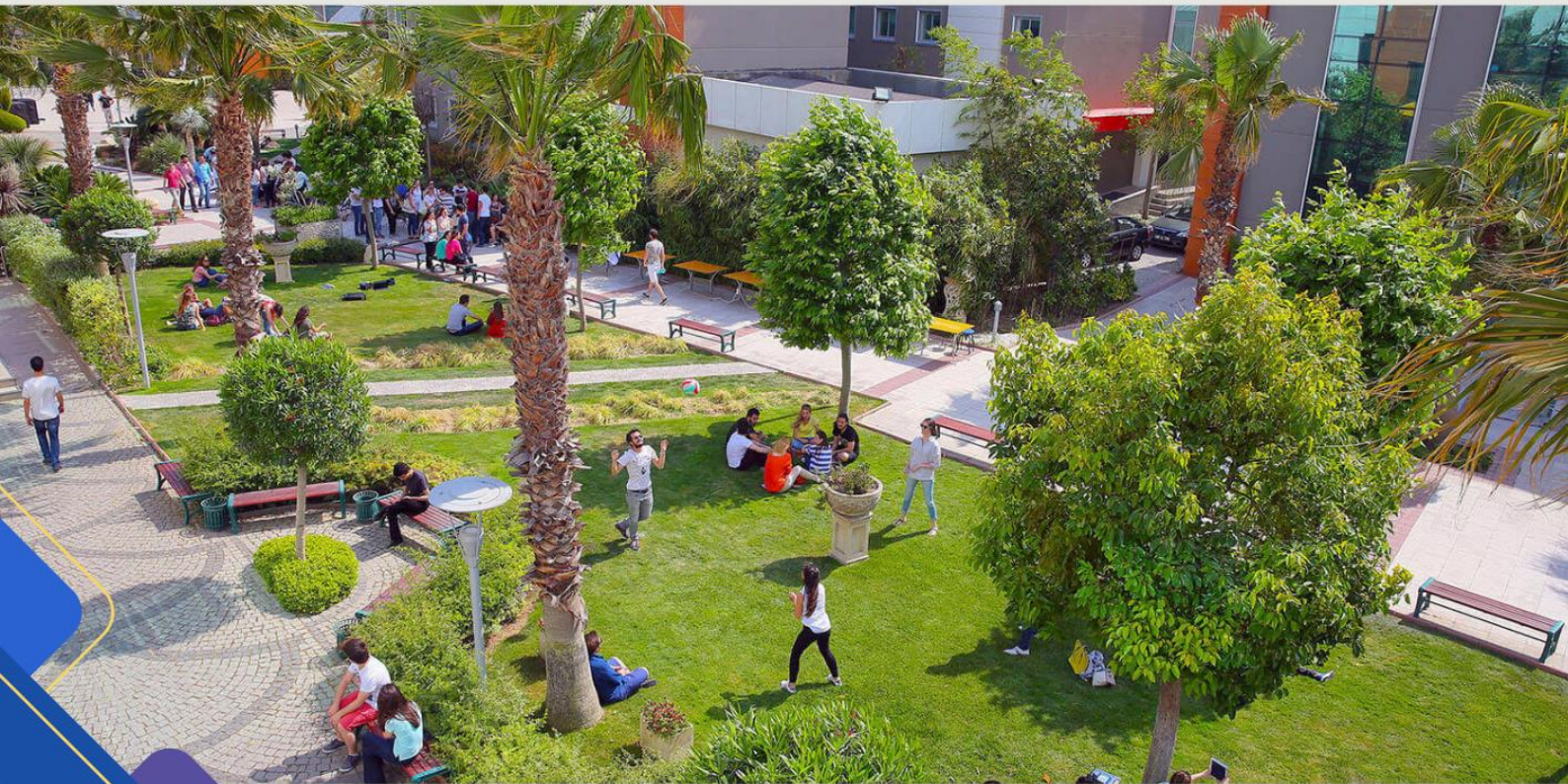




GENDER EQUALITY PLAN





Linking Research & Innovation for Gender Equality

Yaşar University

Gender Equality Plan

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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 plan stemmed from research and analysis and was shared with both the top and middle management of the institution and the stakeholders through dialogue meetings. Working Group 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 institutional GEP presents measures and to be implemented as well as responsible institutional body and time-frame under six main action areas: ***human resources, institutional governance, research, teaching, institutional communication, and sexual harassment***.

The current document represents the final version, that was resulted from the two implementation phases and a refinement and re-design adjustment steps after two implementation phases.

The GEP have already been approved by the Rectorate the Board of Trustees.

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.

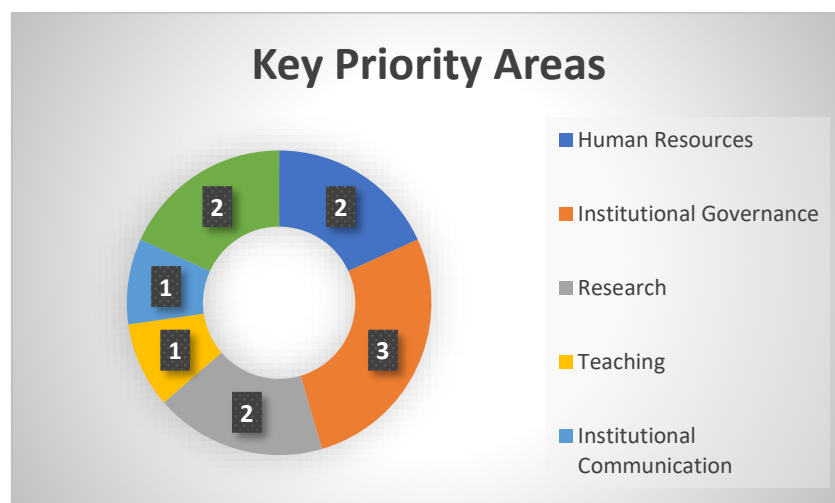
To ensure gender equality in **institutional governance**, YU have finalized the establishment of the gender equality body (Women Studies Research Center-YUKAM) and organize activities to increase the awareness of the top-level management regarding gender balance in decision making processes. YU will continue to 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 is 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 Diversity 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 is prepared and training was carried out for teaching staff.

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.



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 Directive¹ 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.

In order to tackle above-mentioned challenges, the following actions will be implemented:

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender Equality in Recruitment and Career Progression	Establishment and sustainability institutional gender-sensitive recruitment procedures Supporting career progression of the female researchers and staff	Permanent action
2	Awareness-Raising and Empowerment Actions	Increase of awareness & change of perception	Permanent action

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

3.1 Gender Equality in Recruitment and Career Progression

This measure aims at achieving of the gender equality in recruitment and career progression through establishment of the institutional gender-sensitive recruitment procedures to prevent gender bias in both academic and administrative recruitment and establishment of the measures to support career progression of the underrepresented gender at the institutional level.

Target Audience:

- All academic and administrative staff
- Candidate employees in general
- All faculty and staff involved in recruitment processes
- Staff of the Human Resources Office

Timeframe:

- *Permanent action*

Goals & Objectives:

- *Establishment of the institutional gender-sensitive recruitment procedures*
- *Establishment of the measures to prevent gender bias in recruitment*
- *Establishment of the support mechanism to support career progression of the female researchers & staff*
- *Provide career development mentoring and awareness raising trainings for female researchers and female employees*

Activities:

- *Providing regular trainings for all faculty and staff involved in recruitment processes*
- *Implementation and monitoring of the gender-sensitive recruitment through data-collection*
- *Regular meetings with top and middle management and Director of HR Department*
- *Implementation of mentoring program for the female researchers*
- *Monitoring and evaluation of mentoring programs for the female researchers*

Resources:

- *Staff of the Human Resources Department*
- *Staff of the Career and Alumni Center*
- *YUGender staff*
- *Financial and technical resources of the university*

Indicators:

- *Recruitment data regarding gender distribution of the applicants and hires*
- *Gender-sensitive recruitment procedures implemented, monitored and reported (annually with gender disaggregated data on recruitment)*
- *More balanced distribution of genders in all departments and units*
- *Number of the female researchers participated in mentoring program*
- *Number of the mentoring trainings provided*

Facilitating & Hindering 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.”²

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

Hindering Factors:

none

3.2 Awareness-Raising and Empowerment Actions

The Awareness-Raising and Empowerment Actions bring together several awareness-raising and empowerment activities previously implemented separately during the first and second iteration of the GEP implementation.

The Awareness-Raising and Empowerment Actions are aimed to increase the knowledge and awareness of internal stakeholders such as the staff and top-level management also external stakeholders regarding gender equality. Moreover, organization of events to attract female students into STEM areas will contribute to the increase awareness of the importance of STEM education for female students.

Target Audience:

- All academic and administrative staff
- Internal and external stakeholders taking part in awareness raising activities
- Staff of the Human Resources Office
- Members of top management

Timeframe:

- Permanent action

Goals & Objectives

- Increase of awareness & change of perception on gender balance in decision making processes at the top-management level
- Contribute to the institutionalization of gender balance in decision making processes
- To increase cooperation with external stakeholders in the area of gender
- To increase awareness of the importance of STEM education for female students
- To attract more female students to STEM departments

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

Activities:

- *Continuous implementation of awareness-raising activities targeting top-level management on the gender equality in decision making processes*
- *Organization of awareness raising and capacity building trainings with/for external stakeholders on gender issues*
- *Organization of regular trainings on integration of the gender dimension into curricula and teaching and continuous use of guidelines of integration of the gender dimension into curricula and teaching*
- *Organization of WiN events to increase awareness of STEM education for female students and to attract more female students to STEM departments*

Resources:

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

Indicators

- *Number of awareness raising activities organized targeting top-management*
- *Number of members of the top management participated in awareness raising activities*
- *Number of the projects developed regarding gender issues*
- *Number of the collaborative research and projects*
- *Number of the awareness raising activities and trainings organized*
- *Number of the female students participated in WIN events*

Facilitating & Hindering Factors**Facilitating Factors:**

Yaşar University staff 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 (YUGender) and EU Center will also be involved in the training provision processes.

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.

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. The internal analysis revealed that 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***³ 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***⁴ 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."⁵ 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.

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

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

[esaslar/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)

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

4.1 Gender Balance in Leadership and Decision-Making

In order to tackle above-mentioned challenges, the following actions will be implemented:

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender equality body	Sustainability of the gender equality body	Permanent action
2	Gender-disaggregated data collection	Maintaining the continuous gender-disaggregated data collection procedures	Permanent action
3	Gender equality policy	Sustainability of the gender equality policy	Permanent action

4.1.1 Gender equality body

This measure aims at sustainability of the gender equality body (YUGender) as an institutionally responsible unit for gender research and internal and external awareness raising, and project development purposes.

Target Audience:

- Rectorate
- All academic and administrative staff
- Women's Studies Research Center

Timeframe:

- Permanent action

Goals & Objectives

- Sustainability of the gender equality body (YUGender)
- Providing continuous trainings on gender equality
- Raising internal and external gender equality awareness among students, staff members and external stakeholders through the activities of the YUGender

Activities

- Organization of regular meetings of YUGender
- Annual activities of the YUGender
- Organization of research and awareness raising activities

Resources:

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

Indicators

- Number of the regular meetings of YUGender
- Number of research papers/analysis/reports on gender equality published
- Number of workshops, seminars, conferences, trainings organized on gender equality
- Number of participants in awareness-raising and trainings activities

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:

None.

4.1.2 Gender-disaggregated data collection

This measure aims at sustainability of the gender disaggregated data collection to develop evidence-based policies for gender equality in the institution and to monitor the implementation of the policies on gender equality.

Target Audience:

- Rectorate
- Women's Studies Research Center
- All academic and administrative unites

Timeframe:

- Permanent action

Goals & Objectives

- Sustainability of the institutional gender-disaggregated data collection procedures
- Implementation, tracking and monitoring of the procedures in annual activity reports of the departments
- Development of evidence-based institutional gender equality policies based on gender-disaggregated data

Activities

- Sustainable implementation of the institutional gender-disaggregated data collection procedures and gender-specific indicators to monitor progress towards gender equality
- 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 measure (if needed) based on the data collected.

Resources

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

Indicators

- *Number of the reports generated as a result of the gender-disaggregated data collection*
- *Number of the measures, activities or actions resulted from data reports*
- *Number of the evidence-based institutional gender equality policies developed based on gender-disaggregated data*

Facilitating & Hindering 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 is to provide academic research on the data collection activities at the institutional level that can place Yaşar University as a good practice.

Hindering Factors:

None.

4.1.3 Gender Equality Policy

This measure aims at the institutionalization of gender equality at the governance level by the preparation of a Gender Equality Policy. Gender Equality Policy document is a formal manifestation of intention to maintain gender equality at all levels of the YU.

Target Audience:

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

Timeframe:

- *Permanent action*

Goals& Objectives:

- *Ensure the sustainability of the gender equality policies at all levels of the YU.*
- *Increase knowledge and awareness about gender equality at institutional level*

Activities:

- *Promotion and sustainability of the gender equality policy and updating whenever necessary*
- *Monitoring of the related activities*
- *Increased awareness about gender equality at all levels of the YU.*

Resources:

- *Staff of the YUGender*
- *Financial and technical resources of the university*

Indicators:

- *Gender equality policy document is prepared and published on the YU quality website*
- *The policy-related activities are monitored and evaluated*
- *Increased awareness about gender equality at all levels of the YU.*

Facilitating & Hindering 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 is 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 are expected to increase.

Hindering Factors:

None

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.

During the internal analysis process the 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 Integration of the Gender Dimension into Research

In order to tackle above-mentioned challenges, the following actions will be implemented:

N.	Measures/actions	Objective	Timeframe of implementation
1	Integration of gender into institutional strategic plan	Integrate of gender subjects into the institutional strategic plan and institutional funding mechanisms	Permanent action
2	Diversity Research Group	Establish a Diversity Research Group at the university.	Permanent action

5.1.1 Integration of gender into institutional strategic plan

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

Target Audience:

- All academic staff and researchers
- All students

Timeframe:

- Permanent action

Goals & Objectives

- Integration of measures and targets about gender to the institutional strategy of YU.
- Involving researchers to the international and national research projects on gender issues.
- Increasing the number of the research and research outputs on gender

Activities and Available Resources

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

Available Resources

- Institutional budget of YU for the internal projects
- Staff of the International Project Support Office, BAP Office & Technology Transfer Office (international projects)

Targets & Indicators

- Gender is added as a strategic priority in the strategic plan.
- The number of researchers who are conducting research on gender issues
- The number of national and international research outputs on gender

Facilitating & Hindering Factors

Facilitating Factors:

Gender is already included and approved as a priority in the 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.

5.1.2 Diversity Research Group

This measure aims at guaranteeing the sustainability of the research on gender, diversity and inclusion issues by establishing an interdisciplinary and comprehensive diversity research group at YU.

Target Audience:

- All researchers

Timeframe:

- *Permanent action*

Goals & Objectives

- *Approved by the top-level management at YU on the establishment of a diversity research group*
- *Establishment of the interdisciplinary of the diversity research group with a structured strategy and research plan.*
- *Ensuring the sustainability of the research on gender and diversity issues at YU and increasing both the number and the variety of the relevant research activities and publications.*

Activities

- *Designing the structure of the diversity research group based on the existing researchers already studying diversity, gender, inclusion, and intersectionality issues*
- *Identification of the themes and sub-working groups for the diversity research group*
- *Planning the research activities of the group*
- *Implementing the research activities and projects*

Resources

- *All academic staff and researchers*
- *Researchers at YU who are already studying diversity and gender issues.*
- *Institutional budget of the YU*

Targets & Indicators

- *Number of the research outputs by the diversity research groups*
- *The number of the research publications and projects on gender and diversity*

Facilitating & Hindering Factors**Facilitating Factors:**

The target 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 and diversity issues.

Hindering Factors:

Institutional funding may not 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.

6 Teaching

There are no policies, guidelines and/or checklists on how to integrate the gender dimension into teaching and 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 and 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 Integration of the Gender Dimension into Teaching

The above-mentioned challenges will be addressed via implementation of the following comprehensive action:

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender sensitive teaching guidelines & trainings	Integrating gender dimension into the institutional teaching & training activities and practices	Permanent action

6.1.1 Gender sensitive teaching guidelines & trainings

This measure aims at strengthening the gender dimension of teaching at YU by sustainability of principles for integrating the gender dimension into curricula and teaching and continuous implementation of guidelines and trainings.

Target Audience:

- All researchers & academic staff

Timeframe:

- *Permanent action*

Goals & Objectives

- *Increasing the knowledge and awareness of the teaching staff on integration of gender dimension into teaching*
- *Continuous use of guidelines for integration of the gender dimension into curricula and teaching*
- *Regular training of the new teaching staff on integration of the gender dimension into curricula and teaching*

Activities and Available Resources

- *Promotion of the guidelines to teaching staff*
- *Regular training of the new teaching staff on integration of the gender dimension into curricula*

Resources

- *Staff of the YUGender & Innovative Teaching and Learning Unit*
- *Financial and technical resources of the University*

Targets & Indicators

- *Number of the staff trained on integration of the gender dimension into curricula*
- *Number of the courses & syllabi revised according to the guideline*

Facilitating & Hindering 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 has become 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.

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, at the national capacity building training of CALIPER project, the staff members expressed their enthusiasm about change and willingness to adopt policies following trainings on gender.

7.1 Gender sensitive institutional communication

In order to address above challenges the following comprehensive action will be implemented:

N.	Measures/actions	Objective	Timeframe of implementation
1	Gender sensitive institutional communication guidelines & trainings	Integrating gender dimension into the institutional communication activities and practices	Permanent action

7.1.1 Gender sensitive institutional communication guidelines & trainings

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

Target Audience:

- Vice secretary general responsible for institutional communication
- All administrative and academic units
- All staff

Timeline:

Permanent action

Goals & Objectives

- *To increase the knowledge and awareness regarding gender-sensitive communication among all relevant academic and administrative staff*
- *To ensure the sustainability of the gender-sensitive communication within the institution*
- *To institutionalize gender sensitive communication by the organization with regular monitoring, evaluation and quality management systems in place.*

Activities and Available Resources

- *Continuous use of gender-sensitive communication guidelines by all relevant academic and administrative units*
- *Organization of regular trainings on gender-sensitive communication*
- *Evaluation and monitoring of the trainings*

Resources

- *Human resources of the university*
- *Financial and technical resources of the university*

Targets & Indicators

- *Gender sensitive institutional communication guidelines used by the relevant departments*
- *Increased level of knowledge and awareness regarding gender sensitive institutional communication*
- *Number of the trainings organized*
- *Number of the staff took part in gender sensitive institutional communication*

Facilitating & Hindering 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.

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 awareness 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 fully implement the action.

8 Sexual Harassment & Gender-Based Violence

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 Prevention of sexual harassment and gender-based violence

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	Institutional policy against sexual harassment and gender-based violence	Development and adoption of a policy document against sexism and sexual harassment	Permanent action
2	Gender-based discrimination, violence and sexual harassment prevention unit	Establishment of Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit	Permanent action

8.1.1 Institutional policy against sexual harassment and gender-based violence

This measure aims at institutionalization of policies against sexual harassment and gender-based violence.

Target Audience:

- YU Gender Equality Body
- All administrative and academic staff
- All students

Timeline:

- Permanent action

Goals & Objectives

- *Adoption policy document against sexual harassment and gender-based violence (finalized)*
- *Reduction and elimination of the sexual harassment and gender-based violence cases*
- *Prevention and zero tolerance to gender-based discrimination and harassment*

Activities

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

Resources

- *YU Gender team*
- *Members of the gender-based discrimination, violence and sexual harassment prevention unit*
- *Financial and technical resources of the university*

Targets & Indicators

- *Policy document against sexism and sexual harassment adopted and published on YUGender website*
- *Number of the reports on gender-based discrimination and harassment issues*
- *Number of the staff and students became aware of gender-based discrimination, violence and sexual harassment issues*

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

This measure aims to tackle gender-based discrimination, violence and sexual harassment at institutional level.

Target Audience:

- *YU Gender Equality Body*
- *All administrative and academic staff*
- *All students*

Timeline:

- *Permanent action*

Goals & Objectives

- *Prevention of gender-based discrimination, violence and sexual harassment through implementation of established measures*
- *Reduction of gender-based discrimination and harassment cases*
- *Prevention and zero tolerance to gender-based discrimination, violence and sexual harassment*

Activities

- *Regular meetings of Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit*
- *Regular meetings of Commission responsible for the review of the sexism and sexual harassment cases under the Unit*
- *Organization of trainings and awareness raising activities on 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

- *Number of the meetings of Gender Based Discrimination, Violence and Sexual Harassment Prevention Unit & Commission*
- *Reduced number of the Gender Based Discrimination, Violence and Sexual Harassment cases*
- *Number of awareness raising trainings provided for faculty, staff and students*
- *Monitoring and reporting on the gender-based discrimination, violence and sexual harassment cases*
- *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