



İZMİR UNIVERSITY OF ECONOMICS

"Comprehend with science, manage with knowledge"

SCHOOL OF FOREIGN  
LANGUAGES

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# FACULTY HANDBOOK

2025-2026

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# Contents

Preface .....	5
Vision and Mission .....	6
Useful Phone Numbers .....	7
Organizational Charts.....	10
Program Overview .....	12
Preparatory Program .....	12
Undergraduate English .....	14
Associate English.....	16
2 <sup>nd</sup> Foreign Languages.....	16
Resources and Services.....	17
Units, Commissions, Committees and Boards.....	20
Policies and Procedures .....	24
University Policies and Procedures.....	24
Education Policy.....	24
Research and Development Policy .....	24
Community Engagement Policy .....	24
Internationalization Policy .....	24
Quality Policy .....	24
Management Policy .....	25
Human Resources Policy.....	25
Policy on Combating Violence and Harassment .....	25
Sustainability Policy .....	25
Institutional Survey and Feedback Policy .....	25
Information Security Management System Policy .....	25
Artificial Intelligence Tools Usage Policy .....	25
SFL Policies and Procedures.....	26
Assessment Policy .....	26
Emergency Situations Policy .....	26
Grievance and Disciplinary Issues Policy .....	26
Instructor Recruitment Policy .....	26
Leave Policy.....	27

Observations Policy.....	27
Performance Evaluation Policy .....	27
Staff Training and Development Policy.....	27
The Use of Copyrighted Materials Policy.....	27
Flipped Learning Policy .....	27
Student Growth and Success Policy.....	28
Program Evaluation and Review Policy .....	28
The Council of Higher Education Rules and Regulations .....	28
Administrative Issues .....	28
Appendix .....	35
1. SFL Job Descriptions.....	35
1.1. Directorate .....	35
Director .....	35
Assistant Director .....	36
1.2. Preparatory Program .....	37
Administrative Coordinator .....	37
Academic Coordinator .....	38
1.3. Undergraduate English .....	39
Undergraduate Program Coordinator .....	39
Undergraduate Course Coordinator .....	40
1.4. Associate English.....	41
Associate English Program Coordinator .....	41
1.5. 2 <sup>nd</sup> Foreign Languages.....	43
Second Foreign Language Academic Head .....	43
Language Program Coordinator.....	44
Level Responsible.....	45
SFL International Relations Representative.....	46
1.6. Units and Centres.....	47
Curriculum and Material Development Unit Head (CMDU).....	47
Curriculum and Material Development Unit Member .....	48
Testing Unit Head.....	49
Testing Unit Member .....	51
Test Design and Validation .....	53

Digital Support Specialist .....	54
Evaluation and Measurement Specialist .....	55
Center for Continuing Professional Learning Head .....	56
Quality Assurance Unit Head (QAU) .....	57
Quality Assurance Unit Member .....	58
Student Success Center Lead .....	58
Student Engagement Specialist .....	59
Learning Support Specialist.....	60
Micro-Credentials Facilitator .....	60
Mentoring Lead Facilitator .....	61
Social Media Specialist.....	62
1.7. SFL Instructor .....	63

## 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

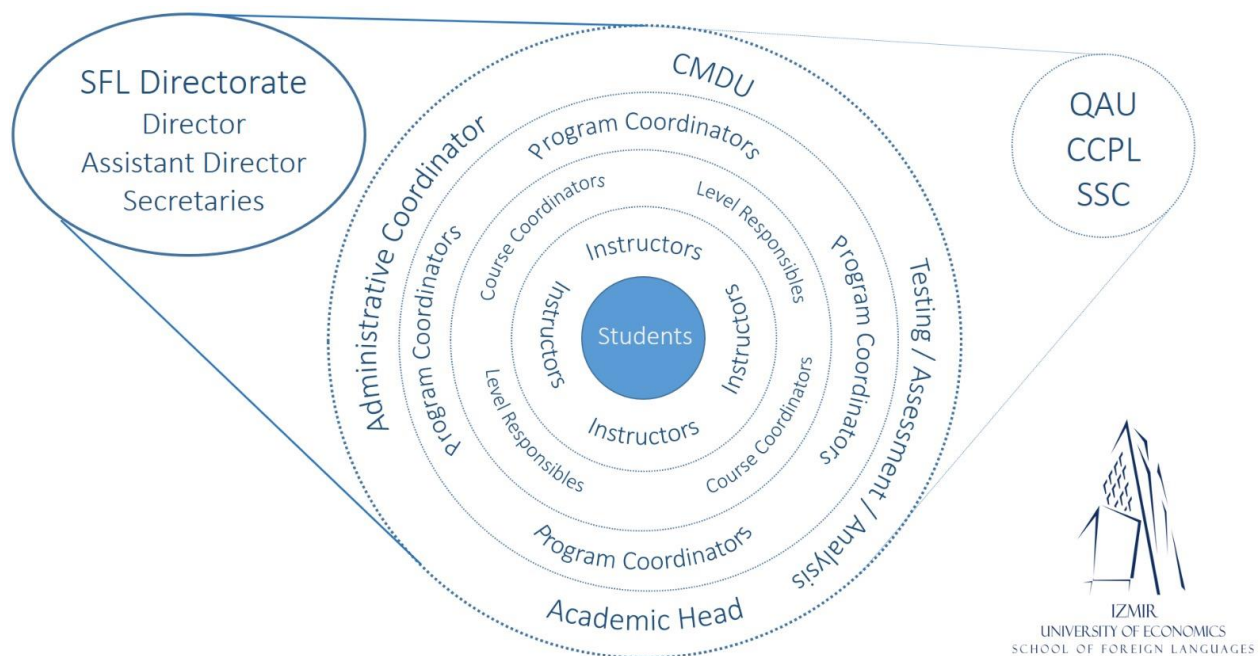
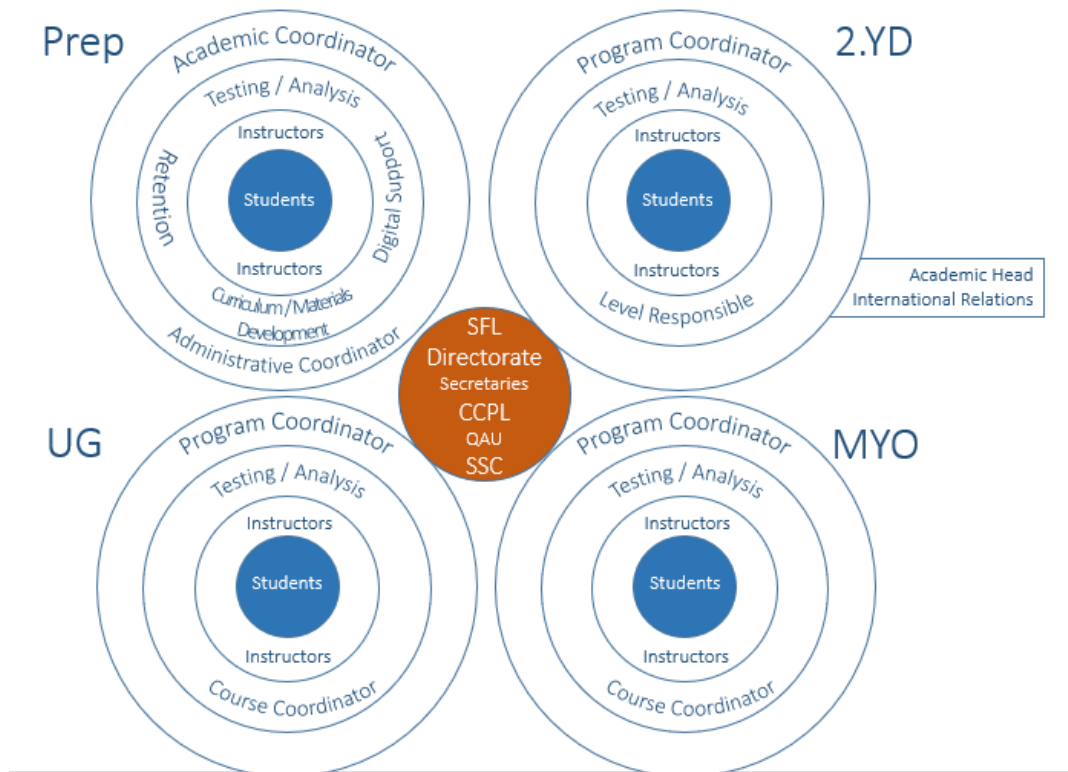
Title/Office	Person	Phone number	Email Address
<b>General Numbers</b>			
<b>Emergency Line</b>		(0232) 488 <b>8112</b>	
Security	Office	(0232) 488 8111 – Gate A 5415 – Gate B 6429 – Gate C	---
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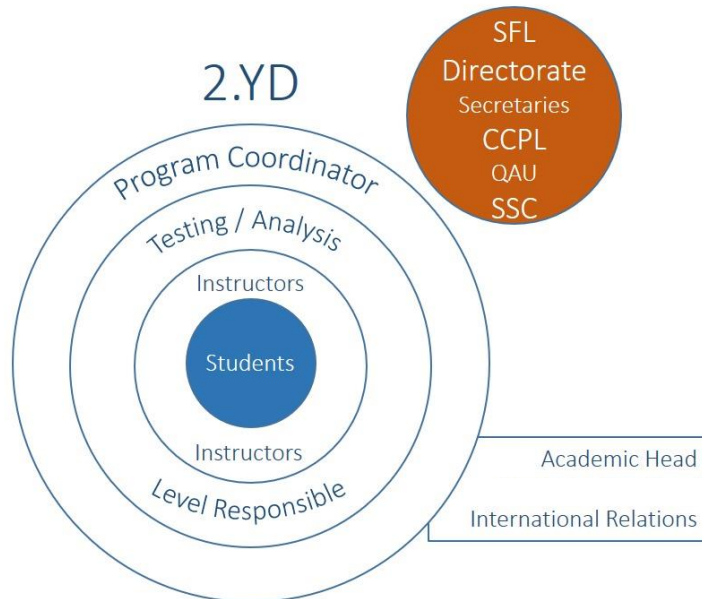
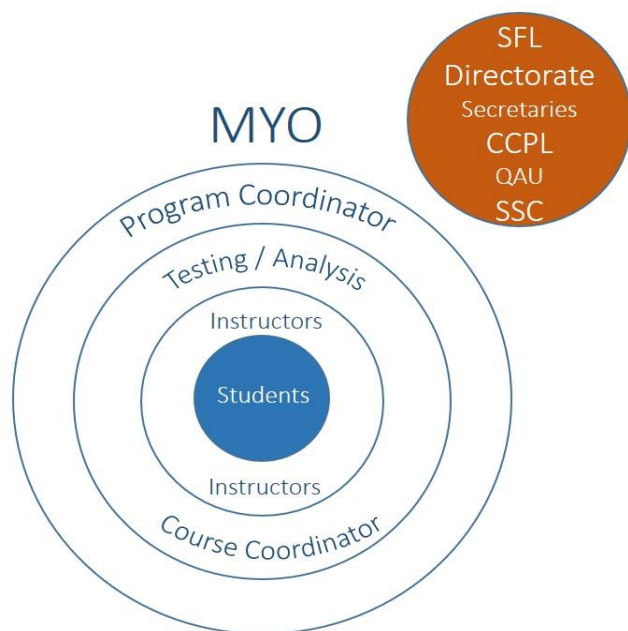
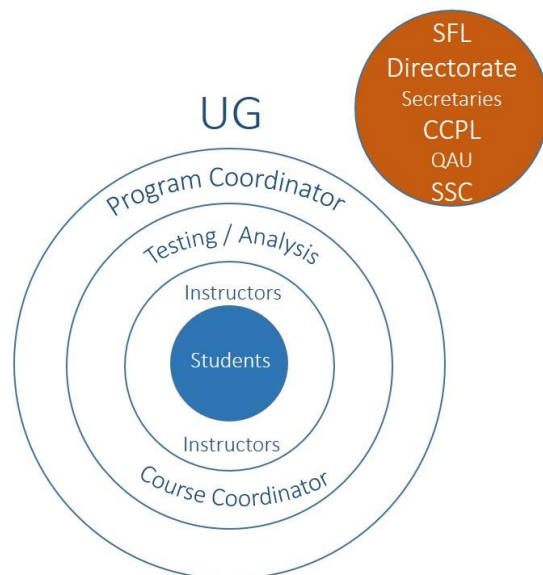
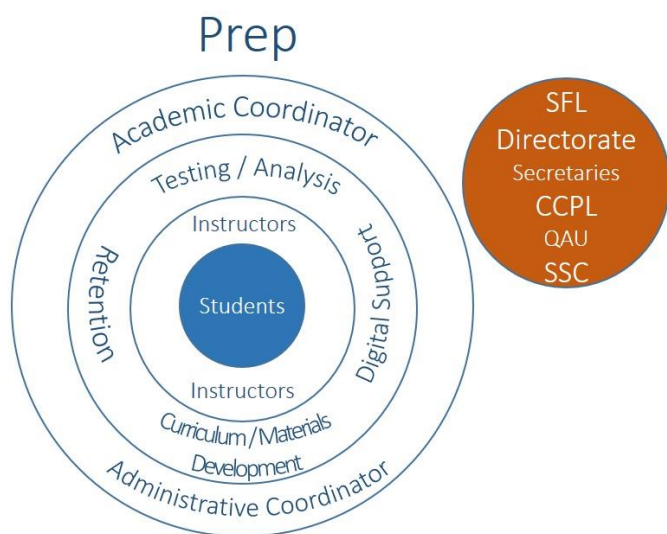
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Mentoring Lead Facilitator	Seher Kosacı	(0232) 488 8501	seher.kosaci@ieu.edu.tr



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## Organizational Charts





# Program Overview

## Preparatory Program

### Curriculum and Assessment

The English Preparatory Program 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 program: Elementary (A), Pre-Intermediate (B), Intermediate (C), and Upper-Intermediate (D). Students in all levels of the Preparatory Program 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 program which is an optional program designed for students who successfully complete the Upper-Intermediate level, pass the Proficiency in English Exam (PIE) but do not want to start their departments as Irregular students. There is also the PIE Success Program for students who successfully complete the Upper-Intermediate level, but have either not yet taken the PIE or have failed it.

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

The exit levels for the Preparatory Program are:

Elementary- A1+

Pre-Intermediate- A2+

Intermediate- B1

Upper-Intermediate- B2

The English Preparatory Program adopts a variety of learner-centered approaches and contemporary methodologies to support effective language acquisition and skill development.

At the heart of our teaching philosophy is a focus on competency- and outcome-based learning, ensuring that instruction and assessment are closely aligned with clear, measurable language objectives. We use task-based learning (TBL) to engage students in meaningful, authentic communication tasks, fostering real-world language application and learner autonomy.

In addition, project-based learning promotes collaboration on extended tasks that integrate multiple language skills and critical thinking. To further enhance engagement, we implement

flipped classroom strategies, allowing students to review input materials independently before applying their knowledge through interactive in-class activities. Together, these approaches facilitate the integrated development of listening, speaking, reading, and writing, while also providing targeted grammar and vocabulary instruction.

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 program, start as “starters” in the first module of the program and are placed into the program based on their levels. When students are successful at the end of an 8-week module, they move up one level. If they are unsuccessful due to absenteeism, failure to qualify for the level-exit exam, or failure in the end-of-module assessment, they need to repeat the same level; therefore, they become “runners”. Once they are successful, 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 Program. The duration of study is one month and at the end of the Summer School. These students are eligible to take the Summer School Proficiency Exam.

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

Students in levels A, B and C must earn a total of at least 60 points from the in-module assessments in order to take the end-of-module assessment (Gateway Exam). These students, to progress to the next level, must get a score of at least 60 from the Gateway Exam. Students are required to attend all sessions of the exam. Students who score between 50.00-59.99 at level A and between 55.00-59.99 at levels B and C in the Gateway Exam will conditionally pass to the next level. These students must meet the necessary requirements of the modular system's evaluation methods and complete the tasks assigned to them by the Board of the School of Foreign Languages in order to progress to the next level. Students who fail to meet these conditions will repeat the same level with different instructional materials.

At the end of level D, a Gateway Exam is not administered, and students' success is determined by their in-module evaluations. At this level, students who score at least 65 points from the in-module evaluations will qualify to take the proficiency exam (IYS) given at the end of the module. Level D students who score between 60-64.99 have the right to retake the in-module evaluation in which they scored the lowest, which assesses their reading, writing, speaking, listening, and grammar skills. In such cases, when calculating the final grade, the higher score from the relevant in-module evaluations will be considered.

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 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 65 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.

Regardless of the level they are placed in at the beginning of the academic year, students who successfully complete the levels they progress through in the English Preparatory Program and reach level D, and also successfully complete this level, will be exempt from the proficiency exam (IYS) if the average of their final module assessment scores (A, B, and C level End-of-Module Exit Exam scores and D level In-Module Evaluation scores) is 80 or above. These students will proceed to the course stage in their respective programs.

Detailed information regarding the curriculum can be found in the Curriculum Handbook.

### **Undergraduate English Curriculum and Assessment**

The IEU School of Foreign Languages Department of Undergraduate English program 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 (ENG 102) 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). ENG 101 is offered in the first semester (fall term) of the Academic Year, and ENG 102 is offered in the second semester (spring term). The aim of these courses is to improve students' language skills. From the start, this will enable them to carry out their academic studies in their departments more effectively and later use these skills while working in international platforms after graduation.

Students who meet the prerequisites stated in the School of Foreign Languages Undergraduate and Associate English Language Programmes Fundamentals of Education and Evaluation Principles may be exempted from these first year English courses.

**Second Year English Course:** Technical English for Engineers (ENG 210) is designed for students of the 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 who successfully complete the course 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 active involvement in discussions to participating in interviews.

**Fourth Year English Course:** ENG 410 English for Career Development prepares third- and fourth-year students for the transition from university to professional life. The course builds self-awareness by helping students explore their personality, strengths, and career goals, while also developing the ability to analyse job advertisements and identify suitable opportunities. Students strengthen workplace communication skills, practice using professional networks and digital tools responsibly, and engage with key concepts relevant to today's career environments.

Majority of courses in Undergraduate English Program implement a flipped learning approach, in which students review core materials prior to class and then apply their understanding through structured practice, interaction, and feedback during class sessions. This model promotes active learning and collaboration, supports flexible preparation at each student's pace, enhances the effectiveness of classroom time, and fosters habits aligned with professional practices.

All courses offered by the Undergraduate English program 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 beginning of each term. Students who fail to meet the attendance requirements specified by the Higher Education Council and the extent determined by the University Faculty Senate will receive a grade of NA.



## Associate English

### Curriculum and Assessment

The IEU School of Foreign Languages Department of Associate English program 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 program 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 Program students.

All courses offered by the program 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.

## 2<sup>nd</sup> 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 based on the Common European Framework of Reference (CEFR), encompassing four skill areas: listening, speaking, reading, and writing. The courses primarily emphasize oral comprehension and expression while covering all four skills. The program is divided into four semesters (courses 101/3 - 102/4 - 201 - 202), with four class hours per week for required courses. These courses are equivalent to 3 local credits (4 ECTS). Students are assessed through some summative assessments such as one mid-term, one final exam and one



speaking exam each term, along with other formative assessments such as homework assignments, and quizzes throughout the semester.

Upon completing the two-year program, successful students will have achieved at least an A2 level of proficiency, which can be certified by taking official language exams. Furthermore, students can continue increasing their knowledge of the language and culture to a B1 level through elective courses, which include three hours per week. The school also offers preparatory courses for international certification exams in selected languages.

Starting from the Fall semester of the 2025-26 academic year, the School will introduce the flipped classroom method in two courses corresponding to the first and third semesters (courses 101/3 and 201). Under this innovative approach, students will attend three hours of in-person class per week, complemented by preparatory activities to be completed before each lesson.

The flipped classroom model shifts the initial exposure to new material outside of class time, allowing students to engage with language content independently and at their own pace from home. This preparatory work enables learners to dedicate the necessary time to understanding vocabulary, grammar, and cultural topics thoroughly before attending class. As a result, in-class sessions become more interactive and student-centered, focusing on resolving doubts, practicing oral communication, and applying knowledge with direct instructor support.

Importantly, this out-of-class preparatory work will be evaluated and contribute 10% of the total course grade, encouraging consistent engagement and accountability.

This method maximizes the effectiveness of face-to-face learning time and enhances students' overall language acquisition and cultural understanding.

## 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](mailto: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](mailto: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 programs by creating accounts and sharing credentials. In the prep program, 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 2<sup>nd</sup> floor in E217 or you can contact Murat Özdemir from:

E-mail: [murat.ozdemir@ieu.edu.tr](mailto:murat.ozdemir@ieu.edu.tr)

Phone: (232) 488 8384

### **Blackboard**

BLACKBOARD is a Learning 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 program, 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.

### **OBS**

OBS 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 and attendance records on this platform. It is also possible to check information regarding students.

You can access OBS from <https://obs.izmirekonomi.edu.tr/oibs/std/login.aspx>.

To enter the system you need to fill in the Username and Password, and the “Total of the Numbers” asked for security purposes, and then click the Login button.

### **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 (commonly known as DYS) 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 provide input on the effective, efficient, and innovative operation of the SFL.

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

## Bologna Coordinating Commission (SFL)

The Bologna Coordination Committee prepares the learning outcomes and proposes courses for the associate and undergraduate programs 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>

## 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>

## 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 programs 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 programs 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, Center for Continuing Professional Learning) to monitor the implementation and attainment of aims and objectives
- facilitating program 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>

### **Advisory Board (Prep)**

The Advisory Board consists of Preparatory Program instructors and members of the Curriculum and Material Development Unit, Testing Unit, Center for Continuing Professional Learning, 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

### **Curriculum and Material Development Unit (Prep)**

The Curriculum and Material Development Unit (CMDU) plays a vital role in shaping the English Preparatory Program's learner-centered and competency-based approach. By designing, standardizing, and updating syllabi and instructional materials, the CMDU ensures that all courses promote integrated language skill development, meaningful communication, and effective learning outcomes. The Curriculum and Material Development Unit consists of four members and the Head, and operates in coordination with the Testing Unit, the Center for Continuing Professional Learning 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 Program
- 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 Program
- getting feedback from the students and the instructors on the curriculum
- making necessary changes in the program 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

CMDU, sürekli iyileştirme yaklaşımını benimseyerek geri bildirimleri sistematik bir şekilde toplar ve PUKÖ (Planla-Uygula-Kontrol Et-Önlem Al) döngüsünü uygular. Bu sayede müfredat ve materyaller düzenli olarak gözden geçirilir, geliştirilir ve güncellenir; böylelikle değişen eğitim ihtiyaçlarına yanıt verilir ve en yüksek öğretim kalitesi korunur.

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

### **Center for Continuing Professional Learning (SFL)**

The Center for Continuing Professional Learning (CCPL) 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 CCPL, which has been in charge of organizing “structured” developmental activities for the teaching staff within the school. The activities offered by the CCPL 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 program. 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>

### 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>

### Student Success Center (Prep)

The Student Success Center (SSC) is dedicated to fostering both academic and personal growth in students. Its mission is to offer comprehensive academic support, skill-building resources, and opportunities for active engagement. Through the center, students can benefit from a range of services, including academic support, a mentorship program, and micro-credential courses. These initiatives promote the completion of the program and smooth transitions into academic work through academic goal setting, skill development, and informed decision-making.

**Academic Support Services:** The Academic Support Center assists students who experience difficulties in their courses. With additional support from a teacher, students can get back on track toward their learning goals. Each module offers workshops designed to improve reading, writing, listening, speaking, and other fundamental skills. In addition, students can receive one-on-one support at the center or work independently.

**Workshops:** Each module includes a variety of workshops tailored to different levels and student needs. These workshops are conducted by our experienced instructors and cover a wide range of skills, from speaking and writing to grammar and vocabulary.

**Mentorship Program:** The Mentorship Program provides a personalized, one-on-one relationship between a student and a mentor. It is designed to help students become more aware of their progress during the Preparatory Program and support their academic and personal development.

**Micro-Credentials:** These short courses focus on developing students' academic and professional skills and allow them to earn digital badges. The badges awarded upon completion strengthen their CV and support them in achieving future academic or career goals.

**Student Activities:** Within the Student Success Center, activities such as speaking clubs, game days, movie nights, and quizzes are organized.

<https://sfl.izmirekonomi.edu.tr/ssc/en>

### 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>

## Policies and Procedures

### University Policies

#### Education Policy

The educational philosophy of İzmir University of Economics is to raise individuals who inquire, question, produce, share, think freely, and act responsibly.

#### Research and Development Policy

The research policy of İzmir University of Economics has been developed with the aim of transforming existing knowledge production in the fields of research, education, and social contribution into creative and innovative contributions through high-quality and impactful studies and outputs.

#### Community Engagement Policy

Izmir University of Economics' Community Engagement Policy aims to create meaningful societal impact by promoting sustainability, social well-being, cultural preservation, and public health. It encourages activities aligned with the UN Sustainable Development Goals, fosters collaboration with NGOs, local authorities, and public institutions, and emphasizes participation from all stakeholders. The policy prioritizes high-impact, interdisciplinary work, sharing knowledge with the community, and ensuring sustainable and transformative outcomes.

#### Internationalization Policy

Izmir University of Economics adopts the principle of strengthening its mission in education, knowledge production, and community engagement through international collaborations and connections. The University supports the development of students', faculty members', and administrative staff's global and cultural competencies, promoting an equitable and fair approach.

#### Quality Policy

Izmir University of Economics embraces a total quality management approach, aiming to fulfill its missions in education, knowledge production, and community engagement in line with universal academic principles and values. The University prioritizes exceeding the expectations of internal and external stakeholders, making data-driven decisions, informing and empowering staff, and continuously improving all processes through teamwork.



### Management Policy

Izmir University of Economics' management policy is built on a model that emphasizes learning-focused and innovative education, high-impact knowledge production, and strong community engagement, while ensuring the participation of all stakeholders and supporting sustainable and transformative change.

### Human Resources Policy

Izmir University of Economics' Human Resources Policy adopts a "people-centered" approach, aiming to enhance the competencies, job satisfaction, motivation, and organizational commitment of academic and administrative staff.

### Policy on Combating Violence and Harassment

The purpose of this policy is to prevent all forms of violence and harassment that may occur at our university, provide support to individuals who experience such incidents, and establish a safe environment by taking the necessary measures.

### Sustainability Policy

Izmir University of Economics (IUE) recognizes the principles of sustainability as fundamental elements of its institutional mission and vision. Adopting an integrated approach to environmental, economic, and social sustainability, the University supports sustainable development in both academic and administrative processes. This policy is designed to guide the University's commitments and actions regarding sustainability. Acting in line with the United Nations Sustainable Development Goals (SDGs), IUE is committed to advancing a sustainable future through education, research, campus management, and community engagement.

### Institutional Survey and Feedback Policy

This policy aims to establish a structured feedback system to evaluate the effectiveness of university services and enhance user satisfaction. It ensures the collection, analysis, and implementation of feedback from students, academic staff, and administrative personnel to support continuous improvement in academic and administrative processes. Additionally, it defines the fundamental principles for conducting academic research involving the university community.

### Information Security Management System Policy

Izmir University of Economics ensures the continuous protection of the accessibility, integrity, and confidentiality of data and information by implementing preventive controls established under the Information Security Management System to support its information systems operations.

### Artificial Intelligence Tools Usage Policy

Izmir University of Economics (IUE) uses Artificial Intelligence (AI) technologies to enhance educational experiences, research, and administrative efficiency. This policy outlines the main

principles and ethical considerations for the responsible use of AI tools and technologies by all users—including students, faculty, staff, and other individuals—in connection with IUE activities.

For further information about the University's Policies, please visit

<https://ieucloud.izmirekonomi.edu.tr/index.php/s/ZNiOPxpE4MIZUK5?path=%2FPolitikalar#pdfviewer>

## 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.

For further information about the Assessment Policy, please visit

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

### 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.

For further information about the Grievance and Disciplinary Issues Policy, please visit

<https://sfl.ieu.edu.tr/en/sikayet-ve-disiplin-politikasi-ve-prosedurleri>

### 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.

For further information about the Instructor Recruitment Policy, please visit

<https://sfl.ieu.edu.tr/en/ogretim-eleman-i-se-alim-politikasi>

### Leave Policy

The Leave Policy is intended to ensure continuity of instruction and administrative responsibilities within Izmir University of Economics School of Foreign Languages (SFL).

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.

For further information about the Staff Training and Development Policy, please visit

<https://sfl.ieu.edu.tr/en/ogretim-eleman-egitim-ve-mesleki-gelisim-politika>

### 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).

For further information about the Use of Copyrighted Materials Policy, please visit

<https://sfl.ieu.edu.tr/en/ogretim-eleman-egitim-ve-mesleki-gelisim-politika>

### Flipped Learning Policy

The Flipped Learning Policy ensures that language instruction within the School of Foreign Languages (SFL) at Izmir University of Economics integrates learning-centered practices that

maximize active engagement, foster autonomy, and enhance critical thinking. This policy establishes a structured approach to the flipped classroom model, where students engage with instructional content outside of class and participate in interactive, application-based activities during in-class time.

For further information about the Flipped Learning Policy, please visit

<https://sfl.ieu.edu.tr/en/ters-yuz-ogrenme-politikasi>

#### Student Growth and Success Policy

The Student Growth and Success Policy ensures that students at the English Prep Program of the School of Foreign Languages (SFL) at İzmir University of Economics receive comprehensive academic, personal and well-being support that enhances their language learning experience, fosters academic achievement, and promotes student retention. The Student Success Center (SSC) provides structured guidance, resources, and interventions to facilitate student autonomy, engagement, and well-being, thereby contributing to both academic and professional success.

For further information about the Flipped Learning Policy, please visit

<https://sfl.ieu.edu.tr/en/ogrenci-gelisimi-ve-basari-politikasi>

#### Program Evaluation and Review Policy

The Program Evaluation and Review Policy ensures that the academic programs within the School of Foreign Languages (SFL) at İzmir University of Economics maintain high-quality standards, align with institution's vision, mission and goals, and continuously improve based on data-driven decision-making. This policy establishes a structured process for evaluating curriculum effectiveness, student outcomes, faculty performance, and stakeholder feedback.

For further information about the Flipped Learning Policy, please visit

<https://sfl.ieu.edu.tr/en/program-degerlendirme-ve-gozden-gecirme-politikasi>

#### The Council of Higher Education Rules and Regulations

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

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

## 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 program. 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**

The components of the appraisal system are:

- Professional Expectations
- Student Evaluations
- Professional Competencies
- Reflection

#### *Professional Expectations*

Immediate supervisors complete a survey for each of their reports, assessing their performance against the professional expectations criteria identified by the PPC.

#### *Student Evaluations*

Student evaluations are those collected at the end of each module/semester.

#### *Professional Competencies*

Instructors apply existing competencies in various roles across the SFL, or seek ways to pursue and develop new competencies; again, in an effort to contribute to the overall quality of the SFL.

1. Leadership – serving in a positional Leader role, or assuming a non-positional Leader role;
2. Administration – serving in an administrative role as a coordinator, unit member, head, etc...
3. Life Long Learning – pursuing lifelong learning opportunities; does not need to be a degree; can be continuous certification/credentialing;
4. Commitment to Quality – A commitment to quality within the SFL is viewed as actively contributing to continuous improvement of teaching, learning, or administrative efficiency and effectiveness. This may include serving on an SFL committee (e.g., Prep advisory, PPC, QAU),

supporting quality assurance or accreditation efforts (e.g., serving on a task force or working group), or pursuing relevant professional development that impacts teaching and/or learning;

5. Service – The notion of service includes the provision of support to SFL stakeholders, efforts to increase the visibility of the SFL, creating / participating in bridge-building activities both within and external to the SFL and the University. Examples include volunteering in SSC or as a mentor, developing and delivering a micro-credential; active participation in relevant professional organizations, collaborating on projects with internal and external stakeholders (either faculties or departments within IUE, or those outside of the University).

Instructors are evaluated in relation to the following professional competencies: Commitment to Quality, Life Long Learning, and Service. The remaining two are ideal, but not mandatory. Each of these competencies have a rubric vetted by the PPC to objectively guide evaluation of an individual instructor's competencies.

### *Reflection*

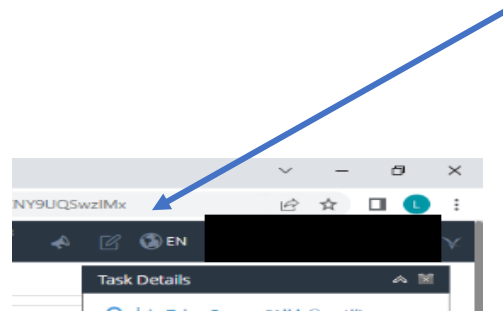
The Reflection is an essential piece of the appraisal interview, however it is not included in the evaluation. The Reflection is seen as an opportunity for the instructor to look back on the past academic year and comment on performance as an SFL staff member. Instructors are asked to reflect upon the past year by responding to a series of prompts sent prior to the appraisal interview.

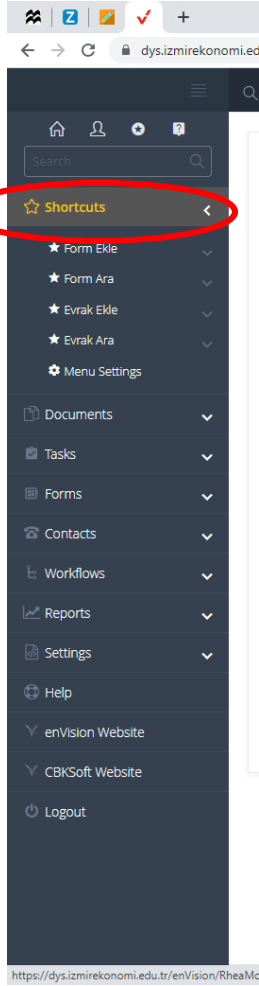
The annual Performance Appraisal is completed in the spring semester. Appraisal meetings between individual staff members and the SFL Administration are held throughout June. At these meetings, the staff member has the opportunity to discuss the outcomes, and any relevant recommendations of their performance appraisal with the SFL Administration. Once this has been completed, both parties sign the evaluation form. A final report (AYK) on all staff members is submitted to Human Resources by the date specified each year by Human Resources.

## **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

6. Finally, select 'save' to send the request. 'Reject' will cancel it.

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

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

### Administrative Leave

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

2. Click on shortcuts - form ekle. Then "İdari, Sosyal ve Mazeret."

The screenshot shows the 'ANNUAL LEAVE DEMAND FORM' on the website. The 'Shortcuts' menu is highlighted with a red circle, and the 'İzin Talep Formu (Yıllık Ücretli)' shortcut is also highlighted with a red circle. The form itself is titled 'ANNUAL LEAVE DEMAND FORM' and includes fields for 'WHO DEMAND', 'INFORMATION ABOUT ANNUAL LEAVE', and 'Deputy Info'. The 'WHO DEMAND' section includes fields for Name, Surname, Department, Tel. Number, and GSM. The 'INFORMATION ABOUT ANNUAL LEAVE' section includes fields for Legal Leave, Week Holiday, General Holiday, and TOTAL, each with a 'Day' unit. The 'Deputy Info' section includes a field for the deputy's name. The form also includes a 'Demand Date' field and a 'Description' field. At the bottom, there are buttons for 'Cancel', 'Reject', and 'Save'.

Browser address bar: [dys.izmirekonomi.edu.tr/en/Vision/DocumentModule/FRM\\_Form\\_View.asp?value=YIW1YyW9PpWdasmFbFIN/E0IUTSZP900Q1HJVDSZZ22FUzU1Z40VZ0XNavz](https://dys.izmirekonomi.edu.tr/en/Vision/DocumentModule/FRM_Form_View.asp?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 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.

## Appendix

### 1. SFL Job Descriptions

#### 1.1. Directorate

##### Director

Reports directly to: Rector

Supervise: All SFL staff and instructors

Date written: 16.12.2019

Date revised: 10.09.2024

The Director is responsible for the strategic leadership, innovation, and operational effectiveness of all programs under the SFL umbrella, which includes the Prep Program, Second Foreign Languages, Undergraduate English, and Associates English. The Director plays a key role in shaping the future direction of the SFL, ensuring that it remains a leader in language education and aligns with the broader mission and goals of İzmir University of Economics.

##### Primary Responsibilities

- Ensure that all SFL programs and respective units are operating on a day-to-day basis
- Provide visionary leadership to ensure the growth and development of all SFL programs, building a culture of academic excellence and innovation
- Lead strategic planning and long-term development initiatives, including the integration of emerging language education trends, technologies, and global best practices
- Oversee the continuous improvement of program quality through comprehensive evaluation processes, promoting a culture of excellence in teaching and learning
- Oversee the monitoring of student progress with a data-driven approach and coordinate academic interventions within the School for enhancing student success
- Manage and optimize budgeting and fiscal processes, ensuring sustainability and effective resource allocation
- Direct all human resource functions, including recruitment, performance management, and professional development, ensuring a high-performing, motivated team
- Act as the key representative of the SFL in both internal and external settings, building strong relationships with stakeholders, partners, and the community to raise the profile of the School

##### Secondary Responsibilities

- Maintain a strategic teaching presence, contributing to the academic mission of the SFL while modelling best practices in language education
- Encourage open, collaborative communication across the institution, ensuring consistency with the university's strategic objectives through regular reporting and consultation
- Engage in active communication with all stakeholders, including students, faculty, staff, and external partners, to ensure transparency and collaboration.

- Identify and pursue innovative opportunities to expand the SFL's visibility, reputation, and impact on both national and international stages, contributing to the overall prestige and competitiveness of IUE.
- Cultivate partnerships and initiatives that enhance the SFL's role in preparing globally competent graduates, with a focus on skills, lifelong learning, and adaptability to global challenges

### Assistant Director

Reports directly to: Director, School of Foreign Languages

Supervise:

Date written: 16.12.2019

Date revised: 02.09.2024

The Assistant Director of the School of Foreign Languages (SFL) is responsible for providing high-level support to the Director in managing the academic, operational, and strategic direction of the school. This role focuses on fostering the academic quality and effectiveness of all programs within the SFL, while also managing the day-to-day functioning of the school. The Assistant Director plays a crucial role in ensuring that SFL policies, procedures, and strategic initiatives align with the broader goals of the university.

### Primary Responsibilities

- Support the Director in ensuring that all SFL programs and respective units are operating on a day-to-day basis
- Collaborate closely with the Director to develop, implement, and monitor the strategic plan for the SFL, ensuring alignment with the university's vision and objectives.
- Ensure the quality and continuous improvement of all programs within the SFL by overseeing the program review and assessment processes, identifying areas for development and improved teaching and learning, as well as implementing changes as necessary.
- Lead key HR processes, including recruitment, onboarding, performance appraisals, conflict resolution, and staff development, in coordination with the Director.
- Support the Director in the preparation and management of the SFL's budget, including monitoring expenditures and ensuring the optimal use of financial and physical resources.
- Lead the development, implementation, and revision of policies and procedures within the SFL, ensuring compliance with university-wide regulations and promoting operational efficiency.
- Serve as the representative of the SFL at internal and external meetings and events, acting as a liaison between the SFL, university leadership, and external stakeholders to foster strong relationships and promote the school.
- Supervise the Assistant Director to ensure the efficient daily operation of all programs and units, including the coordination of scheduling, resource allocation, and administrative functions.

- Provide leadership to the Assistant Director and other administrative personnel, ensuring that operational tasks are completed effectively and support the overall goals of the SFL

#### Secondary Responsibilities

- Contribute to the teaching activities of the SFL where necessary, and maintain a visible academic presence to support faculty and student success
- Communicate with key stakeholders, including faculty, students, parents, and external partners, to ensure transparency and build collaborative relationships
- Serve as a chair or active member on key SFL and university committees, such as the University Strategic Planning Committee, University Micro-Credentials Working Group, SFL PPC (chair), SFL BEK, Retention, SFL Quality Committee, and Disability Support Committee
- Identify and pursue opportunities to increase the visibility and impact of the SFL and its programs, both within the university and in the broader educational community, including innovations in pedagogy and new program initiatives like micro-credentials.

## 1.2. Preparatory Program

### Administrative Coordinator

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

Supervise:

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 & Assistant Director of SFL

Supervise: Curriculum and Materials Development Unit, Testing Unit, and SSC

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;
- analysing 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 counselling 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 Center for Continuing Professional Learning;
- holding one meeting each module with student representatives;
- supervising the operation of the SSC (Student Success Center);
- 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

### 1.3. Undergraduate English

#### Undergraduate Program Coordinator

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

Supervise:

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 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 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 counselling 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:

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

## 1.4. Associate English

### Associate English Program Coordinator

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

Supervise:

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 counselling 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

## 1.5. 2<sup>nd</sup> Foreign Languages

### Second Foreign Language Academic Head

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

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 CCPL.
- Attend program and coordinator meetings as necessary.
- In collaboration with the Administrative Head, organize coordinator meetings as necessary.

## Language Program Coordinator

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

Supervise:

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 enrolments each semester (# of sections, teaching hours, teaching needs)
- Prepare timetables / Assign *level responsables*
- Enter timetables into Administrative System (Program)
- 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 centres, 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:

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: Director of the SFL and Assistant Director of SFL

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).

## 1.6. Units and Centres

### Curriculum and Material Development Unit (Prep)

#### Curriculum and Material Development Unit Head (CMDU)

Reports directly to: Academic Coordinator of the Prep Program

Supervise: 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 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 :

Date written: 14.03.2019

Date revised: 27.05.2024

### 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 material 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,
- Be proactive in identifying and addressing issues related to curriculum and materials development,
- Incorporate educational technology and digital resources into the curriculum to enhance learning experiences.
- Liaise closely with the Unit Head,
- Complete the work delegated by the Unit Head in a timely and efficient manner,
- Deliver course material,
- Attend level meetings,
- Contribute to the SFL Program Review process,
- Actively contribute to teaching.

### Secondary Responsibilities

- Hold presentations / workshops to keep SFL informed about the curriculum and material design process,
- Explore and implement innovative teaching methods and strategies to improve student engagement and learning outcomes.
- Conduct and invigilate exams,
- Substitute for instructors in case of an illness/ emergency,
- Keep track of and organize course material.



### Additional Responsibilities

- Stay updated with the latest trends and best practices in curriculum development through continuous professional development.
- 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), CCPL (Center for Continuing Professional Learning), 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), CCPL (Center for Continuing Professional Learning), 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: Head, Testing Unit

Supervise:

Date written: 25.03.2019

Date revised: 11.06.2024

#### Primary Responsibilities

- Design in-modular assessment tasks and module exit exams following the test specifications, item writer guidelines, and ensure the level of difficulty is appropriate and fits the specification for each level
- Use appropriate sources for the different levels and document full details of source materials used
- Prepare all necessary documents (answer keys, query sheets etc.) for the evaluation / grading of the in-modular assessment tasks and module exit exams

- Submit 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
- Proofread 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
- Prepare (i.e. photocopying) and distribute in-modular assessment & exam packs for the instructors
- Assist in the administration of in-modular assessments and module exit exams (i.e.: patrolling corridors for the smooth running of exams)
- Conduct quality check after assessments and module exit exams have been graded by EPP instructors
- Re-grade assessments & module exit exams in response to student appeals
- Liaise 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
- Provide guidance to instructors on test implementation procedures and testing marking procedures
- Attend level meetings, collect feedback on assessments and module exit exams from instructors
- Actively contribute to teaching on the EPP
- Adhere to ethical standards and comply with the regulations which are applicable to the job function and university

#### Secondary Responsibilities

- Assist Testing Unit Head during meetings, workshops, and standardization sessions to keep EPP instructors informed about the testing and assessment process
- Assist Testing Unit Head with revising test items based on item analysis reports (reliability, validity or comparability studies)
- Assist 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
- Assist 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)
- Assist Testing Unit Head with project developments and helping implement project plans
- Assist Testing Unit Head with student inquiries and investigating or resolving issues

- Assist 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,
- Assist Testing Unit Head with training of other Test Item Writers

#### Additional Responsibilities

- Substitute as invigilator, speaking assessor or floor monitor when an instructor is absent
- Serve on committees
- Attend courses or workshops related to assessment, measurement and evaluation twice every academic year
- Participate in teacher training activities
- Assist instructors when needed during assessments and exams
- Solve technical issues (i.e.: Panopto and audio systems) during assessments and exams
- Assist administrative staff and attending meetings to develop, improve, and provide feedback regarding the assessment and evaluation and curriculum matrix

#### Test Design and Validation

Reports directly to: Head, Testing Unit

Date written: 24.07.2024

Date revised:

#### Primary Responsibilities

- Contribute to the development of assessment-related tasks, including the formulation of criteria.
- Adhere to test specifications and item writer guidelines to ensure the exams appropriately align with each level's specifications.
- Prepare all necessary documents (answer keys, query sheets, revised answer keys, etc.) for the evaluation/grading of the in-modular assessment tasks and module exit exams
- Meet deadlines within the agreed time scale (Testing Calendar) and in the format required to the Testing Unit Head for approval
- Proofread any assessment related tasks or exams prepared by the Testing: evaluating the drafts of the assessment material, ensuring all syllabus requirements are met and highlighting the errors in content and submitting the revised versions to the Testing Unit Head for approval
- Conduct quality check after assessments and module exit exams have been graded by EPP instructors
- Liaise with CMDU (Curriculum and Materials Development Unit) to ensure that the tests produced assess the achievement of the stated level objectives of the programs
- Attend level meetings, collect feedback on assessments and module exit exams from instructors
- Adhere to ethical standards and comply with the regulations which are applicable to the job function and university

### Secondary Responsibilities

- Assist the Testing Unit during meetings, workshops, and standardization sessions to keep EPP instructors informed about the testing and assessment process
- Assist the Testing Unit Head with revising test items based on item analysis reports (reliability, validity or comparability studies)
- Assist the Testing Unit Head with project developments and help implement project plans
- Assist the Testing Unit Head with standardization sessions related to assessments and other exams including selecting student samples, recording student samples (Speaking assessments and exams), and grading student samples against relevant criteria

### Additional Responsibilities

- Substitute as an invigilator, speaking assessor or floor monitor when an instructor is absent
- Serve on committees
- Attend courses or workshops related to assessment, measurement and evaluation twice every academic year

## **Digital Support Office (SFL)**

### **Digital Support Specialist**

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

Supervise:

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, CCPL, 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: Director of SFL & Assistant Director of SFL

Supervise:

Date written:

Date revised: 12.09.2023

#### Primary Responsibilities

- Analysing questions on Preparatory, Undergraduate English and Second Foreign Languages exams and preparing reports
- Monitoring 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

## **Center for Continuing Professional Learning (SFL)**

### **Center for Continuing Professional Learning Head**

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

Supervise: CCPL members

Date written: 21.05.2024

Date revised:

### Primary Responsibilities

- Orchestrated teacher development and training activities within the School of Foreign Languages
- Contribute to orientation programs for instructors at the beginning of each academic year
- Design, coordinate and contribute to in-service training programs such as presentations, workshops, and short courses to meet the needs of SFL instructors
- Attend departmental meetings as required and hold regular meetings with trainers
- Coordinate and conduct classroom observations with other trainers in the center
- Design and coordinate training programs for newly recruited members
- Contribute to the instructor appraisal system and trainer evaluation process
- Actively contribute to teacher recruitment procedures
- Actively engage in teaching (5-10 hrs per week)

### Secondary Responsibilities

- Inform SFL staff of ELT activities such as international and regional conferences, workshops and courses
- Inform staff about new methods and approaches, issues and techniques in ELT
- Liaise closely with instructors who have volunteered to run a course or deliver a workshop
- Liaise closely with other teacher trainers from other institutions and stay abreast of changes in teacher development in Türkiye and abroad



### Center for Continuing Professional Learning Member

Reports directly to: Head, CCPL

Supervise:

Date written: 21.05.2024

Date revised:

#### Responsibilities

- Contribute to the development and training activities of instructors within the School of Foreign Languages.
- Contribute to the orientation program for SFL instructors at the beginning of each academic year.
- Design and deliver in-service training programs, such as presentations, workshops, and short courses, tailored to meet the needs of instructors at the School of Foreign Languages.
- Provide individualized professional development support to instructors through one-to-one consultations.
- Coordinate and conduct class observation cycles for developmental purposes.
- Monitor and document staff development and progress.
- Contribute to the instructor appraisal system.
- Engage actively in teaching responsibilities (5-10 hours per week).
- Attend weekly meetings.
- Participate actively in other boards, such as the Advisory Committee, when invited.
- Observe demo lessons and give feedback.
- Maintain availability and accessibility to the center head and other instructors.
- Foster and maintain good rapport and effective communication with instructors.

### Quality Assurance Unit (SFL)

#### Quality Assurance Unit Head (QAU)

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

Supervise: 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, Center for Continuing Professional Learning) 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:

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, Center for Continuing Professional Learning) 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 program 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

### SSC – Student Success Center (Prep)

#### Student Success Center Lead

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

Date written: 02.09.2024

Date revised:

#### Primary Responsibilities

- Oversee the overall operations of the Student Success Center, ensuring effective and efficient implementation of its programs and services.

- Develop and implement strategic plans for the Center, aligning them with the School of Foreign Languages' (SFL) goals.
- Foster an inclusive and supportive environment that enhances student engagement and success.
- Collaborate with faculty, staff, and relevant stakeholders to provide comprehensive support services tailored to student needs.
- Collect, analyse, and report on data related to student success, retention, and Center performance.
- Regularly assess the effectiveness of the Center and provide data-driven recommendations for continuous improvement.
- Manage day-to-day administrative tasks, including scheduling, student communication, and maintaining accurate records.
- Assist in the organization of events, workshops, and distribution of learning resources aimed at promoting student achievement.

### Student Engagement Specialist

Reports directly to: Assistant Director of SFL and Student Success Center Lead

Date written: 02.09.2024

Date revised:

The Student Engagement Specialist will be responsible for fostering a positive and inclusive student environment at the School of Foreign Languages by promoting active engagement and participation in the activities of the Student Success Center. This role is pivotal in creating programs and initiatives that enhance student well-being, retention, and academic success. The Specialist will collaborate with various departments and stakeholders to ensure students have access to resources, support, and opportunities that empower them to achieve their academic and personal goals.

### Primary Responsibilities

- Develop and implement strategies to increase student participation in Student Success Center programs and events.
- Organize workshops, activities, and campaigns that promote student engagement and community-building (including MC enrolment).
- Conduct regular outreach to students to understand their needs, challenges, and feedback to inform programming.
- Collaborate with the Student Success Lead to design student-centric programs that address academic, social, and emotional needs.
- Coordinate orientation and transition programs to help new students adapt to university life.
- Support the development of peer mentoring and leadership initiatives to engage students in the learning community.

- Develop promotional materials and campaigns that highlight the benefits of the Student Success Center and its offerings (liaise with Social Media Specialist).
- Track and analyse student participation and engagement data to assess the effectiveness of initiatives.
- Prepare reports on student engagement trends, providing recommendations for improvement and innovation.
- Liaise with faculty, academic advisors, and administrative staff to ensure alignment of engagement activities with student academic goals.

### Learning Support Specialist

Reports directly to: Assistant Director of SFL and Student Success Center Lead

Date written: 02.09.2024

Date revised:

The role of the Learning Support Specialist (LSS) is to help students build confidence and competence in language learning. The LSS coordinates personalized, hands-on academic support to students by offering one-on-one tutoring and facilitating group study sessions that focus on key language skills. In addition, this role focuses on providing academic advising, guiding students in setting realistic academic goals, and helping them track their progress along the way.

#### Primary Responsibilities

- Recruit instructors to provide learning support.
- Arrange one-on-one tutoring and group study sessions, focusing on key language skills.
- Create personalized learning plans for students struggling in particular areas.
- Provide academic advising, assist students with goal setting and planning, and monitor academic progress.
- Design workshops and resources that focus on study techniques, time management, and exam preparation, ensuring that students are equipped for success both in and out of the classroom.

### Micro-Credentials Facilitator

Reports directly to: Director of SFL, Assistant Director of SFL and Student Success Center Lead

Date written: 02.09.2024

Date revised:

The Micro-Credentials Lead Facilitator is responsible for the development, implementation, and oversight of the micro-credentials and digital badges offered through the Student Success Center. This role focuses on creating competency-based learning opportunities that enhance self-directed learning, transferable skills, and student employability. This role aims to ensure that micro-credentials are aligned with student needs and industry standards.

### Primary Responsibilities

- Design and develop a portfolio of micro-credential programs that micro-credentials focused on key competencies such as self-directed learning, employability skills, digital literacy, and other relevant areas.
- Collaborate with academic departments and external stakeholders to create relevant, high-quality micro-credentials.
- Lead the design and development of micro-credentials, including organizing workshops, seminars, and online learning components.
- Monitor the effectiveness of micro-credential programs through feedback and data analysis.
- Track and analyse student participation and success rates in micro-credentials.
- Advise students on selecting appropriate micro-credential pathways based on their academic needs.
- Support micro-credential instructors in developing assessment criteria and processes to ensure that micro-credentials accurately reflect the skills and competencies acquired by students.
- Coordinate the awarding of digital badges and certificates upon completion of micro-credential programs.
- Promote micro-credential opportunities to students, faculty, and relevant stakeholders.
- Prepare reports and make data-driven recommendations for improving program offerings and expanding the micro-credentials portfolio.
- Provide resources and workshops to help students successfully complete micro-credential programs.

### **Mentoring Lead Facilitator**

Reports directly to: Director of SFL, Assistant Director of SFL and the Administrative Coordinator of the Prep Program

Date written: 02.09.2024

Date revised:

The Mentoring Lead Facilitator is responsible for the design, implementation, and management of the peer and instructor-mentor mentoring programs in the Student Success Center. This role aims to foster academic success, personal growth, and community-building among students by connecting them with peer mentors, faculty, and professionals. The Facilitator aims to create a comprehensive mentoring framework that supports student engagement, development of soft skills, and academic persistence, ensuring a positive and impactful mentoring experience for all participants.

### Primary Responsibilities

- Design and develop a structured mentoring program that matches students with peer mentors and faculty based on their academic needs and personal interests.
- Develop mentor and mentee training programs that outline roles, responsibilities, and effective mentoring strategies.
- Oversee the recruitment, selection, and training of mentors, ensuring the program maintains high standards of quality and engagement.
- Manage the matching process between mentors and mentees, ensuring the best fit based on student goals, needs, and areas of interest.
- Provide ongoing support to mentors and mentees, addressing any challenges and ensuring productive, positive relationships.
- Organize workshops, training sessions, and events to enhance the mentoring experience and provide ongoing development for both mentors and mentees.
- Regularly evaluate the effectiveness and impact of the mentoring program.
- Gather feedback from both mentors and mentees to continuously improve the program and address areas for development.
- Track participation, monitor outcomes, and prepare an annual review of the mentoring program.
- Promote the mentoring program in order to recruit instructors and encourage student participation.
- Remain current in best practices and trends in mentoring programs.
- Explore opportunities for expanding the mentoring program through innovative approaches.

### **Social Media Specialist**

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

Supervise:

Date written: 12.09.2023

Date revised:

### Primary Responsibilities

- Teach in Prep Program
- Support SSC 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.

### 1.7. SFL Instructor

Reports directly to: Relevant Program Coordinator

Supervise:

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 CCPL;
- 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.