



GAZİANTEP
UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

STAFF HANDBOOK

A Guide for Academic and Administrative Staff



2026 - 2027

GAZİANTEP

TABLE OF CONTENTS

1.	ABOUT US	1
1.1	WELCOME STATEMENT FROM THE DIRECTOR	1
1.2	OVERVIEW of THE SFL	2
1.3	MISSION AND VISION	3
1.3.1	Aims	3
1.3.2	Vision	3
1.3.3	Mission	3
1.4	ORGANIZATION AND RESPONSIBILITIES	3
1.4.1	Organizational Structure	3
1.4.2	Duties and Responsibilities	4
1.5	TASKS AND RESPONSIBILITIES OF UNITS AND OFFICES	9
1.5.1	Accreditation Unit	9
1.5.2	Professional Development Unit	9
1.5.3	SFL Students with Special Needs Unit	10
1.5.4	SFL Social Event Unit	10
1.6	DECISION-MAKING PROCESS	10
1.7	GAUN SFL WEBSITE	10
2	SFL POLICIES	10
2.1	CURRICULUM POLICY	10
2.2	QUALITY IMPROVEMENT POLICY	11
2.3	ASSESSMENT POLICY	11
2.4	CHEATING POLICY	12
2.5	INVIGILATION POLICY	12
2.6	STAFF RECRUITMENT POLICY	15
2.7	STAFF ORIENTATION POLICY	16
2.8	STAFF DEVELOPMENT POLICY	17
2.9	FEEDBACK POLICY	17
2.10	COMPLAINTS POLICY	18
2.10.1	Staff Complaints	18
3	CODE OF PROFESSIONAL PRACTICE	18
3.1	EXPECTATIONS	18
3.2	RECORD KEEPING	19
3.2.1	Student Attendance	19
	Instructors are required to take attendance for each class hour and maintain accurate attendance records both in hard copy and through the OBS. At the beginning of each quarter, attendance lists for the courses they teach are provided to instructors. Students are required to sign the attendance list for each class hour they attend.	19
3.2.2	Assessments and Exams	20
3.3	WORKING HOURS	20
3.4	ABSENTEEISM FROM WORK	20
3.4.1	Annual Leave	20
3.4.2	Excused Leave	21
3.4.3	Sick Leave	21
3.4.4	Academic Conference Leave	21
3.4.5	Cover for Absenteeism	22
3.5	MEETINGS	22
3.5.1	Meeting Types	22
3.5.2	Meeting Documents and Document Filing	23
3.6	COMMUNICATION IN THE SFL	23
3.6.1	Electronic Document Management System (EBYS)	23
3.6.2	Email Communication	23
3.7	TEACHING LOAD	24
3.8	DRESS CODE	24
3.9	RESOURCES	24
3.9.1	Physical Resources	24
3.9.2	Human Resources	24
3.9.3	Distribution of Resources	25
3.9.4	Damaged and Lost Materials	25
3.10	INVIGILATING AND GRADING OF EXAMS	25
4	UNIVERSITY PROCEDURES	26
4.1	Academic Calendar	26
4.2	Safety Compliance and Regulations	26
4.2.1	Maintenance of the Building	26
4.2.2	Safety Compliance Regulations	26
4.2.3	Emergency Situations	26
5	DISCIPLINARY ISSUES	27
5.1	Disciplinary Issues for Staff	27
5.1.1	Ethics	27
5.1.2	Attitude and Behaviour	27
5.1.3	Poor Performance	27
5.1.4	Conduct, Discipline and Grievances	28

STAFF MANUAL

5.2	Disciplinary Issues for Students	28
5.2.1	Code of Student Conduct	28
5.2.2	Expected Student Behaviour	28
5.2.3	Expected Student Behaviour in Exam Conditions	29
5.2.4	Sanctions	29

1. ABOUT US

The School of Foreign Languages provides English preparatory education for students enrolled in English-medium programmes offered by the Faculties of Aeronautics and Aerospace, Engineering, Medicine, Architecture, and Tourism, as well as for students enrolled in the English Language Teaching and English Language and Literature programmes.

In addition, subject to institutional planning and student enrolment, English preparatory education may also be offered to students enrolled in selected programmes of the Faculty of Economics and Administrative Sciences (Economics, Business Administration, International Trade and Logistics, Political Science and Public Administration, Finance, and International Relations) and the Gastronomy and Culinary Arts programme of the Faculty of Tourism.

The English preparatory programme is designed in accordance with the Common European Framework of Reference for Languages (CEFR). It follows international standards of English language teaching and aims to develop students' proficiency in the four core language skills: reading, writing, listening, and speaking.

All preparatory classes use a common set of coursebooks, which are selected in accordance with the level-based structure of the programme. Supplementary materials are developed by level coordinators to support the achievement of learning outcomes.

In addition to the preparatory programme, the School provides compulsory face-to-face English language courses to students in selected faculties and academic units as part of their undergraduate curricula. These include LENG 101 and LENG 102 courses (4 credits per week) offered to students in the Faculties of Engineering, Architecture, and Aeronautics and Aerospace; a 3-credit English course offered to Sociology students in the Faculty of Science and Letters; and English for Medical Purposes courses (3 credits per week) delivered to first-, second-, and third-year students in the Faculty of Medicine.

Furthermore, the School provides face-to-face vocational English courses (2 hours per week) to students in selected faculties such as the Faculty of Communication and the Faculty of Health Sciences, focusing on discipline-specific language skills relevant to their academic and professional fields.

Finally, the School offers compulsory first-year English courses through distance education to students in the Faculty of Science and Letters, the Health Services Vocational School, the School of Physical Education and Sports, and the State Conservatory.

1.1 WELCOME STATEMENT FROM THE DIRECTOR

Dear respected SFL members,

It is my honor to welcome you to Gaziantep University, School of Foreign Languages. I hope we will all work here in utmost harmony.

As an elaborate institution of tertiary level education, it is our duty to raise students who do not only focus on their personal education but also on the improvement of the society they live in. This means that we have to work hard and get tired at times, but it also means that we will be relieved when we

see the desired result, which means conscious learners of the present day and responsible entrepreneurs and individuals of tomorrow. This process might be thorny; however, it must not be forgotten that the end is promising, full of sweet and fragrant roses.

We try to keep up with the latest trends in the field of teaching English by attending workshops, conferences, seminars and / or organizing such events at our school whenever possible. We are always in search of the most beneficial methods, materials and books for our students without forgetting that no single method, material or book would ever be the most ideal one. Thus, we encourage the use of an eclectic approach while teaching English. We are a very cooperative team, sharing everything we know with each other and providing support whenever needed. We also try to make our workplace a fair and peaceful place because we think that only when people know they are treated fairly, will they work peacefully.

The School of Foreign Languages is a big family where everybody tries to put up their guests, our students, in the best way that is possible. We try to make our students learn basic English in an effective way. We are well aware of the fact that the time our students spend at the preparatory class is not enough, but it is suitable to form a base on which they can build more as they grow further in their educational and personal careers.

My dear colleagues, let me once again express that I am proud to be working for a school with such distinguished people. I would like you all to know that I am always ready to help, guide and encourage you while you are teaching and try to help you when there is a personal matter. Please keep in mind that our compass is the principles of our unforgettable leader, Mustafa Kemal Atatürk, when we are performing our holy job.

Best regards,

Prof. Dr. Emrah CİNKARA
Director
School of Foreign Languages

1.2 OVERVIEW of THE SFL

The School of Foreign Languages supplies preparatory English education for students enrolled in the Faculties of Aeronautical Engineering, Architecture, Engineering, Medicine, Tourism, and English Language and Literature Department, English Language Teaching Department, Sociology Department, optional/ quota-based preparatory English for students of the Faculty of Economics and Administration, and Gastronomy and Culinary Arts. Our school also provides courses as distance education for students in the Faculty of Science and Letters, Health Services Vocational School, School of Physical Education, and Conservatory during their freshman year. We design our courses according to the Common European Framework of Reference for Languages (CEFR) standards. Our courses are compatible with international standards of English education, and they focus on the four basic language skills (reading, writing, listening and speaking).

1.3 MISSION AND VISION

1.3.1 Aims

The objective of the language program is to provide the students with sufficient language skills (reading, writing, listening, speaking) to follow the courses in their faculties, and to train them as productive individuals with their dynamism and contemporary values for engineering and medicine.

After successful completion of the program, the students will be able to:

- understand and use certain linguistic structures effectively in terms of form and function.
- read authentic and semi-authentic texts with reasonable comprehension by making use of reading and vocabulary skills.
- produce free and academic writing.
- comprehend academic lectures, develop global as well as detailed aural understanding while listening.
- speak and interact with confidence and competence in a wide range of situations.

1.3.2 Vision

The vision of the School of Foreign Languages at Gaziantep University is to ensure that students can competently use English both in written and spoken forms through student-centered and innovative methods aligned with CEFR standards. It also aims to cultivate confident individuals who can thrive in multicultural environments. Furthermore, it aspires to become a leading institution in language education at both national and international levels by offering a dynamic learning environment supported by information technologies.

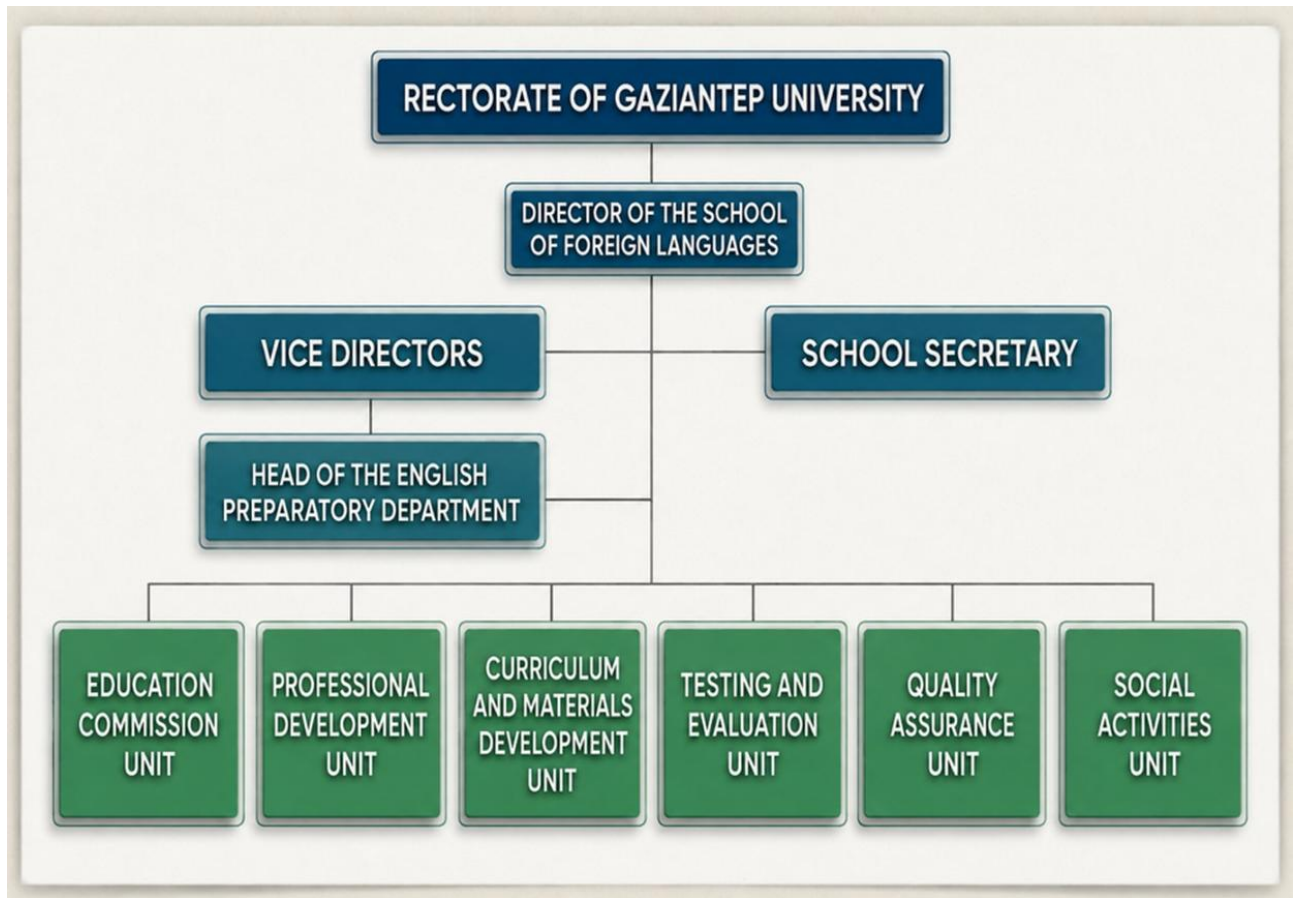
1.3.3 Mission

To be a pioneering language education institution that adopts innovative and contemporary foreign language teaching approaches, with a dynamic, competent, and highly motivated academic staff, and that enables students to achieve internationally recognized levels of language proficiency.

1.4 ORGANIZATION AND RESPONSIBILITIES

1.4.1 Organizational Structure

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



1.4.2 Duties and Responsibilities

The following section provides comprehensive job descriptions for the academic and administrative staff within the SFL. The job descriptions pertaining to each job within the organizational structure of the SFL are provided as found on the Organizational Structure Flow Chart above. This section provides an overview of each job description, including detailed information of the tasks, responsibilities, and channels of communication at each level.

1.4.2.1 Director: Prof. Dr. Emrah CİNKARA

Job description and responsibilities of the SFL director are to:

- preside at the School Committee and Board of Directors, ensuring that the decisions made in these boards are implemented,
- coordinate between the School and the Rectorate as well as other academic and administrative units in the university,
- monitor the number of staff, and recruit new staff when required,
- observe and supervise the units within the SFL and its staff at every level,
- ensure the regular and efficient coordination among the school units,

- create an atmosphere for all the learners to feel secure and learn efficiently,
- create an environment for the staff to work effectively and cooperatively,
- be responsible for the overall administration and academic management of the SFL,
- manage the design and production of language teaching programs,
- implement our quality policy and provide continuance,
- safeguard and improve the quality of the academic programs, advertisement and student service,
- take the necessary precautions to administer development and growth at the SFL in a rational manner,
- be responsible for evaluating and strengthening the SFL staff accordingly.

1.4.2.2 Vice Directors

Inst. Dr. Nilüfer EVİŞEN (Staff Affairs)

Job description and responsibilities of the SFL vice director are to:

- execute the duties of the SFL Director in case of the Director's absence,
- be a member in the council of SFL,
- carry out tasks and duties assigned by the SFL Director,
- ensure that the SFL website is up-to-date and accurate,
- be responsible for coordinating communication and tasks between the SFL and other departments,
- oversee the coordination of teaching and learning for the English language classes,
- prepare instructors' teaching load for each academic quarter,
- assist and supervise the Testing Unit and Coordinators.

Inst. Z. Deniz DURDU (Student Affairs)

Job description and responsibilities of the SFL vice director are to:

- execute the duties of the SFL Director in case of the Director's absence,
- be a member in the council of SFL,
- carry out tasks and duties assigned by the SFL Director,
- implement our quality policy and provide continuance,
- safeguard and improve the quality of the academic programs, advertisement and student service,
- organize student orientation and placement,
- prepare instructors' teaching load for each academic quarter,
- help to resolve issues of student academic and administrative conduct,
- make the necessary announcements to the students and instructors,

1.4.2.3 Head of English Preparatory Department: Inst. Dr. Yeliz TORUN

Job description and responsibilities of the head of department are to:

- chair the department boards,
- make the necessary announcements to the students and instructors,
- ensure that all correspondence between the department and the directorate is done in a healthy way,
- be a member in the council of SFL,
- provide necessary information about the Department for the Academic General Assembly of the SFL,
- ensure that student-instructor relations in the department are carried out regularly and in a healthy way for the purposes of education and training,
- ensure regular education and training in the department,
- determine the problems of the department related to education and inform them to the Directorate,
- check the implementation and implementation of the Program / Pacing,
- meet periodically with the Coordinators and Testing Unit,
- make the selection of books to be taught in the same year with a commission to be established,
- carry out other tasks to be given by the Director regarding his / her field of duty,
- be in contact with the School Director and Vice Directors while conducting the tasks,
- be responsible for the quality of the work.

1.4.2.4 Coordinators

Job description and responsibilities of the coordinators are to:

- plan and implement the design and development of the course, including pacing schedule and materials by stating detailed outcomes and objectives of each skill,
- ensure that course documentation, including course outcomes and other materials be clearly specified and that any course changes undergo the appropriate approval procedures,
- update module-based pacing schedules in accordance with the needs of each level,
- create, update, and improve documents, worksheets, and related materials when required,
- collect and provide feedback to identify areas for improvement,
- lead the process to implement any recommended changes with proper approval,
- analyse feedback and make appropriate changes on the program,
- file related class materials, including grammar, vocabulary, and communication worksheets and PowerPoint slides and ensure that materials are available in the copy centre,

- carry out routine course administration by informing instructors about the program, materials, objectives, and pacing schedule,
- ensure the smooth running of the course in accordance with general departmental guidelines, including dealing with any questions or problems that may arise in relation to the course,
- collaborate with the related level instructors, the Testing Unit, and administration to create efficient systems to support the course,
- arrange meetings on a regular basis to deal with academic and administrative matters related to the module, and inform instructors about implementations,
- cooperate with other coordinators, instructors and administration to create efficient systems to support the course,
- cooperate with the Testing Unit in the process of preparing quizzes, module exit, final, and exemption exams by guiding and proofreading,
- determine quiz, module exit and final exam dates by cooperating with the other coordinators,
- provide assistance during the implementation of the exams,
- take part in choosing the textbook materials.

1.4.2.5 Testing Unit

Job description and responsibilities of the Testing Unit are to:

- prepare all in-term exams, the final exam, the re-sit exam, the exemption exam, summer school exams, and other non-preparatory exams (e.g., Erasmus, lateral transfer, and graduate program exemption exams)
- file and archive testing materials appropriately,
- maintain Testing Unit resources in a secure and organized manner,
- maintain clear and effective lines of communication with other instructors, and with administration through written correspondence and regular meetings,
- coordinate the distribution of exam materials prior to the exam and organize meetings about the exam process,
- perform the assessment of multiple choice exams using appropriate tools,
- contribute to the curriculum design process by evaluating the outcomes of the assessment process in line with curriculum activities.

1.4.2.6 Instructors

Job description and responsibilities of instructors are to:

- implement curriculum/syllabus under the coordinators' supervision,
- begin and end classes on time,
- show a professional attitude,

- comply with the school's rules, regulations and policies,
- carry out tasks and duties assigned by the SFL administration,
- attend meetings, workshops, and other sessions regularly,
- check communication channels (EBYS and the SFL mail group) regularly and respond in a timely fashion,
- prepare class sessions, assignments and extra tasks,
- monitor students' academic development,
- provide feedback and guidance for students,
- invigilate and mark the exams,
- encourage the use of the target language, both in and outside the classroom,
- carry out substitution duties assigned by administration in the absence of the class instructor,
- meet students during office hours for consultancy and assistance.

1.4.2.7 Secretary of the SFL

Demet DALGIÇ

Job description and responsibilities of the secretary are to:

- ensure non-academic administrative units work thoroughly and in accordance with the regulations,
- carry out tasks and duties assigned by the SFL Director,
- manage and review all internal and external documents.
- organize the workload of the non-academic administrative staff,
- ensure the periodical repair and maintenance of the equipment which are used for the educational and administrative tasks,
- prepare the budget and relevant workflow,
- purchase necessary goods and services,
- ensure the record of the office stock, the procedure of archive and store input-output in accordance with the regulations,
- organize the safety and custodial services of the building,
- implement the procedure about the personnel rights and registry procedures of the staff,
- ensure the workflow about the petitions from the staff and students.

Other Staff Working for the SFL in Liaison with the Secretary of the SFL

Academic Personnel Affairs Staff, Zülal GÜLLÜOĞLU, deals with the documents about the personnel issues (extension of employment, assignments, annual leaves, medical reports etc.) of the Academic Staff at the SFL.

Student Affairs Staff, Gülten ÖZBİLGİNER deals with the documents (transcripts, student certificates, health reports etc.) about the students studying at the SFL and archives the exams, portfolios and absence sheets.

Financial Affairs Staff, Murat KARAKUŞ, organizes and documents the process about the use of the SFL budget and the payments pertaining to the staff (salaries, extra hours, travelling expenses/daily wages) in accordance with the regulations.

Salary Trustee, Osman LEBE, takes control of the salary payments, extra hours' payments, promotion, SSI, PPS, Language Compensation, and, when required, accommodation expenses of the SFL staff along with making lodging rent deductions, execution deductions and alimony deductions.

Stock or Movable Property Staff, Enver KESKİNKILIÇ, deals with the documents about the procedure regarding the office stock (registration, decrease, debit, stock).

Cleaning and Technical Work Staff: The staff in charge of the cleaning and technical work is responsible for helping the secretary of the SFL with solving the mechanical, electrical and technical problems, cleaning, keeping the building and the facilities ready for the service, dealing with the basic substructure facilities such as heating, dirty-clean water, electrical energy and communication systems.

1.5 TASKS AND RESPONSIBILITIES OF UNITS AND OFFICES

1.5.1 Accreditation Unit

The Accreditation Unit is responsible for planning, coordinating, and monitoring accreditation processes within the SFL. The Unit conducts accreditation studies in three main areas: administrative processes, educational activities, and assessment and evaluation systems. The Accreditation Unit operates under the supervision of the SFL Vice Director.

1.5.2 Professional Development Unit

Job description and responsibilities of the Professional Development Unit are to:

- identify instructors' professional development needs and carry out in-service development activities,
- organize in-service training programs and orientations for the newly-recruited instructors,
- keep the records of the activities regarding professional development,
- inform the instructors about the training opportunities in foreign language education such as conferences, symposiums, seminars, and workshops,
- keep up with the professional development activities and participate in them,
- perform the other activities assigned by the administration.

1.5.3 SFL Students with Special Needs Unit

The SFL Students with Special Needs Unit is responsible for identifying students with special needs in cooperation with instructors, collecting relevant information through student forms, providing academic and social support, assisting students in overcoming physical and attitudinal barriers they may encounter in their educational and social lives, and raising awareness among SFL staff and students regarding inclusive practices.

1.5.4 SFL Social Event Unit

The SFL Social Event Unit is responsible for organizing social events at the SFL such as sports competitions, film screening, end-of-year shows or city trips.

1.6 DECISION-MAKING PROCESS

The organizational structure of the SFL is designed to ensure that all members of the SFL academic staff are involved in the decision-making process. Both with respect to educational and administrative aspects of the SFL, instructors are engaged from the classroom level up. Instructors are encouraged to provide feedback to the administration and coordinators based on their experiences in the classrooms. Coordinators hold regular meetings with their module instructors and general evaluation sessions with all instructors to discuss issues and make decisions for the improvement of the educational program. All instructors are given the opportunity to participate in decision-making processes related to teaching and school operations.

1.7 GAUN SFL WEBSITE

Information related to the SFL, including news, announcements, academic and administrative staff information, and regulations, is available on our [website](#). The SFL website is maintained by the Vice Director responsible for student affairs.

Through the website, instructors and students can access information about the SFL, including academic and administrative staff, class schedules, the academic calendar, the examination calendar, student grades (OBS), attendance records, announcements, and relevant forms.

For general information about Gaziantep University, including university-wide announcements, news, and other academic units, please visit the [Gaziantep University website](#).

2 SFL POLICIES

2.1 CURRICULUM POLICY

The goal of the SFL is to provide effective English language instruction and to support students in completing their preparatory education successfully within one academic year. For this purpose, the curriculum sets realistic learning outcomes in accordance with the Common European Framework of Reference for Languages (CEFR).

The class schedule is designed to equip students with the linguistic and academic skills required for their departmental studies. These skills include reading, listening, writing, and speaking, which are developed in an integrated and communicative manner.

The SFL also supports the development of students' linguistic and lexical competence in order to enhance their use of English in future academic contexts.

2.2 QUALITY IMPROVEMENT POLICY

The main aims of our quality policy in education are to:

- educate individuals who are career-oriented at national and international level, and who have developed critical thinking, analytical, questioning, and problem-solving skills through a competitive educational approach; who are entrepreneurial, open to new ideas, self-confident, and responsible; who have internalised democratic values and national culture; who are able to interpret different cultures; who are open to communication and collaboration; and who possess artistic and aesthetic awareness as well as the competencies required by the knowledge society;
- continuously improve the quality of educational services by strengthening educational infrastructure, meeting the needs of society at the highest possible level, and fostering integration with the host society;
- adopt a management approach that aims to create a contemporary working environment that supports the quality management system.

2.3 ASSESSMENT POLICY

The SFL is committed to implementing assessment practices that are aligned with the curriculum and learning outcomes. Assessment is an integral part of the teaching and learning process and is used not only to support student learning but also to monitor student progress. Therefore, effective assessment plays a key role in determining the extent to which curriculum objectives are achieved.

Assessment is an ongoing component of the language learning process. In order to monitor student progress and determine their readiness to proceed to their departments, the SFL employs a range of assessment instruments. These include short quizzes covering vocabulary, grammar, reading, and listening; portfolio assessments evaluating students' writing and speaking skills, and module exit examinations.

The module exit examination consists of three parts: writing, speaking, and multiple-choice tests. The multiple-choice section assesses language use, reading, and listening skills. All examinations are prepared by the Testing Unit in accordance with test specifications and learning outcomes. In addition, a student performance component is included in the overall module grade.

The Testing Unit is responsible for ensuring that assessments are fair, reliable, and valid, and that they are free from any form of bias. It also ensures standardisation across all testing procedures and provides instructors with guidelines for test implementation. Furthermore, students are informed in advance about the structure and content of assessments, as well as the criteria used for evaluating productive skills such as writing and speaking.

Assessment results are communicated to students accurately and in a timely manner. In line with the principle that assessment supports learning, students are given opportunities to review their graded quizzes and portfolios, and learn from their performance.

Assessment procedures are clearly outlined in the Student Handbook and in the orientation materials, which are accessible via the [SFL website](#). The purpose of assessment is to identify areas of strength and areas requiring further support, thereby informing both teaching and learning processes.

2.4 CHEATING POLICY

A zero-tolerance policy is implemented with regard to cheating in examinations and in all assessment components, including quizzes and portfolios. In cases of academic misconduct, the student receives no grade for the relevant assessment and a grade of “0” (zero) is recorded. No make-up assessment is granted for students found guilty of cheating.

Before examinations, students are required to place all books, notes, and electronic devices on the instructor’s desk and to leave their bags at the front of the classroom. Invigilators remind students before the examination that any form of cheating will be reported and that disciplinary procedures will be applied in accordance with university regulations.

If invigilators identify or suspect the presence of unauthorised materials, including materials located on a student’s body, clothing, desk, or surrounding area, the incident is reported for investigation in line with institutional procedures. Students are informed of examination rules both in the Student Handbook and orally by invigilators prior to examinations. All students are expected to comply fully with these rules.

2.5 INVIGILATION POLICY

Assessment procedures at the SFL are implemented to ensure the security and fairness of examinations and to provide an appropriate testing environment for all students. The number of invigilators is assigned according to the type of examination; typically, one invigilator is assigned for written examinations, while two examiners (jury members) are assigned for oral production exams.

Invigilation Procedure

- Proficiency, placement, module exit, and final examination papers are prepared and distributed by the Administration and Testing Unit, and instructors are informed 20 minutes prior to the examination.
- Quiz papers are distributed and instructors are informed 10 minutes prior to the examination, as quizzes are administered during class hours.
- Examination materials are distributed by the invigilator in accordance with exam procedures.
- Examination rules and procedures are announced briefly to students prior to the exam.
- Student IDs are checked and attendance is recorded through a signed attendance sheet completed by both students and the invigilator.

- Examination papers and attendance sheets are collected and submitted to the Student Affairs Office (Room #408).
- Any incidents of academic misconduct or suspected cheating are formally reported and documented by the invigilators.

Invigilation Guidelines for Quizzes

1. Students arriving within the **first 10 minutes** of the quiz may be admitted. Anyone arriving later shall not be allowed to take the quiz. (*ID check is not required as instructors know their students*).
2. Students are strictly prohibited from leaving the examination hall during the **first 10 minutes** of the quiz. Once a student submits their papers and leaves, they cannot re-enter under any circumstances.
3. Briefly remind students of the rules, distribute the papers, and ask them to quickly check for any missing/defective pages before starting.
4. Invigilators have the authority to change students' seats if deemed necessary. Refusal to cooperate must be treated as a breach of exam order.
5. Ensure all mobile phones, smartwatches, and headphones are put away. Any cheating incident must be officially reported to the administration with evidence immediately.
6. If applicable, remind students that only markings on the optical forms will be evaluated; answers on the question booklet will not count.
7. Conclude the quiz at the exact announced time across all halls. Count and verify that the number of exam papers matches the signed attendance sheet before starting to grade them.

Invigilation Guidelines for Module Exit Multiple Choice Sessions & Writing Sessions

1. Invigilators must verify students' identification credentials before the exam begins to ensure that students are taking the exam in the correct examination hall.
2. Students arriving **30 minutes after the exam has started** shall **not be admitted** to the exam.
3. Students are strictly prohibited from leaving the examination hall during the first 30 minutes of the exam.
4. Invigilators must not leave the examination hall without a valid excuse.
5. The academic staff member assigned to the exam must remind students of the exam rules and distribute the exam papers and optical forms.
6. Students must be instructed to quickly check the pages of the exam booklets, and any missing, incorrect, or defective booklets must be replaced immediately.

7. The exam shall commence only after the required fields on the exam booklet and/ or optical forms have been filled out by the students.
8. Invigilators must not engage with their mobile phones and must actively monitor the examination halls throughout the duration of the exam.
9. Invigilators may change students' seating arrangements in the examination hall if deemed necessary. Disciplinary action for "disrupting the examination order" must be initiated against students who object to this rearrangement.
10. Invigilators are responsible for maintaining order and security during the exam for which they are assigned, and they must check whether students possess materials such as mobile phones, smartwatches, headphones, etc. The invigilator must immediately report any negative incidents that disrupt exam security, such as cheating, to the floor supervisor (academic staff) and the administration, and must write an official report (minutes). This report, along with the evidence of cheating, must be submitted to the Faculty Deanery via the Directorate of the School of Foreign Languages (SFL) by the assigned invigilators.
11. In multiple-choice exams, the completion/marking of the optical form is essential, and any markings made on the question booklet shall not be evaluated. Therefore, verbal information regarding this matter MUST be provided during multiple-choice exams.
12. A student who has submitted their exam documents and left the hall shall not be readmitted to the examination hall under any circumstances.
13. Exams must be concluded at the announced time in all examination halls.
14. At the end of the exam, invigilators are required to check whether the number of students on the attendance sheet matches the number of exam documents. They must sign the invigilator section on the exam attendance sheet and personally deliver the documents listed below in full to the relevant Testing Unit:
 - Attendance sheet signed by the invigilator
 - Exam question booklets
 - Optical forms
 - Extra question booklets, if any
15. All documents contained within the exam envelope must be checked by the invigilating academic staff member. The assigned invigilators shall be held responsible for any deficiencies or discrepancies.

Guidelines for Conducting Module Exit Speaking Exams

Before the Exam

1. Make sure the mobile phone has sufficient storage space.
2. Make sure the battery is fully charged.
3. Open your voice recorder app.
4. Do a short test recording to confirm the microphone is working.

During the Exam

1. **Press RECORD** to start the recording before the first student begins their speaking performance.
2. **Before** each student begins, ask them to state their **full name clearly and aloud**, and **note the timestamp** at which their speaking performance begins.
3. When the student finishes, press **PAUSE** — **do NOT stop/end the recording**.
4. When the next student is ready, press **PAUSE** again to resume the same recording. Repeat Steps 2–4 for each student.
5. After the last student finishes, press **STOP** to end and save the recording.

Important Reminders

Single File Rule: The entire exam sessions must be recorded as **one single audio file**. Never create separate files for individual students.

Pause vs. Stop: Never press **STOP** between students; exclusively use the **PAUSE** function until the entire exam is over.

File Labeling: Name the saved file clearly using the following format:
ClassCode_Date_SpeakingExam (e.g., *D203_20.07.2026_SpeakingExam*).

Submission: Immediately after the exam, share the audio file along with the completed timestamp tracking sheet via email (gantepyabdil@gmail.com).

2.6 STAFF RECRUITMENT POLICY

The success of the SFL relies on its ability to attract the best staff available. Recruitment methods must be fair, efficient, and effective. The SFL is committed to providing high quality programs. To support the achievement of this objective, we recognize the importance of employing the most suitable instructors. The steps of the recruitment are as follows:

Turkish Staff¹

1. The Director of the SFL sends a staff request form to the Rector's Office stating the total number and qualifications of instructors necessary for the school.

¹ This procedure is mandated by Higher Education Council's Regulation "ÖĞRETİM ÜYESİ DIŞINDAKİ ÖĞRETİM ELEMANI KADROLARINA YAPILACAK ATAMALARDA UYGULANACAK MERKEZİ SINAV İLE GİRİŞ SINAVLARINA İLİŞKİN USUL VE ESASLAR HAKKINDA YÖNETMELİK"

2. The Rectorate informs the Council of Higher Education and asks for approval of academic position.
3. The Academic Recruitment Announcement is published on the website of the Council of Higher Education and GAUN. In the position announcement, candidates are informed about deadlines and exam dates as well as requirements.
4. The SFL Executive Board assigns jury members.
5. Candidates apply in person or by post with the documents necessary for the application (CV, diploma, transcript, certificate of exemption from military service (for male candidates), Academic personnel and postgraduate education entrance exam result, Foreign Language exam result and the proof of the length of experience).
6. Jury members evaluate the applications in terms of necessities and requirements as announced.
7. Candidates who meet the essential criteria for the position are invited to the oral exam.
8. The oral exam is conducted.
9. After the exam, the results are announced online.

International Staff

1. Foreign candidates hand in their CVs and other documents to the SFL to apply for an instructor position.
2. The Director of the SFL interviews the candidate.
3. The application documents of the candidate are sent to the commission of Foreign Staff Office.
4. The Rectorate informs the Council of Higher Education and asks for approval of academic position.
5. Once they have been approved, the candidates start to work at the SFL.

2.7 STAFF ORIENTATION POLICY

The SFL believes that professional development has a significant contribution to effective teaching and learning. Therefore, support, guidance and opportunities are provided to the instructors based on their needs and interest areas. For the staff that has just started to work for the SFL, induction programs are organized (see <http://ydyo.gantep.edu.tr/pages.php?url=oryantasyon-sunumu-50>). Each new instructor is given an orientation program and assigned a mentor with at least 10 years' experience in the institution. This mentoring relationship continues along one module- at least seven or eight weeks.

During this process, some activities such as seminars, workshops, classroom observations, short courses, action research, classroom management, team-teaching, mentoring and coaching or reflective teaching and learning are carried out for the orientation of new instructors. Thus, the adaptation process is facilitated.

2.7 STAFF ORIENTATION POLICY

For staff newly appointed to the SFL, induction programmes are organised to facilitate their adaptation to the institutional environment and to support their professional development.

At the beginning of the process, a brief presentation is delivered by the Vice Director responsible for new staff. Following this, each new instructor is assigned a mentor with at least 10 years of institutional experience. This mentoring process continues for one module (approximately 7–8 weeks).

During the induction period, new instructors are supported through a range of activities, including mentoring, classroom observations, team teaching, coaching, and reflective teaching practices. In addition, they are encouraged to participate in institutional wellbeing activities, which aim to support their integration into the SFL community and enhance their overall professional experience. These activities aim to facilitate the adaptation of new instructors to the teaching and learning environment of the SFL.

2.8 STAFF DEVELOPMENT POLICY

The overall aim of academic staff development is to support the professional growth of instructors and enhance the quality of teaching and learning at the SFL. Academic staff development needs are identified throughout the academic year as part of the School's continuous improvement processes.

Within the annual planning cycle, classroom observations are conducted by the Director, particularly for novice instructors. These observations are scheduled in advance and used as part of the developmental feedback process.

In addition, staff development needs are identified through questionnaires and needs analysis reports. The results of these instruments are used to determine areas in which instructors may require or request further support.

Where appropriate, professional development opportunities such as seminars, workshops, and similar activities may be organised in response to identified needs.

The SFL also encourages academic staff to take responsibility for their own professional development. Instructors may pursue postgraduate studies (Master's or PhD) at Gaziantep University or at other institutions while working at the SFL.

2.9 FEEDBACK POLICY

The aim of the Feedback Policy is to establish an effective communication system with academic staff and to take into account the needs and expectations of individual instructors. Feedback is regarded as an essential component of the SFL's continuous improvement process.

Regular feedback activities are conducted to evaluate the strengths and areas for improvement of academic and administrative practices within the School. These activities contribute to the ongoing development of educational programmes and institutional processes.

Feedback is collected through both individual and group meetings with the Director and Vice Directors, as well as through written surveys. The information gathered is used to consider staff views, requests, and suggestions within institutional planning and decision-making processes.

2.10 COMPLAINTS POLICY

Complaints provide an opportunity to identify areas for improvement. Therefore, the complaints policy is an important part of the SFL's quality assurance system. The School encourages an environment in which constructive complaints are valued and contribute to the positive experience of both staff and students.

The SFL establishes an open, fair, and transparent complaints policy designed to ensure prompt resolution at the earliest possible stage. Where possible, complaints are resolved informally and promptly between the relevant parties, and the formal process is initiated only if this approach is unsuccessful.

Complaints are handled with an appropriate level of confidentiality, and information is shared only with those directly involved in the investigation.

2.10.1 Staff Complaints

In case of problems related to students or the physical conditions of classrooms, offices, or the building in general, instructors first report the issue to the administration. Such issues are generally addressed in a constructive and cooperative manner. However, if an issue is serious and disrupts the teaching and learning process, instructors may submit an official petition through the Electronic Document Management System (EBYS) to initiate a formal procedure.

SFL staff may also submit their requests, complaints, and suggestions for improvement through [GİMER](#), the Gaziantep University Quality Management System, or through [CİMER](#) (Presidential Communication Center).

3 CODE OF PROFESSIONAL PRACTICE

3.1 EXPECTATIONS

The aim of the SFL is to provide students with the opportunity to develop language competences and skills that will support their undergraduate studies and future professional lives. In line with this aim, instructors are expected to maintain a high standard of professional conduct.

In order to ensure high-quality education, academic staff are expected to be committed to the School's mission, vision, and objectives. Instructors are required to carry out their duties and responsibilities in a timely and appropriate manner.

As teamwork is essential to the effective functioning of the School, instructors are expected to collaborate, support one another, and contribute positively to a collegial working environment. Regardless of experience level, all instructors are expected to engage in continuous professional development and improvement. The utmost expectation is to work collaboratively towards the enhancement of the School's educational programmes.

3.2 RECORD KEEPING

Instructors are required to maintain accurate records of student attendance for each lesson and to keep assessment grades up to date throughout each module. Records must be maintained both in hard copy and through the OBS, in accordance with institutional procedures.

Detailed record-keeping procedures are outlined below:

3.2.1 Student Attendance

Instructors are required to take attendance for each class hour and maintain accurate attendance records both in hard copy and through the OBS. At the beginning of each quarter, attendance lists for the courses they teach are provided to instructors. Students are required to sign the attendance list for each class hour they attend.

At regular intervals, instructors are responsible for entering attendance records into the OBS system, which can be accessed via the SFL website using their OBS credentials.

	Contact hours/week	Absenteeism limits/module
Level A1	23	36
Level A2	23	36
Level B1	23	36

As seen above, in all groups, the excused and unexcused absenteeism limit for each module is approximately 36 hours.

Students are subject to attendance requirements defined at the beginning of each module. Students who exceed the absenteeism limit are considered to have failed the module due to absenteeism and are not eligible to take further examinations for that module. However, grades obtained prior to this status are included in the overall module average. Students who exceed the overall annual absenteeism limit fail the preparatory programme.

Students who fail due to absenteeism may continue attending classes; however, they are not eligible to participate in any subsequent examinations following the date of failure.

Medical reports and official permissions are evaluated by the School Administration in accordance with Gaziantep University regulations (Associate's and Bachelor's Degree Education and Examination Regulations, Article 11). Approved documents must be submitted to the SFL Student Affairs Office within three working days of the relevant absence.

In line with this attendance policy, instructors are required to maintain accurate attendance records and to enter them regularly into the OBS. Hard-copy attendance sheets with student signatures are also submitted to the Student Affairs Office at regular intervals for archiving.

3.2.2 Assessments and Exams

In addition to maintaining accurate attendance records, instructors are required to keep complete records of student assessments and examination scores for each module. Hard copies of examinations and assignments must be retained throughout the module and submitted to the SFL Student Affairs Office for archiving at the end of each module.

Instructors are also required to enter student assessment and examination scores into the IBS (Integrated Information System) within the designated timeframe. They are expected to carefully check all entered data before publishing grades on the system.

For certain examinations, proctors or first graders may be required to return exam materials in sealed envelopes to the SFL Student Affairs Office, where they are distributed to the assigned graders. This procedure is communicated in advance of the examination and must be followed by all instructors.

3.3 WORKING HOURS

Instructors are required to be present at the School during the hours specified in their weekly schedules, which are issued by the Administration at the beginning of each module. In addition, when necessary, instructors may be required to be present at the School at designated times to fulfil institutional duties assigned by the Administration.

Instructors are expected to hold one regular office hour per week in addition to their teaching schedule. Students may attend office hours for academic consultation and support.

3.4 ABSENTEEISM FROM WORK

All leave and absences must be approved by the Administration in advance. Even in cases where instructors do not have scheduled teaching duties, they are required to obtain official permission before travelling outside the city.

Instructors may consult the Vice Directors regarding leave procedures or any related questions. Leave is granted in accordance with the provisions of Civil Servants Law No. 657 and the Higher Education Law No. 2547.

Under these regulations, various types of leave are available as outlined below:

3.4.1 Annual Leave

All instructors, as civil servants, who have completed at least one year of service are entitled to annual leave. Within the first ten years of employment, instructors are entitled to 20 days of annual leave. After ten years of service (including the tenth year), the annual leave entitlement increases to 30 days.

All annual leave requests must be approved by the SFL Director prior to the leave period. If annual leave is to be taken abroad, approval must also be obtained from the Rector.

Annual leave must be taken within the relevant year or the following year; otherwise, unused leave days will expire in accordance with applicable regulations. It should be noted that a maximum of 15 days of annual leave may be carried over to the following year.

Annual leave cannot be taken during official academic calendar periods.

3.4.2 Excused Leave

All leave entitlements are granted in accordance with the applicable provisions of Law No. 657 on Civil Servants and other relevant legislation.

Female instructors are entitled to maternity leave consisting of 16 weeks in total (8 weeks before and 8 weeks after childbirth). In the case of multiple pregnancy, an additional two weeks are granted before childbirth. Subject to a medical certificate, an instructor who is fit to work may continue working until three weeks before the expected date of birth; in such cases, the period worked is added to the postnatal leave.

Male instructors are entitled to 10 days of paternity leave upon the birth of their spouse's child.

Instructors are also entitled to paid leave in cases of marriage or bereavement. This includes up to 7 days of leave for the instructor's own marriage or the marriage of their child, and in the event of the death of the instructor's spouse, child, parent, sibling, or the corresponding relatives of the spouse, in accordance with applicable legislation.

Following maternity leave, female instructors are entitled to breastfeeding leave in accordance with legal regulations. During the first six months after childbirth, they are granted 3 hours per day. This is reduced to 1.5 hours per day for the following six months. The instructor may determine the timing and frequency of this leave.

3.4.3 Sick Leave

Instructors who are unable to attend work due to health reasons are required to submit a medical report issued by an authorised healthcare provider in accordance with institutional procedures. The report should be submitted to the Administration as soon as possible.

Sick leave is regulated in accordance with applicable social security legislation and Civil Servants Law No. 657. Entitlements and payments during sick leave are handled within the framework of these regulations.

3.4.4 Academic Conference Leave

Instructors may be granted leave to attend congresses, conferences, seminars, and similar academic or professional development events.

For domestic events of up to one week, leave may be approved by the SFL Administration. Requests to attend academic events must be approved by the SFL Director. Participation in international events or events exceeding seven days requires approval from the Rector.

Where applicable, expenses related to participation (such as presentations or posters) may be reimbursed by the University in accordance with Rectorate regulations and within the limits determined by the University. Reimbursement requests for both domestic and international events are subject to Rector approval.

As a general guideline, support may be provided for up to two domestic events per year or one international event, depending on budget availability and institutional priorities.

Leave and travel approval requests should be submitted at least one month in advance.

3.4.5 Cover for Absenteeism

In cases of leave during the academic calendar, the Vice Director may arrange for another instructor to cover the missed classes, temporarily merge classes, or redistribute students among other classes within the same course level, as necessary. Attendance sheets are provided to the covering instructor and are returned to the original instructor upon their return to work.

In the case of leave of coordinators or members of the Testing Unit for up to three weeks, other coordinators or staff members assume their duties and responsibilities. For absences exceeding three weeks, a replacement instructor may be appointed to the relevant position.

3.5 MEETINGS

Academic and administrative staff meet regularly throughout the year at various levels to discuss teaching, assessment procedures, quality activities, and institutional strategies. Meeting agendas are prepared and shared in advance. Meeting minutes and summary reports are compiled and archived.

Regular meetings ensure that staff have sufficient opportunities to discuss and carry out their duties in a structured and collaborative environment.

3.5.1 Meeting Types

Meetings are organised regularly within the SFL at different levels of the organisational structure to support communication, coordination, and the continuous improvement of teaching and learning processes.

The SFL administration, coordinators, and Testing Unit hold meetings throughout the academic year to review and develop the English language programme. These meetings may address curriculum design, teaching materials, assessment tools, and programme outcomes. They are chaired by the Head of Department and are held as needed.

Coordinator meetings are held at the beginning of each module to ensure consistency across courses and to support collaboration on curriculum implementation, materials, and assessment practices. These meetings might be conducted more than once during a module when required.

The Testing Unit holds meetings prior to major examinations to provide guidance to invigilators and markers and to ensure standardisation of assessment procedures. Additional internal meetings may also be organised to review examination processes.

The Administration may also hold small group or individual meetings with instructors to provide feedback, clarify expectations, and support communication within the School.

General meetings chaired by the Director and attended by academic staff are held at the beginning and end of academic terms to review teaching processes, curriculum implementation, and assessment outcomes.

In addition to the above, other institutional meetings may be organised during the academic year as required. These may include administrative briefings and academic coordination meetings. Meeting schedules, participants, and formats are determined according to institutional needs.

3.5.2 Meeting Documents and Document Filing

For each meeting type, relevant documents are prepared and archived in accordance with institutional procedures to ensure effective communication within the organisational structure. These documents provide a written record of discussions and decisions and are maintained by the relevant meeting chair in hard copy.

- **Meeting Agenda:** The agenda is prepared by the meeting chair and circulated to participants in advance. It outlines the topics to be discussed and allows participants to prepare for the meeting.
- **Meeting Minutes:** Minutes are recorded during the meeting and summarise the discussions and decisions taken.
- **Summary Report:** A summary report is prepared after the meeting by the chair or a designated participant. It provides an overview of key discussions and decisions for future reference.

3.6 COMMUNICATION IN THE SFL

Electronic communication within the SFL is carried out through two main channels: the Electronic Document Management System (EBYS) and institutional email groups. In addition, informal communication tools may be used where appropriate to support internal coordination.

3.6.1 Electronic Document Management System (EBYS)

The Electronic Document Management System (EBYS) is used within the SFL to support official communication, particularly for administrative processes and the assignment of duties. It is a nationwide system used by public institutions in Türkiye for managing official correspondence between departments.

EBYS also enables communication between the SFL and other units of Gaziantep University, including the Rectorate. It provides a secure, efficient, and accessible platform for the distribution of official documents and tasks.

All academic and administrative staff are automatically registered to the system by the IT Department and have access using their personal login credentials. Official announcements and assignments are delivered through EBYS, and staff are notified upon delivery.

Staff are expected to check the system regularly and complete assigned tasks within the specified timeframe.

3.6.2 Email Communication

Another official communication channel within the SFL is the institutional email group. Each academic staff member is included in the mailing list using their official email address.

Staff are expected to check their emails regularly, as most announcements, including invigilation duties, assessment-related information, meeting notifications, and administrative tasks, are communicated via email.

3.7 TEACHING LOAD

Instructors are required to deliver a minimum teaching load of 12 hours per week. Teaching schedules are assigned by the Administration at the beginning of each academic quarter, and instructors are provided with both electronic and hard copies of their schedules.

The SFL weekly teaching load is organised as approximately 23 hours of instruction per week. Teaching is distributed across weekdays, Monday to Friday.

The standard daily teaching schedule is structured as five instructional hours per day; however, on Wednesdays and Fridays, the teaching load is reduced to four hours per day in accordance with the weekly timetable structure.

The detailed schedule is provided below:

Class Hours	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45					
10:00-10:45					
11:00-11:45					
12:00-12:45	Lunch Break	Lunch Break		Lunch Break	
13:00-13:45					
14:00-14:45					

3.8 DRESS CODE

Instructors are expected to dress in a neat and professional manner while at work. Their attire should be appropriate for the academic environment and professional standards of the institution.

Instructors are particularly expected to give additional attention to their appearance during official university events and when representing the SFL in meetings, conferences, and other formal occasions.

3.9 RESOURCES

The SFL administration regularly reviews and evaluates institutional resources to ensure that an adequate level of support is available for the effective delivery of teaching and learning processes. The following section outlines the main categories of resources.

3.9.1 Physical Resources

The inventory of physical resources is regularly updated and monitored by the administrative unit to prevent any disruption to teaching and learning activities. When additional physical resources are required, the administrative unit is responsible for initiating the necessary procurement procedures in accordance with institutional regulations.

3.9.2 Human Resources

Human resources planning is carried out regularly by the SFL Administration. This process takes into account institutional needs such as changes in student enrolment and the expansion of academic

programmes. Based on these evaluations, the SFL Administration assesses staffing needs and submits requests to the Rectorate for the recruitment of additional personnel.

The SFL Administration is responsible for managing the recruitment process of foreign national staff, subject to approval by the Rectorate. For Turkish national staff, recruitment requests are submitted to the Rectorate, which then forwards them to the Council of Higher Education (YÖK) for final approval prior to the recruitment process.

3.9.3 Distribution of Resources

Instructors may contact the SFL Secretary in case of a need for office materials. If the requested items are available, the Secretary is responsible for initiating the procurement and distribution process.

Coursebooks and supplementary teaching materials are identified and distributed by the Vice Directors to ensure that instructors have the necessary resources for instructional activities. Instructors are provided with updated materials when revisions occur.

Additional instructional materials such as photocopiable handouts, worksheets, and speaking activities are prepared and distributed by coordinators at the beginning of each module.

3.9.4 Damaged and Lost Materials

Instructors are required to report any damaged or lost materials to the responsible officer, who will arrange replacements and update the inventory records accordingly. Where the loss or damage is attributable to the instructor, they may be required to compensate for the replacement cost.

In cases of damaged or lost coursebooks, instructors should report the issue to the Vice Directors for replacement procedures.

3.10 INVIGILATING AND GRADING OF EXAMS

All academic staff in the SFL are involved in the assessment process and are expected to follow the guidelines issued by the Administration and the Testing Unit. Throughout the academic year, instructors are assigned on a regular basis to invigilate and grade examinations. The exam schedule is announced at the beginning of each academic year and module.

Prior to scheduled examinations, instructors are informed about invigilation and grading procedures by the Vice Directors or the Testing Unit. For in-term assessments such as quizzes and portfolio work, instructors are responsible for grading their own classes. For placement, module exit, final, re-sit, and proficiency examinations, invigilation and grading duties are distributed by the Vice Directors to ensure balanced participation among academic staff.

During invigilation, instructors are expected to follow the procedures determined by the Testing Unit. They are informed of these procedures via email and meetings prior to examinations and are responsible for ensuring that they have the necessary materials, such as the correct number of exam papers or audio equipment.

Answer keys for objective assessments and rubrics for subjective assessments are provided by the Testing Unit. Instructors are expected to grade examinations in accordance with these documents and to apply any updates communicated by the Testing Unit.

Instructors may consult the Testing Unit for support regarding the administration of examinations. Detailed procedures for invigilation and grading are provided in the Quality Manual (Sections 4 and 6).

4 UNIVERSITY PROCEDURES

4.1 Academic Calendar

The academic calendar is determined by GAUN Senate and can be found on [GAUN website](#).

4.2 Safety Compliance and Regulations

This section outlines safety compliance procedures at Gaziantep University (GAUN), including emergency planning, safety resources, and monitoring of physical infrastructure to ensure compliance with national regulations. Safety-related records and compliance processes are coordinated by the Civil Defence Directorate and the Civil Defence Council within the GAUN Rectorate.

4.2.1 Maintenance of the Building

Building maintenance and safety records are managed by the Civil Defence Office, including documentation of classrooms, laboratories, cafeterias, and other university facilities. The maintenance and safety conditions of campus infrastructure are reviewed annually through reports prepared by the Civil Defence Council.

4.2.2 Safety Compliance Regulations

Safety compliance regulations are coordinated by the GAUN Rectorate. An annual Civil Defence Plan is prepared to ensure the safety and protection of students and staff across the university. Safety-related procedures, emergency planning, and compliance with national regulations are monitored through Rectorate-level reports and institutional oversight mechanisms.

4.2.3 Emergency Situations

GAUN maintains building safety standards in accordance with national regulations to mitigate risks arising from emergencies such as earthquakes or power outages. In the event of a power failure, backup generators are activated to ensure continuity of essential services.

The university has established emergency response procedures, including fire safety systems and evacuation plans, which are regularly maintained and inspected in accordance with institutional safety standards.

In emergency situations, designated areas within the building may be used in accordance with official civil defence planning. Emergency response teams, including fire response, rescue, first aid, coordination, and technical support teams, are assigned from academic and administrative staff. These teams receive appropriate training and are supported by the Civil Defence Council.

Emergency Services (Ambulance, Police, Gendarmerie, Fire)	112
Electrical Failure	186
Water Failure	153
Natural Gas Failure	187

Emergency Numbers

5 DISCIPLINARY ISSUES

5.1 Disciplinary Issues for Staff

This section outlines the principles of professional conduct, ethical behaviour, and performance expectations for academic staff. It also defines the procedures that may be applied in cases of misconduct or inadequate performance.

5.1.1 Ethics

Public officials are required to comply with the ethical principles set out in the *Regulation on the Principles of Ethical Behaviour of Public Officials and Application Procedures and Essentials*, which entered into force following publication in the Official Gazette dated 13/04/2005 and numbered 25785.

These principles form part of the regulatory framework governing public service and contribute to the development of ethical awareness, professional responsibility, and integrity in the execution of duties.

5.1.2 Attitude and Behaviour

The conduct of academic staff towards students and colleagues is regulated under Higher Education Law No. 2547 and Civil Servants Law No. 657.

Staff are expected to act in a professional, respectful, and collaborative manner, taking into account institutional values and public service responsibility. Behaviour that may negatively affect the rights of others or is inconsistent with professional ethics is not acceptable within the institution.

5.1.3 Poor Performance

Poor performance of instructors may be identified in the following situations:

- If a majority of students in a class raise concerns regarding an instructor, interviews may be conducted with both students and the instructor to identify the underlying issues. Following

this process, an improvement plan may be implemented with clearly defined goals and a specified timeframe.

- If an instructor's time management in relation to teaching hours, feedback, or procedural responsibilities negatively affects the learning process or the duties of other instructors, the Vice Director may initiate appropriate action in consultation with the instructor concerned.

5.1.4 Conduct, Discipline and Grievances

Academic staff are expected to act in accordance with Law No. 2547 and Civil Servants Law No. 657 in the performance of their duties and responsibilities at the SFL.

Any behaviour that is in violation of applicable legislation and subject to disciplinary action is defined and regulated under the relevant provisions of the Council of Higher Education (YÖK). Disciplinary procedures are implemented in accordance with these regulations.

In cases of concern or grievance, instructors have the right to submit written complaints to the relevant administrative authorities.

5.2 Disciplinary Issues for Students

This section outlines the Code of Student Conduct, expected student behaviour, and the disciplinary procedures and sanctions that may be applied in cases of misconduct.

5.2.1 Code of Student Conduct

The Code of Student Conduct is designed to support the SFL mission and to ensure a safe, respectful, and effective learning environment for all students. It defines the expectations of student behaviour as well as prohibited academic and non-academic actions. Violations of the Code of Student Conduct may result in disciplinary sanctions in accordance with institutional regulations.

5.2.2 Expected Student Behaviour

Students are expected to:

- demonstrate respect for the classroom environment and show tolerance towards differences among their peers;
- avoid behaviours that may disrupt the learning process, such as inappropriate use of mobile phones or engaging in irrelevant conversations during class;
- be considerate of the impact of their behaviour on others and support their peers when appropriate;
- be informed about course requirements and instructor expectations, and attend classes prepared with the necessary materials;
- attend classes regularly and punctually. Late arrival may result in restricted access to the classroom in order to avoid disruption of the learning process;

- communicate with instructors in a respectful manner when expressing questions, concerns, or complaints;
- act ethically in all academic work, including preparation, completion, and submission, and avoid any form of academic dishonesty or unfair advantage.

5.2.3 Expected Student Behaviour in Exam Conditions

- Students should not expect any explanations in either English or Turkish during examinations.
- Instructors are authorised to verify student identity, rearrange seating arrangements, and provide instructions regarding exam procedures.
- Instructors are authorised to initiate disciplinary procedures in cases of student behaviour that disrupts the administration of examinations.
- Any form of cheating is not permitted. If a student is found cheating or attempting to cheat, their examination paper will be collected and the student will be required to leave the examination room. Further disciplinary action will follow in accordance with institutional regulations.
 - Cheating includes, but is not limited to:
 - communicating with other students;
 - attempting to view another student's work;
 - using unauthorised written or digital materials;
 - using mobile phones or any other electronic devices, including smartwatches, wireless earphones, or similar equipment;
 - exchanging materials during the examination.

5.2.4 Sanctions

Sanctions are applied in accordance with Article 54 of Law No. 2547 and the relevant higher education regulations. Where a student is found to be in violation of the Code of Student Conduct and/or other university policies, one or more of the following disciplinary sanctions may be imposed:

- **Warning:** The student is formally warned regarding their behaviour and is expected to demonstrate improved conduct.
- **Reprimand:** The student is issued a written reprimand stating that their behaviour has been found inappropriate.
- **Suspension (1 week – 1 month):** The student is formally suspended from the SFL for a specified period and is not entitled to benefit from student rights and services during this time.
- **Suspension (1–2 semesters):** The student is suspended from the SFL for one or two semesters and is not permitted to access SFL services or facilities during the suspension period.

- **Expulsion from higher education institutions:** The student is permanently expelled from all higher education institutions in Türkiye.

For further information on disciplinary procedures, please refer to the [*Higher Education Student Discipline Regulations*](#) available on the university website.

*Supporting staff,
Strengthening practice,
Shaping the future.*



GAZİANTEP UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES



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