



EGE UNIVERSITY

GENDER EQUALITY PLAN

JANUARY 2022 -2025

**Approved by Ege University's Senate's decision dated 07.01.2022 and numbered 1/5.
with contribution of Ege University members and students.**

SUMMARY

Turkey's National Policy on Gender Equality

Article 10 of the Turkish Constitution guarantees equality before the law: *“Everyone is equal before the law without distinction as to language, race, colour, 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.”*

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1. EGE UNIVERSITY’S GEP HISTORY

Ege University aims to achieve gender equality consistently in its different units. In addition to having Application and Research Center of Woman Studies, Ege Women's Studies Community and Gender Equality Support and Sexual Harassment Prevention units, the activeness of these units in national and international studies have been essential steps taken to ensure gender equality. Furthermore, to reach the broader masses and ensure gender equality, Ege University continues its studies in various fields such as science, technology, education, law, sociology, economy, culture, and health-related to women.

Issues on Gender Equality at Ege University;

- In 2020 “Ege University Gender Equality Policy” was prepared within the scope of the Sustainable Development Goals for the THE (Times Higher Education) Impact Rankings.
- A plaque was presented at the Ege University Women in Science Meeting to the women who made the most national and international publications in 2020, received patent registration, completed EU and The Scientific and Technological Research Council of Turkey (TÜBİTAK) projects, and received The Council of Higher Education (YÖK) outstanding achievement award.
- Ege University Institute of Social Sciences, Department of Women's Studies: The difference of this department from other departments is that it has an interdisciplinary nature. From health to sociology and art in the context of women and women's issues, expert lecturers give many courses from economics to geography and communication. The Department of Women's Studies aims to train experts and researchers who have scientific and ethical principles, are sensitive to women's issues, are equipped with knowledge and skills related to gender studies, can produce solutions to the problems arising from gender inequality in the fields in which they will operate, and who can contribute to the development and implementation of policies in this sense.
- “Gender Equality” course with the code 2101003622016
The objective of the Course: This course aims to provide students with information about the fundamental issues and current debates on gender equality.
- “International Markets, Organizations and Gender Inequality” course with the code 130200793201
The objective of the Course: This course aims to make students understand the importance of the gender factor in understanding the functioning of job and labor markets.
- Ege University has national and international projects on gender equality. For example, an Erasmus+ project with the 2018-1-PL01-KA202-050847 code is Empowering Female Engineering Entrepreneurs (EMERGE).

The self-evaluation has been made for the Gender Equality Plan, and the 2022-2025 Ege University Gender Equality Plan has been prepared to achieve the set goals. Ege University's GEP follows the EU's recommendations to ensure quality in gender equality. Also, Ege University's GEP follows the guidelines and strategy for gender equality at Ege University, defined and approved by Ege University's Senate’s decision dated 07.01.2022 and numbered 1/5.

2. EGE UNIVERSITY GENDER EQUALITY UNITS

The titles and job descriptions of the institutions that work on gender equality are;

- **Application and Research Center of Woman Studies (EKAM):** Ege University Women's Issues Research and Application Center (EKAM) was founded with Ege University Senate's 12/11/1996 dated decree No. 13-9 and Council of Higher Education's 27/08/1996 dated approval, in accordance with by law 1 of Academic Organization Regulation in Universities depending on Ege University Rectorship.
- The aim of the center: To carry out national and international research and studies on women and women's issues from past to present by developing projects in cooperation with private or public institutions and various disciplines, to develop sensitivity towards women's issues, to make publications and to ensure communication between the society and the university.
- **Gender Equality Support and Sexual Harassment Prevention Unit:** The Gender Equality Support and Sexual Harassment Prevention Unit was established to evaluate the related applications and complaints.
- **Ege Women's Studies Community:** A student community established by students within Ege University.

Officials and responsibilities defined for gender equality

- **Gender Equality Officer (GEO)**
 - GEO is the coordinator of the GEP Committee.
 - GEO consults with the relevant academic and administrative units at the EGE University to implement GEP committee actions.
 - **GEP Committee**
 - The GEP committee consists of a gender equality officer, academic and administrative representatives from various units of Ege University.
 - The committee consists of representatives from the Application and Research Center of Woman Studies (EKAM) and Gender Equality Support and Sexual Harassment Prevention Unit and relevant communities and divisions.
 - The committee meets at least three times a year to monitor the process and decide on priority actions for the next month(s).
- Duty and Responsibility:**
- To collect data systematically on gender equality monitoring.
 - To review all institutional documents, procedures and decision-making mechanisms from a gender equality perspective and make recommendations and regulations based on the GEP.
 - To follow up the annual comparative evaluations of the collected data
 - To design and develop a mechanism for monitoring and evaluation of collected data.

- Evaluation of actions, achievements and shortcomings carried out at the end of the relevant year and follow-up on updating the GEP for the following year.
- Planning events to raise awareness about GEP and promote gender equality among all university staff and students.
- Follow up on relevant funding opportunities for gender research (e.g., national and international foundations, TUBITAK and EU funds) and match the funds found with relevant researchers and research groups.

Dedicated Resources:

Ege University commits to share all its expertise and divert necessary resources to implement this Gender Equality Plan. It undertakes necessary precautions that risks or prevents the implementation of the plan. It considers sharing necessary type and volume of resources that are required to support the gender equality policies.

3. GENDER EQUALITY AT EGE UNIVERSITY WITH NUMBERS

3.1. Gender Distribution of Staff

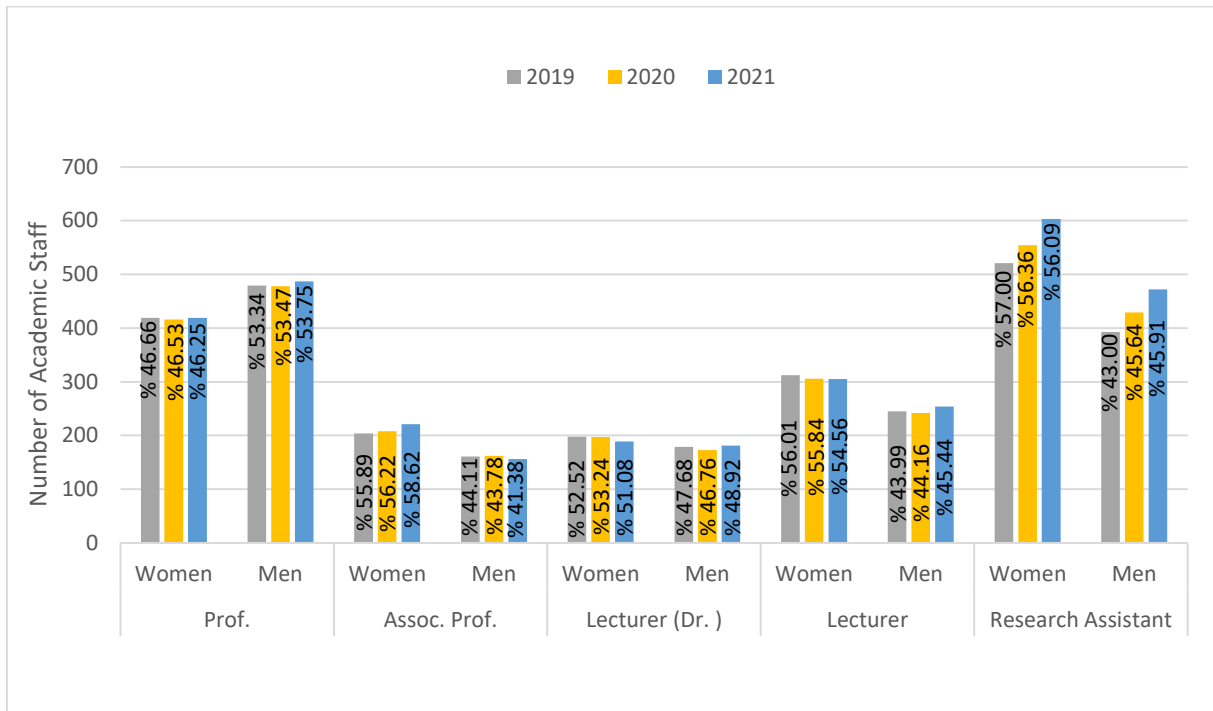


Figure 1 Gender Distribution of Ege University Academic Staff (2019-2021)

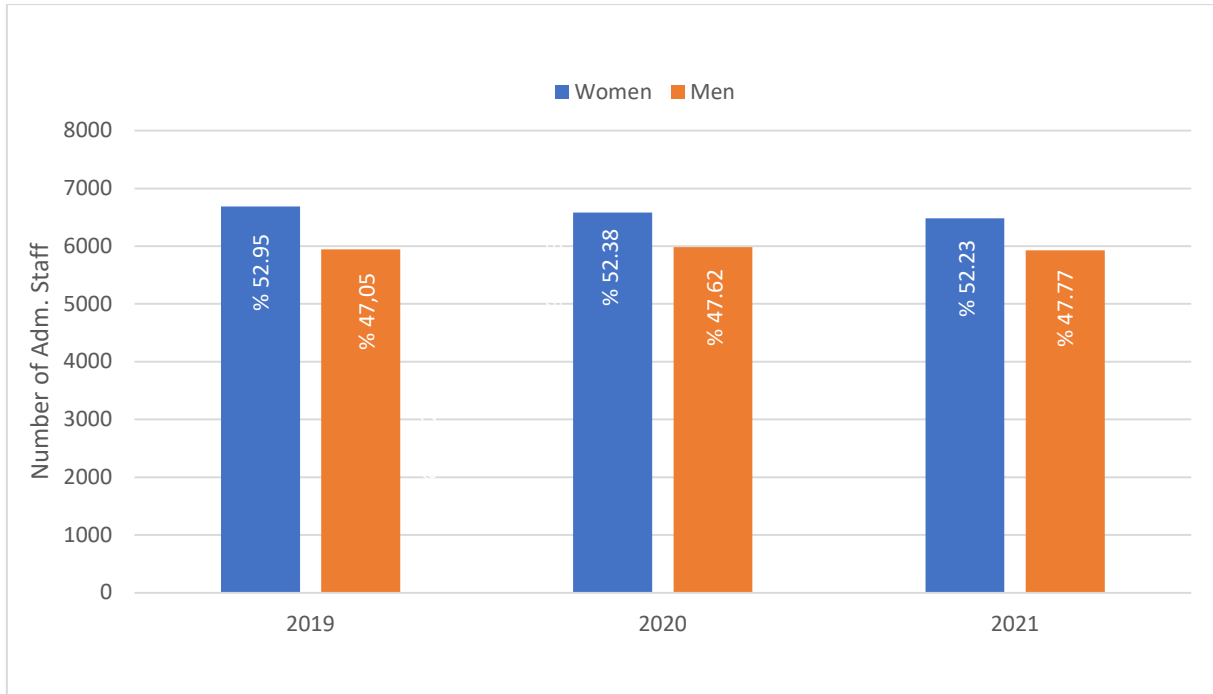


Figure 2 Gender Distribution of Ege University Administrative Staff (2019-2021)

Current Status

The rate of women in academic staff decrease with rising academic rank (Figure 1). The percentage of women and men in administrative staff is almost equal (Figure 2). The relevant departments stated that salary differences data based on gender are not available because the data are not collected separated by gender. It has been determined that data based on gender are not recorded in job applications made for various positions at Ege University.

Actions

1. To establish a data collection system to analyze the gender salary difference at all academic levels.
2. To set targets for more inclusive employment for all academic units with more than 50% women or men staff.
3. To establish on-the-job training for staff on issues such as interdepartmental transfer or career development and actively organise gender equality promotion activities.
4. To establish and develop a mentoring program for young women faculty members and researchers.
5. To set own targets for all faculties, centres and academic programs for gender equality.
6. To establish a systematic, gender-based data collection structure on gender equivalent recruitment and career progression
7. Aim for gender balance on all recruitment and promotion committees and ensure that at least 40% of the genders are adequately represented.
8. Improve transparency in staff recruitment processes and promotion criteria.

3.2. Gender Distribution of Students

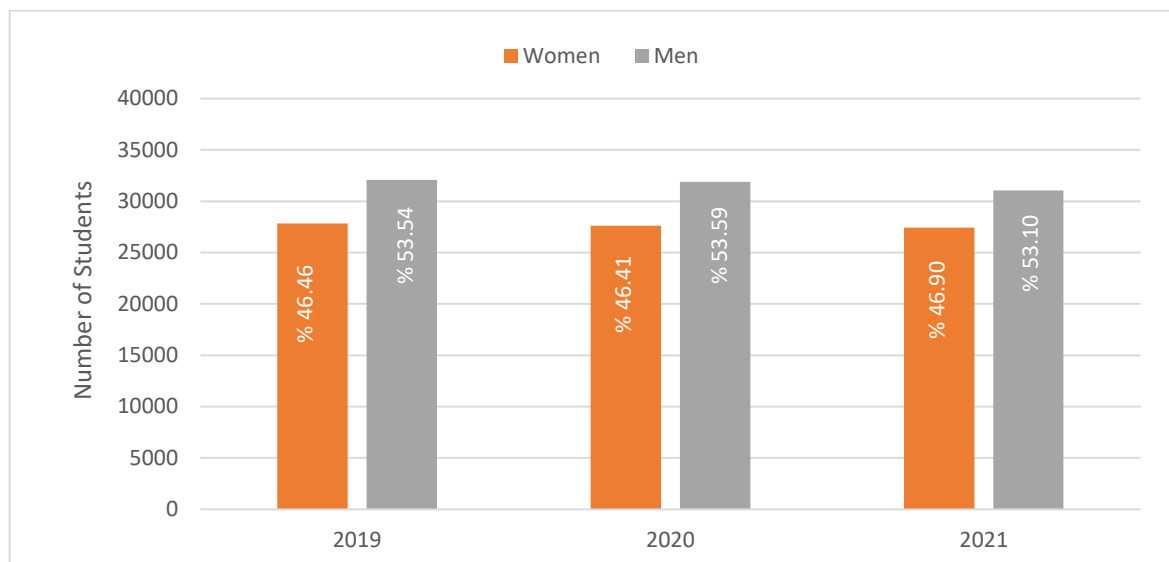


Figure 3 Gender Distribution of Ege University Students (2019-2021)

Current Status

Although changes depend on the type of faculty, looking at the general situation in Figure 3, it is seen that the number of women students is over 45%. Therefore, actions to protect and improve this will be planned.

Actions

1. To set own targets for all faculties, centers and academic programs for gender equality.
2. To inform students about gender equality in teaching assessments.
3. To establish a mechanism for gender-disaggregated qualitative and quantitative analysis of students' program choices and prepare regular reports.
4. To organise training so that students can make their program choices and career directions without the need to review them from a gender perspective.
5. To create incentive mechanisms for women technical students and increase the number of women students in programs where they are not equally represented.
6. To encourage the creation of a scholarship program for students who are the first women in their families to receive a university education
7. To demonstrate successful women faculty members and researchers as role models for young faculty members, prospective and current students by developing various strategies.
8. Ege University Career Planning and Success Coordinatorship carry out activities that address gender bias, such as preparing career programs targeting students, summer school for university students and experience-sharing activities.
9. To develop gender-sensitive practices in education.
10. Promote the integration of a gender equality perspective in the activities and formation of student clubs and student unions and provide incentives for actions related to gender equality.
11. To organise workshops on the integration of gender equality into course content.
12. To organize activities to increase awareness of gender equality and encourage that kind of activities in student communities within Ege University.

3.3. Gender Distribution at Decision-Making Bodies

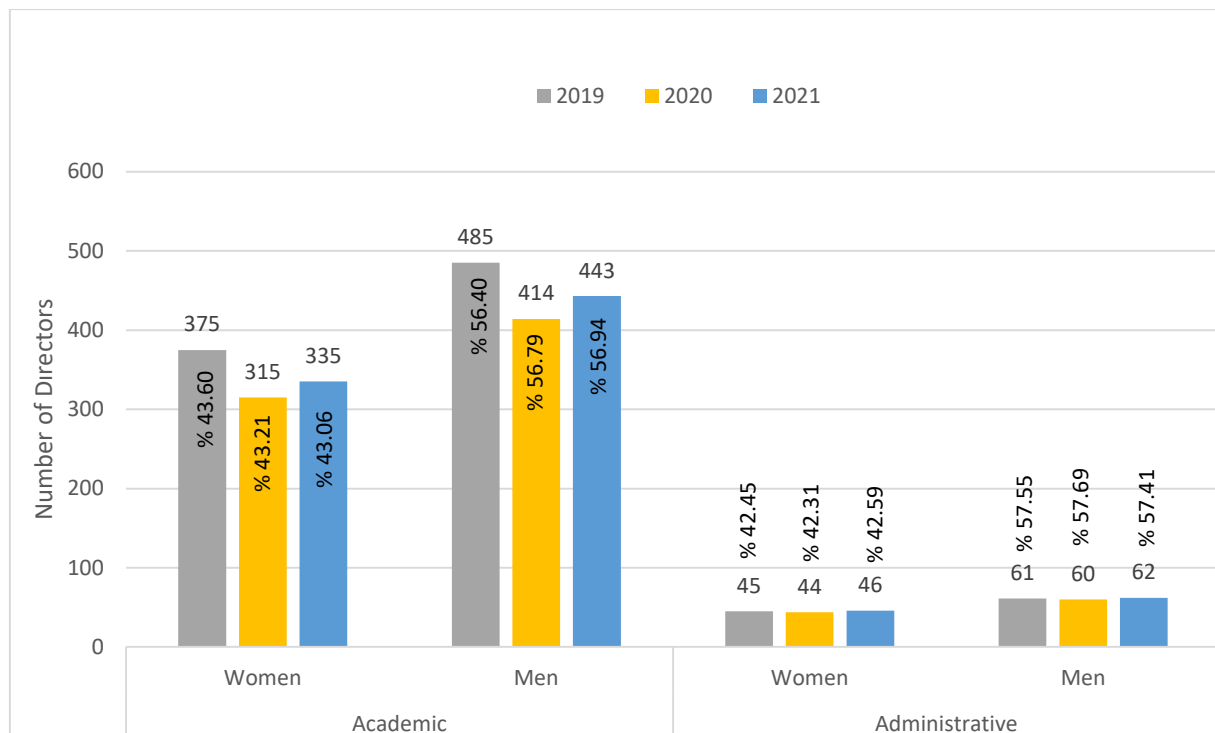


Figure 4 Gender Distribution of Directors at Ege University (2019-2021)

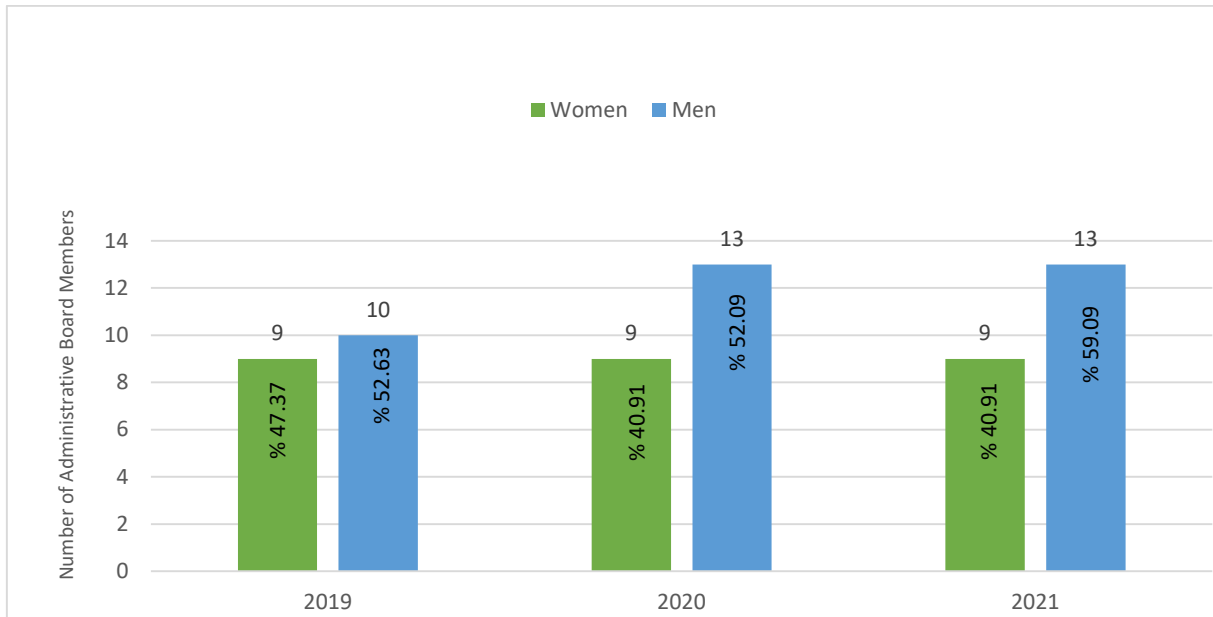


Figure 5 Gender Distribution of The Administrative Board Members at Ege University (2019-2021)

Current Status

Regarding the available data (Figure 4 and Figure 5), it was observed that the number of women in the administrative units needs to be increased.

Actions

1. To carry out studies to increase the number of women in senior management and decision-making positions.
2. To increase the number of women in all management positions
3. To raise awareness of gender bias and equality among decision-makers and ensure that all decisions are regularly evaluated based on gender equality.
4. To develop a policy and support mechanisms to recognize the benefits of gender diversity and increase the number of women at all levels of management and decision-making.
5. Ensure that all decision-making bodies and committees are gender-equal (at least 40% of underrepresented genders are represented).
6. To establish on-the-job training on subjects such as interdepartmental transfer or career development for management positions and actively organise gender equality promotion activities.
7. To identify the reasons why women do not take leadership positions. For example, interviewing women who are rejecting leadership positions; conducting anonymous surveys with women about “other” responsibilities and needed support mechanisms.
8. To organise activities to reduce gender prejudice against women in leadership positions.
9. Offer leadership training programs and other support mechanisms, such as coaching, to women in management positions, and periodic leadership training for all women staff interested in taking up leadership positions.
10. Provide annual training on gender bias and gender equality for all levels of management (including committees).

3.4. Gender Distribution in Life-Long Learning

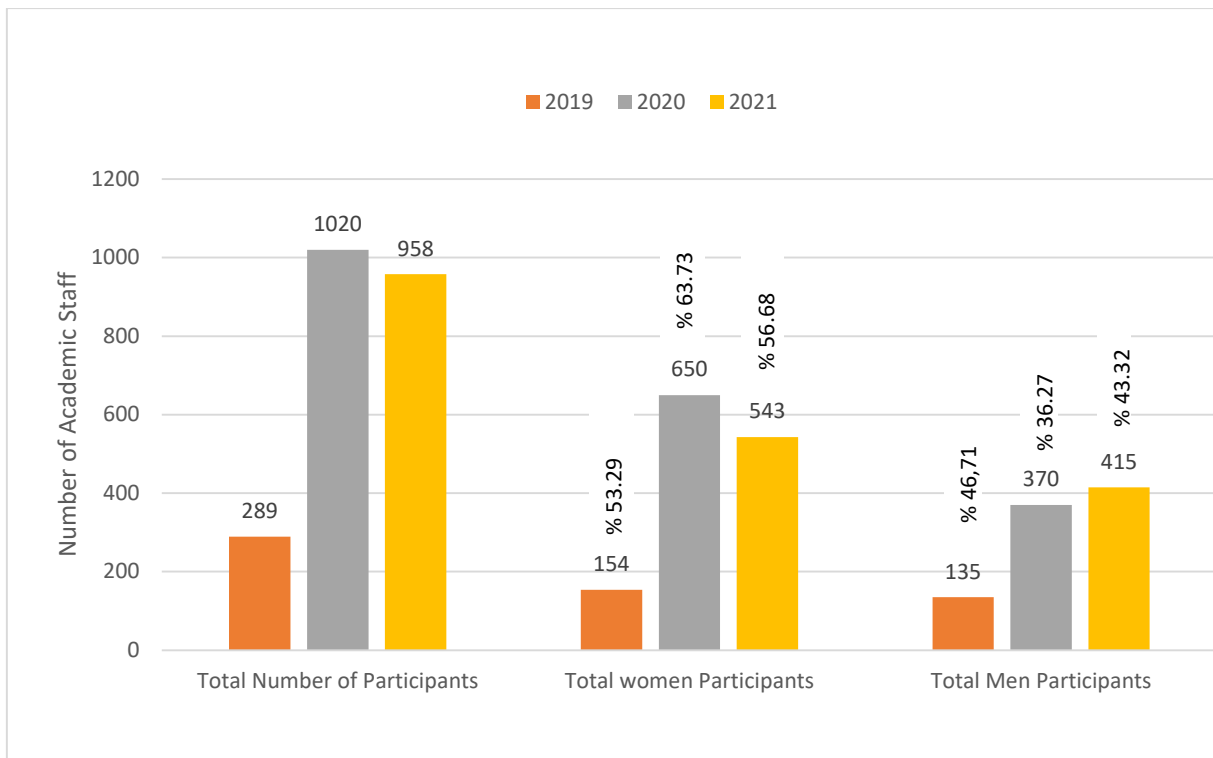


Figure 6 Gender Distribution of Academic Staff to The Ege University Certified Education Programs (2019-2021)

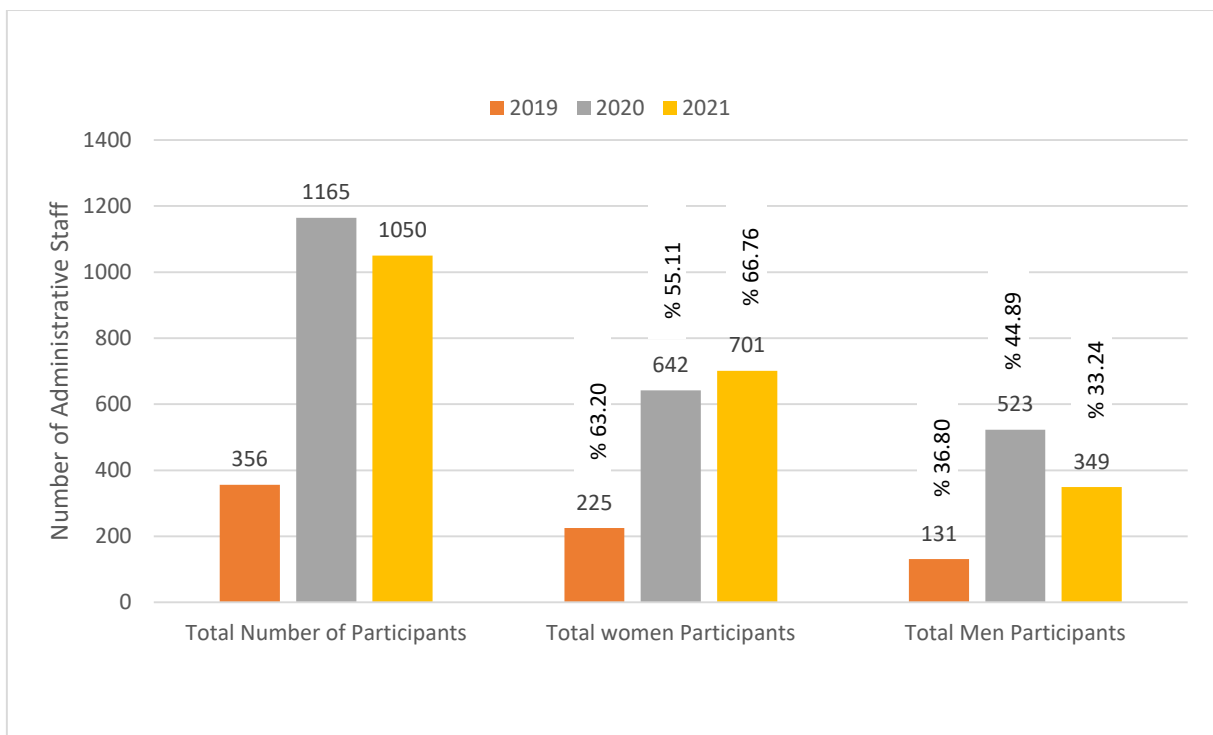


Figure 7 Gender Distribution of Administrative Staff to The Ege University Certified Education Programs (2019-2021)

Current Status

An increase was observed after year 2019 (Figure 6 and Figure 7) in the participation of both academic and administrative staff in the education programs organized by Ege University Continuous Education Center (EGESEM). Regarding Figure 7, the participation of administrative men staff in decreased below 40% in 2021.

Actions

1. To organise training on gender equality and women's issues among the training organized by EGESEM.
2. To measure the impact of the training organized by conducting anonymous surveys before and after the training on gender equality.
3. To increase the participation of male administrative staff in training organized by EGESEM.
4. To prepare specific training on gender equality for faculties.
5. To provide funding when necessary (involving international experts on gender equality in training, materials about gender equality etc.) for planned training.
6. To prepare training on preventing gender-based violence, including sexual harassment, for all academic and administrative staff.

3.5 Gender Distribution in Research

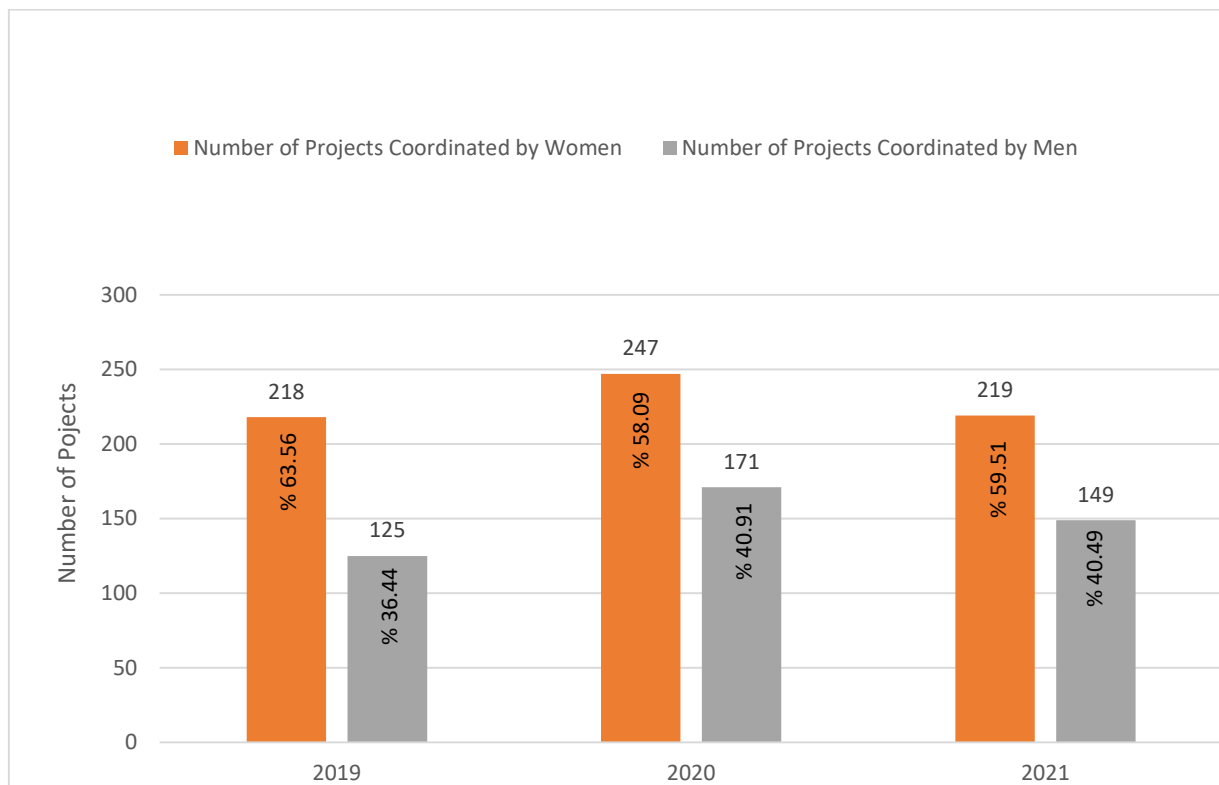


Figure 8 Gender Distribution of Project Coordinators funded by Ege University (2019-2021)

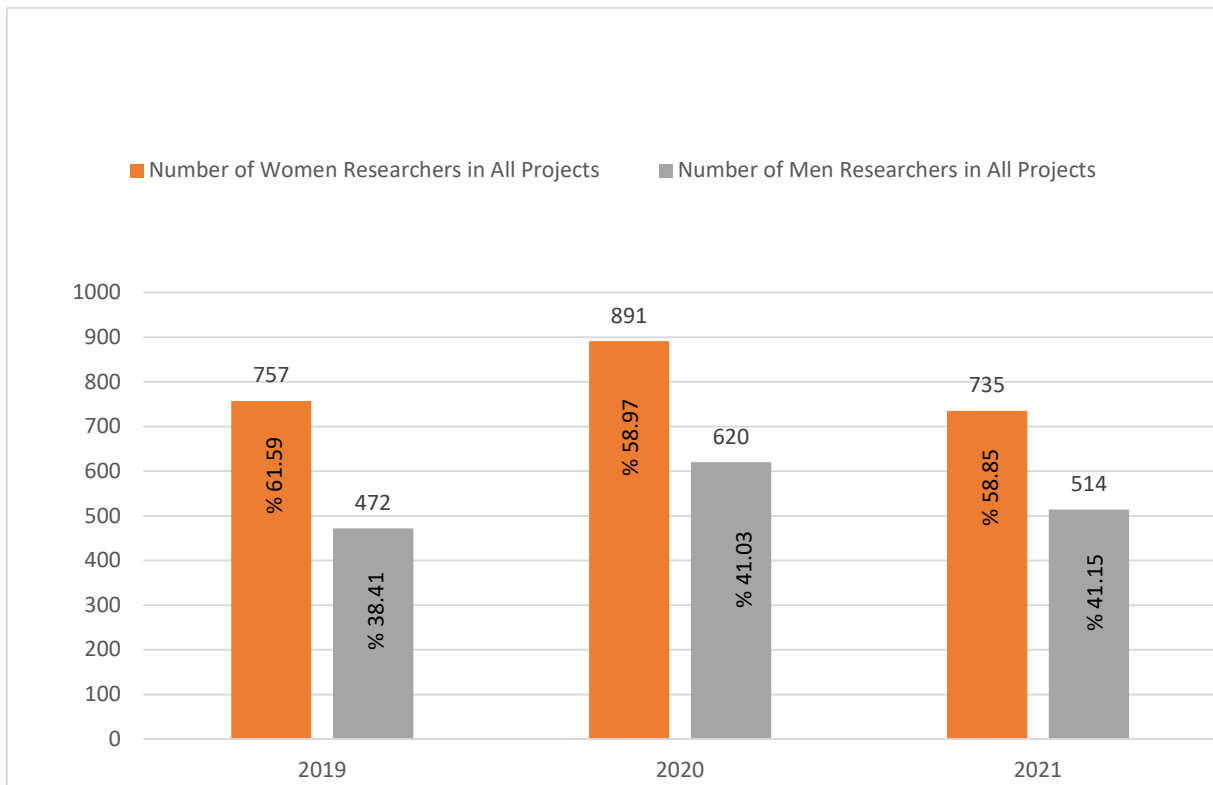


Figure 9 Gender Distribution of Researchers in Projects funded by Ege University (2019-2021)

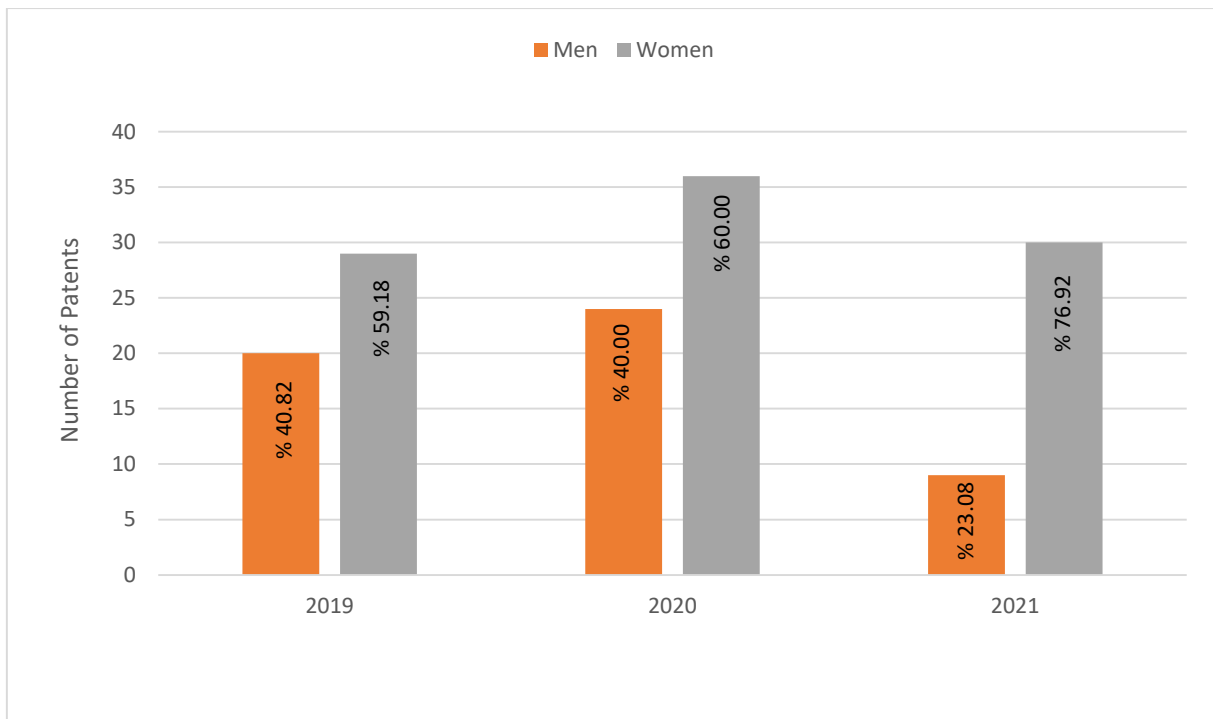


Figure 10 Gender Distribution in Patents Supported by Ege University (2019-2021)

Current Status

In the projects funded by Ege University, a minimum of 40% was achieved in gender distribution regarding the project coordinators (Figure 8). It is seen in Figure 9 that the 40% principle is met in the gender distribution of the researchers in the projects funded by Ege University. It is seen in Figure 10 that men have a low percentage in the gender distribution of patents.

Actions

1. To increase institutional policies for integrating gender dimensions and perspectives in research content and management in all research areas.
2. To consider gender equality in selecting researchers in the projects submitted.
3. To support and develop the creation of an institutional and national award program for young women scientists.
4. To provide organizational support to create discussion platforms on creating incentives for research projects that include specific measures to achieve and address gender equality.
5. To disseminate and increase the visibility of research projects that include a gender perspective by creating an application pool.
6. Considering the patents owned by Ege University, encourage men staff in this context and investigate the reason for this sudden decrease in men staff patents (considering the year 2021), and give training to men and women staff on getting patents.
7. Development of relevant systematic data collection, analysis and benchmarking systems in all research areas related to gender in research (including projects, publications, patents and innovations).

3.6. Gender Distribution in Work-Life Balance

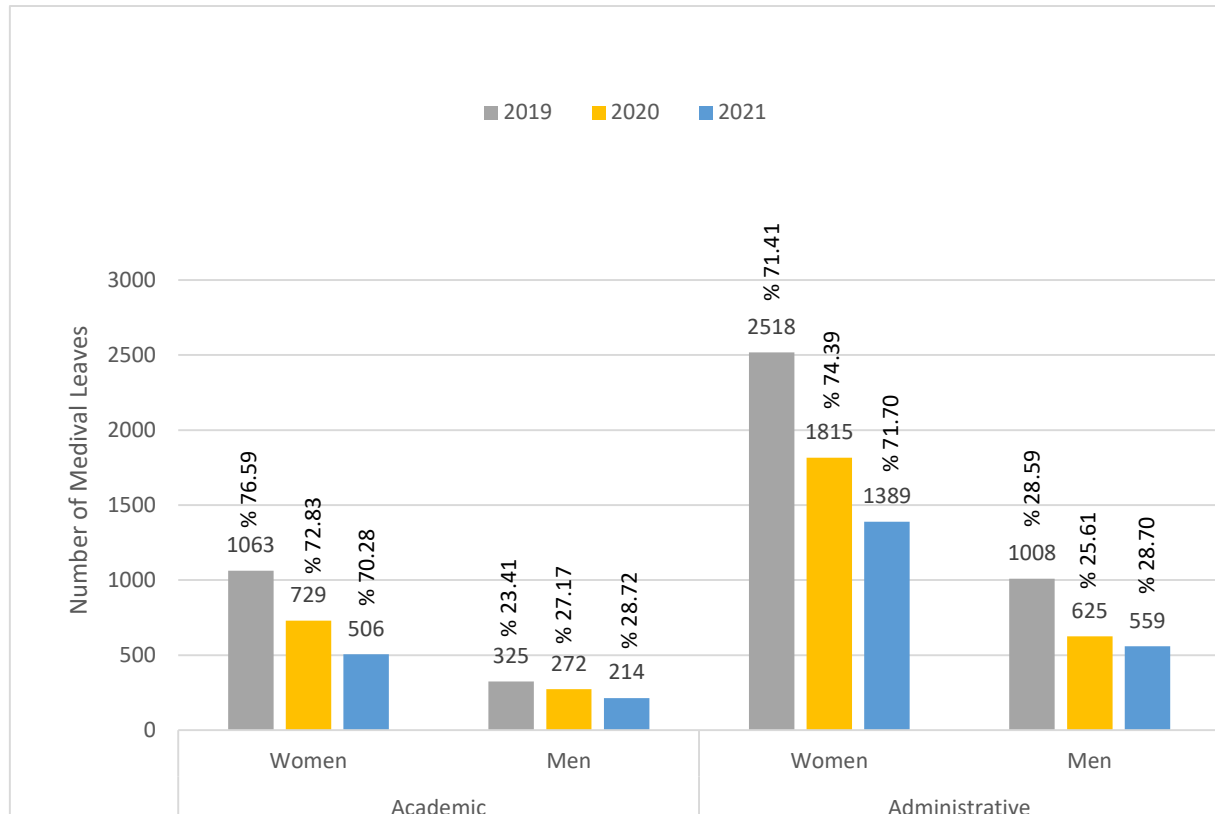


Figure 11 Medical Leave Distribution of Staff at Ege University (2019-2021)

Table 1 Academic Staff on Maternity/Paternity Leave (2019-2021)

Year	0-4 Months	
	Women	Men
2019	49	0
2020	62	0
2021	40	0

Table 2 Administrative Staff on Maternity/Paternity Leave (2019-2021)

Year	0-4 Months	
	Women	Men
2019	120	1
2020	85	0
2021	87	0

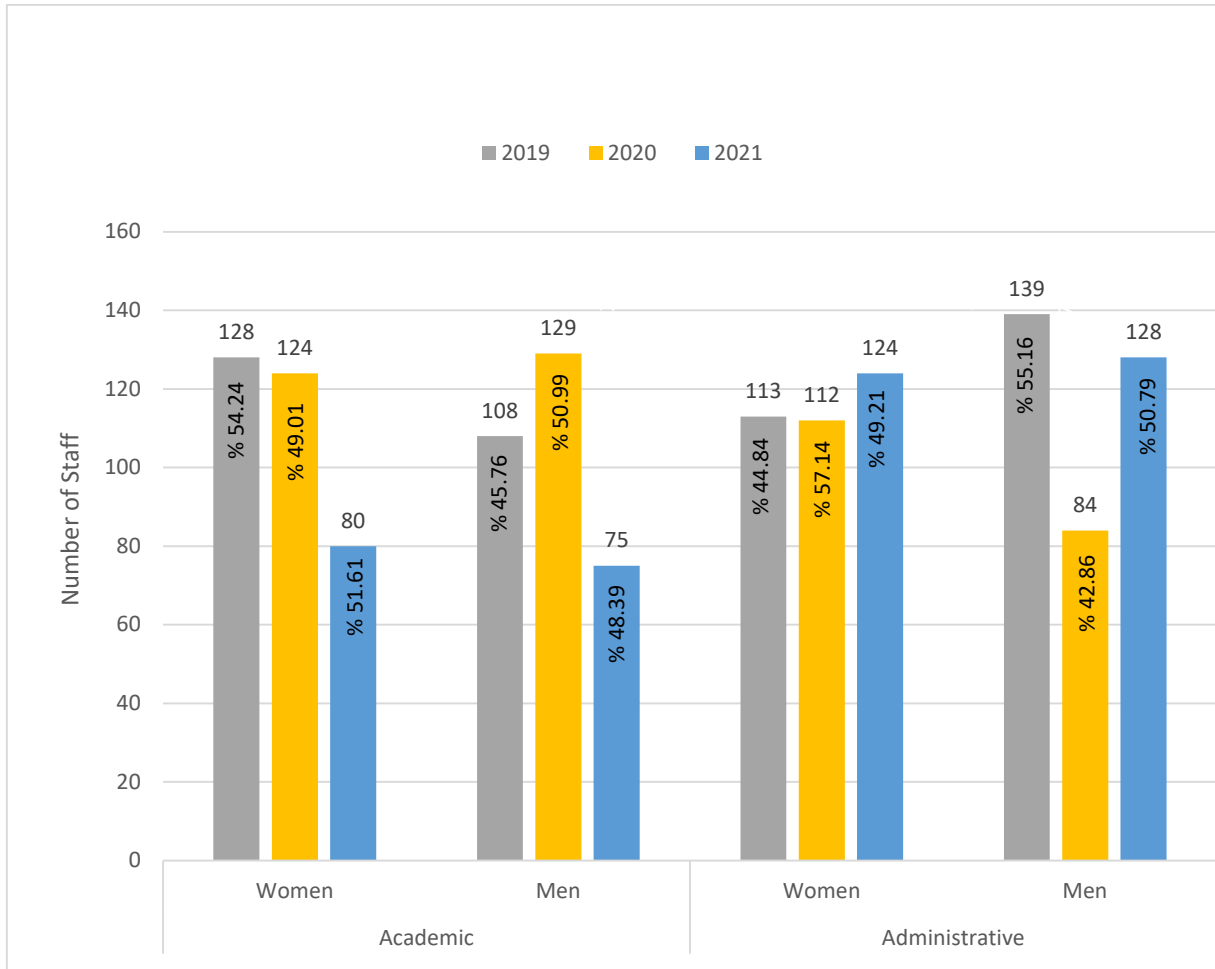


Figure 12 Distribution of Staff Dropped Off from Ege University (2019-2021)

Current Status

In the light of the data collected from the relevant units of Ege University, it is seen in Figure 11 that there is an imbalance in the number of medical leave used by gender. Regarding the maternity/paternity leave numbers, it is seen in Table 1 and Table 2 that men rarely use it. It has been found that an almost perfect balance is achieved in terms of dropped off (Figure 12).

Actions

1. To investigate why the number of women's medical leave is high by organizing anonymous surveys, including questions on work-life balance. Organizing experience sharing activities related to work-life balance.
2. To organise informative events for men staff on paternity leave, such as workshops on paternity and promoting the effective use of paternity leave.
3. To design a course reduction mechanism for academic staff and other reduced workload mechanisms for administrative staff in the six months following parental leave.
4. To increase institutional measures to prevent the adverse effects of parental leave on performance evaluations and promotions.
5. To increase institutionalized support mechanisms (kindergarten, etc.) for affordable childcare.
6. Institutionalize childcare support and develop affordable on-campus childcare mechanisms, improving institutional partnerships with off-campus childcare centers.
7. To establish support mechanisms for care-related needs during the COVID-19 pandemic, such as setting the rules for remote working.
8. Establish return programs for staff to support a smooth transition after parental leave or other care-related career breaks.
9. To collect data for different types of care leave and institutionalization of different kinds of care leave (parental leave, elderly care, spousal sickness care) mechanisms.
10. To provide the staff with clear information about all kinds of care leave.

4. CONCLUDING REMARKS

- Ege University knows that eliminating all forms of discrimination against women and girls within the framework of gender equality is of great importance not only for human rights but also for accelerating sustainable development and carries out its goals and plans in this direction.
- It supports scientific studies conducted in different units related to gender equality.
- It includes units and centers to prevent violence against women and protect women's rights.
- It provides affordable care opportunities for university staff and students' children.
- It supports the policy of non-discrimination within the framework of gender equality.
- It organizes national and international events related to gender equality, participates in the events and cooperates with institutions and organizations.
- It supports the non-sexualization of professions.
- It carries out academic studies to spread the awareness of gender equality to the public.
- It supports increasing the number of senior academics by considering gender equality.
- It aims to expand gender equality in every unit of the university.