



**BİLKENT UNIVERSITY
SCHOOL OF ENGLISH LANGUAGE**

PREPARATORY PROGRAM

STAFF HANDBOOK

2014 – 2015 ACADEMIC YEAR

©All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of Bilkent University.

TABLE OF CONTENTS

Foreword

1. Introduction

- 1.1. BUSEL Mission Statement
- 1.2. Structure of BUSEL and Decision Making
- 1.3. Who's Who in BUSEL
- 1.4. Institutional Job Descriptions
- 1.5. BUSEL Website
- 1.6. The Aims and Organisation of BUSEL Courses
- 1.7. Preparatory Program Curricular Principles
- 1.8. Strategic Plan

2. Staff Development

- 2.1. Effective Teaching
- 2.2. Staff Development in BUSEL
- 2.3. Formal Qualifications
- 2.4. External Courses
- 2.5. Research
- 2.6. Conferences
- 2.7. Instructor Appraisal

3. Academic Units

- 3.1. Testing Unit
- 3.2. Teacher Training Unit
- 3.3. Teaching Units

4. Other Courses

- 4.1 Turkish Language
- 4.2 Admin English

5. Day to Day in Preparatory Program

- 5.1. Evaluation of the Learning Environment in the Preparatory Program
- 5.2. Resources, Technology, and Facilities
- 5.3. Communication
- 5.4. Troubleshooting Guide
- 5.5. Academic Calendar
- 5.6. Useful Acronyms and Abbreviations

6. Code of Professional Practice

- 6.1. Monitoring Student Attendance
- 6.2. Record-keeping
- 6.3. Time-keeping
- 6.4. Work Hours
- 6.5. Absenteeism from work
- 6.6. Cover for Absenteeism
- 6.7. Meetings

- 6.8. Timetables
- 6.9. Dress Code
- 6.10. Invigilation and Marking of Exams
- 6.11. Responsibility for Buildings
- 6.12. Security of BUSEL Staff, Students and Buildings
- 6.13. Conduct
- 6.14. Disciplinary Procedure
- 6.15. Grievance Procedure
- 6.16. Termination of Employment
- 6.17. Staff Files
- 6.18. Renewal of Contracts
- 6.19. Applying for Posts in Bilkent University
- 6.20. References

7. Preparatory Program Student-Related Issues

- 7.1. Institutional Ground Rules
- 7.2. The Student Code of Discipline
- 7.3. BUSEL's Expectations of Students and Discipline
- 7.4. Discipline: Decision-making
- 7.5. Areas for Special Attention: Guidelines
- 7.6. Complaints Procedure
- 7.7. Student Services

8. Emergencies

- 8.1. Emergency Line
- 8.2. Power Cuts
- 8.3. Snow
- 8.4. Evacuation of BUSEL Buildings
- 8.5. First aid

Appendices (Electronic copies of all the forms/documents can be electronically accessed through <http://busel.bilkent.edu.tr/instrresourcesmain.html>)

- Appendix 1** Who's Who in BUSEL Academic Calendar 2014-2015
- Appendix 2** Preparatory Program Instructor Job Description
- Appendix 3** BUSEL Teacher Development Criteria
- Appendix 4** Instructor Action Plan Template
- Appendix 5** Leave Request Form For Conference Visits
- Appendix 6** Appraisal Report Form
- Appendix 7** Academic Calendar
- Appendix 8** Useful Acronyms and Abbreviations
- Appendix 9** Administrative Leave Request Form
- Appendix 10** Decision-Making Flow Chart
- Appendix 11** Problem Record Sheet
- Appendix 12** Student Action Plan Template
- Appendix 13** Incident Report Form
- Appendix 14** Decision-Making Flow Chart Sample Case

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 aim to 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 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 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 Teacher Services and you can request to see these.

1.5 BUSEL Website

BUSEL has its own website www.bilkent.edu.tr/busel. In addition to 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* (can be found at <http://busel.bilkent.edu.tr/instresourcesmain.html>) and in the *Faculty Academic English Staff Handbook* (can be found at <http://fae.bilkent.edu.tr>) 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 in the process of finalizing its strategic plan for the 2015-2024 period. The strategic plan will be shared with all members of staff in the Fall semester of the 2014-15 academic year. The process of working towards this new strategic plan started in the 2010-11 academic year by taking-stock of the previous strategic plan, reviewing which objectives had been met and evaluating the direction that the school should take. Since that time a curriculum committee was formed to revise the curriculum in the preparatory program; meetings were held with all the instructors in the school to work on the vision, mission and the areas that needed development for the future.

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 working 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, while the other areas are monitored by the respective line manager.

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 Preparatory Program Class Visits

Class visits 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.

All teaching in the school is monitored regularly by the HTUs through class visits which take place at least once per semester, involving pre- and post-conferences. Instructors have the right to receive feedback and support after each class visit. Praise is given where good practice is observed, support and guidance is given to help instructors improve further, and immediate action is taken where serious problems are observed (please see 2.1.3.3 below for further details). Guidelines for class visits in the Preparatory Program are as follows;

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). 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 poor teaching (below probation standard) is identified, the HTU draws attention to the lack of learning taking place as a result of the teaching, and ensures that this instructor is observed as part of instructor observation early in the course.

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. Those instructors who require more support should be prioritized to be observed first. If poor teaching (below probation standard) is identified, the HTU draws attention to the lack of learning taking place as a result of the teaching, and ensures that this instructor is observed again in the same course or semester. All instructor observations should include a pre and post conference with relevant documentation as specified in the probation handbook.

2.1.3 Monitoring the effectiveness of working practice

The purpose of monitoring performance of all staff in the school is to improve the quality of teaching and learning by helping every individual realize their full potential. All aspects of working practice, particularly teaching, other teaching-related and non-teaching-related duties, and attitude and behavior are monitored.

Line managers are committed to motivating their staff to bring out the best in them. This involves providing the necessary support and guidance to help them improve, giving timely feedback in areas that require improvement, and praising them wherever good work is observed.

2.1.3.1 Support and Guidance

All instructors have the right to receive the necessary support and guidance to help them realize their full potential, and to improve their classroom performance and ultimately improve student learning. This involves support provided to all instructors by the HTU through feedback on teaching, individual update meetings, development slots, peer observation, team-teaching, and career guidance.

2.1.3.2 Program of support for instructors who require extra support

The HTU is responsible for the provision of more systematic support to instructors who require it in order to realize their full potential.

2.1.3.3 Problem-solving approach to poor performance

BUSEL believes in a problem-solving approach to poor performance (whether in terms of teaching, other duties or attitude/behavior). Poor performance is concerned purely with consistently bad performance, such that students and/or other colleagues suffer as a result. This may involve consistently poor teaching, unsatisfactory non-teaching work and/or negative attitude and behavior. In such cases the school believes that problems can be solved by providing support, guidance and time for the member of staff concerned to improve their performance.

Guidelines for tackling such issues are as follows:

If poor standard of teaching is identified through an observation, the HTU draws attention to lack of learning taking place and agrees with the instructor the need to visit the class again to focus on teaching. The instructor is immediately given the necessary support by the relevant people to improve the quality of teaching.

The instructor is observed again by the HTU and/or another HTU and if poor teaching continues, the following action is taken:

- the HTU draws up an action plan (please see Appendix 4)
- the HTU of the instructor, a second HTU and the instructor have a meeting to agree on the action plan
- support and guidance is given by the HTU to help the instructor improve
- further observations are scheduled by the HTU and/or another HTU within the time frame of the action plan
- the HTU makes a decision in consultation with the Directorate 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 will result in dismissal

If poor performance is identified in non-teaching related duties, the following action is taken:

- the HTU holds a meeting with the instructor explaining the problematic area
- the HTU draws up an action plan
- the HTU of the instructor, a second HTU and the instructor have a meeting to agree on the action plan
- support and guidance is given to help the instructor improve
- implementation of the action plan is monitored by the HTU
- the HTU makes a decision in consultation with the Directorate 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 will result in dismissal

2.2 Staff 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 staff 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 staff 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 and Evaluation of Learning (EL))
- providing help to new instructors with lesson planning
- HTU class observations
- 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:

- ICELT courses for new instructors
 - DELTA course
 - Certificate Program for Teaching EAP
 - Workshops / Seminars / Guest Speakers
 - End of year CIDER events
 - International BUSEL conferences
 - Mentoring program
- 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 www.bilkent.edu.tr/~buselcider

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)

- ICELT (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://www.bilkent.edu.tr/~buselicelt/>

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

For more information: <http://www.bilkent.edu.tr/~buseldelta/>

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.

The conditions and commitment requirements for BUSEL-run courses can be obtained from Teacher Services.

2.4 External Degrees

BUSEL may also support instructors to take part in external courses. Bilkent University offers two MA programs focusing on the area of 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 Teacher Services, 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 www.bilkent.edu.tr/~buselcider

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);
- (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 BUSEL staff or students because of a BUSEL evaluation/assignment, should initially submit the questionnaire or interview questions to his/her line manager/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 outline below aims to provide a framework for the researcher in the preparation of a proposal and ensure that the proposal is clear, and that the institutional perspective is taken into account. It is hoped that these guidelines will avoid the need to resubmit due to an unclear proposal. In the event of resubmission, the Directorate may appoint advisers who will consult the researcher for more details and report back before final permission is given.

BUSEL's main criterion for accepting a proposal is that the piece of research should be well thought through and likely to provide valid results. The request should be addressed to the Directorate and be a maximum of two A4 pages including the following information:

- Aim / Purpose of Research /Nature of Research
What is the aim of the research, how does the research in BUSEL fit in within the context of the whole research?
- Methods
 - Data collection instruments: interviews, questionnaires, how many, how often, involving whom? Data analysis and a time frame for this stage.
 - Ethics board approval for the research.
- BUSEL's Involvement
Who will be involved in the research and how were these people chosen? What are they required to do and how much time will this involve? What information is required and what resources? How will confidentiality be ensured? If relevant, a time-frame.
- How will BUSEL benefit?
How will the research or the results benefit BUSEL? How will the results feed into BUSEL's own evaluation / work?

2.6 Conferences

BUSEL actively encourages instructors to write papers for seminars, conferences or professional journals. The Directorate must be notified of the title, place and date of any workshops, seminars or conferences within or outside BUSEL given by a member of staff. Conference papers, articles and details of workshops should be sent to Teacher Services so that this information can be included in the *Annual Academic Work*.

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 5) 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.
- TS 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.
- The line manager informs the staff member of the decision after consultation with the Directorate.
- Any staff member wishing to attend a conference (during a weekend or holiday period) is requested to inform their line manager and TS of the conference details.

2.7 Instructor Appraisal

All staff at BUSEL has the right to an appraisal interview at the end of each academic year. This is an opportunity for both staff and line managers to review performance and potential and to identify training and career planning needs. The agenda (please see Appendix 6) for this appraisal interview is available from the HTU, or the relevant line manager.

3. ACADEMIC UNITS

3.1 Testing Unit

The Testing Unit consists of five Level Assessment Developers (LAD), an Assessment Development Coordinator (ADC) 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.

3.3 Teacher Training Unit

A team of four full-time 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 on the school website.

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

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 stationary 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 for small printing jobs. There is one printer located in each building and can be accessed through a designated code. Please contact your HTU for the code.

Each instructor is allocated a specific printing quota for the course they are teaching. This quota is updated at the beginning of each course. 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 Teacher Services office for availability.

5.2.5 Computer lab

There is one computer lab on East Campus located in N building. Please contact the Teacher Services office (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. The library staff is always glad to welcome new members. Instructors are advised to encourage their students to make us of the library.

Book-requests (full title of the book, publisher, author, and ISBN no., if possible) should be sent to the HTUs who will forward these to the Directorate, and those requests which are approved are passed on to the University for final approval and purchase.

5.3 Communication

Within BUSEL preparatory program, collaboration and communication is greatly valued, however, there are certain protocols which apply. 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 Websites

BUSEL preparatory program has its own website. In addition to providing information on the program and its operations, the website also contains information on and links to the following:

- Information for Students
- Staff Resources
- The Centre for Instructor Development, Education and Research (CIDER)
- The FAE Program

5.3.2. Mail

Any internal information and mail for you will be delivered to your pigeon hole, which is in the staff room of the building you are assigned to teach in, by a member of our administrative staff. 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 Teacher Services Office address, and it can then be delivered to you internally. The address for the Teacher Services office is:

Your name c/o Preparatory Program
Bilkent University,
East Campus, N Building CZ 11,
Ankara, Turkey, 06800

5.3.3 Staff notices

As the preparatory program unit rooms are located in three different buildings, there are no “formal” notice boards specifically designated for the preparatory program. Announcements are made via the prepall@bilkent.edu.tr email list and delivered to your Bilkent University email account.

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 every Friday. Instructors are expected to read it, as it contains important information regarding school operations. Submissions for *NftW* should be sent to funda@bilkent.edu.tr by Wednesday of each week.

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 Berna Öрге - International Center.
Related to teaching	
You need stationery.	Contact the HTU or responsible instructor in the unit.
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/Teacher Services.
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.
Student Matters	
Your student has been ill, and has a sick note.	Refer to the <i>Student Handbook</i> .
The classroom next door does not have an instructor.	Send a student to contact the HTU or Teacher Services.
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

Please see Appendix 7 for the 2014 – 2015 Academic Calendar.

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. At the end of each week, the total number of absent hours must be entered on STARS. Absenteeism is to be entered on STARS twice a week.
- 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 first class hour of the day, 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 students must be present from the beginning of the class. Make sure you remind all students of this procedure at the beginning of the course.
- You cannot mark a student absent to punish misbehavior or for failing to do homework or assignments. The register is essentially a legal document and must be treated as such.

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).
- In the class files, you will find sheets for recording attendance, CATs, LP tasks and quizzes. It is important that these are kept accurately.

6.3 Time-keeping

It is essential that all teaching staff start and finish classes on time. Failure to maintain the class hours leads to lack of discipline and creates problems for colleagues. 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 Teacher Services 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 write a petition which they share with their HTU. 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.

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 TS (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.

Teacher Services record the name of absent staff 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 school. 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, and inform Teacher Services 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 Teacher Services before agreeing to the make-up so that Teacher Services can inform Security and other units that there will be teaching taking place at the weekend.
- 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 Teacher Services. 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 owing to the school over a year.

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 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 Personnel Department 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 Personnel Department.
- The mother may be granted up to one year unpaid leave starting from the end of the maternity leave following the procedures for leave of absence above.

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 (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

All academic personnel are officially entitled to one month paid leave to be taken in August only. 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 procedure:

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

- Contact the Teacher Services (tel: 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 Teacher Services 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. However, these will be kept to a minimum.

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. Teacher Services informs instructors if they are to teach in a different unit. 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 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 all staff are firm in dealing with misbehavior, this will greatly help to establish a calm and orderly atmosphere within the school. 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 Teacher Services accordingly.
- This will enable the security staff to know exactly who is in the building and where they can be located at any given time.

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

As professionals in an academic context, all staff members are expected to act in a dignified, respectful and constructive manner.

- 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 in BUSEL. 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) is requested to first receive approval from the University. To do so, they need to contact the Directorate.
- 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.

6.13 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. The word *discipline* denotes 'training'. 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; 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 6.13.1 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 Directorate and Teacher Services 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, and the line manager will apply disciplinary penalties.

6.13.1 Disciplinary Penalties

These are applied in stages as follows:

- The first oral warning given by the immediate line manager, who has been delegated authority from the program Director.
- The second oral warning as above.
- A written warning from the program Director referring to the two oral warnings.
- The Directorate refers the matter directly to the Vice-Rector for academic staff and the Head of Personnel 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 Directorate may decide to issue a written warning immediately, or refer it to Vice Rector/Personnel.

Referring the matter to Vice Rector /Personnel must be done within 2 working days of the incident occurring. An investigator or a committee is appointed. The Vice Rector must reach a decision about the case within 4 working days of receiving the referral from the Directorate. It is then Vice Rector's/Personnel's responsibility to inform the staff member and the Directorate of the outcome.

6.13.2 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 in Turkish with an English version, to be sent to Teacher Services for the 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.

6.13.3 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.

6.14 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.

6.15 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 trial period.

6.16 Staff Files

Each member of academic staff has a personal file kept in the Teacher Services office, section 1 of which may be seen by the staff member on request to the Teacher Services. 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.

6.17 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 at the end of the academic year by 15 February at the latest.

6.18 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.

6.19 References

Testimonial letters are written on request. 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://www.yok.gov.tr/web/guest/icerik//journal_content/56_INSTANCE_rsRqRmHtxKK6/10279/17960

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 (please see Appendix 10)

This flow chart has been designed to aid instructors in maintaining consistent classroom management, and clarifying discipline procedures by breaking down the discipline process, in the form of a generalized diagram, into 5 stages. It is schematic in the sense that the discipline procedure is not necessarily a process from stages 1 to 5. Some challenging behavior might entail only Stage 1 and Stage 4; for example, fighting in class. The Chart is a cline of formality and level of management involvement.

7.4.1.1 Definition of the stages in the Decision-Making Flow Chart:

Stage 1

This stage is the statement of procedure that governs classroom management and discipline.

Having an agreement at the beginning of each course is fundamental to maintaining the appropriate teaching atmosphere in the classroom; and that, therefore, all procedures from Stages 2 to 5, assume that Stage 1 has been gone through.

It is essential to successful classroom management that an agreement of expected codes of behavior in the classroom, and in BUSEL, be established at the earliest opportunity. There are certain *non-negotiable rules* that students have to follow and on top of this it is the instructor's decision whether to negotiate further requisite behavior or not.

It is of the utmost importance that the terms of the agreement be re-presented to each new class taught, as students will have many instructors, both main and supporting, during their time at BUSEL. It is equally important that teaching partners take time to communicate the rules they have negotiated or set with a given class. It is prudent to restate the terms of the agreement with the same class at the beginning of each course/semester.

The instructor may also wish to explain the consequences of indiscipline as well as the reason why a course of action is followed; though these will become transparent to the student through the different stages of the discipline procedure.

Stage 2

This stage describes and explains the procedures to be followed in the first instance of challenging behavior. The instructor is expected to deal with the student on a one-to-one basis in the spirit of Stage 1: that is, of the setting of the agreement. Teaching partners, colleagues and HTU may be sought for advice. Instructors should fill in the Problem Record Sheet (please see Appendix 11) and keep it in the class file. These should be sent to Student Services at the end of each course.

Stage 3

This stage describes and explains the procedures to be followed when challenging behavior recurs. The instructor consults the HTU and then there is an either/or: *either* repeat Stage 2 *or* negotiate formally with the student and draw up an action plan (see Appendix 12). In negotiating formally with the student, the instructor refers to the action plan drawn up which systematizes the content and

structure of the interview. In the latter case, the HTU and Student Services are informed of the behavior and given a copy of the action plan.

Stage 4

This stage describes and explains the procedures to be followed when challenging behavior is recurrent, or of such a nature that the student has been asked to leave the classroom, and/or the class has been dismissed. If it is a matter of recurrent challenging behavior, the instructor will inform the HTU who will then take up the matter. If the problem is more severe and the student has been asked to leave, or the class dismissed, the student will be sent directly to the HTU, or HTU available. The instructor is advised to immediately go to the HTU to discuss the matter and record the incident.

Stage 5

This stage describes and explains the procedures to be followed when the challenging behavior is recalcitrant, that is, no resolution has been attained, after Stages 1 to 4 have been gone through. The instructor will discuss the matter with the HTU, and fill in an Incident Report Form (please see Appendix 13). This Incident Report Form should be in Turkish. This will be sent to the Directorate with other relevant documentation. A copy of this Incident Report Form should also be kept by the HTU and one sent to the Student Services.

- Please see Appendix 14 for a sample of the decision-making flow chart in action.
- It is essential to note that for students who change units at the end of a course, if they continue with the same challenging behavior then discipline should proceed in line with their previous action plans, i.e. the process does not go straight back to stage 1 again.

7.4.2 Asking a Student to Leave the Classroom

a) Before asking a student to leave the classroom bear in mind the following points:

- Asking a student to leave the classroom is likely to be a short-term solution and will aggravate the problem in the long run, i.e. the problem does not go away but is merely inflamed.
- 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.

b) Asking a student to leave the classroom

- Before a student is asked to leave the classroom or a class is dismissed, stages 1 to 3 of the flow chart must have been gone through by the instructor to avoid inappropriate action unless the nature or severity of the behavior makes it necessary.
- 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.

c) After asking a student to leave the classroom

- The student should be asked to leave the classroom and see the HTU or an available HTU.

- 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. If HTUs are not available the instructor should send the student to the Head of Student Services.
- The instructor should also record the incident and give it to the HTU.

7.4.3 Incident Report Forms

An Incident Report Form will provide the information needed to try to solve the problem. Incident Report Forms are available in class files or from your HTU. The Incident Report Form should be given to the HTU who will discuss it with you and others as necessary.

Questions which may help you structure your incident report:

- What led up to the problem?
- Which student(s) were involved and what did they do?
- What did you do?
- What was the outcome?
- Is this a typical occurrence or a rare event?
- Do you want this to be followed up and if so, in what way?

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. 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. The Higher Education Council Student Disciplinary Rules and Regulations can be accessed at:

http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rsRqRmHtxKK6/10279/17960

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. The Higher Education Council Student Disciplinary Rules and Regulations can be accessed at:

http://www.yok.gov.tr/web/guest/icerik//journal_content/56_INSTANCE_rsRqRmHtxKK6/10279/17960

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 or the Head of Student Services.
- 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.

7.7 The Student Services

7.7.1 Focus and Aims of Student Services in the Preparatory Program

Student Services in BUSEL helps students settle into their university life by offering a range of services. These include academic and personal guidance, as well as opportunities to become involved in helping others through projects of a social nature. Student Services can also provide clarification for administrative matters when students cannot find what they need to know on-line.

Student Services provides personal support to students by helping them take responsibility for their own life in terms of socially responsible behavior. The challenges students face in this area are: living in a community without family support; sharing ideas and living space; being aware of the other; making appropriate decisions about their new life (personal relationships, finances, friendships); adopting behavioral norms based on ethical principles.

Student Services also provides social support in helping students become active members of the university and surrounding community by encouraging students in: taking an active part in the life of the school and the university; supporting the community in its needs and events; developing personal hobbies and interests outside of the area of study; appreciating cultural event and activities; adding to the life of others in the community.

As regards academic support, Student Services provides support through assisting students in being successful in their language studies and preparing them for their studies in their chosen departments, by supporting them in: understanding expectations and criteria for successful studies; preparing for their roles in life (professional, family, leadership); improving their existing study habits; developing their awareness of available resources in the university context; contacting their departments to bridge the divide across campus and connect them with their future direction; providing guidance, and dealing with study issues as they arise; ensuring the availability of support to them, academically and psychologically, in cases of disability.

In addition, Student Services provides students with an information and administrative system which supports their studies and facilitates their personal, administrative, and registration related needs through: providing a first port of call for explanation and information about the university enrollment and study system; supporting students in the administrative rites of passage through the study system' helping students enroll to the university; ensuring that assessment data and its analysis is provided to students in a timely and accessible manner; processing and responding to student petitions in a timely and acceptable manner; processing data from the student evaluation of learning and making it available to relevant staff for further; opening class codes for courses and supporting timetabling processes; providing selling points for student books for courses; ensuring that teaching materials are accounted for and available in stock for adequate provision of courses for students.

Last but not least, Student Services provides students with an informal and formal outlet for their needs and dissatisfactions which they experience in the system related to their personal, social, and academic development through: collecting and processing written petitions related to students' study program and their responsibilities and rights; processing informal and formal written complaints related to incidents in students' lives.

7.7.2 Students with Special Needs

During level allocation, the Teacher Services liaises with Student Services to ensure that students with physical disabilities are placed in ground floor classes. These students are also assigned to units where the Head of Teaching Unit (HTU) can be easily reached in his/her office.

7.7.3 Student Complaints

Students can find more information about how to make a complaint in the Student Handbook.

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 Directorate finds out whether or not the school is open for the students and academic and administrative staff.
- The Directorate phones all 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 and radio 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 by the Teacher Services 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

- 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
- 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 Teacher Services Office in N Building (Room: CZ 10).

APPENDICES

(Electronic copies of all the forms/documents can be electronically accessed through <http://busel.bilkent.edu.tr/instrresourcesmain.html>)

APPENDIX 1 - WHO'S WHO IN BUSEL

Directorate

Asst. Prof. Dr. Tijen Akşit	Director (A), BUSEL
Dr. Hande Mengü	Associate Director, BUSEL
Dr. Elif Kantarcıoğlu	English Language Preparatory Program Director
Asst. Prof. Dr. Tijen Akşit	FAE 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
Zeynep Kireççi	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
Nurdan Yeşil	Head of Teaching Unit 9
Birgül Güleler	Head of Teaching Unit 10

Unit Heads – Faculty Academic English Program

Gülnur Oğuz	Head – SAL / FEASS
Hossein Dabir	Head – FE / VTS / FMPA
İklil Kaya Yıldırım	Head – FADA / FHL
Türküml Cankatan	Head – FBA / FL / FS

Testing

Linda Bruce Özdemir	Testing & Curriculum Coordinator, FAE Program
Hakan Güven	Assessment Development Coordinator, Prep 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 – ICELT
Ebru Atakurt	Teacher Trainer – ICELT
Elif Uzel Şen	Teacher Trainer – DELTA
Mutlu Ergun	Teacher Trainer – DELTA

Administrative Services

Directorate

Şule Eser	Administrative Assistant to the BUSEL Director / FAE Program Director
Funda Aydınalay	Administrative Assistant to the Prep Program Director
Gülçin Stephan	Administrative Assistant to the BUSEL Associate Director
Alkın Özsoy	STARS Specialist

Teacher Services

Sibel Bozkurt	Administrative Assistant Teacher Services
Merve Öcal Bütüner	Administrative Assistant Teacher Services

Head of Teaching

Güler Güneri	Administrative Assistant
--------------	--------------------------

Student Services

Ahu Yüceer	Head of Student Services
Işıl Himmelpach	Student Counselor
Aslı Silaoğlu	Administrative Assistant Student Services

IT Services

Erhan Dağ	Network Specialist
-----------	--------------------

Testing

Derya Şimşek	Administrative Assistant Testing Unit
Abdullah Ayaz	Computer Operator

FAE Program

Rahşan Gürsoy	Administrative Assistant, FAE Program
---------------	---------------------------------------

General Services

Ahmet Kaan Doğan	General Services Coordinator (C, D and N buildings)
Bülent Ulusoy	Photocopy
Ayten Elmadağ	Photocopy
Gülnur Herdem	General Services / FAE Support Staff

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 fulfil 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 - BUSEL TEACHER DEVELOPMENT CRITERIA

Area	
1. Knowledge and Awareness	<p>1.1 Language</p> <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) <p>1.2 Methodology</p> <ul style="list-style-type: none"> • Knowledge of general teaching methodology • Knowledge of skills, language and lexis teaching and learning strategies <p>1.3 The Preparatory Program Syllabus</p> <ul style="list-style-type: none"> • Awareness of syllabus design principles • Knowledge of syllabus objectives within and across levels
2. Objectives and Planning	<p>2.1 Objectives</p> <ul style="list-style-type: none"> • Ability to spread objectives over a course through Course Implementation Plan (CIP) in a coherent manner • Ability to organize the relevant course input (materials, activities, student output etc.) to meet the objectives <p>2.2 Planning</p> <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 to reflect the CIP • 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 <p>2.3 Lesson Plan</p> <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	<p>3.1 Opening, Transition(s) and Closure</p> <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 <p>3.2 Context Setting</p> <ul style="list-style-type: none"> • Setting context relevant to students' present knowledge, needs and interests • Considering learning continuum <p>3.3 Guiding the Learning Process</p> <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 ACTION PLAN TEMPLATE

Name of the Instructor:

Date:

Performance Problem	Action	Method of Monitoring	Time Frame	Criteria

Date:

Signature:

APPENDIX 5 – 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:	
Remarks⁶	
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 Chairperson ¹¹			
Applicant	Department Chair	Dean/Director	Provost
Date: ___/___/___	Date: ___/___/___	Date: ___/___/___	Date: ___/___/___
Signature	Signature	Signature	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 6 – 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 7 – ACADEMIC CALENDAR 2014-15

29 August 2014, Friday- 1 September 2014, Monday	COPE-2 speaking exam for Summer School and Waiting Status students
<i>29 August 2014, Friday</i>	<i>Transfer students' curricula finalized</i>
30 August 2014, Saturday	Victory Day holiday
<i>1 September 2014, Monday</i>	<i>New grad students finalized</i>
1 September 2014, Monday	New minor program applications deadline
2 September 2014, Tuesday (10:00)	COPE-1 exam
2 September 2014, Tuesday (18:00)	COPE-1 exam results announced
<i>2 September 2014, Tuesday</i>	<i>Departments finalize schedules, quotas, and elective pools</i>
3 September 2014, Wednesday (10:00)	COPE-2 exam
4 September 2014, Thursday -6 September 2014, Saturday	COPE-2 speaking exam
4 September 2014, Thursday -6 September 2014, Saturday	Registrations for new graduate students (admitted in 2014)
4 September 2014, Thursday -6 September 2014, Saturday	GE100 Introduction to Academic Life program for all new students (admitted in 2014)

FALL SEMESTER

<i>4 September 2014, Thursday -9 September 2014, Tuesday</i>	<i>Courses pre-loaded</i>
5 September 2014, Friday (09:00)	French aptitude test
7 September 2014, Sunday	COPE-2 exam results announced
8 September 2014, Monday	Tuition due for all continuing students
8 September 2014, Monday	Last day for leave-of-absence applications
<i>8 September 2014, Monday</i>	<i>New minor program application results sent to the Registrar</i>
9 September 2014, Tuesday	Turkish Exam for International Students
9 September 2014, Tuesday	Exchange students' course registrations
<i>10 September 2014, Wednesday</i>	<i>New students' and elective courses pre-loaded</i>
10 September 2014, Wednesday (17:00)	Pre-loaded courses announced
10 September 2014, Wednesday	English Preparatory Program Period 1 begins
11 September 2014, Thursday - 12 September 2014, Friday	Course registrations for department students
15 September 2014, Monday	Classes begin
<i>15 September 2014, Monday</i>	<i>Registration for courses additional to the curriculum begins</i>
<i>15 September 2014, Monday (17:30)</i>	<i>Elective and required quotas merged</i>

<i>19 September 2014, Friday (17:30)</i>	<i>Optional re-registrations for successfully completed courses</i>
22 September 2014, Monday	Course add/drop deadline
<i>23 September 2014, Tuesday (14:30)</i>	<i>Exam reservations begin</i>
3 October 2014, Friday	No classes
4 October 2014, Saturday - 7 October 2014, Tuesday	Feast of Sacrifice holiday
<i>14 October 2014, Tuesday</i>	<i>English Preparatory Program Period 2 begins</i>
27 October 2014, Monday - 28 October 2014, Tuesday	No classes
29 October 2014, Wednesday	Republic Day holiday
10 November 2014, Monday	Commemoration of Atatürk
<i>10 November 2014, Monday (09:00)</i>	<i>Final exam reservations begin</i>
<i>17 November 2014, Monday</i>	<i>English Preparatory Program Period 3 begins</i>
<i>8 December 2014, Monday</i>	<i>Offerings for Spring semester finalized</i>
12 December 2014, Friday - 30 December 2014, Tuesday	Course pre-registrations
<i>15 December 2014, Monday</i>	<i>English Preparatory Program Period 4 begins</i>
25 December 2014, Thursday	No classes
<i>26 December 2014, Friday</i>	<i>No classes for English Preparatory Program</i>
30 December 2014, Tuesday	Withdraw deadline
30 December 2014, Tuesday	Last day of classes
31 December 2014, Wednesday (17:30)	Deadline for submitting FZ grades for non-qualifying students
31 December 2014, Wednesday (18:00)	Students who do not qualify to take final exams (FZ grades) announced
1 January 2015, Thursday	New Year's Day holiday
2 January 2015, Friday - 10 January 2015, Saturday	Final exams
<i>2 January 2015, Friday</i>	<i>No classes for English Preparatory Program</i>
5 January 2015, Monday	New minor program applications deadline
5 January 2015, Monday	Transfer applications deadline
<i>6 January 2015, Tuesday</i>	<i>Classrooms available to all depts. for scheduling</i>
<i>10 January 2015, Saturday - 18 January 2015, Sunday</i>	<i>COPE-2 speaking exam</i>
<i>13 January 2015, Tuesday</i>	<i>Transfer application results sent to the Registrar</i>
14 January 2015, Wednesday (17:30)	Grade submission deadline for instructors
14 January 2015, Wednesday (18:00)	Grades announced

14 January 2015, Wednesday (10:00)	COPE-1 exam
14 January 2015, Wednesday (18:00)	COPE-1 exam results announced
15 January 2015, Thursday (17:30)	Retake exam application deadline
15 January 2015, Thursday (10:00)	COPE-2 exam
16 January 2015, Friday (17:30)	Retake exam schedules announced
16 January 2015, Friday	Last day of Fall semester classes for English Preparatory Program
17 January 2015, Saturday	Retake exams begin
19 January 2015, Monday	<i>Departments finalize schedules, quotas, and elective pools</i>
19 January 2015, Monday	<i>New minor program application results sent to the Registrar</i>
20 January 2015, Tuesday	<i>Transfer students' curricula finalized</i>
20 January 2015, Tuesday	COPE-2 exam results announced
21 January 2015, Wednesday	Tuition due for students (English Preparatory Program)
21 January 2015, Wednesday (17:30)	Last day for submission of letter grades resulting from retake exams
21 January 2015, Wednesday (18:00)	Announcement of letter grades resulting from retake exams

SPRING SEMESTER

22 January 2015, Thursday - 27 January 2015, Tuesday	<i>Courses pre-loaded</i>
26 January 2015, Monday	Tuition due
26 January 2015, Monday	Last day for leave-of-absence applications
26 January 2015, Monday	English Preparatory Program Period 5 begins
27 January 2015, Tuesday	Exchange students' course registrations
28 January 2015, Wednesday	<i>New students' and elective courses pre-loaded</i>
28 January 2015, Wednesday (17:00)	Pre-loaded courses announced
29 January 2015, Thursday - 30 January 2015, Friday	Course registrations
2 February 2015, Monday	Classes begin
2 February 2015, Monday	<i>Registration for courses additional to the curriculum begins</i>
2 February 2015, Monday (17:30)	<i>Elective and required quotas merged</i>
6 February 2015, Friday (17:30)	<i>Optional re-registrations for successfully completed courses</i>
9 February 2015, Monday	Course add/drop deadline
10 February 2015, Tuesday (14:30)	<i>Exam reservations begin</i>
24 February 2015, Tuesday	English Preparatory Program Period 6 begins
16 March 2015, Monday - 18 March 2015, Wednesday	No classes except for English Prep. Program

23 March 2015, Monday (09:00)	Final exam reservations begin
25 March 2015, Wednesday	English Preparatory Program Period 7 begins
23 April 2015, Thursday	National Sovereignty and Children's Day holiday
24 April 2015, Friday	No classes for English Preparatory Program
27 April 2015, Monday	English Preparatory Program Period 8 begins
1 May 2015, Friday	Labor and Solidarity Day holiday
7 May 2015, Thursday - 9 May 2015, Saturday	Spring Festival
15 May 2015, Friday - 27 May 2015, Wednesday	Course requests for Summer School through SRS
15 May 2015, Friday	Withdraw deadline
15 May 2015, Friday	Last day of classes
18 May 2015, Monday (17:30)	Deadline for submitting FZ grades for non-qualifying students
18 May 2015, Monday (18:00)	Students who do not qualify to take final exams (FZ grades) announced
19 May 2015, Tuesday	Commemoration of Atatürk, Youth and Sports Day holiday
20 May 2015, Wednesday - 28 May 2015, Thursday	Final exams
21 May 2015, Thursday - 28 May 2015, Thursday	COPE-2 speaking exam
22 May 2015, Friday (10:00)	COPE-1 exam
22 May 2015, Friday (18:00)	COPE-1 exam results announced
25 May 2015, Monday (10:00)	COPE-2 exam
26 May 2015, Tuesday	Last day of Spring semester classes for English Preparatory Program
29 May 2015, Friday	COPE-2 exam results announced
1 June 2015, Monday (17:30)	Grade submission deadline for instructors
1 June 2015, Monday (18:00)	Grades announced

SUMMER SCHOOL 2015

1 June 2015, Monday	Tuition due for students (English Preparatory Program)
2 June 2015, Tuesday (17:30)	Retake exam application deadline
3 June 2015, Wednesday (17:30)	Retake exam schedules announced
3 June 2015, Wednesday	English Preparatory Program Period 9 begins
4 June 2015, Thursday	Retake exams begin
5 June 2015, Friday	Offerings for Summer School finalized
8 June 2015, Monday (17:30)	Last day for submission of letter grades resulting from retake exams
8 June 2015, Monday (18:00)	Announcement of letter grades resulting from retake exams

9 June 2015, Tuesday -10 June 2015, Wednesday	Course registrations for Summer School
11 June 2015, Thursday	Classes begin
15 June 2015, Monday	Course add/drop deadline
2 July 2015, Thursday	English Preparatory Program Period 10 begins
16 July 2015, Thursday -16 August 2015, Sunday	English Language Preparatory Program break
16 July 2015, Thursday (12:30)	Feast of Ramadan's Eve, half day holiday, no classes
17 July 2015, Friday -19 July 2015, Sunday	Feast of Ramadan holiday
20 July 2015, Monday	Transfer applications deadline
31 July 2015, Friday	Withdraw deadline
31 July 2015, Friday	Last day of classes
31 July 2015, Friday (17:30)	Deadline for submitting FZ grades for non-qualifying students
31 July 2015, Friday (18:00)	Students who do not qualify to take final exams (FZ grades) announced
1 August 2015, Saturday -3 August 2015, Monday	Summer School final exams
6 August 2015, Thursday (17:30)	Grade submission deadline for instructors
6 August 2015, Thursday (18:00)	Grades announced
30 August 2015, Sunday	Victory Day holiday
1 September 2015, Tuesday	Last day of Summer School classes for English Preparatory Program

APPENDIX 8 - USEFUL ACRONYMS & ABBREVIATIONS in PREP

Positions

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

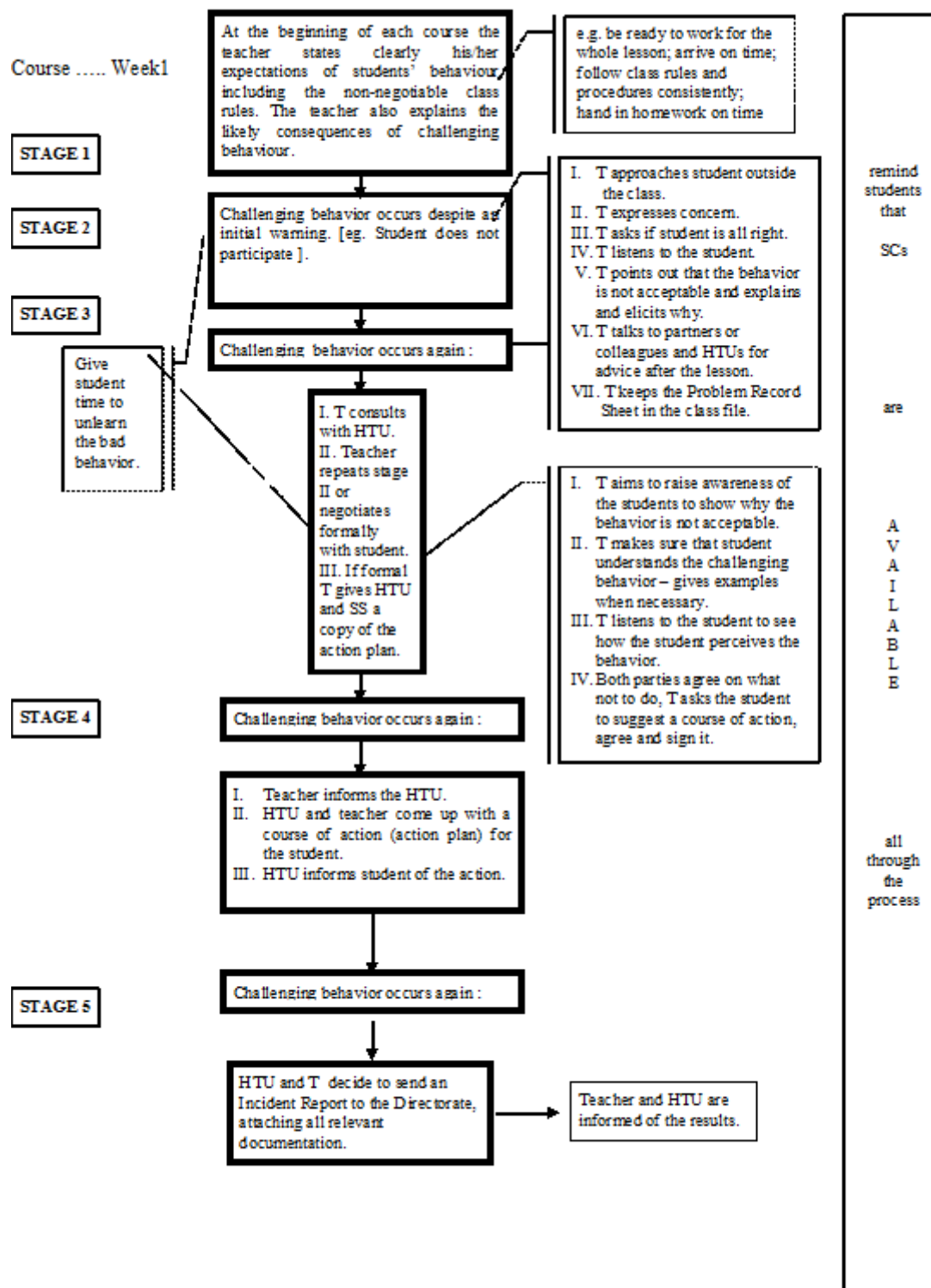
Others

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
TRR	Teachers' Resource Room
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 – DECISION MAKING FLOW CHART



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 this 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 1

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:

ACTION PLAN 2

NAME OF THE STUDENT: X

CLASS CODE: _____

NAME OF THE MAIN CLASS INSTRUCTOR: _____

PROBLEM BROUGHT BY: Y

DATE: _____

DATE OF PROBLEM RECORD SHEET: _____

DATE OF ACTION PLAN 1: _____

NATURE of the PROBLEM: Despite several warnings, Student X was disruptive in class again by playing with this 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. Although he was reminded of Class Rules several times and told that a Problem Record Sheet was filled in and filed about what had happened, X repeated his challenging behavior and an Action Plan was drawn up. The student has repeated the challenging behavior after Action Plan 1.

ACTION PLAN:

A meeting was held between Y, the HTU 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:

HTU 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: _____

DATE OF PROBLEM RECORD SHEET: _____

DATE OF ACTION PLAN 1: _____

DATE OF ACTION PLAN 2: _____

NATURE OF INCIDENT:

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

Although he was warned orally on --/--/-- and later put on Action Plan on --/--/-- and --/--/-- and was reminded of the consequences of such unacceptable behavior, he consistently continued his challenging behavior.

He was also rude to me and said: "You are making a big fuss about it and I have no problems with my other instructors." At one point he went even further and said: "You are the problem!", then he slammed the door and walked out of the classroom.

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

Instructor's Signature:

HTU's Signature:

Attached: Problem Record Sheet, Action Plan 1, Action Plan 2

APPENDIX 14 - DECISION-MAKING FLOW CHART SAMPLE CASE

STAGE 1: The main instructor 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.

Action: 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 tells the student that he/she is going to fill in a Problem Record Sheet, which is kept to record what happened and will follow up with further disciplinary action if the student does not choose to behave.

The instructor fills in a Problem Record Sheet and keeps it in the Class File. At the end of the course, all the Problem Record Sheets from the teaching unit are sent to Student Services.

STAGE 3: The student repeats the challenging behavior. The instructor consults with the HTU. The instructor may choose to follow two different courses of action:

Action: The instructor repeats STAGE 2, or negotiates formally with the student and draws up an Action Plan, and then he/she informs the HTU and gives HTU a copy of the Action Plan. At the end of the course, all the Action Plans from the teaching unit are sent to Student Services.

STAGE 4: The student repeats the challenging behavior.

Action: The instructor informs the HTU and the HTU sets up an interview with the student and draws up another Action Plan for the student. At the end of the course all the Action Plans from the teaching unit are sent to Student Services.

STAGE 5: The student repeats the challenging behavior.

Action: The instructor and the HTU send an Incident Report Form informing the Directorate that disciplinary action needs to be taken for this student. The instructor and the HTU are informed of the results.

The instructor, depending on the severity of the problem can go from Stage 1 to Stage 4 and 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.