



# GENDER EQUALITY PLAN

ISU GEP (2022)

# **GENDER EQUALITY PLAN**

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# Message from the President - Our commitment to gender equality

From its foundation onwards, the ISU administration has been actively involved in broader diversity and inclusion reform with a focus on intersectionality as we recognize the compounding nature of inequality. This includes work to address gaps and challenges within the administrative and academic personnel, the student body, and managerial staff.

The strong commitment of senior leadership is further demonstrated by the integration of gender equality into the institution's strategic objectives and by the inclusion of gender equality as a key performance indicator for senior managers, including academic members of staff in management positions. It is our firm belief that gender equality should be protected fiercely as it pertains to international human rights (UN General Assembly, 1948).

With carefully designed, wide-ranging university policies Istinye University seeks to provide its members with the same rights and access to entitlements and protections.

ISU Gender Equality Plan has two main objectives: first, unequivocally declare the university's sound commitment to secure and maintain an environment where it will have become a fact that neither ISU employees nor its students face discrimination, harassment, bias or any kind of negative treatment based on their gender preference. Second, ISU GEP prepares the groundwork such that the first objective will, without any doubt, materialize.

After the completion of the first phase, we plan to start with an academic center solely dedicated to domestic as well as international problems that had long plagued traditional and non-traditional (non-binary) genders. ISU Center for Gender studies will include academics, researchers, and graduate students that focus on gender work. In time, the Center will assume the role of the ISU GEP Committee in monitoring, evaluating, and planning the university's measures and progress in sustaining and promoting gender equality.

# A Summary of the National Context

- 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. The State has the obligation to ensure that this equality exists in practice. (Sentence added on September 12, 2010; Act No. 5982) 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) Measures to be taken for children, the elderly, disabled people, widows and orphans of martyrs as well as for the invalid and veterans shall not be considered as violation of the principle of equality. No privilege shall be granted to any individual, family, group or class. State organs and administrative authorities are obliged to act in compliance with the principle of equality before the law in all their proceedings.”
- In 1985, Turkey signed and ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
- In 2012, Turkey signed and ratified the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (the Istanbul Convention).
- 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.



## Introduction

To have a clear and precise understanding of the governing and reporting structures within the institution, ISU GEP Committee began with a gender impact assessment carried out on the policies, practices and procedures identified in the audit, which have not previously been gender proofed. Then, the committee highlighted specific areas where a gender dimension is limited or absent. These areas were made into Focus Areas with designated actionable measures and monitoring and evaluation mechanisms to oversee the speed and success of these measures.

Particular to the first phase of its operations, the decision was made to focus on the recruitment, retention and career progression of female researchers; gender imbalances in decision-making processes; and the incorporation of a gender dimension in research programmes.

### Objectives

- Encouraging and enforcing gender equality,
- Research to avoid sexual harassment, violence against women, and other forms

- Focusing on the University's commitment to equality and the establishment of an equality culture—are core objectives since they state the democratic and fundamental principles that must support all the university's efforts to advance equality.

- The access to employment, professional classification, promotion and teaching, payment, working hours of women and men planning to promote, terms of equality between women and men, the labor, personal and family conciliation, and the prevention of sexual harassment are just a few cases of the equality plans that may be included to fulfill the aims.

### The areas to be worked on Gender Equality Plan (GEP) are:

- Equal access to university teaching and research
- Obtaining equal employment and professional advancement within the university
- Regulate working conditions in a gender-sensitive manner, considering the compatibility of work and private life
- Gender promotion – developing an institutional culture and perspective in studies and research
- Promoting balanced participation at the different units and decision-making levels inside the University.

*Plans for promoting equality will specify gender-specific goals that must be met, the tactics and procedures that must be used to do so, and the creation of efficient decision-making structures*

### Measures

- Establishing a Gender Equality Unit with the necessary financial and human resources, serving as a department-wide resource for advice and a central figure for employee skills.
- Establishment of a coordinator for diversity and gender who reports to the highest levels of decision-making.

- Forming preventive and assistance programs for sexual harassment for all stakeholders.

- Including the Gender Equality Plan, in the planning cycle of the highest decision-making units. Improving GEP'S potential and maximizing its impact by planning a regular GEP follow-up session involving senior management, leaders, and human resources employees.

- Adopting the organizational gender balance strategy to achieve gender parity in all administrative, top decision-making bodies, and managerial responsibilities.

- Routinely gathering both quantitative and qualitative data that is gender-disaggregated. Analyze these statistics in a specialized report to track the organization's progress on diversity and gender issues.

- Performing research to advance awareness of gender equality. Encouraging further research to train academic and administrative staff, administrators, and students.

- A gender impact assessment needs to be carried out on the policies, practices and procedures identified in the audit, which have not previously been gender proofed.

- Each participating institution also needs to carry out a review of the content of the curricula across disciplines to assess the extent to which a gender dimension is integrated into courses.

- In addition to identifying areas of good practice, the review will highlight any areas where a gender dimension is limited or absent.

- The recruitment, retention and career progression of female researchers; gender imbalances in decision-making processes; and the incorporation of a gender dimension in research programmes.

In deciding upon the appropriate actions to be put in place to address each of the issues identified, the ISU GEP Committee will consider the following:

- What evidence is available to support the proposed action(s)?

- What is the action designed to achieve?

- Who will benefit from the action?

- What barriers / challenges may be faced in implementing the action?

- Who will be responsible for the implementation of the action?

- When will the action start and when will it be completed?

- What will success look like?

- How will success be measured?

- What resources are needed?



## Indicators

- Deal all gender-based discriminatory recruitment, employment security, and professional life practices.
- Establish a system to promote gender equality.
- Promote collaborative and cohesive working processes, involvement, and transparency, and apply attempts to establish gender equality.
- Establish and maintain a gender-neutral workplace free from gender-based violence and discriminatory behavior toward students, academic and administrative employees, contracted workers, and other employees.
- Strengthen the gender balance by considering the gender viewpoint in all scientific domains for both the research's substance and its diverse methods.
- Promote an atmosphere on campus that is democratic, liberal, dialogue-based, engaging, accessible to all parts of society, and clear of any form of gender-based discriminatory mindset, behavior, or practice.
- Ensuring that everyone on campus is aware of the idea of gender equality is one of our university's top concerns.

## Short and Long-Term Activities

By going over all the rules and requirements for the hiring and promoting of academic and administrative staff, it is intended to add a motivational piece on having a gender equality certification.

- Arrange a one-day session for senior executives to promote gender-training attendance.
- Schedule a Senate meeting with a broadened focus on gender equality.
- Carry out research initiatives on the topic of assisting female academics.
- Ensure that the research initiatives of female academics are supported, the

gender ratio of researchers will be assessed each year and published.

The GEP will evolve on a continuous basis to reflect changes in the strategic objectives of the institution, changes in the structures, staff and priorities within the institution and to reflect progress, success and barriers in the implementation of the GEP.

## Concluding Remarks

The GEP committee recognizes that for the overall success of the plan, actions and success criteria should be aspirational but at the same time realistic. They need to be specific, measurable, achievable, relevant and time-bound (SMART).

- Prioritize actions consistent with the institutional strategic objectives and available resources.
- Approval and support, and to ensure that adequate resources will be available to sustain the implementation of the GEP.
- Monitoring and evaluation are continuous throughout the duration of the GEP. While monitoring and evaluation are linked they are separate processes.

ISU GEP Committee is responsible for monitoring the progress of the GEP by checking that actions are being progressed and that the progress is on schedule. Monitoring will also identify obstacles and resistance to change and can result in modifications to the GEP.



# Key Area 1

KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	WHO IS IN CHARGE OF THIS?	INDICATORS
<p><b>The governance bodies, key actors and decisionmakers</b></p>	<p><b>Encouraging and enforcing gender equality, Research to avoid sexual harassment, violence against women, and other forms of sexual discrimination.</b></p>	<p>Establishing a Gender Equality Unit with the necessary financial and human resources, serving as a department-wide resource for advice and a central figure for employee skills.</p>	<p>Gender Equality Committee, Departments; academic and administrative staff Top administrative units, Strategic Planning Unit HR Office</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>Deal all gender-based discriminatory recruitment, employment security, and professional life practices. Establish a system to promote gender equality.</p>
		<p>Establishment of a coordinator for diversity and gender who reports to the highest levels of decision-making.</p>	<p>Gender Equality Committee, Departments; academic and administrative staff Top administrative units, Strategic Planning Unit HR Office</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>By going over all the rules and requirements for the hiring and promoting of academic and administrative staff, it is intended to add a motivational piece on having a gender equality certification.</p>
		<p>Forming preventive and assistance programs for sexual harassment for all stakeholders.</p>	<p>Gender Equality Committee, Departments; academic and administrative staff</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>Arrange a one-day session for senior executives to promote gender training attendance. Schedule a Senate meeting with a broadened focus on gender equality. Carry out research initiatives on the topic of assisting female academics.</p>
		<p>Including the Gender Equality Plan, in the planning cycle of the highest decision-making units. Improving GEP'S potential and maximizing its impact by planning a regular GEP follow-up session involving senior management, leaders, and human resources employees.</p>	<p>Gender Equality Committee, Departments; academic and administrative staff</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>Ensuring that everyone on campus is aware of the idea of gender equality is one of our university's top concerns. The University Senate's approval of the sexual abuse and sexual assault policy papers and guidelines will be guaranteed. All university units, staff members, and students will receive copies of the authorized policy documents and guidelines.</p>

# Key Area 1

KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	WHO IS IN CHARGE OF THIS?	INDICATORS
<p><b>The governance bodies, key actors and decisionmakers</b></p>	<p><b>Focusing on the University's commitment to equality and the establishment of an equality culture</b></p>	<p>Performing research to advance awareness of gender equality. Encouraging further research to train academic and administrative staff, administrators, and students.</p>	<p>Gender Equality Committee, Departments; academic and administrative staff</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>Promote an atmosphere on campus that is democratic, liberal, dialogue-based, engaging, accessible to all parts of society, and clear of any form of gender-based discriminatory mindset, behavior, or practice.</p>
		<p>Encouragement of women all disciplines to apply for funding, supply of training and advice in writing funding applications, training on application to international projects</p>	<p>Gender Equality Committee, Departments; academic and administrative staff</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>Ensure that the research initiatives of female academics are supported, the gender ratio of researchers will be assessed each year and published. A session will be held to raise awareness of the issues facing female academics.</p>
	<p><b>Access to employment, professional classification, promotion and teaching, payment, working hours of women and men</b></p>	<p>Adopting the organizational gender balance strategy to achieve gender parity in all administrative, top decision-making bodies, and managerial responsibilities.</p>	<p>Top administrative units, Strategic Planning Unit HR Office Departments; academic and administrative staff</p>	<p>All academic, administrative and service staff and students</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office Representatives from faculties, vocational schools, and administrative divisions</p>	<p>Establish and maintain a gender-neutral workplace free from gender-based violence and discriminatory behavior toward students, academic and administrative employees, contracted workers, and other employees.</p>
		<p>Promoting absolute equal terms between women and men, e.g., the prevention of sexual harassment, equality of pay per hour/monthly salary, personal.</p>	<p>Top administrative units, Strategic Planning Unit HR Office</p>	<p>University administrative and academic services</p>	<p>Gender Equality Committee, Rector and Vice-Rectors HR Office</p>	<p>Comparisons with baseline bench-markers of the previous semester.</p>

# Key Area 2

KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	WHO IS IN CHARGE OF THIS?	INDICATORS
<b>Recruitment, cooperation, career progression and retention</b>	<b>Promoting and supporting processes to favour and support gendersensitive recruitment, promoting gender equity in career progression and benefiting from gender equality in retention</b>	Training academic and administrative staff in issues of gender equity and encouraging them to pursue gender equity in their relevant fields in the recruitment processes.	Administrators of all academic, administrative and service departments	All academic, administrative and service staff	Gender Equality Committee, HR	Statistics on recruitment
		Carrying out empowering activities for early career researchers and offering them training to increase their leadership skills.	Early career researchers; Ph.D. students	Master's students; researchers in the larger university community	TTO; Gender Equality Committee; Quality Commission	Empowerment trainings for career progression
		Encouragement of women all disciplines to apply for funding, supply of training and advice in writing funding applications, training on application to international projects.	Female academics and researchers in all departments	Female Ph.D. and master's students, female researchers in the larger university community	TTO; Gender Equality Committee; Quality Commission	Training for researchers on research funding skills
		Encouraging cooperation with various internal and external partners within the guidelines of gender equity. Supporting female academics and researchers in their communication with external partners in such issues.	Female academics and researchers in all scientific areas, administrative offices that enable such cooperations	Female academics, researchers, Ph.D., master's and undergraduate students, external partners, community	Gender Equality Committee, academic administrators	Inclusion of women in various projects
		Creation of a questionnaire to be filled-in by any member of staff when leaving the institution in order to help the understanding of reasons for leaving the organization and analysis of the results.	Academic and administrative staff	Larger ISÜ Community, Quality Commission	HR Office; Gender Equality Committee	Perception of gender equality in career advancement, by gender

# Key Area 3

KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	WHO IS IN CHARGE OF THIS?	INDICATORS
<b>Work and personal life integration</b>	<b>Promoting integration of work with family and personal life</b>	Training of academic and administrative managers on processes to direct staff in resolution of work-personal life issues and training on the relevant processes.	Administrators of all academic and administrative departments	All academic and administrative staff	HR Office, Quality Commission, Gender Equality Committee	Resolution of work- personal life issues and availability of relevant work plans
		Analysis of work-life balance measures in the institution with the aim to address if they are adequate and in which ways they could be improved	All academic and administrative offices	Decision-makers and governing bodies; larger university community; families	HR Office; Gender Equality Committee	Provision of services for work and personal life integration
		Information desk availability for work-personal life integration issues	Academic, administrative and service staff	Larger iSÜ community, families	HR Office; Gender Equality Committee	Policies on work and personal life integration
		Availability of structured supports inside the organization for child-care, family-members with special needs, elder family-members, etc.	Academic, administrative and service staff	Decision-makers and governing bodies; larger university community; families	HR Office; Gender Equality Committee	Provision of advanced child, elderly and special needs care services
		Availability of flexible working times arrangements, from part-time to remote working	All academic and administrative staff	Decision-makers and governing bodies	HR Office; Gender Equality Committee	Policies on work and personal life integration

# Key Area 4

KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	WHO IS IN CHARGE OF THIS?	INDICATORS
<p><b>Researchers and research: gender equity perspective</b></p>	<p><b>Promoting a gender perspective in Research processes</b></p>	<p>Monitoring of all data regarding Research disaggregated by gender: funding allocation, publications submission, excellence evaluation, patent applications.</p>	<p>TTO; Research Centers; Libraries</p>	<p>Departments; academic staff and researchers</p>	<p>Gender Equality Committee; TTO; Research Centers; Libraries;</p>	<p>Provision of an annual research report by gender</p>
		<p>Encouragement of all female academics across all disciplines to apply for funding, supply of training and advice in writing funding applications, training on application to</p>	<p>Departments; academics and researchers</p>	<p>Ph.D. and master's students</p>	<p>Gender Equality Committe; TTO; Research Centers; university administration</p>	<p>Number of University's scientific papers including gender variable and dimensions</p>
		<p>Promotion of incentives to ensure the integration of a gender dimension in Research</p>	<p>Academic, administrative and service staff</p>	<p>Larger iSÜ community, families</p>	<p>HR Office; Gender Equality Committee</p>	<p>Policies on work and personal life integration</p>
		<p>Networking of multidisciplinary research groups interested in gender and diversity</p>	<p>Departments; academics and researchers</p>	<p>Ph.D. and master's and undergraduate students</p>	<p>Gender Equality Committe; TTO; Research Centers; university administration</p>	<p>Networks on gender issues research</p>
		<p>Gender variables requested in Research planning, activity and results, assessed and evaluated</p>	<p>Departments; academics and researchers</p>	<p>Research application evaluation committees; Ph.D. and master's students</p>	<p>Gender Equality Committee; TTO; Research Centers; Libraries</p>	<p>Number of University's scientific papers including gender variable and dimensions</p>

# Key Area 5

KEY AREAS	OBJECTIVES	MEASURES	DIRECT TARGET	INDIRECT TARGET	WHO IS IN CHARGE OF THIS?	INDICATORS
Teaching Gender Equality	Securing ways to teach and inculcate Gender Inequality Campuswide	The University Senate's approval of the sexual abuse and sexual assault policy papers and guidelines will be guaranteed.	Departments; academic and administrative staff	National and international universities and research institutions	Gender Equality Committe; Heads of Departmentns; Research Centers; University Administration	The University Senate's approval of the sexual abuse and sexual assault policy papers and guidelines will be guaranteed.
		Training for staff in relation to equality awareness, unconscious bias, combatting gender discrimination and sexism, and recruitment and selection	Top administrative units, Strategic Planning Unit	HR Office, Technology Transfer Office (TTO), Student Affairs and Student Center (ÖMER), all Research Centers, and Libraries.	Gender Equality Committe; Heads of Departmentns; Research Centers; University Administration	The University Senate's approval of the sexual abuse and sexual assault policy papers and guidelines will be guaranteed.
		Activities, initiatives and events designed to raise awareness and promote gender equality and career advancement	Students		Gender Equality Committe; Heads of Departmentns; Research Centers; University Administration	All university units, staff members, and students will receive copies of the authorized policy documents and guidelines.
	Promoting a vocabulary of Gender Inequality	Carry out a review of the content of the curricula across disciplines to assess the extent to which a gender dimension is integrated into courses.	Departments; academics and researchers	National and international universities and research institutions	Gender Equality Committe; Heads of Departmentns; Research Centers; University Administration	Availability of courses on gender at undergraduate and postgraduate level
		Leadership training and mentoring opportunities to promote career progression	GEC, HR	HR Office, Technology Transfer Office (TTO), Student Affairs and Student Center (ÖMER), all Research Centers, and Libraries.	Gender Equality Committe; Heads of Departmentns; Research Centers; University Administration	Statistically significant decrease in the number of gender related complaints and issues.
		Arrange educational forums to increase awareness of sexual assault and abuse, prioritizing, in particular, the attendance of staff and students starting their first year at the campus – including exchange, visiting, etc. status.	Administrative and Academic Personnel, Undergraduate and Graduate Students	ISÜ Community, Quality Commission	Gender Equality Committe; Heads of Departmentns; Research Centers; University Administration	Overall, measured and 'felt' decrease in concerns and complaints among the University personnel, both administrative staff and acedemic, among the students, the vendors, the security personnel, etc. In short, whoever sets foot on the ISU campus will be presented with a choice and opportunity to (re)-learn gender dynamics, find about the larger historical and sociological story behind gender inequality with the help of deliberated courses, seminars, and forums on gender equality, and with the complete commitment of the University Senate to ISU Gender Policy.