



## Linking Research & Innovation for Gender Equality

# Gender Equality Plan

## Yaşar University

### European Union Research Center



Second Version

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# 1 Introduction

The **YU Gender Equality Plan (GEP)** has been developed within the framework of the CALIPER project funded under the Horizon 2020 Programme. Yaşar University CALIPER team drafted the plan taking into consideration ***the results of the internal and external analysis conducted, the institutional strategic change scenarios prepared and the take-aways from the multi-stakeholder dialogues and the meetings with top and middle management organized*** in the GEP development process.

Internal and external analysis presents the current status of gender equality inside the institution and innovative ecosystem. With the overall analysis of situation, the YU CALIPER team developed institutional strategic change scenarios on three levels (minimal, intermediate and maximal). This process identified the main issues that need to be considered while designing and developing the individualized GEP in the national context of Turkey.

The draft strategy stemmed from research and analysis and was shared with both the top and middle management of the institution and the stakeholders through dialogue meetings. WG on gender equality was informed and involved in the dialogue meetings and supports the design and implementation of the GEP in the following stages of the project.

Through this participatory approach, the draft individualized institutional GEP presents measures and to be implemented as well as responsible institutional body and time-frame under seven main areas: ***human resources, institutional governance, research, teaching, institutional communication, sexual harassment and collaborative actions***.

The current document represents a refined and redesigned version after the first implementation phase.



## 2 Gender Equality Strategy and Key Priority Areas

As demonstrated in the graph below, there are six key priority areas in which Yaşar University aims to invest in order to strengthen its commitment to gender policies. These strategic areas and proposed measures are carefully chosen and discussed with the top and middle management.

The Gender Equality Strategy of the YU aims to improve gender equality in **human resources** area by updating recruitment and promotion procedures and establishing measures to support career progression of the underrepresented gender at the institutional level. In order to achieve and maintain gender equality in all priority areas it is also important to monitor the processes by collecting gender-disaggregated data.

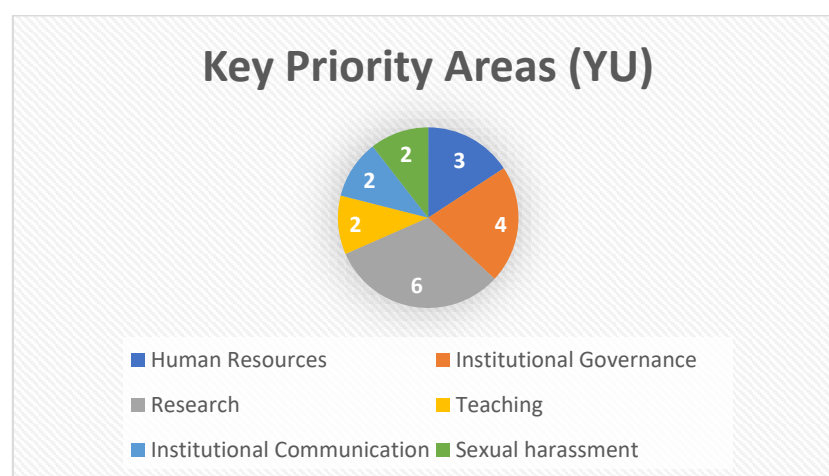
To ensure gender equality in **institutional governance**, YU will finalize the establishment of the gender equality body (Women Studies Research Center-YUKAM) and organize activities to increase the awareness of the top-level management regarding gender balance in decision making processes. YU will also develop and implement an empowerment programme to support young female researchers. Furthermore, an official 'gender equality policy' document which is aimed to demonstrate YU's commitment to gender equality in decision making will be prepared.

In the area of **research**, measures to integrate gender into institutional strategic plan and institutional funding mechanisms and awareness raising activities on the application of gender analysis and gender dimension into research will be implemented. Additionally, a Gender Researchers Group will be established.

In order to ensure gender-sensitive **teaching** practices guidelines on the integration of the gender dimension into curricula and teaching will be prepared and pilot training and implementation will be carried out in one department from each faculty.

The measures of development and implementation of gender-sensitive institutional communication guidelines and training of relevant staff members on gender-sensitive institutional communication are aimed at incorporating gender equality as a core value and a part of institutional identity through promoting gender-sensitive **communication**.

Finally, Gender Equality Strategy of the YU includes measures to show its commitment to prevention of **gender-based discrimination, violence and sexual harassment**. To this end, an institutional policy document will be prepared and a unit will be established to prevent gender-based discrimination, violence and sexual harassment.



Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
3.1.1	Gender-sensitive recruitment procedures	Human Resources		Partly		Structural	
3.2.1	Revision of the promotion criteria of staff	Human Resources		Partly		Structural	
3.2.2	Empowerment programme for underrepresented gender at the institutional level	Human Resources	Research			Soft	Refinement
4.1.1	Gender equality body	Institutional Governance		Yes		Structural	
4.1.2	Gender-disaggregated data collection	Institutional Governance	All	Yes		Structural	

Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
4.2.1	Awareness-raising activities	Institutional Governance	Human Resources	Partly		Soft	
4.2.2	Gender Equality Policy	Institutional Governance	All			Structural	Refinement
5.1.1	Integration of gender into institutional strategic plan	Research	Institutional Governance			Structural	Redesign
5.1.2	Awareness raising actions	Research				Soft	
5.1.3	Gender Researchers Group	Research				Soft	
5.2	Collaborative research and projects	Research*			Yes	Soft	Redesign

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\* Previously Collaborative action



Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
5.3	WiN Events	Research*		No	Yes	Soft	
5.4	Awareness raising and capacity building trainings	Previously Collaborative actions; now Research		Yes	Yes	Soft	Redesign
6.1.1	Guidelines on the integration of the gender dimension into curricula and teaching	Teaching		Yes		Structural	
6.1.2	Training and pilot implementation	Teaching		Yes		Soft	
7.1.1	Gender-sensitive institutional communication guidelines	Institutional communication		Yes		Structural	

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\* Previously Collaborative action



Action Number	Title	Area of intervention	Other relevant Area	Intersectional (YES/PARTLY)	Collaborative (YES/PARTLY)	Structural /soft	Redesigned/refined/new/cancelled
7.1.2	Gender-sensitive communication trainings	Institutional communication		Yes		Soft	
8.1.1	Creation of an institutional policy document	Sexual harassment	Human Resources	Yes		Structural	
8.1.2	Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit	Sexual harassment	Human Resources			Structural	





### 3 Human resources

The Human Resources Department is responsible for the recruitment and hiring procedures of the Yaşar University. For non-academic positions, after the interviews with the short-listed candidates, the final decision on the hiring is given by the Rector based on the recommendations of Director of the HR Department and director of the relevant administrative department. The academic recruitment is done according to rules set out in the Higher Education Law (No. 2547), Regulation on Promotion and Appointment to Faculty Members, Directive on Appointment and Promotion to Academic Staff, Procedures and Principles Regarding Appointments to Academic Staff, and Academic Staff Employment and Evaluation Directive<sup>1</sup> None of the above mentioned regulations includes principles regarding gender-sensitive recruitment and selection or support of career progression of the underrepresented gender.

While there are articles to prevent gender bias in recruitment in Turkish Labour Law (No: 8425) 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. Only the “Administrative Staff Recruitment Procedures and Principles” document 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. The head of human resources department agrees that there is a need for a written document on gender sensitivity and balance.

In terms of career progression; there are no specific procedures for the promotion of staff (non-academic) of the institution. Career planning is made by unit managers and their top managers. These are not written and static. The priority is merit, competence and seniority. Furthermore, gender-sensitive career evolution is not established and career progression of the underrepresented gender at the institutional level is not supported. There are no soft quotas, targets or female professorships positions.

#### 3.1 Recruitment and selection

*In order to tackle the identified challenges above Yaşar University will adopt the following set of measures:*

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender-sensitive recruitment procedures	Integrate gender equality into the recruitment process	Jan 2022 – Jun 2022

<sup>1</sup> <https://ik.yasar.edu.tr/yonetmelikler/>

### 3.1.1 Gender-sensitive recruitment procedures

*This measure aims at establishment of the institutional gender-sensitive recruitment procedures to prevent gender bias in both academic and administrative recruitment.*

<b>Gender-sensitive recruitment procedures</b>	<b>Sources:</b> <ul style="list-style-type: none"> <li>• Jeanrenaud Y., Müller L., Borowski E., Richert A., Ihsen S., Jeschke S. (2016) <i>Genderation BeSt – Investigation of Gender Neutral and Gender Sensitive Academic Recruiting Strategies</i>. In: Jeschke S., Isenhardt I., Hees F., Henning K. (eds) <i>Automation, Communication and Cybernetics in Science and Engineering 2015/2016</i>. Springer, Cham.</li> <li>• Monroe, K. R., &amp; Chiu, W. F. (2010). <i>Gender equality in the academy: The pipeline problem</i>. <i>PS: Political Science &amp; Politics</i>, 43(2), 303-308.</li> <li>• PLOTINA</li> <li>• GEAR Tool</li> </ul>
<b>Target audience:</b> <ul style="list-style-type: none"> <li>• Candidate female researchers and female staff</li> <li>• Candidate employees in general</li> <li>• Staff of the Human Resources Office</li> </ul>	<b>Timeframe:</b> <ul style="list-style-type: none"> <li>• Jan 2022 – Jun 2022</li> </ul>

#### Goals & Objectives

**Short term (<1 year):**

- Adoption of the principal decision to establish institutional gender-sensitive recruitment procedures

**Medium term (1-2 years):**

- Institutional commitment to gender-sensitive recruitment
- Prevention of gender bias recruitment
- Prevention of intersectional bias in recruitment (race, disability, age, etc.)

**Long term (3-5 years):**



- *Ensuring more balanced distribution of genders in all departments and units of the institution by adopting gender sensitive recruitment protocols/policies and policies to prevent gender bias in both academic and administrative recruitment.*

### Activities and Available Resources

#### Activities:

- *Adoption of the principal decision to establish institutional gender-sensitive recruitment procedures*
- *Adding gender-sensitive recruitment clause to recruitment regulation*
- *Adoption of the regulation by the Board of Trustees*
- *Organizing trainings for all faculty and staff involved in recruitment processes*
- *Implementation and monitoring of the gender-sensitive recruitment regulation*

#### Available Resources:

- *Staff of the Human Resources Department*
- *Financial and technical resources of the university*

### Targets & Indicators

#### Short term (<1 year):

- *Gender-sensitive recruitment clause added to the recruitment regulation*

#### Medium term (1-2 years):

- *Gender-sensitive recruitment procedures implemented, monitored and reported (annually with gender disaggregated data on recruitment)*

#### Long term (3-5 years):

- *More balanced distribution of genders in all departments and units*

### Facilitating & Hindering Contextual Factors

#### Facilitating Factors:

*The existence of the articles to prevent gender bias in recruitment in Turkish Labour Law (No: 8425) is a facilitating contextual factor. "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>

*The Rectorate and Human Resources Department are supportive and can positively influence the process.*

#### Hindering Factors:

*Administrative unit managers could criticize and object the action by using extra workload, lack of enough time & resources and/or bureaucracy as excuses.*

<sup>2</sup> <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf>



## 3.2 Career progression

The internal assessment process showed that there is a lack of support measures for the career progression of the underrepresented gender at the institutional level and a need for setting up transparent and flexible promotion criteria for the staff. Although the majority of administrative staff are composed of women, there is a lack of opportunities for career advancement and a gender equality perspective in promotions to managerial and directorial positions.

In order to tackle these challenges Yaşar University will adopt the following set of measures:

N.	Measures/actions	Objective	Timeframe of implementation
1	Revision of the promotion criteria of staff	Set up transparent and flexible criteria for the promotion of staff	Jan 2022 – Jun 2022
2	Support measures for underrepresented gender at the institutional level	Establish measures to support career progression of the underrepresented gender at the institutional level	Jan 2022 – Jun 2022

### 3.2.1 Revision of the promotion criteria

This measure aims at setting up transparent and flexible criteria for the promotion of staff.

<p><b>Revision of the promotion criteria</b></p>	<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Cochran, A., Hauschild, T., Elder, W. B., Neumayer, L. A., Brasel, K. J., &amp; Crandall, M. L. (2013). Perceived gender-based barriers to careers in academic surgery. <i>The American Journal of Surgery</i>, 206(2), 263-268.</li> <li>• Todd, P., &amp; Bird, D. (2000). <i>Gender and promotion in academia</i>. Equal Opportunities International.</li> <li>• PLOTINA Project</li> <li>• GEAR Tool</li> </ul>
<p><b>Target audience:</b></p> <ul style="list-style-type: none"> <li>• Administrative staff</li> <li>• Staff of the HR Department</li> <li>• Employees in general</li> </ul>	<p><b>Timeframe:</b></p> <p>Jan 2022 – Jun 2022</p>

#### Goals & Objectives

Short term (<1 year):

- *Set up transparent and flexible criteria for the promotion of staff*

*Medium term (1-2 years):*

- *To develop training programme for the staff involved in promotion and performance evaluation*
- *Start training the staff involved in promotion and performance evaluation*

*Long term (3-5 years):*

- *To institutionalize gender-sensitive promotion and performance evaluation*
- *Integrate intersectionality into promotion and performance evaluation process*

### **Activities and Available Resources**

#### **Activities:**

- *Development of transparent and flexible criteria for the promotion of the administrative staff*
- *Integration of the criteria into existing HR regulation*
- *Development of gender sensitive recruitment guidelines*
- *Organization of trainings for all faculty and staff involved in promotion and performance evaluation processes*
- *Implementation and monitoring of the regulation*

#### **Available Resources:**

- *Staff of the Human Resources Department*
- *Financial and technical resources of the university*

### **Targets & Indicators**

*Short term (<1 year):*

- *Transparent and flexible criteria for the promotion of staff are established*
- *Gender sensitive recruitment guidelines developed and approved*

*Medium term (1-2 years):*

- *Existence of training programme for the faculty and staff involved in promotion and performance evaluation processes*
- *Number of the staff trained*

*Long term (3-5 years):*

- *Gender-disaggregated data collection and reporting of recruitment and promotion (annually)*

### **Facilitating & Hindering Contextual Factors**

#### **Facilitating Factors:**

*Gender equality is identified as one of the institutional priorities in the university's strategies. Also, "Administrative Staff Recruitment Procedures and Principles" document includes an objective promotion criteria, and it mentions (article 5, b) "equal opportunity" in "promotions and appointments". Human resources department also encourages gender-sensitive recruitment processes by referring female candidates to units which are male-dominated or whose managers primarily prefer male candidates.*

#### **Hindering Factors:**



*Internal: Administrative unit managers could criticize and object the action by using extra workload, lack of enough time & resources and/or bureaucracy as excuses.*

*External: Due to the lack of autonomy of higher education institutions in Turkey integrating gender quotas for academic positions might be very difficult during recruitment and promotion.*

### **3.2.2 Empowerment programme for underrepresented gender at the institutional level**

*This measure aims at supporting career evolution of the women in the research areas or high-level positions where they are underrepresented.*

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#### **Empowerment programme for underrepresented gender at the institutional level Sources:**

- Castleman, T., & Allen, M. (1998). The 'Pipeline Fallacy' and gender inequality in Higher Education employment. *Policy, Organisation and Society*, 15(1), 23-44.
- Solera, C., & Musumeci, R. (2017). The persisting glass ceiling in academia: a multidimensional cross-national perspective. *Polis*, 31(1), 17-44.
- PLOTINA Project
- GEAR Tool

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#### **Target audience:**

- Female researchers and female employees that will benefit from the implementation of planned activities
- Staff of the HR Department

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#### **Timeframe:**

October 2022-August 2023 (M34-M44)

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#### **Goals & Objectives**

##### **Short term (<1 year)**

- Developing an empowerment programme to support young female researchers and employees at the institutional level

##### **Medium term (1-2 years)**

- Providing career development mentoring and awareness raising trainings for female researchers

##### **Long term (3-5)**

- Institutionalization of support mechanisms for young female researchers through the empowerment programme
- Increase the number of the women in high-level positions



### Activities and Available Resources

- Development of empowerment and career development mentoring programme for the female researchers & employees
- Providing trainings and mentoring support
- Monitoring and evaluation of the activities

#### Available Resources:

- Human resources: Employees of the HR Department, researchers working on the CALPIPER project,
- CALIPER GEP Working Group Members, YU Continuing Education Center (YÜSEM), Career and Alumni Center
- Financial resources: Institutional budget of the university

### Targets & Indicators

#### Short term (<1 year):

- *Empowerment programme established*
- *Number of the staff benefitted from the programme*

#### Medium term (1-2 years):

- *Number of employees who benefitted from the programme*
- *Monitoring and reporting of the programme activities (once a year)*

#### Long term (3-5 years):

- *Number of researchers becoming aware of the career evolution pathways*
- *Number of women in high-level positions*

### Facilitating & Hindering Contextual Factors

#### Facilitating Factors:

*Academic promotion procedures are egalitarian and transparent. They are based on the national regulation set the by Council of Higher Education (YÖK). More than half of all deputy deans are female at Yasar University. Furthermore, in the administrative units there is a high level of female representation in middle management in terms of heads of units or chiefs. This is a great opportunity for the institution to revise and implement gender sensitive promotion procedures. High management is eager and aware of the need for a revision for appraisal system. They stress the current inequalities for women researchers in career progression and would like to see concrete action in the form of new systems and implementation of measures.*

#### Hindering Factors:

*None*



## 4 Institutional Governance

The institution adopts **unity and equality** as its main values and strives to organize activities, seminars, projects and exhibitions in order to address these issues including gender. Yasar University 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 institutional documents, which refer to gender equality in parts. ***The Academic Integrity Policy***<sup>3</sup> of the institution states that ***“The University empowers all members and candidates, regardless of colour, national origin, religion, gender, physical or mental disability, health status, marital status, age or citizenship, and does not allow discrimination or harassment”.***

Article 3 of ***The Social Media Procedures and Principles document***<sup>4</sup> 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, and culture cannot be used/included.”***

There is a heightened institutional attention to gender equality with the establishment of ***Women’s Studies Research Center*** in 2020 resulting from the work carried out within the framework of the CALIPER project. The regulation of the unit states that “the center aims to research, teach, raise awareness, develop projects on gender equality and cooperate with public institutions, other research organizations and NGOs locally, regionally, nationally and on an international level.”<sup>5</sup> The center will also develop trainings and empowerment programs on the subject.

Lastly, gender equality has been included under societal contribution and social sustainability objectives in the strategic plan of the institution for the period 2021-2027. According to the plan, internal and external gender equality awareness raising activities and reports will be prepared.

The main challenge for the organization is ***the underrepresentation of women in the senior management and the board of trustees.*** Although, both academic units and administrative departments have female directors, vice-deans and deans, all vice-rectors and all but one member of the board of trustees are male. While senior management seeks opportunities to highlight female employees, the participation of women in decision-making remains low. Considering the structure of the board of trustees and the vice-rectorships, it becomes evident that women should be represented more in decision making.

<sup>3</sup> <https://www.yasar.edu.tr/file/2018/12/yu-akademik-durustluk-metni.pdf>

<sup>4</sup> <https://www.yasar.edu.tr/you-files/uygulama->

[esaslari/tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Usul%20ve%20Esaslar%C4%B1.pdf](https://www.yasar.edu.tr/Sosyal%20Medya%20Kullan%C4%B1m%C4%B1%20Usul%20ve%20Esaslar%C4%B1.pdf)

<sup>5</sup> <https://www.yasar.edu.tr/you-files/yonetmelik-yonerge/tr/34136861048054378428.pdf>





## 4.1 Gender equality policies and bodies

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender equality body	Establish a gender equality body	June 2021-Dec 2021
2	Gender-disaggregated data collection	Establish gender-disaggregated data collection procedures	Jan 2022 – June 2022

### 4.1.1 Gender equality body

*This measure aims at establishing a gender equality body as well as finalizing its legal and operational structure and set-up to have an institutionally responsible unit for gender research and teaching, internal and external awareness raising, training and project development purposes.*

*Gender equality body*

**Source:**

- *Byrne, K. The Roles of Campus-based Women's Centers, Feminist Teacher , 2000, Vol. 13, No. 1 (2000), pp. 48-60.*
- *Integrating gender equality into academia and research organisations. (2016).<sup>6</sup>*
- *Promoting gender equality in academia and research institutions: Main findings. (2016).<sup>7</sup>*

**Target audience:**

- *Rectorate*
- *Women's Studies Research Center*
- *All staff*

**Timeframe:**

*June 2021-Dec 2021*

#### Goals & Objectives

*Short term (<1 year)*

- *Establishing a gender equality body (and finalizing its legal and operational structure and set-up); thus, initiating the institutionalization process for gender equality.*

*Medium term (1-2 years)*

- *Providing research and training on gender equality*
- *Raising internal and external gender equality and intersectional awareness among students, staff members and external stakeholders through the activities of the centre*

*Long term (3-5)*

<sup>6</sup> <http://icmab.es/images/gender/Integrating-gender-equality-research-organisations.pdf>

<sup>7</sup> <https://eige.europa.eu/publications/promoting-gender-equality-academia-and-research-institutions-main-findings>



- *Gaining recognition among gender research centres locally and regionally.*

#### **Activities and Available Resources**

##### **Activities:**

- *Establishment of the gender equality body*
- *Adoption of the regulation by the Board of Trustees and publication in the national official gazette*
- *Appointment of the executive committee and the secretariat of the centre (one director who is a researcher on gender; a research assistant for administrative tasks; and nine academics from various faculties with 7 of its members being female)*
- *Organization of research and awareness raising activities*

##### **Available Resources:**

- *Staff and expertise of the gender equality body*
- *Financial and technical resources of the University*

#### **Targets & Indicators**

##### *Short term (<1 year)*

- *Regulation of the centre is approved and operations commence with the selection of executive committee members, director and secretariat.*

##### *Medium term (1-2 years)*

- *Number of research papers/analysis/reports on gender equality published*
- *Number of workshops, seminars, conferences, trainings organized on gender equality*
- *Percentage of participants in outreach activities who have stated positive transformation/increase of awareness on gender equality*

##### *Long term (3-5)*

- *5-year activity and performance report*

#### **Facilitating & Hindering Contextual Factors**

##### **Facilitating Factors:**

*The gender equality body is already established as a result of the work carried out within the framework of the CALIPER project. The senior management is supportive of the activities and presence of such a body in the organization.*

##### **Hindering factors:**

*N/A*

### **4.1.2 Gender-disaggregated data collection**

*This measure aims at developing evidence-based policies for gender equality in the institution and to monitor the implementation of the policies on gender equality by assuring gender disaggregated data collection at all levels.*



<b>Gender-disaggregated data collection</b>	<b>Sources:</b>
	<i>Gender-disaggregated data - Organisation for Economic Co-operation and Development. (n.d.). OECD.<sup>8</sup></i>
	<i>Gender-disaggregated data - Organisation for Economic Co-operation and Development. (n.d.). OECD.<sup>9</sup></i>
<b>Target audience:</b>	<b>Timeframe:</b>
<ul style="list-style-type: none"> <li>• Rectorate</li> <li>• Women’s Studies Research Center</li> <li>• All academic and administrative unites</li> </ul>	Jan 2022- June 2022

### Goals & Objectives

#### Short term (<1 year)

- *Establishment of institutional gender-disaggregated data collection procedures (on number of activities, participants, students, staff, researchers in projects, ratio of gender in publications etc.)*
- *Integrating intersectional aspects into data collection procedures*

#### Medium term (1-2 years)

- *Implementation, tracking and monitoring of the procedures in biannual activity reports of the departments and the strategic plan*

#### Long term (3-5)

- *Development of evidence-based institutional gender equality policies based on gender-disaggregated data*

### Activities and Available Resources

#### Activities:

- *Development of institutional gender-disaggregated data collection procedures and gender-specific indicators to monitor progress towards gender equality*
- *Appointment of responsible personnel for data collection*
- *Systematically collecting gender-disaggregated data on gender*
- *Monitoring and evaluation of data collected from biannual activity reports and the implementation of strategic plan*
- *Development of additional gender equality plans based on the data collected.*

#### Available Resources:

<sup>8</sup> Retrieved June 7, 2021, from <https://www.oecd.org/gender/governance/toolkit/government/assessment-of-gender-impact/disaggregated-data/>

<sup>9</sup> Retrieved June 7, 2021, from <https://www.oecd.org/gender/governance/toolkit/government/assessment-of-gender-impact/disaggregated-data/>

- *Staff and expertise of the gender equality body*
- *Support services provided from all academic and administrative units*
- *Financial and technical resources of the University*

### Targets & Indicators

#### Short term (<1 year)

- *Institutional gender-disaggregated data collection procedures are determined and communicated to related departments.*

#### Medium term (1-2 years)

- *Gender-disaggregated data is collected, tracked, monitored and reported.*

#### Long term (3-5)

- *Evidence-based institutional gender equality policies based on gender-disaggregated data are developed.*

### Facilitating & Hindering Contextual Factors

#### Facilitating Factors:

*Gender-disaggregated data collection provides a clear current situation analysis and contributes strategic planning activities. Gender equality is integrated to the institutional strategy of the university for 2021-2027 period. As a result, it is necessary to collect gender disaggregated data for measuring strategic goals periodically. There is a specific unit of the university for the data collection and analysis for strategic plan reporting. Integrating changes into new IT system for data collection/internal surveying or updating the ones currently in use would be necessary. Information actions: can be organized to emphasize the reason behind gender disaggregated data collection at the institution level to assess the situation and develop appropriate, evidence-based responses and policies. This form of data collection can also be contributing to gender research. The Gender Studies Centre of the university can be encouraged to provide academic research on the data collection activities at the institutional level that can place Yaşar University as a good practice.*

#### Hindering Factors:

*Administrative unit managers could criticize and object the action by using extra workload, lack of enough time & resources and/or bureaucracy as excuses.*

## 4.2 Gender balance in decision making processes

N.	Measures/actions	Objective	Timeframe of implementation
1	Awareness-raising activities	Increase awareness of the top-level management regarding gender balance in decision making processes	Jan 2022-Dec 2022
2	Empowerment programme	Develop and implement an empowerment programme to support young female researchers	Oct 2021 – Dec 2022



3	Gender Equality Policy	Prepare and implement Gender Equality Policy for the institution	Jan 2022-Dec 2022
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### 4.2.1 Awareness-raising activities

This measure aims at increasing awareness of the top-level management on the need for gender balance in decision making processes to ensure equal representation of men and women in decision making bodies of the university.

#### Awareness-raising activities

#### Sources:

- O'Connor, P. (2018). *Gender imbalance in senior positions in higher education: what is the problem? What can be done? Policy Reviews in Higher Education*, 3(1), 28–50. <https://doi.org/10.1080/23322969.2018.1552084>
- Aiston, S. J., & Yang, Z. (2017). "Absent data, absent women": *Gender and higher education leadership. Policy Futures in Education*, 15(3), 262–274. <https://doi.org/10.1177/1478210317716298>

#### Target audience:

- Board of trustees
- Rectorate

#### Timeframe:

**Jan 2022- Dec 2022**

### Goals & Objectives

#### Short term (<1 year)

- *Planning and implementation of awareness-raising activities targeting top-level management on the need for a more balanced gender representation in decision making processes*

#### Medium term (1-2 years)

- *Increase of awareness / change of perception on gender balance in decision making processes at the top-management level*
- *Increasing intersectional awareness of the top-level management*

#### Long term (3-5)

- *Institutionalization of gender balance in decision making processes as a principle*

### Activities and Available Resources

#### Activities

- *Planning, development, implementation, monitoring and reporting of awareness raising activities such as meetings with top management, gender equality trainings and webinars*

#### Available Resources:



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no 873134.

- *Staff of the CALIPER Project*
- *Financial and technical resources of the university*

### **Targets & Indicators**

#### *Short term (<1 year)*

- *Number of awareness raising activities developed for top-management*

#### *Medium term (1-2 years)*

- *Number of continued awareness raising activities for the top management*
- *Percentage of top management personnel participated in awareness raising activities who have stated positive transformation/increase of awareness on gender balance in decision making processes.*

#### *Long term (3-5)*

- *Existence of principles for gender balance in decision making processes that point to institutional change.*

### **Facilitating & Hindering Contextual Factors**

#### **Facilitating Factors:**

*The administration is looking for ways to increase women in top-level management positions. High management stresses the importance of having more female managers in the top level and acknowledges that it is not the case at the moment but there is a plan to change the current structure. There is a higher-level representation of women in the mid-level management bodies and units which are steppingstones on the way to top-level management. Researchers acknowledge the need for learning leadership through top-level management positions. They think that academic success is enriched through management experience. Female researchers are interested in top-level positions and show ambition towards attaining more high-level positions in the organization.*

#### **Hindering Factors:**

*N/A*

## **4.2.2 Gender Equality Policy**

This measure aims at completing the institutionalization of gender equality at the governance level by the preparation of a Gender Equality Policy.

Gender Equality Policy document will be a formal manifestation of intention to maintain gender equality at all levels of the YU.

<b>Gender Equality Policy</b>	<b>Sources:</b>
	-
<b>Target audience:</b>	<b>Timeframe:</b>
<ul style="list-style-type: none"> <li>• <i>Board of trustees, Quality Management Dept., Human Resources Dept.</i></li> </ul>	<i>Jan 2022- Dec 2022</i>



### Goals & Objectives

#### Short term (<1 year)

- *Preparing the gender equality policy*

#### Medium term (1-2 years)

- *Adoption of the document by the Rectorate*

#### Long term (3-5 years)

- *Monitoring of the related activities*
- *Increased gender equality at all levels of the YU.*

### Activities and Available Resources

#### Activities:

- *Consultation meetings with top management on the content of the document*
- *Drafting the document*
- *Adoption and publication of the document*

#### Available Resources

- *Staff of the CALIPER Project*
- *Financial and technical resources of the university*

### Targets & Indicators

#### Short term (<1 year)

- *Gender equality policy document is prepared*

#### Medium term (1-2 years)

- *Gender equality policy document is adopted*
- *The policy is monitored and evaluated*

#### Long term (3-5 years)

- *Improved gender balance in decision making*

### Facilitating & Hindering Contextual Factors

#### Facilitating Factors:

*Top management including the board of trustees and rectorate are aware of the underrepresentation of women in decision making especially in the rectorate units as vice rectors and the board of trustees. The gender equality policy will be a testament to the will of the institution to increase gender equality in decision making. In the short term, the number of female members of the board of trustees and vice rectors are expected to increase.*

#### Hindering Factors:

N/A



## 5 Research

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.

Vice-rector responsible for research, innovation and funds stated the awareness of the management regarding the lack of funds for gender studies and adds “It is necessary to reflect this to research, development, innovation and entrepreneurship. 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, digitalization, migration, agricultural sciences etc. The university also has a strategy of identifying research teams and providing them with extra funds. Gender research team will be one of these research hubs.”

Furthermore, there is no specific policy to integrate gender analysis into Yasar University’s research system or to enhance gender awareness and sensitivity.

The interviews with academics point out that there is a lack of policies, guidelines on the integration of the gender analysis into research. They think that researchers need to develop a gender perspective first. Then, the management should encourage the concept of gender in new research, projects and units to be established. They also believe that the integrating gender in research remains at the level of individual effort. Some academics are interested in these subjects, so they are offering courses on the subject or integrating gender as a theme to a course. But there isn’t any collective effort.

### 5.1 Research contents and methods

N.	Measures/actions	Objective	Timeframe of implementation
1	Integration of gender into institutional strategic plan and institutional funding mechanisms	Integrate of gender subjects into the institutional strategic plan and institutional funding mechanisms	Sept 2021- June 2022
2	Awareness raising actions	Organization of awareness raising activities (workshops, training) on the application of gender analysis and gender dimension into research	Jan 2022 – June 2022
3	Gender Researchers Group	Establish a Gender Researchers Group at the university.	Jan 2022 – June 2022





### 5.1.1 Integration of gender into institutional strategic plan

This measure aims at the Integration of gender subjects into the institutional strategic plan.

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**Integration of gender into institutional strategic plan** Sources:

- Strachan, Glenda, et al. "Gender equity in universities: should we be worried?." *Australian and New Zealand Academy of Management, Waikato, New Zealand* (2008).
- Tittle, Carol K. "Gender research and education." *American Psychologist* 41.10 (1986): 1161.
- Henderson, Emily F. "Starting with gender: Definitional politics in international higher education research." *Starting with Gender in International Higher Education Research*. Routledge, 2018. 12-28.
- Bank, Barbara J., ed. *Gender and higher education*. JHU Press, 2011.
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**Target audience:**

- All researchers at YU
- Graduate students

**Timeframe:**

Sept 2021- June 2022

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#### Goals & Objectives

**Short term (<1 year):**

- Integration of measures and targets about gender to the institutional strategy of YU.

**Medium term (1-2 years):**

- Involving researchers to the international and national research projects on gender issues.

**Long term (3-5 years):**

- Increasing the number of the research and research outputs on gender

#### Activities and Available Resources

**Activities:**

- Adding measures and targets on gender to the institutional strategy of YU.
- Adoption of the strategy by the Board of Trustees.

**Available Resources:**



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no 873134.

- Institutional budget of YU for the internal projects
- Staff of European Union Centre (international projects)

#### Targets & Indicators

Short term (<1 year):

- Gender is added as a strategic priority in the strategic plan.

Medium term (1-2 years):

- The number of researchers at YU who are doing research on gender issues is increased.

Long term (3-5 years):

- The number of national and international research outputs on gender is increased.

#### Facilitating & Hindering Contextual Factors

##### Facilitating Factors:

Gender is already included as a priority in the draft strategic plan of Yasar University. Both the Board of Trustees and Rectorate have an awareness on the necessity of boosting research on this topic.

##### Hindering Factors:

It cannot be easy to change the research agenda of the researchers who have been studying different topics rather than gender for long years. However, this process will be facilitated by awareness raising activities which is the second sub-measure.

## 5.1.2 Awareness raising actions

This measure aims at the organization of awareness raising activities (workshops, training) on the application of gender analysis and gender dimension into research.

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#### Awareness raising actions

#### Sources:

- Kortendiek, Beate. "Supporting the Bologna Process by gender mainstreaming: A model for the integration of gender studies in higher education curricula." *Studies on Higher Education. From Gender Studies to Gender IN Studies and beyond*. Bucharest: UNESCOPEPES (2011): 211.
  - Verdonk, Petra, et al. "From gender bias to gender awareness in medical education." *Advances in health sciences education* 14.1 (2009): 135-152.
  - Lahelma, Elina. "Gender awareness in Finnish teacher education: An impossible mission?." *Education Inquiry* 2.2 (2011): 263-276.
- 



**Target audience:**

All researchers at YU  
Graduate students

**Timeframe:**

Jan 2022 – June 2022

**Goals & Objectives****Short term (<1 year):**

- Designing activities, developing the content, and identifying the roles for the delivery of the activities.

**Medium term (1-2 years):**

- *Implementation of the activities.*
- Integrating some of these activities to the annual activities and training calendars of the relevant units and bodies.

**Long term (3-5 years):**

- *Increasing the number of the research and research outputs at YU which are dedicated to the issues related to gender by the involvement of researchers from all disciplines and levels.*

**Activities and Available Resources****Activities:**

- *Designing the activities and developing their contents.*
- *Organizing at least one workshop for each faculty on integrating gender issue to their research agenda.*
- *Organizing seminars for the postgraduate students at YU on integrating gender issue to their research agenda.*
- *Organizing webinars about the international funding programmes for research on gender.*

**Available Resources:**

- *Staff of the YU Gender Unit and CALIPER Working Group.*

**Targets & Indicators****Short term (<1 year):**

- *The activities for the awareness raising on gender issues are designed and added to the calendar of the relevant units.*

**Medium term (1-2 years):**

- *The awareness raising activities for all faculties and graduate institute members / students are organized.*

**Long term (3-5 years):**

- *The number of the researchers and postgraduate students studying / doing research on gender is increased.*

#### **Facilitating & Hindering Contextual Factors**

##### **Facilitating Factors:**

*There is a remarkable number of researchers at YU who have been studying gender. The newly established Gender Unit and CALIPER project activities have created a stimulus and a certain level of interest among researchers.*

##### **Hindering Factors:**

Some of the researchers cannot be interested in participating these activities. In particular, the researchers in STEM area can consider gender dimension as a irrelevant issue for their research.

### **5.1.3 Gender Researchers Group**

*This measure aims at guaranteeing the sustainability of the research on gender issues by establishing an interdisciplinary gender research group at YU.*

<p><b>Gender Researchers Group</b></p>	<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• <i>Kortendiek, Beate. "Supporting the Bologna Process by gender mainstreaming: A model for the integration of gender studies in higher education curricula." <i>Studies on Higher Education. From Gender Studies to Gender IN Studies and beyond.</i> Bucharest: UNESCOPEPES (2011): 211.</i></li> <li>• <i>Buet, Marine. "Gender Research From Multiple Disciplines Profiles, Commitments, And Interrelations In An Interdisciplinary Group." <i>Mètode Science Studies Journal</i> 7 (2017): 127-131.</i></li> </ul>
<p><b>Target audience:</b></p> <p><i>All researchers</i></p>	<p><b>Timeframe:</b></p> <p><i>Jan 2022 – June 2022</i></p>

#### **Goals & Objectives**

##### **Short term (<1 year):**

- *Providing the decision of the top-level management at YU on the establishment of a gender researchers group and allocation of a budget.*

##### **Medium term (1-2 years):**

- *Establishing the interdisciplinary of the gender researchers group by a structured strategy and research plan.*

##### **Long term (3-5 years):**



- Providing the *sustainability of the research on gender issues at YU and increasing both the number and the diversity of the relevant research activities and publications.*

### **Activities and Available Resources**

#### **Activities:**

- *Designing the structure of the gender researchers group based on the existing researchers already studying gender issues and potential researchers who would like to be a member of this group as an outcome of the awareness raising activities.*
- *Identification of the targets and sub-working groups for the gender researchers group.*
- *Planning the research activities of the group.*
- *Implementing the research project.*

#### **Available Resources:**

- *Staff of the YU Gender Unit and CALIPER Working Group.*
- *Researchers at YU who are already studying gender issues.*
- *Institutional budget of the YU which is allocated to the working groups.*

### **Targets & Indicators**

#### **Short term (<1 year):**

- *The decision for the establishment of gender researchers group is taken by the top-level management.*

#### **Medium term (1-2 years):**

- *The gender researchers group is established and started its' research activities.*

#### **Long term (3-5 years):**

- *The number of the research, research outputs and projects on gender is increased.*

### **Facilitating & Hindering Contextual Factors**

#### **Facilitating Factors:**

*The idea of establishing “research groups” for different thematic areas and allocating funds is already integrated in the strategic plan of YU. Gender is announced as one of the strategic priorities. There are researchers almost in every faculties of YU who are studying and doing research about gender issues.*

#### **Hindering Factors:**

Institutional funding cannot be adequate and sustainable to provide a long-term support for the researchers group. The group needs to develop its' capacity to find external funding not only to provide long-term sustainability but also to develop national and international networks for large scale of research projects with a higher impact.



## 5.2 Collaborative research and projects

### *Collaborative research and projects*

#### *Sources:*

- *Yellow Window training toolkit*
- *Gendered Innovations project*

#### *Target audience:*

- *Researchers*
- *External stakeholders*
- *Universities*

#### *Timeframe:*

*Sept 2021- August 2023*

### **Goals & Objectives**

- *To develop collaborative research activities and projects with external stakeholders on gender issues*
- *To integrate gender dimension into research content*
- *To increase the number of the research outputs and projects led by women*
- *To increase cooperation with external stakeholders in the area of gender*

### **Activities and Available Resources**

#### **Activities:**

- *Constitution of the gender research group*
- *Holding regular collaborative research and project development meetings with stakeholders*
- *Publication of research results (reports/articles etc)*
- *Application to available funding schemes with projects developed collaboratively*

#### **Available Resources:**

- *Researchers working on gender issues*
- *Staff of the EU Research Center*
- *Staff of the Technology Transfer Office*
- *Technical and financial resources of the YU*

### **Targets & Indicators**

#### *Short term (<1 year):*

- *Number of the gender research and project development group established*

#### *Medium term (1-2 years):*

- *Number of the collaborative research and project development meetings*
- *Number of the research outputs*
- *Number of the project applications*

#### *Long term (3-5 years):*



- Percentage of women who are the first authors of research papers
- Number and share of female project leaders

### Facilitating & Hindering Contextual Factors

#### Facilitating factors:

Yaşar University has a long-standing existing collaboration with many external stakeholders such as local authorities, municipalities, NGOs, universities and private companies. These existing connections could facilitate the collaborative actions. Furthermore, the EU Research Center staff are experienced in project development and research actions.

Moreover, there are already ongoing project cooperation with many stakeholders from different fields. The existing project partners can be found at: <https://euc.yasar.edu.tr/partners/>

#### Collaborations:

YU will collaborate with both universities such as Ege University, Dokuz Eylul University, İzmir Katip Çelebi University and also public organizations and municipalities such as İzmir Governorship, Bornova Municipality and İzmir Metropolitan Municipality.

The role of the collaborating universities will be participation to the research and project development process. The research subjects, methodology and implementation process will be collaboratively decided with other universities.

The role of the other stakeholders such as public bodies and municipalities will depend on the type of the project or research action. They could be both partners in projects and/or target group or subject of the research process.

#### Hindering factors:

Limited number of available project funding calls on gender issues.

## 5.3 The WiN Events

### The WiN Events

### Sources:

- Femtech Insider<sup>10</sup>
- Laws of Attraction<sup>11</sup>
- STEM Women<sup>12</sup>
- Increasing women's participation in the STEM industry: A first step for developing a social marketing strategy<sup>13</sup>

<sup>10</sup> <https://femtechinsider.com/about/>

<sup>11</sup> <https://www.wes.org.uk/sites/default/files/Laws%20of%20Attraction%20v2.9.pdf>

<sup>12</sup> <https://www.stemwomen.co.uk/>

<sup>13</sup> Friedmann, E. (2018), "Increasing women's participation in the STEM industry: A first step for developing a social marketing strategy", Journal of Social Marketing, Vol. 8 No. 4, pp. 442-460. <https://doi.org/10.1108/JSOCM-12-2017-0086>



**Target audience:**

- Female high school students
- High Schools
- YU Public Relations and Promotion Office
- Student services
- Academics from STEM Departments
- Start-ups and spin-offs established by women

**Timeframe:**

Sept 2021 -August 2023

**Goals & Objectives**

- To increase awareness of the importance of STEM education for female students
- To attract more female students to STEM departments
- To increase the number of the female students in STEM departments
- To promote women entrepreneurship
- To promote start-ups and spin-offs established by female entrepreneurs

**Activities and Available Resources****Activities:**

- Developing annual WiN event programme
- Inviting female entrepreneurs and business women
- Creating contacts with high schools via Provincial Directorate of Education
- Promoting WiN events in local and national high schools
- Organization of WiN event every year before university selection and registration period

**Available Resources:**

- Staff of Public Relations and Promotion Department
- Staff of Student Services
- Staff of Career and Alumni Center
- Technical and financial resources of the YU

**Targets & Indicators****Short term (<1 year):**

- Number of the schools contacted and invited to WiN events
- Number of the female entrepreneurs contacted and invited to WiN events
- Number of the start-ups and spin-offs invited to WiN events

**Medium term (1-2 years):**

- Number of the WiN events organized
- Number of the female students participated in the events
- Number of the female entrepreneurs take part in the events
- Number of the start-ups and spin-offs showcased in the events

**Long term (3-5 years):**



- *Increased number of the female students enrolled in STEM departments*

#### **Facilitating & Hindering Contextual Factors**

*Yaşar University Public Relations and Promotion Department have a long-standing experience and expertise in organizing promotional events for high school students. Each year YU Public Relations and Promotion Department invites candidate high school students for a university tour and promotes our university by organizing sample lectures, lab tours, talks with lecturers and Deans. WiN events will be incorporated into these promotional events and specific activities to attract female student to STEM departments will be organized. Female entrepreneurs and start-ups and spin-offs founded by women will be invited to these events.*

#### **Collaborations:**

*YU will collaborate with public and private institutions, NGOs, universities, companies established by the female entrepreneurs.*

## **5.4 Awareness raising and capacity building trainings**

<b>Awareness raising and capacity building trainings</b>	<b>Sources:</b>
	<ul style="list-style-type: none"> <li>• <i>EIGE</i></li> <li>• <i>Typology on Training for Gender Equality<sup>14</sup></i></li> <li>• <i>Results of the R&amp;I Hub meetings</i></li> </ul>
<b>Target audience:</b>	<b>Timeframe:</b>
<i>External:</i>	<i>Jan 2022 - August 2023</i>
<ul style="list-style-type: none"> <li>• <i>NGOs, professional organizations, universities, public organizations</i></li> </ul>	
<i>Internal:</i>	
<ul style="list-style-type: none"> <li>• <i>YUSEM, YUKAM, EU Center, Academic staff with gender expertise</i></li> </ul>	

#### **Goals & Objectives**

- *To organize awareness raising and capacity building trainings with/for external stakeholders on gender issues*
- *To increase awareness and capacity on gender issues by providing trainings*
- *To increase cooperation with external stakeholders in the area of gender*

#### **Activities and Available Resources**

#### **Activities:**

<sup>14</sup> <https://dspace.ceid.org.tr/xmlui/handle/1/1000>



- *Conducting training need and current situation analysis*
- *Development of the training agenda and content*
- *Organization of the trainings*
- *Monitoring and evaluation of trainings*

**Available Resources:**

- *YUSEM, YUKAM and EUC staff, academic staff of the YU working on the gender issues*
- *Technical and financial resources of the YU*

**Targets & Indicators****Short term (<1 year):**

- *Number of the report on training need analysis*
- *Number of the training programs developed*

**Medium term (1-2 years):**

- *Number of the awareness raising and capacity building trainings provided*
- *Number of the persons trained*
- *Number of the training evaluation and monitoring reports prepared*

**Long term (3-5 years):**

- *Increased awareness and capacity of the stakeholders take part in the trainings (post-training evaluation results)*

**Facilitating & Hindering Contextual Factors**

*The Yaşar University Continuing Education Center (YUSEM) have experience and capacity to develop training programmes since they have been providing various trainings. Also, there are many academic staff who are working on gender issues. The staff of the newly-established Women Studies Research Center (YUKAM) and EU Center will also be involved in the training need analysis and training provision processes.*

**Collaborations:**

*YU will collaborate with universities, public organizations and municipalities, as well as NGOs, professional organizations.*



## 6 Teaching

There are no policies, guidelines/checklists on how to integrate the gender dimension into curricula, and this was underlined by the researchers participating in the interviews for the internal assessment. They believe that more attention should be paid to gender issues in the development of course contents. Likewise, there are no gender-sensitive teaching guidelines for professors/lecturers. This increases the likelihood of potential gender bias in teaching and calls for more awareness on the subject. The researchers believe that gender-sensitive teaching remains at the individual level. The necessity of creating an environment in which joint action, interdisciplinary studies, and information sharing are stressed. There is a need for academic gender mainstreaming.

### 6.1 Gender sensitive teaching

N.	Measures/actions	Objective	Timeframe of implementation
1	Guidelines on the integration of the gender dimension into curricula and teaching	Development and adoption of principles for integrating the gender dimension into curricula and teaching	Jan 2022 – June 2022
2	Training and pilot implementation	Training of academic staff on gender-sensitive teaching and pilot implementation of the curriculum with a gender dimension in one department from each faculty.	Jan 2022 – June 2022

### 6.1.1 Guidelines on integration of the gender dimension into curricula and teaching

This measure aims at strengthening the gender dimension of teaching at YU by the development and adoption of principles for integrating the gender dimension into curricula and teaching.

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#### Guidelines on integration of the gender dimension into curricula and teaching Sources:

- Herschberg, C. *Gender Dimension in Research and Curriculum: 12 SSH and STEM test institutions.* [SI]: University of Trento, 2015.
- Bagilhole, Barbara, and Jackie Goode. "The 'Gender Dimension' of both the 'Narrow' and 'Broad' Curriculum in UK Higher Education: do women lose out in both?." *Gender and Education* 10.4 (1998): 445-458.
- Palmén, Rachel, et al. "Integrating the gender dimension in teaching, research content & knowledge and technology transfer: Validating the EFFORTI evaluation framework through three case studies in Europe." *Evaluation and program planning* 79 (2020): 101751.

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#### Target audience:

- All researchers with teaching position
- Students from all levels and faculties

#### Timeframe:

Jan 2022 – June 2022

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#### Goals & Objectives

##### Short term (<1 year):

- Having a concrete list of guidelines for integration of the gender dimension into curricula and teaching.
- Integrating intersectionality dimension into the guidelines and teaching.

##### Medium term (1-2 years):

- Providing the top-level endorsement of the guidelines by the approval of university Senate and harmonization of the curricula & syllabi in line with the guidelines.

##### Long term (3-5 years):

- Integrating guidelines into all teaching programmes by guaranteeing gender dimension as an indispensable component of teaching at YU.

#### Activities and Available Resources

##### Activities:



- *Preparing the guideline.*
- Approval of the guideline by the university senate.

**Available Resources:**

- *Staff of the YU Gender Unit and CALIPER Working Group.*
- Bologna Process Committee of the university.
- Innovative Teaching and Learning Unit

**Targets & Indicators***Short term (<1 year):*

- *The guidelines are prepared.*

*Medium term (1-2 years):*

- *The guidelines are approved by the university Senate.*

*Long term (3-5 years):*

- *All courses & syllabi at YU are revised according to the guideline.*

**Facilitating & Hindering Contextual Factors****Facilitating Factors:**

*There is well established course content and syllabus design culture at YU in line with the Bologna Process. The standards for the syllabi and curricula are identified. The gender is a part of upcoming strategic plan of YU.*

**Hindering Factors:**

Some researchers can find this revision process unnecessary and irrelevant with the aim of their courses. The pace of adoption for each faculty might differ.



## 6.1.2 Training and pilot implementation

This measure aims at strengthening the gender dimension of teaching at YU by training of academic staff on gender-sensitive teaching and pilot implementation of the curriculum with a gender dimension in one department from each faculty.

<p><b>Training and pilot implementation</b></p>	<p><b>Sources:</b></p> <ul style="list-style-type: none"> <li>• Kuruvilla, Moly. "Gender studies course at UG/PG levels and gender awareness training to teachers." <i>Higher Education for the Future</i> 1.1 (2014): 29-38.</li> <li>• Larrondo, Ainara, and Diana Rivero. "A case study on the incorporation of gender-awareness into the university journalism curriculum in Spain." <i>Gender and Education</i> 31.1 (2019): 1-14.</li> <li>• Kortendiek, Beate. "Supporting the Bologna Process by gender mainstreaming: A model for the integration of gender studies in higher education curricula." <i>Studies on Higher Education. From Gender Studies to Gender IN Studies and beyond</i>. Bucharest: UNESCOPEPES (2011): 211.</li> </ul>
<p><b>Target audience:</b></p> <ul style="list-style-type: none"> <li>• All researchers with teaching position</li> <li>• Students from all levels and faculties</li> </ul>	<p><b>Timeframe:</b></p> <p>Jan 2022 – June 2022</p>

### Goals & Objectives

**Short term (<1 year):**

- Having an established orientation training content for integration of the gender dimension into curricula and teaching.
- Integrating intersectionality dimension into the training.

**Medium term (1-2 years):**

- Delivering the trainings to each faculty at YU.

**Long term (3-5 years):**

- Integrating guidelines into all teaching programmes by guaranteeing gender dimension as an indispensable component of teaching at YU.

### Activities and Available Resources

**Activities:**



- *Preparing the content of trainings.*
- Scheduling the training calendar.
- Revising the curriculum as a pilot implementation (one department from each faculty).
- Assessment and monitoring of the process.

**Available Resources:**

- *Staff of the YU Gender Unit and CALIPER Working Group.*
- Bologna Process Committee of the university.
- Innovative Teaching and Learning Unit

**Targets & Indicators**

*Short term (<1 year):*

- *The content of the trainings are developed.*

*Medium term (1-2 years):*

- *Training calendar is prepared.*
- *Trainings are delivered.*
- *Pilot implementations are completed.*

*Long term (3-5 years):*

- *All courses & syllabi at YU are revised according to the guideline and gender approach in teaching.*

**Facilitating & Hindering Contextual Factors**

**Facilitating Factors:**

*There is well established course content and syllabus design culture at YU in line with the Bologna Process. The standards for the syllabi and curricula are identified. The gender is a part of upcoming strategic plan of YU.*

**Hindering Factors:**

Pilot implementation process can take more time than planned due to the specific calendar and working schedules of the selected departments.



## 7 Institutional Communication

Although the external communication in terms of social media is regulated with specific procedures and principles that refer to gender equality and UNDP's gender-sensitive communication guide is used by the staff members working in digital media, there are no principles or guidelines on gender awareness in institutional communication.

61% of the internal survey participants do not know whether the institution promotes awareness-raising campaigns aiming at fighting stereotypes while 72% of the participants are not aware whether any complaint mechanisms in cases of gender-biased/sexist communication are available to them or not. These point out to a general lack of awareness towards the effects of gender in institutional communication. Therefore, gender equality needs to be clearly expressed in the institutional identity and values.

Furthermore, there are no policies or training for staff members on gender sensitive language in administrative communication. However, the national capacity building training of CALIPER project has resulted in two important institutional communication changes. Firstly, part-time student employment application forms now include the option "I do not want to specify" for gender, and the human resources department sends out greeting cards with gender neutral colours following each birth by personnel. This shows that staff members are enthusiastic about change and they are able to adopt policies following trainings on gender.

### 7.1 Gender sensitive institutional communication

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender-sensitive institutional communication guidelines	Development and implementation of gender-sensitive institutional communication guidelines	July 2021 – Dec 2022
2	Gender-sensitive communication trainings	Training of relevant staff members gender-sensitive institutional communication	March 2022 - Dec 2022

#### 7.1.1 Gender-sensitive institutional communication guidelines

*This measure aims at incorporating gender equality as a core value and a part of institutional identity through developing and implementing gender-sensitive institutional communication guidelines that will provide a foundation for visual, written, and online communication of the institution and the communication between its staff members.*





<b>Gender-sensitive institutional communication guidelines</b>	<b>Sources:</b> <i>Toolkit on gender-sensitive communication. (n.d.). European Institute for Gender Equality. <sup>15</sup></i> <i>Guidelines for gender sensitive communication in research and academia. <sup>16</sup></i>
<b>Target audience:</b> <i>Vice secretary general responsible for institutional communication</i>	<b>Timeframe:</b> <i>July 2021 – Dec 2022</i>

### Goals & Objectives

#### Short term (<1 year)

- *Development of institutional specific gender-sensitive communication guidelines through collaboration with all relevant academic and administrative units.*
- *Integrating intersectionality dimension into the communication guidelines*

#### Medium term (1-2 years)

- *Monitoring and evaluation of the guidelines by the office of the vice secretary general responsible for institutional communication*

#### Long term (3-5)

- *Institutionalization of gender sensitive institutional communication by the organization with proper monitoring, evaluation and quality management systems in place.*

### Activities and Available Resources

#### Activities

- *Desk research on gender-sensitive institutional communication*
- *Collaboration with relevant academic and administrative departments for the components of the document*
- *Development of institutional specific gender-sensitive communication guidelines through collaboration with all relevant academic and administrative units*
- *Presentation of the document to top management and the adoption of the guidelines as an official document*
- *Document is implemented, monitored and evaluated*

#### Available Resources

<sup>15</sup> Retrieved June 7, 2021, from <https://eige.europa.eu/publications/toolkit-gender-sensitive-com>

<sup>16</sup> [https://www.ciencia.gob.es/stfls/MICINN/Ministerio/FICHEROS/SUPERA\\_guidelines\\_gender\\_sensitive\\_communication.pdf](https://www.ciencia.gob.es/stfls/MICINN/Ministerio/FICHEROS/SUPERA_guidelines_gender_sensitive_communication.pdf)



- Staff of the vice secretary general responsible for institutional communication
- Financial and technical resources of the university

### **Targets & Indicators**

#### *Short term (<1 year)*

- *Gender sensitive institutional communication guidelines prepared, approved and started implementation*

#### *Medium term (1-2 years)*

- *Gender sensitive institutional communication guidelines are implemented, monitored, evaluated and reported*

#### *Long term (3-5)*

- *Increased level of institutional gender equality through the adopted guidelines on gender-sensitive institutional communication*

### **Facilitating & Hindering Contextual Factors**

#### **Facilitating Factors:**

*The university places extra attention on communication and one of the deputy secretary generals of the institution is responsible for communication. Communication strategy is the visible face of YU towards the external stakeholders therefore it is important to use gender sensitive language in institutional communication. These changes will benefit all staff and enhance the image of the university. The external communication in terms of social media is regulated with specific procedures and principles that refer to gender equality and UNDP's gender-sensitive communication guide is used by the staff members working in digital media. This can be transferred to internal communication as well.*

#### **Hindering Factors:**

*Administrative unit managers could criticize and object the action by using extra workload, lack of enough time & resources and/or bureaucracy as excuses.*



## 7.1.2 Gender-sensitive communication trainings

This measure aims at developing a culture of gender-sensitive communication at YU by training of relevant staff members gender-sensitive institutional communication.

<b>Gender-sensitive communication trainings</b>	<b>Sources:</b> <ul style="list-style-type: none"> <li>• Prasad, Kiran. "Gender-sensitive communication policies for women's development: Issues and challenges." <i>Feminist interventions in international communication: Minding the gap</i> (2008): 74-89.</li> <li>• Barbieri, Barbara, et al. "Tailor-made guides for gender-sensitive communication in research and academia."</li> </ul>
<b>Target audience:</b> <ul style="list-style-type: none"> <li>• All academic and administrative staff</li> </ul>	<b>Timeframe:</b> March 2022 - Dec 2022

### Goals & Objectives

Short term (<1 year)

- Designing the content of gender-sensitive communication trainings based on the guidelines.

Medium term (1-2 years):

- Delivering the trainings for all the staff at YU.

Long term (3-5 years):

- Developing a culture of gender-sensitive communication at YU

### Activities and Available Resources

#### Activities:

- Preparing the content of trainings
- Scheduling the training calendar
- Implementing the trainings
- Assessment and monitoring of the process.

#### Available Resources:

- Staff of the YU Gender Unit and CALIPER Working Group.
- Faculty of Communication
- Vice General Secretary for Communication and Public Relations.

### Targets & Indicators

Short term (<1 year):



- *The content of the trainings are developed.*

*Medium term (1-2 years):*

- *Training calendar is prepared.*
- *Trainings are delivered.*
- *Assessment is done.*

*Long term (3-5 years):*

- *A culture of gender-sensitive communication is developed at YU.*

#### **Facilitating & Hindering Contextual Factors**

##### **Facilitating Factors:**

*There is already a certain level of culture on gender sensitive communication at YU. The vice general secretariat has a high level of awareness on the importance of gender- sensitive communication with both internal level and also at external level in communication with other stakeholders.*

##### **Hindering Factors:**

The levels of different administrative units differ in terms of gender sensitive communication. The administrative and academic staff, both together, involves a large number of personnel which requires time to deliver the trainings elaboratively.



## 8 Sexual harassment

In “Administrative Personnel Disciplinary Procedures and Principles” document of the university harassment regarded as 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. However, there is no specific mechanism or procedure regarding sexism and sexual harassment. There is not any desk or service available for employees/staff where they can receive support/advice on gender-based offenses and harassment, either.

While there were no negative experiences mentioned regarding gender-based offenses and harassment during the interviews and focus groups; 4% of the survey participants have indicated that they experienced gender/sexual harassment within the organization and only 1% stated that have reported it to the competent bodies in the organization. Furthermore, 7% of the survey participants indicated that they have witnessed gender/sexual harassment within the organization and while 13% stated that they did not take any action, only 4% stated that they take actions such as reporting to competent bodies or encouraging the victim to do so.

### 8.1 Gender-based and sexual harassment

*In order to tackle the identified challenges above Yaşar University will adopt the following set of measures:*

N.	Measures/actions	Objective	Timeframe of implementation
1	Creation of an institutional policy document	Development and adoption of a policy document against sexism and sexual harassment	July 2021- Jun 2022
2	Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit	Establishment of Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit	July 2021 – Jun 2022



### 8.1.1 Creation of institutional policy document

*This measure aims at institutionalization of policies against gender-based/sexual violence.*

<b>Creation of institutional policy document</b>	<b>Sources:</b> <ul style="list-style-type: none"> <li>• <i>Brooke Miller Gialopsos (2017) Sexual Violence in Academia: Policy, Theory, and Prevention Considerations, Journal of School Violence, 16:2, 141-147, DOI: 10.1080/15388220.2017.1284467</i></li> <li>• <i>Bishu, S. G., &amp; Kennedy, A. (2020). Facing the Giant: A Framework to Undo Sex-Based Discrimination in Academia. Public Administration Review, 80(6), 1127-1132.</i></li> <li>• <i>PLOTINA Project</i></li> <li>• <i>GEAR Tool</i></li> </ul>
<b>Target audience:</b> <ul style="list-style-type: none"> <li>• <i>All academic and administrative staff</i></li> <li>• <i>All students</i></li> </ul>	<b>Timeframe:</b> <i>July 2021- June 2022</i>

#### Goals & Objectives

*Short term (<1 year):*

- *Development and adoption of a policy document against sexism and sexual harassment*

*Medium term (1-2 years):*

- *Reduction and elimination of the gender-based discrimination and harassment cases*

*Long term (3-5 years):*

- *Prevention and zero tolerance to gender-based discrimination and other forms of discrimination*

#### Activities and Available Resources

##### Activities:

- *Creation of policy document against sexism and sexual harassment*
- *Official adoption of policy document against sexism and sexual harassment*

##### Available Resources:

- *GEP Working Group Members*
- *CALIPER project team*
- *Financial and technical resources of the university*

#### Targets & Indicators

*Short term (<1 year):*



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement no 873134.

- *Policy document against sexism and sexual harassment prepared and adopted*

*Medium term (1-2 years)*

- *Annual report on gender-based discrimination and harassment*

*Long term (3-5 years):*

- *Existence of gender equality policy and structures in the institution*

#### **Facilitating & Hindering Contextual Factors**

##### **Facilitating Factors:**

*The Turkish Criminal Law and Labour Law prohibits sexual harassment. Also, there are articles within the institutional rules and policies against sexism and sexual harassment that can be mentioned as a positive aspect.*

*High management is committed to provide a safe and harassment free working environment to all staff members. The results of the survey were taken very seriously and top management stressed the importance of changing perspectives in terms of how sexual harassment is handled within the organization.*

##### **Hindering Factors:**

*None*

## **8.1.2 Gender-based discrimination, violence and sexual harassment prevention unit**

### **Gender-based discrimination, violence and sexual harassment prevention unit Sources:**

- *Brooke Miller Gialopsos (2017) Sexual Violence in Academia: Policy, Theory, and Prevention Considerations, Journal of School Violence, 16:2, 141-147, DOI: 10.1080/15388220.2017.1284467*
- *Bishu, S. G., & Kennedy, A. (2020). Facing the Giant: A Framework to Undo Sex-Based Discrimination in Academia. Public Administration Review, 80(6), 1127-1132.*
- *PLOTINA Project*
- *GEAR Tool*

### **Target audience:**

- *All academic and administrative staff*
- *All students*

### **Timeframe:**

*July 2021 – June 2022*



### Goals & Objectives

#### Short term (<1 year):

- *Development of measures for information and reporting of gender-based discrimination, violence and sexual harassment*
- *Establishment of Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit*

#### Medium term (1-2 years):

- *Reduction and elimination of gender-based discrimination and harassment cases*

#### Long term (3-5 years):

- *Prevention and zero tolerance to gender-based discrimination and harassment*

### Activities and Available Resources

#### Activities:

- *Establishment of Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit*
- *Establishment of a Commission responsible for the review of the sexism and sexual harassment cases under the Unit*
- *Integration of sexual harassment subject in all orientation programs (undergraduate students, graduate students, all faculty, and staff)*

#### Available Resources:

- *Staff of all relevant departments*
- *Financial and technical resources of the university*

### Targets & Indicators

#### Short term (<1 year):

- *Number of the Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit*
- *Number of the Gender Based Discrimination, Violence and Sexual Harassment Prevention Commission*

#### Medium term (1-2 years):

- *Number of Commission meetings per year*
- *Number of awareness raising trainings provided for faculty, staff and students (once a year for each group)*
- *Monitoring and reporting of the gender-based discrimination, violence and sexual harassment cases (once a year)*

#### Long term (3-5 years):

- *Number of employees and students becoming aware of the measures against gender based discrimination, violence and sexual harassment*

### Facilitating & Hindering Contextual Factors

#### Facilitating Factors:



- *Support and commitment of the high-level management.*
- *Existence of the academic expertise regarding gender issues.*
- *Existence of the elective course related with the gender/discrimination.*

**Hindering Factors:**

*None*



## 9 Gantt Chart

Area	Measures	M18	M19	M20	M21	M22	M23	M24	M25	M26	M27	M28	M29	M30	M31	M32	M33	M34	M35	M36	M37	M38	M39	M40	M41	M42	M43	M44
Human Resources	3.1.1																											
	3.2.1																											
	3.2.2																											
Institutional Governance	4.1.1																											
	4.1.2																											
	4.2.1																											
	4.2.2																											
Research	5.1.1																											
	5.1.2																											
	5.1.3																											
	5.2																											
	5.3																											
	5.4																											
Teaching	6.1.1																											
	6.1.2																											
Institutional communication	7.1.1																											
	7.1.3																											
Sexual harassment	8.1.1																											
	8.1.2																											