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SCHOOL OF ENGLISH LANGUAGE**

PREPARATORY PROGRAM

STAFF HANDBOOK

2016 – 2017 ACADEMIC YEAR

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1. INTRODUCTION

Bilkent University School of English Language (BUSEL) is one of the largest academic units in Bilkent University, with approximately 250 teaching and administrative staff and over 2500 Preparatory Program students and over 3500 students in the faculty courses it offers. The school comprises two programs: The English Language Preparatory Program and the Faculty Academic English (FAE) Program.

The preparatory program helps students acquire the required level of English for entry into the academic programs in their chosen departments. The program is divided into 6 levels and students are placed into an appropriate level at the beginning of their studies, reflecting their level of English. Students then have between one and four semesters to complete the program.

The Faculty Academic English (FAE) Program continues the provision of English language courses in the freshman year. All students have to take ENG 101 and ENG 102 courses as part of their freshman departmental requirements. This program also provides English language courses beyond the freshman year into sophomore, junior and senior years for some departments, and graduate English language courses.

1.1 BUSEL Mission Statement

BUSEL's aims are enshrined in its Mission Statement.

We provide a learning environment for students which:

- ensures they attain the level of proficiency in English necessary to continue their studies in the Schools and Faculties at Bilkent University and supports the further development of their English language and study skills throughout their study in the university.
- helps them develop their potential as critical, analytical, and autonomous learners as part of a commitment to whole-person learning.
- enables them to successfully adapt to university life, supports them in coping with the demands of academic study, and provides them with tools to embark on a fulfilling and successful life after university.

We provide staff with a professional place to work which:

- offers them opportunities for personal and professional learning and development
- encourages an open and enquiring culture to support institutional learning

We contribute to the maintenance and improvement of English within the university and the community at large

1.1.1 Preparatory Program Vision and Mission:

Vision

Our vision is to become a global leader in English language provision to equip students with the requisite skills to become successful in their academic studies in an English medium learning environment.

Mission

We exist to provide a learning environment for students which:

- ensures they attain the level of proficiency in English and the academic skills necessary to continue their studies in the Schools and Faculties at Bilkent University;
- helps them develop their potential as critical, analytical, and autonomous learners as part of a commitment to whole-person learning;
- enables them to successfully adapt to university life, supports them in coping with the demands of academic study.

In order to ensure the above, we provide staff with a professional work environment which:

- offers them opportunities for personal and professional development;
- encourages an open and enquiring culture to support institutional learning.

1.2 Structure of BUSEL and Decision Making

BUSEL's organizational structure is designed to support the mission of the school, viz. to improve the quality of learning of all students, irrespective of their learning profile. The decision-making system in BUSEL, which has developed over time as a result of feedback received from staff and students, has the following main aims:

- to actively involve students and staff in the decision-making process
- to consult all relevant parties prior to a decision being taken
- to make effective decisions which further the aims of the school

School decision-making is focused initially at the classroom level, where students and instructors have the opportunity to voice their views about teaching, learning and other factors relevant to them. Information gathered at this level is then fed as quickly as possible into meetings between individual instructors and HTUs with a view to taking necessary and appropriate action. Such meetings also serve as invaluable sources of data for other operational and strategic meetings at various levels in the school, at which thorough discussions take place. In general, depending on the nature of issues raised and their ramifications, either immediate action is taken in the forum to which they are initially brought, or, issues are passed on to other school forums for sharing with a wider group in order to achieve the best outcomes possible.

1.3 Who's Who in BUSEL

Please see Appendix 1.

1.4 Institutional Job Descriptions

Every member of staff has a job description outlining the aims of the post they occupy. For the preparatory program instructor job description please see Appendix 2. Should you wish to consult the job descriptions for any of the other positions, copies are kept in the office of Program Director and you can request to see these.

1.5 BUSEL Website

BUSEL has its own website busel.bilkent.edu.tr, providing detailed information on BUSEL and its operations.

1.6 The Aims and Organisation of BUSEL Courses

Full details of these can be found in the *New BUSEL Preparatory Program Curriculum Booklet* (at http://busel.bilkent.edu.tr/?page_id=427) and in the *Faculty Academic English Staff Handbook* (at http://fae.bilkent.edu.tr/?page_id=804) for the FAE Program.

1.7 Preparatory Program Curricular Principles

The BUSEL Preparatory Program Curriculum is defined below in terms of a general policy statement, the central elements of the curriculum, and the essential support required for its successful implementation.

1.7.1 General Policy Statement

The main aim of the BUSEL Preparatory Program Curriculum is to improve the quality of learning of all students, irrespective of their learning profile, by;

1.7.1.1 Providing a whole-person education

BUSEL will contribute to providing a whole-person education in order to help students during the transition between high school and university life, and to help them realize their full potential. BUSEL believes that such an education will help provide students with the necessary study skills and habits for life, and the ability to use English as a life skill.

1.7.1.2 Meeting their linguistic needs

The preparatory program curriculum will prepare students for further academic study in their faculties and departments by providing them with an adequate knowledge of and ability to use appropriate and accurate grammar and lexis.

1.7.1.3 Meeting their academic needs

The preparatory program curriculum will prepare students for academic study in their faculties and departments by providing them with the necessary skills to be able to listen to lectures in English and take notes, to read extended texts in English, to write academic essays in English, to do academic research and to contribute to academic debate in their faculties and departments.

1.7.1.4 Encouraging learner independence

BUSEL believes that learner independence is an essential element of academic study. To this end, BUSEL aims to help students learn how to learn effectively and encourages the habit of reading and studying both in and outside the classroom.

1.7.1.5 Providing extra support and individual attention

The preparatory program curriculum ensures that sufficient support and guidance is given to all learners, and endeavors to provide individual attention to those learners who require it.

1.7.2 Elements of the BUSEL Preparatory Program Curriculum

BUSEL is committed to ensuring that all elements of the preparatory program curriculum are aligned to the general policy statement and that they are consistent and complementary to one another. This will involve on-going evaluation and revisions. The elements of the curriculum are as follows:

1.7.2.1 Specification of learning objectives

This refers to the *New BUSEL Preparatory Program Curriculum Booklet*, and to syllabi specified for all courses at all levels.

1.7.2.2 Specification of teaching and learning materials

This covers published course books and in-house supplementary materials.

1.7.2.3 Classroom implementation

This refers to the curriculum in action, the teaching and learning process as it is put into effect in the classroom, and implies both the 'taught curriculum' and the 'learnt curriculum'.

1.7.2.4 Independent learning

This covers support provided to students through project work (encouraged through Learning Portfolios), regular homework assigned by class instructors, and extra-curricular activities offered to students. It also refers to independent learning both within and outside the classroom environment.

1.7.2.5 Assessment

This refers to course requirements, assessment of learning by instructors and assessment of learning through formative and summative (end-of-course) assessment.

1.7.2.6 Management of the learning environment

This covers BUSEL rules and regulations, the use of the environment to create a climate conducive to learning, and the culture and ethos of the school.

1.7.3 Supporting the Curriculum

BUSEL believes that the following are essential in order to support the curricular process and to ensure its effective implementation.

1.7.3.1 Effective management of the curricular process

This entails effective planning by means of the Preparatory Program strategic plan in order to allocate resources and to keep all activities in the school focused. Key elements of this planning are the need for on-going and systematic training, the need to nurture future key staff, and the need to shape the future.

1.7.3.2 Ensuring a cohesive curriculum

This requires ensuring that all elements of the BUSEL preparatory program curriculum, namely the syllabus and course outlines, course books and materials, independent learning, classroom implementation, assessment and management are consistent with the general policy statement and with each other, and are complementary to one another.

1.7.3.3 Ensuring a coherent curriculum

BUSEL endeavors to communicate the nature of and rationale for the preparatory program curriculum to all stakeholders, namely students, parents, instructors, the University and the community at large. A coherent curriculum necessitates instructor involvement in the curricular process, on-going communication and mechanisms for obtaining feedback from stakeholders, and regular forums for discussion with all parties.

1.7.3.4 Effective teacher support and development

BUSEL believes that teacher development is crucial to the effective implementation of the preparatory program curriculum. To this end BUSEL is committed to providing on-going support and training opportunities for instructors. By creating a climate of development throughout the school, and by encouraging the exchange of ideas and beliefs, and by providing opportunities for instructors to reflect on their own practice, BUSEL believes that the quality of learning will be enhanced.

1.7.3.5 Effective monitoring and evaluation

This entails ensuring regular day-to-day monitoring of all aspects of the teaching and learning process by collecting data from various sources, and taking timely action as a result. BUSEL is also committed to evaluating the effectiveness of all aspects of the preparatory program curriculum, and to making any changes necessary.

1.8 Strategic Plan

BUSEL has had many strategic plans since the 1990s. Each of the strategic planning cycles to date have involved the various units in the school as a whole, that is the training unit, testing unit, teaching units through the Heads of Teaching Units (HTUs), the Faculty Academic English Program and the Directorate. Currently, BUSEL is finalizing its plan for the next 5 years, alligning its objectives with the Bilkent University overall development plan.

2. STAFF DEVELOPMENT

2.1 Effective Teaching

The ultimate aim of BUSEL is to improve the quality of learning of all students irrespective of their learning profile. All staff and activities in the school are focused on achieving this aim. Effective teaching plays a pivotal role in creating and sustaining an effective teaching and learning environment and, to this end, BUSEL has developed its own effective teaching criteria based on students', instructors', teacher trainers', and managers' views and experiences as well as research and literature on school effectiveness, school improvement and effective teaching.

BUSEL expects all members of its staff to teach effectively, to carry out teaching-related and other non-teaching-related duties competently, and to show positive attitude and behavior towards their students, colleagues and their work. This not only contributes to improving students' learning but also promotes a healthy and stimulating working environment thereby increasing staff ownership of the school's goals.

BUSEL believes that school improvement and individual development go hand in hand. There is, therefore, a commitment to providing the necessary support and guidance to help each member of staff to further develop themselves and thus reach their full potential. BUSEL is also committed to recognizing good and outstanding performance and to taking a problem-solving approach in cases of poor performance.

Please find below more detailed procedures for ensuring and maintaining effective teaching throughout the school.

2.1.1 Effective work practice

BUSEL expects the following from all instructors and PoRs (Position of Responsibility):

- effective teaching
- effective carrying out of other duties
- positive attitude and behavior

These are all essential elements of creating an effective teaching and learning environment. Teaching and learning are monitored by the HTU through regular class visits.

2.1.1.1 Effective teaching

Teaching is monitored through regular class visits (please see 2.1.2 below) by the HTUs in the light of BUSEL Teacher Development Criteria (please see Appendix 3).

2.1.1.2 Other duties

All staff, instructors and PoRs, are expected to carry out their other duties and responsibilities as outlined in their job descriptions. These include meeting deadlines, keeping records, collecting relevant data on student progress, being on time for meetings, exam-related duties, and in the case of PoRs carrying out their respective PoR work.

2.1.1.3 Positive attitude and behavior

In order to ensure a healthy and effective working environment, it is essential that all members of staff are positive in their attitude and behavior towards students, colleagues and work. This involves respecting others and their views, being constructive and positive in meetings and in dealings with colleagues, helping to foster a team spirit, owning and supporting the school and its principles, showing commitment to their work and their own personal and professional development, as well as abiding by the code of conduct.

2.1.2 Class Visits and Instructor Observations

Class visits and instructor observations by HTUs are an essential element of the school's operations and contribute to improving the quality of students' learning by providing valuable information about the teaching and learning environment, thus enabling the HTU to take the necessary steps to help the students and instructor realize their full potential.

2.1.2.1 Mini class visits

Each class is visited by the HTU in order to introduce him/herself, give a welcoming talk to the students and observe the class in action (25-50 mins) in the first week of instruction. After each mini class visit the HTU has individual update meetings with all main class instructors (30-45 mins) to discuss the class as a whole and individual students. If any issues that might affect student learning are identified, working in liaison with the instructor, the HTU takes necessary actions to remedy the situation.

2.1.2.2 Instructor observations

The HTU observes all instructors in the unit including PoRs on a semester basis in order to monitor the effectiveness of the teaching and provide necessary support and guidance to instructors to help them realize their full potential. All instructor observations include a pre and post conference with relevant documentation. All instructors are observed regardless of their experience and go through pre- and post-conference with relevant documentation (see Appendix 4)

2.1.3 Monitoring the effectiveness of work practice

All aspects of work practice, particularly teaching, other teaching-related and non-teaching-related duties (e.g. exam marking, invigilation, student record keeping), and attitude and behavior are monitored. When problems are observed, necessary support and guidance are provided via various means including feedback on teaching, further classroom observations, individual update meetings, development slots, peer observations, team teaching, general career guidance

When serious teaching and/or non-teaching related issues are identified, an action plan is drawn to follow up the case and provide necessary support to the instructor. The following steps are taken under these circumstances.

If poor performance is identified in teaching related duties:

- an action plan is drawn (please see Appendix 5)
- a meeting to agree on the action plan is held with the line manager and another member of program management
- support and guidance is given to help the instructor improve
- further observations are scheduled within the timeframe of the action plan
- a decision is given at the end of the time frame of the action plan to
 - confirm the successful completion of the action plan
 - extend the action plan
 - confirm the unsuccessful completion of the action plan which may result in dismissal

If poor performance is identified in non-teaching related duties:

- a meeting is held with the instructor to explain the problematic area
- an action plan is drawn
- a meeting to agree on the action plan is held with the line manager and another member of the program management
- support and guidance is given to help the instructor improve
- implementation of the action plan is monitored
- a decision is given at the end of the time frame of the action plan to
 - confirm the successful completion of the action plan
 - extend the action plan
 - confirm the unsuccessful completion of the action plan which may result in dismissal

2.2 Professional Development in BUSEL

2.2.1 How instructors develop

Instructor development is a very personal process and is essentially a journey of self-discovery. An instructor working at BUSEL has the advantage of being in an environment rich with development opportunities. Provided with sufficient support and guidance this process of self-discovery can be augmented and accelerated if the instructor is open to development.

2.2.2 How to help instructors develop

Committed to professional development, BUSEL guarantees all instructors the right to development opportunities, and to support and guidance in their everyday teaching. The school believes that it has a duty to provide support and guidance. Only by creating and enriching a climate of development in every unit in the school can we hope to create the conditions whereby instructors develop at a faster pace.

2.2.3 Levels of professional development in BUSEL

Staff development in BUSEL focuses on the day-to-day support required by instructors to enable them to do their jobs better, and is observed at two levels within the school:

2.2.3.1. Micro level (Preparatory Program Teaching Unit level)

The support that can be provided by the HTU (and other instructors in the unit) on a day-to-day basis, including:

- regular development slots (workshops/swap shops, presentations, discussions)
- activities which encourage reflection on teaching
- update meetings with individual instructors (after class visits, as needs arise and Evaluation of Learning (EL))
- providing help to new instructors with lesson planning
- HTU mini-class visit
- HTU instructor observation with pre- and post- stages
- post - observation feedback and reflection
- peer observations and team teaching
- the appraisal interview

2.2.3.2 Macro level (whole school)

Support to instructors school-wide is provided mainly by:

- ICALT courses for new instructors
- DELTA course
- Certificate Program for Teaching EAP
- Workshops / Seminars / Guest Speakers
- End of year CIDER events
- International BUSEL conferences
- Buddying

CIDER (Centre for Instructor Development, Education and Research) – For information about CIDER, please see section 2.5.1 below, as well as the CIDER website at <http://buselcider.bilkent.edu.tr/index.html>

2.2.4 Coordination of staff development in the school

Overall responsibility for ensuring that the school fulfils its duty to provide support to instructors to enable them to develop lies with the Directorate.

On a micro level, HTUs are responsible for ensuring a climate of development within the unit. This involves ensuring the provision of staff development within the Unit. This is done in consultation with instructors.

2.3 Formal Qualifications

2.3.1 Cambridge English Language Assessment Courses (formerly Cambridge ESOL)

- ICALT (In-service Certificate in English Language Teaching) – an in-service teacher training course offered to new instructors, those at the beginning of their career and those with limited experience.

For more information: http://busel.bilkent.edu.tr/?page_id=964

- DELTA (Diploma in Teaching English to Speakers of Other Languages) – an in-service teacher training course for more experienced instructors

For more information http://busel.bilkent.edu.tr/?page_id=962

Instructors who successfully complete these courses receive an internationally-recognized *Cambridge English Language Assessment* certificate or diploma. For further details of these courses, please contact the relevant course tutors or visit the school website.

2.3.2 English for Academic Purposes (EAP) Certificate Program

The Certificate in Teaching English for Academic Purposes is a professional development program designed for instructors who wish to further develop their knowledge and skills in dealing with the complexities of teaching English for Academic Purposes in a university context.

The course is open to all instructors in BUSEL, but is particularly geared to the needs of those working in the FAE program. It provides the opportunity to learn more about the profession as EAP practitioners and to discuss in depth issues related to teaching and learning in an EAP context. . More information about the course can be reached at http://fae.bilkent.edu.tr/?page_id=83

The conditions and commitment requirements for BUSEL-run courses can be obtained from Directorate offices.

2.4 External Degrees

BUSEL may also support instructors to take part in external courses. Bilkent University offers two MA and one PhD programs focusing on the areas of Education and English Language Teaching. These are the MA TEFL, MA and PhD in Curriculum and Instruction. These programs are offered by the Graduate School of Education (GSE). Applications to these programs must be made through the GSE. Please refer to the following websites for more information:

Graduate School of Education: <http://www.gse.bilkent.edu.tr>

MA TEFL: <http://www.gse.bilkent.edu.tr/programs/ma-in-teaching-english-as-a.html>

MA in Curriculum and Instruction: <http://www.gse.bilkent.edu.tr/programs/ma-in-ci.html>

PhD in Curriculum and Instruction: <http://gse.bilkent.edu.tr/programs/phd-in-curriculum--instruct.html>

NB: On successful completion of a relevant course, a copy of dissertation and diploma should be forwarded to program Directorate offices, so that the salary scale can be reviewed.

2.5 Research

2.5.1 Centre for Instructor Development, Education and Research (CIDER)

CIDER was established by BUSEL in 2006 with a view to bringing together under one banner the many and varied training and development opportunities which the school offers to its staff and the ELT professional community at large. The following aims serve as guidelines for CIDER activities related to research in BUSEL:

- promoting a research agenda and research support structure within the school, which leads to a substantial increase in research publications for all staff and the institution;
- collaborating in research activities with other institutions nationally/internationally;
- producing a comprehensive website which covers all CIDER-related activities.

For more information, please visit CIDER website at <http://buselcider.bilkent.edu.tr/index.html>

2.5.2 BUSEL Policy Statement: Research

When considering doing research, BUSEL's policy on research and research guidelines should be borne in mind. Quality research is an essential part of the development of ELT education in BUSEL and elsewhere. We define research in BUSEL as comprising:

- (i) data-gathering as part of the fulfillment of a course run in BUSEL;
- (ii) research by BUSEL staff in fulfillment of external academic program requirements;
- (iii) research for presentation to an outside audience (e.g. conference papers, articles, action research);
- (iv) research undertaken by outsiders using BUSEL as a source of data. Consistent with this, BUSEL will facilitate the conduct of research through the following framework:

- Research conducted in BUSEL must have clear and attainable aims; have Bilkent University Ethics Board approval (<http://www.bilkent.edu.tr/provost/ethics/index.htm>); make a potentially useful contribution to the development of knowledge in ELT; the development of BUSEL, or to the professional development of individual staff members; be minimally intrusive; and not jeopardize the interests of BUSEL.
- A research component is included, as appropriate, in internal staff development activities. Line Managers provide appropriate guidance and support to staff wishing to engage in such research.
- Before research is conducted, participants are given as much information as possible about its aims, scope, audience, methods and time scale. Researchers give participants the opportunity to inspect the results of research.
- The research report acknowledges the contribution of others who have contributed to the research (within the limits of confidentiality).
- The researcher provides a copy of the research report/record to the relevant line managers and a copy to the Directorate.
- Research which falls into categories ii, iii, and iv, above is subject to the following stages:
 - application to carry out research is made to the Directorate in the first instance.
 - permission for the research to be undertaken is given at the Directorate meeting; the Directorate members can ask for amendments or make recommendations regarding the content or methods of the research.
 - the participants and the Directorate members have the opportunity to inspect and comment on the product(s) of the research, in the form in which they will be available outside BUSEL.
 - in case of serious disagreement about the conduct or products of research, any of the parties involved may apply to the Directorate for arbitration. If appropriate, the Directorate may request amendments to the research report, or that comment/comments on certain aspects of the research be attached to the report for the attention of its audience outside BUSEL.
- Any BUSEL member wishing to **administer a questionnaire** or interview with BUSEL staff or students because of a BUSEL evaluation/assignment- for an in-house training program assignment or an external qualification program (e.g. MA or PhD), should initially submit their questionnaire or interview questions to their line managers/course tutor. The line manager/course tutor takes steps to ensure that administering the questionnaire or conducting the interview do not add unduly to the workload of another member of the

staff. Before confirming and sending the request to the Directorate the line manager/course tutor should consider the following:

- objectives for BUSEL
- implications for BUSEL
- university ethics board approval for the research
- student and staff reactions
- On approval the line manager/course tutor should send the request to the Directorate.
- The Directorate members evaluate the request and send the final decision to the line manager/course tutor who should inform the request holder.

2.5.3 Guidelines for Research

The following set of ethical guidelines are intended to:

- protect the rights and interests of participants, vulnerable individuals and the institution
- enhance the integrity of any knowledge generated through research undertaken in BUSEL.

All research conducted in BUSEL must adhere to these guidelines, and proposals from individuals wishing to carry out such research are expected to demonstrate how these ethical guidelines were considered:

- Intrusiveness: steps must be taken to ensure that the study does not intrude unnecessarily on the lives of and/or encroach on the time of participants, and that the design of the study will not cause unreasonable work for members of the institution.
- Confidentiality: all data gathered during the study will be kept and will remain confidential, such that it cannot be traced back to any individual by a reader, and data and findings from participants are not shared with other participants (unless negotiated with participants) and/or individuals outside of the study.
- Anonymity: participants' right to anonymity must be respected. All data, including recordings and transcriptions, should be labelled according to pseudonyms in any data-base and kept securely to avoid any outside access.
- Informed consent: written consent should be requested and obtained from each participant before the study.
- Pressure should not be applied and it must be made clear to participants that they have the right to decline involvement without fear of any recriminations, and that they may withdraw at any time. A written document is to be prepared for this purpose, which clearly outlines what will be involved in the study and what will be expected from them, as participants, and which will serve as a kind of contract for all parties.
- Procedures for requesting permission to conduct research in BUSEL (for internal and external researchers)
 - We support research proposals from novice and experienced researchers (internal and/or external to BUSEL) which:
 - are well-designed;
 - contribute knowledge to the field;
 - clearly state the steps taken to enhance the quality of the research in terms of reliability of the instruments, validity of the findings and ethical integrity.

The following procedures are intended to assist researchers in drawing up proposals for permission to conduct research in BUSEL, facilitating effective communication between

researchers and the institution. The suitability of research requests is assessed on the following criteria:

- Are the research design and methodology sound?
- Will the study benefit the participants involved, the field and/or the institution?
- Is the study feasible given institutional constraints?
- Have the ethical guidelines been followed?
- The following steps should be followed by BUSEL staff when submitting a request to conduct research in BUSEL:
 - Initially sound out the feasibility/desirability of the study by contacting CIDER (buselcider@bilkent.edu.tr).
 - Complete the research request proforma according to the timeframe outlined below.
- The following steps should also be followed by external researchers when submitting a request to conduct research in BUSEL:

Initially sound out the feasibility of the study by contacting CIDER (recommended).

 - Obtain clearance from the ethics board of the home institution (for researchers doing an MA or PhD externally)
 - Complete the research request proforma and submit all relevant documents according to the timeframe below.
- Researchers are expected to abide by the following research ethic rules stated in <http://w3.bilkent.edu.tr/bilkent/application-for-an-ethics-committee-approval-for-a-research-project-which-will-use-human-participants/>
"Researchers are reminded that Bilkent University does not allow the use of students of research investigators as participants. Students who have the potential of being graded by the investigators during or following the semester(s) in which the study is being carried out should not participate in the study."

2.6 Conferences

BUSEL actively encourages instructors to write papers for seminars, conferences or professional journals.

2.6.1 Procedures to follow when applying for funding for conferences

- Applicants who have their proposals accepted by the conference organizers fill in the "The Leave Request Form for Conference Visits" (please see Appendix 6) and send a copy of the form and their abstract to the Directorate and indicate whether or not they would like to request funding. An item is placed in the next Directorate meeting agenda. The applicants must be prepared to make a 10-minute presentation of their paper, give details of the costs involved – accommodation, flights, etc. – and be prepared to answer questions from the Directorate.
- The Directorate makes a decision regarding leave request and the funding, and the candidate is advised of the decision.
- The administrative staff in charge of the school budget processes forms, the flight, arranges payment of money to the candidate(s) and for the flight.
- Program Directorate office keeps a record of the conference, participant's name and paper presented, as well as a copy of the paper.

2.6.2 Procedures for attendance at national and international conferences

Any staff member wishing to attend a conference (during a working week) makes a written request to their line manager with details of absenteeism from work by filling in a Academic Staff Administrative Leave Request Form (please see Appendix 9)

- The line manager informs the staff member of the decision after consultation with the Directorate.
- Any staff member wishing to attend a conference (including a weekend or holiday period) is requested to inform the Directorate of the conference details.

2.7 Instructor Appraisal

All staff at BUSEL takes part in an appraisal system . This is an opportunity for both staff and line managers to review performance and potential and to identify training and career planning needs. For questions discussed in the final appraisal meeting, please see Appendix 7.

3. ACADEMIC UNITS

3.1 Testing Unit

The Testing Unit consists of five Level Assessment Developers (LAD) and a Head of Testing (HT). The unit is also assisted by 5 experienced item writers.

The unit is mainly responsible for the development of both the formative and summative assessment in the preparatory program. Assessment development projects such as item banking, COPE revision and the development of ECAs as well as the production and administration of the COPE exam are carried out by the Testing Unit.

The preparatory program's curriculum is based on the needs of students in faculties in terms of both language and academic skills. The specification of objectives ensures a gradual development in both areas so that the students are well equipped to deal with the language and skill demands of their continuing academic studies when they leave the preparatory program.

In the preparatory program there are course-specific and level-specific tests. Cumulative Achievement Tests (CATs) are course-specific tests which contribute to a student's continuous assessment grade. These tests are designed to encourage revision of course objectives in order to assess student progress and diagnose weak areas for further attention. End of Course Assessments (ECAs) are level-specific achievement tests which constitute the benchmark students must reach in order to pass from one level to the next.

The Certificate of Proficiency in English Examination (COPE) is a test of English language proficiency for students wishing to enter degree courses at Bilkent University. It is produced in-house by a specially selected COPE production team and is administered three times a year. Those students who pass the COPE exam can start their studies in their departments immediately. Students may also qualify for entry into their departments through taking external exams. Please refer to www.idmyo.bilkent.edu.tr for detailed information.

3.2 Teacher Training Unit

A team of trainers provide initial in-service teacher training for newly- qualified instructors and in-service teacher training courses for instructors. Instructors who successfully complete these courses receive an internationally-recognized certificate or diploma from *Cambridge English Language Assessment*.

Such training opportunities are one way in which BUSEL is able to maintain a high degree of professionalism among its staff. Detailed information about the courses run by the unit can be found at http://busel.bilkent.edu.tr/?page_id=760

3.3 Teaching Units

BUSEL preparatory program is currently divided into ten Teaching Units (TUs) coordinated by the Head of Teaching . Each TU is managed by a Head of Teaching Unit (HTU). The main rationale behind this unit-based management system is to:

- facilitate communication within the school.
- institute teacher and unit autonomy.
- provide a sense of belonging, ownership and accountability.
- foster a culture of development amongst instructors.
- cater for varying needs of different groups of students.
- improve quality of teaching and learning.
- help instructors realize their full potential.
- provide effective support to students.
- monitor student progress.

The prime function of the TUs concerns all teaching and learning activities of the students allocated to them. TUs are responsible for approximately 200-250 students each course. This responsibility involves activities such as:

- course design and preparation in the light of students' profiles and needs
- teaching, lesson preparation, setting and marking homework
- marking of LP and institutional tests
- record keeping
- assessing and monitoring students' progress
- evaluating the learning environment through the use of tools such as EL, estimates, CATs/ LP/quiz averages
- taking timely action to solve problems

An instructor timetable includes teaching (contact) hours, office hours and TU meeting hours. It is also required that an instructor be available for CAT, LP standardization and other exam related duties (e.g. oral assessment) at certain times each course.

Instructors in the same TU teach at the same level where possible, share classes with colleagues in their own TU, attend TU meetings and share the same office. As a member of the TU, the instructor's day-to-day activities are coordinated with those of the other unit members; main activities in a course are communicated to instructors through the "course calendar" at the beginning of each course. It is the instructors' responsibility to ensure that all deadlines on this document are met and class files are kept for attendance and grade record keeping purposes. Instructors are also required to enter absenteeism and student grades on the Student Academic Information Registration System (STARS) on a regular basis.

4. OTHER COURSES

BUSEL provides Turkish language courses for its international staff and English language courses for its administrative staff.

5. DAY-TO-DAY OPERATIONS IN THE PREPARATORY PROGRAM

5.1 Evaluation of the Learning Environment in the Preparatory Program

The learning environment in the Preparatory Program is constantly evaluated by students, instructors, PoRs, HTUs and the Directorate in the following ways:

- students', instructors', LADs' and Teacher Trainers' feedback to HTUs
- students', instructors', LADs', Teacher Trainers' and HTUs' feedback to the Directorate
- students' feedback to instructors
- data gathered through
 - the class spokesperson system
 - Evaluation of Learning Questionnaire
 - exam results
 - focused class observations by HTUs

The comprehensive feedback that comes through formal and informal channels provides a picture of the situation of the school at any one time. This is important for resource allocation in the following course and for reviewing system performance, allowing for greater flexibility and shorter response time in addressing problems. An important means of formal evaluation is the Evaluation of Learning Questionnaire.

5.1.1 Evaluation of Learning (EL) Questionnaire

These questionnaires are administered to the students in the middle of each course that is run. The purpose of the evaluation is for students to evaluate the course and provide instructors with the opportunity to make changes to the course plan to further meet students' needs in the course. After the administration of the EL, HTU shares the results with the instructors. Instructors then share the results of their evaluation with the students, initiating a discussion on how the needs of the students can be met. A summative evaluation of the course also takes place through the University Course and Instructor Evaluation System.

5.2 Resources, Technology and Facilities

5.2.1 Stationery

Instructors are able to order stationery through their HTU. For a list of available stationery please contact your HTU.

5.2.2 Printing and photocopy services

Each unit room is equipped with a computer which is connected to a printer. This printer is used to print one copy. Photocopy services are used to make multiple copies for the class. There is one printer located in each building and can be accessed through a designated code.

Each instructor is allocated a specific printing quota for the course they are teaching. This quota is updated. Instructors on training courses are allocated a higher quota to help them with their course needs. The university also provides instructors with a printing quota. To use this quota, you can use any of the computer labs available on Main Campus.

Large photocopying orders (bulk copying) can be organised within the unit and submitted to the photocopy room in either N or D building. Orders for bulk copying should be placed 48 hours before they are needed.

5.2.3 Computers

Each instructor in BUSEL is allocated a computer. Instructors are responsible for their own virus/malware protection, and will be required to pay for any damage to or loss of that computer.

5.2.4 Classroom resources

Ceiling-mounted data projectors are available in most classrooms. All classrooms have internet access. If you have been allocated a classroom without a projector please speak to your HTU about swapping your class with one of the others in your unit. It may also be possible to book one of the meeting rooms, please check this with relevant administrative staff for availability.

5.2.5 Computer lab

There is one computer lab on East Campus located in N building. Please contact ext. 1712 to book this room.

5.2.6 East Campus Library

The East Campus Library is located in the basement of N Building and provides opportunities for students to work independently towards acquiring the necessary language and skills to follow their studies both in the preparatory program and their departments. A comprehensive collection of ELT vocabulary, grammar, reading, listening and writing books are available for students to study in the library in their own time.

If you search for a book, DVD, etc. from the library catalogue

<http://librarycatalog.bilkent.edu.tr/client/university> and cannot find it you can request the library to purchase it. In order to make your request, you need to be a member of the library. You need to follow the following steps if you would like to request a purchase:

1. From the library web page <http://library.bilkent.edu.tr/>, click "Recommend to Order" under "Forms."
2. Fill in the form. It will be useful to enter any information related to the requested material, i.e. the name of the book, the writer, edition, ISBN.
3. On the section "Print/Online" specify whether you would like a print or online version.
4. Under "Type" specify the type of the material, i.e. book or DVD.
5. Under "Library/ Location" specify whether you would like the purchase to be made to East or Main Campus library.
6. Write your library card number. This should be 7 digits and thus your id needs to be converted to 7 digits by adding 0 at the beginning (e.g. 1211 should be converted to 0001211).
7. The "PIN" is given to you during library membership process. If you cannot remember it you can call Main Campus 290 12 98 or East Campus 290 5132 to learn it.

8. Click "SEND" send your request.

9. An e-mail will be sent to you to inform you when the book purchase is made.

If you need the book urgently, you can fill in the "Interlibrary Loan Form" at

http://libraryforms.bilkent.edu.tr/uhtbin/cgiirsi.exe/x/0/0/57/63/449/X/BLASTOFF?user_id=WEBSERVER

5.3 Communication

Any member of staff wishing to circulate information in writing to the teaching body as a whole, should first seek approval from the Directorate. Also, any member of staff wishing to write a formal letter (e.g. Letter of Reference) in his/her capacity as a member of BUSEL should first consult the Directorate.

5.3.1 Mail

Any internal information and mail for you will be delivered to your pigeon hole, which is in the staff room of the building where your office is. Please check your pigeon hole regularly.

Mail coming from outside of the university can be sent to your pigeon hole, or your home address. If you would like it delivered to you at work, please give the relevant administrative staff office address, and it can then be delivered to you internally. The address for the relevant administrative staff office is:

Your name c/o Preparatory Program
Bilkent University,
East Campus, N Building CZ 02,
Ankara, Turkey, 06800

5.3.4 E-mail and BAIS passwords

A Bilkent University email account is allocated to every Bilkent instructor upon their arrival. It is advised that instructors create different passwords for their BAIS and email accounts.

5.3.5 News for the Week

The weekly school newsletter, *News for the Week (NftW)*, is published electronically. Instructors are expected to read it, as it contains important information regarding school operations. Submissions for *NftW* should be sent to gulcin@bilkent.edu.tr.

5.4 Troubleshooting Guide

In the table below, there are a number of common problems and how they may be solved. If you need assistance with questions or problems concerning your day to day work, consult your colleagues in your unit or your HTU.

PROBLEM IS:	WHAT TO DO:
Contractual	
You have questions about your contract.	Contact the Directorate.
Housing	
You have a problem with your apartment.	Contact the Housing Office.
Life on Campus	
You have an issue related to campus life.	Contact International Center.
Related to teaching	
You need stationery.	Contact the HTU.
One of your students suddenly becomes ill in class.	Contact the Security for an ambulance/help if need be.
A student is being disruptive in your class.	Refer to section 7 in the <i>Staff Handbook</i> .
You suddenly feel ill while teaching.	Set students some work if possible and contact your HTU
You are having problems with your laptop or data projector.	Contact the Network Specialist.
School Building/Property	
Your class has a broken window/desk/coat hooks.	Contact the Housekeeper.
There is a problem with the heating system in your classroom.	Contact the Housekeeper.
Examinations	
You are giving out CATs and you don't have enough copies.	Collect the CATs back and contact the HTU.
Weather	
It is snowing.	Refer to the procedures in section 8 in the <i>Staff Handbook</i> .
Emergencies	
There is a fire alarm.	Follow the Emergency Procedures in the <i>Staff Handbook</i> .

5.5 Academic Calendar

The university academic calendar can be reached through

<http://w3.bilkent.edu.tr/www/akademiktakvim/>

5.6 Useful Acronyms and Abbreviations

Please see Appendix 8.

6. CODE OF PROFESSIONAL PRACTICE

BUSEL has a code of practice in order to:

- set standards,
- explicitly state parameters,
- create a professional atmosphere,
- create uniformity of action amongst staff members,
- contribute towards the effective management of the institution.

Instructors are expected to treat their students, colleagues, departmental staff and administrative staff with respect and professionalism at all times. This relates to such areas as punctuality, behavior in meetings, respecting people's privacy, respecting shared office space, handling conflict and constructive criticism, and organizing and providing necessary information in a timely manner.

6.1 Monitoring Student Attendance

- The preparatory program requires students to attend 100% of their classes. Students may be absent up to a limit of 10% of their classes. No absence, for whatever reason, is accepted beyond

the 10% limit, with or without documentation. Therefore, instructors should, on no account, accept medical notes from students.

- It is essential for instructors to keep an accurate record of each individual's attendance for each class hour in the day. Absenteeism is to be entered on STARS twice a week, on Wednesdays and Fridays.
- Attendance sheets are kept in the class files in workrooms. Instructors must not leave class files unattended in classrooms. Instructors are responsible for the security of their class files. On no account can students enter workrooms where the class files and confidential documents are kept.
- Attendance should be marked **in black or blue pen** as follows:

Present:	✓
Absent:	0
- During the 9 a.m. class hour, students should not be allowed into the class after five minutes. Five minutes is allowed only in case of late buses, etc. Otherwise students should be marked absent for the first class hour. For the following class hours, no late-comers are allowed. Make sure you remind all students of this procedure at the beginning of the course.
- The register is essentially a legal document and must be treated as such. You cannot mark a student absent to punish misbehavior or for failing to do homework or assignments. On no account can a student be marked absent if the student is present in class. Likewise, no student can be marked present if the student is not in the classroom.

6.2 Record-keeping

6.2.1 Class Files

- Course syllabus prepared by each TU should be placed and kept in class files. These must be kept up-to-date to provide a detailed record in case you are absent in order that effective substitution is provided. It will also provide information for your teaching partner(s).
- At the beginning of each period, you will receive LP and attendance record sheets. It is important that these are kept accurately and in class files at all times.

6.3 Time-keeping

It is essential that all teaching staff start and finish classes on time. In the exceptional circumstance of an instructor's sudden illness, a class may be dismissed early and the matter reported to the HTU. All staff should be at work by 8:30 at the latest during non-class time and at least half an hour before their classes or other duties start on teaching time. Classes can only be cancelled or rescheduled in exceptional circumstances, and rooms changed with the permission of the HTU through checking the availability of the room with relevant administrative staff first.

Time-keeping is also important during office hours. These hours should be made available to students so that they know when they can come and see the instructor to discuss their progress and any other issues.

If an instructor needs to take time off during non-class time, such as preparation days, the instructor should fill in Academic Staff Administrative Leave Request Form (see Appendix 9). The HTU in turn shares this with the Directorate. Instructors should wait for approval of their time off request before taking this time off.

6.4 Work Hours

All Prep Program instructors are expected to work a 40-hour week. Regular daily working hours are 08:30 to 17:30. The course load for preparatory program instructors is set at 680 hours of classroom teaching over an academic year (Fall and Spring semesters and the Summer School) in accordance with the needs of the program. Weekly classroom teaching hours may vary throughout the academic year, but will not exceed 25 regularly scheduled hours per week under normal circumstances. In addition to teaching in the classroom, the instructor is expected to fulfill all other responsibilities such as attending weekly unit meetings to discuss teaching- and learning-related issues in their classes and units, attending standardization sessions, and invigilating/ marking for institutional exams. This is outlined in the relevant preparatory program instructor job description. The instructor is required to make up for missed classes, except for cases of prolonged illness documented by a doctor's report. For more information, please refer to section 6.5. Coursework and study time for in-service training programs are not included in the 40-hour week schedule. All instructors may be asked to do summer school depending on course load completion.

6.5 Absenteeism From Work

Working rules and regulations stipulate that all members of staff notify the school of any urgent absenteeism.

It is imperative that any member of academic staff is required to telephone 290 1712 by 8:30 at the latest on the day of absence with information about the reason for absence, together with expected length of absence, details of work to be covered, and other commitments, e.g. meetings, training courses and so on. This also applies on days when there are office hours.

The names of the absent staff are recorded in the daily diary and course statistics of absences are compiled for every semester and a report is submitted to the Directorate, Head of Teaching and the HTUs.

For planned absenteeism, staff members are requested to fill in the 'Administrative Leave Request Form' (please see Appendix 9) explaining the reason for the request and any class/work make-up plan if applicable. Filled in forms should be submitted to unit heads who will pass them to the Directorate for final decision.

6.5.1 Documentation

- Instructors are requested to bring in or send a sick note within 3 days of illness. The University requires a medical report from the University Health Centre or from a SGK/State Hospital. In exceptional circumstances, a medical report from a private hospital may be acceptable at the discretion of the Directorate.

6.5.2 Making up for absenteeism

- Instructors are expected to make up any classes which they miss as a result of being absent for health and other reasons. Classes should be made up once the instructor is back at work by using the allocated slots in the timetable for class make-up periods, or during other times such as the weekend, with agreement of the HTU and inform relevant admin. staff. This rule applies equally to instructors without a health report, or those who present a health report for one, two, or three days.

- Instructors should make arrangements for making up their missed classes on the first day back after their absence and immediately inform their HTU. The HTU will keep a record of the absence, the make-up class hours, and inform relevant administrative staff at the end of the week in which the absence took place. For make-up classes that will take place at the weekend, the HTU must inform relevant administrative staff before agreeing to the make-up so that relevant administrative staff can inform Security and other units that there will be teaching taking place at the weekend.
- The instructor should make sure that the information about the make-up hour(s) is shared with the student.
- Students are required to attend make-up classes and missing students will be marked absent.
- Instructors who have a health report for longer than three days, and who are unable to make up the hours, will have their 'missed' class hours 'banked' and will be expected to repay those hours at a time of need as determined by the program director. In cases of extended illness of an exceptional nature, the University reserves the right to waive this requirement.
- If the class of an absent instructor is substituted for then the absent teacher's class hours will be banked in the absent teacher's name. The banked hours may be used at a future date by the school for filling in classes of absent colleagues.
- For non-teaching days for which no health report has been submitted a record of absence will be kept by relevant administrative staff. If those non-teaching days contain pre-programmed non-teaching duties such as office hours, teachers are asked to reschedule them. Absences for non-teaching days without a health report are banked and may be used for institutional non-teaching requirements such as grading, invigilating, etc.
- Banked hours of instructors who are teaching a reduced teaching load in any one period may be used for substitution purposes, if needed, for those classes whose teacher is absent for more than three days. These hours would then be reduced from the total hours owed to the school.

6.5.3 Important Notes

- In the case of absence which is not supported by a sick note, staff should submit an explanation in writing to the Directorate who decides whether disciplinary action is required.
- If a member of staff is absent for two consecutive days, or twice in a month before and after a weekend or official holiday, or three days in a month, unsupported by a sick note or without the approval of the Directorate – this will normally lead to dismissal.
- Other compassionate leave may be granted at the discretion of the Directorate (e.g. court appearance). This may entail the school asking the staff member to make up the lost time.

6.5.4 Legal Leave

All legal leaves are given according to the Labor Legislation.

6.5.4.1 Maternity Leave

- Female personnel are given 8 weeks leave prior to delivery; the date to be based on a SGK hospital report.
- To obtain this report the member of staff should get a "visit paper" from the University's Human Resources Office and apply to the SGK hospital with this paper and SGK ID card.

- At the hospital, the prospective mother is given a report which shows the probable date of delivery and the beginning date of the pregnancy leave.
- A photocopy of the report is then given to the school at the beginning of the leave and the original is kept by the mother.
- Female personnel are given 8 weeks leave after normal delivery. Before being discharged from the hospital, copies of the Birth Report should be obtained.
- After the birth, the report which was given before the beginning of pregnancy leave by the SGK hospital, and a copy of the birth report, should be taken to the SGK hospital with a second "visit paper" which is to be obtained from the Human Resources Office.
- The mother may request up to one year unpaid leave starting from the end of the maternity leave following the procedures for leave of absence above.
- The requests are granted with the Rector's office approval.

6.5.4.2 Feeding Leave

- According to the Labor Legislation, those mothers who work a full day (8 hours) are entitled to have 1.5 hours of feeding leave per day for one year. However, as instructors do not work 8 hours a day, this may not be applied to the academic staff in the University.
- Staff members with positions of responsibility can negotiate with their line manager which form the feeding leave can take.

6.5.4.3 Honeymoon Leave

Three days leave are granted including the wedding day and these days should be used immediately following the wedding.

6.5.4.4 Leave for Fathers

A father is granted three days leave after the birth of his child.

6.5.4.5 Marriage of Offspring

Two days leave is granted for the marriage of a staff member's child. The staff member applies in writing to their Head giving as much notice as possible.

6.5.4.6 Compassionate Leave

In the case of death of a family member (child, spouse, father, mother, brother or sister) three days leave is granted.

6.5.4.7 Annual Paid Leave

The staff members are asked to fill in and sign the "Academic Personnel Time Off Request Form" provided. The form is available for reference at <http://w3.bilkent.edu.tr/bilkent/academic-forms/>.

All academic staff are granted one month paid leave in specific dates in summer period. Any further paid leave is at the discretion of the university.

6.6. Cover for Absenteeism

Instructors covering classes are asked to follow the following procedures:

- Be in your workroom at least 15 minutes before the start of classes.

- Contact relevant staff member at extension 1712 to find out whether any cover has been assigned to you.
- If you have cover, go to that colleague's workroom to collect the class file and materials. If you have difficulties locating what you need, contact the HTU of that respective unit.
- Take attendance as normal, and teach the lesson as indicated by the absent instructor. If you cannot locate the class file, take the attendance by asking students to write and then sign their names on a sheet of paper. Give this sheet to the relevant HTU.
- When you finish teaching, leave detailed notes in the class file about the work you have covered. Return the file to the relevant workroom.
- If you experience any problems, please inform your HTU, or the HTU of the relevant unit.
- If you do not have any cover, contact your HTU, who will advise you of work to be carried out. Please let the relevant administrative staff know where you are, in case you are needed.

NB: If there is a CAT, please contact your HTU.

6.7 Meetings

Throughout the year, instructors are required to attend a number of meetings held for various purposes. Participation in all institutional meetings is compulsory, and staff members are expected to be present at these meetings on time. Non-attendance at a meeting is only possible for a serious/emergency matter. In such cases, prior notice should be given.

General meetings are held at the beginning and the end of each academic year. If staff fails to attend these meetings, they will be asked to report to the Directorate. The purpose of these meetings is to inform staff of recent developments, future plans or the administration of an examination.

TU meetings are organized on a regular basis by HTUs for the instructors in their units. The purpose of the meetings is to deal with teaching and administrative matters. Instead of unit meetings, there may be development activities: time set aside for teaching and learning issues. This may take the form of a workshop, swap shop or discussion about a relevant aspect of teaching and learning.

In addition, there are regular Directorate meetings, BUSEL Management meetings, Program meetings, HTU meetings, Teacher Trainer Unit meetings and Testing Unit meetings at which issues are discussed and decisions are taken. Updates on issues discussed at these meetings and information about additional meetings can be found in *News for the Week*. Occasionally, important meetings may require you to be at BUSEL at a time when you normally would not be.

6.8 Timetables

The teaching timetable normally operates with contact hours between 8:30 and 17:30. Depending on the requirements of specific courses and levels, the timetable schedule may be subject to modification. Instructors' timetables will be drawn up by the preparatory program Director and the Head of Teaching using the templates for each course/level. There will normally be three instructors for each class. The weekly requirement of two office hours will be met during lunch breaks and/or hours that students and instructors have in common.

6.9 Dress Code

The purpose of the BUSEL dress guidelines is to promote and maintain a positive and professional image of the school at all times. Appropriateness and modesty are the key terms to be followed by all staff.

- Instructors are expected to dress in a presentable, clean, neat and professionally appropriate manner at all times.
- Instructors are asked to pay particular attention to their appearance when representing BUSEL and the University in more formal settings (i.e. conferences, meetings, etc.).
- Issues concerning the appropriateness of dress are dealt with by HTUs.

6.10 Invigilation and Marking of Exams

During the examination periods which take place at different times throughout the year, all instructors will be required to participate in the administration (e.g. as assessor/interlocutor in the oral exams), invigilation, standardization and marking of exams. If an instructor misses any invigilation and marking duty without due reason, s/he will be expected to explain the reasons to the Directorate. During the invigilation period, all instructors are responsible to the Head of Testing. During the marking period, all instructors will be responsible to the moderator of the specific team who monitors marking.

These periods are particularly demanding in terms of applying procedures. Failure to meet responsibilities at these times has a negative knock-on effect on other colleagues and may create extra work for the Testing Unit and the school's administration. If problems with the behavior of a staff member during marking occur, the moderator will inform the staff member's line manager who will take the necessary action. Their performance during the next marking period will require close monitoring. Normal timetable and office hours may be suspended during examination periods including oral assessment. In addition, teaching and marking duties may also be combined in the same working day.

Instructors may also be asked to invigilate or mark an exam outside the normal examination periods; for example, preparatory program instructors may be asked to invigilate FAE examinations. In such cases as much advance notice as possible will be given.

If an instructor is ill or absent for any reason, s/he must follow the procedures laid down in section 6.5. It should be noted that infringement of institutional testing rules – administration, marking, security – results in an automatic oral or written warning.

6.11 Responsibility for Buildings

All members of staff are responsible for looking after BUSEL buildings, facilities and equipment. If there are broken/damaged chairs in your classrooms, report the details immediately to General Services through an email. If you witness any incident taking place, try to establish who the students are and where they should be, and then fill in an incident report form (available in class files) and submit it to the HTU. If you notice anyone acting suspiciously in the buildings, inform the security guards immediately. Never let students or strangers enter the instructors' rooms, or workrooms. BUSEL buildings are designated non-smoking. All staff members are required by law to maintain the no smoking rule.

6.12 Security of BUSEL Staff, Students and Buildings

These procedures are in place in order to improve the security of staff and students using the buildings outside the normal working day.

6.12.1 Use of the Buildings outside the Normal Working Day

- Any member of staff working in the buildings before 08:00 and after 17:30 on weekdays, and at any time during weekends or holidays is required to sign in and out in a register, which is the responsibility of the security staff to maintain.
- The staff member should show their ID card, write their name, the room number they will be working in and the time they enter the building and sign in.
- On leaving, they should write the time and sign out. If anyone stays on after 17:30, they must sign in and out when they leave.
- In the event of a staff member wishing to work with student(s) at weekends or after 17:30 permission of the Directorate is required. The staff member is requested to inform the relevant administrative staff accordingly.

6.12.2 Personal Visitors for Members of Staff

All staff are requested to inform any regular visitors of the following:

- Visitors report to the Security staff on the desk and show their ID.
- Visitors sign in at the desk. Security staff is responsible for this.
- Security staff telephones the staff member who has a visitor and then the member of staff meets his/her visitor. The staff rooms are best suited to meetings with visitors.
- On leaving, the visitor reports to security staff and signs out.
- Staff are encouraged to keep personal visits to a minimum.

6.12.3 Official Visitors

- Visitors report to the security staff and show their ID.
- Security staff phones the person the relevant staff member and directs the visitor to the relevant office.
- On leaving, the visitor reports to the security staff.

6.12.4 Students Using the Building outside Working Hours

- Students using Self-Access facilities after 17:30 or at weekends/holidays leave their ID card with the security staff and sign in the register.
- On leaving they sign out.

6.13 Conduct

- Any member of staff coming to work in a state unfit for carrying out their duties due to the effects of alcohol or drugs, or unsuitably dressed, will be required by their HTU or any member of the Management Team, to leave the University premises immediately. Disciplinary action may be taken.
- Under no circumstances may an instructor give private tuition to any student. Doing so will result in disciplinary action.

Any instructor who wishes to be involved in any other income-generating activity (i.e. staff members wishing to work as an oral examiner for International Testing Bodies) should follow the procedures is

requested to first receive approval from the Directorate and then from the University.

<http://www.bilkent.edu.tr/~provost/proje/aciklama.htm>

- If a staff member wishes to use any material produced for BUSEL courses, tests, training programs & workshops, and official handbooks in their publications (articles or books) without the consent of the Directorate, the writer constitutes theft of intellectual property.
- If anyone wishes to include such material in their publication, or to make use of it in any capacity or forum outside BUSEL, permission from the Directorate and appropriate acknowledgement is required
- It is forbidden for staff members to sell and receive money for goods (e.g. books) from students or staff.
- The selling of material/articles/books published by staff is to be conducted through officially-recognized channels, e.g. bookshops and university-approved stands.
- Failure to abide by these guidelines constitutes professional misconduct, and will result in the University taking appropriate, immediate disciplinary action.
- Any instructor disclosing confidential information entrusted to them in the course of their duties, e.g. circulating test papers, revealing test results before being authorized (this includes giving any indication to a student of his/her success/failure) will be subject to disciplinary action.
- An instructor may not use BUSEL property for personal purposes without prior permission.
- Individual members of staff are not allowed to use BUSEL photocopying facilities to make single copies of whole books that they may need for their studies or for reference purposes.
- An instructor losing school property loaned to them in order that they carry out their duties, e.g. laptop, textbooks, CD player, etc. will be required to pay the current market cost of the lost item.
- Any staff member wishing to join an association should inform the Directorate of her/his wish to do so in writing as legally the university consent is required to join associations.

6.14 Disciplinary Procedure

In BUSEL, if a staff fails to maintain the expected standards of performance as defined by the Code of Professional Conduct, the staff member's job description, and the University Rules and Regulations, a problem-solving approach to disciplinary action is adopted. BUSEL recognizes that a small proportion of staff members on occasion may experience difficulties in maintaining expected standards of performance, and the school seeks to provide support to help them improve the quality of their performance. Adopting such an approach makes an important contribution to the maintenance of satisfactory employment relations within the school.

The more traditional view of disciplinary action as stages of sanctioning, which may lead to eventual dismissal, is adopted when problem-solving does not achieve the desired results, namely an improvement in performance, and when the conduct of the staff member is prejudicial to the interests of BUSEL or constitutes gross professional misconduct. Examples of such conduct include: disclosing confidential information; failing to maintain procedures and standards required by the assessment system; involvement in political or disruptive activity; giving private tuition to BUSEL students or students from other schools or institutions, being in an unfit state for work due to alcohol or drugs; using BUSEL property and premises for personal purposes without obtaining prior permission; failing to respect the specified procedures with regard to publications and intellectual property; engaging in the exchange of goods for money on school premises; exploiting BUSEL students by seeing them as a market for financial gain; failure to follow absenteeism procedures. The penalties which are applied are given in section 6.14.1 below.

In order for such a problem solving approach to be effective, staff members should be aware of the process which will be implemented by the school's line managers. BUSEL expects staff to exercise professional self-discipline in the fulfillment of their jobs, and to be able to engage in dialogue with their line manager when problems are encountered or experienced with a view to constructively seeking solutions. If a problem with performance occurs, the line manager must identify in specific, measurable terms the exact nature of the problem by analyzing the situation and consulting others where necessary to establish:

- the impact of the problem
- precedents for the problem
- the knowledge base of the staff member
- whether there is a narrow or wide focus
- the severity of the problem
- evidence of breaking rules
- the staff member's record

The integrity and quality of the judgment of the line manager is essential in the analysis and the subsequent course of action. The line manager will either "counsel" the staff member or have a discipline discussion, depending on the results of the analysis. Here "counseling" occurs if the cause of not meeting the standard is established as being understandable / acceptable or a one-off occurrence, for example, as a consequence of some kind of personal emergency situation. The aim of the discipline discussion is to achieve an adjustment/improvement in the staff member's behavior to make it consistent with the expected performance standard, the objectives and ethos of the school. The discipline discussion entails the line manager:

- advising the staff member that he/she perceives there to be a problem
- gaining agreement from the staff member that the problem exists
- ensuring that the staff member knows the rules/how to do the task (ignorance of rules is no excuse)
- ensuring that there is no hindrance to the particular aspect of the job
- deciding what to do to solve the problem with the staff member/deciding what support is necessary and how to provide it
- documenting the decision / managing the support
- following up and giving feedback within an agreed time frame
- copying the relevant documentation to the School Director office for inclusion on the personal file at the end of the agreed time frame

The period for improvement following a discipline discussion should be a maximum of two months. The exception to this might be certain problems related to exam invigilation and marking which would result in the monitoring of the next exam period, which might fall outside the 2-month time frame.

NB: It should be noted that infringement of institutional testing rules - administration, marking, security - results in an automatic oral warning.

If as a consequence of the discipline discussion, the employee does not change or improve, it will be concluded that learning has not taken place. If there is no improvement as a consequence of discipline discussion, necessary disciplinary measures are taken.

6.14.1 Disciplinary Penalties

These are applied in stages as follows:

- The first oral warning given by the School Director or a senior manager who has been delegated authority from the School Director.
- The second oral warning as above.
- A written warning from the School Director referring to the two oral warnings.
- The School Director refers the matter directly to the Vice-Rector for academic staff and the Head of Human Resources Office for administrative staff.

The penalties may be applied for different problems e.g. in the first instance, persistent poor time-keeping; in the second instance, failing to adhere to testing rules; in the third instance, abusing a student.

If the problem falls within conduct which is prejudicial to the interests of BUSEL, or constitutes gross professional misconduct, the School Director may decide to issue a written warning immediately, or refer it to Vice Rector/Personnel.

Referring the matter to Vice Rector /Head of Human Resource Office must be done within 2 working days of the incident occurring. An investigator or a committee is appointed. The Vice Rector in liason with the School Director must reach a decision about the case within 4 working days. It is then the School Director's, in liason with Vice Rector's/Head of Human Resource, responsibility to inform the staff member of the outcome.

6.14.2 Records of Oral Warnings

The line manager giving the oral warning should do so in the presence of another line manager. When giving an oral warning, the line manager will state explicitly "This is an oral warning" and explain that it is being given as a consequence of the staff member not fulfilling what was agreed in the discipline discussion. After giving the warning, the line manager will write a File Note (see Appendix 10) in Turkish with an English version, to be put in the staff member's personal file, which contains the following information:

- Name of staff member being given the warning and line manager's name.
- Date, time, place and reason for the oral warning.

The File Note will accompany the discipline discussion documentation and should be signed by the staff member.

6.14.3 Records of Written Warnings

Once two oral warnings have been given by a line manager, if a third problem occurs, the line manager informs the program Director of the circumstances and the program Director gives the staff member a written warning. This should be in Turkish, should clearly explain the reasons why the warning is being given, and should refer to the two File Notes about oral warnings that have already been given. An English version must be provided.

In cases of gross professional misconduct, the program Director may wish to issue a written warning immediately. The program Director sends the original Turkish warning and English version to Personnel, a copy to the staff member and a copy for the personal file in BUSEL. For all warnings the person who is the object of the warning will be asked to give a written explanation and sign the File Note.

6.15 Grievance Procedure

Members of staff who have a grievance in connection with their work should firstly discuss that grievance with their immediate line manager. If the matter is not resolved, it should then be discussed with the Directorate.

6.16 Termination of Employment

Termination of employment may occur as a result of disciplinary penalties being applied. In such cases the notice period is not normally worked by the staff member, who receives the salary payment due to them as determined by the University in accordance with the rules and regulations.

Any member of staff wishing to terminate his/her employment is required to apply in writing to the Directorate following 'Labor Legislation' clauses. Termination of employment may also occur during or at the end of the two-month (60 day) trial period.

6.17 Staff Files

Each member of academic staff has a personal file kept, section 1 of which may be seen by the staff member on request to the relevant administrative staff. The file has two sections:

- Section 1 contains application forms, copies of certificates, offer/acceptance letters, approval from the Rector's office, job descriptions, POR correspondence, POR job descriptions, passport details, observation documents, appraisal documentation, medical report form, next of kin information, absences and sick notes, correspondence, incident reports.
- Section 2 is confidential and may not be seen by the staff member. It contains interview notes, language test papers, references related to initial employment or applications for other jobs within the institution.

6.18 Renewal of Contracts

All instructors are expected to successfully complete their two-month (60 day) probation period as stated in the contract and as outlined in the Probation Handbook.

The recruitment process begins at the end of semester one every year, and at the beginning of semester two, line managers ask each instructor about their decision to stay another year in BUSEL. This practice is required to make healthy estimations about the number of instructors to be recruited for the next academic year. It is requested that all instructors not renewing their contracts should inform the Directorate of their decision to leave the program.

6.19 Applying for Posts in Bilkent University

BUSEL instructors wishing to apply for posts outside of BUSEL, but within Bilkent University must first request permission from the Directorate before making an application.

6.20 References

Testimonial letters are written on request. Requests are made to the program Directorate office. They may be used by instructors at any time in the future, whereas a reference is addressed to a specific institution. A testimonial letter will include an option for the recipient to request a confidential reference from BUSEL. References and testimonials are compiled from a variety of sources: Heads and Teacher Trainers. References are sent directly to the institution requesting the reference.

NB: References for all staff, Turkish or foreign, are provided only by Bilkent University as the employer.

7. PREPARATORY PROGRAM STUDENT-RELATED ISSUES

7.1 Institutional Ground Rules

In the school, students have the right to:

- express themselves freely
- expect respect for their individuality
- make complaints and write petitions
- use the school's and the university's facilities
- receive quality tuition
- be treated fairly

Rights define obligations—students, therefore, are requested to abide by the regulations, rules, practices and procedures of the school and the university.

7.2 The Student Code of Discipline

In the school, students are requested not to:

- endanger the safety and well-being of others
- behave inappropriately
- disrupt activities, teaching and learning
- damage school property

It is every student's responsibility to learn and observe the Higher Education Council Student Disciplinary Rules and Regulations. These Rules and Regulations can be accessed at:

http://yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/17960

7.3 BUSEL's Expectations of Students and Discipline

In keeping with the etymology of the word *discipline* (instruction, knowledge), discipline in BUSEL has its basis in sound and consistent classroom management practice. Essential to successful classroom management is the agreement of expected codes of behavior in the classroom and the school:

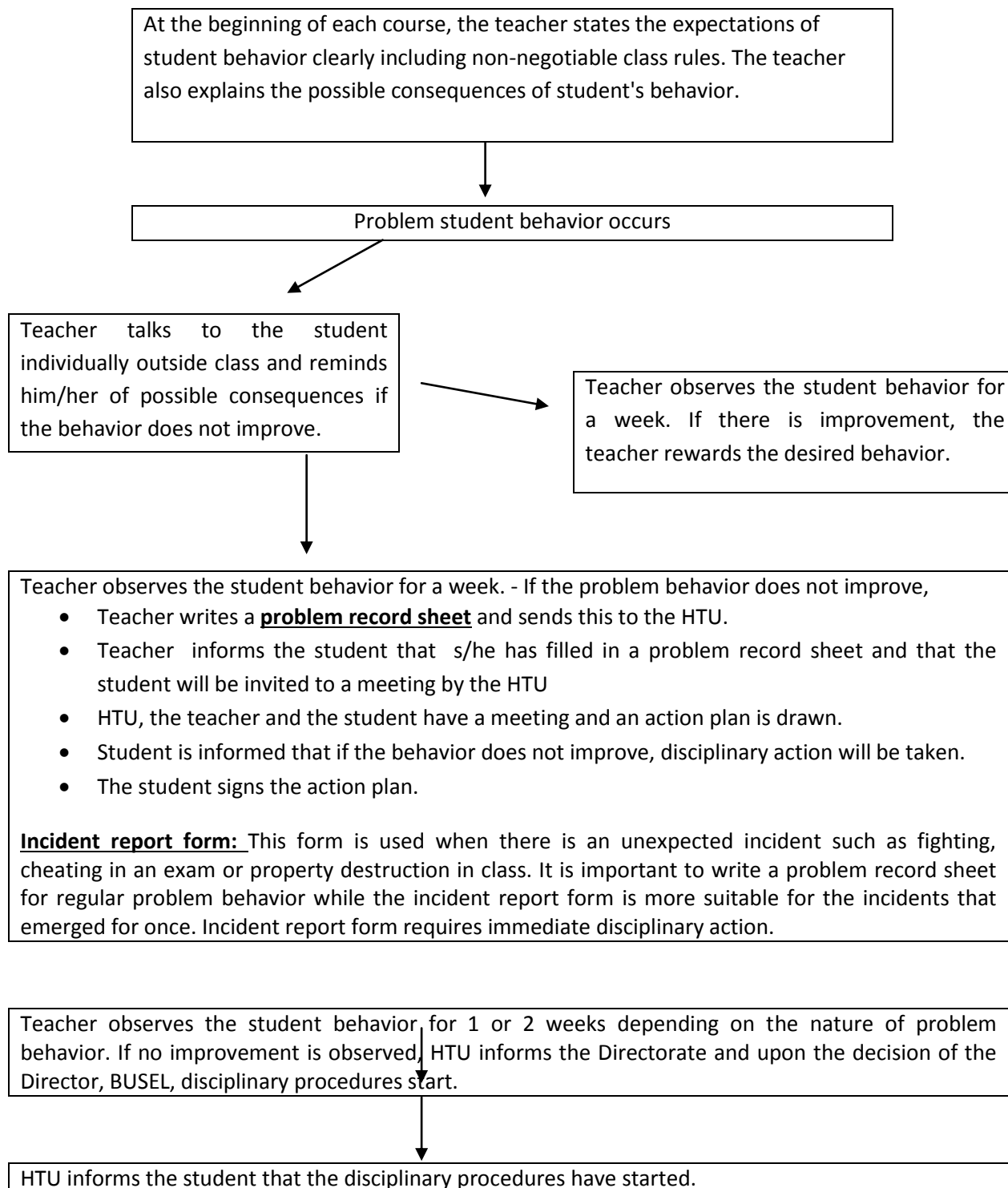
- Students and instructors are expected to maintain *a professional relationship* characterized by *courtesy and mutual respect* and to refrain from actions disruptive to such a relationship.
- It is the responsibility of the instructor to *maintain an appropriate academic atmosphere* in the classroom and it is *the responsibility of the student to cooperate* in that endeavor.
- The instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class.

Forming an agreement with a class of students has proved to be an invaluable way of setting the standards of behavior which are considered to be desirable to both the students and you, the instructor.

7.4 Discipline: Decision-Making

7.4.1 The Decision-Making Flow Chart

This flow chart has been designed to aid instructors in maintaining consistent classroom management, and clarifying discipline procedures by breaking down the discipline process. The discipline flow chart is intended to guide you and provide formality and level of management involvement. Please see Appendices 10-13 for guidance with documentation.



The incident report form is used when there is an unexpected incident such as fighting, cheating in an exam, property destruction in class. It is important to write a problem record sheet for regular problem behavior while the incident report form is more suitable for the incidents that emerged for once. Incident report form requires immediate disciplinary action.

The following exemplifies the stages in the discipline procedures:

STAGE 1: The instructors of the class has set the non-negotiable class rules and his/her expectations of the students on the first day of the course and explained the likely consequences of challenging behavior.

STAGE 2: A student is disruptive in class by playing with his mobile phone and talking with his neighbors. Because of this, he was not able follow instructions and kept asking his classmates and instructors what they were supposed to do only a minute after the instructions were given.

The instructor asks to see the student outside the class in the break or after school. When they meet, the instructor reminds the student of how unacceptable his/her behavior is and elicits why this was so. The instructor informs the student of the possible consequences.

Teacher observes the student behavior for a week

If there is improvement in student behaviour, the teacher rewards the correct behaviour.

If the problem behaviour continues to occur during this period, Teacher informs the student that s/he has filled in a problem record sheet and that the student will be invited to a meeting by the HTU.

The instructor sends the filled in Problem Record Sheet to the HTU.

STAGE 3: HTU, the teacher and the student have a meeting and an action plan (please see Appendix 11) is drawn. Student is informed of the consequences of the action plan. The student signs the action plan.

STAGE 4: The student repeats the challenging behavior.

Teacher observes the student behavior for 1 or 2 weeks depending on the nature of problem behavior.

If no improvement is observed, the student is informed that the disciplinary procedures will start.

HTU informs the directorate and the disciplinary procedures start.

The incident report form is used when there is an unexpected incident such as fighting, cheating in an exam, property destruction in class. It is important to write a problem record sheet for regular problem behavior while the incident report form is more suitable for the incidents that emerged for once. Incident report form requires immediate disciplinary action.

The instructor, depending on the severity of the problem can expel the student or dismiss the class in accordance with this section. The instructor immediately goes to the HTU, explains what has happened and fills in an Incident Report Form in Turkish. All the Incident Report Forms from the teaching unit are sent to the Directorate immediately.

7.4.2 Asking a Student to Leave the Classroom

- The age characteristics of students (e.g. rebellious, egocentric and ingenuous) may easily lead to heated exchanges in the classroom, which may disrupt the teaching atmosphere altogether. Therefore, it would be risky in certain circumstances to confront students in the classroom. Any confrontation or conflict resolution best takes place between the instructor and the student in a private location outside the class.

- Do not deal with more than one student at a time. If you try to deal with two or more you are at an obvious disadvantage and the desired outcome may be unrealizable.
- It is not legally advised to ask a student to leave the classroom. In the case of a severe conflict when you feel the student should leave the classroom, you could send the student to see the HTU or an available HTU.
- In severe cases such as fighting in the class, the whole class may be dismissed. In such cases Security and/or HTU should be contacted immediately.
- Before a student is asked to leave the classroom or a class is dismissed, make sure that the stages in the disciplinary flow chart have been gone through by the instructor to avoid inappropriate action unless the nature or severity of the behavior makes it necessary.
- After the class, the instructor should immediately see the HTU or available HTU to explain why the student has been asked to leave the class.
- The instructor should also record the incident and give it to the HTU.

7.5 Areas for Special Attention: Guidelines

7.5.1 Speaking in Class

It is important to differentiate between 'talking' and talking integral to the successful completion of a task. 'Talking', by which is meant talking as a distraction from the purpose of the task, in Turkish or English, is not acceptable. This should be pointed out in Stage 1. If a student has difficulty in following this rule, refer to the Decision-Making Flow Chart.

7.5.2 Smoking

In accordance with law no. 4207, smoking is not allowed in and outside BUSEL buildings. There are 'no smoking beyond this point' signs in front of each building and both instructors and students are expected to cooperate. If otherwise, inform building security.

7.5.3 Students creating a disturbance outside the class

Report to the HTU.

7.5.4 Bilkent University Campus Driving Related Incidents

All traffic-related incidents can be reported to trafik@bilkent.edu.tr. Avoid potential confrontation situations over parking and right-of-way; take the license plate number and send it to trafik@bilkent.edu.tr, explaining the incident.

7.5.5 Fighting

If you see fighting on campus, inform security.

7.5.6 Vandalism

- In class—writing on desks, walls, etc.—or in the corridor, point out that you have noticed and suggest that it is not repeated. If it is persistent, report the matter to the HTU who will decide on the necessary follow-up.
- Major vandalism—smashing windows, furniture, radiators, etc., call security and report to your HTU.
- If on campus, inform security.

7.5.7 Assessment

7.5.7.1 Cheating in Exams

If there is any suspicion of cheating or using the work of another student in any exam (CAT, ECA, COPE), LP task or in the quizzes no mark will be given until complete inquiries have been made. If a student is caught cheating, their paper will be taken in and disciplinary action will be initiated. Students who cheat will have this recorded on an Incident Report Form and this form will be sent to the Head of Testing.

7.5.8 Cheating and Plagiarism in Learning Portfolio Tasks

If students use ideas or expressions from various published sources, they are required to acknowledge them properly. If there is any suspicion of plagiarism in any homework or continuous assessment tasks, these tasks will not be accepted until a full inquiry has been undertaken. If plagiarism is confirmed, disciplinary action will be taken against the student(s) committing and/or assisting with the act of plagiarism.

Cheating:

Disciplinary action will be taken against any student who submits required course work, or any part of required coursework, written by another person, or copied partly or entirely from another student's work, or who gives his/her own work, or any component thereof, to another student, or who hands in previously submitted work (even if it is the student's own) in the form of new work. In such a case, the student will be given a (0) as the grade.

7.5.9 Fighting in Class

This is obviously unacceptable. If it occurs, immediately call a security guard and follow procedures outlined in the Decision-Making Flow Chart.

7.5.10 Insulting Behavior

If an insult is perceived, conveyed either by intonation, body language, or lexical content the instructor may:

- wish to give a student the benefit of the doubt, and inform the student what the instructor has perceived. If the insult was calculated, follow the procedures outlined in the Decision-Making Flow Chart.
- ignore it and then talk to the student after the class, following the procedures outlined in the Decision-Making Flow Chart.
- if the lesson is gravely disrupted, and depending on the severity of the insult, ask the student to leave or dismiss the class (see section 7.4.2), and follow the procedures outlined in the Decision-Making Flow Chart.

7.5.11 Uncooperativeness

There are generally three types of uncooperativeness: refusal to observe seating arrangements; non-participation in an activity; refusal to leave the room when asked.

- If a student fails to observe seating arrangements, explain the reason for seating changes.
- If there is non-participation, explain the reason why this is not acceptable.

If non-compliance continues, be sympathetic, ask if the student is unwell, or the reason for the non-participation. Talk to the student after the class. The instructor should follow the procedures outlined in the Decision-Making Flow Chart.

However, if the lack of cooperation reaches such a degree that the instructor feels s/he is losing control and is likely to get into the situation of asking a student to leave the room, it may help to completely change the activity in class, or leave the class for 5 minutes. If the instructor asks a student to leave and s/he refuses, follow the procedures outlined in the Decision-Making Flow Chart.

7.5.12 Emergency

To be employed if the problem is judged to be particularly serious by the instructor, for example fighting.

- The instructor calls a security guard who escorts the student or students immediately to the HTU, HTU available, Head of Teaching or the Directorate.
- The instructor dismisses the class.
- Follow the procedures outlined in the Decision-Making Flow Chart.

7.6 Complaints Procedure

7.6.1 Student-Instructor Complaints

- In all cases of complaints, the HTUs will provide guidance for instructors on how to be receptive to students coming directly to them with a complaint.
- In the event of a student not being able to talk to the instructor, the relevant HTU will be informed.
- The HTU will take the necessary steps to solve the problem.

7.6.2 Instructor-Student Complaints

- The Instructor talks to the student(s) directly. If the instructor complains to the HTU, s/he is counseled to approach the student(s) directly to solve the problem following the procedures in the Decision-Making Flow-Chart.
- In the event of the problem not being solved, the instructor talks to the HTU.

7.6.3 Student Complaints

- Students can find more information about how to make a complaint in the Student Handbook at <http://www.idmyo.bilkent.edu.tr/kilavuz.html>

7.7 Support Provided to Our Students

All stakeholders in BUSEL, i.e. Director of Prep. Program, HTUs and instructors, offer academic guidance to students. They also provide clarification for administrative matters. Personal support to students is provided at Bilkent University main campus Bilkent University Psychological Counseling and Development Center. which can be reached at <http://www.bilkent.edu.tr/bilkent/admin-unit/dos/pdgm/index.html>

8. EMERGENCIES

8.1 Emergency Line

In case of any emergency (health or security-related), please dial 6666, which is open 24/7.

8.2 Power Cuts

In case of a power cut during work hours, the electric generator will start in a few minutes to provide electricity for all three buildings. If a power cut occurs during an exam, please follow the instructions in the invigilation booklet.

8.3 Snow

8.3.1 In the event of delays due to snow, the following procedure is followed:

- The school is open when it snows, unless there is a Rectorate decision to close the University.
- If there are no students in the room in the first class hour, the instructor waits for 15 minutes. If no one has arrived by then, the instructor leaves a message on the board telling any late arrivals where the instructor can be found and informs the HTU.
- Instructors go to the classroom for the second class hour and the same procedure outlined above applies.
- Even if there are as few as two students, the instructor teaches the class as normal or helps students with their LP task or homework in the form of tutorials (as students have made it to school, they should be taught).
- Students who are there should be marked present and those who are absent should be marked absent. Crediting the absent students' attendance is at the Directorate's discretion.
- In the event of a decision being made to close the school during the day, instructors will be informed.

8.3.2 In the event of heavy snow, the following procedure is followed:

- The school is open when it snows, unless there is a Rectorate decision to close the University.
- The School Director informs the Program Director, who then informs the Heads about the decision.
- The decision is communicated to all unit members through the information dissemination system established by the unit.
- It may happen that instructors will come to school and a decision be taken subsequently to close the school or to send students home.
- TV, radio, the internet may not be reliable sources of information; therefore, all staff should communicate with their line managers.

8.4 Evacuation of BUSEL Buildings

Assembly area maps are provided for inclusion in class files. Emergency exit routes are posted on the door of every classroom and office.

Warning System:

There is an alarm system in all three buildings to warn the students and staff of imminent emergency situations. In cases of emergency, a one-minute continuous alarm will be set off to warn the students and staff to evacuate the building. The following steps should be taken by the staff and students during such emergencies:

8.4.1 Instructor Responsibilities

During Class Time

- ask the students to take their valuables (purse, wallet etc.) and follow you in single file
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- get students to line up in single file

- wait for instructions from the Officers-in-Charge

During Break Times

- assist students to evacuate the building
- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- get students to line up in single file
- wait for instructions from the Officers-in-Charge

During Exams

- ask the students to leave the exam papers on the desks, take their valuables and follow you in single file
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- get students to line up in single file
- wait for instructions from the Officers-in-Charge

During Periods when Students are not in the Building

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- wait for instructions from the Officers-in-Charge

During Marking

- take your valuables (purse, wallet etc.) with you
- collect the papers quickly and keep them with you at all times
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- go to the assembly area
- stay in the designated area behind the HTU/ nominated unit member
- wait for instructions from the Officers-in-Charge

8.4.2 Specialist Units, Admin and Support Staff Responsibilities

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- assist students to evacuate the building

- go to the assembly area
- stay in the designated area behind the HTU/nominated unit member
- wait for instructions from the Officers-in-Charge

8.4.3 Unit Head/ Nominated TU Member Responsibilities

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- assist students to evacuate the building
- go to the assembly area
- stay in the TU designated area to indicate where the instructors and students should gather
- wait for instructions from the Officers-in-Charge

8.4.4 Officers-in-Charge responsibilities

- take your valuables (purse, wallet etc.) with you
- follow the emergency exit route indicated on the plan available in the room you are in
- break the glass of the box which has the key and open the exit door
- assist students to evacuate the building
- go to the assembly area
- stay in the designated area
- contact security forces

Officers-in-Charge

C-Building : HTUs in the building

D-Building : HTUs in the building

N-Building : Hande Işıl Mengü, Elif Kantarcıoğlu, Ayça Üner

8.5 First Aid

First-aid boxes are available in the relevant administrative staff office in N Building (Room: CZ 02).

APPENDICES

(Electronic copies of all the forms/documents can be electronically accessed through

http://busel.bilkent.edu.tr/?page_id=427

APPENDIX 1 - WHO'S WHO IN BUSEL

Directorate

Asst. Prof. Dr. Tijen Akşit	Acting Director, BUSEL/ Director, FAE Program
Dr. Hande Mengü	Associate Director, BUSEL
Dr. Elif Kantarcioğlu	English Language Preparatory Program Director

Specialized Heads

Ayça Üner	Head of Teaching, Preparatory Program
Carole Thomas	Head of Testing, Preparatory Program

Heads of Teaching Units – Preparatory Program

Aslı Sağ	Head of Teaching Unit 1
Nazan Aktürk	Head of Teaching Unit 2
Seçil Canbaz	Head of Teaching Unit 3
Efe Burak Yakar	Head of Teaching Unit 4
Şule Şenel	Head of Teaching Unit 5
İlknur Halıcı Yılmaz	Head of Teaching Unit 6
Ümran Board	Head of Teaching Unit 7
Tülay Özyurt Erkan	Head of Teaching Unit 8
Aysen Sayan	Head of Teaching Unit 9
Birgül Gülener	Head of Teaching Unit 10

Unit Heads – Faculty Academic English (FAE) Program

Gülnur Oğuz	Head – SAL / FEASS
Mariene Denice Elwell	Head – FE / VTS / FMFA
Pınar Esmâ Önkol	Head – FADA / FHL
Türküm Cankatan	Head – FBA / FL / FS

Testing

Iain Board	Testing & Curriculum Coordinator, FAE Program
Yan Overfield Shaw	Testing & Curriculum Coordinator, FAE Program
Efser Civelekoğlu	Level Assessment Developer, Prep Program
Marci Nelson Özer	Level Assessment Developer, Prep Program
Steven Hobson	Level Assessment Developer, Prep Program
Canan Suyolcu	Level Assessment Developer, Prep Program
Gamze Güner	Level Assessment Developer, Prep Program

Teacher Training Unit

Hilal Atlı	Teacher Trainer – ICALT
Ebru Atakurt	Teacher Trainer – ICALT
Elif Uzel Şen	Teacher Trainer – DELTA
Mutlu Ergun	Teacher Trainer – DELTA

Administrative Staff

Gülçin Stephan	Administrative Assistant, School of English Language
Şule Eser	Administrative Assistant, Directorate Faculty Academic English Program

Rahşan Gürsoy	Administrative Assistant, School of English Language Administrative Assistant, Directorate Faculty Academic English Program Administrative Assistant, School of English Language
Alkın Özsoy	STARS Specialist, School of English Language
Hakan Kargal	STARS Specialist, School of English Language
Sibel Bozkurt	Administrative Staff, School of English Language
Merve Öcal Bütüner	Administrative Staff, School of English Language
Güler Güneri	Administrative Staff, School of English Language
Başak Akdaş	Supervisor
Erhan Dağ	Network Specialist
Derya Şimşek	Administrative Assistant, School of English Language
Lokman Arslan	Assistant Supervisor
Ayten Elmadağ	Support Staff, School of English Language
Hikmet Özdenkoş	Support Staff, School of English Language

APPENDIX 2 – ENGLISH LANGUAGE INSTRUCTOR JOB DESCRIPTION – PREPARATORY PROGRAM

Responsible To: Head of Teaching Unit

Overall Goal: To improve the quality of learning of all Preparatory Program students irrespective of their learning profile.

General Aims:

1. To provide quality tuition to the students.
2. To effectively carry out non-teaching related duties.
3. To contribute to institutional and professional development.
4. To fulfill other job related duties as required.
5. To teach up a full instructor course load of 680 hours.

Specifically:

1. To provide quality tuition to the students by:

- 1.1. planning, preparing and delivering effective lessons to meet students' cognitive and affective needs;
- 1.2. ensuring that the learning objectives specified in the Preparatory Program Syllabus are met in the best possible way to meet students' needs;
- 1.3. providing formative assessment and feedback on a range of tasks through the Learning Portfolio and other assessments;
- 1.4. contributing to the development of critical thinking skills of students;
- 1.5. providing individual support and attention to students as required and through tutorials and individual meetings;
- 1.6. contributing to students' personal development in the Preparatory Program through the promotion of a suitable learning environment;
- 1.7. contributing to evaluation and planning of courses to better meet student needs;
- 1.8. selecting, adapting and preparing materials for classes;
- 1.9. using computers for effective teaching and learning;
- 1.10. responding positively to student feedback gained through the Evaluation of Learning (EL) results and the University Course and Instructor Evaluation.

2. To effectively carry out non-teaching related duties by:

- 2.1. liaising with colleagues in all matters related to teaching of their students;
- 2.2. actively participating in, minuting and chairing Teaching Unit meetings and any other meetings as required;
- 2.3. effectively invigilating and marking all exams organized as required;
- 2.4. maintaining records in designated formats;
- 2.5. substituting for absent colleagues as required;
- 2.6. adhering to and enforcing institutional rules.

3. To contribute to institutional and professional development by:

- 3.1. participating in staff development and other training programs as and when required;
- 3.2. contributing to the climate of development in the Teaching Unit;
- 3.3. contributing to the positive working atmosphere in the Teaching Unit and the school;

- 3.4 participating in the establishment and maintenance of an 'open door' policy, which includes class visits and classroom observations;
- 3.5 having classes videoed for professional development purposes;
- 3.6 developing computer-related skills for teaching and learning;
- 3.6 positively contributing to the appraisal process;
- 3.7 actively participating in task groups;
- 3.8 positively contributing to consultation on key Teaching Unit and institutional issues.

4.To fulfill other job-related duties assigned by the Director.

5.To teach a full course load of 680 hours.

APPENDIX 3 - BUSL TEACHER DEVELOPMENT CRITERIA

Area	
1. Knowledge and Awareness	1.1 Language <ul style="list-style-type: none"> Knowledge of language Knowledge about how language functions Accurate and fluent use of language (use of pitch/volume/inflection/ pause) 1.2 Methodology <ul style="list-style-type: none"> Knowledge of general teaching methodology Knowledge of skills, language and lexis teaching and learning strategies 1.3 The Preparatory Program Syllabus <ul style="list-style-type: none"> Awareness of syllabus design principles Knowledge of syllabus objectives within and across levels
2. Objectives and Planning	2.1 Objectives <ul style="list-style-type: none"> Ability to spread objectives over a course in a coherent manner Ability to organize the relevant course input (materials, activities, student output etc.) to meet the objectives 2.2 Planning <ul style="list-style-type: none"> Ability to plan according to students' needs and profile Ability to connect what is learnt to what is already known Setting clear, measurable and appropriate lesson aims and objectives Envisaging clear learning outcomes for students Choosing appropriate methodology to deliver the lesson Being ready to adapt the lesson input according to students' needs Planning to maximize student-centered learning and teaching 2.3 Lesson Plan <ul style="list-style-type: none"> Clear lesson plan with aims, stages, timing, interaction patterns, student and teacher activities Consideration of anticipated problems with solutions Contingency incorporated into the planning
3. Lesson Execution	3.1 Opening, Transition(s) and Closure <ul style="list-style-type: none"> Providing an appropriate focus for the lesson and informing students of lesson objectives Arousing students interest and getting them ready for learning Making smooth transitions between activities and making stage aims clear to students Closing with wrap-up activities and guiding students for outside class study to internalize input 3.2 Context Setting <ul style="list-style-type: none"> Setting context relevant to students' present knowledge, needs and interests Considering learning continuum 3.3 Guiding the Learning Process <p>3.3.1 Guiding students through scaffolding and fading when necessary</p> <ul style="list-style-type: none"> Helping students make connections with previous learning Giving clear, staged instructions using a variety of techniques Providing and analyzing models and examples; practicing models with students Providing extended, organized and well-paced explanations with clear and sufficient examples Systematically checking learning and understanding and providing corrective feedback Guiding students' note-taking and recording information Identifying and taking action using a variety of error correction techniques Retracting help slowly <p>3.3.2 Encouraging independent thinking and learning</p> <ul style="list-style-type: none"> Encouraging students to reflect consciously on their meta-cognitive skills Making students think how to search for context clues, use logical approaches, develop strategies Encouraging students to think critically (moving from lower order to higher order

	<p>thinking skills)</p> <ul style="list-style-type: none"> • Providing intellectual challenge and conveying high expectations • Raising students awareness of and promoting the use of different learning strategies • Encouraging and praising students when necessary • Encouraging students to do outside class studies
	<p>3.4 Activities and Teaching Aids</p> <ul style="list-style-type: none"> • Providing opportunities to enhance real life like learning • Exploiting materials and activities effectively • Encouraging cooperation and collaboration between students through activities • Encouraging students to personalize the language or topic through activities • Using a variety of teaching aids and materials to cater for different learning styles and abilities <p>3.5 Student Participation and Involvement</p> <ul style="list-style-type: none"> • Engaging students in the learning experience • Increasing time on task • Encouraging oral and written production
4. Lesson Management	<p>4.1 Learning Environment</p> <ul style="list-style-type: none"> • Establishing and maintaining an orderly and effective learning environment • Using physical organization of the room effectively (seating arrangement, lighting) • Establishing good rapport with students <p>4.2 Discipline</p> <ul style="list-style-type: none"> • Creating a positive environment conducive to learning • Being aware of and quickly dealing with off-task behavior • Using reward and discouragement tools effectively
5. Teacher Qualities and Skills	<p>5.1 Teacher Qualities and Skills</p> <ul style="list-style-type: none"> • Teacher presence (confident, enthusiastic, positive) • Genuine interest in students • Having a sense of ownership • Using body language effectively (animated gestures, keeping eye contact) • Enthusiasm and interest in using computer technology in language teaching
6. Reflection and Evaluation	<p>6.1 Reflection on the Planning and Execution of the Lesson</p> <ul style="list-style-type: none"> • Identifying own strengths and points to consider effectively and taking future action • Identifying the impact of teacher's choices on student learning <p>6.2 Overall</p> <ul style="list-style-type: none"> • Being open and enthusiastic towards self development • Taking feedback on board and acting on it

APPENDIX 4 INSTRUCTOR OBSERVATION DOCUMENTATION

Instructor Observation Lesson Plan

Name:
Level:
Time:
Place:

Date:
Length of lesson:
Type of the lesson:

Aims of the Lesson:

Personal Aims:

Assumptions:

Brief class profile:

Anticipated Problems:

STAGE	AIMS	TIME	TEACHER ACTIVITY	STUDENT ACTIVITY	MATERIALS	INTERACTION

Bilkent University School of English Language

Observation Post-Lesson Feedback

TEACHER :

OBSERVER :

DATE :

MAIN AIMS :

	Strengths	Points to Consider	Agreed Future Actions
Achievement of Aims			
Lesson Planning			
Classroom Teaching Skills			
Lesson Management & Teacher Qualities and Skills			
Lesson Evaluation			
Use of English			
Additional Comments			

Instructor Signature:_____

Head Signature: _____

APPENDIX 5- INSTRUCTOR ACTION PLAN TEMPLATE

Name of the Instructor:

Date:

Performance Problem	Action	Method of Monitoring	Time Frame	Criteria

Date:

Signature:

APPENDIX 6 – LEAVE REQUEST FORM FOR CONFERENCE VISITS

Leave Request for Conference Visits	
Name of applicant:	
Faculty/School and department: BUSEL /Program	
Beginning date of contract with Bilkent University:	
Name of conference:	
City and country where the conference will be held:	
Title of paper to be submitted:	
Other responsibilities to be assumed by the applicant at the conference:	
Institution(s) organizing the conference:	
Results obtained from the last two conference visits supported by Bilkent University:	
Number of Bilkent-supported international leaves taken in this calendar year:	
Total sum (in \$ and TL) of financial support provided by Bilkent for these leaves:	
Compensation of Missed Classes:	
Remarks ⁶	
Dates of leave:	Length of leave (in days):

¹ Attach an abstract of the paper.

² E.g., (a) organizing/program committee member, (b) session chair, (c) invited speaker/panel member, etc.

³ Attach information about the conference (e.g., conference leaflet).

⁴ E.g., (a) articles published or accepted for publication by leading scholarly/scientific periodicals, (b) initiation of joint research, (c) notable work or research started or planned in connection with or as a result of the conference.

⁵ Use Central Bank of Turkey rates in converting TL to US \$.

⁶ Use this space for any other information you may wish to provide, using an additional sheet if necessary.

PLEASE NOTE: Staff members who are provided financial support are required to present, on arrival, flight tickets, hotel bills, and conference registration receipts.

Financial support requested from the University for the visit			
Type	Remarks	Amount ⁷ TL \$	
Per diem ⁸			
Travel fare ⁹			
Conference fee			
TOTAL			

Financial support requested for this visit from other sources			
Source	Remarks	Amount ¹⁰ TL \$	
TOTAL			

Remarks by the Department Chairperson¹¹			
Applicant Date: ____/____/____ Signature	Department Chair Date: ____/____/____ Signature	Dean/Director Date: ____/____/____ Signature	Provost Date: ____/____/____ Signature

(For official use)

⁷ See item 5.

⁸ Per diem consists of the minimum amount required according to the conditions in the city of destination.

⁹ Applicants are expected to contact various travel agencies and use the most economic means of travel.

¹⁰ See item 5.

¹¹ Remarks concerning the arrangements to be made for the fulfillment of the duties of the applicant in his/her absence.

APPENDIX 7 – INSTRUCTOR APPRAISAL REPORT FORM

APPRAISAL REPORT FORM

Name:

Date:

Line Manager:

QUESTIONS	APPRAISEE'S COMMENTS	LINE MANAGER'S COMMENTS
1- What aspects of your job did you find the most rewarding this academic year? Please state why.		
2- What aspects of your job did you find the most challenging/least satisfying this academic year? Please state why.		
3-What are your most important achievements in this academic year that contributed to: a) your personal/professional development? b) the institutional development?		
4-Please comment on your personal/professional qualities in the areas listed below in light of your tasks/responsibilities: a) commitment to the job/institution b) organization skills c) communication skills		
5) In the next academic year what do you consider to be your most important professional/academic aim?		
6) What do you think should be the priorities of the institution for the next academic year? How do you think you can contribute to the achievement of these?		
7) Please describe the type of support that you need from your line manager and other parties in the institution.		
8) Please comment on any issues/areas that have not been addressed above.		

Appraisee's Signature:

Line Manager's Signature:

APPENDIX 8 - USEFUL ACRONYMS & ABBREVIATIONS in PREP

Positions

AA	Administrative Assistant
TUAA	Testing Unit Administrative Assistant
HTU	Head of Teaching Unit
LAD	Level Assessment Developer
TT	Teacher Trainer

Others

BCC	Bilkent Computer Centre
CALL	Computer-Assisted Language Learning Laboratory
CAT	Cumulative Achievement Test
CIDER	Centre for Instructor Development, Education and Research
COPE	Certificate of Proficiency in English
CSP	Class Spokesperson
DELTA	Diploma in English Language Teaching to Adults
ECA	End-of-Course Assessment
EL	Evaluation of Learning
FAE	Faculty Academic English
GSE	Graduate School of Education
ICELT	In-service Certificate in English Language Teaching
LP	Learning Portfolio
NftW	News for the Week
PoR	Position of Responsibility
SGK	Sosyal Güvenlik Kurumu (Social Security Organization)
STARS	Student Academic Information Registration System
TTU	Teacher Training Unit

APPENDIX 9 – ADMINISTRATIVE LEAVE REQUEST FORM

BUSEL AKADEMİK PERSONEL İDARI İZİN FORMU (Academic Staff Administrative Leave Request Form)			
Program	Fakülte Akademik İngilizce Geliştirme Programı (FAE Program)	İngilizce Hazırlık Programı (Prep Program)	
	<input type="checkbox"/>	<input type="checkbox"/>	
Ad - Soyad (Name & Surname)			
Sicil Numarası (Employee ID number)			
İzin Talebi Tarihleri (Dates of leave)/...../201.. (from/...../201..)/...../201.. (to/...../201..)	
İzin Talebi Süresi (gün olarak) (Length of leave [in days])			
İzin Talep Sebebi (Reason for Leave Request)			
Telifisi gereken ders bilgileri (Classes to be made-up if applicable)	Section codes: Total # of hrs:	Make-up plan:	Other tasks to be missed:
İzin İstek Sahibinin İmzası (Requestor's signature)			
Program Müdürü'nün Onay İmzası (Approval of Program Director)	Fakülte Akademik İngilizce Geliştirme Programı (FAE Program)	İngilizce Hazırlık Programı (Prep Program)	
Yüksek Okul Müdürü'nün Onay İmzası (Approval of School Director)			

APPENDIX 10- FILE NOTE

GİZLİ

İNGİLİZ DİLİ MESLEK YÜKSEKOKULU

ÖĞRETİM GÖREVLİSİNİN ŞAHSİ DOSYASI İÇİN NOT

SÖZLÜ UYARI

Öğretim Görevlisinin Adı Soyadı :

Uyarıyı Veren :

Uyarının Verildiği Tarih :

Saat :

Oda :

**Uyarının Verilmesinde
Hazır Bulunan Kişi :**

Sorunun Tanımı :

Sözlü Uyarının Veriliş Nedeni:

Eylem Planı:

.....

İmza :

.....

İmza :

CONFIDENTIAL

BILKENT UNIVERSITY SCHOOL OF ENGLISH LANGUAGE

NOTE for INSTRUCTOR'S PERSONAL FILE

ORAL WARNING

Instructor :

Oral Warning Given by :

Date :

Time :

Room no :

Witness :

Description of Problem :

Reason for Oral Warning:

.....

Signature :

.....

Signature :

APPENDIX 11- PROBLEM RECORD SHEET

PROBLEM RECORD SHEET

NAME OF THE STUDENT: X

CLASS CODE: _____

NAME OF THE MAIN CLASS INSTRUCTOR: _____

PROBLEM BROUGHT BY: Y

DATE: _____

NATURE OF PROBLEM: Student X was disruptive in class by playing with his mobile phone and talking with his neighbors. Because of this, he was not able follow instructions and kept asking his classmates and instructors what they were supposed to do only a minute after the instructions were given.

ACTION TAKEN: I asked the student to see me outside the class in the break. When we met, I elicited and also told the student how unacceptable his/her behavior was and reminded him of the class rules that were set on the first day of the course. I asked him why he behaved this way and told him that I would fill in a Problem Record Sheet and that it would be followed up by further disciplinary action if he did not behave.

Instructor's Signature:

APPENDIX 12 - STUDENT ACTION PLAN

ACTION PLAN

NAME OF THE STUDENT: X

CLASS CODE: _____

NAME OF THE MAIN CLASS INSTRUCTOR: _____

PROBLEM BROUGHT BY: Y

DATE: _____

DATE OF PROBLEM RECORD SHEET: _____

NATURE OF PROBLEM: Student X was disruptive in class by playing with his mobile phone and talking with his neighbors. Because of this, he was not able follow instructions and kept asking his classmates and instructors what they were supposed to do only a minute after the instructions were given. He was reminded of Class Rules and told that a Problem Record Sheet would be filled in and filed about what had happened. However, X repeated his challenging behavior.

ACTION PLAN:

A meeting was held between Y and X and the following action points for X were agreed upon:

1. I will not disrupt my class by playing with my mobile phone.
2. I will not distract the attention of my classmates by talking unnecessarily.
3. I will pay attention in class and concentrate so that I can follow instructions when they are set.

I know that the consequence of not abiding by the above action points will be further disciplinary action.

Student's signature:

Instructor's signature:

APPENDIX 13 - INCIDENT REPORT FORM

INCIDENT REPORT FORM

NAME OF THE STUDENT: X

CLASS CODE: _____

NAME OF THE MAIN CLASS INSTRUCTOR: _____

PROBLEM BROUGHT BY: Y

DATE: _____

NATURE OF INCIDENT:

Student X was looking around during the exam. Despite my warnings, the student continued to look around. As I was monitoring, I saw him cheat from his peer, **name of the peer**, sitting in front of him. He was rewarned and told that he would be put on the incident report form and was asked to continue with the exam.

Upon this incident, I would like to ask that disciplinary action be taken against X.

Instructor's Signature:

HTU's Signature:

Attached: Seating Plan