



## SÜLEYMAN DEMİREL UNIVERSITY GENDER EQUALITY PLAN



### INTRODUCTION

Süleyman Demirel University presents “The Gender Equality Plan” which is based on gender balance. The primary aim of the plan is to ensure that Süleyman Demirel University is a safe place for everyone, functions in a manner that respects equality, competence, diversity, free of discrimination, and ensures unhindered academic progress for all. Süleyman Demirel University believes that equality and diversity are the values that promote the development of science. There are many benefits of equality and diversity in the sciences and higher education. Equality policies support the development of clearer procedures, which help to create a better working environment while also attracting and keeping academic talent. In addition, this reinforces the improved and inclusive dialog.

Although different discriminations have some common characteristics, there are many situations where it’s appropriate to separate gender equality as a priority area. Promoting equality as a starting point of the Gender Equality Plan is for the best improvement in practices and activities. It is shown in many kinds of research that university members can come across with institutional barriers, some may not benefit from opportunities for academic progress. These barriers often take the form of gender discrimination, sexual harassment, and difficulties with combining professional work and family life. And these may slow down researchers’ careers such that they may lose interest in undertaking further academic development. Each case makes up a loss to the University, and the development of science in our city and country. Universities focused on science and education indicates a need for integrated activities at universities to support research environments. To improve the research environment in the European area, many institutions take precautions based on gender balance.

### NATIONAL CONTEXT

In Turkey, there are 8296959 students, 90338 lecturers and 180065 academic staff in 207 higher education institutions, including 129 state, 75 foundation and 4 foundation vocational schools. The number of male students in higher education is 50% with 4172147, while the number of female students is 49% with 4124812. The rate of female students increased from 42% in 2002 to 49% in 2022. In this process, Women’s Research Centers with different names were established at various universities. In addition, a commission for cooperation was established with various and relevant institutions for female academicians to take part in research and innovation more than before. While the number of academics was 74134 in 2003, this number reached 184702 in 2022, of which 100147 were male and 84555 were female. While the rate of female academicians among the total academicians is over 45%, 10695 of these academicians are female professors, 8097 associate professors, 18939 assistant professors, 19499 lecturers and 27325 assistants. There are 5 female rectors at 129 state universities and 12 female rectors at foundation universities.

As a matter of legal doctrine, Article 10 of the Turkish Constitution guarantees equality before the law: “Everyone is equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, religion, and sect, or any such grounds. (Paragraph added on May 7, 2004; Act No. 5170). Men and women have equal rights. Measures taken for this purpose shall not be interpreted as contrary to the principle of equality. (Paragraph added on September 12, 2010; Act No. 5982). In 1985, Turkey signed and ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). In 2007, General Directorate on the Status and the Problems of Women prepared 1<sup>st</sup> National Action Plan on Gender Equality for the years 2008-2013. In addition, the Directorate

prepared 2<sup>nd</sup> National Action Plan (for the years 2012-2015), 3<sup>rd</sup> (for the years 2016-2020) on the issue of "Violence Against Women". In 2020, Ministry of Family and Social Policies prepared 4th National Action Plan on the issue of violence with the motto of "Zero Tolerance to Violence". In 2015, The Council of Higher Education (CHE) issued the Position Paper on Gender Equality in Higher Education. In 2019, the Scientific and Technological Research Council of Turkey (TUBITAK) published the Policy Guidelines for Increasing the Participation of Women Researchers in TUBITAK processes.

## **UNIVERSITY VISION**

At Süleyman Demirel University, we aim to increase the number of women researchers, managers, master and Ph.D. students, and academicians. We believe in the balance of gender in academic progress. One key challenge concerns the lack of gender balance in top scientific positions among administrative personnel and students engaged in professional studies. SDU still needs to have equal representation in academic and managerial positions. The gender balance is also uneven in technical and administrative positions. Equality is not just a matter of gender balance, but also one of the equal opportunities and the fair distribution of resources. The achievement of equality between the genders requires having a long-term, genuine desire to bring about change. Many parties are involved in allocating resources and making appointments, and many considerations need to be considered. When we are involved in our everyday work, it is easy to lose quickly sight of equality considerations unless targets have been expressed, incorporated and responsibilities have been allocated. This plan addresses the most important challenges involved in the SDU gender equality work during the forthcoming years.

In the last 10 months since the gender plan came into effect, improvements have been observed in gender equality in academia. The rate of female professors, which was 16% in 2021 increased to 26%; associate professor rate from 25% to 44%; the rate of lecturers increased from 36% to 43% and the rate of assistant professors increased from 41% to 45%. In addition to the average rate of women in academic positions, an increase is observed in the rate of women in management. While the number of female directors in the institute remained the same, the rate of female vice deans increased from 39% to 46%. The rate of women in administrative staff has increased from 25% to 46%. The most important output of these developments to our university is the important role of GEP plays in ensuring equality.

We have primary objectives for preparing this plan:

- Raising awareness about the importance of equality issues and strengthening positive attitudes towards diversity.
- Encouraging to increase the percentage of women researchers, and students in programs and ranks where their numbers are low.
- Supporting the development of women's academic careers.
- Ensuring gender equality in the recruitment of gender-based employees and the doctoral studies.
- Encouraging to increase the number of women in all managerial positions.
- Institutionalizing measures for the evaluation of management and decision-making mechanisms based on gender equality and inclusivity.
- Improving existing mechanisms to prevent sexual harassment, gender-based violence, and discrimination.
- Enacting formal mechanisms for integrating a gender perspective in research and curriculum in all fields and research areas.
- Raising gender equality awareness in all programs of students and academicians and raising this awareness in teaching materials, methods, seminars.
- Raising awareness of "gender-based violence" in teaching materials and seminars.

- Establishing “Emergency Support Units” in each campus for students and staff to get support within the context of secure campus and women-friendly campus.
- Empowering The Research Center for Women Studies by organizing seminars and lectures at faculties.
- Announcing women based national and international project calls and give project writing supports with R&D Department’s contribution.
- Convincing the students from different disciplines not to treat unequal in any sector and making them to believe in gender equality.

## Priority areas for Gender Equality 2021-2025

A. Gender Balance and Equality in Research	2021 Data	Current Situation	Goal	Activities	Responsible
A. 1. Higher Percentage of Women in Professional Positions	Professorship – 16% Assoc. Prof. – 25% Assist. Prof. –41% Lecturer – 36% Administrative staff – 25%	Professorship – 26% Assoc. Prof. – 44% Assist. Prof. –45% Lecturer – 43% Reseach Assist- 53% Administrative staff – 46%	-Ensure that all decision-making bodies and committees have gender parity with at least 30% -Encourage women academicians for professorship and academic progress positions.	-Pave the way for calling on women to participate the research area in academic units which are particularly dominated by men.	The Rectorate The Faculties The University Board R&D Department
A. 2. Higher Percentage of Women in Academic Positions	44% of academicians are women	44% of academicians are women	Keep these proportions and increase the percentage of women academicians to about 50%.	Encourage women researchers for academic studies.	The Rectorate The Faculties The University Board R&D Department
A. 3. Equality in the distribution of research resources	34% of women are coordinating research projects	34% of women are coordinating research projects.	-Giving priority to women academicians to apply more research projects and reach resources -Increasing funds set aside for equality.	-Draw up annual equality accounts -Monitoring women priorities in research projects.	The Rectorate The Faculties The University Board R&D Department
A. 4. Equality perspective on professor/associate professor positions	32% of all professors and Assoc. Professors are women	33% of all professors and Assoc. Professors are women	Keep this number and increase the number of women professors and Assoc. Prof.	Encourage academicians for new research and publications for academic progress.	The Rectorate The Faculties The University Board R&D Department
A. 5. Career development for women in research			Establish systematic data collection, analysis, and benchmarking systems regarding gender in research (including projects, publications, patents, and innovations) in all its aspects of research i.e., funding allocations, gender distribution in research teams, gender	Establish an institutional and national award program for women scientists.	The Rectorate R&D Department

			dimension in research, and prepare annual reports for monitoring and evaluation		
A. 6. Greater emphasis on gender perspective in research			<ul style="list-style-type: none"> <li>-Set targets and monitor gender distribution in research groups</li> <li>-Organize seminars on gender-sensitive teaching and preparing projects.</li> <li>-Give project writing trainings with the awareness of gender perspective.</li> </ul>	<ul style="list-style-type: none"> <li>-Form a committee with one representative from the R&amp;D Directorate, faculties, research centers to serve for four years. The committee will prepare guidelines on including a gender perspective in research and scientific production, including suggestions for an incentive scheme.</li> </ul>	<ul style="list-style-type: none"> <li>The Rectorate</li> <li>The Faculties</li> <li>R&amp;D Department</li> <li>Research Center for Women Studies</li> </ul>
A. 7. Higher percentage of women in master and Ph.D. studies	Women in Master and Ph.D. degree: 49%	Women in Master and Ph.D. degree: 46%	<ul style="list-style-type: none"> <li>-Encourage to increase and keep the number of women students in master and Ph.D. programs at 50%</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage women students for academic studies</li> <li>-Integrate women students into research programs and projects.</li> <li>-Establish 30% of gender quota for each research and innovative project</li> </ul>	<ul style="list-style-type: none"> <li>The Rectorate</li> <li>The Institutes</li> <li>The R&amp;D Directorate</li> </ul>

<b>B. Gender Balance and Equality in Education</b>	<b>2021 Data</b>	<b>Current Situation</b>	<b>Goal</b>	<b>Activities</b>	<b>Responsible</b>
B. 1. Higher Percentage of Women in natural sciences studies	38% of academicians in natural sciences are women	38% of academicians in natural sciences are women	Keep this number and increase the number of female academicians in natural sciences.	-Encourage female students in natural sciences	The Rectorate The Faculties The University Board R&D Department Women Studies Center
B. 2. Women role models in education and study literature		-Gender perspective in education materials is not enough	-Raising awareness by education methods.	-Create incentive mechanisms for integrating a gender perspective in teaching. -Integrate gender equality training in all degree programs. -Organize training for lecturers based on gender balance precision in teaching materials	The Rectorate The Faculties R&D Department Research Center for Women Studies Social Contribution and Stakeholder Coordinatorship

<b>C. Gender Balance and Equality focused Organization and management</b>	<b>2021 Data</b>	<b>Current Situation</b>	<b>Goal</b>	<b>Activities</b>	<b>Responsible</b>
C. 1. Higher Percentage of women in managerial positions	25% of staff in management is Women	46% of staff in management is Women	Increase the percentage to 30%	-Ensure that there is at least one-woman candidate in all shortlists management positions. -If there is over one management position at the same level, aim for gender parity of at least 30%.	The Rectorate The University Board

<p>C. 2. Prevention of sexual harassment</p>		<ul style="list-style-type: none"> <li>-Lack of awareness on what makes up sexual harassment among faculty, assistants, students, staff, and service providers</li> <li>-Misinformation and disinformation in the effective functioning of existing complaint and support mechanisms</li> <li>-Lack of gender sensitivity in institutional and daily communication practices</li> <li>-The need to integrate gender, gender-neutral and inclusive language, and sexual harassment into orientation programs</li> </ul>	<ul style="list-style-type: none"> <li>-Expanding the reach of these mechanisms to all members of the Süleyman Demirel University Board, including service providers.</li> <li>-Raising awareness of all gender issues among stakeholders</li> <li>-Encouraging Research Center for Women Studies to rise awareness and give training about gender-based violence.</li> </ul>	<ul style="list-style-type: none"> <li>-Provide information on the university website on the alternative complaint and support mechanisms and their relations to one another</li> <li>- Make the sexual harassment and domestic violence support mechanisms and documents available and visible on all university platforms</li> <li>-include these documents in all orientation packages.</li> <li>-Include the link to the sexual harassment statement and policy in all course syllabi.</li> <li>-Prepare an online mandatory training program on sexual harassment for all faculty (as part of the academic orientation program), staff, and workers</li> </ul>	<ul style="list-style-type: none"> <li>- Research Center for Women Studies</li> <li>- R&amp;D Directorate</li> <li>-The Faculties</li> </ul>
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<b>D. Gender balance and Equality on Decision Making</b>	<b>2021 Data</b>	<b>Current Situation</b>	<b>Goal</b>	<b>Activities</b>	<b>Responsible</b>
D. 1. Raise awareness of gender equality among decision-makers	<p>There are women managers at;            4 institutes – 66%            3 vocational high schools– 75%            9 research center – 20%            In addition:            There are;            -11 women vice-deans- 39%.            -4 vice-managers at vocational high schools- 50%.            -5 vice-managers at institutes41%.</p>	<p>There are women managers at;            4 institutes – 66%            3 vocational high schools– 75%            13 research center – 27%            In addition:            There are;            -13 women vice-deans- 46%.            -4 vice-managers at vocational high schools- 50%.            -6 vice-managers at institutes- 41%.</p>	<p>-Raising women managers at institutes, vocational high schools, and research centers.            -keeping the number of women dean&amp; institute managers at 30%            -assigning at least 1 female vice-rector or female rectorate advisor /coordinatorship at decision-making processes.</p>	<p>-Develop gender-equality and gender sensitivity guidelines for decision-making processes            - Include “promoting gender equality” as an aim in the Strategic Plan            - Provide annual gender bias and gender-equality training for all levels of management</p>	<p>-The Rectorate            - Research Center for Women Studies            - R&amp;D Directorate            -The Faculties</p>
D. 2. Higher percentage of women participation and representation at university board	<p>1 woman at board – 4%            13 women at senate – 27%</p>	<p>3 woman at board – 13%            7 women at senate – 20%</p>	<p>Raising the percentage of women's participation in board and senate to 30% by assigning female representatives</p>	<p>Organizing assignments based on gender balance.</p>	<p>The Rectorate            -Research Center for Women Studies            - R&amp;D Directorate</p>