



ANADOLU UNIVERSITY

# SCHOOL OF FOREIGN LANGUAGES

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**STAFF HANDBOOK**

**2017 - 2018**



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<sup>1</sup> *The official documents in the appendices are prepared in the official language.*

## FOREWORD

The staff handbook was prepared to inform the instructors working at School of Foreign Languages about the operation, procedures and principles, duties and responsibilities related to students and disciplinary issues. This handbook also includes the official's reports and petitions you may need throughout the academic year.

As you are well aware, our primary task is to provide our students we host in our school with the most effective education and training environment in light with the ethic codes of our university (see Appendix 1). Our students' success is our happiness. To this end, we should work in collaboration and mutual respect along with the awareness of our responsibilities. We have achieved this so far and I believe we will achieve it in future, too.

I wish you a good academic year.

Prof. Belgin Aydın  
Director,  
School of Foreign Languages

## 1. ABOUT US

### 1.1 Our Mission and Vision

The mission of Anadolu University School of Foreign Languages (AUSFL) is to provide our students with the necessary skills and strategies that will help them to cope with their departmental studies conducted in English, German, French and Russian. AUSFL also aims at providing Academic English courses at different levels for the students throughout their university education lives and various other elective foreign language courses such as Chinese, Spanish, Italian and Russian.

The vision of the School of Foreign Languages is to facilitate Anadolu University students' language learning process by equipping them with the necessary skills and abilities they will use throughout their professional and social lives.

### 1.2 Our Aims

- Providing foreign language education through the latest approaches and contemporary technological developments,
- Helping students gain essential language skills and strategies to be able to cope with their departmental studies,
- Enabling learners to use all language skills they have gained in real life,
- Raising awareness about different cultures and broadening our learners' visions,
- Creating an effective learning and teaching environment in the school.

### 1.3 Our Expectations

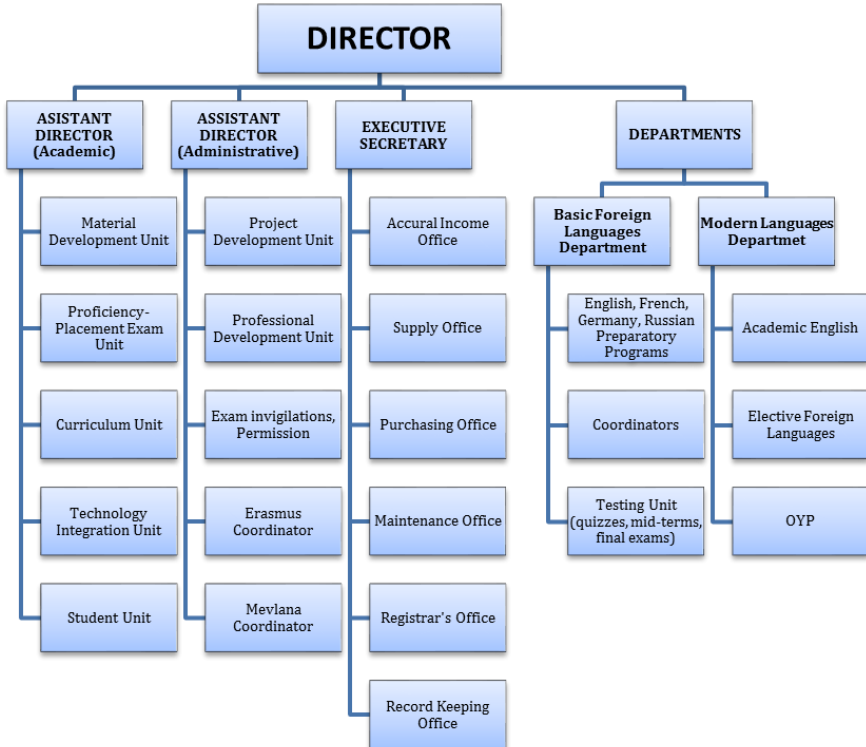
We believe that accomplishing our aims is not possible unless each member of the school is highly motivated to achieve a common aim of improving the quality of learning for all the students. Internalizing the school's mission and vision with a positive attitude and a high level of dedication, adopting a constructive attitude towards students and colleagues as well as helping to foster the team spirit are the key factors for the realization of our mission. Believing that the institutional improvement and the personal improvement are inseparable from each other, we aim to help our members to further develop themselves and reach their full potential.

Carrying out duties at school including being a part of one of the units and taking responsibility in the improvement of our school, meeting deadlines, keeping records of student work, progress and attendance, being on time for meetings, and exam-related duties are expected components of an effective teaching practice.

## 1.4. Our Organization and Responsibilities

### 1.4.1 Our Organizational Structure

The following chart illustrates the organizational structure in Anadolu University School of Foreign Languages.



#### The Director

Anadolu University School of Foreign Languages is run by the Director. The Director is responsible for;

- creating an atmosphere for all the learners to feel secure and learn efficiently,
- creating an environment for the staff to work effectively and cooperatively,
- facilitating the unity among all the units by organizing meetings on a monthly basis with the unit coordinators,
- keeping track of records regarding the performance of the staff,
- implementing the quality improvement policy,

- getting feedback from the students, teachers and administrative staff on academic, administrative or any other issues and making necessary adjustments based on the feedback,
- coordinating between the School and the Rectorate as well as other academic and administrative units in the university.

### *The Assistant Director (Academic)*

The role of the Assistant Directors is to support the Director in his/her work at the preparatory school. The Assistant Director who is responsible for the academic issues deals with the main educational concerns of the students in the School of Foreign Languages. Dealing with any disciplinary matters related to the students or complaints of the students is the responsibility of the Assistant Director. S/he is also responsible for the management and coordination of the following units:

- The Curriculum Unit
- The Materials Development Unit
- The Technology Integration Unit
- The Proficiency Exam Unit
- The Student Clubs Unit

### *The Assistant Director (Administrative)*

The role of the Assistant Directors is to support the Director in his/her work at the preparatory school. The Assistant Director who is responsible for the administrative issues deals with the main managerial concerns for the teachers and the other employees dealing with the administrative issues in the School of Foreign Languages. Assigning teachers for the exam invigilation, keeping track of the legal permissions of the teachers and the other employees, organizing and coordinating the Fulbright teachers are among the responsibilities of the Assistant Director. Erasmus and Mevlana Coordinators of the School work under the responsibility of the Assistant Director. These coordinators are responsible for the coordination of the international and national exchange programs run by the International Relations Department. Dealing with any disciplinary matters related to the teachers and the other employees is the duty of the Assistant Director. S/he is also responsible for the management and coordination of the following units:

- The Professional Development Unit
- The Project Development Unit

### *Departments*

**Basic Languages Department Head:** The Head of the Basic Languages Department is responsible for the day-to day coordination and implementation of the English, German and French preparatory programs. The effectiveness of the lessons and the make-up lessons, administration and the analysis of the quizzes and Midterm and the Final exams, the records of the student progress and attendance are the responsibilities of the Department Head. S/he



reports to the Director of the school. S/he is responsible for the management and coordination of the following units:

- The Coordinators Unit
- The Testing Unit (quizzes, mid-term and final exams)

**Modern Languages Department Head:** Modern Languages Department Head is responsible for the management of the Modern Languages. S/he is also responsible for organizing and carrying out the Academic English lessons given in various faculties in the university. Six levels of Academic English lessons give the university students the opportunity to learn English from A2 to B2+ levels throughout their four years of education lives in their departments. With this opportunity, not only the students in departments where the medium of education is Turkish may learn English starting from the basic level but also the students who have already taken one-year preparatory class may have a chance of improving their academic skills in English that their majors require. Academic English lessons are conducted in State Conservatory, Communication Science, Administration, Law, Literature, Education, Science, Health Sciences, Art, Pharmacy, Architecture and Design and Tourism Faculties.

The Modern Languages Department Head is also responsible for organizing and carrying out the elective foreign language courses offered to the students of all the departments. Students can learn Chinese, Spanish, Italian, Russian, French, German and English at different levels as they continue their academic studies. Elective foreign language courses are carried out in the building of AUSFL on 2 Eylul Campus. S/he is responsible for the management and coordination of class schedules, make-up lessons and exams. The staff working in Modern Languages Department are required to prepare syllabuses, lesson materials and exams of their courses. They can also take part in the relevant units in AUSFL.

The organization of the OYP (Teaching Staff Training Program) program run by the Council of Higher Education (YÖK) is another responsibility of the Head of the Modern Languages. The program aims to help the academicians from different universities all around the country to improve their English proficiency in order to continue their profession.

The department head reports to the director.

### **Executive Secretary**

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

Executive Secretary is responsible for the management and coordination of the following offices:

- Accrual Income Office; dealing financial matters,
- Supply Office; providing stationary to the staff,
- Purchasing Office; following the necessary procedures for buying equipment,
- Maintenance Service; dealing with technical problems and the computer laboratories,
- Registrar's Office; dealing with student-related issues such as class programs, attendance and grading procedures,
- Record Keeping Office; archiving the documents related to exams and attendance.

### 1.4.2 List of Units and Their Responsibilities

The units help the efficient organization and management of the School of Foreign Languages. Each unit is responsible for a different component of this organization as explained below. The coordinator of the unit organizes weekly regular meetings for the group members and writes a report of the meeting using the format in Appendix 2. The written reports are then presented to the related Assistant Director or the Department Head. The selection process of the coordinators of the units above is the responsibility of the relevant Assistant Director or the Department Head.

#### 1.4.2.1 The Curriculum Unit

The Curriculum Unit is responsible for the following;

- Identifying the learning outcomes to be included in the curriculum,
- Selecting the materials (in class, out class and computer labs) for each level, and evaluating new materials continuously,
- Determining the areas in which supplementary materials will be necessary and sharing these with the Materials Development Unit,
- Preparing the syllabus for each level in accordance with the learning outcomes,
- Making sure the coordinators are up to date with the syllabus for each level,
- Determining the components of the assessment in accordance with the learning outcomes,
- Participating in the related professional development activities,
- Sharing the reflections of the activities with the other group members.

#### The Curriculum Unit Coordinator

The Curriculum Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with the curriculum unit members,
- Reporting the results of the meetings to the Assistant Director (Academic),
- Participating in the meetings with the other unit coordinators.

#### 1.4.2.2 The Material Development Unit

The Material Development Unit is responsible for the following;

- Preparing supplementary materials and activities in line with the curriculum,

- Making necessary arrangements to share the newly prepared activities and materials with teachers and students,
- Updating the supplementary materials continuously,

#### The Material Development Unit Coordinator

The Materials Development Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with the materials development unit members,
- Reporting the results of the meetings to the Assistant Director (Academic),
- Participating in the meetings with the other unit coordinators.

#### 1.4.2.3 The Coordinators Unit

The Coordinators Unit is responsible for the following;

- Maintaining an effective communication with and among the teachers and the other units,
- Making sure that the learning outcomes of the curriculum are achieved by the teachers at each level by organizing meetings with the teachers on a regular basis,
- Getting feedback from teachers regarding the syllabi, materials, students and the assessment throughout the year,
- Sharing the feedback with the related units,
- Conveying the materials prepared by the Curriculum Unit to the teachers under his/her coordination,
- Participating in the related professional development activities,
- Giving feedback to the exams h/she is coordinating.

#### The Coordinators Unit Coordinator

The Coordinators Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with the coordinators for each level,
- Reporting the results of the meetings to the Basic Foreign Languages Department Head,
- Participating in the meetings with the other unit coordinators.

#### 1.4.2.4 The Testing Unit

The Testing Unit is responsible for the following;

- Preparing the test specifications in accordance with the outcomes of the curriculum,
- Preparing an item bank for the quizzes, midterms and final exams,
- Informing students and teachers about the exam format by preparing sample questions and the instructions on the school website,
- Preparing quizzes and exams and answer keys,
- Organizing the editing process of quizzes and midterms and final exams,
- Organizing the necessary preparations before quizzes and midterms and final exams,
- Conducting quizzes, midterms and final exams,

- Analyzing the results of the quizzes, midterms and final exams,
- Re-evaluating students' quizzes, portfolios, midterms and final exams in case of a complaint,
- Tracking learner achievement in order to give feedback to the teachers and to the Basic Foreign Languages Department Head,
- Making necessary adjustments to the questions,
- Participating in the related professional development activities,
- Sharing the reflections of the activities with the other group members.

### The Testing Unit Coordinator

The Testing Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with the Testing Unit members,
- Reporting the results of the meetings to the Basic Foreign Languages Department Head,
- Participating in the meetings with the other unit coordinators,
- Dealing with the complaints of the students related to the quizzes, midterms and the final exams.

#### 1.4.2.5 The Proficiency Exam Unit

The Proficiency Exam Unit is responsible for the Placement and the Proficiency Exams prepared and carried out by the School of Foreign Languages. The unit is responsible for the following;

- Preparing the test specifications in accordance with the outcomes of the curriculum,
- Preparing an item bank for exams,
- Preparing exams,
- Organizing the editing process of exams,
- Piloting exams,
- Analyzing the results of piloting process,
- Sharing the results of piloting process with the Assistant Director (Academic),
- Organizing the necessary preparations before exams,
- Informing students and teachers about exam format by preparing sample questions and instructions on the school's website,
- Making necessary arrangements before conducting exams,
- Conducting exams,
- Re-evaluating students' exams following any complaint,
- Analyzing the results of exams,
- Reporting the results to the Assistant Director (Academic),
- Making necessary adjustments to exam questions following feedback,
- Participating in related professional development activities,
- Sharing the reflections of the activities with other group members.

### The Proficiency Exam Unit Coordinator

The Proficiency Exam Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with the Proficiency Exam Unit members,
- Reporting the results of the meetings to the Assistant Director (Academic),
- Participating in the meetings with the other unit coordinators,
- Dealing with the necessary organization regarding the complaints of the students related to the Proficiency Exam.

#### 1.4.2.6 The Technology Integration Unit

The Technology Integration Unit is responsible for the following;

- Analyzing and evaluating available current online platforms,
- Choosing the appropriate platform considering the curriculum outcomes,
- Introducing new online platforms to teachers,
- Selecting online platform in accordance with the outcomes of the curriculum
- Providing help and guidance to teachers related to online platforms,
- Making sure coordinators are up to date with the online platform used for each level,
- Developing digital materials continuously considering the needs of learners
- Organizing in-service training activities on technology integration with teachers,
- Participating in related professional development activities,
- Sharing the reflections of the activities with other group members.

### The Technology Integration Unit Coordinator

The Technology Integration Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with the technology integration unit members,
- Reporting the results of the meetings to the Assistant Director (Academic),
- Participating in the meetings with the other unit coordinators.

#### 1.4.2.7 The Student Unit

The Student Unit is responsible for the following;

- Organizing various clubs for extracurricular student activities
- Checking the availability of all information and announcements related to students on the school's website,
- Organizing various activities for students throughout the year,
- Reporting the results of the meetings to the Assistant Director (Academic).

### The Student Unit Coordinator

The Student Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in the meetings,
- Organizing regular meetings with Student Clubs Unit members,
- Reporting the results of the meetings to the Assistant Director (Academic),

- Participating in the meetings with other unit coordinators,
- Keeping track of the wish boxes located around the school,
- Reporting students' opinions from the wish boxes to the Assistant Director (Academic).

#### **1.4.2.8 The Professional Development Unit**

The Professional Development Unit is responsible for the following:

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

#### **The Professional Development Unit Coordinator**

The Professional Development Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in meetings,
- Organizing regular meetings with Professional Development Unit members,
- Reporting results of meetings to the Assistant Director (Administrative),
- Participating in meetings with other unit coordinators,
- Making necessary arrangements to invite guests regarding professional development at our school.

#### **1.4.2.9 The Project Development Unit**

The Project Development Unit is responsible for the following:

- Planning and carrying out various infrastructure projects to enhance language learning and management in our school,
- Counseling teachers who are planning to conduct projects by organizing small-group and experience-sharing meetings,
- Organizing meetings with ARİNKOM (The Project Unit of the University) with regard to the types of projects and how to conduct them,
- Keeping records of previous and current projects and sharing them on school's website.

#### **The Project Development Unit Coordinator**

The Project Development Unit Coordinator is chosen by the members of the unit for one academic year. S/he is responsible for the following;

- Representing the unit in meetings,
- Organizing regular meetings with the Project Development Unit members,
- Reporting the results of the meetings to the Assistant Director (Administrative),
- Participating in meetings with other unit coordinators,

#### 1.4.2.10. Erasmus and Mevlana Coordinators

Erasmus and Mevlana Coordinators are chosen by the Director for one academic year. They report to the Assistant Director (Administrative) and are responsible for the following;

- Coordinating communication between the School of Foreign Languages and the International Relations Department,
- Organizing meetings to inform teachers about exchange programs,
- Assisting teachers to participate in exchange programs,

## 2. OUR POLICIES

### 2.1 Curriculum Policy

The main aim of Anadolu University School of Foreign Languages Preparatory Program's Curriculum, which is aligned with the mission, and vision of the school, is to provide an effective language learning process for all students. Each component of the curriculum, the Weekly, monthly and annual syllabi, course books and materials and assessment is compatible with one another and under continuous evaluation and revision. It is also fully explanatory to all students and teachers. The components of AUSFL Curriculum are as follows:

#### \*Learning Outcomes

Global Scale of English (GSE) is an academic scale enriching the Common European Framework of References (CEFR) and showing student level and progress in finer progression. The curriculum outlines the outcomes to be achieved at different language levels with the estimated time to be allocated to achieve these outcomes, as well as related learning and teaching materials. GSE is used as the basis for determining the outcomes of the curriculum of the Preparatory Program. These outcomes help determine test specifications, which guide not only the Testing Unit for test preparations but also the students and teachers.

#### \* Learning Teaching and Materials

Course books, online materials and all the supplementary materials prepared by the Materials Development Unit help us to achieve our learning outcomes. The additional printed and online sources such as graded readers, videos and movies to be used at different language levels, both in and outside the classroom, are also components of our teaching materials.

#### \*Assessment

Each component of assessment is determined in the curriculum in accordance with the learning objectives. In addition to quizzes, midterms and final exams, students are required to prepare an e-portfolio involving certain tasks, all of which are scheduled and specified in the curriculum. Students are given detailed guidelines about different parts of the assessment (sample questions, exam duration, criteria etc.). In and out of class studies are also included in the program.

The overall aim of Anadolu University School of Foreign Languages Preparatory Program's Curriculum is;

*a. Meeting students' linguistic and academic needs*

The aim of the curriculum is to provide adequate language knowledge and skills that are necessary for the future studies of our learners in their departments. When students finish the preparatory program, they will have the necessary background and strategies to follow lectures, understand extended texts, produce various types of written texts, and communicate appropriately and accurately by using the target language.

*b. Fostering learner autonomy*

We believe that learning is not and should not be limited to the classroom context. Our students should be able to continue learning outside the classroom environment and be equipped with the necessary strategies to support their learning efficiently. We aim to encourage our students to benefit from the computer labs, library, TV rooms and other related self-access centers, through which they will eventually learn how to make their own decisions regarding their academic needs. By using the online platform, we expect to provide our students with opportunities to be able to interact with the native speakers and other language learners all over the world.

*c. Providing individual guidance*

AUSFL believes that to ensure their success in the language learning process, individual attention and support should be given to students by their academic advisors, class teachers and Psychological Counselling and Guidance Centre, which provides individual counselling as well as mini seminars about various topics, such as study skills, exam anxiety and anger management.

## 2.2 Quality Improvement Policy

The Quality Improvement Policy aims to improve the quality of the educational and instructional activities at AUSFL according to the objectives below:

1. To provide a curriculum meeting students' needs effectively and realistically,
2. To improve the standards of teaching and assessment,
3. To ensure an efficient use of printed and online learning materials,
4. To foster learner and teacher autonomy,
5. To improve the school's management systems,
6. To enhance professional development facilities,
7. To maintain the quality assurance.

In order to improve the quality of the school, the learning environment is constantly evaluated by all the stakeholders through written questionnaires, oral feedback and any comments collected by wish boxes that are placed in various parts of the building.



## 2.3 Assessment Policy

AUSFL is committed to developing and implementing relevant and appropriate curricula that will empower students to become autonomous learners in their academic lives. Assessment is not a separate component of the curricula, but is closely integrated in the teaching and learning process because it aims not only to promote students' learning, but also to give insights into their progress in the process. Therefore, effective assessment is crucial in order to measure whether these are achieved in curricula delivery.

The primary aim of assessment is to monitor students' progress, provide help, support and remedial teaching in language areas that students are weak or need more guidance. Assessment also aims to provide feedback to students and teachers as well as management regarding the implementation of the curricula and to act promptly and accordingly in any problem areas if necessary.

As assessment is an ongoing and integral part of the learning process, students are given a certain number of short quizzes, are required to keep portfolios and to engage in online studies throughout each semester, which are graded separately and have different weights in the overall score of students.

To provide a balanced and multi-dimensional assessment, students are tested in four language skills, namely reading, writing, speaking and listening. The tests are prepared by taking test specifications into consideration and administered in-house by giving each test taker the same opportunity to demonstrate their abilities in the areas tested. The testing unit is responsible for designing tests that are bias-free, sensitive to race, gender and cultural background. The testing unit is also responsible for ensuring the standardization of the tests, providing teachers with guidelines about how to implement tests and holding norming sessions for teachers for the assessment of productive language skills (i.e. writing and speaking tests). The testing unit is responsible for providing students with information about the nature and content of the tests before test time as well as for the criteria to be used for the assessment of productive skills. The testing unit reports the test results to students accurately and on time. Since testing is a reflection of teaching, students are given opportunities to learn from their mistakes.

## 2.4 Cheating Policy

A zero tolerance policy is operated with regards to cheating in examinations and in any component of the assessment, including quizzes and portfolios. The student does not receive a grade and their record sheet is completed with a "0" (zero) for that particular assessment. There is no make-up for a student who has been caught cheating.

Before exams, students are asked to place all of their books, notes and mobile equipment on teacher's desk and put all bags at the front of their desks. If invigilators spot students with unauthorized material in their possession, including any information on a part of their body, their clothing, on the wall or desk, it will inevitably be assumed that cheating has taken place. Students are informed about exam rules in written in the student handbook and orally in exams by invigilators. Students are expected to follow the exam rules and if a student is caught

cheating, a report is written with all the documents and evidence. The report is submitted to the administration as immediately as possible. It is the invigilator's responsibility to administer the exam in accordance with exam rules.

## 2.5 Learner Training Policy

AUSFL aims to ensure that students are given opportunities, guidance and training in terms of study skills and techniques to develop themselves as autonomous learners.

AUSFL also places importance in raising students' awareness about the importance of knowing a foreign language for their academic and social lives, so students are encouraged to use the language effectively to communicate and express themselves in both domains by providing opportunities in and outside the classroom such as speaking clubs, movie discussions and informal meetings along with classroom activities.

## 2.6 Teacher Recruitment Policy

Teachers are the most important components of AUSFL in order to achieve our educational goals effectively. Besides being graduate of a relevant school, teachers who have the following characteristics can be a part of the dedicated team of AUSFL:

- Demonstrating a high level of motivation to teach a foreign language,
- Having efficient teaching skills,
- Being an effective team-member,
- Holding positive attitudes towards students, colleagues and work,
- Respecting others and their views,
- Being constructive and encouraging in their approach,
- Showing commitment to their work and personal and professional development,
- Being open to life-long learning and self-development.

The recruitment process aims to ensure that teachers who best fit the job description and meet the requirements at AUSFL are hired. The steps that AUSFL, the Rectorate and applicants must follow are:

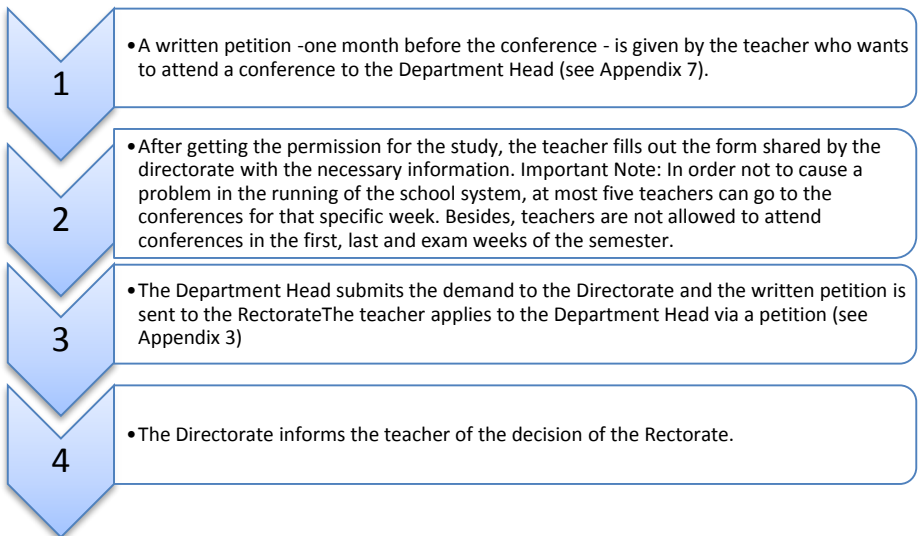
- AUSFL informs the Rectorate about the open teaching positions.
- The Rectorate carries out the correspondence with the Higher Education Council (YÖK).
- YÖK confirms the need and position.
- The post for new teachers is announced on Anadolu University's website.
- Candidates apply for the post in person and submit the documents (CV, diploma, academic report, military service report, the score of Entrance Examination for Academic Personnel and Postgraduate Education (ALES), photographs).
- Candidates go through an interview process.
- Candidates chosen for the open teaching positions are announced on Anadolu University's website.
- Academic Personnel Office carries out the employment procedures.
- New teachers start working for AUSFL after completing an orientation program.

## 2.7 Professional Development Policy

We believe that the success of our program relies on effective teaching; therefore, necessary support, guidance and opportunities are given to teachers with its “open-door” policy to encourage professional development and thus maintain effective teaching and learning.

The areas that teachers need more guidance, support and training are determined through questionnaires, meetings and reflection reports. Regular meetings with the teachers focusing on weekly teaching practices and the implementation of the syllabi, meetings with individual teachers when necessary, separate meetings with the new teachers on the areas they need support are parts of our staff development policy. School-wide support is also maintained by encouraging teachers to participate in national and international workshops, seminars and conferences. Various workshops and presentations from outside consultants are also organized according to the needs of our teachers. Encouraging our teachers to do action research in their classrooms and to participate in various projects of their interests are among our staff development policies.

### *Procedures for attending at national and international conferences*



A Teacher Induction Program for new teachers is employed to support new teachers in areas such as curriculum, assessment practices and professional development in order to maintain learning and teaching effectiveness (see Appendix 6). The following induction elements for the orientation of all new teachers are included in the program:

- The organizational structure of the school and school facilities,
- The school ethics and policies,
- The curricula,
- Professional development and training aligned with the individual needs of the new teachers,
- The duties and responsibilities of the units.

## 2.8 Feedback Policy

The Feedback Policy aims to build an effective communication system with teachers and to consider the needs of individual teachers. The Director meets with teachers in groups or individually when necessary and conducts semi-structured interviews about teachers' personal opinions regarding;

- The education system in the school in general including the curriculum, materials, online studies and assessment,
- The extracurricular activities,
- The administrative system,
- Any suggestions teachers would like to offer.

If there is anything teachers cannot or do not want to state directly, they are invited to write it to the wish boxes we have in our building.

## 2.9 Complaints Policy

AUSFL places vital importance in having a good rapport with all students and teachers and takes all necessary steps to create a motivating and positive school and work environment. To maintain such an atmosphere at school, AUSFL gives careful consideration to all complaints by students or staff and aims to deal with them promptly in a fair, open and honest manner through communicating and sparing sufficient time and effort to solve them.

Informal complaints can be solved through conversations between people who complain and who are responsible for sorting out less serious issues, which do not require lengthy and formal procedures. At the beginning of each term, teachers set their classroom rules and explain the regulations of AUSFL regarding acceptable and unacceptable behaviors together with their consequences to students. Once they are made clear, students are expected to follow these rules and regulations. If students do not follow the rules and regulations, and an unacceptable behavior occurs, the problem is solved through communication between the parties involved. If the problematic behavior still continues, a written document by the student or the teacher is submitted to the Directorate and legal procedures as stated in the Laws and Regulations accepted by Anadolu University (<http://www.anadolu.edu.tr/en/yasa-yonetmelikler>) are followed.

If students are not satisfied with their exam results, they can demand a re-evaluation of the exam(s) for checking the correctness of the grade by writing a petition to the Assistant Director (Academic) within five workdays after the exam results have been announced. When necessary, the student's exam can be re-evaluated.

## 2.10 Decision-Making Policy

All the decisions that are in accordance with our mission and vision are transparent to all teachers and the students in our school. The ideas of every individual are valued and considered during the decision-making procedure. All teachers can take part in the decision-making processes related to teaching or operation of the school.

## 3. TEACHER-RELATED ISSUES

### 3.1 Monitoring Student Attendance

Teachers are expected to keep an accurate record of each student's attendance for each lesson in the day. Teachers are also responsible for the security of their Attendance Record Sheets. Teachers are expected to computerize attendance on the relevant website weekly.

Attendance cannot be used as a way of reward or punishment; therefore, if the student has some behavior problems and does not do his assignment, teachers cannot mark them as absent. Likewise, a good behavior cannot compensate for non-attendance.

The class hours students have to attend for each level are announced by the Directorate to the students. Then, it is the students' responsibility to keep track of their own number of absences. Medical reports are not accepted as an excuse for non-attendance.

### 3.2 Record-keeping

Teachers are expected to keep the following in their class files:

- Attendance records (teachers are also responsible to computerize the attendance),
- Sheets for assignments and portfolio tasks,
- Up-to-date exam documents (to show the students' academic progress),
- Lesson plans.

### 3.3 Working Hours

It is essential for all teachers to start and finish classes on time. Problems in maintaining the class hours lead to a lack of discipline and create problems for students.

In the case of a teacher's sudden illness, the teacher is expected to inform the Department Head (222-3350580 – Extension: 6109). Medical reports should be submitted to AUSFL in three days. In unexpected situations, classes can be changed or rescheduled with the permission of the Department Head. Then, the Department Head informs the Assistant Director (Administrative). The administration keeps records of absenteeism for each semester and these records are added to the staff files.

In case of approved absences, such as conference attendance, Erasmus or Mevlana exchanges or institutional commitments, procedures are explained in the relevant session. Teachers who do not have a sick note should make up for their absenteeism. Teachers who have a sick note should also arrange make up hours for their teaching / office hours. The teacher should arrange an appropriate time for the students and announce it on the AUSFL's

website <http://ydyo.anadolu.edu.tr>. Make-up lessons should be conducted at the classrooms specified in the make-up petition (see, Appendix 4). If the reason for absence is a long-term sick leave, the Director of the AUSFL makes the necessary arrangements. In such a situation, earlier mentioned procedures should be applied and the relevant supporting documents should be supplied.

## 4. STUDENT-RELATED ISSUES

### 4.1 Attendance

Only for the first hour in the mornings, students may be let in the classroom for a period of five minutes in case of exceptional circumstances such as adverse weather conditions or transportation problems. If a student is persistently late, the teacher should consider it as unacceptable behavior and should not let the student into the classroom. Since conducting lessons later or earlier than the allocated time create problems for the general operation of the school, starting classes on time must be a rule that everyone follows rigorously.

The student cannot be marked as absent due to unacceptable behavior or not fulfilling the class requirements. The student cannot be marked as absent as long as he is in the classroom. Likewise, the student cannot be marked as present upon wish or as a reward.

It is the students' responsibility to keep track of their own number of absences. Students who are absent more than the 15% of the total lesson hour are accepted as unsuccessful and repeat the same level.

Medical Reports are not accepted as an excuse for non-attendance.

### 4.2 Providing Course materials

Students are guided to purchase the course materials from the publishers in the first week of the semester. If there is any student who cannot afford the course material, s/he is invited to contact the Associate Director (Academic) with his family's financial documents and ask for a scholarship. 5% of the students with financial problems can be provided with a scholarship for the course materials.

### 4.3 Borrowing Books

Students can borrow any books from the School's library. They should be reminded that the loan period is for one week for all the books in the library. The loan will be renewed as long as the book has not been reserved by another person.

## 5. PROCEDURES IN AUSFL PREPARATORY SCHOOL

### 5.1 Communication

Communication regarding school related issues or announcements are conveyed on the website of the school ([ydyo.anadolu.edu.tr](http://ydyo.anadolu.edu.tr)). It is frequently updated with new information about course contents, academic calendar, timetables, exam schedules and any relevant announcements. Contact information for our school and links to the necessary websites can also be found on this website.

There is also an internal system via intranet screens for the announcements or daily issues. Notice boards in the main hall of the school are other tools used for any announcements both for students and teachers. For the teachers, mailing system is generally preferred, so teachers are expected to check their e-mail accounts frequently in order to keep up with any information. Because the duties are assigned through e-mails, teachers themselves will be responsible if any problem arises.

### 5.2 Troubleshooting Guide

In the following section, there are a number of common procedures and steps to be taken as well as some common problems and their solutions:

There is an health emergency in class	<ul style="list-style-type: none"> <li>• Stop teaching and call 112.</li> </ul>
You suddenly feel ill while teaching	<ul style="list-style-type: none"> <li>• Set students some work if possible and contact Department Head.</li> <li>• If cannot do so, stop teaching and call 112.</li> </ul>
If you have a medical report	<ul style="list-style-type: none"> <li>• Call the Department Head and inform about your absence.</li> <li>• Submit your medical report to the Assisstant Director (Administrative) in 3 days.</li> <li>• Submit your make-up class schedule to the Department Head.</li> </ul>
You will not be able to come to school	<ul style="list-style-type: none"> <li>• Inform the Department Head about your absence.</li> <li>• If you are ill, submit your medical report to the Assisstant Director (Administrative) in 3 days.</li> <li>• Submit your make-up class schedule to the Department Head.</li> </ul>
If you want to participate in a conference or Mevlana / Erasmus Exchange programs	<ul style="list-style-type: none"> <li>• Submit your petition with the documents attached to the Department Head after you get acceptance from the institution you are going to teach.</li> <li>• For your absent days, submit your make-up class schedule to the Department Head along with your petition if you miss any teaching hours on your schedule.</li> </ul>
If you want to take permission to do research	<ul style="list-style-type: none"> <li>• Submit your petition (Appendix 6) with the documents attached to the Department Head one month before you schedule your research.</li> </ul>
If you have university representative duties in other cities or countries	<ul style="list-style-type: none"> <li>• Submit your make-up class schedule to Department Head just after you are assigned the duty.</li> <li>• If you exchange classes for the dates of duty, you still need to submit a make-up class schedule together with a class exchange schedule to the Department Head.</li> </ul>
If you want to exchange classes with another instructor	<ul style="list-style-type: none"> <li>• In case of excused absences, if you want to exchange classes with another teacher, submit your class exchange schedule to the Department Head.</li> </ul>
The classroom next door does not have a teacher	<ul style="list-style-type: none"> <li>• Contact to the Department Head.</li> </ul>
A student is being disruptive in your class	<ul style="list-style-type: none"> <li>• Solve the problem through conversation with the disruptive student.</li> <li>• If not solved, contact your coordinator.</li> </ul>
Your computer is broken in your office or there are problems with the computer, the speakers or the projector in your classroom	<ul style="list-style-type: none"> <li>• Contact the service personnel.</li> </ul>
Something is broken in your class or in your office	<ul style="list-style-type: none"> <li>• Contact the maintenance person.</li> </ul>
You need stationary	<ul style="list-style-type: none"> <li>• Contact the supply office.</li> </ul>
You have questions about financial matters	<ul style="list-style-type: none"> <li>• Contact the Accrual Income Office (Tahakkuk) in AUSFL.</li> <li>• If not solved, contact the related office in the university.</li> </ul>
There is a fire alarm	<ul style="list-style-type: none"> <li>• Follow the Emergency Procedures in the Staff Handbook below.</li> </ul>
If there is a security-related emergency in the building	<ul style="list-style-type: none"> <li>• Call 6039 or 7000.</li> </ul>



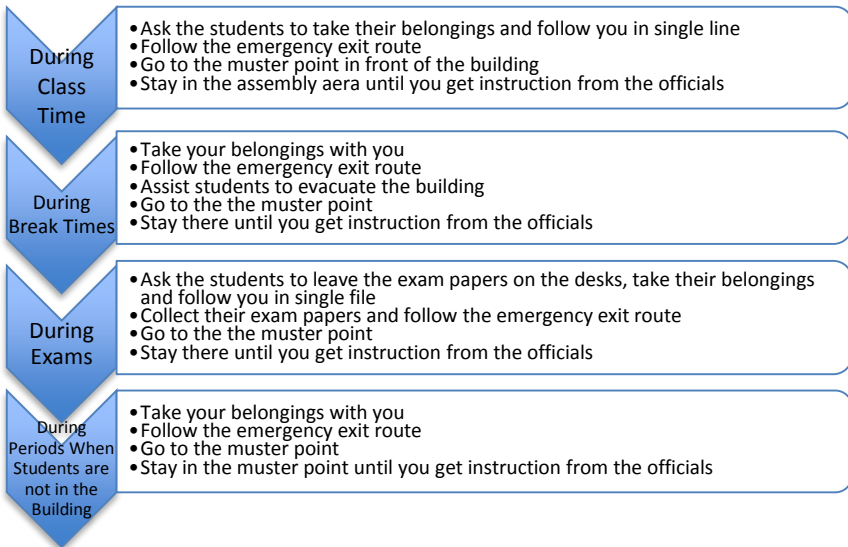
## 5.3 Emergencies

### Power Cuts

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

### Evacuation of the Building

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



Inform your students orally regarding evacuation of the building at the beginning of the terms. Ensure them to read the related information in the Student Handbook.

### First Aid

For small incidents and emergencies, go to Room A202 (the AUSFL Secretary's Office) for the first-aid box as long as you contact with a health consultant.

## 6. DISCIPLINARY ISSUES

The Code of Conduct and disciplinary procedures to be followed when the code is broken can be found online at <http://www.anadolu.edu.tr/tr/search/node/disiplin>

## APPENDICES

### Appendix 1- Ethic Codes of Anadolu University

1. Being committed to vision and mission of Anadolu University
2. Holding the service awareness to the public and government
3. Being sensitive to public goods and resources
4. Being transparent and collaborative when sharing information
5. Grounding on honesty and objectivity in all processes
6. Holding the responsibility for any tasks given for the benefit of the institution and public
7. Being open to self and external audit to achieve goals
8. Fulfilling the given duties, being disciplined and doing the duties regularly
9. Grounding on the reliability, honesty and accountability
10. Holding the feel of ownership of the institution

**Appendix 2 – Unit Meeting Report**

<b>TOPLANTI TUTANAĐI</b>	
<b>Birim</b>	
<b>Tarih</b>	
<b>Gündem</b>	
<b><i>Alınan Kararlar</i></b>	
<b><i>Katılımcılar</i></b>	

## Appendix 3 – Petition for Attending a Conference

ANADOLU ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU  
\_\_\_\_\_ BÖLÜM BAŞKANLIĞI'NA

----- tarihleri arasında ----- (ülke)'nin ----- şehrinde yapılacak olan ----- adlı konferansa -----başlıklı sözlü / poster bildiri ile katılmak istiyorum.

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

Tarih

Ad-soyad

Ekler :

1. İngilizce – Türkçe Kabul Yazısı
2. İngilizce – Türkçe Sunum Özeti
3. İngilizce – Türkçe Katılım Ücreti
4. Bildirinin <http://bildiri.anadolu.edu.tr> sitesine yüklendiğini gösterir belge

## Appendix 4- Class Make-Up Schedule

ANADOLU ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU  
TEMEL YABANCI DİLLER BÖLÜM BAŞKANLIĞI'NA,

..... tarihinde yürütemeyeceğim/yürütemediğim derslerimin telafisi yapılacaktır.  
Telaflı programı aşağıda sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.

Adı-Soyadı :

Ünvanı :

Tarih :

İmza :

<u>Dersin Kodu</u>	<u>Dersin Adı</u>	<u>Dersin Tarihi / Saati</u>	<u>Telaflı Tarihi / Saati</u>
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Derslik

## Appendix 5 – Class Exchange Schedule

ANADOLU ÜNİVERSİTESİ

YABANCI DİLLER YÜKSEKOKULU

TEMEL YABANCI DİLLER BÖLÜM BAŞKANLIĞI'NA,

..... tarihinde ..... sebebiyle yürütemeyeceğim derslerim ile ilgili ders değişim programı aşağıda sunulmuştur.

Bilgilerinizi ve gereğini arz ederim.

Adı-Soyadı :

Ünvanı :

Tarih :

İmza :

Dersin Kodu

Dersin Adı  
Derslik

Dersin Tarihi /Saati

Dersi Yürütecek  
Öğretim Elemanı

## Appendix 6 – Teacher Induction Program

### ANADOLU UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

#### Teacher Induction Program

The aim of this program is the orientation of the new teachers for the system and operation of School of Foreign Languages.

By the end of the orientation, the new teachers will be able to;

1. Define their job as a language instructor at Anadolu University, School of Foreign Languages (AUSFL),
2. List the rules and regulations at AUSFL and follow them closely,
3. Define the organizational structure of AUSFL,
4. List and apply principles of teaching at AUSFL,
5. Define the learning outcomes of each level,
6. Use each component of learning/teaching materials effectively (in-class/outside the classroom),
7. List the components of assessment,
8. Conduct speaking examinations,
9. Give constructive feedback on productive skills i.e. writing and speaking,
10. Define how the attendance and grade system work on the school's website,
11. Develop an effective lesson plan,
12. Organize extracurricular activities regarding students' needs.

## Appendix 7 – Request for doing research

ANADOLU ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU  
TEMEL YABANCI DİLLER BÖLÜM BAŞKANLIĞI'NA

Okulumuz ----- Hazırlık Programında ekte detayları verilmiş çalışmamı yürütebilmem için gerekli iznin verilmesi hususunda gereğini saygılarımla arz ederim.

Tarih

Ad-soyad

Ekler :

1. Çalışmanın amacı ve yöntemi
2. Çalışma takvimi



