

İZMİR UNIVERSITY OF ECONOMICS



School of Foreign Languages

Instructors' Handbook

2016-2017

CONTENTS

- 1. Preface**
- 2. Organization Chart**
- 3. Mission**
- 4. Vision**
- 5. Values**
- 6. Instructor Orientation Program**
- 7. Teacher Development Unit**
- 8. Appraisal System**
- 9. Illness and Doctor's Notes**
- 10. Additional Responsibilities**
- 11. Instructors' Job Descriptions**
- 12. Professional Behavior**
- 13. Administrative Responsibilities**

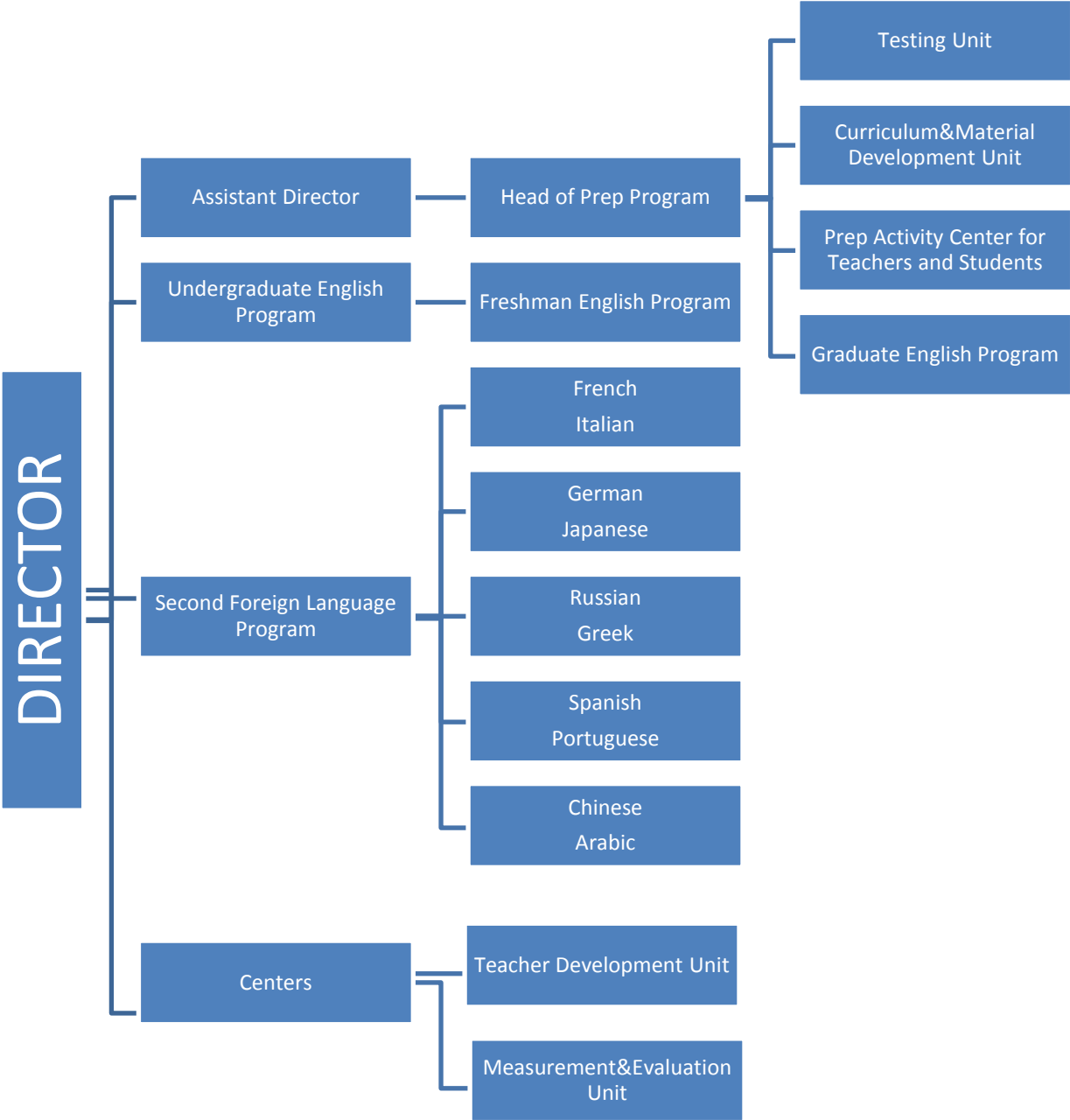
1. PREFACE

Dear Instructors,

Our focus at the School of Foreign Languages is to support effective teaching and learning and we have therefore prepared a handbook for use by our instructors. The aim of the handbook is to develop professional behavioral standards that will promote a culture of transparency, openness and collaboration, and to help our institution reach its highest potential. The handbook includes the mission, vision and strategic plan of our school, as well as the rules and procedures which should be followed. We wholeheartedly believe that setting standards and grounding rules is closely connected with professional behavior and will lead to building good relations and an efficient working atmosphere within our school.

SFL Administration

2. ORGANISATION CHART



3. MISSION

Our mission is to provide graduate and undergraduate students with the highest standard of foreign language education by creating an environment in which critical thinking, creativity and leadership qualities are encouraged so that these students are able to use two foreign languages effectively in academic, social and professional environments.

4. VISION

Our vision is to continuously develop the university as a respected institution of higher education by providing its students with world-class educational opportunities and research facilities. It further aims at being one of the leading universities in terms of using educational technologies to promote learning.

5. VALUES

The School of Foreign Languages has a set of core values that determine the practices of our teaching staff and administration. These values include:

Social Responsibility	Commitment to Quality	<i>Academic Integrity</i>	<i>Academic Freedom</i>
<i>Transparency</i>	<i>Commitment to ethical values</i>	<i>Team awareness and participation</i>	<i>Showing respect</i>
<i>Effective communication</i>	<i>Awareness of responsibility</i>	<i>Information Management</i>	<i>Leadership</i>

6. INSTRUCTOR ORIENTATION PROGRAM

A minimum 15-day orientation program is designed for instructors at the beginning of each academic year. The aim of this compulsory orientation program is to prepare our instructors for a new academic year. The orientation program consists of seminars and workshops in the following areas:

ORIENTATION

Curriculum
and
Materials

Technology
and Language
Education

Changes in Rules and Regulations

Classroom Teaching
Techniques and Methods

Teacher
Development
Activities

Student
Motivation

Administrative
Issues

Assessment
Principles

7. TEACHER DEVELOPMENT UNIT

The Teacher Development Unit (TDU) offers various activities to support both professional development and to contribute to the quality of education. Some of the activities offered are as follows:

- Seminars
- Workshops
- Classroom Observations
- Short Courses
- Action Research
- Brainstorming Sessions
- Team-teaching
- Mentoring & Coaching
- Reflective Teaching & Learning



CAMBRIDGE ENGLISH
Language Assessment

Authorised Centre

In addition, full time and part time CELTA/DELTA courses are offered during the academic year. Applicants who work for IUE get special discounts for the course. Instructors who attend the courses with IUE discount are required to commit themselves to the institution for a minimum of two academic years.

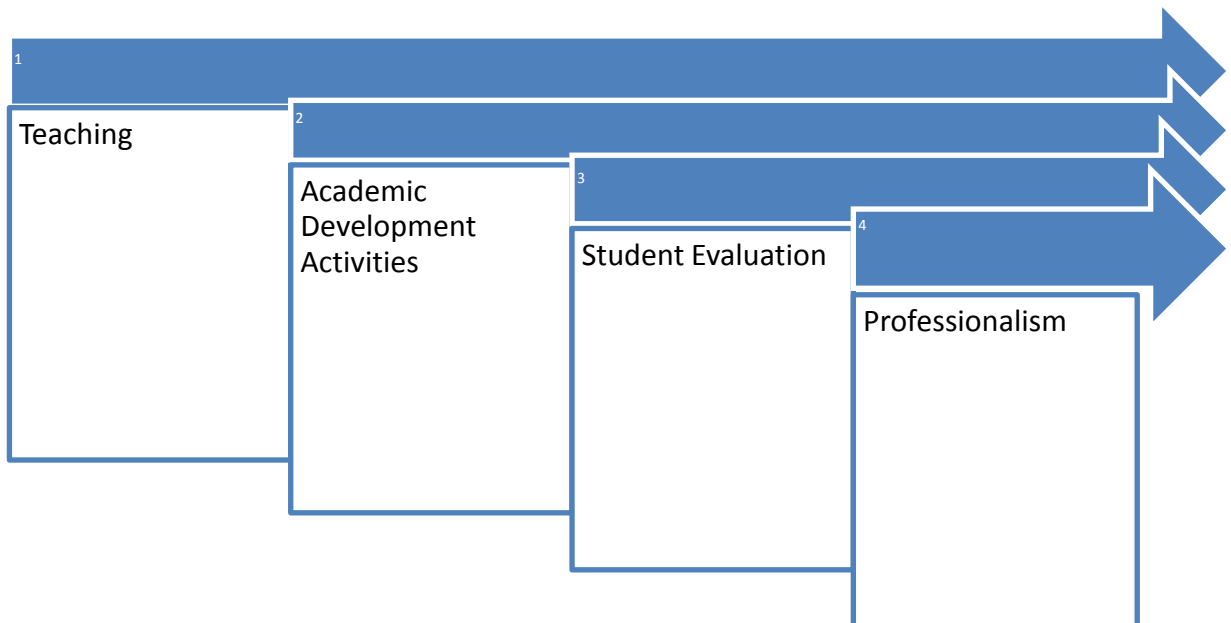
Delta

Diploma in Teaching English to Speakers of Other Languages

8. APPRAISAL SYSTEM

Contracts are for a term of two years. Before contracts are renewed, each instructor is evaluated based on an appraisal system which is composed of four main criteria. Instructors are invited to an appraisal meeting every two years. Once the appraisal forms and interviews are completed, all documents are sent to the rectorate and board of trustees for final approval. Upon approval, contracts are renewed.

The criteria for the appraisal system are as follows:



9. ILLNESS AND DOCTOR'S NOTE

Instructors who are absent from school because of illness must submit a doctor's note to the Coordinator or the Assistant Director. 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.

10. ADDITIONAL RESPONSIBILITIES

Instructors are expected to arrange office hours and carry out substitution duties assigned by the coordinator/Asst. Director in the absence of the class instructor. Office hours are conducted with the aim of supporting weak students throughout the whole university. Instructors should inform the students about office hours and encourage them to participate in those sessions.

Within the context of substitution, instructors are supposed to be ready for two class hours of substitution each week in the absence of the class instructor. Instructors are expected to be sensitive about substitution.

In cases of reduced teaching hours, the instructor may be asked to substitute for more than 2 hours a week, depending on the general workload.

11. INSTRUCTOR'S JOB DESCRIPTION

Responsibilities:

Delivering lessons in the SFL programs, completing related administrative duties, proctoring and marking exams, and contributing to the on-going development of the department.

Core duties:

1. planning, preparing and delivering effective lessons, taking into account the students' needs and following the relevant SFL curriculum;
2. ensuring that learning objectives specified in the SFL curriculum are met;
3. providing individual support to students as required both in the classroom and during scheduled office hours and setting appropriate homework regularly;
4. contributing to the students' personal development by the promotion of effective study habits and the creation of a positive learning environment;
5. maintaining student records in designated formats and submitting student records in accordance with established deadlines;
6. liaising effectively with other instructors to ensure maximum effectiveness of course delivery;
7. reporting any instances of inappropriate student behaviour promptly to the Academic Coordinator/Asst. Director;
8. marking exam papers in accordance with the established deadlines and guidelines;
9. attending periodic level meetings and in-service training activities (INSET);
10. providing feedback regarding teaching and the course materials to Academic Coordinators/Program Head;
11. proctoring university examinations as required;
12. proofreading tests and supplementary materials as required;
13. contacting Academic Coordinators/Asst. Director promptly to give notice of absence and substituting for absent colleagues as required;
14. maintaining professional standards in both appearance and behaviour at all times;
15. observing working hours (40 hours per week), in addition to occasional duties, as required, outside normal working hours;
16. teaching 18 to 20 contact hours a week, as stated in the contract;
17. encouraging the use of the target language, both in and outside the classroom;
18. adopting a teaching methodology that is in line with the university's educational policy, especially the use and integration of technology.

12. PROFESSIONAL BEHAVIOR

The following attributes of professionalism are expected from instructors working in our institution:

- Commitment to the institution and willingness to abide by the rules;
- Belief in the quality of education and doing whatever is needed to promote it;
- Placing importance on professional development in accordance with the needs and interests of the institution;
- Having a sense of professional responsibility;
- Showing respect for colleagues and students and having a good rapport with them.

13. ADMINISTRATIVE RESPONSIBILITIES

Classroom duties:

- Observing class hours;
- Collecting the class materials from the coordinator/CMDU before the classes start and returning them on time;
- Collecting the extra class materials on time;
- Entering absenteeism and exam scores into the OASIS system within the given time period and keeping a permanent copy of those records;
- Checking e-mails on a regular basis and being a part of the information network of the institution.

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, refraining from doing anything irrelevant, 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 either in the classrooms or instructor's offices, but attendance is not taken.

Instructors' duties regarding office hours are:

- a) to inform the students about office hours;
- b) to encourage students, especially slow learners, to participate in those sessions.

Attending meetings, seminars and workshops:

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

Dress Code:

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