



香港城市大學
City University
of Hong Kong

ENGLISH LANGUAGE CENTRE

Handbook of Performance Management



ELC



Notice

The English Language Centre Handbook of Performance Management is published by the English Language Centre. It contains information which is correct at the time of going to print (March 2001) although it is possible that changes may have been made since then.

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Booklet compiled by Helen Lai

English Language Centre
Handbook of
Performance
Management



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English Language Centre City University of Hong Kong

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City University of Hong Kong Mission Statement

To provide its students with quality higher education.

To contribute to the advancement of knowledge.

To interact with other institutions of higher education and professional bodies

To cooperate with industry, commerce and the community

*To offer access to the University's human, physical and technological resources
for the benefit of society.*



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The English Language Centre Mission Statement

The aim of the English Language Centre is to help students become competent and confident communicators in English. As competent communicators, they will be better able to complete their studies successfully, to compete in the job market, and to communicate with the world.

This aim will be achieved by:

the delivery of high quality English language training which is practically useful for students;

the provision of facilities for independent language study, and guidance to enable students to develop independent learning skills;

the promotion and support of informal English language activities throughout the campus.



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FOREWORD

The university is committed to an annual appraisal process. Within the ELC, every member of staff goes through an annual appraisal process. (See ‘Performance Appraisal Cycle for Full-time Teaching Staff’). At the end of the cycle, the member of staff submits a self-report: ‘report on activities and accomplishments’. (See ‘Performance Appraisal Report for Full-Time Staff’). This is made up of the following:

A report on activities and accomplishments which the teacher completes;
An appraisal report, which the appraiser completes based on the self report plus supplementary evidence for statements made in that report;
The comments from staff members on the appraisal report along with their plans for the coming year.

The document, along with appendices, is submitted to the appraiser annually. This process ties into the incremental review, when the decision is made to allow a staff member to progress one increment on the salary scale, as well as any merit-based reward incentive that might be in place at that time. It also forms the basis of a portfolio, which contract staff submit to the staffing committee if they would like to be considered for contract renewal at the end of their second year and which academic staff submit every three years if they are about to cross a salary bar. (See ‘Guidelines on Creating a Teaching Portfolio’ for more details).

Part-time staff are also included in the appraisal cycle. This affords them the opportunity to reflect on their classes, offer feedback on the courses they teach and take part in the professional development opportunities the centre provides. The appraisal cycle for part-time staff may take place within a semester or even an intensive (See ‘Performance Appraisal Cycle For Part-time Staff’). Part-time staff are not required to submit a portfolio.

The annual appraisal cycle involves a number of documents. Three primary documents are:

1. The job description
2. The area of responsibility specification
3. The job plan

The job plan is a revisable, working document that contains the staff member’s goals for the year above and beyond the duties listed in the job description and area of responsibility specification. Most usually, these relate to their team plan and the staff member’s own professional development objectives. The job description outlines the performance standards for that post.

To maximise professional development opportunities, teaching staff also take on a particular area of responsibility for a maximum of two years. The specifications for these positions are included in this handbook, not only as performance standards, but to give staff a clearer idea of what a given area involves so as to inform choices they make during the annual reshuffling exercise in which they may remain in their current positions or take up vacated areas of responsibility. See ‘**Areas of Responsibility**’ for a list of positions available as well as the staff members who currently hold them.



During a year, each member of teaching staff is observed by his or her appraiser at least once. (Please refer to the 'Observation Report for Full-time Staff' in Section D). They are also required to observe and be observed by a peer. (The relevant documents for this exercise, 'Peer Observation Forms', are also in Section D). While the former document may be included as an appendix to a statement on your teaching, the peer observation forms may be appended to supplement both the teaching and professional development aspects of your self report.

For more information on ELC policy and organisation, please refer to the ELC student- and staff handbooks.



The ELC Teaching Philosophy

A Reference Document for Teachers and Course Developers

1. COMMUNICATING COURSE AIMS AND OBJECTIVES

The ELC encourages:

- teachers to make course and lesson aims clear to students
- teachers to make evaluation criteria clear to students
- teachers to explain the methodology they employ to students where necessary

2. METHODOLOGY

The ELC encourages:

- student interaction and participation
- a student-centred approach to teaching
- activities that are challenging and achievable
- activities that are as relevant as possible to specific groups of students
- teachers and course developers to be open to student input

3. CREATING A POSITIVE ATTITUDE/ATMOSPHERE

The ELC encourages:

- the fostering of a good, positive learning environment in which students are not afraid to take risks with the language and make mistakes
- intrinsically-motivating activities and lessons
- teachers to be friendly and approachable
- teachers to instil confidence in students and build their self-esteem
- teachers to offer pastoral care

4. LEARNER TRAINING

The ELC encourages:

- independent learning
- active learning
- lifelong learning
- students to take responsibility for their own learning
- critical thinking
- increased student self-awareness

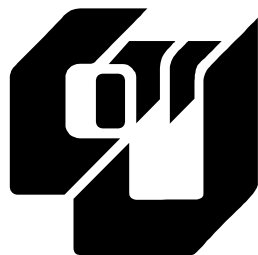


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**English Language Centre
Handbook of Performance Management**

**Section A:
Job Descriptions for
Teaching Staff**



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COURSE COORDINATOR (CC)

- 1. To form part of the course development team and contributing to planning**
- 2. To oversee course administration**
 - 2.1 Ensure the smooth running of the course
 - 2.2 Deal with questions and problems related to the course
 - 2.3 Coordinate end of course evaluation meetings
 - 2.4 Ensure that staff taking the course are adequately briefed through inductions and/or individual meetings as appropriate
 - 2.5 Act as a communication channel between the relevant CO, the team, the testing team and the teachers, and informing them on course matters, especially dates
 - 2.6 Liaise with the Exam Coordinator about matters relating to the course examination and related quality assurance matters
- 3. To carry out materials development and production**
 - 3.1 Update/improve booklets and related materials
 - 3.2 Ensure that booklets/materials are ready when required for teachers of the course
 - 3.3 Ensure that the assessments are ready when required (with the help of the Exam Coordinator)
- 4. To maintain quality assurance**
 - 4.1 Ensure that the overall quality of the course is maintained
 - 4.2 Ensure that teachers are clearly informed about what is required of them, by conducting an induction session for all tutors teaching the course at the beginning of every semester and giving individual feedback as appropriate
 - 4.3 Collect feedback on the course from teachers and students in order to identify areas for improvement, and take necessary action
- 5. To coordinate the assessment/examination process**
 - 5.1 Facilitate the smooth running of the exam on the exam day
 - 5.2 Act as a course examiner and assisting with exam moderation



COURSEWORK COORDINATOR - CWC

- 1. To form part of the course development team and contributing to planning**
- 2. To produce the coursework package**
 - 1.1 Write/produce the coursework package: which may include question papers, answer keys, if required, marking schemes, and any accompanying audio-visual stimulus, plus notes to teachers
- 3. Administration**
 - 3.1 Act as a communication channel between the relevant CO, the team, the testing team and the teachers, and informing them on assessment matters, especially dates
 - 3.2 Deal with questions and problems related to the coursework
- 4. To maintain quality assurance**
 - 4.1 Pilot new coursework
 - 4.2 Gather feedback on the coursework
 - 4.3 Revise all coursework in the light of teacher feedback and student performance
 - 4.4 Maintain a bank of usable coursework
 - 4.5 Standardise markers



EXAMINATION COORDINATOR (EC)

1. To form part of the course development team and contributing to planning

2. To form part of the Testing Team

- 2.1 Contribute to all testing matters by being an active member of the team, e.g. help brainstorm topics, share materials collected if appropriate, suggest ways to improve a paper, proofread papers produced, keep posted of testing matters in other courses, keep the team, especially Testing ST, posted of the progress of own exam matters, comment on exam arrangements/ exam schedule, etc.
- 2.2 Liaise closely with Coursework Coordinator re: production of coursework assessment packages and related quality assurance matters, whenever requested

3. To produce exam packages

- 3.1 Pre-plan the annual paper production load with Testing ST at the beginning of Semester A
- 3.2 Produce all exam packages as scheduled: user-friendly question papers (REG format compliant), marker-friendly answer keys/marketing schemes, pass-mark setting, if required, and any accompanying audio-visual stimulus, plus notes to markers
- 3.3 Maintain a user-friendly record of all previous examination papers and a bank of possible examination papers/source materials
- 3.4 Update the test specification whenever necessary

4. To maintain quality assurance

- 4.1 Ensure exam papers assess skills taught by communicating with the course team; and to improve papers based on comments/feedback collected or analyses conducted
- 4.2 Ensure all teachers and students are given all necessary exam info at an appropriate time
- 4.3 Prepare marker training packages, if appropriate/necessary
- 4.4 Supervise the way marks are awarded to ensure that all set procedures have been followed by parties concerned (e.g. by organising and conducting marker standardisation meetings when necessary) and ensure that the whole marking procedure follows as strictly as possible the set schedule
- 4.5 Assist the Testing Senior Tutor
 - 4.5.1 in adopting relevant measures to ensure all examination papers are valid and reliable within the available resources, e.g. by piloting new papers, collecting expert feedback, conducting appropriate standardisation meetings, adopting appropriate checkmarking procedures, performing item analysis, if appropriate, etc.
 - 4.5.2 relating to all statistical analyses related to exam marking & the reliability &/ validity of the exam papers
 - 4.5.3 in ensuring that examinations are conducted smoothly
 - 4.5.4 in adopting various measures to avoid exam leakage
 - 4.5.5 in exam moderations (after each exam) and exam appeal investigations (when needed) to ensure all students have been assessed as fairly as possible



ENGLISH LANGUAGE MENTORING SCHEME COORDINATOR (ELMSC)

- 1. To set up, promote and coordinate the ELMS**
 - 1.1 Prepare for the launch of the scheme
 - 1.2 Launch the scheme (via mass emails) within the deadlines set
 - 1.3 Organise the Mentoring Groups
 - 1.4 Establish and maintain the waiting list (of students)

- 2. To oversee the efficient reimbursement of mentors' ELMS expenses**
 - 2.1 Liaise with FO (Finance Office) to confirm funding
 - 2.2 Keep mentors informed about procedures
 - 2.3 Ensure that mentors are reimbursed

- 3. To promote dialogue amongst mentors**
 - 3.1 Organise social gatherings for mentors

- 4. To evaluate the scheme**
 - 4.1 Conduct a survey of mentors and mentees as appropriate
 - 4.2 Write an annual report of the scheme and submit it to the Office of the President



EXAMINATION COORDINATOR (EC)

1. To form part of the course development team and contributing to planning

2. To form part of the Testing Team

- 2.1 Contribute to all testing matters by being an active member of the team, e.g. help brainstorm topics, share materials collected if appropriate, suggest ways to improve a paper, proofread papers produced, keep posted of testing matters in other courses, keep the team, especially Testing ST, posted of the progress of own exam matters, comment on exam arrangements/ exam schedule, etc.
- 2.2 Liaise closely with Coursework Coordinator re: production of coursework assessment packages and related quality assurance matters, whenever requested

3. To produce exam packages

- 3.1 Pre-plan the annual paper production load with Testing ST at the beginning of Semester A
- 3.2 Produce all exam packages as scheduled: user-friendly question papers (REG format compliant), marker-friendly answer keys/marketing schemes, pass-mark setting, if required, and any accompanying audio-visual stimulus, plus notes to markers
- 3.3 Maintain a user-friendly record of all previous examination papers and a bank of possible examination papers/source materials
- 3.4 Update the test specification whenever necessary

4. To maintain quality assurance

- 4.1 Ensure exam papers assess skills taught by communicating with the course team; and to improve papers based on comments/feedback collected or analyses conducted
- 4.2 Ensure all teachers and students are given all necessary exam info at an appropriate time
- 4.3 Prepare marker training packages, if appropriate/necessary
- 4.4 Supervise the way marks are awarded to ensure that all set procedures have been followed by parties concerned (e.g. by organising and conducting marker standardisation meetings when necessary) and ensure that the whole marking procedure follows as strictly as possible the set schedule
- 4.5 Assist the Testing Senior Tutor
 - 4.5.1 in adopting relevant measures to ensure all examination papers are valid and reliable within the available resources, e.g. by piloting new papers, collecting expert feedback, conducting appropriate standardisation meetings, adopting appropriate checkmarking procedures, performing item analysis, if appropriate, etc.
 - 4.5.2 relating to all statistical analyses related to exam marking & the reliability &/ validity of the exam papers
 - 4.5.3 in ensuring that examinations are conducted smoothly
 - 4.5.4 in adopting various measures to avoid exam leakage
 - 4.5.5 in exam moderations (after each exam) and exam appeal investigations (when needed) to ensure all students have been assessed as fairly as possible



GAPPER

The work of the Gappers will centre around the ELC's Language Lounge and the programme of informal activities offered by the ELC to CityU students, although the Gappers may be asked to help out with some of the other University organisations and societies which are running English speaking activities.

The Gappers will work together with the Senior Tutor for the SAC and Informal Activities and will form part of a team together with other tutors and student helpers.

1. To assist in the provision of informal activities

- 1.1 Liaise with the Informal Activities Officer by helping to devise and run a programme of informal activities as part of the Informal Activities Team
- 1.2 Report for duty on time according to the Informal Activities programme
- 1.3 Assist Informal Activities Volunteers
- 1.4 Prepare the necessary materials for these informal activities

The informal activities offered by the ELC will depend somewhat on the skills and tastes of the Gappers and the Teaching Fellows themselves but here is a brief summary of some of the activities which have been run at the ELC:

- **BBC Morning News** – watching some brief extracts from the BBC World News and discussing them.
- **Current Affairs** – taking a short article from the day's papers (or from Time or Newsweek) and discussing the issue(s). This was more often about social issues and moral controversies than about politics.
- **Conversation Club** – run together with other native speakers, this was a chance for students to chat informally with native speakers.
- **Speaking Activities** – a kind of structured conversation club using communicative speaking games and activities from various teaching resource books (e.g. "Advanced Communication Games").
- **TOGZ** – "Theatre of the Green Zone" a drama group directed by a member of the ELC staff.
- **Karaoke/song club** – no explanation needed there!
- **Pronunciation Club** – run by a teacher of the ELC but sometimes assisted by the Gappers.
- **Theology/philosophy classes and geography classes** – the Gappers each taught to small, entirely voluntary classes, the subject they were intending to study at university.



2. To help create a positive and relaxing English speaking environment

- 2.1 Design creative/colourful noticeboard displays in the language lounge
- 2.2 Provide occasional support to other teachers at the ELC and to the SAC
- 2.3 Occasionally assist other teachers in the production of teaching materials

3. To provide clerical help to the Coordinator of the English Language Mentoring Scheme – a scheme that provides informal English language practice to both students (mentees) and academic staff (mentors)

4. To assist with publicity

- 4.1 Advertise the activities and assist in the general administration concerned with running the Informal Activities programme, the SAC, the English Language Mentoring Scheme and general publicity when requested. The Gappers will be expected to pick up computer skills in PowerPoint and use their creativity to design posters and learn to email students and staff to publicise the activities.

5. To participate in the English Language Mentoring Scheme (ELMS)



HEAD (HoD)

- 1. To provide overall direction to the ELC and ensure that it supports the mission of the university**
 - 1.1 Lead the ELC management team
 - 1.2 Chair the ELC Committee

- 2. To ensure the smooth running of the ELC on a day to day basis**
 - 2.1 Oversee the development and implementation of appropriate administrative systems
 - 2.2 Deal with student and staff requests, complaints and grievances

- 3. To manage the development of the academic programme offered by the ELC**

- 4. To maintain professional standards within the ELC**
 - 4.1 Manage the recruitment/selection of new teachers so as to maintain teacher quality while controlling staff costs
 - 4.2 Oversee the timetabling process to ensure professional balance, optimum quality and cost effectiveness
 - 4.3 Manage ELC monitoring and appraisal systems and overseeing the performance management system.

- 5. To manage the staff and resources of the ELC**
 - 5.1 Manage and exercising appropriate financial control over ELC costs and related budgets
 - 5.2 Deal with issues to do with staff terms and conditions of service

- 6. To take an active part in the life of City University**
 - 6.1 Serve on committees as required
 - 6.2 Support the work of other departments where appropriate

- 7. To promote City University and the ELC through ELT related activities within the community**

- 8. Other duties as required by the ELC**



INDEPENDENT LEARNING COURSE COORDINATOR (ILCC)

1. **To form part of the course development team and contributing to planning**

2. **To oversee course administration**
 - 2.1 Ensure the smooth running of the course
 - 2.2 Deal with questions and problems related to the course
 - 2.3 Coordinate end of course evaluation meetings
 - 2.4 Ensure that staff taking the course are adequately briefed through inductions and/or individual meetings as appropriate
 - 2.5 Act as a communication channel between the relevant CO, the team, the testing team and the teachers, and informing them on course matters, especially dates
 - 2.6 Liaise with the Exam Coordinator about matters relating to the course examination and related quality assurance matters

3. **To carry out materials development and production**
 - 3.1 Update/improve booklets and related materials
 - 3.2 Ensure that booklets/materials are ready when required for teachers of the course
 - 3.3 Ensure that the assessments are ready when required (with the help of the Exam Coordinator)

4. **To maintain quality assurance**
 - 4.1 Ensure that the overall quality of the course is maintained
 - 4.2 Ensure that teachers are clearly informed about what is required of them, by conducting an induction session for all tutors teaching the course at the beginning of every semester and giving individual feedback as appropriate
 - 4.3 Collect feedback on the course from teachers and students in order to identify areas for improvement, and take necessary action

5. **To train students to be independent learners by providing:**
 - 5.1 Learner training sessions, inductions and tutorials and discovery tasks

6. **To provide consultations to give advice, feedback and support to students**



INFORMAL ACTIVITIES COORDINATOR (IAC)

- 1. To provide a programme of English Language Informal Activities to all CityU students for Semesters A and B and to all Pre-Sem A students, with the proviso that Pre-Sem A classes take place**
- 2. To work with the Senior Tutor to oversee the running and co-ordination of the Informal Activities team which comprises The Teaching fellows and Gappers**
- 3. To supervise the Teaching Fellows and Gappers to design and deliver a programme of Informal Activities available to all CityU students such that 3 (or more) activities (including BBC News and Current Affairs) are offered daily, Monday to Friday during Semester A and Semester B**
 - 3.1 Work with the Gappers to publicise Informal Activities to All CityU students and staff
 - 3.2 Co-author with the Senior Tutor an Annual Report by mid-June each year, showing such statistical data as student participation as well as providing an overall evaluation of the 'success' of the Informal Activities offered
- 4. To support English Language Informal Activities throughout the University**
 - 4.1 Attend ENDS Committee meetings as well as provide advisory support prior to and during the English Festival in October each year
 - 4.2 Liaise with the Head of Department to approve ELC funding of the English Festival
- 5. To oversee the GAP placement**
 - 5.1 Oversee the decoration of the Language Lounge and the provision of English language facilities in the ELC Lounge by the GAPPERS
- 6. To create a suitable ambience within the Language Lounge**



INFORMATION TECHNOLOGY COORDINATOR (ITC)

- 1. To identify areas where teaching and learning effectiveness can be enhanced by IT**
 - 1.1 Identify appropriate IT resources
 - 1.2 Give Staff Development sessions on IT application as appropriate
 - 1.3 Produce information sheets/manuals on IT applications within the department

- 2. To instruct and support the Technicians on maintenance and troubleshooting of IT in the ELC**
 - 2.1 Assist the Line Manager of the Technicians in the preparation of their appraisal reports.

- 3. To improve on existing IT provision within the department**

- 4. To act as “Computer Liaison Officer” in liaising with the Computer Services Centre regarding computer-related matters**



LANGUAGE LEARNING ADVISOR (LLA)

5. To act as a Language Learning Advisor

- 5.1 Attend all Language Learning Advising duties as timetabled
- 5.2 Explain the role of the SAC
- 5.3 Advise students who wish to develop their English language skills within the SAC
- 5.4 Promote the use of individual study plans by students including those students who have been referred by teachers
- 5.5 Respond to all student requests for resource recommendations
- 5.6 Contribute to learner training
- 5.7 Record Language Learning Advisory sessions on the log



LECTURER/TUTOR

1. To teach classes as timetabled by the ELC

- 1.1 The aims specified for the course should be covered during the lessons and students should be aware of course aims
- 1.2 Teachers should select and use materials which are appropriate to the aims and objectives of the course and relevant to the particular students taught
- 1.3 Students should be aware of the evaluation criteria used in each course
- 1.4 Teaching should be in line with the principles outlined in the ELC statement of teaching philosophy
- 1.5 Teachers should be able to teach any course offered by the ELC
- 1.6 All materials used should comply with copyright law
- 1.7 Teachers are expected to teach every session of a class as timetabled unless prior approval has been received. (substitution for reasons other than illness is not normally permitted)
- 1.8 The medium of instruction and communication in the classroom should be English

2. To carry out routine student administration and care

- 2.1 Student records should be kept up to date, the register should be correctly filled in and marks should be entered before the deadline set.
- 2.2 Teachers should be familiar with the structure of ELC courses, the university requirements for students and the consequences of failure, and should be able to counsel students appropriately
- 2.3 Feedback and suggestions from students should be encouraged and either acted on or passed to the appropriate person
- 2.4 The ELC policy on lateness should be enforced consistently
- 2.5 Teachers should be familiar with the counselling services offered by student development services and should be ready to provide support and referral to students who are having trouble coping with their studies or with university life
- 2.6 Teachers should be familiar with typhoon, rainstorm, fire and other relevant administrative procedures

3. To carry out student assessment procedures

- 3.1 Teachers should administer continuous assessment tasks as scheduled
- 3.2 Teachers should invigilate examinations as scheduled and comply with the invigilation procedures laid down by the university
- 3.3 Teachers should mark examination papers assigned to them within the marking period specified and according to the specified marking guidelines
- 3.4 Teachers should attend the marker standardisation sessions relevant to the courses they are teaching or marking
- 3.5 Teachers should try to ensure that their marking is consistent with that of other teachers and should provide samples of marked student work for standardisation as required



- 4. To attend general staff meetings and co-ordination and evaluation meetings for the courses you are teaching**
- 5. To maintain the professional image of the ELC**
 - 5.1 Lessons should start and finish on time
 - 5.2 Teachers should ensure that classrooms and other premises are in good condition by rectifying problems themselves or reporting them to the appropriate department
 - 5.3 Teachers are encouraged to make their work visible in the ELT community both within and outside Hong Kong, e.g. Through conference attendance or membership of professional bodies
 - 5.4 Teachers should promote a positive attitude to English throughout the campus
- 6. To be responsible for a particular area of work within the ELC**
 - 6.1 Teachers should comply with the specified duties for the particular area involved
- 7. To take part in the professional development system operating within the ELC**
 - 7.1 Teachers are expected to show evidence of demonstrable self-development
 - 7.2 Teachers will have job plans and personal development plans agreed with their appraiser
 - 7.3 Teachers will have at least three formal face-to-face meetings with their appraiser each year
 - 7.4 Teachers will be observed by their appraiser at least twice a year
 - 7.5 Teachers should observe a colleague in class at least once a year
 - 7.6 Teachers should arrange for a colleague to observe them at least once a year
 - 7.7 Teachers are encouraged to take advantage of the opportunities offered to attend formal training sessions within the ELC and outside
 - 7.8 To contribute to the open classroom policy of the ELC by allowing colleagues to observe lessons
- 8. To contribute to the development of a collegial atmosphere within the ELC and the university**
 - 8.1 Teachers should contribute towards fostering harmonious relationships within the department
 - 8.2 Teachers are expected to offer constructive feedback, ideas and support to colleagues
- 9. Other duties as required by the ELC**



ONLINE LEARNING COORDINATOR (OLC)

- 1. To develop language-learning activities that stimulate learners' interest and motivation to learn for and by themselves**
- 2. To include a high degree of guidance and support for learners unfamiliar with the concept and practice of learning independently**
- 3. To ensure that the website has a high degree of student input.**
 - 3.1 Work with students from the Website Management Team (WMT) in the Chinese, Translation and Linguistics (CTL) Department at City University
- 4. To secure funding for the development of the website**
- 5. To promote the site both within the ELC, at local education institutions and on an international level**
- 6. To develop more interactive activities involving more members of the ELC staff**
- 7. To ensure that the site is meeting the needs to the local student population**



PART-TIME TUTOR

1. To teach classes as timetabled by the ELC

- 1.1 Aims specified for the course should be covered during the lessons and students should be aware of course aims
- 1.2 Teachers should select and use materials which are appropriate to the aims and objectives of the course and relevant to the particular students taught
- 1.3 Students should be aware of the evaluation criteria used in each course
- 1.4 Teaching should be in line with the principles outlined in the ELC statement of teaching philosophy
- 1.5 Teachers should be able to teach any course offered by the ELC
- 1.6 All materials used should comply with copyright law
- 1.7 Teachers are expected to teach every session of a class as timetabled unless prior approval has been received. (Substitution for reasons other than illness is not normally permitted)
- 1.8 The medium of instruction and communication in the classroom should be English

2. To carry out routine student administration and care

- 2.1 Student records should be kept up to date, the register should be correctly filled in and marks should be entered before the deadline set.
- 2.2 Teachers should be familiar with the structure of ELC courses, the university requirements for students and the consequences of failure, and should be able to counsel students appropriately
- 2.3 Feedback and suggestions from students should be encouraged and either acted on or passed to the appropriate person
- 2.4 The ELC policy on lateness should be enforced consistently
- 2.5 Teachers should be familiar with the counselling services offered by Student Development Services and should be ready to provide support and referral to students who are having trouble coping with their studies or with university life
- 2.6 Teachers should be familiar with typhoon, rainstorm, fire and other relevant administrative procedures

3. To carry out student assessment procedures

- 3.1 Teachers should administer continuous assessment tasks as scheduled
- 3.2 Teachers should mark examination papers assigned to them within the marking period specified and according to the specified marking guidelines
- 3.3 Teachers should attend the marker standardisation sessions relevant to the courses they are teaching or marking
- 3.4 Teachers should try to ensure that their marking is consistent with that of other teachers and should provide samples of marked student work for standardisation as required



- 4. To attend induction and standardisation meetings for the courses you are teaching or to arrange make-up meetings in cases where it is not possible to attend at the scheduled time**

- 5. To maintain the professional image of the ELC**
 - 5.1 Lessons should start and finish on time
 - 5.2 Teachers should ensure that classrooms and other premises are in good condition by rectifying problems themselves or reporting them to the appropriate department
 - 5.3 Teachers should promote a positive attitude to English throughout the campus

- 6. To take part in the professional development system operating within the ELC**
 - 6.1 Teachers of regular Semester classes will have personal development plans agreed with their appraiser
 - 6.2 Teachers will have at least one formal face-to-face meeting with their appraiser each year
 - 6.3 Teachers will be observed by their appraiser at least once a year
 - 6.4 Teachers are encouraged to observe a colleague in class at least once a year
 - 6.5 Teachers are encouraged to take advantage of the opportunities offered to attend formal training sessions within the ELC and outside
 - 6.6 To contribute to the open classroom policy of the ELC by allowing colleagues to observe lessons

- 7. To contribute to the development of a collegial atmosphere within the ELC and the university**
 - 7.1 Teachers should contribute towards fostering harmonious relationships within the department
 - 7.2 Teachers are expected to offer constructive feedback, ideas and support to colleagues

- 8. Other duties as required by the ELC**



SAC TEAM MEMBER (SACTM)

- 1. To form part of the course development team and contributing to planning**
- 2. To form part of a team that decides and implements SAC policy**
 - 2.1 Attend SAC meetings
 - 2.2 Carry out assigned tasks arising from such meetings
- 3. To conduct/assist in SAC inductions, training and support**
 - 3.1 Assist in providing workshops for teachers
 - 3.2 Provide in-service advice to teachers
- 4. To oversee the SAC resources in the relevant area of SAC responsibility**
 - 4.1 Update and develop worksheets/materials as required by teachers or in accordance with your own or the SAC team's objectives
 - 4.2 Recommend new materials for purchase by the SAC
 - 4.3 Liaise with EEC teachers about SAC tasks and recommendations
- 5. To assist in the running and maintenance of an SAC quality appraisal system**
 - 5.1 Assist SAC team in collecting and evaluating data on SAC use and materials in accordance with the appraisal system designed by the SAC team



SENIOR TUTOR

1. To contribute to the policy and decision making processes within the ELC

- 1.1 Forming part of the ELC Management Team
 - 1.1.1 STs should participate in regular ELC Management Team meetings
 - 1.1.2 Management Team members should liaise with each other on issues which may have wider implications
- 1.2 Ensuring that decisions made are well-informed by providing information as appropriate
 - 1.2.1 STs should be familiar with ELC administrative procedures
 - 1.2.2 STs should report to the MT on team activities on a regular basis, particularly with regard to changes which may have wider implications
- 1.3 Acting as a communication channel between the ELC MT and staff
 - 1.3.1 STs should ensure that their team members are informed of issues of importance within the ELC
- 1.4 Contributing to the design, implementation and review of quality assurance procedures within the ELC

2. To oversee the work of specified teams

- 2.1 Leading and managing the work of the team
 - 2.1.1 Teams should have clear aims, which are relevant to overall ELC aims, and should be supported to achieve these aims
 - 2.1.2 Team members should be encouraged to work co-operatively
 - 2.1.3 Workload should be shared equitably amongst team members
 - 2.1.4 Delegation should involve delegation of authority as well as responsibility
 - 2.1.5 Relevant administrative issues should be dealt with to ensure the smooth running of the area concerned
 - 2.1.6 Quality assurance procedures should be in place
 - 2.1.7 A report on the work of the team should be prepared annually
- 2.2 Managing the performance of team members
 - 2.2.1 All team members should be appraised on an annual basis and given clear feedback on their performance
 - 2.2.2 Staff development needs should be identified and plans made to meet these needs
- 2.3 Acting as a communication channel between different teams
 - 2.3.1 Individual teams should be aware of the aims and objectives of other teams as well as the ELC as a whole
 - 2.3.2 Co-ordination and co-operation between teams should be maximised, particularly in the area of testing and independent learning

3. To contribute to the smooth running of the ELC

- 3.1 Overseeing specific administrative areas as allocated
- 3.2 Chairing and acting as committee member of specified committees



- 3.3 Ensuring that up to date information is provided for administrative purposes
 - 3.4 Acting as a general point of contact for students
 - 3.4.1 Students should be counselled or referred as appropriate
 - 3.5 Acting as Head of Department in the absence of the Head, when required
- 4. To contribute to the building of relationships between the ELC and the community, both on campus and outside**
- 4.1 Representing the ELC in external fora
 - 4.2 Building links between the ELC and other departments
 - 4.2.1 Programme Leaders should be kept informed of relevant ELC issues and contacted personally at least once every year
 - 4.3 Acting as a communication channel between the ELC and the community
 - 4.3.1 The work of the ELC should be publicised to university visitors as appropriate
 - 4.3.2 The ELC should maintain a degree of visibility with the university
 - 4.3.3 External information relevant to the ELC should be reported back to the MG
- 5. To teach classes as assigned by the ELC**
- 6. Other duties as required by the ELC**



TEACHER DEVELOPMENT COORDINATOR (TDC)

- 1. To inform teachers of conferences, seminars, workshops and courses in Hong Kong and overseas**
 - 1.1 Keeping all teachers up-to-date via email and the Staff Development web page
 - 1.2 Publicising events
 - 1.3 Maintaining links with other English Departments within City University and other tertiary institutions so as to keep up-to-date about potential teacher development activities

- 2. To set up weekly Teacher Development sessions during semester time**
 - 2.1 Sending questionnaires to staff to establish areas of staff development they are interested and timetable the various sessions
 - 2.2 Inviting staff to lead workshops
 - 2.3 Promoting the sessions through email
 - 2.4 Maintaining a file of handouts of the sessions in the ELC
 - 2.5 Coordinating with outside speakers who come to the ELC to give sessions

- 3. To sit on the Resources Committee**

- 4. To sit on the Staff Development Committee**

- 5. To act as a mentor to the Teaching Fellows**



TEACHING FELLOW

The work of the Teaching Fellows is primarily twofold:

- a. They teach in the department. (*Please refer to the Job Description for Lecturer/Tutor.*)
- b. They work with the Gappers in delivering the programme of informal activities offered by the ELC to CityU students. The Teaching Fellows will work together with the Senior Tutor for the SAC and Informal Activities and will form part of a team together with other tutors and student helpers. (*Please refer to the following.*)

1. To assist in the provision of informal activities

- 1.1 Liaise with the Informal Activities Officer by helping to devise and run a programme of informal activities as part of the Informal Activities Team
- 1.2 Be expected to report for duty on time according to the Informal Activities programme
- 1.3 Assist Informal Activities Volunteers
- 1.4 Prepare the necessary materials for these informal activities

The informal activities offered by the ELC will depend somewhat on the skills and tastes of the Gappers and the Teaching Fellows themselves but here is a brief summary of some of the activities which have been run at the ELC:

- **BBC Morning News** – watching some brief extracts from the BBC World News and discussing them.
- **Current Affairs** – taking a short article from the day's papers (or from Time or Newsweek) and discussing the issue(s). This was more often about social issues and moral controversies than about politics.
- **Conversation Club** – run together with other native speakers, this was a chance for students to chat informally with native speakers.
- **Speaking Activities** – a kind of structured conversation club using communicative speaking games and activities from various teaching resource books (e.g. "Advanced Communication Games").
- **TOGZ** – "Theatre of the Green Zone" a drama group directed by a member of the ELC staff.
- **Karaoke/song club** – no explanation needed there!
- **Pronunciation Club** – run by a teacher of the ELC but sometimes assisted by the Gappers.
- **Theology/philosophy classes and geography classes** – the Gappers each taught to small, entirely voluntary classes, the subject they were intending to study at university.



**English Language Centre
Handbook of Performance Management**

**Section B:
Job Descriptions for
Administrative, Clerical and
Technical Staff**



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ADMINISTRATIVE ASSISTANT (AA)

1. To contribute to the policy and decision making processes within the ELC

- 1.1. Forming part of the ELC Management Team
 - 1.1.1. AA should participate in regular ELC Management Team meetings
 - 1.1.2. Management Team members should liaise with each other on issues which may have wider implications
- 1.2. Ensure that decisions made are well-informed by providing information as appropriate
 - 1.2.1. AA should be familiar with the ELC administrative procedures
 - 1.2.2. AA should report to the MT on team activities on a regular basis, particularly with regard to changes with wider implications
- 1.3. Act as a communication channel between the ELC MT and staff
 - 1.3.1. The AA should ensure that her team members are informed of issues of importance within the ELC
- 1.4. Contribute to the design, implementation and review of quality assurance procedures within the ELC

2. To ensure the smooth running of the General Office and the Self-access Language Learning Centre on a day-to-day basis

3. To oversee the work of the non-academic staff

- 3.1 Lead and supervise the work of the non-academic staff
 - 3.1.1 Set clear aims which relevant to the overall ELC aims and supporting the staff in achieving these aims
 - 3.1.2 Encourage a co-operative working environment
 - 3.1.3 Ensure a balanced and equal workload amongst the staff
 - 3.1.4 Delegate work with responsibility and appropriate authority
 - 3.1.5 Ensure the smooth running of the area concerned
 - 3.1.6 Set quality assurance procedures
- 3.2 Manage the performance of the non-academic staff
 - 3.2.1 Implement the annual Performance Planning, Appraisal & Development (PPAD) as set by the HRO
 - 3.2.2 Maximise the coordination and cooperation among the non-academic staff members and between the non-academic staff members and the academic staff Implementing cost-cutting measures

4. To act as a liaison person between the ELC and other departments on general administrative matters

- 4.1 Update all the concerned departments on the information about ELC courses or activities
- 4.2 Provide ELC student data to the concerned departments
- 4.3 Handle the correspondence related to HRO, FO, FMO, CSC, REG, and other departments



5. To set the master timetable of all the ELC courses

- 5.1 Utilise the teaching manpower
- 5.2 Assist in timetabling individual staff's teaching schedule

6. To assist in monitoring departmental budget accounts

- 6.1 Ensure that the department conforms to the policies, rules and regulations set by the Finance Office
- 6.2 Report to the Head the projected budget regarding
 - 6.2.1 cost-cutting measures
 - 6.2.2 cross checking of the available budget at the end of the term so as to maintain the balance for the rest of the year
 - 6.2.3 meeting the budget plan as set by the Head

7. Other duties as required by the ELC



CLERICAL OFFICER (CO I)

1. To provide administrative assistance to the Administrative Assistant

Implement the administrative procedures as set by the ELC MT
Assist in the supervision of the day-to-day operation of the General Office
Supervise and managing the work of the Student Helpers
Liaise with other non-academic staff and the AA
Coordinate and monitoring the clerical work of the COIIs

2. To update staff leave records

2.1 with HRO
2.2 on the Departmental Message Board

3. To handle the transactions through petty cash account

3.1 Process the credit payment and reimbursement
3.2 Provide a ledger to the FO

4. Other duties as required by the ELC



CLERICAL OFFICER (CO II)

- 1. To provide clerical support to the academic related activities of the ELC**
 - 1.1 Prepare class attendance and course result reports
 - 1.2 Print and distributing teaching materials to relevant teachers and students
 - 1.3 Handle assessment/exam materials
 - 1.4 Handle signing in/out of the teaching materials/equipment
 - 1.5 Handle class cancellation/rescheduling matters

- 2. To help promote the image of the English Language Centre as a professional English teaching centre in the University and in the Community**
 - 2.1 Participate in the provision of an English speaking environment to students by communicating with them in English

- 3. To provide support to students**
 - 3.1 Help them to understand the general requirements of the ELC courses
 - 3.2 Deliver relevant information to the students
 - 3.3 Assist them in ELC course registration
 - 3.4 Answer enquiries

- 4. To provide support to the teaching staff in the operation of the on-line Academic Information System**
 - 4.1 Help the teaching staff in mark entry into the iCMS

- 5. To provide administrative support to the day-to-day operation of the ELC**
 - 5.1 Help to maintain the condition of the printing and non-printing materials and the setting of the Centre as a whole
 - 5.2 Maintain the sufficient stock level of stationery

- 6. Other duties as required by the ELC**



PERSONAL SECRETARY TO THE HEAD OF DEPARTMENT

1. To assist the Head of Department

- 1.1 Handle mail
- 1.2 Prepare and organise documents
- 1.3 Organise schedule and maintain diary

2. To liaise with HRO and FO

- 2.1 Coordinate the recruitment process
- 2.2 Coordinate the payroll of ELC staff and student helpers

3. Other duties as required by the ELC



TECHNICIAN (AUDIO-VIDEO)

- 1. To carry out installation, testing, repair and minor maintenance of the AV equipment**
- 2. To offer audio/video technical support and trouble-shooting to staff**
 - 2.1 Provide staff with the AV equipment user guides in the ELC
 - 2.2 Provide technical support in audio/video production work
- 3. To maintain AV inventory and corresponding spare parts and accessories**
 - 3.1 Check in and out AV equipment and related accessories
- 4. Handle the procurement of the AV teaching equipment**
- 5. Other duties as required by the ELC**



TECHNICIAN (COMPUTER)

- 1. To carry out installation, repair and maintenance of the ELC LAN software and hardware**
- 2. To offer computer technical support and trouble-shooting to staff**
 - 2.1 Operate and monitor computers and corresponding accessories in the ELC
 - 2.2 Assist in the provision of IT technology in the ELC and in the planning of its future development
- 3. To maintain AV inventory and corresponding spare parts and accessories**
 - 3.1 Check in and out computing equipment and related accessories
- 4. Handle the procurement of computing equipment**
- 5. Other duties as required by the ELC**



CLERICAL/TECHNICAL SUPPORT AREAS OF RESPONSIBILITY

Course/Area of Responsibility	Semester B 2000-01	Summer 2000-01
Speaking (UE/CE)	Bertha Lai	Grace Ho
Listening (UE)	Grace Ho	Bertha Lai
Reading (UE)	Winnie Hong	Amanda Lam
Writing (UE/CE)	Cicila Mok	Nicole Hung
Academic Skills (UE)	Amanda Lam	Winnie Hong
Integrated Skills (UE)	Amanda Lam	Cicila Mok
Reading & Listening (CE)	Winnie Hong	Cicila Mok
Independent Learning Course (ILC)	Nicole Hung	Bertha Lai
Ad-hoc/Courses	Nicole Hung	Amanda Lam
SAC	Mabel Fung	Mabel Fung
AV technical Support	Watar Ho	Watar Ho
Computer Support	Tony Yung	Tony Yung



**English Language Centre
Handbook of Performance Management**

**Section C:
Appraisals**



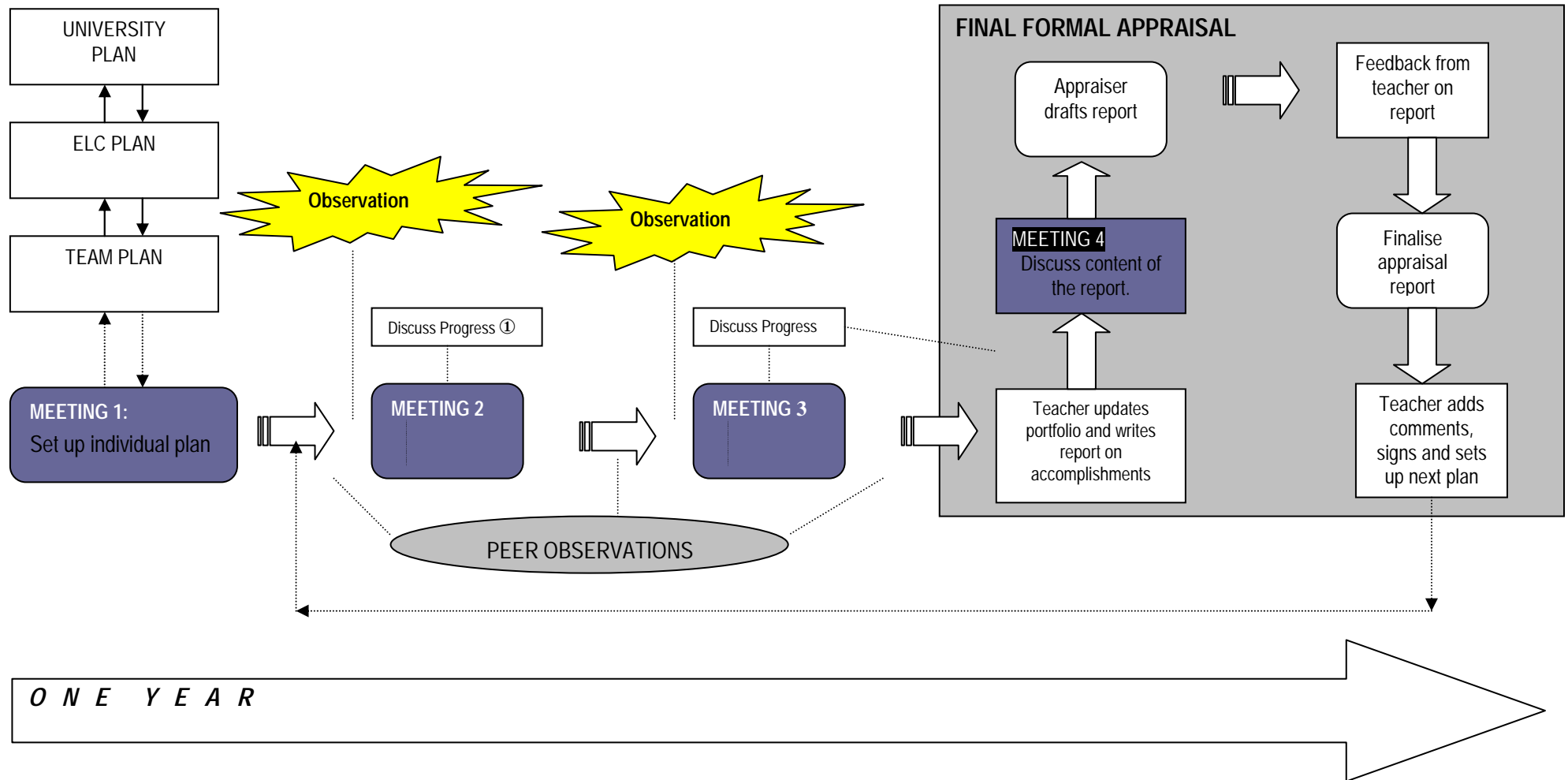
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of Hong Kong



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PERFORMANCE APPRAISAL CYCLE FOR FULL-TIME TEACHING STAFF





PERFORMANCE APPRAISAL PLAN FOR FULL-TIME TEACHING STAFF

Period under Review: from _____ to _____

Name: _____ Post: _____

CONTEXT:

(e.g. length of service, or the recent taking on of a new area of responsibility, etc.)

JOB PLAN:

(What plans does the appraisee have for this year that are not part of his or her job description or area of responsibility description?)

PROFESSIONAL DEVELOPMENT AIMS:

Signatures:

 _____  _____
(Appraiser) (Appraisee)

(Date)



PERFORMANCE APPRAISAL REPORT NOTES FOR FULL-TIME TEACHING STAFF

The performance appraisal report is completed annually and added to staff personal files. All other supported documents are returned to staff members after the process is complete. Although this document is the 'tangible' product of the appraisal process, it is the process itself which is valuable. The report should be a summary of the process and should contain no surprises. This document is divided into four sections:

- I. The report on activities and accomplishments, which the staff member completes.
- II. The appraisal report form for completion by the appraiser.
- III. Comments by the staff member on the appraisal report as well as that person's plan for the next year.
- IV. Comments by the Head of Department.

Part I. is divided into four areas. The following is a breakdown of these areas and some suggestions as to what might be included in each section of your self-report. It is a university requirement that the report on activities and accomplishments be no longer than four pages, though each section need not be a full page in length. As a result, the staff member will have to decide what to mention in the report and what to include in an appendix. Essentially, the portfolio can be considered as the collection of appendices to support this report and must include the elements specified.

1. TEACHING

ELC staff should include:

- A reflection on your teaching, supported where applicable by any feedback or evaluation data you have available: observation reports, TFQs, student comments and so on.
- A Collated list of all courses taught.
- TFQ results: collated, with any of your comments on the classes.

ELC staff could include:

- Expected duties (Job Description points 1-5) and how they have been met or exceeded
- Anything else you consider relevant

Appendices:

- Observation Report from your appraiser, or other senior member of the Centre.
- Teaching philosophy - if you would like to present this as a substantive document - and how this is reflected in lesson planning / teaching. Has it changed since the last statement of your philosophy? If so, how?
- Anything in support of statements made above.



Section 1: Teaching *may* be supplemented with some statement of how you feel about your teaching of the various courses. This could include aims to improve teaching in certain modules, e.g. improve teaching in Academic Skills with reasons or examples of further need for improvement or examples of achievement, e.g. student evaluations, peer observations. You may also mention the degree to which you supplement the courses with your own materials. (Materials may be added as an appendix to this report).

2. AREA OF RESPONSIBILITY

ELC staff should mention:

Any objective you set in your job plan which pertains to this section and a statement of the extent to which those objectives were achieved.

Anything else you consider relevant

ELC staff could mention:

A statement of how you have met or exceeded the requirements of the job description for your area of responsibility.

Your team plan/objectives

Team achievements

Your specific contribution to those achievements

Appendices:

Anything in support of statements made above.

3. PROFESSIONAL DEVELOPMENT

ELC staff should mention:

Your professional development objectives that you decided on with your appraiser at the beginning of this appraisal cycle

A statement of the extent to which you have met/expect to meet those objectives

Your peer observation exercises

A statement of how you have developed professionally as a result of the above

Anything else you consider relevant

Appendices:

Your peer review forms.

Anything else in support of statements made above.

4. CAMPUS AND COMMUNITY CITIZENSHIP

ELC STAFF could include:

Contribution to the Centre:

Volunteering for extra duties (e.g. informal activities, internal committees etc.)

Research for or about the ELC

Examples of collegiality

Anything else you consider relevant

Contribution to the University and Community

- Participation in committees, working parties or boards



- Represented the ELC in any university or departmental events
- Contributions to other communities/the profession
- Anything else you consider relevant

Appendices: Anything in support of statements made in this section



PERFORMANCE APPRAISAL REPORT FOR FULL-TIME TEACHING STAFF

Period under Review: from _____ to _____

Name: _____ Post: _____

SECTION I:

Report on activities and accomplishments *(To be completed by staff member)*

1. TEACHING
2. AREA OF RESPONSIBILITY
3. PROFESSIONAL DEVELOPMENT
4. CAMPUS AND COMMUNITY CITIZENSHIP

Signature of Staff Member:

Date:



SECTION III:

Comments from the Staff Member/Plans for the next year. The results of the preparation of this report, its appraisal, and the discussion should be a plan for the next year.

Signature:

Date:

SECTION IV:

Comments from the Head of Department where he/she is not the Appraiser.

Signature:

Name and Post Title:

Date:

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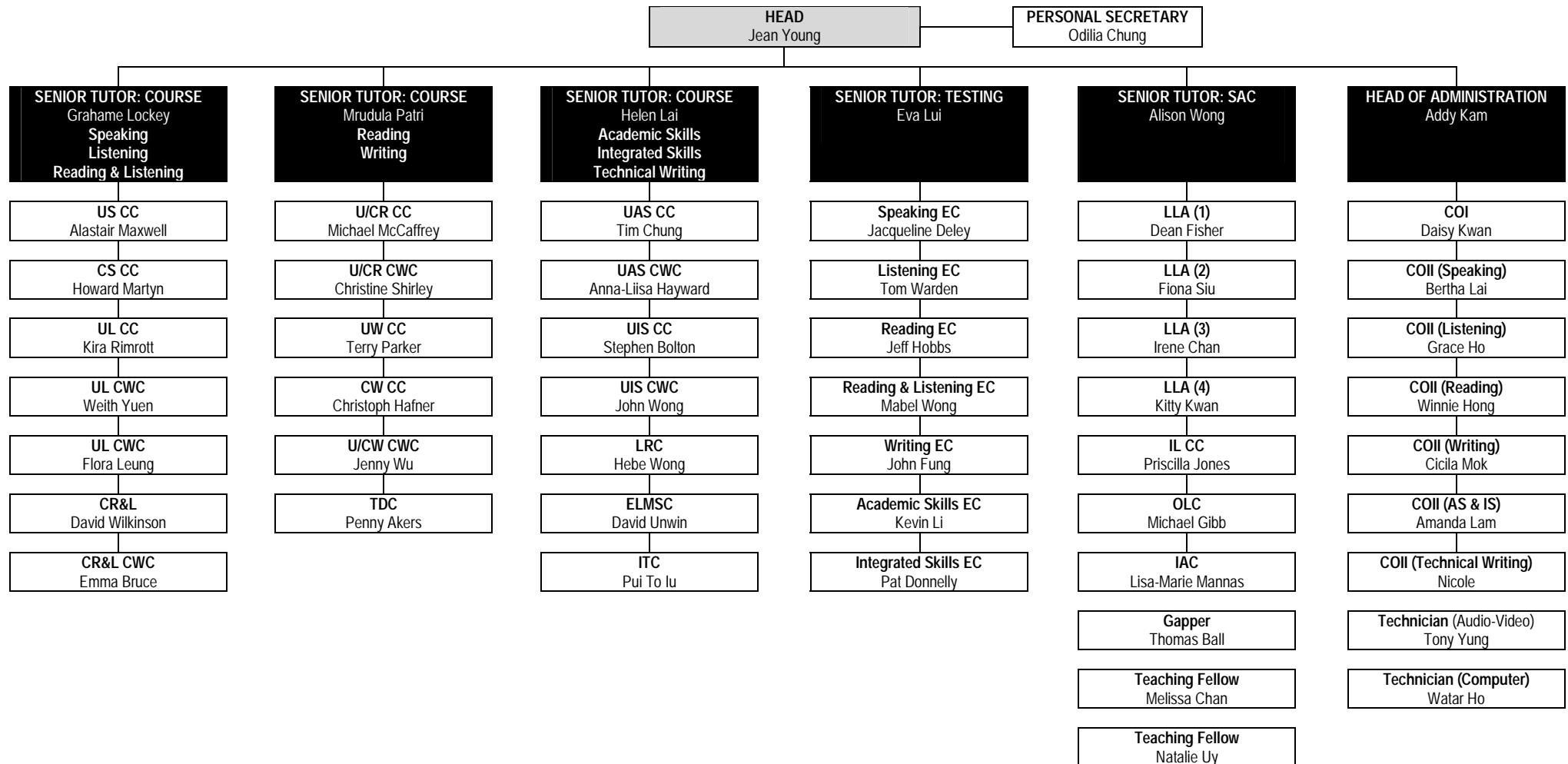


The following four pages show:

1. The ELC Internal Organisation – Academic Year 2000/01
2. The ELC Internal Organisation – Academic Year 2002/02
3. Areas of Responsibility – Academic Year 2000/01
4. Areas of Responsibility – Academic Year 2001/02

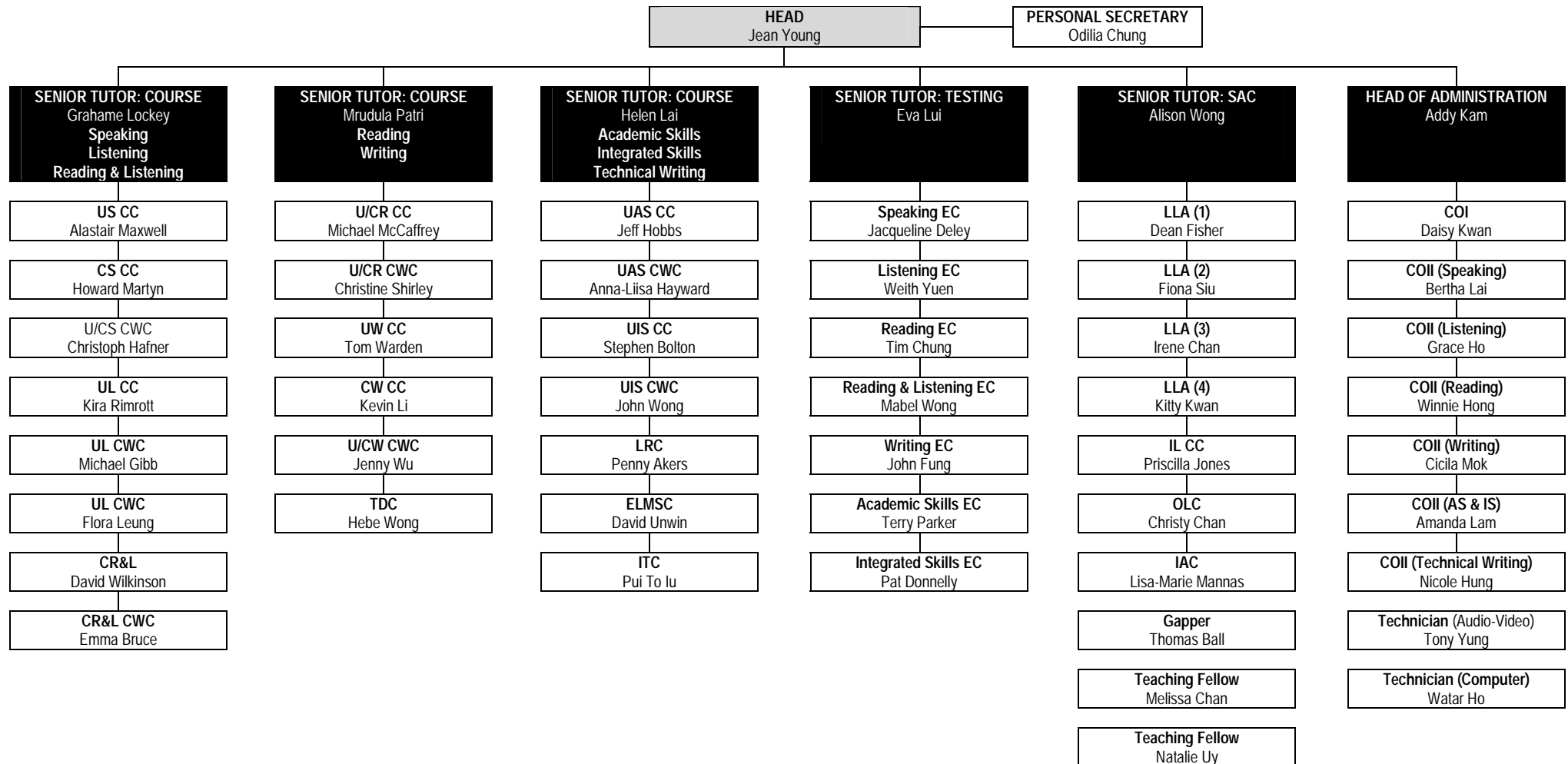


INTERNAL ORGANISATION – ACADEMIC YEAR 2000/01





INTERNAL ORGANISATION – ACADEMIC YEAR 2001/02





ENGLISH LANGUAGE CENTRE

City University of Hong Kong

**AREAS OF RESPONSIBILITY - ACADEMIC YEAR
2000/01**

COURSE TEAMS							
Grahame (4475)			Mrudula (7694)		Helen (4721)		
University & College Speaking	University Listening	College Listening & Reading	University Reading	University & College Writing	University Academic Skills	University Integrated Skills	University: Technical Writing
US CC Alastair 4477	UL CC Kira 2539	CL/R CC David W. 2432	U/CR CC Michael M. 4473	UW CC Christoph 2479	UAS CC Tim 2481	UIS CC Stephen 2436	UTW CC Helen 4721
CS CC Howard 4472	CWC (1) Weith 2444	CWC Emma 4474	CWC Christy 2438	CW CC Terry 4469	CWC Anna-Liisa 8940	CWC John W. 8878	
	CWC (2) Flora 4479		CWC Christine 2434	CWC Jenny 8942			

TESTING TEAM						
Eva (9616)						
University & College Speaking	University Listening	University Reading	College Listening & Reading	University & College Writing	University Academic Skills	University Integrated Skills
Jackie 4717	Tom 8876	Jeff 4467	Mabel 8798	John F. 4470	Kevin 4476	Pat 7449

SAC TEAM						
Alison (7443)						
SAC (1)	SAC (2)	SAC (3)	SAC (4)	SASSAD	SOLO	
Dean 2485	Fiona 4468	Irene 8733	Kitty 8941	Priscilla 2483	Michael G. 2485	

INFORMAL ACTIVITIES TEAM			
Informal Activities Coordinator			
Lisa-Marie 4596			
Melissa 4719	Natalie 4417	Matthew 2482	Thomas 4478

OTHER ACTIVITIES			
Teacher Development Coordinator	Library & Resources Coordinator	English Language Mentoring Scheme Coordinator	Information Technology Coordinator
Hebe 8955	Penny 2484	David U. 2437	Pui To 8241



ENGLISH LANGUAGE CENTRE

City University of Hong Kong

**AREAS OF RESPONSIBILITY - ACADEMIC YEAR
2001/02**

COURSE TEAMS							
Grahame (4475)			Mrudula (7694)		Helen (4721)		
University & College Speaking	University Listening	College Listening & Reading	University Reading	University & College Writing	University Academic Skills	University Integrated Skills	University: Technical Writing
US CC Alastair 4477	UL CC Kira 2539	CL/R CC David W. 2432	U/CR CC Michael M. 4473	UW CC Tom 8876	UAS CC Jeff 4467	UIS CC Stephen 2436	UTW CC Helen 4721
CS CC Howard 4472	CWC (1) Michael G. 2485	CWC Emma 4474	CWC Christine 2434	CW CC Kevin 4476	CWC Anna-Liisa 8940	CWC John W. 8878	
CWC Christoph 2479	CWC (2) Flora 4479			CWC Jenny 8942			

TESTING TEAM						
Eva (9616)						
University & College Speaking	University Listening	University Reading	College Listening & Reading	University & College Writing	University Academic Skills	University Integrated Skills
Jackie 4717	Weith 2444	Tim 2481	Mabel 8798	John F. 4470	Terry 4469	Pat 7449

SAC TEAM						
Alison (7443)						
Language Learning Advisor (1)	Language Learning Advisor (2)	Language Learning Advisor (3)	Language Learning Advisor (4)	Independent Learning Course Coordinator	<u>On-Line Coordinator</u>	
Dean 2485	Fiona 4468	Irene 8733	Kitty 8941	Priscilla 2483	Christy 2438	
INFORMAL ACTIVITIES TEAM						
Informal Activities Coordinator						
Lisa-Marie 4596						
Teaching Fellow	Teaching Fellow		Gapper		Gapper	

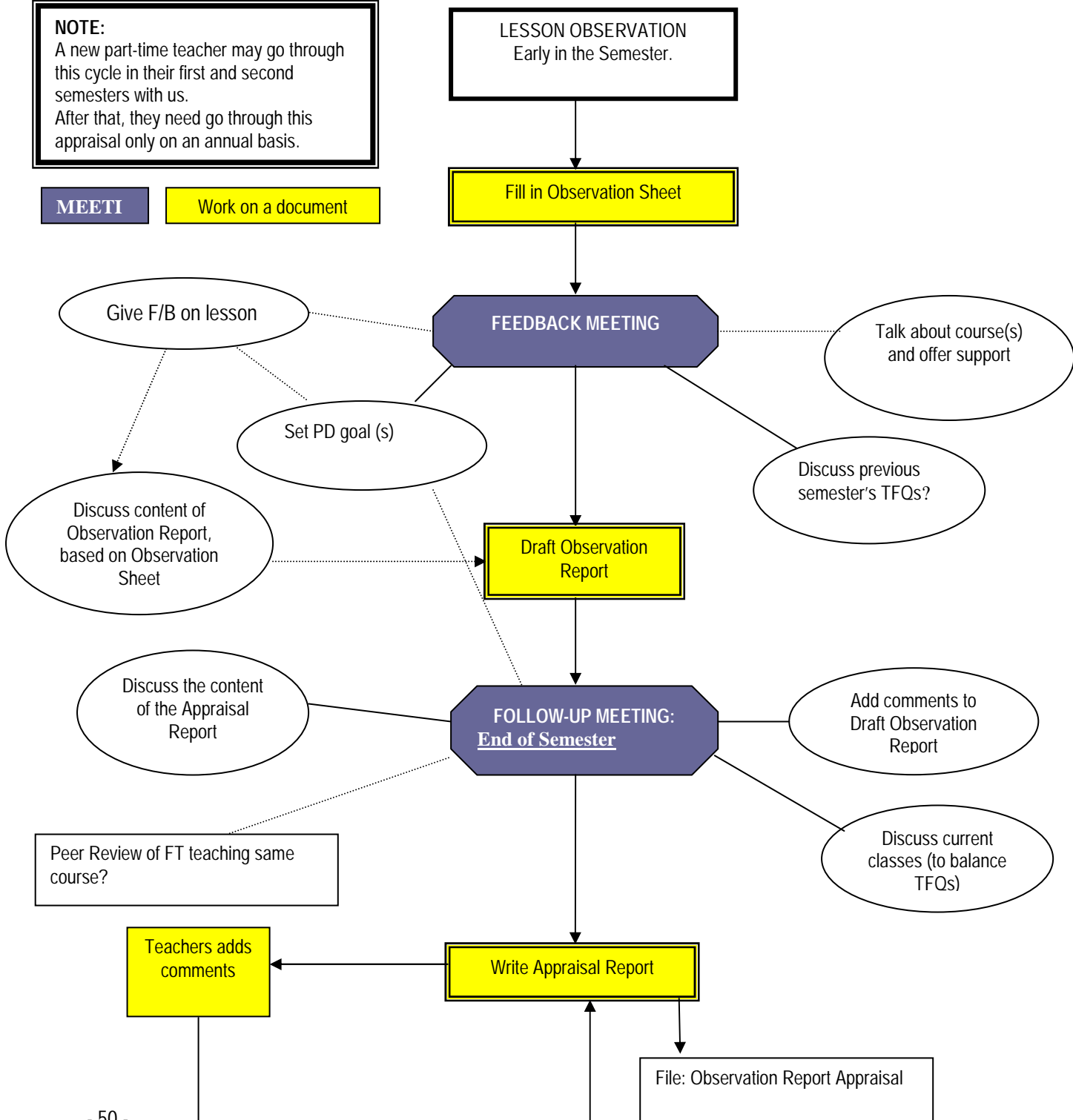
OTHER ACTIVITIES			
Teacher Development Coordinator	Library & Resources Coordinator	English Language Mentoring Scheme Coordinator	Information Technology Coordinator
Hebe 8955	Penny 2484	David U. 2437	Pui To 8241



APPRAISAL CYCLE FOR PART-TIME TEACHING STAFF – SEMESTER COURSES

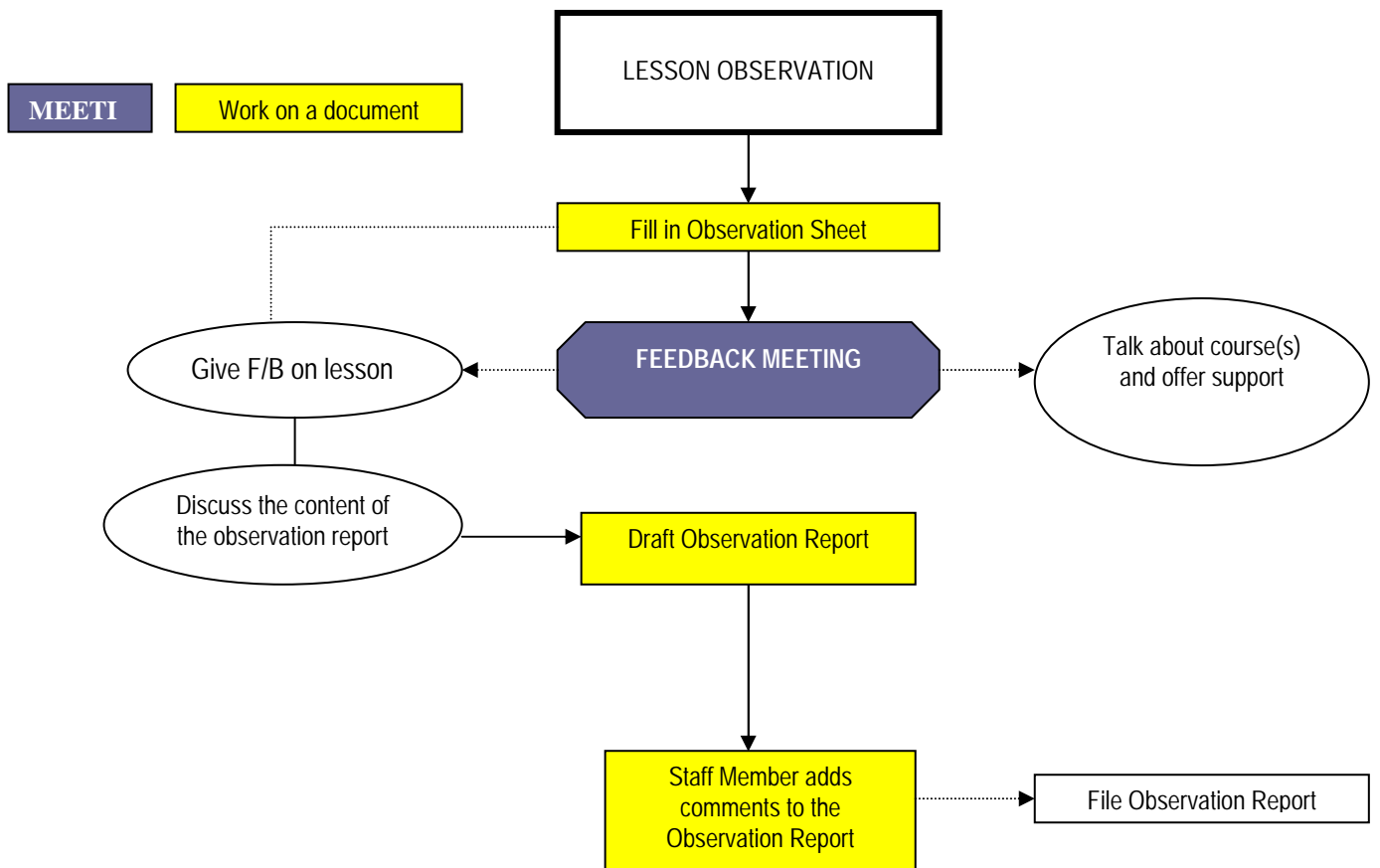
NOTE:
A new part-time teacher may go through this cycle in their first and second semesters with us.
After that, they need go through this appraisal only on an annual basis.

MEETI Work on a document





APPRAISAL CYCLE FOR PART-TIME TEACHING STAFF – INTENSIVE COURSES





PERFORMANCE APPRAISAL PLAN FOR PART-TIME TEACHING STAFF

Period under Review: from _____ to _____

Name: _____ Post: _____

Part 1: To be completed by the Appraiser

PROFESSIONAL DEVELOPMENT AIMS:

WHAT HAS BEEN DONE TO ACHIEVE THE ABOVE GOALS AND TO WHAT EXTENT HAVE THEY BEEN ACHIEVED?

OVERALL COMMENTS:

(Please comment on teaching, professional development, reliability and collegiality):

Part 2: To be completed by the Appraisee

STAFF MEMBER'S COMMENTS:

Signatures:



(Appraiser)



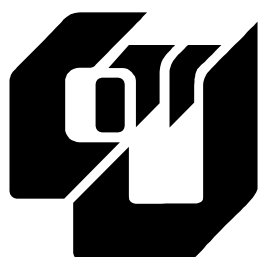
(Appraisee)

(Date)



English Language Centre
Handbook of Performance Management

**Section D:
Observations**



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OBSERVATION REPORT FOR FULL-TIME TEACHING STAFF

Teacher: _____ Observer: _____

Course (e.g. 201) _____ Date: _____ Time: _____

Notes from a Pre-Observation Discussion:

Aims: Were the aims of the lesson clear to the learners? Relevant to the course? Linked to other lessons? Linked to students future needs?

Learning Environment: Was there good rapport? Were students involved? Was interest created? Were students challenged to meet high standards? Did the teacher respond to learners? Were learners encouraged to be independent, to think critically?



Classroom Management: Were activities set up clearly and efficiently? Were interaction patterns appropriate? Were explanations clear? Were teaching aids used effectively? Was feedback helpful?

A large, solid grey rectangular area intended for providing feedback on classroom management.

Lesson Design: Were the materials appropriate for the class level, the lesson and its aims? Did they provide a balance of activities? Were they well sequenced?

A large, solid grey rectangular area intended for providing feedback on lesson design.





Overall Comments (for the Observer to complete):

[Large grey rectangular area for overall comments]

Comments on the above, if any (for the Teacher to complete):

[Large grey rectangular area for teacher comments]

Signatures:

 _____  _____ _____
(Observer) (Teacher) (Date)



OBSERVATION REPORT FOR PART-TIME TEACHING STAFF

Teacher: _____ Observer: _____

Course (e.g. 201) _____ Date: _____ Time: _____

Overall Comments (for the Observer to complete):

Comments on the above, if any (for the Teacher to complete):

Professional Development Goals:

Signatures:  _____  _____ _____
(Observer) (Teacher) (Date)



NOTE FOR OBSERVERS: The peer observation is not meant to be evaluative in nature. The focus for you, as observer, is on what YOU personally learnt from the observation. Anything that the teacher gained as a result of talking to you after the observation is for the teacher to include on his or her form.

Peer Observation Form: Observer

Observer:

Teacher:

Class:

Date:

Time:

My aims:

What I learnt from the observation:

Teacher's comments, if any:



(Observer)



(Teacher)



Peer Observation Form: Teacher

Teacher:

Observer:

Class:

Date:

Time:

My aims:

What I learnt from the observation:

Observer's comments, if any:



(Teacher)

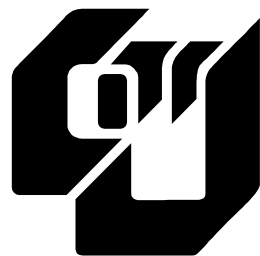


(Observer)



English Language Centre
Handbook of Performance Management

**Section E:
Teaching Portfolios**



香港城市大學
City University
of Hong Kong



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GUIDELINES ON CREATING A TEACHING PORTFOLIO: FREQUENTLY ASKED QUESTIONS

Q: What is a teaching portfolio?

A: **A teaching portfolio is a collection of materials (information and evidence) which documents your teaching performance and accomplishments.**

Q: Why do I need to produce one?

A: **A teaching portfolio is integral to the annual professional development and appraisal process and therefore to contract renewal (and substantiation or MBRS for academic staff) as it provides an opportunity for you to submit information and evidence that fully reflects your contribution to the centre.**

Q: Do I get to choose what goes in my portfolio?

A: **As owner and editor, the staff member has the responsibility for deciding what to include and what to exclude, while observing requirements that constitute a minimum expectation. Generally, after reading your portfolio, the reader should have a clear idea of your teaching philosophy, your effectiveness as a teacher, the steps you have taken to develop yourself professionally and your contribution to the center and professional community. Table 1, overleaf, sets this out in more detail.**

Q: Can I include material from throughout my career?

A: *No. If this is your first renewal of contract at the English Language Centre, the portfolio may include anything you have done since your appointment. If you have had more than one renewal of contract, the portfolio should focus on what you have done since submission of your last portfolio. Your career will be reflected in your updated Curriculum Vitae.*

Q: How should I organise my portfolio?

A: **Your portfolio will reflect two years' (contract staff) or three years' (academic staff) work - in other words, two or three annual appraisal cycles. As such, you may choose to submit two or three performance appraisal reports together in one binder with a substantial appendix, two or three annual appraisal reports separately, or two or three annual appraisal reports with an appendix relevant only to the most recent cycle. The appendices should include your teaching philosophy and evidence in support of statements made in the report, including all TFQs.**

Q: What goes into the appendices?

A: **As a rule of thumb, any evidence in support of statements made in the report can go into the appendices. Appraiser observation and peer observation forms are included too. However, you might like to highlight collated data by putting it into the relevant section of your report, while uncollated data can form an appendix. For example, a chart listing students' responses to some aspect of your teaching performance can be used as an example of one aspect of teaching effectiveness which may go into your self-report, while all the TFQ reports you have collated the information from can be appended.**

Q: Does that mean I should be keeping all the data I get from CELT?

A: **That's right. Keep this data and anything else that might be included as evidence to support effective teaching, for example printouts you have made of your class results**



using i-CMS. If you have not kept all your Teaching Feedback Questionnaires, contact CELT.

Q: How does my portfolio differ from the documents I submit for my annual appraisal report?

A: **It doesn't – the aim is to avoid the increased workload of creating separate documents. The main difference is that the portfolio submitted to the Staffing Committee covers a longer period of time, includes appraisal reports, over the same period and also includes an updated Curriculum Vitae.**

Q: Who keeps my portfolio?

A: **You do. The only document that remains on your personnel file is the appraisal report itself. Once it has passed before the staffing committee, everything else, including the observation reports, is returned to you.**

Q: Who can I contact if I have any questions about producing a portfolio, or the process of contract renewal?

A: **If you have any questions about creating a teaching portfolio, contact Grahame Lockey, Mrudula Patri or Jean Young.**



WHAT TO INCLUDE IN YOUR PORTFOLIO

REQUIRED AND OPTIONAL CONTENT FOR TEACHING PORTFOLIOS		
Section	Status	Material for inclusion
Teaching	<i>Required</i>	<i>Your teaching philosophy A list of all classes taught: collated¹ All TFQ results: collated² Your observation report³</i>
	Optional	<i>A sample lesson plan⁴ Sample materials Students' work Student diaries Students exam results: collated Student comments/correspondence Video of teaching (with some accompanying notes)</i>
Area of Responsibility	Required	<i>Summary of team objectives⁵ Summary of team achievements Summary of your specific contribution</i>
	Optional	<i>Materials produced Anything else you consider relevant</i>
Professional Development	Required	<i>A development plan: your goals A statement of what you've done to achieve these goals A statement of how you have changed as a result of your PD Your peer observation⁶</i>
	Optional	<i>Any documentation which supports your professional development⁷ Any TEIP results, with your comments⁸ Anything else you consider relevant</i>
Campus and Community Citizenship	Required	<i>A statement describing how you have contributed to the ELC, the university and the professional community⁹</i>
	Optional	<i>Anything which supports the statements made above</i>
Other	Required	<i>An updated CV</i>
	Optional	<i>References¹⁰ Anything else you think important that is not outlined above</i>

Table 1

N.B. Anything listed under optional is an example of something extra a teacher might include if he or she thought it relevant. There is no expectation that optional material be included.



NOTES ON TABLE 1

1. Please collate key evaluation data. For example, if you want to demonstrate that your means are consistently above the course means, a table depicting this communicates more effectively than sixty pages of statistics in an appendix. However, do include ALL the statistics in the appendices as well.
2. TFQ results' means the statistical information CELT generate from the student end-of-course questionnaires, which is sent to teachers after each semester or intensive course. This questionnaire asks students to rate your teaching in terms of:
 - how much active participation you encouraged
 - whether instructions were communicated clearly
 - whether lessons appeared well-prepared
 - whether class time has been organized effectively
 - whether feedback has been constructive
 - whether you were responsive to students' needs
 - your overall teaching
3. The observation report(s) from your appraiser.
4. A sample lesson description is not necessarily a document you have used in the classroom. It can be a retrospective description of a lesson which exemplifies your teaching philosophy or methodology. The lesson and materials might be your own; alternatively, the lesson description might demonstrate how you would adapt in-house materials. There is no prescribed format for a lesson description; how you present it is up to you. ELC staff will be happy to watch you teach and write an observation report for you. These reports will cover standard specified areas.
5. This will be your team plan. The team plan will usually be made at the beginning of an academic year. Over a two-year contract, this might involve two team plans. If you are a member of a team, but do not have a copy of your team plan, see the team leader. If you are not a member of a team, then state the objectives you set yourself and ignore the section on 'summary of team's achievements'. The section then becomes: your objectives and your achievements.
6. Everyone is expected to observe at least one peer, and to be observed at least once. The peer observations can be used to supplement both the teaching and professional development sections of your portfolio.
7. What counts as professional development? Any TD sessions you have led or attended, conferences in which you have participated, workshops, talks or computer courses you have attended, reading you have done, self-reflective teaching, trying out new ideas or techniques and anything else that indicates you continue to improve yourself as a professional.
8. TEIP (Teaching Evaluation and Improvement Package) offered through CELT is designed to improve teaching by helping staff to identify their teaching strengths and weaknesses. CELT routinely send out mails asking staff if they want to take advantage of this package.
9. You might have contributed to the centre in many different ways. Have you volunteered for helping out with informal activities or an open day? Have you given a pre-sessional induction talk or taken on the annual commitment of a mentoring



scheme? Have you developed materials for courses other than your own (if you are a CC)? Do you frequently share materials and experience with other teachers? Do you sit on any committees? Have you run any TD sessions? Are you involved in or have you been involved in any research for or about the ELC? Have you organised social events for teachers? The list is endless.

10. If you have not worked closely with any member of the staffing committee, you might like to consider the inclusion of a reference from your team leader or other senior member of staff.



SAMPLE PORTFOLIO CONTENTS - TEACHER X

This is a sample contents page for a portfolio. All documents marked with an asterisk () are optional inclusions.*

1. TEACHER X's UPDATED CV

2. APPRAISAL REPORTS

(i) Appraisal Report Year 1

- a. Report on Activities and Accomplishments.
- b. Appraisal Report
- c. Comments and Plans for the Coming Year

(ii) Appraisal Report Year 2

- a. Report on Activities and Accomplishments.
- b. Appraisal Report
- c. Comments and Plans for the Coming Year

3. APPENDICES

(i) Teaching:

- *Teacher X's Teaching Philosophy*
- *Observation Report*
- *Teacher X's Collected TFOs*
- *Sample Student Work**

(ii) Area of Responsibility:

- *Sample material produced**
- *Sample Administrative documents**

(iii) Professional Development:

- *Teacher X's Completed Peer Observation Forms*
- *Certificates of Attendance or Successful Course Completion**

(iv) Campus and Community Citizenship:

- *An email volunteering to take part in the Open Day**
- *A letter of thanks from Teacher X's mentees**
- *Documentation which supports Teacher X's professional activity outside the Centre**