on the original exam paper. Approximately one hour after marking begins, the Testing and Evaluation Unit holds a revised key meeting to discuss any updates or adjustments to the answer key for standardisation purposes. Markers then review the exam papers and make any necessary corrections. Once all exam papers in a bunch are evaluated, the first marker submits the marking sheets and exam papers to the unit. The second marker then begins their assessment with a new bunch of exam papers, following the same process. Typically, the first and second checks are completed on the same day.

The following day, the first and second markers meet for a final check and grade comparison. For the writing and speaking components of exams, any grade differences exceeding two points are discussed, and the markers agree on the final grade. To determine the final writing grade, it may be necessary to re-evaluate the student work. If the difference does not exceed two points, the average of the two marks is used as the final grade. The grades are then written on the grade lists provided by the unit.

Moreover, after the announcement of the test results, students see their marked exam papers under their instructor's supervision to check any possible errors in the calculation of exam results.

### **5.8. Feedback Policy**

Instructors provide individual feedback on assignments, quizzes, and presentations. This feedback may be given both during class and during office hours, and it can be either written or verbal.

Mid-module Test results are announced to students by their instructors during class time, and students are given the opportunity to review their exam papers within the class period. Module Exit Tests are not reviewed in class as they consist of multiple-choice questions. However, a detailed breakdown of scores is shared with students on the website. For the writing section in Module Exit Tests, if a student

requests to see their paper, the instructor contacts the TEU and arranges to show the writing section to the student during the instructor's office hours. If any corrections need to be made to the exam papers, a formal report is filled in and the exam documents are submitted to the unit.

Following the administration of the exams, the Testing and Evaluation Unit analyses student results, calculates the skill-based and item-based statistics for each class, and shares the prepared skill distribution charts with all instructors. Instructors are responsible for assisting the analysis process and informing the classes they teach about their results.

### **5.9. Objection Policy**

Students may object to their exam results only in terms of clerical (material) errors, and petitions must be submitted within five (5) working days following the date the results are announced. Petitions are reviewed by the Testing and Evaluation Unit, and the results of the review are announced following the decision of the SoFL Administrative Board.

### **5.10. Punctuality Policy**

The instructors are required to demonstrate punctuality and professionalism in all aspects of their duties. This includes starting and ending classes on time, regularly checking and responding to announcements, and completing assigned tasks within specified deadlines. Instructors must also arrive promptly for exam duties, complete exam paper marking within the allotted timeframe, and attend all scheduled meetings on time.