



Dr. Donald STAUB

Donald Staub is an Assistant Professor and the Director of the School of Foreign Languages at Izmir University of Economics in Izmir, Turkey. He also served for four years as the coordinator of the Quality Assurance Unit within the School of Foreign Languages at Isik University (Istanbul). Donald has a doctorate in Educational Leadership from Eastern Michigan University (EMU), and an MA (TESOL) and BA (Literature) from Michigan State University. Dr. Staub is a trained and experienced reviewer for the Commission on English Language Program Accreditation (CEA), Eaquals (Evaluation and Accreditation of Quality Language Services), as well on the leadership team of DEDAK (Dil Eğitim Programları Değerlendirme ve Akreditasyon Derneği), the Turkish language program accrediting body. He also has significant accreditation experience with institutions in the U.S. that have been accredited by NCA, SACS, and CAEP. Dr. Staub also serves as the co-coordinator of the TESOL Türkiye Leadership and Management SIG (LAMSIG). His primary research interests lie in EFL quality assurance, student retention, delivery of English medium instruction, micro-credentials and digital badges, with recent book chapters on quality assurance in EFL programs as well as quality assurance in ESP programs. His edited volume *Quality Assurance and Accreditation in Foreign Language Education* (Springer) was published in 2019.



ÖZGE COŞKUN AYSAL

Özge Coşkun Aysal is the Assistant Director of the School of Foreign Languages at Izmir University of Economics. She is a PhD Candidate in Educational Administration. She is a founding member of the TESOL Türkiye Executive Board and a founding member of the TESOL Türkiye LAMSIG Executive Board, where she is currently serving as a co-coordinator of the SIG, and also a member of TESOL Türkiye's Associate Network Professional Council. She is a trained reviewer for DEDAK, Türkiye's language program accrediting body, as well as CEA (the Commission on English Language Program Accreditation) and also serves as an Equals Consultant. Özge Coşkun Aysal is the Chair of the SFL Policies and Procedures Committee at IUE. At the institutional level, she is also working as a member of the Academic Unit Quality Commission, the University Bologna Coordination Commission, the Strategic Planning Commission, and the Micro-Credentials Working Group at IUE. Her primary research interests are Educational Leadership and Administration, Micro-Credentials and Digital Badges, Psychological Safety, Quality Assurance and Accreditation, Inclusive Leadership and Learning Organizations. She is currently working in the project for the SFL Academic and Employability Skills Micro-Credentialing Program.

Seeing the forest *and* the trees: Looking below the surface of the self-study process

Accreditation is a noble goal. It is a formal, public indicator that an organization has undergone a rigorous process to demonstrate that it has met (and for some accrediting schemes, exceeded) the field's

agreed-upon¹ standards. An essential component of the accreditation process is the self-study report. It is here that the applicant organization must articulate, and evidence, how they meet the requirements of that standard. From the perspective of an applicant, the standards and the sub-standards can be perceived as a kind of checklist. There is a danger in this. Rather than viewing accreditation as a deep dive into the quality processes that underlie the standards, applicants can simply view the self-study as a surface-level activity (Eaton), as well as underplaying the realities of the program, choosing to focus only on program strengths (Banta & Palombo). Accrediting schemes are interested in established systems and processes and policies. This is why the effectively completed self-study is an essential step in the pursuit of accreditation. This talk will offer SFLs a framework to analyze and describe their program through the lens of accreditation standards. This tool will help programs see the forest *and* the trees.

¹ Indeed, while the schemes have standards, there are variations in what is exactly *standard*, and how it is evaluated for having met the standard



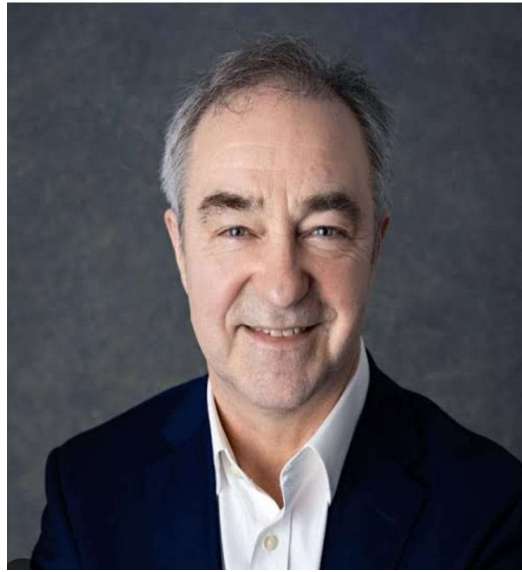
Didem MUTÇALIOĞLU

Didem Mutçalıoğlu has been the director of the English Language Programs at İstanbul Bilgi University since 2009 and is one of the founding members as well as the current chair of the Association for Language Education, Evaluation and Accreditation (DEDAK). She currently serves as a commissioner at the Commission on English Language Program Accreditation (CEA). She led the CEA self-study process twice for the program she is the director for, which first resulted in a 5-year initial accreditation and then a 10-year re-accreditation decision. She also led the EAQUALS accreditation process for the Undergraduate Academic English Program at İstanbul Bilgi University, which resulted in the accreditation and then the re-accreditation of the program. In addition to these, she is the WSCUC (WASC Senior College and University Commission) Accreditation Liaison Officer and has led İstanbul Bilgi University's institutional accreditation efforts with WSCUC, which resulted in a 6-year institutional accreditation decision, the first international institutional accreditation received by a higher education institution in Turkey. She holds a BA and MA degree in English Language Teaching. She completed the WSCUC Assessment Leadership Academy, which is a one-year program aiming at training leaders in the area of accreditation, the Assessment of Program Learning Outcomes and Program Review. She has participated in CEA and DEDAK reviewer and advanced reviewer trainings, and serves as a volunteer peer reviewer for CEA and DEDAK. She is currently working towards her doctorate in higher education at the University of Liverpool.

Quality Assurance in Language Programs: Quality Standards and Exemplary Initiatives

A critical aspect of maintaining and enhancing the quality of language programs is understanding specific quality standards and implementing them in a way that fits your context and resources. Accreditations serve as a benchmark and provide a structured framework for evaluating and improving language

programs. Therefore, it is essential to comprehend these quality standards and their application in different contexts. This presentation will detail the key requirements of accreditation agencies and highlight exemplary initiatives that align with accreditation standards and serve as models of best practice. The aim is to provide participants with strategies to align their programs with quality standards effectively.



Ben KNIGHT

Ben Knight is Head of Pedagogy Research at Oxford University Press. He is responsible for making sure there is a clear research-informed pedagogical approach underpinning Oxford ELT courses and learning materials. He is particularly focused on using data-driven digital learning materials to help teachers and learners be more successful in their language learning. He works with innovative thinkers in language pedagogy and research, and uses that to support professional development and educational reform projects around the world. He studied Linguistics at the University of York and Applied Linguistics at the University of Edinburgh. He then became a teacher, trainer and lecturer, in schools, universities and the British Council, in various countries around the world – Kenya, India, Sri Lanka, Japan, Italy and the UK. For a number of years he specialised in assessment, developing new exams at Cambridge Assessment and managing vocational qualifications at City & Guilds, and now combines his expertise in assessment and learning to provide a holistic and evidence-based approach to education.

Data-Driven Quality Assurance in Higher Education: Enhancing Institutional Effectiveness and Student Learning

In this talk, I will start by looking at what we really mean when we talk about success in an English language programme. We will then examine the different types of data that universities should plan to collect to evaluate and track success. We will look at some examples of data-driven QA practices at universities in the UK and the USA, and consider what are the different types of insight you can extract from good data practices. I will then spend some time looking at what you can do to develop and manage your approach to using learner analytics. And finally, we will explore some of the ways you can use learner analytics beyond quality assurance. There'll be 5 minutes at the end for questions.



Asst. Prof. Merve SELÇUK

Merve Selçuk is an Assistant Professor of TESOL and the Director of the School of Foreign Languages at Altinbas University. A graduate of METU, Dr. Selçuk is the author of numerous refereed academic papers published in indexed journals, and the book "Language Assessment in 50 Questions" was published in 2023. She has delivered multiple presentations and training sessions on language assessment and evaluation. Additionally, she teaches an MA course on language assessment in the English Language Teaching Department at Yeditepe University. Dr. Selçuk is the founder and trainer of the Language Assessment and Testing Academy (LATA), which provides language assessment and evaluation training and consultancy services to instructors and educational institutions. She has completed various assessment and evaluation certificate programs offered by ALTE, EALTA, and ILTA at institutions including Lancaster University (UK), the University of Innsbruck (Austria), Auckland University (New Zealand), Charles University (Czech Republic), Helsinki University (Finland), and Dante Alighieri (Italy).

Testing and Assessment

Given the growing recognition of the importance of implementing and overseeing quality assurance measures in the English as a Foreign Language (EFL) field in higher education, schools need to establish robust assessment and evaluation systems. This highlights the significance of implementing comprehensive assessment systems to monitor student progress and achievement in tertiary-level foreign language education. The session will clarify reasonable expectations for assessment practices within the context of EFL at the tertiary level. It will also briefly focus on aligning assessment systems with course learning outcomes, provide guidelines for creating effective assessment tools, introduce the six language assessment qualities within the Test Usefulness framework (Bachman and Palmer, 1996), and emphasize the importance of considering learner feedback. Furthermore, we will analyze and contrast the assessment practice requirements of the leading accreditation agencies, namely DEDAK, CEA, and EAQUALS.



Sinem ATAMSOY KOŞAR

Sinem Atamsoy Koşar has been a teacher for about 30 years and a learning consultant for managers, teachers, students and parents for about 10 years. Sinem is a full-time teacher and a teacher educator at Ege University SoFL. She is also the current Vice Head and the Continuous Professional Development Unit Coordinator of the school. She is one of the founding members and the executive board members of TESOL Türkiye. She has had a short experience as the SIG (Special Interest Group) Representative. She served as the president of TESOL Türkiye from 2022 to 2023.

Her particular interest is in educational psychology, educational management, growth mindset and soft skills; and her mission is to accompany others in their teaching, learning and management journeys in order to further develop their skills as well as hers.

Sinem has joined many international certificate/diploma programs on teacher-training, trainer-training, testing, management development, coaching and personal effectiveness, presentation techniques, brain-based learning, Enneagram and numerology. She has also attended both national and international conferences as a presenter.

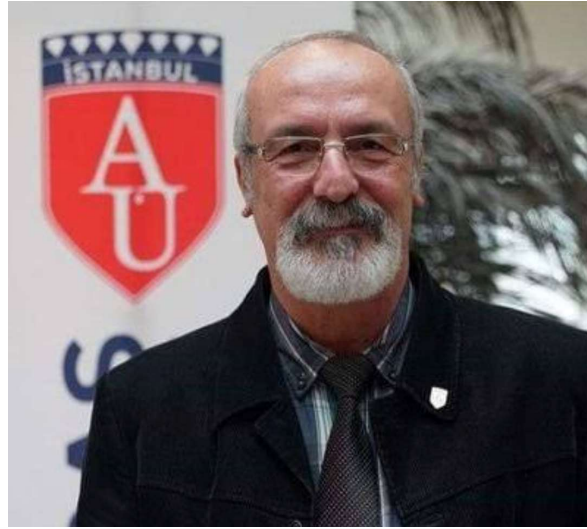
Abstract ‘‘Navigating Educational Transformation: Leadership Strategies for Sustainable Success!’’

This session is designed to provide participants with an in-depth understanding of educational management, focusing on both theoretical frameworks and practical applications. Knowing that the pursuit of accreditation drives significant organizational change, this session will explore how such transformations impact all stakeholders involved. Participants will be introduced to various leadership and management models, including transformational leadership, agile leadership, and contingent leadership, offering various strategies adaptable to their unique educational settings.

The session will also address critical issues in educational leadership and management, such as effective change management, strategic delegation, and comprehensive strategic planning. Enhancing communication, fostering cooperation and collaboration, increasing student involvement, improving decision-making processes, managing crises, and ensuring sustainability will be key focal points. By

integrating these topics, the session aims to equip participants with the knowledge and skills necessary to navigate the complexities of educational change effectively.

This holistic approach will not only broaden participants' theoretical understanding but also offer practical ideas through case studies to enhance their leadership capabilities, driving positive change and fostering a culture of excellence and sustainability within educational environments.



Turgut TURUNÇ

Turgut Turunc has been involved in teaching English and teacher training for more than 25 years. After his graduation from Foreign Languages Academy of Gazi University Education Faculty - Ankara-Turkey, he completed his BA in teaching English as a foreign language at Anadolu University - Eskisehir- Turkey. He obtained his MSc degree in Teaching English as a Foreign Language (MSc in TESOL) at Aston University, Birmingham, U.K. He is currently affiliated with the School of Foreign Languages (SFL) at Altinbas University (AU), – Istanbul-Turkey, working as a teacher trainer. He is involved in observing the instructors in their actual teaching setting to provide them with constructive feedback functioning as the continuing professional development unit (CPDU) coordinator in addition to Quality Assurance and Accreditation works at the AU-SFL. Before he joined the Altinbas University family;

- He worked for Oxford University Press – Turkey (OUP-TR) as an educational consultant, a teacher trainer and the higher education coordinator.

- At the MA Programme in TEFL at Bahçeşehir University (BAU) – Istanbul, Turkey, he delivered courses titled:

- o Approaches&Methods in ELT, o TEFL Theory into Practice,

- o Course&Materials Design,

- o Language Testing, and

- o ICT in ELT.

- He was also the teacher trainer for BAU English preparatory program, where he delivered

teacher training seminars and workshops. He was involved in observing the instructors in their actual teaching setting providing them with constructive feedback aligned with his responsibilities in the professional development unit (PDU) within a developmental teacher observation program (DOP).

- Before BAU, he functioned as the director of education and a teacher trainer responsible for foreign language studies at Bahçeşehir - Uğur Educational Institutions, which include a chain of more than 250 K-12 schools located in different cities of Turkey.

- While he worked as an English teacher and as head of English department at different public schools in Turkey, he ran teacher training seminars and workshops for EFL teachers around the country, organized by the In-service teacher training department of Turkish Ministry of National Education (MoNE).

His research interests include teaching methodology, professional development, curriculum & materials development, ICT in ELT and Quality Assurance and Accreditation in ELT.

PROFESSIONAL TEACHER LEARNING

The main objective of this session is to inform the participants of ways to make the professional teacher-learning process more effective, engaging, and ongoing to support teaching excellence and to create a community of learning within the ‘quality assurance, accreditation and standardization in ELT’ framework.

By the end of this session, the participants will:

- share, discuss, suggest & generate ideas on their institutional context regarding professional development implementations,
- analyse, discuss and generate ideas about the ‘performance assessment and supervising system (PASS)’ experience implemented at a foreign language school of a Turkish university,
- discuss, share, suggest and generate ideas about the experience focusing on the strengths and areas of development in terms of practicality,



İlkay BÜLBÜL

İlkay Bülbul holds her BA and MA degrees in ELT and has over two decades of experience in the field as a language instructor and lecturer. Since 2003, she has been working for the English Language Programs at İstanbul Bilgi University, where she has taught EAP courses as well as general English classes at all levels and for all skills. She also worked in the curriculum and assessment offices for numerous years, mainly responsible for the exit level of the preparatory program. She was a member of the accreditation steering committee during the initial CEA (Commission on English Language Program Accreditation) process at Bilgi Preparatory Program in 2013-2015, and then led the steering committee in 2019-2021 for its reaccreditation. She is currently working as a teacher trainer in the program. Ms. Bulbul has been a member of DEDAK (Dil Eğitimi Değerlendirme ve Akreditasyon Kurulu) since 2019, also serving in its Committee to Ensure Consistency in Accreditation Decisions and as its accreditation coordinator since 2021. She is a trained and experienced DEDAK peer reviewer, as well as a trained CEA site reviewer.

Quality Matters in Curriculum

Curriculum is considered a core standard in establishing quality in educational programs. Without a quality curriculum, other program components such as assessment, faculty, administrative structure, facilities and services in the program are likely to be dysfunctional or face challenges establishing quality within their scope. Given the critical role of curriculum, the session aims to explore the quality standards in the area of curriculum design and implementation within the context of language teaching programs through the lens of national standards and renowned international accrediting agencies. As the common curriculum standard requirements across the accreditation schemes are addressed, another aim is to share insights, experiences, and examples of good practice from a language program that has been through numerous self-study processes and from a peer reviewer's perspective



Ian S. COLLINS

Ian Collins is the Academic Assistant Director of the School of Foreign Languages at Yaşar University in Turkey, where he has been a faculty member since 2009. He has extensive experience as a teacher and administrator, helping develop both the IEP program as well as the English for Academic Purposes courses and Legal English program at Yaşar. He teaches English for Specific Legal Purposes in the Faculty of Law and is the Director of the Yaşar University Unit for Legal Education in English. Ian's Master's in Education degree focused on educational change management and accreditation and he has presented and published regularly on language program management and accreditation issues in Turkey and internationally at TESOL and IATEFL conventions. He led Yaşar IEP's steering committee for its initial Commission on English Language Program Accreditation (CEA) application in 2010-11, and was then the self-study coordinator for its re-accreditation in 2015-16. Ian is also an experienced, trained CEA site reviewer and served as a CEA Commissioner between 2019-23, as well as being the 2022 Chair of the CEA Commission. He is currently a CEA Specialized Contractor. He is a member of the DEDAK Accreditation Board and a trained DEDAK site reviewer. He was also the joint coordinator of the TESOL Turkey Leadership & Management Special Interest Group between 2020 and 2022.

Are you eligible? A guide to help you get into the club.

Eligibility has a technical definition for most leading accrediting agencies. However, being 'eligible' is only the barest of starting points for a successful accreditation process. This workshop will start by identifying relevant eligibility criteria for the CEA, DEDAK, and EAQUALS schemes but then move on to concentrate on factors that are much more challenging for many Turkish intensive English programs in achieving success. It will cover aspects such as how to demonstrate the length and structure of the program is appropriate; validating placement and achievement assessments; and putting in place a strategic planning and review system. Participants will be invited to work through practical exercises using case study materials based on real examples to help them grasp some of the issues that they will need to work through during their own institution's accreditation journey. This will include considering what processes may need to be put in place, together with the types of data and analysis that will be necessary. Before closing, there will be an opportunity to ask questions and discuss some of the important challenges raised during the session.