



# Internal Gender Equality Assessment

Yasar University

European Union Research Center



This research has been carried out by YU in the context of CALIPER project through the funded European Union's Horizon 2020 Research and Innovation under Grant Agreement No 873134.

## Executive Summary

In the context of the Horizon 2020 project, [CALIPER](#), the Yasar University (YU) has conducted an analysis to identify gender bias and inequalities inside the Institution.

This internal assessment followed the **three ERA priorities on Gender Equality** and examined them in the context of **specific activity/service areas** (e.g., human resources, institutional governance, institutional communication, research, teaching, student services, transfer to market, sexual harassment, intersectionality) inside YU.

The assessment depicts the situation based on data collected from the previous three years (2017-2018, 2018-2019, 2018-2020). YU has carried out the research activities (surveys, interviews, focus groups, desk research), involving different stakeholders (high-, and middle-management level, professors, researchers, etc.), and collected their qualitative and quantitative data.

These findings may lay the grounds for the design of the YU's Gender Equality Plan and its implementation and exploitation by the Institution as envisioned by the [CALIPER](#) project.



## Introduction

### Purpose & Scope

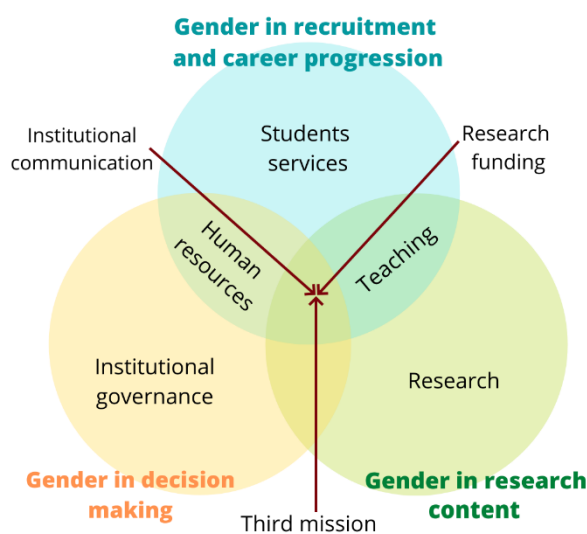
The internal assessment has been implemented by YU as the first step towards structural changes. The core goal has been to identify the existing gender bias and inequalities in internal processes, practices and procedures. The further analysis has concluded on the exact situation of the organisation and on the measurement units useful to compare and monitor the progress.

The internal assessment analysis has involved all the ERA priorities on Gender Equality<sup>1</sup>:

1. Removing barriers to the recruitment, retention and career progression of female researchers.
2. Addressing gender imbalances in decision-making processes.
3. Integrating the gender dimension in research and innovation content.

The above priorities have been addressed through the analysis of the following research institutions activity/service areas:

1. Human resources
2. Institutional governance
3. Institutional communication
4. Research
5. Student services
6. Teaching
7. Transfer to market
8. Gender/sexual harassment
9. Intersectionality



**Figure 1: Connections between ERA priorities and research institutions activity/service areas**

The matrix on the right represents how the 3 ERA priorities on gender equality in research touch upon the different activity- service areas/functions of YU.

<sup>1</sup> Communication of the European Commission of the 17.07.2017

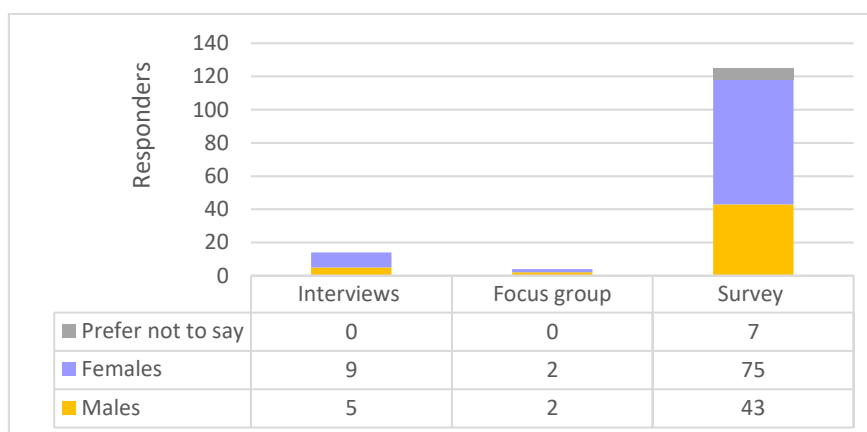
## Yasar University (RPO)

The internal assessment of the Yasar University (YU) that follows, stems from qualitative and quantitative data. They have been collected by the institution researchers, through desk research and policy analysis, interviews, surveys and focus groups.

### The data validation

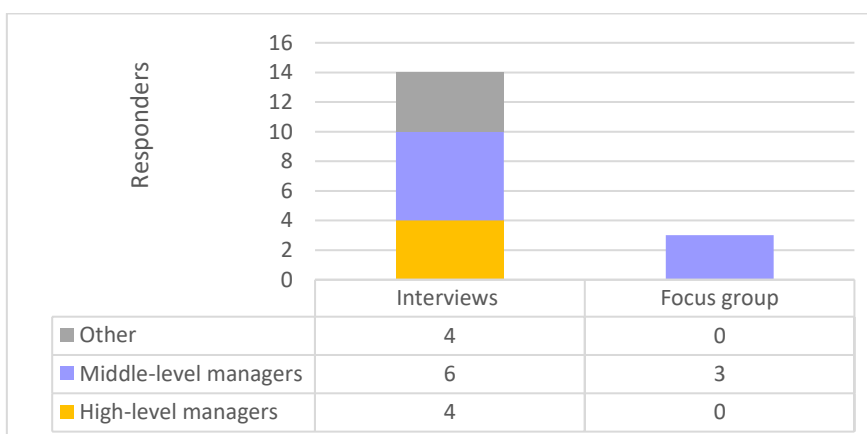
#### Source of data

The internal assessment analysis stems from qualitative and quantitative data that have been collected through desk research (see references), focus groups, interviews and surveys. The graphs below depict the stakeholders who participated in such research activities.



*Figure 2. YU responders gender distribution*

As for the professional profile of the responders, both high and middle-level managers took part in the interviews, while some middle-level managers participated at the focus groups.



*Figure 3. YU interviews and focus group responders' position in the organisation*

The survey has been mainly completed by staff of administrative offices, Associate Professors and Researchers. A small percentage of responses is comprised by Full professors, Research evaluators and staff of other offices as well as staff of HR offices.

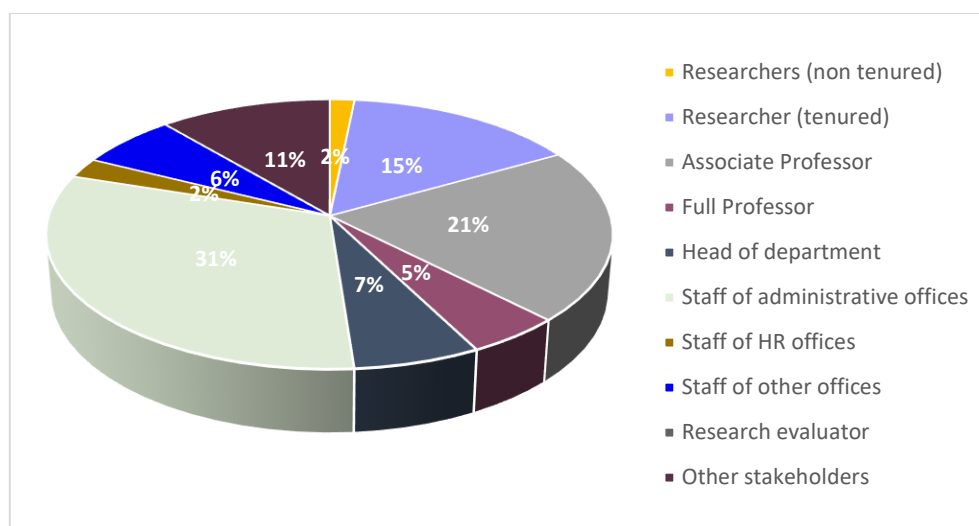


Figure 4. YU survey responders' position in the organisation

## Internal assessment analysis of the activity/service areas

### 1. Human resources

Starting from the sub-area of **recruitment** and the current status, there are articles to prevent gender bias in recruitment in Turkish Labour Law (No: 8425). "The principle of equal treatment" (article 5) of the Labour Law states that *"No discrimination based on language, race, color, gender, disability, political thought, philosophical belief, religion and sect and similar reasons can be made in the labour relationship....Unless the biological reasons or characteristics of the work require, the employer cannot make any direct or indirect treatment to a worker in the conditions of the employment contract, its implementation and termination due to gender or pregnancy. For a work of the same or equal value, lower wages cannot be agreed due to gender. The application of special protective provisions due to the gender of the worker does not justify the implementation of a lower wage."*<sup>2</sup> Besides the Labour Law mentioned above, at Yaşar University level, there are no gender sensitive recruitment protocols/policies or any policies to prevent gender bias either academic or administrative level recruitment. However, there is the "Administrative Staff Recruitment Procedures and Principles"<sup>3</sup> document which lists the objective promotion criteria and it mentions (article 5, b) "equal opportunity" in "promotions and appointments", however, there is no similar article in the academic staff recruitment procedures.

**Recruitment** and hiring are done based on the principles set out in the document for procedures and principles of academic and administrative staff regardless of gender. During the recruitment process, competence and expertise of the candidates are considered. According to the interviews with the Human resources department, it also encourages gender-sensitive recruitment processes by referring female candidates to units which are male-dominated or whose managers primarily prefer male candidates. They believe that *"it would be beneficial to provide gender equality-based recruitment and career advancement training to unit directorates" in order to only focus on the knowledge, skills and experiences of the candidates as opposed to their gender."*

<sup>2</sup> Turkish Labour Law (No: 8425): <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf>

<sup>3</sup> Administrative Staff Recruitment Procedures and Principles <https://www.yasar.edu.tr/yu-files/yonetmelik-yonerge/tr/67873749545537643618.pdf> and <https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/%C4%B0dari%20Personel%20C4%B0stihdam%20Usul%20ve%20Esaslar%C4%B1.pdf>

In terms of the career breaks evaluation, under the Turkish Labor Law, staff members are entitled to paid maternity leave and they also can obtain permits to take care of a family member with health problems. Paid maternity leave is 16 weeks, employees can take up to 6 months of unpaid leave following end of the paid leave. Accumulated leaves are used for family member care or unpaid leave can be obtained. The written request is forwarded to the managers and evaluated. The unit considers the workload during the absence of the employee. Such requests are never rejected by the management.

In relation to the sub-area of the **career progression**, there are no specific procedures. Career planning is made by unit managers and their top managers. These are not written and static. The priority is merit, competence and seniority. Gender-based evaluation is not done to support career progression of the underrepresented gender at the institutional level and there are no soft quotas, targets or female professorships positions.

With regards to the sub-area of **retention**, there are no fixed mechanism/measures to retain female/and male scholars to fields where they are underrepresented in YU. According to the statistics, resignation is the first reason for leaving the institution. Among the sub-breakdowns of these, there are reasons such as career opportunities abroad, career opportunities in a different city, spouse related leaves, changing cities for the educational futures of children, transition to state universities. Resignation due to marriage is in the first place in female employees. This is an opportunity provided by Turkish Labor Law. A female employee can terminate her contract within the first year of marriage. Following resignation for this reason, the employee can receive severance payment. In general, there are also resignations for reasons such as childcare and elderly care.

In the sub-area of **work-life balance**, the provisions of Labor Law No. 4857 are applied to academic and administrative staff in terms of employee rights, annual leave, other legal leaves and excuse leaves. The university aims to improve the work-life balance and reconciliation of work and family life. Staff members are entitled to the rights and privileges stated in the Turkish Labour Law. The working life is regulated according to the “Academic Staff Employment and Evaluation Directive<sup>4</sup>” and “Administrative Staff Employment Procedures and Principles”<sup>5</sup>. The HR department states that the University is “*among the exemplary institutions in terms of work-life balance. We are providing the staff members with opportunities to have various types of leaves. We introduced flexible working and teleworking opportunities for staff members during the covid-19 pandemic.*”

In the sub-area of **well-being**, the policies on equal pay, the university has a wage scale in which indicators such as education, work experience and competencies are used. Fees are determined according to qualifications, not gender and according to the provisions of Labor Law<sup>6</sup>.

The figures below depict the current situation.

<sup>4</sup>Academic Staff Employment and Evaluation Directive: <https://www.yasar.edu.tr/yu-files/yonetmelik-yonerge/tr/67873749545537643618.pdf>

<sup>5</sup> Administrative Staff Employment Procedures and Principles: <https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/%C4%B0dari%20Personel%20%C4%B0stihdam%20Usul%20ve%20Esaslar%C4%B1.pdf>

<sup>6</sup> ARTICLE 24 - (1) The provisions of Labor Law No. 4857 are applied to academic staff in terms of their salary rights. The determined monthly fees are valid for one year and the increase rates to be made are approved by the Board of Trustees. <https://www.yasar.edu.tr/yu-files/yonetmelik-yonerge/tr/67873749545537643618.pdf>



## Human Resources

### Recruitment

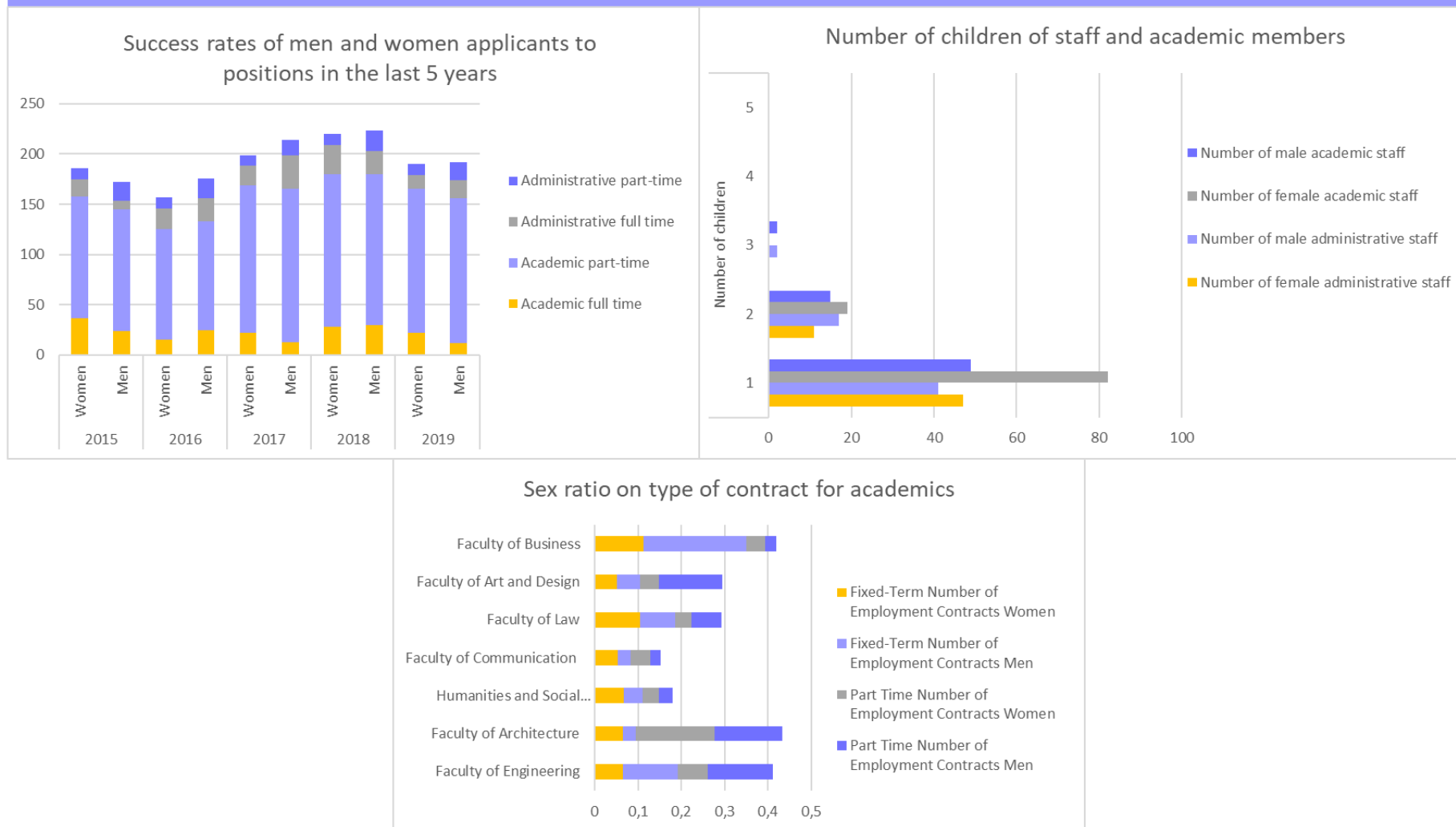
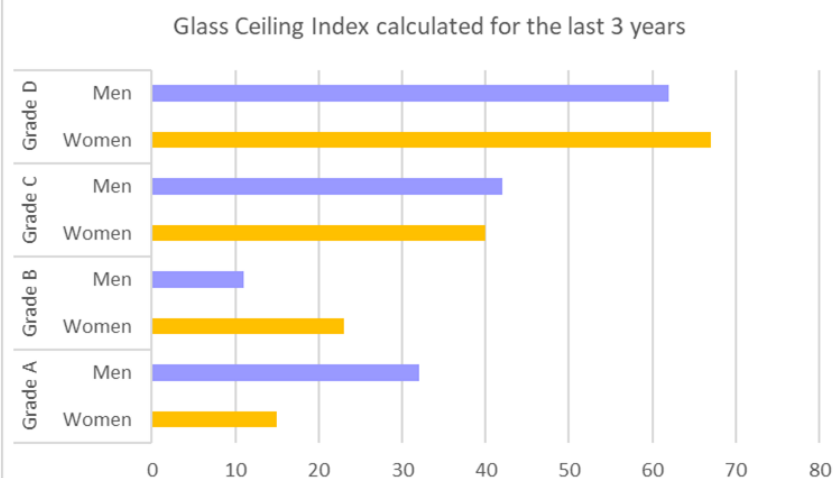


Figure 5. YU HR current situation (part A)

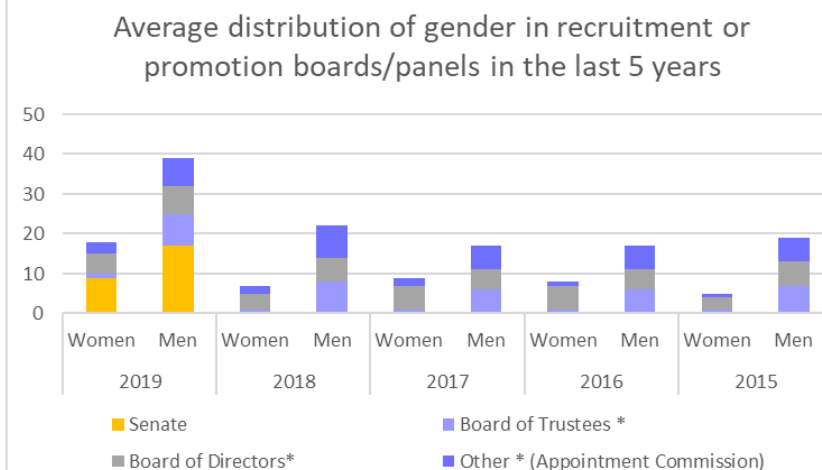


## Human Resources

### Vertical segregation



### Recruiting and promotion panels/boards



### Horizontal segregation

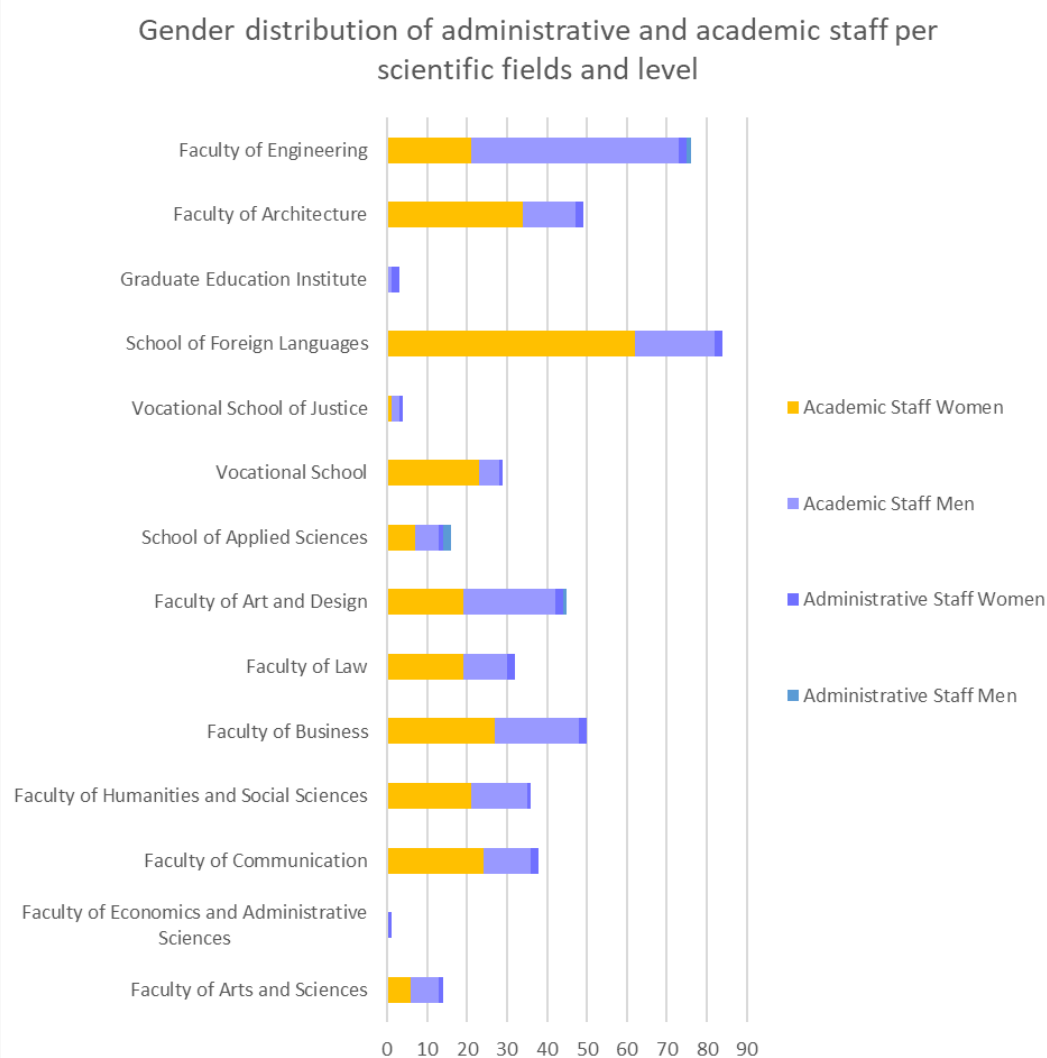


Figure 6. YU HR current situation (part B)

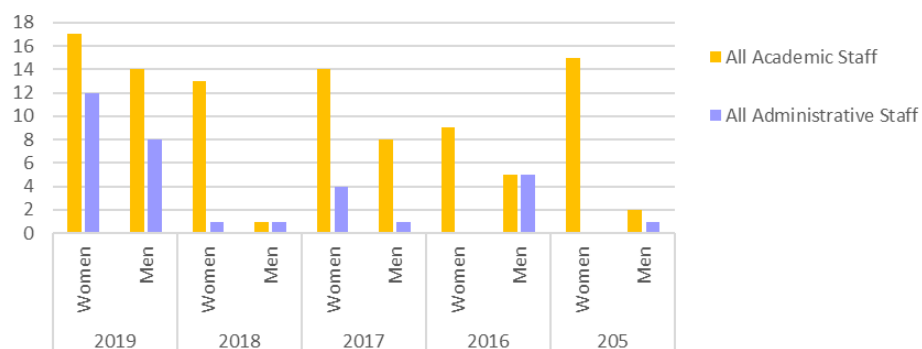




## Human Resources

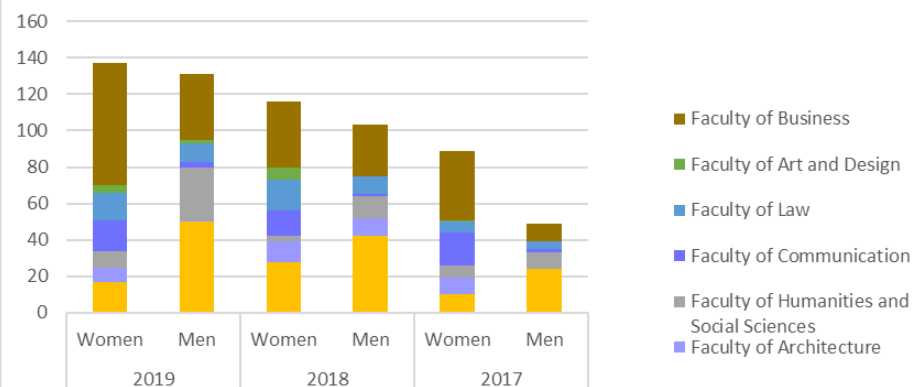
### Career progression

Number of women and men having achieved promotion in the last 5 years, both at the academic and administrative levels



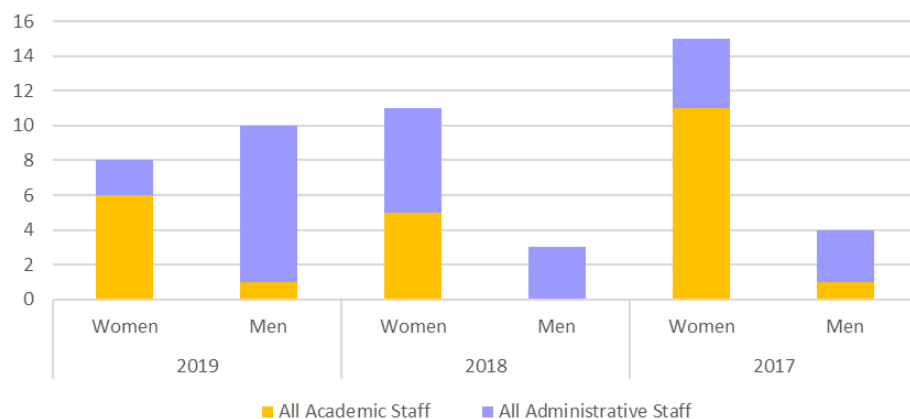
### Remuneration

Number and amount of rewards or additional remuneration by gender in the last 3 years



### Work-life balance

Parental leaves by gender in the last 3 years



Female career breaks and drop-outs in the last 5 years

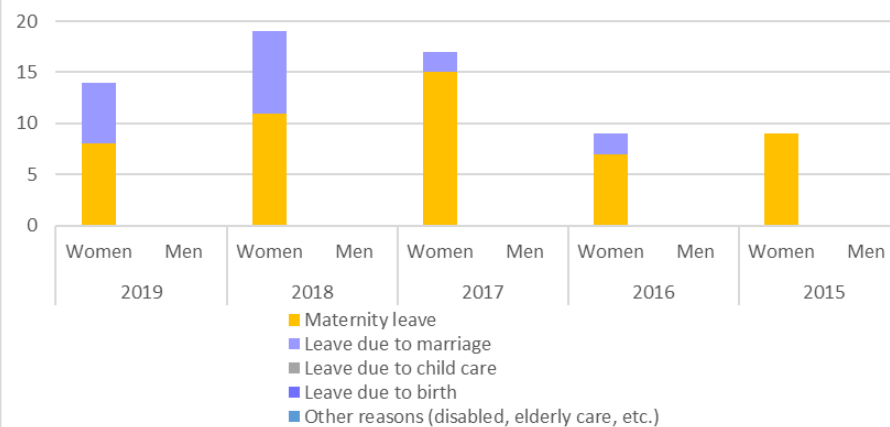


Figure 7. YU HR current situation (part C)



## 2. Institutional governance

YU does not have a specific program for **gender mainstreaming/gender equality**. However, the institution strongly encourages and supports academic research and publications regarding women's situation in Turkey, women's rights, employment of women, and violence against women.

There are two specific documents, which refer to gender equality in parts.; the Academic Integrity Policy<sup>7</sup> of the institution states that *"The University empowers all members and candidates, regardless of color, national origin, religion, gender, physical or mental disability, health status, marital status, age or citizenship, and does not allow discrimination or harassment"*; and Article 3 of The Social Media Procedures and Principles<sup>8</sup> document states that *"in social media accounts, posts about social events are made in line with the principles and values of Yaşar University. Expressions, voices and visuals that degrade, humiliate or target any person, institution, belief, race, gender, culture cannot be used/included."*

Since the institution adopts unity and equality as its main values many activities, seminars, projects and exhibitions are organized by the University in order to address the problems women face and promote gender equality. Over 50 articles have been published in the Journal of Yasar University regarding women's rights, gender issues and gender equality<sup>9</sup>. Positive developments regarding gender equality at the institutional level are the (1) newly established gender studies/women's studies center and (2) the inclusion of gender equality in the strategic plan for 2021-2027.

In terms of **gender disaggregated data**, YU does not have specific program, measures, procedures or tools for data collection on gender equality.

In relation to the sub-area of **decision-making**, the academic units, 3 out of 9 deans, 8 out of 11 vice-deans and 25 out of the 47 department heads are women. At the administrative level, 8 out of 21 directors and one deputy secretary are women. Although women are represented at the mid-level management and decision-making, there is a need for more women in top level decision-making positions.

YU does not have a **Gender Equality Plan** in place. There is no Gender Studies center at the university. The plan to establish such a center was accepted by the board of trustees and sent to Turkish Council of Higher Education for approval. The first working group of the university for gender was established by early 2020 within the scope of the CALIPER project. Gender is quite important to any research carried out in the academic field within the university. The consensus is that gender equality plays a major role in the daily lives of both men and women, in terms of the way they interact with the public, law, politics and the economy. YU plans to issue a gender contract (binding) and add it to the strategic plan with these objectives: incentives in publications, establishment of a unit, and tools to the goal. This will be achieved with the help of Center for Women and Gender Studies which was approved to be opened next academic term.

The figures below depict the current situation.

<sup>7</sup> The Academic Integrity Policy (<https://www.yasar.edu.tr/file/2018/12/yu-akademik-durustluk-metni.pdf>)

<sup>8</sup> The Social Media Procedures and Principles document (<https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Usul%20ve%20Esaslar%C4%B1.pdf>)

<sup>9</sup> Journal of Yasar University: (<https://dergipark.org.tr/en/pub/jyasar/archive>)

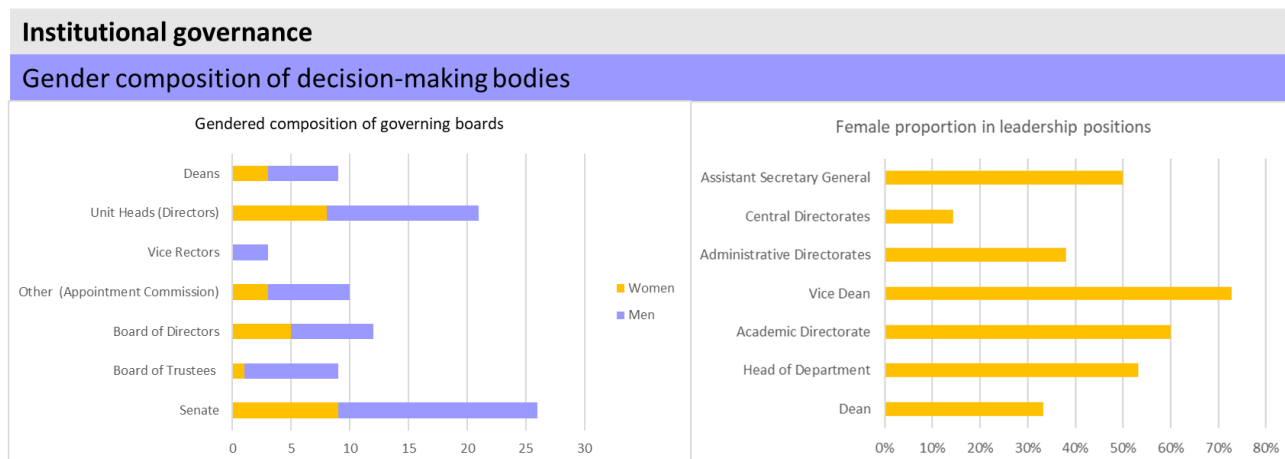


Figure 8. YU Institutional governance current situation

### 3. Institutional communication

Regarding the **external institutional communication**, gender sensitivity of general institution website and other printed publications was analysed. The following results are presented below:

- <https://ir.yasar.edu.tr/> there is male density in the images.
- <https://feng.yasar.edu.tr/> no sexist language/ neutral language
- <https://aday.yasar.edu.tr/> gender sensitivity in student images
- <https://www.yasar.edu.tr/kampuste-yasam/> Gender distribution in images is proportional, there is a balance between women/men/gender non-conforming people
- <https://spor.yasar.edu.tr> Women athletes are more visible.

Neither gender studies nor gender related research are featured on the university's website. YU has a wide range of services and policies, which are designed to make sure employees are treated with utmost respect and in a fair manner. Below are some policies and services that have relevance to the equality policy;

- Employment of disabled personnel
- Harassment and bullying policy
- Flexible working hours to accommodate different religious engagement
- Supportive and family friendly policies

There is no dedicated webpage for gender equality.

Social Media Procedures and Principles Document of the university is one of the main institutional documents that refers to gender. Article 3 of the document states that *“(1) Yasar University Social Media Unit; produces projects to create a common language of communication within the university. This project produces its contents in a way to strengthen the corporate identity of Yasar University and improve its reputation. (2) In the social media accounts of the University, all kinds of content that will continue to interact with the target audience of Yasar University and are shared according to the institution's privacy policy. (3) In social media accounts, posts about social events are made in line with the principles and values of Yasar University. Expressions, sounds and visuals that degrade, humiliate or target any person, institution, belief, race, gender, or culture are not included. (4) Shares that encourage violence, spread fear, cause traumas, damage the principles of equality and justice, degrade human dignity or encourage discrimination are not included in the accounts. (5) Questions and comments on the university's social media accounts are answered as soon as*

possible.”<sup>10</sup> Furthermore, the university uses UNDP's gender sensitive communication guide and recommend this document to the staff members working with digital media.

There are quite a few examples showing the presence of dedicated communication activities promoting women (and/or other underrepresented groups) in science. Examples of the activities dedicated to promoting women in the last three years:

- Art against violence workshop
- Women entrepreneurship panel
- Gender Policies in the time of crises workshop
- We Yoga the Life
- INARfest/Inspirational pianist's achievement talk
- University Education and Career Planning Days
- Reach Out Conference İzmir
- Entrepreneurship School
- Atatürk's View on Women and His Revolutions
- Awareness of violence against women panel
- The Jean Monnet Project entitled “Gender Politics and EU in the Time of Crisis”
- Linking Research and Innovation for Gender Equality (CALIPER) Project
- Upcoming Gender and Women's Studies Research Center
- Businesswomen Community
- Human Rights Society

In terms of **internal communication**, there are no specific raising awareness training activities on gender sensitive language use and or gender sensitive communication or module within existing trainings. In case of use of gender biased/sexist language the university has a TS 9001 Quality Management System Certificate. Accordingly, all written complaints are to be evaluated and feedback needs to be provided. Individuals can submit a petition on any subject - including gender equality within the organization.

#### 4. Research

In the sub-area of **research content**, there are no funds for specific programs on gender studies. However, the university allocates funds for Scientific Research Projects, called BAP. These projects are expected to contribute to the technological, economic, social and cultural development of the country, economy and arts at the national and/or international level as well as to the establishment and development of scientific research and research infrastructures. In the last three years the following projects focused on gender studies.

1. *Women Directors in Turkish Cinema*, Department of Film Design
2. *“Patriarchal Bargaining” in News Centers: The Experiences of Turkish and Greek Women Journalists*, Department of New Media and Journalism
3. *Investigation of the Effects of Gender Roles on Gender Identity, Orientation and Subjective Likes of Individuals*, Department of Psychology

When we look at the scientific research projects, it is seen that there are more women project managers/principle investigators. Women benefit more from internal funds. However, large projects often come from engineering departments, and the project leaders in these departments are generally male researchers. There are teams and research hubs working in various fields such as EU, entrepreneurship,

<sup>10</sup> Social Media Procedures and Principles Document: <https://www.yasar.edu.tr/yu-files/uygulama-esaslari/tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Uslu%20ve%20Esaslar%C4%B1.pdf>



digitalization, migration, agricultural sciences etc. The university also has a strategy of identifying research teams and providing them with extra funds.

There is no specific policy neither to integrate gender analysis into YU's education system and/or research nor to enhance awareness and sensitivity to foster gender knowledge. There are 2 projects (one is completed and one is proceeding) that used an integrative approach in order to implement gender analysis into research.

- Gender Perspective in EU Mobility Programs
- Linking Research and Innovation for Gender Equality (CALIPER)

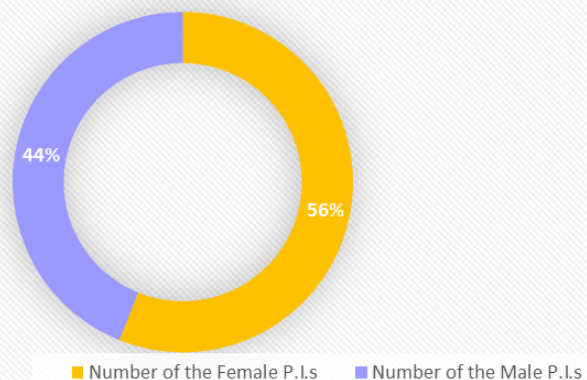
A new center on gender/women's studies is being established at the moment with an interdisciplinary approach. The center will include academics from a various fields and will focus on interdisciplinary research on gender and women's studies. The decision to create gender/women's studies was approved by the Board of Trustees of Yaşar University. The final decision and approval will be given by the Council of Higher Education (CoE). The figures below depict the current situation.



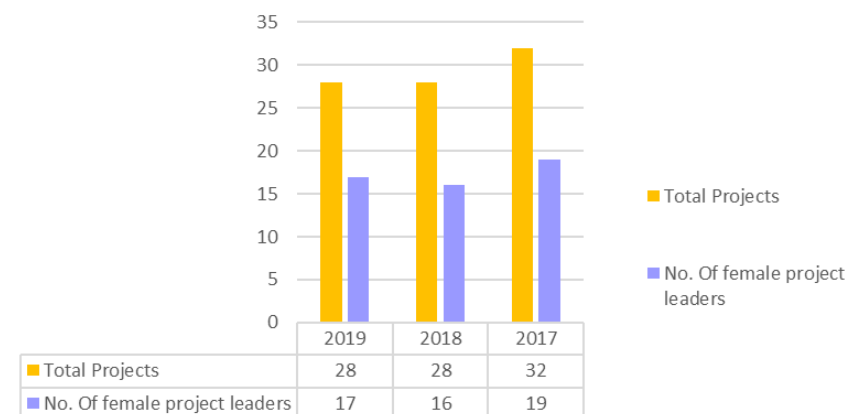
## Research

### Gendered roles in research delivery

Share of women among P.I.s in the last 3 years

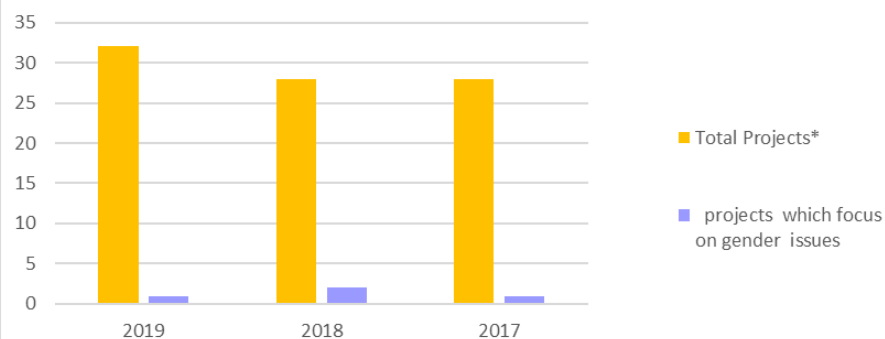


Share of female project leaders in the last 3 years



### Research content

Number of research projects which started in the last 3 years and focus on gender issues in relation to all research projects



% of scientific publications integrating a gender dimension in their subject matter in the last 3 years

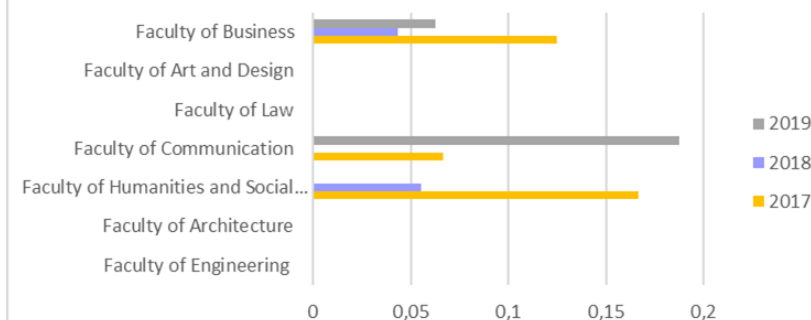


Figure 9. YU Research current situation



## 5. Student services

Currently, there are no initiatives aimed at counselling enrolled students with a gender sensitive approach or **initiatives offering information/guidance to prospective students.**

The figures below depict the current situation.

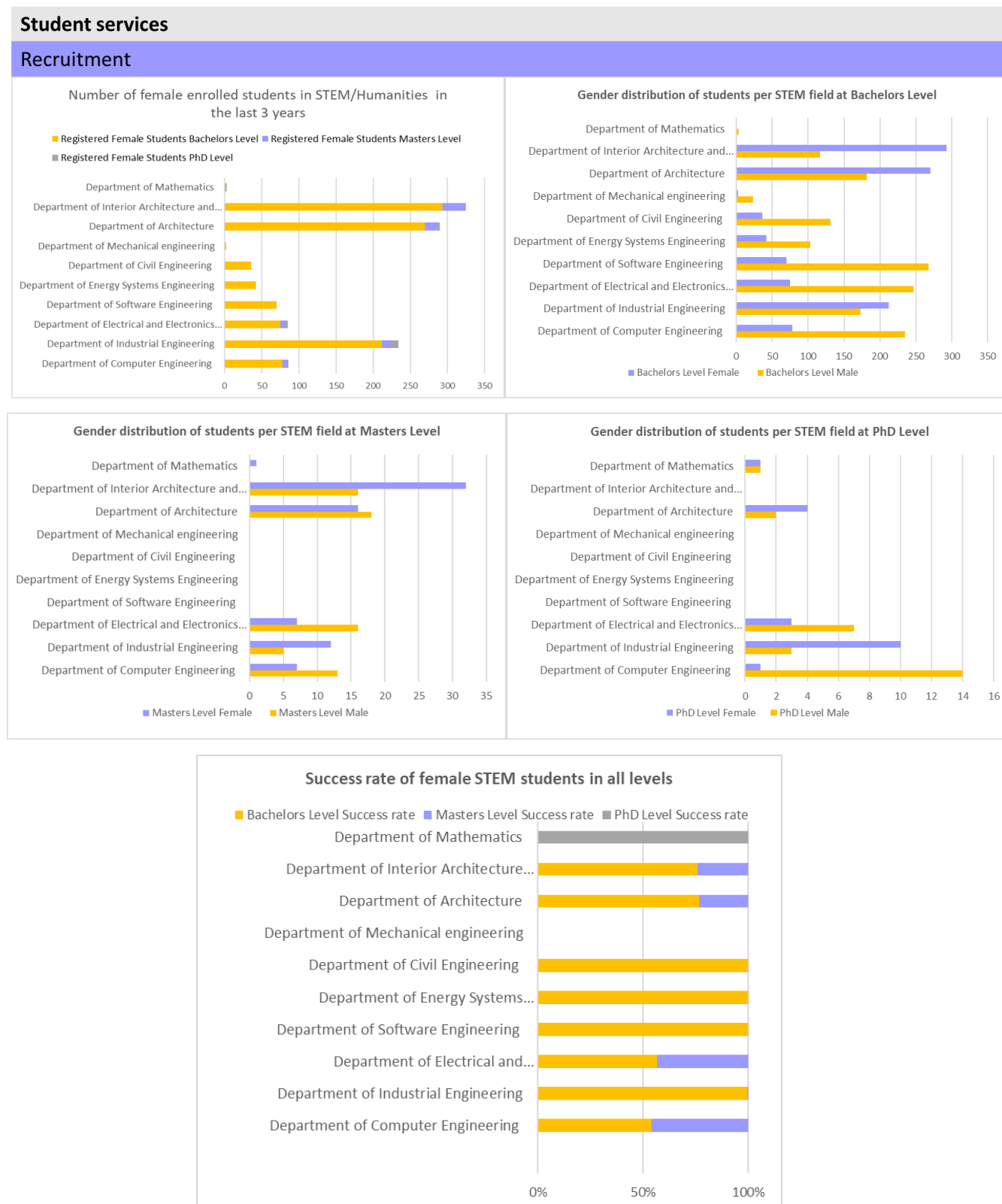


Figure 10. YU Student services current situation



## 6. Teaching

Currently, there aren't any policies, guidelines/checklists on how to integrate the **gender dimension into curricula**. In addition, there are no **gender sensitive teaching** guidelines for professors/lectures. The academics stress the importance of introducing gender dimension into teaching and curriculum.

The figures below depict the current situation.

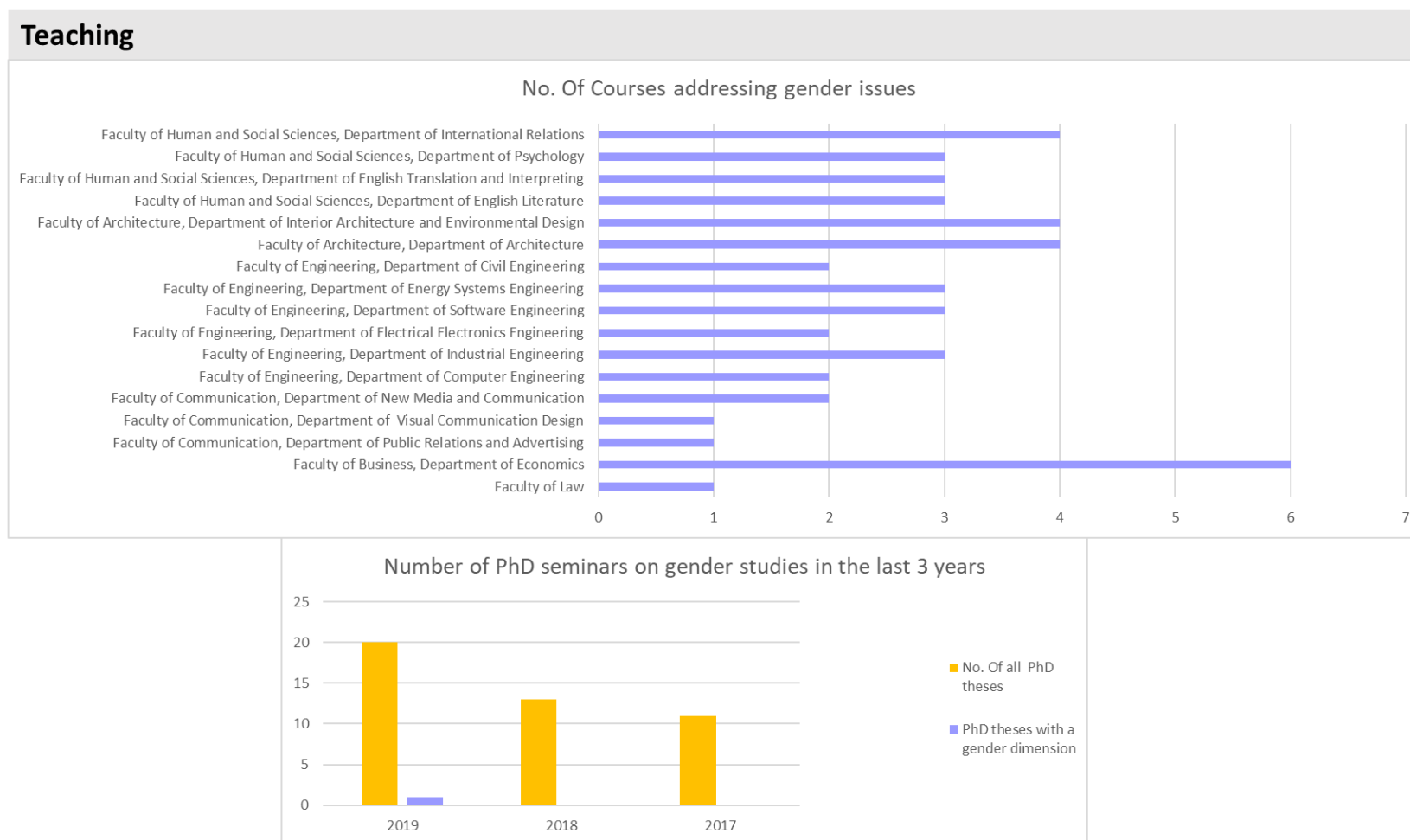


Figure 11. YU Teaching current situation



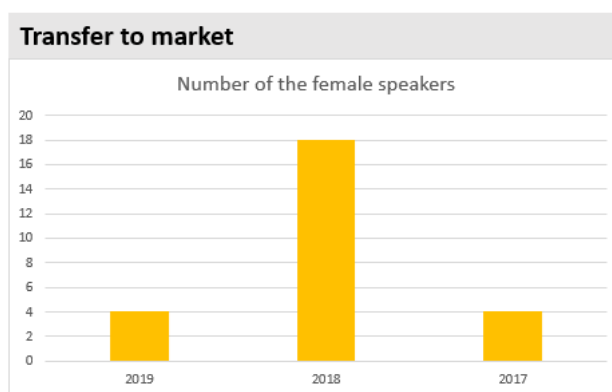


## 7. Transfer to market - external relation - third mission

According to the Vice Rector at YU who is responsible for the Knowledge and Technology Transfer Office, while gender balance and equality is achieved in international projects, projects with NGOs, private sector and municipalities, women researchers still face obstacles when it comes to projects with public bodies. In terms of gender sensitive actions on enhancing transfer to market of scientific research results, operating under Yaşar University Information and Technology Transfer Office, Minerva Incubation Center supports all innovative entrepreneurs, especially students and academicians at Yaşar University since 2015. Currently, there are a few women-intensive teams in the Minerva Incubation Center, so quotas started to be implemented in the entrepreneurship group. In regard to the presence of educational/science communication projects with a gender component, there are several EU and/or locally funded educational/science projects implemented by the YU either as a partner or a coordinator. The following are the names of the YU projects with a gender component:

1. Gender Politics and EU in the Time of Crisis (GP-EU) (Erasmus+, Jean Monnet Module)
2. Gender Perspective in EU Mobility Program (Erasmus+ KA2)

The figure below depicts the number of the female speakers at Conferences, during the last 3 years:



*Figure 12. YU number of the female speakers at Conferences in the last 3 years*

## 8. Gender/sexual harassment

In “Administrative Personnel Disciplinary Procedures and Principles” document of the university harassment is a disciplinary act that requires termination of employment contract. In “Academic Integrity Policy”, it is stated that the university does not condone harassment in any form. No further mechanism or procedure is recorded.

## 9. Intersectionality

There are no existing institutional measures. Academics and researchers are of the opinion that there are no known measures for considering gender in conjunction with other discriminations/structural inequalities in the institution. According to academics/researchers, mid-level and high-level executives, it is very important to understand the various dimensions of gender and go beyond a mere binary understanding. One researcher notes that “definitions such as LGBT individuals, or concepts such as sexual orientation in Istanbul Convention concern conservative people” however, these identities are a reality in every society.

## Assets and points worth of attention

**Recruitment** and hiring are based on the principles set out in the document for procedures and principles of academic and administrative staff ‘regardless of gender’. There is no support on **career progression** for the underrepresented gender at the institutional level. In the sub-area of **retention**, the reasons for resignation include spouse related leaves, changing cities for the educational futures of children, childcare and elderly care while resignation due to marriage is in the first place for female employees. The Turkish law encourages women to stop working following marriage while all the above-mentioned reasons for resignation are stemming from culturally defined gender roles.

The main challenge in the area of institutional governance is that the institution has a need for more women in **decision-making bodies** and leadership positions. There are very hard glass ceilings as a lot of female academicians either want to retire early or to transfer to public universities. While the number of female deans is high, in the senior management - general secretary, financial affairs, rector and vice presidents - are all males. There is male domination in the very top management. At the same time, there is lack of a policy and procedure for collecting **gender disaggregated data**.

On the **external institutional communication**, YU lacks a general document on gender equality. The main challenge on **internal communication** is the lack of specific raising awareness training activities on gender sensitive language use and or gender sensitive communication or module within existing trainings.

In the sub-area of **research content**, YU lacks funds for gender research. This is a major issue as in an institutional context that shows lack of commitment from top management towards gender. It is necessary to ensure that male researchers, academicians, and employees are attracted to this issue. Furthermore, there is a lack of policies, guidelines on the integration of the gender analysis into research and integrating gender in research remains at the level of individual effort.

Regarding **student services**, gender equality issues are not included into the student orientation training presentation and the academic staff orientation training. There is no provision for the integration of gender equality in student services and orientation programmes.

In the sub-area of **gender dimension into curricula**, there is lack of policies, guidelines/checklists on how to integrate it, and there are no **gender sensitive teaching** guidelines for professors/lectures. According to the interviews, there are plans to establish a gender studies master’s program with the aim to enrich the curricula with different stakeholders such as other universities, NGOs and private sector.

The university does not carry out tailored actions to increase awareness about the need for the existence of a desk/service or a committee available for employees and staff to receive support/advice on **gender-based offenses and harassment**. In fact, according to the conducted survey, 7% of the survey participants indicated that they have witnessed and 4% that they have experience gender/sexual harassment within the organization and majority of both groups didn’t report to competent bodies organization.

Finally, there are no existing institutional measures in regard to **intersectionality** and there is a lack of awareness.

## References

<https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf>

<https://www.yasar.edu.tr/yu-files/yonetmelik-yonerge/tr/67873749545537643618.pdf>

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<https://sks.yasar.edu.tr/ogrenci-topluluklari/is-kadinlari-toplulugu/>

<https://gender-eu.yasar.edu.tr/about/?csrt=3574764142682811875>

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