**2018**

SCHOOL OF FOREIGN LANGUAGES

ISTANBUL GELISIM UNIVERSITY

**STAFF HANDBOOK**

A Guide for Language Instructors

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**Foreword**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This handbook aims to give you the basic information required about our school. If you need further support, we will always be here to help you.

Dr. Şahin Gök  
Principal  
School of Foreign Languages

**About Us**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Our Mission

The School of Foreign Languages aims to provide competency in English and Russian languages sufficient to study in the related degree programs whose medium of instructions are English or Russian. It also coordinates and supervises all types of educational activities within the preparatory class. The School also aims to improve students’ competencies in the respective languages by enabling them to access academic sources in English and Russian and make use of them efficiently, communicate in the said languages and utilize these languages in their future professional careers in the most effective way possible. To achieve these goals; the School of Foreign Languages provides a world-class education by ensuring the students are in a constructive, creative, original and innovative educational environment.

B. Our Vision

The School of Foreign Languages’ objective includes contributing to the use of English language as a medium of instruction at İstanbul Gelişim University, providing language education for students to be sufficiently competent in English and Russian languages, as well as working towards the goals set in its mission statement for a continuous progress towards higher qualitative and quantitative standards, being an educational institution of Istanbul Gelişim University, improving performance where deemed necessary and possible, and maintaining a sustainable high performance in fields in which it already is proficient.

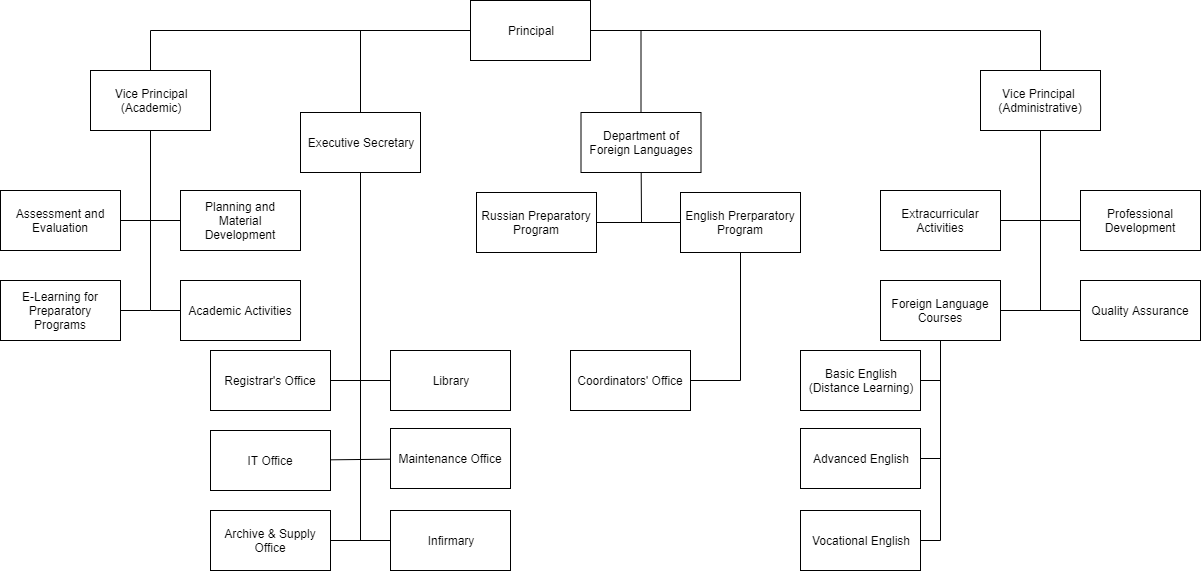
To achieve this, IGUSFOL Management will help its departments reach higher standards by focusing on the efficiency and productivity of its subunits and its staff.

The students who successfully complete the School of Foreign Languages are equipped with English language so that they can use their knowledge effectively at a level of independent user according to European Language Portfolio (CEFR).

C. Organization

I. Organizational Structure

The following chart illustrates the organizational structure in Istanbul Gelisim University, School of Foreign Languages.



II. Administration

**1. The Principal**

IGUSFOL is run by the Principal. The Principal is responsible for;

* creating an atmosphere for all the learners to feel secure and learn efficiently
* creating an environment for the staff to work effectively and cooperatively
* facilitating the unity among all the units
* keeping track of records regarding the performance of the staff
* implementing the quality improvement policy
* getting feedback from the students, teachers and administrative staff on academic administrative or any other issues and making necessary adjustments based on the feedback
* coordinating between the School and the Rectorate as well as other academic and administrative units in the university

**2. The Vice Principal (Academic)**

The role of the Vice Principal is to support the Principal in his/her work at the preparatory school. The Vice Principal who is responsible for the academic issues deals with the main educational concerns for the students in the School of Foreign Languages. Assigning teachers for the exam invigilation, dealing with any disciplinary matters related to the students or complaints of the students is the responsibility of the Vice Principal. The Vice Principal is also responsible for the management and coordination of the following units:

* Assessment and Evaluation
* Planning and Material Development
* E-Learning for Preparatory Programs

**3. The Vice Principal (Administrative)**

The role of the Vice Principal is to support the Principal in his/her work at the preparatory school. The Vice Principal who is responsible for the administrative issues deals with the main managerial concerns for the teachers and the other employees dealing with the administrative issues in the School of Foreign Languages. Keeping track of the legal permissions of the teachers and the other employees, organizing and coordinating the Erasmus+ teachers are among the responsibilities of the Vice Principal. Dealing with any disciplinary matters related to the teachers and the other employees is the duty of the Vice Principal. The Vice Principal is also responsible for the management and coordination of the following units:

* Professional Development
* Extracurricular Activities
* Foreign Language Courses

**4. Head of Foreign Languages Department**

The Head of the Foreign Languages Department is responsible for the day-to day coordination and implementation of the English, and Russian preparatory programs. The effectiveness of the lessons and the make-up lessons, are the responsibilities of the Department Head. The Head of the department reports to the Principal of the school and is responsible for the management and coordination of the following units:

* English Preparatory Program
* Russian Preparatory Program
* The Coordinators’ Office

**5. Executive Secretary**

Executive Secretary is responsible for keeping up to date with the rules and regulations regarding higher education and conducting correspondence related to the School of Foreign Languages. The Secretary is also responsible for the supervision of the administrative personnel and maintaining a collaborative, productive and organized work environment. Providing the necessary equipment and venues for educational and administrative activities and maintaining the procedures for research, publications, and educational procedures are among the responsibilities of Executive Secretary. Executive Secretary is responsible for the management and coordination of the following offices:

* Registrar’s Office
* Library
* IT Office
* Maintenance Office
* Archive & Supply Office
* Infirmary

III. Instructors

Instructors are the academic staff that conduct language courses. The following are the responsibilities of the instructor:

* Planning, preparing and instructing courses in line with the curriculum
* Providing feedback on course materials and exams developed
* Submitting weekly Class Reports (see *Appendix 1*) to the Coordinators’ Office to facilitate the monitoring of the operation of the program effectively.
* Officiating the duties and/or responsibilities assigned by his/her unit, department, administration or Rectorate.
* Attending meetings held by his/her unit, department, administration or Rectorate.

IV. Units

The units help the efficient organization and management of the School of Foreign Languages. Each unit is responsible for a different component of this organization as explained below.

The coordinator of the unit holds meetings for the group members as s/he sees fit, and documents these meetings with Meeting Minutes Form. (See *Appendix 2*) The Unit Coordinator also writes a Monthly Activity Report (See *Appendix 3*) and submits it to the Vice Principals’ Office.

The selection process of the coordinators of the units is the responsibility of the relevant Vice Principal or the Department Head.

**1. Assessment and Evaluation**

The Assessment and Evaluation Unit (testing) is responsible for the following:

* Preparing the test specifications in accordance with the outcomes of the curriculum
* Informing students and teachers about the exam format by preparing sample questions
* and the instructions on the school website
* Preparing quizzes, progress tests, and proficiency exams and answer keys
* Organizing the editing process of quizzes and progress tests
* Organizing the necessary preparations before quizzes and progress tests
* Conducting quizzes, progress tests and General Evaluation Tests
* Analyzing the results of the quizzes and progress tests
* Reviewing students’ quizzes, portfolios, progress tests and any other exams in case of a
* Complaint
* Tracking learner achievement in order to give feedback to the teachers and to the Vice Principals’
* Making necessary adjustments to the questions when required
* Participating in the related professional development activities
* Organizing Standardization Workshops for Speaking and Writing grading before Progress Tests
* Sharing the reflections of the activities with the other group members

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the unit members
* Reporting to the Vice Principals’ Office
* Participating in the meetings with the other unit coordinators

**2. Planning and Material Development**

The Planning and Material Development Unit (pmatdev) is responsible for the following:

* Identifying the learning outcomes to be included in the curriculum
* Selecting the materials for each level, and evaluating new materials continuously
* Determining the areas in which supplementary materials will be necessary
* Preparing supplementary materials and activities in line with the curriculum
* Updating the supplementary materials continuously
* Preparing the syllabus for each level in accordance with the learning outcomes
* Making sure the Coordinators’ Office is up to date with the syllabus
* Determining the components of the assessment in accordance with the learning
* outcomes
* Participating in the related professional development activities
* Sharing the reflections of the activities with the other group members

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the unit members
* Reporting to the Vice Principals’ Office
* Participating in the meetings with the other unit coordinators

**3. E-Learning for Preparatory Programs**

The E-Learning for Preparatory Programs Unit (elearn) is responsible for the following:

* Analyzing and evaluating available current online learning platforms
* Choosing the appropriate platform considering the curriculum outcomes
* Providing help and guidance to instructors and students
* Organizing in-service training activities on technology integration with instructors
* Participating in related professional development activities
* Sharing the reflections of the activities with other group members

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the unit members
* Reporting to the Vice Principals’ Office

**4. Extracurricular Activities**

The Extracurricular Activities Unit (eca) is responsible for the following;

* Organizing various clubs for extracurricular student activities
* Checking the availability of all information and announcements related to students on
* the school’s website
* Organizing various activities for students throughout the year
* Selecting student representatives
* Organizing regular meetings with student representatives
* Reporting the results of the meetings to the Vice Principals' Office

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the unit members
* Keeping track of the wish boxes located around the school
* Reporting to the Vice Principals’ Office

**5. Professional Development**

The Professional Development Unit (prodev) is responsible for the following:

* Organizing and carrying out in-service training programs for the academic staff
* Conducting the Teacher Induction Program for newly-recruited teachers
* Identifying the needs of teachers with regard to professional development
* Organizing and carrying out various professional development activities addressing the needs of all teachers
* Keeping records of the training and development activities planned, carried out, and
* evaluated
* Informing teachers about any relevant training opportunities in ELT
* Participating in related professional development activities
* Sharing the reflections of the activities with other group members

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the unit members
* Reporting to the Vice Principals’ Office

**6. Coordinators’ Office**

The Coordinators' Office is responsible for the following;

* Maintaining an effective communication with and among the teachers and the other units
* Making sure that the learning outcomes of the curriculum are achieved by teachers at each level by organizing meetings with the teachers on a regular basis
* Getting feedback from teachers regarding the syllabi, materials, students and the assessment throughout the year, and sharing the feedback with the related units
* Conveying the materials prepared by the Planning and Material Development Unit to the teachers under his/her coordination
* Participating in the related professional development activities

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the Course Coordinators

1. **Foreign Language Courses**

The Foreign Language Courses (flc) Unit is responsible for the following:

* Planning, preparing and instructing General English, Advanced English and Vocational English courses for various faculties in the university.
* Preparing the syllabus for each course in accordance with the learning outcomes
* Preparing midterm, and final exams, and answer keys
* Conducting midterm, and final exams for said courses
* Maintaining an effective communication with and among the instructors in different faculties

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Organizing regular meetings with the Course Coordinators
* Reporting to the Vice Principals’ Office

1. **Academic Activities**

The Foreign Language Courses Unit is responsible for the following:

* Monitoring of academic activities by staff
* Providing guidance and help to further facilitate such activities
* Organizing academic activities such as seminars, conferences, etc.

1. **Quality Assurance**

The Quality Assurance Unit is responsible for the following:

* Monitoring of academic and administrative activities within SFOL
* Ensuring all procedures and processes of operation are in line with Pearson as well as YÖK standards
* Collect feedback and provide reports for sustaining and improving overall quality

The Unit Coordinator is chosen amongst the members of the unit for one academic year. The Coordinator is responsible for the following;

* Representing the unit in the meetings
* Reporting to the Vice Principals’ Office

**Policies**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Curriculum Policy

The ultimate aim of IGUSFOL English Preparatory Program’s Curriculum, which is in accordance with the mission and vision of the school, is to provide learners of English language with a remarkably effective language learning process. Each segment of the curriculum, the syllabus, course books/materials and assessment are consistent with each other. It mainly comprises of essential information concerning the process. The components of the curriculum are as follows:

I. Learning Outcomes

Common European Framework of Reference for Languages (CEFR) generates the base in deciding the results of the curriculum and in preparing the syllabus of the Preparatory program. The curriculum gives information about the attainment targets to be accomplished at various language levels, specifying the predictive time to be assigned to achieve them. In addition to this, the curriculum contains not only in class but also out of class studies.

II. Teaching and Learning Materials

The materials including the course books and all supplementary materials prepared by the Planning and Material Development Unit contribute to accomplish the learning outcomes. Apart from these materials, online materials developed and maintained by the E-Learning Unit to be utilized at different levels both in and outside the classroom, are also substantial parts of teaching materials.

III. Assessment

Each component of assessment is specified in the curriculum in parallel with the learning objectives. The details concerning the quizzes, progress tests, online requirements and formative assessment including portfolios students are required to prepare are also indicated in the curriculum. In addition to this, students are provided with a comprehensive guideline with a sample questions concerning various elements of the assessment.

The fundamental aim of IGUSFOL English Preparatory Program’s Curriculum is;

**1. Meeting students’ linguistic and academic needs**

The primary aim of the curriculum is to supply adequate language knowledge and skills that are essential for students’ future academic studies in their departments. Students who have completed the preparatory program will have required background and strategies which include pursing lectures, comprehending texts, generating varied types of written texts and communicating by making use of target language accurately.

**2. Fostering learner autonomy**

What we claim is that learning does not only exist in classroom. In this respect, students should be equipped with the strategies which will enable them to support their learning outside the classroom as well. Therefore, our ultimate aim is to encourage the students to make use of different sources such as computer labs, library, and to make them take the responsibility for their own learning. With the help of online platforms and our E-Learning Unit we can create an atmosphere in which the students will have a chance to interact with both native speakers of English language and non- native speakers of English language.

**3. Providing individual guidance**

To sustain the success in language learning process, individual attention should be paid to students by taking their individual differences and needs into consideration by their academic advisors, class teachers. In this way, students should be given seminars about varied concerns such as study skills, test anxiety and anger management.

B. Assessment Policy

I. Objectives

* To accomplish reasonable, stable and accurate results in a steady and straightforward way during the assessment process.
* To build quality control for quizzes and progress tests, different assessments and tasks are performed during the term aside from quizzes and in-class participations. This quality control is guaranteed through a system of testing, moderation, and invalid verification in consistence with the necessities of the programs provided.
* To supply a student-centered approach to assessment with appropriate examination format and design.
* To give information to learners and teachers about the forms of the examination and procedures in addition to evaluation procedures.

II. Reliability and Validity in Assessment

**Reliability:** IGUSFOL aims to achieve a high level of reliability and validity in the assessment of students.

**Internal Consistency:** Certain sorts of questions to which identical replies are predicted are asked in both quizzes and progress tests, with the responses going through consistency checks.

**Validity:** The validity of assessment is guaranteed through the adjustment of the results of the curriculum with each inquiry asked in the examinations. This process includes every one of the questions, quizzes, progress tests and the tasks appointed for assessments. The exams arranged all through the academic year associate all the fruitful and receptive skills and the language fields of grammar and vocabulary. This framework that the results included, the type of items on the tests and the rubric are distributed to instructors and learners at all levels.

**Internal Verification:** To assure that internally evaluated work steadily matches the determined results, the accompanying processes are followed:

* The Assessment and Evaluation Unit matches with the Planning and Material Development Unit in consideration of guaranteeing that the results of the curriculum align with every individual item asked in tests.
* The Assessment and Evaluation Unit is in charge of creating, planning, boosting and enhancing the quality of exams achieved in IGUSFOL Preparatory School Programs, alike the results in the curricula. These exams contain pop quizzes, and progress tests, which address to evaluate the language accomplishment levels of learners with reference to the four language skills.
* Every type of examination developed by the Assessment and Evaluation Unit goes through a standard process through which a subdivision of responsibilities is established to ensure quality and this is documented via an Exam Development Checklist.

C. Grading Policy

At Istanbul Gelisim University School of Foreign Languages, observing the students’ progress and the feedback that is given to both teachers and the learners are seen as an essential part of marking procedures in terms of the learning / teaching process. The main focus is to get a clear understanding of how well students have acquired knowledge and skills in order to become effective users of target language. It is also a helpful way for teachers to have a clear understanding of how students perform and, thereby, to adapt their teaching methods accordingly.

Grading is most effective when the students learn;

* The aim of the task
* The requirements of the task
* How much they have accomplished
* How to approach their targets for learning

The implementation of this policy and grading are the responsibility of all teachers. Thus, the teachers must know and be aware of:

* The aim of the task (the outcomes to be reached)
* The requirements which students need to meet for the task
* The rubric to mark tasks
* Ways to give oral and written feedback

I. Aims

* To provide a consistent approach to how we give our feedback on learners’ work so that students feel valued and can clearly understand how well they are doing.
* To ensure that regular feedback to help students reach their full academic potential is given to the students

II. Principles

* The interaction between the students and teachers in the learning and teaching process
* Clear understanding of what a good performance is (outcomes, rubric and requirements)
* Support to diminish and close the gap between students’ current and expected performance
* Constant feedback on students’ learning
* Promotion of positive manners and motivation towards learning

III. Standardization

Writing exams go through a first and a second pass by two different graders. In the case of conflicting scores with a difference greater than the standard assigned by the Assessment and Evaluation Unit, a third pass of grading is implemented.

And for each speaking exam session, one interlocutor and two graders, who grade student’s performance independently, are assigned.

Standardization workshops are held by the Assessment and Evaluation Unit before Speaking and Writing exams.

D. Staff Policy

I. Professional Development

Effective teaching is the core of our program. We encourage teacher development with our “open door” policy, which includes all the necessary support, guidance and opportunities and this helps us to maintain effective teaching and learning. Questionnaires, meetings and reflection reports are used in order to determine the areas where teachers need more support, guidance and training. Other parts of our staff policy include; implementation of the syllabus, holding regular meetings with teachers, individual meetings with teachers when deemed necessary as well as orientation training for new teachers about the fields they need support. In order to encourage our teachers further, school-wide support is given to participate in both national and international workshops, seminars and conferences. Also, multiple workshops and presentations from outside consultants are organized in accordance with the needs of our teachers. Active classroom research and participating in different personal projects among teachers are promoted in our school as well.

**National and international conferences attendance procedure:**

* Teachers who wish to attend a conference submit a written request to the Vice Principals’ Office. Following items are also submitted as an attachment to the written request:
* the basic information (name-place-dates) of the conference,
* conference acceptance letter
* the class make-up schedule for the absent days of teacher
* information of the payment made for conference
* the synopsis that belongs to the presentation or workshop.
* The written request is sent to the Rectorate by The Principal.
* Teacher is informed of the Rectorate’s decision by The Principal.

II. Staff Recruitment Policy

Teachers are a very crucial part of the IGUSFOL in order to achieve our educational goals in an effective way. Following qualities are used to determine IGUSFOL’s team members:

* They must be true to the ethic codes set by Istanbul Gelisim University.
* They must be motivated to teach a foreign language.
* Their teaching skills must be efficient.
* They must contribute effectively as a team-member of IGUSFOL
* They must demonstrate an upbeat, positive behaviour towards students, colleagues and other workers
* They must respect people and their different views.
* They must demonstrate a constructive and encouraging approach to matters
* They must always show commitment to their job as well as their personal and professional development
* They must be self-sufficient and show a dedication to life-long learning.

In order to work in our university as a teacher, the legal procedures explained by the Rectorate must be followed.

All recruitments are subject to the legal regulations regarding academic personnel by the Higher Educational Council of Turkey.

Newly hired teachers will be provided mentoring and special training for their first year of employment at IGUSFOL. The induction experience will orient, mentor, and support new teachers to enable them to perform at an effective and ever-improving level and find personal and professional satisfaction as a member of IGUSFOL.

III. Staff Appraisal Policy

The Teacher Performance Evaluation System is set in order to acknowledge the performance demonstrated by teachers and to consider the needs of individual teachers who need professional development. The Principal monitors all teaching staff in regards to their performance in their duties both as instructors and as unit members. Both formal and informal meetings are held between the Vice Principals and different teachers in order to notice individual opinions and creating opportunities at teachers bonding. The individual opinions are taken in below topics:

* The education system; including but not limited to the syllabus, online and offline materials and studies, assessment and performance evaluation rubric
* Teachers giving their own personal assessments, debating on how to improve classroom techniques
* About administration of the school
* Suggestions made by teachers
* Extracurricular activities with students

During these meetings, involvements made to process is encouraged and praised. On top of that, teachers who actively participate in curriculum & material development, organization and testing coordination are sent to national or international events to represent our school and bring our projects outside of our school as well. These instructors can also take online or face-to-face courses to improve their professional area.

Also, such instructors are given the opportunity to take either online or face-to-face courses for further training in the area they actively work.

E. Appeals and Complaints Policy

I. Grievance Procedure

If any member of staff has a grievance in regards to their work shall firstly discuss the matter with the Programme Coordinator. If the problem persists, the Instructor confers with the Head of the Department. If the problem still persists, the instructor submits a formal grievance to the Vice Principals’ Office. In case of the issue not being solved then the final decision is given by the Rectorate of the Istanbul Gelisim University after the necessary discussions are made.

Respectively, in case of the administration having a grievance related to a member of teaching staff shall discuss the issue with him/her first. If the issue is not solved, then the legal procedures shall be taken in accordance with the Laws and Regulations adopted by the Istanbul Gelisim University.

II. Appeal to Exam Results

If the students are not satisfied with the exam results, they may request the re-evaluation of their exam by submitting the Exam Review Request Form within five days following the official announcement of the exam results. The examinations are then reassessed by members of the Assessment and Evaluation Unit.

III. Complaints

If students have a complaint about any topic in the school, they have the opportunity to raise the issue to the Principal in person or via submitting the Student Complaint Form to the Registrar’s Office.

Another way of expressing any complaint is to appeal to wish boxes located at various locations of the school.

F. Quality Policy

Istanbul Gelişim University School of Foreign Languages English Preparatory School aims at a language teaching and learning process where courses, teaching methods, performances of students and staff, assessment and evaluation methods and resources are fit for its purpose. Quality policy ensures that each student’s academic needs and requirements are met by the learning program, and that the outcomes of the language teaching correspond with the objectives of the school. In order to ensure that high quality education is given, there are many reviews which, in result, ensure that the education given at school is in accordance with the standards of English language teaching. The review also considers learner needs and requirements, and makes the process possible to keep up-to-date.

I. Quality Improvement Cycle

The aim of the quality improvement cycle at Istanbul Gelisim University of Foreign Languages English Preparatory School is to make sure that there is an on-going improvement, that planning is considered, and it is implemented, and also learning and teaching environment is reviewed and improved. The cycle works for Assessment and Evaluation, Professional Development, and Planning and Material Development units as well as all Coordinators’ Office. It is constantly monitored and reviewed by the Vice Prinipcals’ Office. By taking into consideration this monitoring and reviewing process, the outcomes are reflected in the learning program, and necessary changes and improvements are made.

II. Quality Improvement in Curriculum

The purpose of quality improvement in curriculum is to ensure that the curriculum meets the students’, the process’, and the teachers’ needs, and that it is fit for language learning purposes. The curriculum is designed in a way that makes it possible to reach objectives of the language teaching stated in the CEFR, and for this purpose, teachers are trained on CEFR. Objectives, test specifications and types of question are shown on the curriculum, and the syllabus is supported with additional materials. The learners are trained on the components of the curriculum.

III. Quality Improvement in Assessment

The purpose of quality improvement in assessment is to ensure that assessment methods meet the objectives of teaching in CEFR. The improvement also includes that the item types which are used in the exams are revised and edited, and that teachers are aware of what, why and how to test. For assessment purposes, teachers are trained on assessment methods through seminars and workshops held or organized by the Professional Development Unit. To make sure that all the students are evaluated equally, marking rubric is revised by the Assessment and Evaluation Unit, and to improve it, constant feedback from teachers and students is received as well as the data collected from the standardization workshops held by the unit, and exam results.

IV. Quality Improvement in Staffing

The purpose of quality improvement in staffing is to ensure that teachers are well-equipped in terms of language teaching, use of technology in the classroom, using different methods and approaches. Constant feedback from students and fellow teachers, and the managers are provided with the use of questionnaire, feedback forms, and self-evaluation forms, and peer-review forms in order to make the process correspond with the outcomes of teaching.

V. Quality Improvement in Appeals and Complaints

The purpose of quality improvement in appeals and complaints is to ensure that both staff and learners know what to expect when there is an appeal or complaint made. In order to make these possible, specific complaints regarding how the system works and the procedures being carried out in IGUSFOL and the possible outcomes will be added in the Quality Manual and Learner Handbook. The records of complaints, appeals, and investigations will be kept.

VI. Annual Evaluation Procedures

The purpose of annual evaluation procedures is to ensure that learning outcomes, the needs of students, and quality standards are met by these procedures. End-of-Term and Midterm Reports by Vice Principals’ Office are used for this purpose.

**Matters concerning instructors**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Working Hours

For any academic year, the working hours for instructors are determined on the basis of the weekly timetables. In addition to contact hours, instructors are required to be in their offices during their designated office hours, which is announced to all students. Apart from the assigned contact and office hours, the working hours for instructors are designated and announced by the Principal.

In case of a need for an unscheduled hourly leave (medical or otherwise), instructors are required to fill out the Hourly Leave Form (see *Appendix 5*) and get it approved by first to their respective unit or program coordinator and submit it to the Vice Principals’ Office for final approval. If such a leave hinders the instructor’s assigned contact hours, the Makeup Class Form (see *Appendix 7*) must also be submitted. Medical reports detailing the condition causing the unscheduled leave should be submitted to Vice Principals' Office in three days following the leave.

B. Announcements and Notifications

In addition to meetings, IGUSFOL administration utilizes email accounts provided by the university (with ‘@gelisim.edu.tr’ extensions) to all of the academic staff to inform them on any announcement and/or notification. For daily communication, all units as well as the administration, use the designated team messaging system available for computers and mobile phones.

Instructors are responsible for following any announcement or notification provided via these channels.

C. Document Archiving

Instructors are required to keep a digital copy of every Class Report they submit to the Coordinators’ Office on their computers provided by IGUSFOL.

In addition, weekly attendance sheets for courses, assignments as well as any portfolio tasks collected from the students are to be stored safely by the instructor until the end of each track.

**Troubleshooting and emergency procedures**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Below you will find a number of common procedures and steps to be taken in a case of emergency as well as some common problems and their solutions:

|  |  |  |
| --- | --- | --- |
| **There is a health emergency in class** |  | * Stop teaching and call 112 |
| **You suddenly feel ill while teaching** |  | * Set students to some task and contact VPO. * If not possible, call 112 |
| **You have a medical report** |  | * Inform VPO about your absence * Submit your medical report to VP (Administrative) in 3 days * Submit your makeup class schedule to VPO |
| **You will not be able to come to school** |  | * Inform VPO about your absence * If you are ill, submit your medical report to VP (Administrative) in 3 days * Submit your makeup class schedule to VPO |
| **You want to attend to a conference or Erasmus+ Staff Mobility** |  | * Submit your petition with the supporting documents to the VPO, after receiving the confirmation * For your absent days, submit a makeup class schedule to VPO |
| **You want to take permission to do research** |  | * Submit your petition with the related documents attached to the VPO at least one month before the scheduled research |
| **You have university representative duties in other cities or countries** |  | * Submit your makeup class schedule to VPO after you are assigned with the duty |
| **The classroom next door does not have a teacher** |  | * Contact the VP (Academic) |
| **A student is being disruptive in your class** |  | * Confer with the disruptive student * If it fails, contact Program Coordinator |
| **There is a technical problem with your computer, the printer in your office, the speakers or the projector in the class** |  | * Contact IT Office |
| **An office equipment or a classroom item needs repairing** |  | * Contact Maintenance Office |
| **You need stationary** |  | * Contact Archive & Supply Office |
| **There is a fire alarm** |  | * Evacuate the building as described below. |
| **There’s a security-related emergency in the building** |  | * Call the Security (Ext: 114) |

Power Cuts

In the case of a power cut during work hours, the electric generator will start shortly to provide electricity for the building.

Evacuation of the Building

The alarm system works to warn the students and staff when there is an emergency such as a fire in the building. The alarm will not stop when the building needs to be evacuated. Take the following steps during such emergencies:

|  |  |  |
| --- | --- | --- |
| **DURING A CLASS** |  | * Ask students to take their belongings and follow you in single line * Follow the emergency exit route * Go to the muster point * Stay there until you get further instructions |
| **DURING BREAK TIME** |  | * Take your belongings with you * Follow the emergency exit route * Assist students to evacuate the building * Go to the muster point * Stay there until you get further instructions |
| **DURING AN EXAM** |  | * Ask the students to leave the exam papers on the desks, take their belongings and follow you in single line * Collect their exam papers * Follow the emergency exit route * Go to the muster point * Stay there until you get further instructions |
| **WHEN STUDENTS ARE NOT IN THE BUILDING** |  | * Take your belongings with you * Follow the emergency exit route * Go to the muster point * Stay there until you get further instructions |

First Aid

For smaller incidents and emergencies, go to the Infirmary at the ground floor and inform the personnel on the condition.

**Laws and regulations**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Laws

* **Law on Higher Education:** <http://www.yok.gov.tr/documents/10279/30217/the_law_on_higher_education_mart_2000.pdf/bb86b67f-2aea-4773-8c21-43c10384f883>
* **Law on Personnel in Higher Education:** <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.2914.pdf>

B. Regulations

* **Istanbul Gelisim University, School of Foreign Languages Education and Examination Regulations**<http://ydyo.gelisim.edu.tr/Altmenu-2-1-yonetmelik-.html>
* **Disciplinary Regulations for Students in Higher Education**<http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.16532&MevzuatIliski=0&sourceXmlSearch=Y%C3%BCksek%C3%B6%C4%9Fretim%20Kurumlar%C4%B1%20%C3%96%C4%9Frenci%20Disiplin%20Y%C3%B6netmeli%C4%9Fi>
* **Öğretim Üyesi Dışındaki Öğretim Elemanı Kadrolarına Yapılacak Atamalarda uygulanacak Merkezi Sınav Sınav İle Giriş Sınavlarına İlişkin Usul ve Esaslar Hakkında Yönetmelik**This document describes the requirements, and the evaluation principles for the recruitment of academic staff. <http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.12295&MevzuatIliski=0&sourceXmlSearch=%C3%96%C4%9Fretim%20%C3%9Cyesi%20D%C4%B1%C5%9F%C4%B1ndaki%20%C3%96%C4%9Fretim%20Eleman%C4%B1%20Kadrolar%C4%B1na%20Naklen%20veya%20A%C3%A7%C4%B1ktan%20Yap%C4%B1lacak%20Atamalarda%20Uygulan>

6. APPENDIX

1. Appendix 1: Sample Class Report
2. Appendix 2: Meeting Minutes Form
3. Appendix 3: Sample Activity Report
4. Appendix 4: Invigilation Report Form
5. Appendix 5: Leave Request Form
6. Appendix 6: Form for Requesting to Attend an Academic Event
7. Appendix 7: Form for Scheduling a Makeup Class

**Appendix 1: Sample Class Report**

Spring 17-18   
Track III / Week 1  
Report issued on 01.01.1990

The following courses are conducted successfully between the dates of Jan. 29 – Feb. 2, 2018 in line with the weekly schedule provided.

SAMPLE

**Courses conducted:**

|  |  |  |
| --- | --- | --- |
| **Course** | **Hours** | **Group** |
| Main Course B1+ | 6 | X |
| Main Course B1+ | 6 | L |

[Full Name]  
Instructor

**Appendix 2: Meeting Minutes Form**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Meeting:** Toplantı türü: |  | | |
| **Purpose:** Amacı: |  | | |
| **Date:** Tarihi: |  | | |
| **Time:** Saati: |  | | |
| **Location:** Yeri: |  | | |
| **Meeting Facilitator:** Toplantıyı düzenleyen: |  | | |
| **Attendees:** Katılımcılar: |  | | |
| **Minutes Issued by:** Tutanağı tutan: |  | | |
|  |  | | |
| **NEXT STEPS** (Task, Assigned to, Checkpoint Date) ATILACAK ADIMLAR (İş, Görev verilen kimse, kontrol tarihi) | | **Owner** Görevli | **Due Date** Son Gün |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | | | |
| **DECISIONS MADE** (Why, what, impact) ALINAN KARARLAR (Neden, ne, etkileri) | | | |
|  | | | |
| **DISCUSSIONS** (Items/Knowledge shared) TARTIŞMALAR (paylaşılan bilgiler, öğeler) | | | |
|  | | | |
| **MISCELLANEOUS ITEMS** DİĞER | | | |
|  | | | |

**Appendix 3: Sample Activity Report**

**PLANNING AND DEVELOPMENT UNIT**

**January, 2018**

Report issued on 21.01.2018

During the initial meeting with other unit members A.G. Çiftçi and U. Tönel on Jan.5, the unit’s capabilities and possible shortcomings are assessed, and considering the tasks given by the Vice Principal A. Canyalçın, and the very limited time-frame available for those tasks, a subdivision of responsibilities was organized.

Tönel was charged with the design and development of processes and procedures for the conducting of courses, exams and the coordination amongst the units within the school. Çiftçi and I were assigned with the task of designing the weekly syllabi for all five courses in the curriculum which are going to be taught in the following term, as well as developing and curating supplementary materials for said courses.

SAMPLE

In addition, an internal cross-check mechanism was decided upon to ensure the quality of the final products: Tönel was given the task of reviewing the designed syllabi while Çiftçi and I were given the task of reviewing the designed procedures and charts depicting workflow.

After the tasks given by the Vice Principals’ Office, as well as the internal reviewing processes are completed, the finalized products were shared by other units’ members as well as Vice Principal A. Canyalçın, during Units’ Meetings held on Jan. 15, and Jan. 17.

Minor corrective feedback to improve the designs was received during the Units’ Meetings and said improvements to the procedure designs and the syllabi were implemented between Jan. 17-19.

Between the dates of Jan. 5 and Jan. 19 the following tasks are completed by the unit:

* Syllabi for B1+ Main Course, Listening, Reading, Writing, and Speaking
* Syllabi for B2 Main Course, Listening, Reading, Writing, and Speaking
* Workflow of Invigilation and Grading processes for Progress Tests and Quizzes
* Workflow of Archiving and Backup processes
* Weekly schedule for all classes for the Spring term

[Full name]  
Unit Coordinator

**Appendix 4: Invigilation Report Form**

**INVIGILATION REPORT FORM**

**This form must be completed after each examination and returned together with the students' exam papers.**

Please report any incident whereby the normal conduct of the examination has been affected, for example, late arrivals, noise disturbances, suspected student malpractice etc. and any action taken, for example, extra time allowed.

In the event of suspected student malpractice written evidence, for example, unauthorised notes etc. should be enclosed with this form. Please continue on additional sheet/s and photocopy extra copies of this form, if necessary.

If no disturbances occurred, please tick the ‘Nothing to Report’ section and sign the form.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** *Akademik Yıl* | 20\_\_\_\_\_ - 20\_\_\_\_\_ | | | | | | | | | | | | | |
| **Track** *Kur* | **Fall** *(Güz)* | | | | | **Spring** *(Bahar)* | | | | | | **Summer** (*Yaz*) | | |
| 1 □ | | 2 □ | | | 3 □ | | | 4 □ | | | 5 □ | | |
| **Course** *Ders* | Main Course | | | | □ | | Listening | | | | | | | □ |
| Reading | | | | □ | | Speaking | | | | | | | □ |
| Writing | | | | □ | | Integrated Skills (ESP) | | | | | | | □ |
| **Type of Exam** *Sınav Türü* | Progress Test □ | | | Quiz □ | | | | Proficiency □ | | | Placement □ | | Other □ | |
| **Date and Time** *Tarih ve Saat* | \_\_\_\_\_ / \_\_\_\_\_ / 20\_\_\_ @ \_\_\_\_\_:\_\_\_\_\_ | | | | | | | | | | | | | |
| **Group** *Şube* |  | | | | | | | | | | | | | |
| **No. of Students attended** *Sınava katılan öğrenci sayısı* |  | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| Nothing to report. □ | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| *Please provide a short report of the incident including details of* ***a)*** *What happened (description of incident)* ***b)*** *When (What time did the incident occur)* ***c)*** *Who (was involved in the incident including Student(s); Invigilator(s); witnesses* ***d)*** *How (was the incident dealt with or what action taken)* | | | | | | | | | | | | | | |
| In signing this form I can confirm that the above information is accurate and a copy of the report has been passed to the Vice Principals' Office to allow them to determine if they need to take any further action. | | | | | | | | | | | | | | |
| Name of the Invigilator: | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | (signature) | | | | |

**Appendix 5: Leave Request Form**

**HOURLY LEAVE REQUEST FORM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EMPLOYEE INFORMATION** | | | | | | |
| **Full Name:** |  | | | | | |
| **Department, Unit or Programme:** | Planning and Material Development □  Assessment and Evaluation □  Professional Development □  Extracurricular Activities □ | | | E-Learning □  Modern Languages □  English Preparatory Programme □  Russian Preparatory Programme □ | | |
| **DATE AND TIME OF ABSENCE** | | | | | | |
| **From:** *(Date and Time)* | ……./……../………. | | | | @ ………. : ……….. | |
| **To:**  *(Date and Time)* | ……./……../………. | | | | @ ………. : ……….. | |
| **Total Hours & Minutes Missed:** | …..…… hours ……….… minutes of absence | | | |  | |
| **TYPE OF LEAVE** | | | | | | |
|  | Personal □ | Medical □ | | | | Academic/Professional □ |
| **Additional Information:** |  | | | | | |
| Signature:  Date: | | | | | | |
| Approved by: | | | | | | |
| **Coordinator:** |  | | *date* | | *signature* | |
| **Vice Principal:** |  | | *date* | | *signature* | |

**Appendix 6: Form for Requesting to Attend an Academic Event**

T.C.

İstanbul Gelişim Üniversitesi

Yabancı Diller Yüksekokulu Müdürlüğü’ne,

................................... ile ...................... tarihleri arasında ....................................'nin ...................................... kentinde yapılacak olan ....................................................... adlı konfernasa ...................................................................................................... başlıklı poster/bildiri ile katılmak istiyorum.

Söz konusu konferans yolluklu, yevmiyeli ve katılım ücretinin ödenerek görevlendirilebilmem için gereğini saygılarımla arz ederim.

İmza:

Ad Soya:

Tarih:

Ekler

1. Kabul yazısı

2. Sunum özeti

3. Katılım ücreti ödendiğini gösteren belge (dekont)

4. Ders telafi dilekçesi

**Appendix 7: Form for Scheduling a Makeup Class**

T.C.

İstanbul Gelişim Üniversitesi

Yabancı Diller Yüksekokulu Müdürlüğü’ne,

.................................. tarihinde yürütemediğim/yürütemeyeceğim derslerimin telafisi yapılacaktır.

Telafi programı aşağıda sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.

İmza:

Ad Soyad:

Tarih:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ders Kodu** | **Ders Adı** | **Ders Tarihi & Saati** | **Telafi Tarihi & Saati** | **Derslik** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |