



İZMİR UNIVERSITY OF ECONOMICS

"Comprehend with science, manage with knowledge"

SCHOOL OF FOREIGN
LANGUAGES

FACULTY HANDBOOK

2023-2024

Contents

Preface	4
Vision and Mission	5
Useful Phone Numbers	6
Organization.....	8
1.1. Organizational Charts.....	8
1.2. Organizational Structure and Job Descriptions	11
1.2.1. Directorate	11
Director	11
Assistant Director	11
1.2.2. Preparatory Programme	12
Administrative Coordinator	12
Academic Coordinator	13
1.2.3. Undergraduate English	14
Undergraduate Program Coordinator	14
Undergraduate Course Coordinator	15
1.2.4. Associate English	16
Associate English Program Coordinator	16
1.2.5. 2 nd Foreign Languages.....	18
Second Foreign Language Academic Head	18
Second Foreign Language Administrative Head	19
Language Program Coordinator.....	19
Level Responsible.....	21
SFL International Relations Representative.....	22
1.2.6. Units and Centres.....	22
Curriculum and Material Development Unit Head (CMDU).....	22
Curriculum and Material Development Unit Member	23
Testing Unit Head.....	24
Testing Unit Member	27
Digital Support Specialist	28
Evaluation and Measurement Specialist	30
Teacher Development Unit Head	30

Teacher Development Unit Trainer	31
Quality Assurance Unit Head (QAU)	32
Quality Assurance Unit Member	32
ACTS Member	33
Social Media Specialist.....	33
1.2.7 SFL Instructor	34
Programme Overview	36
Preparatory Programme	36
Undergraduate English	38
Associate English	39
2 nd Foreign Languages.....	40
Resources and Services	41
Units, Commissions, Committees and Boards	43
Administrative Issues	47
Policies and Procedures	52
Assessment Policy	52
Emergency Situations Policy	52
Grievance and Disciplinary Issues Policy	53
Instructor Recruitment Policy	53
Leave Policy.....	53
Observations Policy.....	53
Performance Evaluation Policy	53
Staff Training and Development Policy.....	53
The Use of Copyrighted Materials Policy.....	54
The Council of Higher Education Rules and Regulations	54

Preface



Dear Instructors,

Our primary focus within the School of Foreign Languages is to support effective teaching and learning in part through standardized principles to guide our strategic decisions and ensure consistency in our actions. To this end, we have created this instructor handbook. The aim of the handbook is to highlight our expectations for the professional standards that promote a culture of transparency, openness and collaboration, and to help our institution reach its highest potential. The handbook includes the mission and vision of our school, as well as the professional expectations that flow from these two guiding statements. We wholeheartedly believe that setting standards and grounding rules is closely connected with professional behaviour and will lead to building good relations and an effective, efficient, and collegial working atmosphere.

Donald F. Staub

Director

Vision and Mission

The vision of the School of Foreign Languages at Izmir University of Economics is to maximize the quality of language education while providing a distinct learning environment for students where they can develop a high standard of language competency by implementing student-centred modern language teaching methods and advanced educational technology, and fostering a global mindset and appreciation for diverse cultures in line with 21st century values, and equipping students with the skills necessary to thrive in an interconnected world.

The mission of the School of Foreign Languages at Izmir University of Economics is to provide foreign language education for students so that they are able to use these languages effectively while also developing global skills in academic, social, and professional environments.

Useful Phone Numbers

Title/Office	Person	Phone number	Email Address
General Numbers			
Emergency Line		(0232) 488 8112	
Security	Office	(0232) 488 8111 – Gate A 5415 – Gate B 6429 – Gate C	---
Human Resources	Rifat Sabuncu	(0232) 488 8151	rifat.sabuncu@ieu.edu.tr
IT support	Office	(0232) 488 8279	itsupport@ieu.edu.tr
Teaching and Learning Centre	Dr. Esin Çağlayan	(0232) 488 8225	esin.caglayan@ieu.edu.tr
Infirmary			
Doctor	Necmi Durmaz	(0232) 488 8267	necmi.durmaz@ieu.edu.tr
Nurse	Nurhan İpek	(0232) 488 8268	nurhan.ipek@ieu.edu.tr
School of Foreign Languages Directorate			
Director	Ass. Prof. Donald Staub	(0232) 488 8132	donald.staub@ieu.edu.tr
Assistant Director	Özge Coşkun Aysal	(0232) 488 8125	ozge.coskun@ieu.edu.tr
Prep Programme Academic Coordinator	Beatrice Yavaşer	(0232) 488 8195	beatrice.yavaser@ieu.edu.tr
Prep Programme Administrative Coordinator	Michelle Keskin	(0232) 488 9833	michelle.keskin@ieu.edu.tr
Secretary of the School of Foreign Languages	Gülcan Konrat	(0232) 488 8121	gulcan.konrat@ieu.edu.tr
Secretary	Melis Akıncı	(0232) 488 8119	melis.akinci@ieu.edu.tr
Undergraduate and Associate English			
Coordinator	Anıl Uçak	(0232) 488 5159	anil.ucak@ieu.edu.tr
Second Foreign Languages			
Academic Coordinator	Aimara De Cesero	(0232) 488 5354	aimara.cesero@ieu.edu.tr
Administrative Coordinator & Italian Programme Coordinator	Buket Kasalı	(0232) 488 5404	buket.kasali@ieu.edu.tr

Spanish Programme Coordinator	Dilek Amet	(0232) 488 5388	dilek.amet@ieu.edu.tr
Russian Programme Coordinator	Eugeniu Lungu	(0232) 488 5358	eugeniu.lungu@ieu.edu.tr
French Programme Coordinator	Başak Çiftcioğlu	(0232) 488 5362	basak.ciftcioglu @ieu.edu.tr
German Programme Coordinator	Cihangir Tala	(0232) 488 5362	cihangir.tala @ieu.edu.tr
English Preparatory School Units			
Testing Unit	Beatrice Yavaşer (Head)	(0232) 488 9838	beatrice.yavaser@ieu.edu.tr
Member	Deniz Pektaş	(0232) 488 9838	deniz.pektas@ieu.edu.tr
Member	Armağan Kırışman	(0232) 488 9838	armagan.kirisman@ieu.edu.tr
Member	Selen Saydam Erdinç	(0232) 488 9838	selen.saydam@ieu.edu.tr
Curriculum & Material Development Unit	Mary Jane Özkurkudis (Head)	(0232) 488 9839	mary.ozkurkudis@ieu.edu.tr
Member	Beril Kebapçioğlu	(0232) 488 9839	beril.saraykoylu@ieu.edu.tr
Member	Feyza Özdemir	(0232) 488 9839	feYZa.ozdemir@ieu.edu.tr
Member	Nilay Yengil	(0232) 488 9839	nilay.yengil@ieu.edu.tr
Activity Centre for Teachers and Students	Charles Riddell Gülfem Akdoğan Gülçin Güvençli	(0232) 488 8501	sflacts@gmail.com
School of Foreign Languages Units			
Teacher Development Unit (SFL)	Funda Çetin (Head)	(0232) 488 9834	funda.cetin@ieu.edu.tr
Member	Ass. Prof. Bahar Gün	(0232) 488 9834	bahar.gun@ieu.edu.tr
Member	Dr. Haldun Kaya	(0232) 488 9834	haldun.kaya@ieu.edu.tr
Member	Pınar Acar	(0232) 488 9834	pinar.acar@ieu.edu.tr
Member	Anita Afacan	(0232) 488 5327	anita.afacan@ieu.edu.tr
Facilitator	Antonio Ramirez	(0232) 488 5352	antonio.ramirez@ieu.edu.tr
Facilitator	Necan Saygaç	(0232) 488 5360	necan.saygac@ieu.edu.tr
Facilitator	Nilcan Yavuz	(0232) 488 5360	nilcan.yavuz@ieu.edu.tr
Quality and Assurance Unit (SFL)	Mary Jane Özkurkudis (Head)	(0232) 488 9839	mary.ozkurkudis@ieu.edu.tr
Member	Anıl Uçak	(0232) 488 5159	anil.ucak@ieu.edu.tr
Member	Aimara De Cesero	(0232) 488 5354	aimara.cesero@ieu.edu.tr
Member	Lynette Cooper	(0232) 488 9837	lynette.cooper@ieu.edu.tr
Digital Support (SFL)	Murat Özdemir	(0232) 488 8384	murat.ozdemir@ieu.edu.tr

Organization

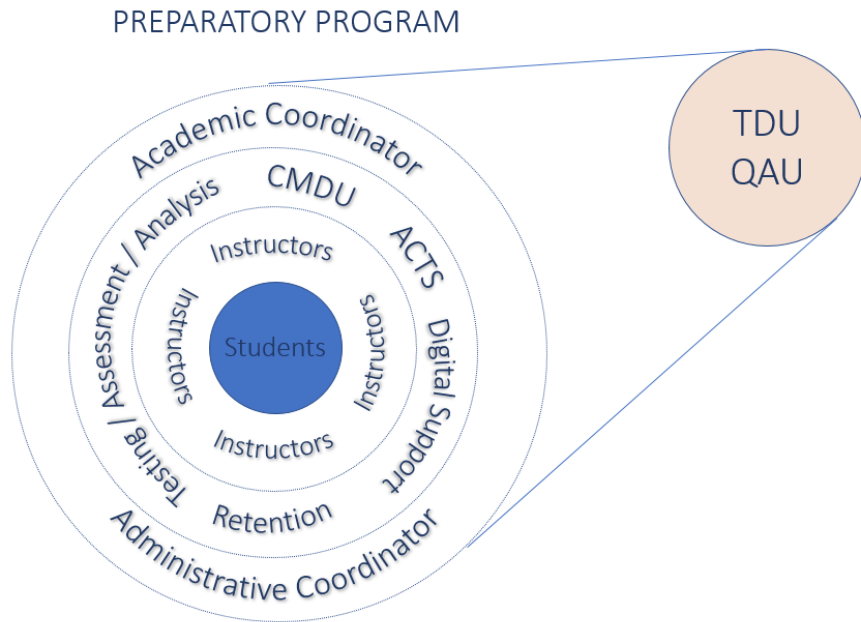
1.1. Organizational Charts

SFL Administration

Director

Assistant Director

Secretaries



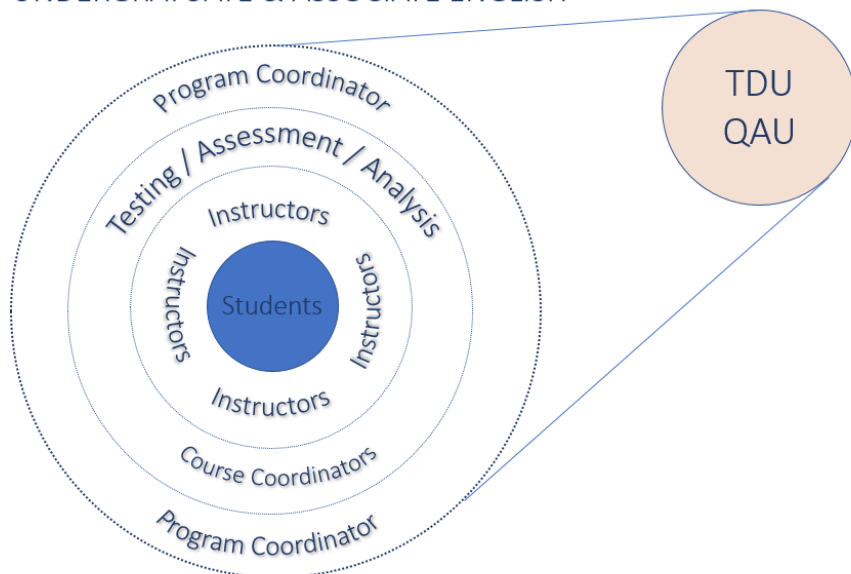
SFL Administration

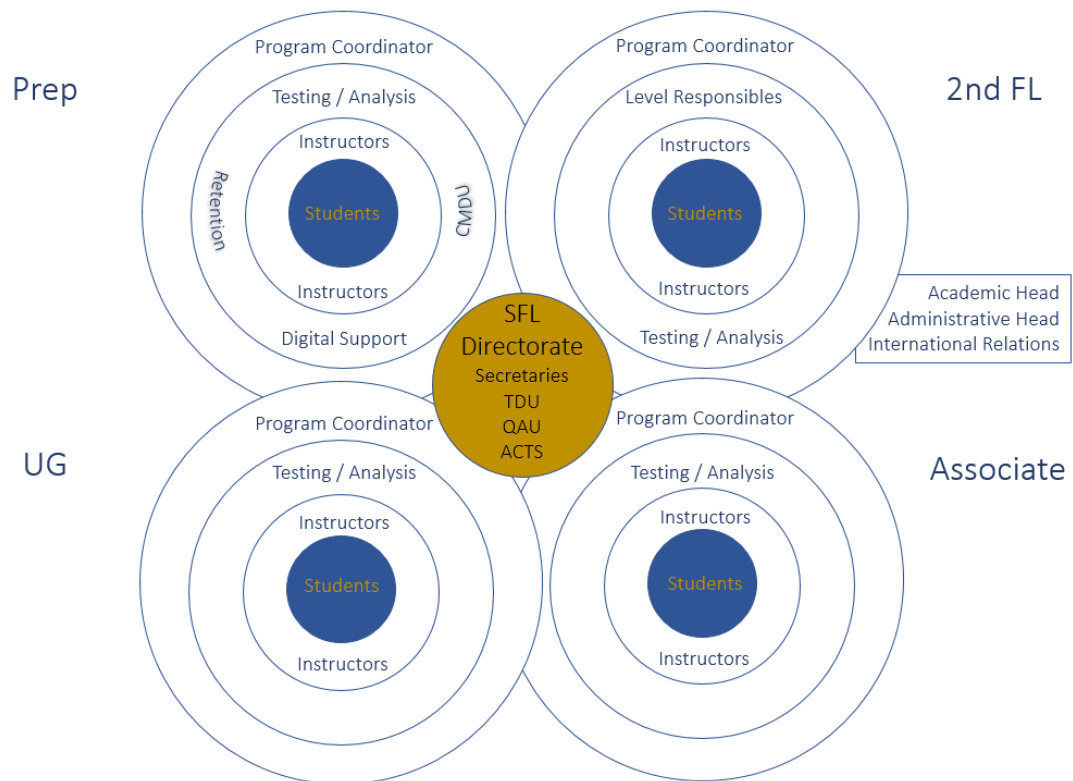
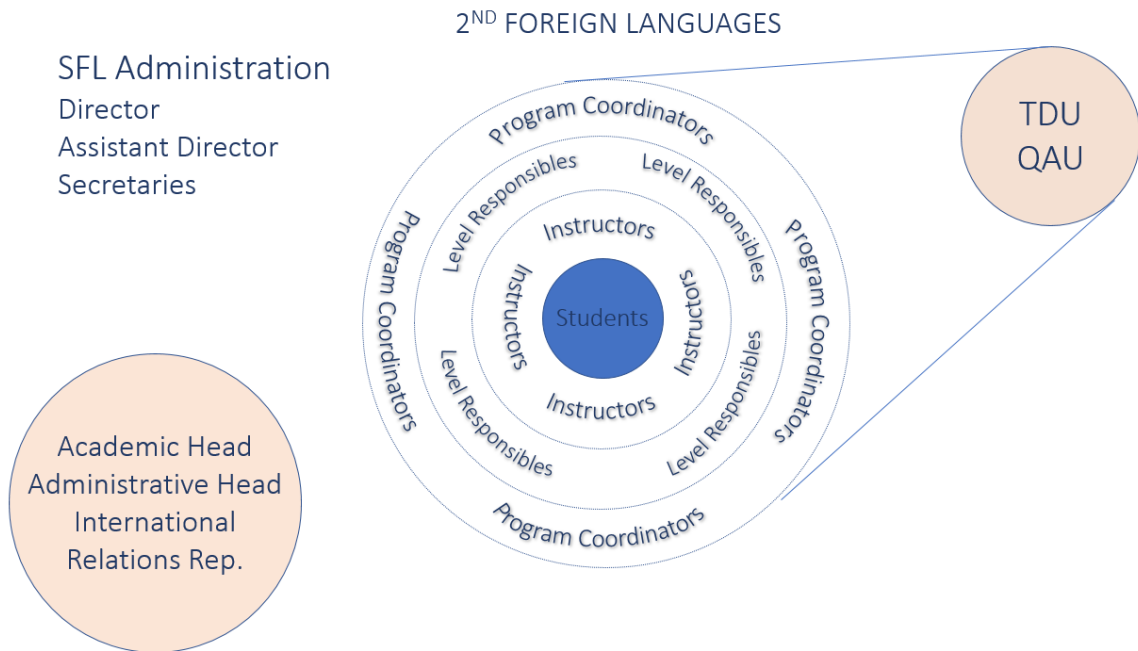
Director

Assistant Director

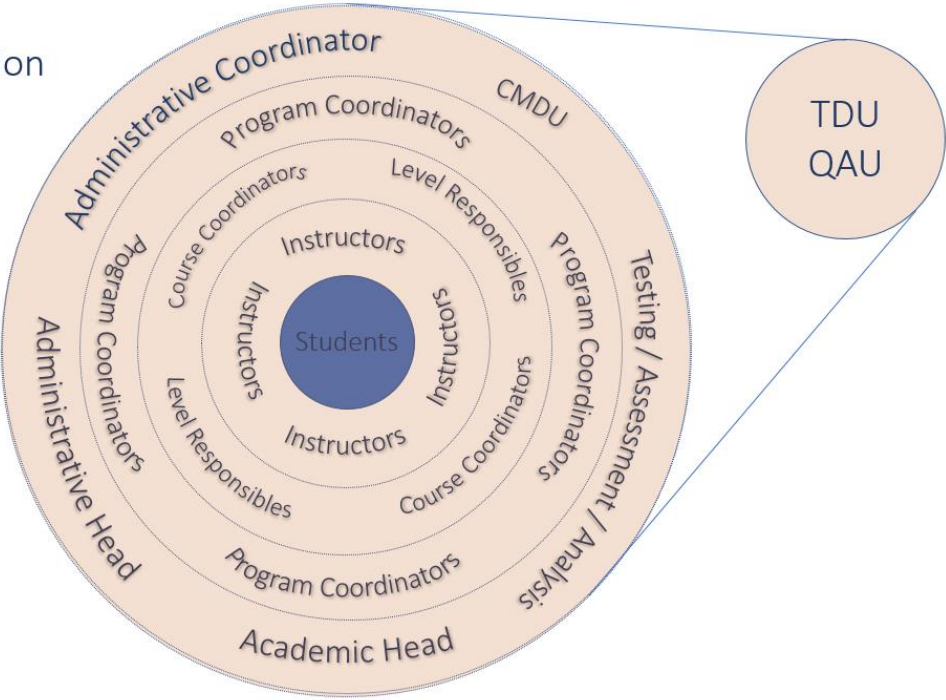
Secretaries

UNDERGRADUATE & ASSOCIATE ENGLISH





SFL Administration
Director
Assistant Director
Secretaries



1.2. Organizational Structure and Job Descriptions

1.2.1. Directorate

Director

Reports directly to: Rector

Supervise (whom, if applicable): All SFL staff and instructors

Date written: 16.03.2020

Date revised: 12.09.2023

The Director has overall responsibility for the effective and efficient operation of all programs under the SFL umbrella: Prep, Second Foreign Languages, Undergraduate English, and Associates English.

Primary Responsibilities

- Ensure that all programs and respective units are operating on a day-to-day basis
- Maintain and improve the quality of each program within the SFL
- Lead strategic planning & project development
- Oversee budgeting and fiscal management processes
- Oversee all human resource procedures - including hiring, annual appraisals, discipline, termination
- Serve as representative of SFL at any relevant meetings or events

Secondary Responsibilities

- Contribute to teaching
- Maintain open lines of communication with the Rector by providing regular updates and reports as necessary
- Communicate with all relevant stakeholders
- Seek innovative opportunities to expand the visibility and impact of the SFL and IUE

Assistant Director

Reports directly to: Director, School of Foreign Languages

Supervise (whom, if applicable):

Date written: 16.12.2019

Date revised: 12.09.2023

The role of the assistant director is to provide support to the director in all aspects relevant to the organization and operation of the IUE School of Foreign Languages.

Primary Responsibilities

- Support the Director in ensuring that all programs and respective units are operating on a day-to-day basis
- Support the Director in maintaining and improving the quality of each program within the SFL, including oversight of the program review process
- Support the Director in strategic planning, project planning, and implementation
- Support the Director in budgeting and fiscal management processes
- Support the Director in all human resource procedures - including hiring, scheduling, annual and medical leaves, substitutions, annual appraisals, discipline, conflict resolution, termination
- Serve as representative of SFL at any relevant meetings or events
- Facilitate communication between the SFL Directorate and all programs
- Develop, implement and revise SFL-relevant policies and procedures

Secondary Responsibilities

- Contribute to teaching
- Communicate with all relevant stakeholders, including students and parents
- Seek innovative opportunities to expand the visibility and impact of the SFL and IUE
- Serve as chair or member on relevant SFL and IUE committees such as PPC (chair), BEK (SFL & University), Retention, Quality - University Quality Committee, Disability Support

1.2.2. Preparatory Programme

Administrative Coordinator

Reports directly to: Assistant Director & Director of SFL

Supervise (whom, if applicable):

Date written: 25.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- Teach in Prep Program
- Arrange the level assignments of lecturers for each module and Summer School
- Prepare timetables for teachers before each module
- Arrange substitution for classes when lecturers are not able to teach
- Organise and schedule demo lessons for new lecturer candidates
- Prepare monthly timesheets for part-time lecturers' teaching overload and submit them to the SFL Secretariat
- Coordinate hiring procedures for part-time lecturers (SGK transactions)
- Assist in resolving any administrative issues that arise
- Coordinate all course/student/lecturer/parent issues
- Serve as the Prep program Retention Specialist

Academic Coordinator

Reports directly to: SFL Director

Supervise (whom, if applicable): Curriculum and Materials Unit, Testing Unit, and ACTS Unit

Date written:

Date revised: 12.09.2023

Primary Responsibilities

- ensuring the efficient implementation of all aspects of the English Preparatory Program;
- ensuring continuous quality assurance of the Prep Program;
- supporting the SFL Directorate in strategic planning;
- coordinating work on curriculum development, syllabus design, assessment development and administration, as well instructional delivery;
- ensuring the timely production and distribution of teaching and student materials for the relevant level;
- evaluating new products in English language teaching;
- coordinating with materials publishers and software developers;
- ensuring timely distribution and sales of course books;
- ensuring the effective development and administration of in-module assessments;
- analyzing statistical data and tracking student success rates;
- setting up the Preparatory Program course contents in IUE Learning Management System at the beginning of each module/term;
- assisting and counseling instructors on matters of course implementation;
- holding periodic meetings with the Director and Assistant Director;
- supervising and holding periodic meetings with the Curriculum and Materials Development Unit, the Testing Unit, and the Teacher Development Unit;
- holding one meeting each module with student representatives;
- supervising the operation of the ACTS (Activity Center for Teachers and Students);
- contributing to the administrative work of the department as assigned by the Director of the SFL
- carrying out class observations to contribute to curriculum development and evaluation purposes;
- attending administrative and academic meetings as required;
- actively contributing to teaching.

Secondary Responsibilities

- Providing support as needed to other programs under the SFL umbrella

1.2.3. Undergraduate English

Undergraduate Program Coordinator

Reports directly to: Director of the SFL & Assistant Director of the SFL

Supervise (whom, if applicable):

Date written: 15.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- actively contributing to teaching.
- ensuring the smooth run of all undergraduate English courses, both academically and administratively.

CORE DUTIES:

PRE- SEMESTER

- making projections about the upcoming academic year in terms of course sections, teaching hours and instructor needs,
- preparing the timetables for all undergraduate English Programme Instructors and sharing these with the relevant units of the university,
- determining/refining the objectives of the courses at the end of each academic year in collaboration with the Course Coordinators,
- ensuring the timely production and distribution of teaching and student materials for the courses,
- reviewing exemption requests from courses,
- updating the website on a regular basis

DURING SEMESTER

- being actively involved in the material development phase of each course,
- directing and supervising materials development projects,
- coordinating administrative issues during the exam preparations such as photocopying, exam lists, floor monitoring,
- proofreading exams before piloting,
- assisting in the administration of exams,
- coordinating work on curriculum development and syllabus design, and ensuring the efficient implementation of the courses offered,
- ensuring timely distribution and sales of course books,
- assisting and counseling instructors on matters of course implementation,
- organizing substitutions when needed,

- holding periodic meetings with the Director,
- holding meetings with Course Coordinators, when needed,
- contributing to the administrative work of the program as assigned by the Director of the SFL,
- carrying out class observations to contribute to the instructors' performance appraisal,
- approving/denying Erasmus course alignment requests
- attending administrative and academic meetings as required

POST-SEMESTER

- finalizing Bologna file reports at the end of every academic year,
- organizing open-house duties

Undergraduate Course Coordinator

Reports directly to: Undergraduate Program Coordinator

Supervise (whom, if applicable):

Date written: 15.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- actively contributing to teaching
- developing the course curriculum in terms of both language and academic skills in accordance with the objectives of the program and department needs
- designing and preparing all course related assessments and assessment criteria

Course Content

- determining/refining the objectives of the course at the end of each academic year in coordination with the Program Coordinator,
- developing effective syllabi and program to meet the needs of students and department,
- when needed, evaluating commercially produced materials and selecting materials that will meet educational needs,
- preparing materials to supplement the course in accordance with course objectives,
- holding meetings or informative workshops to keep instructors informed about the curriculum and any changes to the program,

Assessment

- preparing assessment tasks and exams following the test specifications in coordination with the Undergraduate Assessment Specialist and under the supervision of the Program Coordinator,
- preparing the answer keys,
- assisting in the administration of exams,
- conducting norming sessions with instructors to account for consistency,
- providing clear guidelines to instructors as required on test implementation procedures and test marking procedures,
- piloting exams with instructors and incorporating the feedback in test preparation,

Course evaluation

- supplying documents needed for the bologna files,
- collecting feedback on the course material through, questionnaires and focus group meetings with the instructors,
- assist with the Program Review process

1.2.4. Associate English

Associate English Program Coordinator

Reports directly to: Director of the SFL and Assistant Director of the SFL

Supervise (whom, if applicable):

Date written:

Date revised: 12.09.2023

Primary Responsibilities

- actively contributing to teaching.
- ensuring the smooth running of all Associate English Program courses, both academically and administratively.

CORE DUTIES:

PRE- SEMESTER

- making projections about the upcoming academic year in terms of course sections, teaching hours and instructor needs,
- preparing the timetables for all Associate English Program Instructors and sharing these with the relevant units of the university,
- determining/refining the objectives of the courses at the end of each academic year in collaboration with the teaching staff,

- reviewing and revising teaching materials, and selecting text books,
- approving/disapproving exemptions from courses,
- updating the website on a regular basis
- working closely with Vocational Schools' Directorates, and academic advisors,
- working closely with IUE Student Affairs Office for smooth running of the courses,
- keeping records of part-time instructors' monthly teaching hours, and emailing them to SFL secretariat,

DURING SEMESTER

- Active involvement in the material development phase of each course,
- directing and supervising materials development projects,
- overseeing the timely preparation of second year courses' exams,
- coordinating administrative issues during the exam preparations such as photocopying, exam lists, floor monitoring,
- proofreading exams before piloting,
- assisting in the administration of exams,
- coordinating work on curriculum development and syllabus design, and ensuring the efficient implementation of the courses offered,
- ensuring timely distribution and sales of course books,
- assisting and counseling instructors on matters of course implementation,
- ensuring that classes on the program are covered in the event of absence, illness, or lateness,
- holding periodic meetings with the Directorate,
- holding meetings with teaching staff, when needed,
- contributing to the administrative work of the program as assigned by the Director of the SFL,
- attending administrative and academic meetings as required

POST-SEMESTER

- overseeing and ensuring the timely completion of term level responsibilities (Grading, Archive files, Bologna files etc.)
- finalizing Bologna file reports at the end of every academic year

1.2.5. 2nd Foreign Languages

Second Foreign Language Academic Head

Responsible to: SFL Director

Last Revised: 12.09.2023

Responsibilities of the Academic Head

- Teach in your respective program.
- Ensure alignment between curriculum, assessment, and student learning outcomes.
- Ensure that teaching and curriculum are aligned.
- Prior to each semester, in collaboration with the coordinators, identify the assessment criteria and the means and weighting for assessing those criteria.
- Ensure that any syllabus revisions or newly created syllabi meet the specifications required by the SFL and the university BEK.
- In collaboration with the respective program coordinator, review any syllabus revisions and elective course proposals and submit them to the SFL BEK.
- Together with the Administrative Head and coordinators, collaborate on book orders.
- At the end of each semester, prepare and submit to the SFL Directorate a program level assessment report.
- On an annual basis, in collaboration with the Administrative Head and coordinators, submit a program review report for each respective program.
- Attend demo-lessons of any full or part-time instructor candidates.
- Carry out two observations of new full-time and part-time lecturers within the first three months of their appointment and arrange these observations with TDU.
- Attend program and coordinator meetings as necessary.
- In collaboration with the Administrative Head, organize coordinator meetings as necessary.

Second Foreign Language Administrative Head

Responsible to: SFL Director

Last Revised: 12.09.2023

Responsibilities of the Administrative Head

- Teach in your respective program.
- Coordinate the preparation of the Bologna files and the submission of archive files at the end of each semester to the Director.
- Address all course/student/faculty member issues.
- In collaboration with coordinators and international relations representative, organize relevant scientific, social, cultural, artistic, and social responsibility activities.
- Coordinate review and revision of the respective second foreign language program webpage.
- Monitor annual leave requests.
- Coordinate open house and summer school duties.
- In consultation with the Coordinator, facilitate full-time instructor-hiring process.
- In coordination with the Academic Head, carry out class observations of new full-time and new part-time lecturers and provide feedback.
- Ensure that new full-time and new part-time lecturers receive a full and effective induction program.
- On an annual basis, in collaboration with the Academic Head and coordinators, submit a program review report for each respective program.
- Together with the Academic Head and coordinators, collaborate on book orders.
- Make sure that all faculty members enter grades into OASIS at the end of each semester and submit two signed copies of course grading lists to the SFL Secretariat.
- In collaboration with the Academic Head, organize coordinator level meetings as necessary.
- Attend program level and coordinator level meetings as necessary.

Language Program Coordinator

Reports directly to: Director of the SFL and Assistant Director of the SFL

Supervise (whom, if applicable):

Date written: 15.03.2019

Date revised: 12.09.2023

Primary Responsibilities

Administrative

- Organize Program Meetings
- Submitting monthly timesheets accurately and on-time
- Seeking Part-time instructors, interviewing/observing demo lessons, completing hiring paperwork
- Observe teaching of any new FT or PT instructor
- Time-sensitive information sharing with SFL Directorate for SGK cikis at end of semester

- Checking ALL archive folders for the respective program
- Completing Bologna reports
- Developing and administering exemption exams
- Making accurate projections for enrollments each semester (# of sections, teaching hours, teaching needs)
- Prepare timetables / Assign *level responsables*
- Enter timetables into Administrative System (Programme)
- Evaluate course equivalences for Erasmus students
- Review new course proposals
- Attend regular coordinator meetings to discuss any / all issues
- Responsibility for timely completion of Program Review
- Ensuring that exams are accurately prepared, delivered, and administered on the exam day (this includes recordings, filling envelopes, post-exam scoring, trouble-shooting on day-of-exam, etc...)
- Ensure that all grades are posted to Oasis at the end of each semester
- Coordinate open house and summer school duties
- Review grade objection requests with course instructors
- Monitoring all annual leave requests, substitutions, make-ups
- Serving as liaison between SFL Directorate and language program
- Prepare and submit assessment report to SFL Directorate each semester
- Being responsible when no instructor wants to/can teach, or is ill, or has some other reason for not teaching (particularly in the summer)
- Handle pressure from students, SFL administration, IUE administration (including Rectorate and MH), and yes, Ankara regarding seat availability in classes
- Handle disciplinary issues – of instructors or students
- Exchange official correspondence and arrange meetings with external stakeholders (embassies, consulates, culture centers, universities, industry, etc...)

Teaching & Learning

- Reviewing and revising syllabi
- Reviewing and revising assessment plans
 - Ensure alignment between curriculum, assessment, and student learning outcomes
 - Including numerous meetings regarding CPG, Homework, Quizzes, etc...
- Ensuring that updated syllabi are posted on Phoenix
- In the case of FR and ITL, essentially handling two programs – their own plus ETI (which included the design of 8 syllabi per program)
- Overseeing materials development and textbook selection

Level Responsible

Reports directly to: 2nd Foreign Language Program Coordinator

Supervise (whom, if applicable):

Date written: 15.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- Teach in respective program
- Assist the Program Coordinator in the development and revision of the course curriculum in terms of both language and academic skills in accordance with the learning outcomes and objectives of the specific level and program
- Design and prepare course relevant assessments (see number 5 below) with the Program Coordinator; facilitate administration of assessments
- Hold level meetings with the instructors teaching in the relevant level at least twice a semester

CORE DUTIES:

Course Content

1. Prepare supplemental materials in accordance with course objectives,
2. Prepare/update weekly course programs.

Assessment

1. Prepare the following assessment tasks and exams following the test specifications in coordination with and under the supervision of the Program Coordinator,
 - a. Quizzes
 - b. Homework
 - c. Mid-term exam and make-up exam
 - d. Speaking Exam
 - e. Participation criteria
 - f. Final exam and make-up exam
 - g. Exemption Exam
 - h. Single-course exam
2. Prepare relevant answer keys,
3. Support the Program Coordinator in the administration of exams,
 - a. Photocopy exams
 - b. Fill envelopes with relevant exam materials
 - c. Post the class lists outside the exam rooms
 - d. Ensure secure delivery of the exam materials to the Exam Coordination Centre
 - e. Ensure secure and efficient distribution and collection of exam materials
4. Pilot exams with instructors and incorporate the feedback in final draft preparation if necessary.

Course Evaluation

1. Evaluate and refine, if necessary, the learning outcomes and objectives of the course at the end of each academic year in collaboration with the Program Coordinator,
2. Update and submit documents required for the Archive and Bologna files.

SFL International Relations Representative

Responsible to: SFL Director

Effective: 15 December, 2021

Last Revised: January, 2023

Responsibilities of the SFL International Relations Representative

1. Teach in your respective program.
2. Collaborate with the Izmir Chamber of Commerce on conducting analyses of local industry needs for language education.
3. Develop and maintain relationships with local industry to identify and deliver language training.
4. Collaborate with the IUE Ekosem and language program coordinators to develop and deliver language training based on identified market needs.
5. Collaborate with respective language program coordinators to explore language education-related opportunities with consulates, embassies, and other diplomatic agencies.

Deliverables

1. Prepare and submit to the SFL Directorate for approval a monthly action plan of relevant, planned activities (for year-one; in following years, a bi-monthly action plan);
2. Prepare and submit to the SFL Directorate, a monthly report of relevant activities (for year-one; in following years, a bi-monthly report);
3. Prepare and submit to the SFL Directorate, a report of relevant activities (including goals, targets, activities, and progress).

1.2.6. Units and Centres

Curriculum and Material Development Unit (Prep)

Curriculum and Material Development Unit Head (CMDU)

Reports directly to: Head of English Preparatory Program

Supervise (whom, if applicable): CMDU members

Date written: 14.03.2019

Date revised: 01.08.2022

Primary Responsibilities

- to develop effective syllabi and programs to meet the needs of Prep Program students,
- to suggest areas of the curriculum requiring revision and/or support,
- to evaluate commercially produced materials,
- to select materials that will create appropriate teaching/learning context,
- to prepare materials to supplement all elements of the English Preparatory Program in accordance with course objectives and students' needs and ensure consistency of format,
- to evaluate supplementary materials and suggest areas of the curriculum requiring extra materials support,

- to collect feedback through questionnaires, focus groups, level meetings and analyse the feedback received
- to hold presentations / workshops to keep SFL informed about the curriculum and material design process,
- to participate in relevant workshops, seminars, and conferences,
- to take part in training programs and do research to improve the quality of the curriculum and materials,
- to liaise closely with Testing Unit to ensure that tests assess the achievement of the stated objectives of the programs,
- to ensure that duties are completed on time, to supervise the unit members and provide feedback on the work they conduct,
- to keep information flowing to the appropriate parties,
- to prepare for meetings,
- to actively contribute to teaching,
- to observe lessons to see how the materials are being used.

Secondary Responsibilities

- to conduct and invigilate exams,
- to deliver course material,
- to keep track of and organize course material,
- to ensure that the prep program course content is accessible to instructors on the LMS,
- to update the material repository on the LMS in order to provide instructors with additional course materials.

Additional Responsibilities

- to supply books in case of substitution,
- to answer instructors' queries concerning the program.

Curriculum and Material Development Unit Member

Reports directly to: Head, CMDU

Supervise (whom, if applicable):

Date written: 14.03.2019

Date revised: 12.06.2023

Primary Responsibilities

- Develop effective syllabi and programs to meet the needs of English Preparatory Program students,
- Suggest areas of the curriculum requiring revision and/or support,
- Evaluate commercially produced materials,
- Select materials that will create appropriate teaching/learning context,
- Prepare materials to supplement all elements of the English Preparatory Program in accordance with course objectives and students' needs and ensure consistency of format,
- Evaluate supplementary materials and suggest areas of the curriculum requiring extra materials support,

- Participate in relevant workshops, seminars, and conferences,
- Take part in training programs and do research to improve the quality of the curriculum and materials,
- Liaise closely with the Unit Head,
- Complete the work delegated by the Unit Head in a timely and efficient manner,
- Actively contribute to teaching.

Secondary Responsibilities

- Assist the unit head during meetings and workshops,
- Actively pursue professional development activities,
- Conduct and invigilate exams,
- Substitute for instructors in case of an illness/ emergency,
- Deliver course material,
- Keep track of and organize course material,

Additional Responsibilities

- Supply books in case of substitution,
- Answer instructors' queries concerning the program.

Testing Unit (Prep)

Testing Unit Head

Reports directly to: Academic Coordinator of Prep Program, Director of School of Foreign Languages, Asst. Director of School of Foreign Languages

Supervise (whom, if applicable): Testing Unit Members; Digital Support Specialist

Date written: 25.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- designing various assessment tasks and exams for the English Preparatory Program following test specifications, item writer guidelines, and ensuring the level of difficulty is appropriate and fits the specifications for each level
- using appropriate sources for the different levels and documenting full details of source materials used
- preparing all necessary documents (answer keys, query sheets etc.) for the evaluation / grading of all tests produced
- submitting the assessment tasks and exams within the agreed time-scale (Testing Calendar) and in the format required (assessment and exam templates) to the Head of English Preparatory Programs
- proofreading other Testing Unit Members' in-module assessments and module exit exams by evaluating the first draft of the assessment material and ensuring all syllabus requirements are met and highlighting the errors in content

- evaluating tests together with Testing Unit Members and making sure they are fit for purpose before submitting the tests to Academic Coordinator of the English Preparatory Program
- reviewing and revising feedback received from Academic Coordinator of the English Preparatory Program together with Testing Unit Members
- finalizing all tests (after all revisions have been made based on feedback received from Testing Unit Members and Academic Coordinator of the English Preparatory Program) and making further adjustments if necessary
- conducting quality check after tests have been graded by Prep instructors
- evaluating tests in response to student appeals
- liaising closely with CMDU (Curriculum and Materials Development Unit) to ensure that the tests produced assess the achievement of the stated level objectives of the programs
- providing guidance to instructors on test implementation procedures and testing marking procedures
- attending level meetings and collecting feedback on tests from Prep instructors
- managing the design, development, and delivery of tests based on test specifications, item writer guidelines, and ensuring the level of difficulty is appropriate and fits the specifications for each level
- ensuring that test papers and answer key documents are produced efficiently, in line with procedures, on time and to the highest standards of accuracy and quality
- ensuring that the grading/marking of tests, test results, appeals procedures and other responsibilities are conducted accurately according to specified guidelines and procedures
- managing the allocation of work and planning of test design, development, and delivery of tests
- working collaboratively with Instructors of Prep, CMDU (Curriculum Materials Development Unit), TDU (Teacher Development Unit), Academic Coordinator of the English Preparatory Program, the Assistant Director, Director, and other relevant stakeholders;
- working collaboratively with CMDU as appropriate, to develop and revise syllabi and associated materials related to tests and making sure test specifications are in line with syllabuses, level objectives, and materials designed by CMDU together with Academic Coordinator of the English Preparatory Program
- holding meetings, workshops, and standardization sessions to maintain quality control standards and keep Prep instructors informed about the testing and assessment process and give feedback for developmental purposes
- working collaboratively with Item Measurement and Evaluation Specialist: reviewing test item analysis reports and revising test items based on item analysis reports (reliability, validity, or comparability studies)
- designing and developing new assessments, exams, and other that are related to assessment and evaluation (i.e. task types, writing and speaking criteria for all tests)
- revising new assessments, exams and other that are related to assessment and evaluation based on feedback from Academic Coordinator of the English Preparatory Program and other parties involved

- responding to student inquiries and investigating or resolving issues together with Academic Coordinator of the English Preparatory Program, Assistant Director, Director, and other parties involved
- organizing standardization sessions related to assessments and other exams including: selecting students samples, recording student samples (Speaking assessments and exams), and grading student samples against relevant criteria/grading scales (speaking and writing assessments and exams)
- developing, conducting, organizing projects related to assessment and evaluation together with Testing Unit Members and other parties involved
- training of Testing Unit Members
- organizing and preparing for test administration (i.e.: invigilation lists, class lists, student appointment lists for speaking tests, exam announcements) and grading sessions (for writing and speaking tests) for all tests
- organizing test administration for students with special needs
- organizing, conducting, and grading test makeup sessions
- producing documents (Exam Guidelines, Exam Booklets, Writing Handbooks and other) to assist instructors of EPP before test administration, during test administration, and after test administration for standardization purposes, quality assurance, and student guidance
- responding to needs of students and Instructors of EPP before-during-after tests
- actively contributing to teaching on the Prep – *see Instructor Core duties*
- adhering to ethical standards and complying with the regulations and policies which are applicable to the job function and university

Secondary Responsibilities

- assisting Testing Team Members with:
 - a. recording audio tracks for all tests together with other Prep instructors, editing, and doing sound checks in exam rooms
 - b. the preparation (i.e. photocopying) and distribution of tests
 - c. the administration of all tests (i.e.: patrolling corridors for the smooth running of exams)
 - d. in-module assessment tasks and module exit exams

Additional Responsibilities

- taking an active role in the development and improvement of English Preparatory Programs together with Instructors of Prep, CMDU (Curriculum Materials Development Unit), TDU (Teacher Development Unit), Academic Coordinator of the English Preparatory Program, the Assistant Director, Director, and other relevant stakeholders
- serving on committees as assigned
- participating in teacher training activities
- solving technical issues (i.e.: Panopto and audio systems) during assessments and exams and/or getting in contact with other parties to solve technical issues

Testing Unit Member

Reports directly to: Testing Unit Head

Supervise (whom, if applicable):

Date written: 25.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- designing in-modular assessment tasks and module exit exams following the test specifications, item writer guidelines, and ensuring the level of difficulty is appropriate and fits the specification for each level
- using appropriate sources for the different levels and documenting full details of source materials used
- preparing all necessary documents (answer keys, query sheets etc.) for the evaluation / grading of the in-modular assessment tasks and module exit exams
- submitting the in-modular assessment tasks and module exit exams within the agreed time-scale (Testing Calendar) and in the format required (assessment and exam templates) to the Testing Unit Head for approval
- proofreading other Test Item Writer's in-module assessments and module exit exams by evaluating the first draft of the assessment material ensuring all syllabus requirements are met and highlighting the errors in content
- evaluate in-modular assessment tasks and module exit exams together with other Testing Item Writer and Testing Unit Head so they are fit for purpose, and submit the revised versions to the Testing Unit Head
- preparing (i.e. photocopying) and distributing in-modular assessment & exam packs for the instructors
- assisting in the administration of in-modular assessments and module exit exams (i.e.: patrolling corridors for the smooth running of exams)
- conducting quality check after assessments and module exit exams have been graded by EPP instructors
- re-grading assessments & module exit exams in response to student appeals
- liaising closely with CMDU (Curriculum and Materials Development Unit) to ensure that the tests produced assess the achievement of the stated level objectives of the programs
- providing guidance to instructors on test implementation procedures and testing marking procedures
- attending level meetings, collecting feedback on assessments and module exit exams from instructors
- actively contributing to teaching on the EPP – *see Instructor Core duties*
- adhering to ethical standards and complying with the regulations which are applicable to the job function and university

Secondary Responsibilities

- assisting Testing Unit Head during meetings, workshops, and standardization sessions to keep EPP instructors informed about the testing and assessment process
- assisting Testing Unit Head with revising test items based on item analysis reports (reliability, validity or comparability studies)
- assisting in recording committee: recording audio tracks for in-modular assessment tasks and module exit exams together with other EPP instructors, editing, and doing sound checks in exam rooms
- assisting Testing Unit Head with the design and development of new assessments, exams, and other related to assessment and evaluation (i.e. writing and speaking criteria for in-modular assessment tasks and module exit exams)
- assisting Testing Unit Head with project developments and helping implement project plans
- assisting Testing Unit Head with student inquiries and investigating or resolving issues
- assisting Testing Unit Head with standardization sessions related to assessments and other exams including: selecting students samples, recording student samples (Speaking assessments and exams), and grading student samples against relevant criteria,
- assisting Testing Unit Head with training of other Test Item Writers

Additional Responsibilities

- substituting as invigilator, speaking assessor or floor monitor when an instructor is absent
- serving on committees
- participating in teacher training activities
- assisting instructors when needed during assessments and exams
- solving technical issues (i.e.: Panopto and audio systems) during assessments and exams
- assisting administrative staff and attending meetings to develop, improve, and provide feedback regarding the assessment and evaluation and curriculum matrix

Digital Support Office (SFL)

Digital Support Specialist

Reports directly to: Director of the SFL, Assistant Director of the SFL, Academic Coordinator of Prep

Supervise (whom, if applicable):

Date written: 15.03.2019

Date revised: 12.09.2023

Primary Responsibilities

- Teaching
- Pre-printing optical forms for multiple choice exams; midterm, final, make-up, exemption, placement, assessment, gateway, PIE (Student ID, Name, Surname, Level/Group, Exam Room) for the whole IUE.
- Processing optical forms via Optical Mark Reader.

- Evaluating optical form exam results and preparing and submitting section based exam result lists to the instructor or coordinator.
- Creating digital classes, assigning digital assessment tasks, evaluating and reporting digital assessment grades per level and section and uploading digital assessment grades to OASIS for each module.
- Providing digital support for students and instructors with all online-offline digital platforms and preparing “How To” presentations for each.
- Uploading “Course Packages” for all levels, sections and components of the prep program to Blackboard (AST, BST, CST etc., IS, RW, LS) for each module/term.
- Transferring class, student and instructor data from OASIS to Blackboard.
- Uploading and managing audio recordings on Blackboard for listening exams. Preparing “How To” presentations.
- Developing and managing the online CPG (Classroom Performance Grade) software. Calculating CPG and transferring the results to the OASIS system for each module. Preparing “How To” presentations.
- Developing and managing the online “Grades’ Book” software for Writing and Speaking grades entry for various exams (PIE, Gateway). Combining writing and speaking grades with the other grades of an exam.
- Managing and updating the SFL group e-mail system (mailman) for each module.
- Embedding audio files into pdf documents. (Handbooks, Supplementary Materials, Exam Booklets, etc.)

Secondary Responsibilities

- Assisting in all digital software to be installed on the classroom computers.
- Providing assistance for students and instructors with Blackboard and Panopto.
- Assisting in managing Panopto exam recordings and misplaced recordings in the SFL Recordings folder and preparing “How To” presentations.
- Helping students with their OASIS, Webmail (EkoID) and CPG access and passwords.
- Managing the SFL web sites.
- Providing technical assistance for all SFL units (Testing, CMDU, TDU, etc.).
- Helping with the end of module results (assessment grades + absenteeism) and preparing the Gateway exam lists.

Additional Responsibilities

- Helping with technical problems in the classrooms.
- Helping TLC with Blackboard issues.

Evaluation and Measurement Unit (SFL)

Evaluation and Measurement Specialist

Reports directly to: Assistant Director & Director of SFL

Supervise (whom, if applicable):

Date written:

Date revised: 12.09.2023

Primary Responsibilities

- Analyzing and reporting questions on Preparatory, Undergraduate English and Second Foreign Languages exams
- Following up the students enrolled in the preparatory program from the beginning to the end of the academic year; preparation and updating of the detailed lists,
- Carrying out all requested statistical studies regarding student status, absences, grades, etc.
- Combining multiple data tables into a single table
- Calculation of student success rates at the end of the module in the preparatory program
- Combining scores, creating formulas, etc. and providing assistance with statistical matters during the faculty member performance evaluation process
- Assisting the Testing Unit when necessary,
- Invigilating exams when necessary,
- Providing consultancy on the work of faculty members in statistical fields from time to time
- Conducting statistical analysis of research conducted within the school on curriculum etc.
- Archiving, backing up and protecting analysis reports and data of all studies performed
- Ensuring maximum security of exam documents

Teacher Development Unit (SFL)

Teacher Development Unit Head

Reports directly to: Director of the SFL & Assistant Director of the SFL

Supervise (whom, if applicable):

Date written:

Date revised: 12.09.2023

Primary Responsibilities

The Teacher Development Unit (TDU) Head is responsible for teacher development and training activities within the School of Foreign Languages.

The responsibilities of the TDU head include:

- contributing to orientation programs for instructors at the beginning of each academic year;
- overseeing TDU Trainers in relation to the annual PD project component of the performance appraisal system;
- designing, coordinating and contributing to in-service training programs including presentations, workshops, and short courses to meet the needs of SFL instructors;
- informing SFL staff of ELT activities such as international and regional conferences, workshops and courses;
- informing staff about new methods and approaches, issues and techniques in ELT;
- attending SFL Administration meetings as required and holding regular meetings with trainers;
- liaising closely with other teacher trainers working in other institutions and keeping abreast of changes in teacher development in Turkey and abroad;
- coordinating and conducting developmental classroom observations together with the other trainers in the unit
- contributing to the instructor appraisal system,
- actively contributing to teacher recruitment procedures; and
- actively contributing to teaching

Teacher Development Unit Trainer

Reports directly to: Head, Teacher Development Unit

Supervise (whom, if applicable):

Date written:

Date revised: 12.09.2023

Primary Responsibilities

- contributing to orientation programs for instructors at the beginning of each academic year;
- designing and contributing to in-service training programs including presentations, workshops, and short courses to meet the needs of SFL instructors;
- contributing to the instructor appraisal system by working one-on-one with teachers to help them with their individualized professional development projects;
- coordinating and conducting class observations for developmental purposes;
- monitoring staff development and progress;
- actively contributing to teaching

Quality Assurance Unit (SFL)

Quality Assurance Unit Head (QAU)

Reports directly to: Director of School of Foreign Languages

Supervise (whom, if applicable): QAU members

Date written: 10.02.2023

Date revised:

Primary Responsibilities

- Lead Quality Assurance Unit – strategic planning, supervising, change management
- Build quality assurance frameworks to maintain high quality education
- Increase awareness about quality assurance activities across SFL
- Ensure continuous quality enhancement in programs through training, observations, seminars, workshops and conferences
- Cooperate with external bodies to ensure high quality in all educational processes
- Work in liaison with other units (Curriculum and Material Development Unit, Testing Unit, Teacher Development Unit) to monitor the implementation and attainment of aims and objectives
- Work in liaison with all programs under the SFL
- Facilitate program reviews, quality assurance reviews, surveys to support the continuous development of the internal quality assurance system within the SFL
- Facilitate accreditation applications

Quality Assurance Unit Member

Reports directly to: Head, Quality Assurance Unit

Supervise (whom, if applicable):

Date written: 12.06.2023

Date revised:

Primary Responsibilities

- Actively contribute to teaching
- Increase awareness about quality assurance activities across SFL
- Stay up to date with relevant educational regulations, policies and standards and ensure the school's compliance
- Cooperate with external bodies to ensure high quality in all educational processes
- Work in liaison with other units (Curriculum and Material Development Unit, Testing Unit, Teacher Development Unit) to monitor the implementation and attainment of aims and objectives
- Organize and deliver training sessions and workshops to enhance quality in education
- Assist the unit head in facilitating programme reviews, quality assurance reviews, surveys to support the continuous development of the internal quality assurance system within the SFL
- Facilitate accreditation applications

Secondary Responsibilities

- Assist the unit head during meetings and workshops
- Participate in training activities

ACTS - Activity Centre for Teachers and Students (Prep)

ACTS Member

Reports directly to: Assistant Director & Director of SFL

Supervise (whom, if applicable):

Date written: 12.09.2023

Date revised:

Primary Responsibilities

- Teach in Prep Program
- Develop, plan, and execute a comprehensive calendar of activities, workshops, and events that cater to the needs and interests of both students and teachers.
- Collaborate with faculty and staff to align activities with language learning goals and curricular needs.
- Promote active participation among students and teachers by encouraging attendance and involvement in activities.
- Create a welcoming and inclusive atmosphere within ACTS, fostering a sense of community and belonging.
- Establish an annual plan of activities that includes a proposed budget
- Promote activities through various communication channels, including social media, school website, and email newsletters.
- Collect feedback from participants to continuously improve the quality and relevance of activities.
- Analyze data and prepare reports on the effectiveness and impact of activities.

Social Media Specialist

Reports directly to: Assistant Director & Director of SFL

Supervise (whom, if applicable):

Date written: 12.09.2023

Date revised:

Primary Responsibilities

- Teach in Prep Program
- Support ACTS in program/activity development and delivery
- Develop and execute a comprehensive social media strategy that aligns with the School of Foreign Languages' goals and objectives.
- Create engaging and shareable content for various social media platforms, including Twitter (X), Instagram, and LinkedIn

- Manage and maintain the School of Foreign Languages' social media accounts, including posting regular updates, responding to comments and messages, and monitoring analytics.
- Conduct social media audits and track key performance metrics to assess the effectiveness of social media efforts
- Assist in the creation of multimedia content, including graphics, videos, and infographics, to enhance social media posts.
- Provide social media training and guidance to faculty, staff, and students (through the Social Media Club) who contribute to the school's online presence.

Secondary Responsibilities

- Monitor social media trends and stay up-to-date with changes in algorithms and best practices to optimize content and engagement.
- Stay informed about industry trends and competitor activities to help inform the School of Foreign Languages' marketing strategy.

1.2.7 SFL Instructor

Reports directly to: Relevant Program Coordinator

Supervise (whom, if applicable):

Date written: 15.03.2019

Date revised: 12.09.2023

Primary Responsibilities

Instructors are expected to deliver lessons in the SFL programs, complete related administrative duties, proctor and grade exams, and continuously pursue professional growth.

CORE DUTIES:

- planning, preparing and delivering effective lessons, taking into account the students' needs and following the relevant language program curriculum;
- ensuring that learning objectives specified in the language program curriculum are met;
- providing individual support to students as required both in the classroom and during scheduled office hours;
- contributing to the students' personal development by promoting effective study habits and creating a positive learning environment;
- cooperating with other instructors to ensure maximum effectiveness of course delivery;
- reporting any instances of inappropriate student behaviour promptly to the Administrative Coordinator;
- grading exams in accordance with the established deadlines and guidelines;
- attending periodic level meetings and in-service training activities;
- providing feedback regarding teaching and the course materials to the Academic Coordinator or TDU;

- proctoring examinations as required;
- proofreading tests and supplementary materials as required;
- contacting Administration promptly to give notice of emergencies and any timetable changes;
- observing working hours stated in contracts and performing extra duties, as required, outside normal working hours;
- encouraging the use of the target language, both in and outside the classroom;
- adopting a teaching methodology that is in line with the university's educational policy, using educational technologies as required;
- continuously striving to improve performance through an annual professional development plan.

ADMINISTRATIVE RESPONSIBILITIES

Classroom duties:

- Observing class hours;
- Collecting the class materials from CMDU before each module starts and returning them on time at the end of each module;
- keeping track of students' absenteeism and entering exam scores into the systems within the specified time period;
- Checking e-mails on a regular basis and being a part of the information network of the institution;
- Effectively using the institution LMS to support and enhance learning and improve communication with students
- Recording all lessons on Panopto.

Exams:

- Carefully reading and adhering to the guidelines of exams organized by both the University and the School of Foreign Languages;
- Fulfilling the exam duties assigned by the School of Foreign Languages or exam coordination center in a disciplined manner;
- Taking the necessary measures to conduct the exam in a professional way (maintaining silence, sticking to the seating plan, entering exam scores correctly, etc.);
- Being present at the assigned corridor throughout the exam (for floor monitors);
- Grading exams within the time period determined by the institution and in accordance with the given criteria.

Substitution:

- Carrying out substitution duties assigned by the administration in the absence of the class instructor;
- Collecting the class materials beforehand and teaching the lesson by following the regular program;
- Submitting absenteeism records to the administration.

Office Hours:

- Instructors meet students for at least two hours every week outside class contact hours for consultancy and assistance in problematic areas. These sessions are held in the classrooms, but attendance is not taken.

Attending meetings, seminars and workshops:

- Attending compulsory administrative meetings, workshops and seminars organized by SFL for the purpose of professional development.

Dress Code:

- SFL instructors should be aware of the responsibilities of working in an educational institution and dress accordingly.

Programme Overview

Preparatory Programme

Curriculum and Assessment

The English Preparatory Programme is conducted through a modular system. In an academic year, there are four modules, which last for eight weeks. The modular system provides students with the necessary language skills to achieve the module objectives and progress to a higher level. The system is designed to not only accommodate students who need more time for learning, but it also provides quick learners the opportunity to progress at a faster pace.

There are four levels in the programme: Elementary (A), Pre-Intermediate (B), Intermediate (C), and Upper-Intermediate (D). Students in all levels of the Preparatory Programme study receptive and productive skills together with language and critical thinking skills. Objectives are based on Common European Framework of Reference for Languages (CEFR), European Association for Quality Language Services (EAQUALS), and Global Scale of English (GSE) descriptors. They are set by the CMDU (Curriculum and Material Development Unit) taking into consideration the needs of the students in each level and the mission of the School of Foreign Languages.

In addition to the traditional levels (Elementary, Pre-Intermediate, Intermediate and Upper-intermediate), there is the Pre-Faculty programme which is an optional programme designed for students who successfully complete the Upper-Intermediate level but have either not yet taken the Proficiency Exam or have failed it during the first academic term. This programme aims to foster students' academic skills and prepare them for their studies in their departments.

There is also the Support programme for those who do not successfully complete the Prep programme in the first year. In this programme, students are separated into two groups based on the level they have completed in the regular Preparatory programme. This programme is also objectives-based and focuses on the four major skills: reading, writing, listening and speaking.

The exit levels for the Preparatory Programme are:

Elementary- A1+

Pre-Intermediate- A2+

Intermediate- B1

Upper-Intermediate- B2

The approach underlying the curriculum design is mainly skills-based. Students, in lower levels, follow an integrated skills course book where they can practise all four skills. The purpose for using this approach is to ensure that adequate instructional time is dedicated to enable students to acquire the necessary reading, writing, listening and speaking skills to be able to cope with their subjects in their departments. In upper levels, students follow a more competency-based approach where they focus on receptive and productive skills and deal with language in a more communicative way. Students, in all levels, are also exposed to a project-based approach. They are expected to complete weekly projects that help them to foster their higher order thinking skills. Regarding the second-year repeat students (Support group), the approach followed there is a discrete skills approach as these students lack the basic skills to express themselves in English. Thus, more emphasis needs to be given to each skill separately.

All students, in the Prep programme, start as “starters” in the first module of the programme and are placed into the programme based on their levels. When students are unsuccessful at the end of an 8-week module due to absenteeism, failure to qualify for the level-exit exam, or failure in the level exit exam, they need to repeat the same level; therefore, they become “runners”. If they are successful after repeating the same module, they move up one level and become “starters”; however, if they are unsuccessful again and have to repeat the same level, they become “chasers” and “catchers” respectively.

Students who cannot successfully complete all levels or students who have failed the Proficiency Exam at the end of the academic year can enrol in an optional Summer School Programme. The duration of study is one month and at the end of the Summer School, students are eligible to take the Summer School Proficiency Exam.

In the Preparatory Programme, there are five in-modular assessments and an end of module assessment (Gateway Exam). In-class assessments evaluate the students' receptive and productive skills.

A01 Skills Assessment

A02 Writing

A03 Speaking

A04 Speaking Presentation

A05 Digital Assessment (Achieve3000)

In addition to these modular assessments, there is a Student Performance Grade covering the entire module. Student Performance Grade (SPG) is the grade given to students by each of their instructors.

Students in levels A, B and C must get a total of at least 59.50 from the in-module assessments in order to take the module exit exam (Gateway Exam). These students, to progress to the next level, they must get a score of at least equal to or above 40 percent of the total score of each section of the end-of-module exam (listening, grammar, reading, writing and speaking), and their total score must be 59.50 and above. Students are required to attend all sessions of the exam. Students, who cannot meet these conditions, repeat the same level with different teaching materials.

Students in the Upper-Intermediate level (D) do not take the Gateway exam. Provided that they score a total of at least 64.50 (64.50/100) in continuous in-module assessments and do not exceed the absenteeism limit, they qualify to sit the Proficiency in English exam at the end of the second or fourth module.

In order for any student studying in the English Preparatory Program to enter each PIE during and/or at the end of that academic year, the student must successfully complete Level D. However, students who have started the Preparatory Program at level A but have failed maximum once at any level in the academic year may take the PIE exam given at the end of the fourth module only if they score 70 and above from Level C Gateway exam administered in the 4th module of the academic year.

Students who score at least 64.50 (80% of the written component and 20% of the speaking component) are qualified to begin their faculties. Students who score equal to or above 40 percent of the total score of each section of the PIE (in writing, listening and reading, grammar and speaking sections) and students, whose PIE total scores are 64.50 in associate and undergraduate programs and 70 and above in master's programs, pass to the course stage in their programs. Students are required to attend all sessions of the exam. Students, who fail to score the minimum score in the PIE exam, continue the English preparatory program based on their scores.

Undergraduate English Curriculum and Assessment

The IEU School of Foreign Languages Department of Undergraduate English programme offers a variety of compulsory and elective courses spread over 4 years. These courses aim at improving students' English language by focusing on different academic skills that they will need in the future.

First Year English Courses: Academic Skills in English I (ENG 101) and Academic Skills in English II (ENG102) are compulsory courses for freshman year students. Both courses follow an integrated approach to language learning and language development blending all four skills (listening, speaking, reading and writing) together. ENG101 is offered in the first semester (fall term) of the Academic Year, and ENG102 is offered in the second semester (spring term). The aim of these courses is to improve language skills. From the start, this will enable students to carry out their

academic studies in their departments more effectively and later on use these skills while working at international platforms after graduation.

Second Year English Course: Technical English for Engineers (ENG 210) is designed for students of faculty of engineering. The course focuses on technical writing and oral presentation skills by engaging students in project work related to their departments. It also covers language areas specific to the genre of technical reports, summaries and project proposals. The aim of this course is to advance the students' ability to comprehend, execute and author technical instructions. It will also introduce students to the basics of technical report writing as well as written and oral professional communication, with a special focus on discipline-based style. Students will be able to effectively use the terminology taught in other engineering courses with correct grammar and supporting vocabulary. Students will be expected to write sample reports and present a semester project as part of a team.

Third Year English Course: ENG 310 Effective Speaking Skills is a course for third year students. It aims at developing students' speaking skills so that they can effectively function in a variety of areas, such as business related and academic related topics. These areas range from participating in discussions to taking interviews.

Fourth Year English Course: ENG 410 English for Career Development is a course for forth year students. In order to equip the students with the necessary skills for the processes they will face following graduation, the course simulates the whole job/graduate school application process, which entails finding a job ad, writing a CV and a Cover Letter for the ad they find, writing a Statement of Purpose and finally being interviewed for the job.

All courses offered by the programme evaluate students' performance with a variety of in-term and end of term assessments. Assessments are designed to evaluate students' competencies in their respective courses. Students are informed of evaluation system and procedures for their course at the end of each term. Students who fail to meet the attendance requirements specified by the Higher Education Council and the extent determined by the Senate will receive NA grades.

Associate English

Curriculum and Assessment

The IEU School of Foreign Languages Department of Associate English programme offers a variety of compulsory and elective courses spread over 2 years. These courses aim at improving students' English language by focusing on different academic skills that they will need in the future.

First Year English Courses: English I (ING 101), English II (ING102), Academic Skills in English I (ING 105), and Academic Skills in English II (ING 106) are compulsory courses for first year students. These courses are compulsory English courses, which provide basic language skills such as reading, writing, listening and speaking. ING101 and ING 105 are offered in the first semester (fall term) of the Academic Year, and ING102 and ING 106 are offered in the second semester (spring term).

Second Year English Courses: The IEU School of Foreign Languages Department of Associate English programme also offers department specific courses to meet the needs of students. Aviation English for Cabin Crew I (ING 210) and (Aviation English for Cabin Crew II) ING 220 are compulsory English courses for Department of Civil Aviation Cabin Services students. Aviation English for Ground Services I (ING 230) and Aviation English for Ground Services II (ING 240) are compulsory English courses Department of Civil Aviation Transportation Management students. Department of Tourism and Hotel Management (Turkish) second year students are required to take English for Tourism I (ING 251) and English for Tourism II (ING 252). English for International Trade (ING 215) and Bridge to Advanced English (ING 225) are elective courses offered to Associate English Programme students.

All courses offered by the programme evaluate students' performance with a variety of in-term and end of term assessments. Assessments are designed to evaluate students' competencies in their respective courses. Students are informed of evaluation system and procedures for their course at the end of each term. Students who fail to meet the attendance requirements specified by the Higher Education Council and the extent determined by the Senate will receive NA grades.

2nd Foreign Languages

Curriculum and Assessment

The IEU School of Second Foreign Languages offers a variety of courses in different languages including Chinese, French, German, Italian, Japanese, Russian, and Spanish. The Second Foreign Language education is compulsory and spans over a period of two years. During this time, students are not only taught the language but also exposed to the culture of the countries whose languages they are studying.

The SFL curriculum is designed on the basis of the Common European Framework of Reference, which includes four skill areas. The courses primarily focus on developing oral comprehension and expression while covering all four skill areas. The course programs are divided into four semesters, with three class hours given each week for required courses. These courses are equivalent to 3 local (4 ECTS) credit courses. Students are assessed and evaluated through one mid-term and one final exam during each term.

Upon completion of the two-year program, successful students will have achieved at least an A2 level of proficiency and can certify this by taking official language exams. Furthermore, students have the option to continue increasing their knowledge of the language and culture with elective courses. The school also offers preparatory courses for international certification exams for selected languages.

Resources and Services

IT Department

The IT Department deals with the efficiency and continuity of all informatic services offered at the university. They try to provide quick solutions and ensure continuity in both online and on campus activities.

You should contact them in case of doubts or problems with Webmail, Office365, laboratories, ieucloud, the Internet, PCs, Projectors, DMS, File Server, etc.

You can find the IT Department in the Administrative Offices on the Ground Floor (Block A) or you can contact them from:

Website: <https://comp.izmirekonomi.edu.tr/en>

E-mail: itsupport@ieu.edu.tr

Phone: (232) 488 8279

Teaching and Learning Centre (TLC)

The Teaching and Learning Centre provides various services and support to teachers in order to assist the faculty members in planning their teaching activities, to contribute to the development of curriculum and learning environments by gathering information and data on teaching activities, and to help to carry out academic research activities.

The TLC can provide support on Blackboard LMS, Panopto, Zoom, semester start up tips and course delivery. You can also find more resources about teaching and information about the seven-week online professional development course “Effective Teaching” offered by TLC on <https://www.ieu.edu.tr/tlc/en/akademisyenler>

You can find the TLC on the Ground Floor (Block A) or you can contact them from:

E-mail: tlc@ieu.edu.tr

Phone: (232) 488 8386

SFL Digital Support Office

The SFL Digital Support Office prepares, processes and evaluates optical forms for multiple choice exams throughout the university. This office also provides technical support to instructors and students regarding digital platforms used by the programmes by creating accounts and sharing credentials. In the prep programme, Blackboard courses are created and instructors are assigned to these courses by the Digital Support Office. Instructors and students can consult this office if they face any prep specific digital issues.

You can find the SFL Digital Support Office on the 2nd floor in E217 or you can contact Murat Özdemir from:

E-mail: murat.ozdemir@ieu.edu.tr

Phone: (232) 488 8384

Blackboard

BLACKBOARD is an Instructional Management System that features the regular and planned preparation of educational content, its presentation to users, management and sharing of educational content, as well as access from mobile devices. Blackboard offers advantages as sharing the learning material prepared by the instructor, managing lessons, taking homework, taking exams, providing feedback on these assignments and exams, organizing learning materials, keeping student, teacher and system records, and performs functions such as receiving reports. Blackboard education and support services are provided by expert academicians in the Teaching and Learning Centre.

You can access Blackboard from <https://ieu.blackboard.com>

On the main page under courses, you will find your classes. By clicking on the class, you can access announcements, course content, assignments and assessments, and the Panopto videos of your courses. There is also the SFL Recordings course where you can access audios related to exams. These audios are uploaded right before exams and only instructors have access to these.

In the Prep programme, instructors can access the SFL Prep folder under the Organizations section on Blackboard. This folder includes announcements and documents shared by the administration, the curriculum and the testing unit. There is also level-based supplementary material for all language skills which instructors can make use of and share with students.

OASIS

Oasis is a system that allows instructors to find and access student information in an easy way. Instructors can access information about their courses (attendance list, course name and code etc.) and enter grades (excluding Student Performance Grade for Prep) and attendance records on this platform. It is also possible to check information regarding students.

Oasis allows to maintain a much more direct communication with the students through instant messages and notifications.

Each teacher should update their personal and academic information as well as their academic activities of which they can obtain a report whenever they need.

You can access Oasis from <https://oasis.izmirekonomi.edu.tr/login>

Panopto

Panopto is used to record all lessons and exams in IEU. With Panopto, you have a greater flexibility to add value to students' virtual learning experiences. Panopto's video search and discovery features make it easier for students to revisit recorded lectures and other course videos.

It is also possible to view reports that show which students watched each video and how long students watched videos before dropping off. There is also the possibility of creating quizzes in video recordings (especially for asynchronous classes) and it is possible to check the results from

in-video quizzes and which students did them directly from Panopto. This provides valuable information that allows instructors to monitor the progress of learners and identify where students might be struggling.

You can download the Panopto App or directly access it through your courses on Blackboard. Once instructors sign into Panopto, they need to enter course details (e.g. name, section, date) and record their courses to their course folder. Prep School assessments are recorded under the SFLRecordings folder whereas Mid-term and Final Exams (Undergraduate and Associate English, Second Foreign Languages) should be recorded under the Exam Recordings Folder.

Envision

Envision is the system used by the university for all full-time academic personnel to request and approve both annual and administrative leave. It is also used for approval of expenses, material or event request, etc.

You can access Envision from <https://dys.izmirekonomi.edu.tr/enVision/Login.aspx>

Units, Commissions, Committees and Boards

Advisory Committee (SFL)

IUE SFL Advisory Committee was established to share ideas with stakeholders and contribute to the educational and research activities under the SFL umbrella. The committee comprises individuals from within the SFL, within IUE, as well from alumni, local businesses, and regional universities. Advisory Committee convenes once or twice a year upon the invitation of the SFL Director, and they review the activities of the SFL and exchanges their opinions.

<https://sfl.ieu.edu.tr/en/ydyo-danisma-kurulu>

Advisory Board (Prep)

The Advisory Board consists of Preparatory Programme instructors and members of the Curriculum and Material Development Unit, Testing Unit, Teacher Development Unit, Quality Assurance Unit, and is administered by the Academic Coordinator. The members are expected to:

- serve as a liaison between units and instructors on course materials and assessments
- monitor alignment between the level objectives and course materials
- monitor alignment between the level objectives and assessment / exam specifications
- proofread materials prepared by instructors and CMDU
- proofread exams / assist in improving exam (exam design / criteria etc.)
- contribute to the textbook selection process

Academic Writing Centre (SFL)

The Academic Writing Centre (AWC) is part of the School of Foreign Languages, and its purpose is to assist graduate students and academic staff from all departments of the university with academic writing. The AWC provides proofreading and editing support and can help writers produce text in a more formal, condensed style of English that is typical of academic writing across the disciplines.

<https://sfl.ieu.edu.tr/en/akademik-yazma-merkezi>

Activity Centre for Teachers and Students (Prep)

The Activity Centre for Teachers and Students (ACTS) was founded in 2016 with the mission to maximize student and teacher motivation and the satisfaction in the IUE SFL Prep Program through designing, organizing, and conducting a multitude of curricular and extra-curricular activities.

The mission of this unit is to provide and promote activities that will improve teacher and student motivation in a creative learning environment. Through continuous language learning and confidence building activities, the vision is to develop the student-teacher interface in academic, social, and creative endeavours.

<https://preparatoryblog.wordpress.com/>

Bologna Coordinating Commission (SFL)

The Bologna Coordination Committee prepares the learning outcomes and proposes courses for the associate and undergraduate programmes in the SFL in accordance with the "Qualifications Framework for European Higher Education Area (QF-EHEA)" and "National Qualifications Framework (NQF) in Türkiye", and re-determines the workload-based ECTS of the courses in the curriculum.

<https://sfl.ieu.edu.tr/en/ydyo-bek>

Curriculum and Material Development Unit (Prep)

The Curriculum and Material Development Unit consists of three members and the Head, and operates in coordination with the Testing Unit, the Teacher Development Unit and the Quality Assurance Unit as well as the administration. The Unit is responsible for:

- preparing the modular syllabi for all levels of the English Preparatory Programme
- determining level objectives and informing the instructors and the students about them
- determining the class hours for each course
- determining the books and materials to follow throughout the year
- preparing supplementary materials to address objectives not covered in the books or support course book content on covered objectives
- ensuring unity, consistency, and standardization of materials used in the English Preparatory Programme
- getting feedback from the students and the instructors on the curriculum

- making necessary changes in the programme by using tools such as classroom observations, focus group meetings, and surveys
- carrying out seminars and/or workshops when necessary in order to introduce the new materials and to ensure that all classes are conducted in line with the curriculum

<https://sfl.ieu.edu.tr/en/ogretim-programi-ve-materyal-gelistirme-birimi>

Measurement and Evaluation Unit (SFL)

The Measurement and Evaluation Unit aims to provide accurate service to the School of Foreign Languages in the areas of test scoring, data analysis, and educational research. The primary responsibilities of the Unit are:

- providing assistance in coordination with the testing unit to improve the quality of education and programs of School of Foreign Languages
- analysing scores, reporting scores, and maintaining records for a variety of tests
- assisting in the development of data collection instruments
- providing assistance in designing research projects, and producing research reports

<https://sfl.ieu.edu.tr/en/olcme-degerlendirme-birimi>

Policies and Procedures Committee (SFL)

The SFL Policy and Procedures Committee was established in 2019 to provide consistency in practices applied throughout the whole School of Foreign Languages. The committee is responsible for the following:

- reviewing policies submitted online
- ensuring that policies are aligned with SFL mission, goals, and priorities
- drafting policies
- ensuring that regular policy development, review, and revision is taking place within each program
- coordinating drafting and approval process
- fostering an SFL-wide culture of transparency, accountability and compliance with established policy by engaging with the SFL community to raise awareness of SFL policy

<https://sfl.ieu.edu.tr/en/komite>

Teacher Development Unit (SFL)

The Teacher Development Unit (TDU) was established to provide in-service support and development to enable language teachers to achieve their full potential, operating on the premise that teachers who continue to learn make more effective instructors. Since the school was established in the year 2001, there has been a TDU, which has been in charge of organizing “structured” developmental activities for the teaching staff within the school. The activities offered by the TDU mainly centre around the following areas: Classroom observations, workshops –with teacher involvement-, short courses, and projects. The types of the activities to be offered to the teachers are usually determined by the trainers in charge of the unit as well as

the administrators of the school by taking into consideration the needs of the teachers working in the school.

<https://sfl.ieu.edu.tr/tdu/en>

Testing Unit (Prep)

The Testing Unit consists of three members and the Head, and operates in coordination with the Curriculum and Material Development Unit and the Measurement Evaluation Unit to ensure that the tests are designed to meet the aims of the programme. The Unit is responsible for:

- designing in-modular assessment tasks, module exit exams and the Proficiency in English Exam
- preparing all necessary documents (answer keys, query sheets etc.) for the evaluation / grading of the in-modular assessment tasks, module exit exams and the Proficiency in English Exam
- carrying out standardization sessions
- conducting quality check after assessments and module exit exams
- providing guidance to instructors on test implementation procedures and testing marking procedures
- collecting feedback on assessments and module exit exams

<https://sfl.ieu.edu.tr/en/sinav-gelistirme-birimi>

Quality Assurance Unit (SFL)

The Quality Assurance Unit consists of three members and the Head, and its mission is to target excellence in language education and facilitate coordination among the programmes within the SFL in order to provide them with assistance to recognise, document and systematically evaluate their work in regard to quality assurance and expertise. The unit is responsible for:

- building quality assurance frameworks to maintain high quality education
- increasing awareness about quality assurance activities
- ensuring continuous quality enhancement in programmes through training, observations, seminars, workshops and conferences
- cooperating with external bodies to ensure high quality in all educational processes
- working in liaison with other units (Curriculum and Material Development Unit, Testing Unit, Teacher Development Unit) to monitor the implementation and attainment of aims and objectives
- facilitating programme reviews, quality assurance reviews, surveys to support the continuous development of the internal quality assurance system within the SFL
- facilitating accreditation applications

<https://sfl.ieu.edu.tr/en/kalite-guvence-birimi>

Administrative Issues

Application and Hiring Process

The policies regarding hiring new staff in IEU are primarily regulated by the Council of Higher Education (YÖK) and the regulations it sets forth for universities and other higher institutions.

Full-time Faculty Positions

The minimum requirements to be met in the employment procedure of the **foreign lecturers** are as follows:

It is not enough to be native speakers to be employed as an instructor in an SFL programme. Applicants are required to have at least an undergraduate's degree in one of the fields such as Language and Literature, Linguistics, Teaching or Educational Sciences. Native speakers who are not graduates of these majors are required to have at least two years of language teaching experience.

The minimum requirements to be met in the employment procedure of Turkish national lecturers are as follows:

Applicants need to have an MA in one of the fields such as Language and Literature, Linguistics, Teaching or Educational Sciences. They need to have an ALES (Academic Personnel and Post-Graduate Education Entrance Exam) and a YDS (Foreign Language Exam) score set by the university administration. They will also be expected to have university-level language teaching experience. Applicants are hired based on their scores and after an interview.

Part-time Faculty Positions

Only Turkish nationals can be hired as part-time instructors. After the application review process, applicants are invited for a demo lesson. Successful candidates, upon approval of the administration and Rectorate, are eligible to sign a contract.

Annual Appraisal System

Every year, each instructor is evaluated based on an appraisal system which was developed by the Policies and Procedures Committee (membership is a representative cross-section of SFL instructors). The appraisal process comprises three components: Professional Expectations (45%), Professional Development (45%), and Student Evaluations (10%).

Professional Expectations are assessed by administrative staff who have a direct working relationship with the instructors in the relevant program. The aim is to gain multiple perspectives on an instructor's performance regarding such areas as observing class hours, invigilation duties, communications, etc.

Scoring for Professional Expectations

You will see that most questions have two parts: 1) a linear scale and 2) a place to explain the score on the scale. The linear scale runs from 0-3. If a coordinator gives a score of less or more than 3, s/he is obligated to provide a brief explanation for that score.

2) Instructor consistently and reliably attends and participates in meetings *

0 = Does not Apply / 1 = Below expectations / 2 = Sometimes meets expectations / 3 = Always meets expectations

0 1 2 3

N/A ☐ ☐ ☐ ☐ Always meets expectations

2a) If your rating is less than 3, please explain

Short answer text

2) Öğretim görevlisi toplantılara düzenli ve aktif bir şekilde katılır. *

0 = Geçerli Değil / 1 = Beklentilerin altında / 2 = Beklentileri bazen karşılar / 3 = Beklentileri her zaman karşılar

0 1 2 3

Geçerli Değil ☐ ☐ ☐ ☐ Beklentileri her zaman karşılar

2a) Değerlendirmeniz 3'ten az ise, lütfen açıklayınız.

Short answer text

Professional Development will be assessed by the TDU trainer that an instructor works with throughout the academic year. The trainers will be using a three-point rubric that focuses on the process and product of the individual during their individual (or team) activities. The PD rubric scale evaluates whether an instructor exceeds, meets, or fails to meet expectations in six areas.

Student Evaluations will be added to the evaluation in a way consistent with past application. For Prep instructors, a modular average is used. For other programs, a semester average is calculated.

Professional Expectations

It is important to hold an agreed-upon set of standards to guide the way that we conduct ourselves so that effectiveness and efficiency are maintained across the SFL. To this end, through a demanding process conducted with the SFL Policies and Procedures Committee, the SFL has identified a set of professional expectations for its staff. An initial set of expectations was established for the 2019-2020 academic year, including items from the following list.

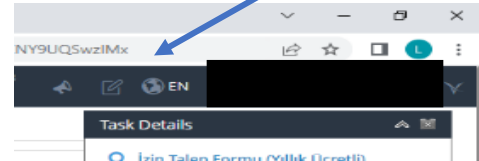
The instructor is consistently reliable:

- Regarding communications;
- In attending and participating in meetings;
- In providing feedback when requested;
- In providing support when requested;
- In following procedures for missed classes and appropriately informs administration and students of make-up hours;
- In conducting administrative duties (meeting deadlines, following instructions, level responsibilities, following the syllabus, maintaining course records, submitting paperwork such as Bologna & archive folders on time, making required announcements to students on Blackboard and/or OASIS, adheres to the grading criteria, etc.).

Leave Requests

Annual Leave

1. Check the academic calendar as you are not permitted to take leave during exam periods.
2. Send an email request to the assistant director (Özge Coşkun Aysal) to check if the dates are available.
3. Go to the platform <https://dys.izmirekonomi.edu.tr/> (You can change the language to English from the top right-hand corner of the screen.)



4. Click on shortcuts - form ekle

5. Choose 'İzin Talep Formu (Yıllık Ücretli)' / Complete all the red marked boxes.

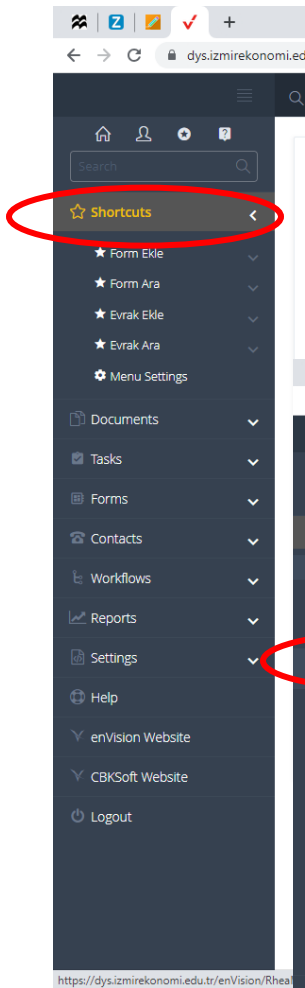
a. mobile number

b. address where you will be during your holiday

c. leave start date

d. work start date

e. Deputy info: put a hyphen



İZMİR EKONOMİ ÜNİVERSİTESİ

ANNUAL LEAVE DEMAND FORM

Demand Date: 6/15/2023 12:23:23 PM

I want to use my annual leave with payment which I had/ will have between the following dates

WHO DEMAND

Name, Surname: Lynette Fullerton Cooper

Department: Yabancı Diller Yüksekokulu Müdürlüğü

Tel. Number: [Redacted]

GSM: [Redacted]

Address: [Redacted]

INFORMATION ABOUT ANNUAL LEAVE

Legal Leave: [Redacted] Day

Week Holiday: [Redacted] Day

General Holiday: [Redacted] Day

TOTAL: [Redacted] Day

Description: [Redacted]

Deputy Info: [Redacted]

1. Deputy user should be defined at system for leaving intervals in the case of approval of leaving.

Cancel Reject Save

Browser address bar: dys.izmirekonomi.edu.tr/en/Vision/DocumentModule/FRM_Form_Viewer.aspx?value=YIW1YyW9PpWdasmFbFIN/E0IUTSZP900Q1HJVDSZZ22FUzU1Z40VZ0XNavz

İzmir Ekonomi Üniversitesi
İzin Talep Formu (İdari, Sosyal ve Mazeret) - Data Entry

ADMINISTRATIVE, SOCIAL and
EXCUSE LEAVE FORM

Approval Number Get Number When

I would like to allowed permission for the following reason with the given time period

WHO DEMAND

Name Surname Demand Date 7/3/2023 12:40:36 PM

Department Yabancı Diller Yüksekokulu Müdürlüğü

INFORMATION ABOUT LEAVE

Start Date Start Time

End Date End Time

With Payment ☒

Reason

Address

Explanation

Deputy Info

Not:

1. the form could not be used for Annual Leave With Payment.
2. Address information is necessary in the case of out of town vocations.
3. the academicians should clearly define the status of courses which will be held on the leave days.
4. Deputy user should be defined at system for leaving intervals in the case of approval of leaving.

3. Complete all the red marked boxes and explanation.

- a. start date
- b. start time (8.00)
- c. end date
- d. end time (17.30)

Reason: Exam, death, birth etc.

Explanation: You need to give details here

Deputy info: put a hyphen

4. Finally, select 'Save' to send the request. 'Reject' will cancel it.

5. Keep checking the platform to see if the Director has approved your leave request.

6. When it is accepted, print it, sign and give a copy to the secretary.

Duty Leave

1. Check travel regulation policy to see what you are entitled to:

<https://www.ieu.edu.tr/en/bylaws/type/read/id/45>

2. Go to the platform <https://dys.izmirekonomi.edu.tr/>.

3. Click on shortcuts- form ekle. Then click on 'Görevlendirme Talep_Formu'.

The screenshot shows the 'ACADEMIC PERSONNEL ASSIGNMENT REQUEST FORM (NO PER DIEM)' interface. The form is titled 'ACADEMIC PERSONNEL ASSIGNMENT REQUEST FORM (NO PER DIEM)' and is for 'Request Date 6/15/2023 12:22:31'. The form is divided into several sections: 'REQUESTED BY' (Name, Surname, Title, Department), 'ASSIGNMENT DETAILS' (Reason (Explanation), Destination, Beginning Date, Ending Date), 'COMPENSATION of TEACHING DUTIES' (My Course, My Exam), 'COMPENSATION of TRAVEL EXPENSES' (Travel Expenses, Description), and 'TRAVEL ATTACHMENTS' (Attachments(*)). The 'Attachments(*)' section has a note: '(*)Attachments should include invitation or acceptance letter, assignment letter, and schedules.' The form is currently empty, with red boxes highlighting the 'Reason (Explanation)', 'Destination', 'Beginning Date', 'Ending Date', 'My Course', 'My Exam', 'Travel Expenses', and 'Attachments(*)' fields. The 'Shortcuts' menu on the left sidebar is highlighted with a red circle.

4. Complete all the red marked boxes.

a. Reasons: explanation of why you need to be away from the university

b. Duration: beginning date and ending date

c. Compensation of teaching duties: complete for both 'my course' and 'My exam' by using the drop down and choose arrow.

d. Compensation of travel expenses: complete by using the drop down and choose arrow

e. Attachments: click here to attach any documents to support your claim.

5. Finally, select 'Save' to send the request. 'Reject' will cancel it.

6. Keep checking the platform to see if the Director has approved your leave request.

7. When it is accepted, print it, sign and give a copy to the secretary.

Illness and Medical Issues

Instructors who are absent from school because of illness must submit a doctor's note to the Secretariat of School of Foreign Languages. Doctor's notes are submitted to the Human Resources after the approval of the administration. In case of absenteeism without any prior notification, instructors will not be paid for each day they are absent. In case of repeated absenteeism, the instructor may be subject to investigation by the upper administration.

Substitution

Instructors may be asked to substitute in case of another instructor's absence. Class hours and course materials are provided by the coordinators, and substitute instructors are required to be in the classroom within the assigned time.

Attendance to Conferences and Events

As one of the principles of the School of Foreign Languages is continuous development, instructors are encouraged to attend conferences and events. Instructors who choose to attend a conference or an event need to inform the administration. Once instructors receive a letter of acceptance, they need to complete a "Duty Leave" form (see Leave Requests). It is the instructor's responsibility to find a substitute teacher or to organise makeup lessons for their classes. Travel expenses are covered by the instructors themselves or by the host. Only instructors who have done research and have published an article can claim travel expenses from the university to present a paper in a conference; however, this requires a process and the university has the right to reject the application.

Policies and Procedures

SFL Policies and Procedures

Assessment Policy

The purpose of this policy is to articulate the principles that underpin the School of Foreign Languages' approach to the assessment lifecycle, as detailed in the Assessment Procedures for each SFL program. This Policy aims to ensure that all assessments meet an agreed set of standards.

Emergency Situations Policy

Emergencies in the workplace not only affect people physically and psychologically, but also they impact the continuity of education in the SFL. The effective management of emergencies and critical incidents can assist to minimize the negative impact of an unexpected event. The purpose of this policy is to ensure the SFL is prepared for and effectively responds to emergencies and critical incidents by taking appropriate action, notifying relevant parties, and maintaining records of such incidents via official SFL documentation.

For further information about the Emergency Situations Policy, please visit

<https://sfl.ieu.edu.tr/en/acil-durum-politikasi>

Grievance and Disciplinary Issues Policy

The purpose of this policy and procedure is to provide a clear structure for formally addressing any conflict that may arise as part of the working environment and relationships, and to ensure that these conflicts are dealt with fairly, reasonably, and consistently.

Instructor Recruitment Policy

The purpose of this procedure is to ensure fair, equitable, transparent hiring of full-time and part-time instructional staff for the School of Foreign Languages. The School of Foreign Languages adheres to all legal policies and ethical standards when hiring full and part-time, Turkish and foreign instructional staff.

Leave Policy

The Leave Policy is intended to ensure continuity of instruction within Izmir University of Economics School of Foreign Languages (SFL). This policy applies to all SFL staff.

For further information about the Leave Policy, please visit <https://sfl.ieu.edu.tr/en/izin-politikasi>

Observations Policy

The purpose of this policy is to articulate the different forms of observations conducted within the School of Foreign Languages, and by whom. All instructors will receive at least one developmental and one administrative observation per academic year. There are two forms of observations carried out within the SFL: Developmental and Administrative.

For further information about the Observations Policy, please visit <https://sfl.ieu.edu.tr/en/ders-gozlem-politikasi>

Performance Evaluation Policy

The purpose of this policy is to clearly state the intent and process of the IUE SFL Staff Performance Evaluation. Any organization that intends to remain viable and focused on continuous improvement must develop and implement a system for regularly, objectively, and effectively evaluating its staff. The intent of this policy is ensure that such a system is developed, clearly communicated to all staff, and is fairly implemented on a regular basis.

For further information about the Performance Evaluation Policy, please visit <https://sfl.ieu.edu.tr/en/performans-degerlendirme-politikasi>

Staff Training and Development Policy

The Staff Training and Development policy is intended to ensure the systematic and continuous professional development and the effective induction of newly hired instructors.

The Use of Copyrighted Materials Policy

The purpose of the Use of Copyrighted Materials Policy is to inform instructors on how and when copyrighted materials (digital or not) can be used for instruction at the School of Foreign Languages (SFL).

The Council of Higher Education Rules and Regulations

For information about English Preparatory Programme, Undergraduate and Associate English Language Programme and Second Foreign Languages Programmes Rules and Regulations put into practice by the Council of Higher Education (YÖK), please visit

<https://sfl.ieu.edu.tr/en/yonetmelikler>