



FIRAT UNIVERSITY GENDER EQUALITY PLAN



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GENDER EQUALITY PLAN

2022

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Summary

The objective of this Gender Equality Plan is to identify the priority areas requiring intervention concerning gender equality at Firat University (FU) and to present a concrete set of actions to be undertaken.¹ The plan has been initiated and will be further developed in line with the strategies, objectives and guidelines recommended by national-level institutes, the European Union (EU) and the European Institute for Gender Equality (EIGE) for strengthening gender equality in higher education institutions.²

The Plan is organised into three parts. The first part provides a brief overview of national and institutional context, outlining the key legislation and policies concerning gender equality and non-discrimination. The second part presents a preliminary analysis of gender disaggregated data collected from academic and administrative units of the University during September 2021. Where available, the data covers the years 2019, 2020 and 2021 to provide a comparative perspective. To be able to monitor gender equality systematically and to reflect the needs of university staff/students effectively, the University acknowledges the necessity of obtaining and analysing gender-related data derived from a wide variety of sources. Since the new FU administration took over in August 2020, there has been increasing efforts to structurally strengthen data-driven knowledge with the objective of formulating evidence-based and sustainable policies on a range of issues. Accordingly, it is the University's goal to conduct more comprehensive empirical research on gender equality during the next reporting period through employing a range of quantitative and qualitative data collection tools, including gender-related staff and student surveys, in-depth interviews and focus group discussions with representatives of all levels of staff. The final part outlines the gender equality objectives of FU and key actions to be undertaken.

¹ The action plan is drafted by the FU Commission on Equal Opportunity and Non-Discrimination. Important contributions were made by the Rector, the Vice-Rectors, FU Graduate School of Social Sciences, Office of the Dean of Student Affairs and all the administrative/academic divisions of the University involved in the Plan.

² Preparation of the FU Gender Equality Plan has followed the step-by-step guide of the [Gender Equality in Academia and Research \(GEAR\) Toolkit](#) provided by the European Institute for Gender Equality.

Part I - National & Institutional Context

National Context

The fundamental legal basis of gender equality in Turkey is the Turkish Constitution, which guarantees equality before the law regardless of gender. As stipulated in Article 10 of the Constitution, “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. Men and women have equal rights. The State has the obligation to ensure that this equality exists in practice. Measures taken for this purpose shall not be interpreted as contrary to the principle of equality.”³ Concerning gender equality in the family, Article 41 of the Constitution states that the family is the foundation of the Turkish society based on the equality between the spouses.⁴ Aside from the Constitution, the Turkish Civil Code, the Criminal Code and the Labour Act are some other key legal documents pertaining to gender equality and prohibition of gender-based discrimination.⁵

Turkey signed and ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1985. In 2002, Turkey also signed and accepted the inquiry procedure under the Optional protocol to the CEDAW, which allows individuals or group of individuals the right to complain to the Committee on the CEDAW.⁶ Given the supremacy of international human rights agreements over national legislation as enshrined in the Turkish Constitution (Article 90), the CEDAW takes precedence in case of incompatibility with national law. In 2012, Turkey signed and ratified the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (the Istanbul Convention). Since the country’s withdrawal from the Istanbul Convention in 2021, the current legal framework combating gender-based violence is mainly based on the Law to Protect Family and Prevent Violence against Women, which was adopted in 2012. Strategy and Action Plan for Women’s Empowerment (2018-2023), 11th National Development Plan (2019-2023), 4th National Action Plan on Combating Violence against Women (2021-2025) are among the most recent policy documents touching upon issues of gender equality.⁷

Based on the data provided in the 2020 Human Development Report, Turkey ranked 54th out of 189 countries with Human Development Index (HDI) value of 0.820 in 2019. The country was placed in the ‘very high human development’ category based on the following key indicators: life expectancy at birth (77.7), expected years of schooling (16.6), mean years of schooling (8.1) and GNI per capita (27,701 USD).⁸ Concerning the Gender Development Index

³ Constitution of the Republic of Turkey “[Part 1 General Principles](#)”, p.12.

⁴ Constitution of the Republic of Turkey “[Part 2 Fundamental Rights and Duties](#)”, p. 22.

⁵ For detailed reviews of Turkey’s legislation and policy concerning gender equality, see UNDP Turkey “[Gender Equality Strategy 2017-2020](#)”; Ministry of Family and Social Services “[Strategy and Action Plan for Women’s Empowerment 2018-2023](#)”

⁶ See, [UN Treaty Database Ratification Status for Turkey](#)

⁷ Turkish Presidency “[11th National Development Plan \(2019-2023\)](#)”, p. 139-140; Ministry of Family and Social Services “[4th National Action Plan on Combating Violence against Women \(2021-2025\)](#)”

⁸ Human Development Report 2020 “[The Next Frontier: Human Development and the Anthropocene Briefing note for countries on the 2020 Human Development Report](#)”, United Nations Development Programme, p. 2-4.

(GDI), Turkey's GDI value is 0.924 (with HDI value of 0.784 for females and 0.848 for males), placing the country into Group 4, which consists of countries with medium to low equality in HDI achievements between women and men.⁹ As shown below in Table 1, there is a considerable gap between women and men over command of economic resources with GNI per capita of 17,854 USD for females in contrast to 37,707 USD for males.

Table 1 - Turkey's GDI for 2019 relative to selected countries & groups

	F-M ratio	HDI values		Life expectancy at birth		Expected years of schooling		Mean years of schooling		GNI per capita	
	GDI value	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Turkey	0.924	0.784	0.848	80.6	74.7	16.0	17.1	7.3	9.0	17,854	37,807
Azerbaijan	0.943	0.730	0.774	75.5	70.5	13.0	12.8	10.2	10.9	8,919	18,664
Serbia	0.977	0.797	0.815	78.6	73.4	15.3	14.2	10.8	11.6	13,990	20,525
Europe and Central Asia	0.953	0.768	0.806	77.7	71.1	14.5	14.8	9.9	10.7	12,373	23,801
Very high HDI	0.981	0.886	0.903	82.4	76.8	16.6	16.0	12.0	12.2	33,668	55,720

Source: Human Development Report 2020

With reference to Gender Inequality Index (GII), which focuses on gender-based inequalities in three main dimensions: reproductive health, empowerment and economic activity, Turkey ranked 68th out of 162 countries in the 2019 index with a GII value of 0.306.¹⁰ As Table 2 demonstrates, seats in parliament held by women amounted 17.4 %, while 50.2 % of adult women in contrast to 72.2 % adult men have reached at least a secondary level of education. With a maternity mortality ratio of 17 (per 100,000 live births), the adolescent birth rate is 26.6 births (per 1000 women in the age group 15-19). Male participation (72.6 %) in the labour market is nearly twice the rate of female participation (34.0 %).

Table 2 - Turkey's GII for 2019 relative to selected countries & groups

	GII value	GII Rank	Maternal mortality ratio	Adolescent birth rate	Female seats in parliament (%)	Population with at least some secondary education (%)		Labour force participation rate (%)	
						Female	Male	Female	Male
Turkey	0.306	68	17.0	26.6	17.4	50.2	72.2	34.0	72.6
Azerbaijan	0.323	73	26.0	55.8	16.8	93.9	97.5	63.4	69.7
Serbia	0.132	35	12.0	14.7	37.7	86.3	93.6	47.4	62.8
Europe and Central Asia	0.256	—	19.9	27.8	23.1	79.9	88.1	45.0	70.0
Very high HDI	0.173	—	14.2	17.2	28.3	86.5	88.6	52.3	69.1

Maternal mortality ratio is expressed in number of deaths per 100,000 live births and adolescent birth rate is expressed in number of births per 1,000 women ages 15-19.

Source: Human Development Report 2020

⁹ Human Development Report 2020, p. 5.

¹⁰ Human Development Report, 2020, p. 6.

Concerning academia and research, the Commission of Women Studies of the Higher Education Council of Turkey conducts a range of studies to promote gender equality and to support women's representation in higher education and research.¹¹ According to national-level and EU-28 figures provided by the Commission for 2020, 40 % of faculty members in Turkey and 32 % of faculty members at professor level were women. In the EU-28, women comprised 41.3% of faculty members and 20.8 % of faculty members at professor level. In Turkey, 14 % of female academics held high-level leadership positions in higher education in contrast to 21.7 % in the EU-28. Female university students in Turkey make up 51.1 % of the total number of students enrolled in foundation-level, followed by 47.6 % enrolled in postgraduate-level, and 47.3% enrolled in undergraduate-level degrees.¹² To promote gender balance in scientific research, the Scientific and Technological Research Council of Turkey (TUBITAK) published the [Policy Principles for Increasing the Participation of Women Researchers in TUBITAK Processes](#) in 2019. The policy principles also address TUBITAK's commitment for increasing the ratio of female researchers in decision-making, project evaluation and monitoring processes to achieve gender balance.

11 For further information on the Commission's work, see <https://kadincalismalari.yok.gov.tr/ana-sayfa>

12Commission of Women Studies "[Data on Women in Academia in Turkey – Statistical Data](#)", Higher Education Council of Turkey

Institutional Context

As Turkey's third oldest university, Firat University (FU) is one of the country's top research universities specialised in the natural and social sciences with over 1700 academic staff, 11 faculties, 2 institutes, 25 research centres, the vocational school of higher education, the vocational school for national palaces and historical buildings, the vocational school for foreign languages and over 300 research labs. Hosting over 35,000 students and 2000 international students from over 100 countries, the university has 45 undergraduate programmes, 140 graduate programmes and 72 PhD programmes. As part of its internationalisation strategy, FU has concluded over 300 academic partnerships with universities in the United States, Europe, Asia, and Africa, offering joint degrees, student, and staff mobility programmes. Aside from 100 ongoing research projects funded by the Turkish Scientific and Research Council (TUBITAK), the university has participated in various European Union (EU)-funded research projects.

FU stands out especially with its hardworking, dynamic, entrepreneurial and innovative features. The university enjoys a well-connected international community with 400+ higher education institutions from 50+ countries all over the world, participating in 800+ international agreements offering exchange programs, academic activities and joint projects. With more than 2000 international students from 100+ countries, FU classrooms and laboratories are a breeding ground for innovation and creativity without borders.

FU has adopted an entrepreneurial and innovative university model through its "TechnoPark" and "SocioPark" research centres. FU Technology Transfer Office and Starcamp Innovation Centre in Technopark have facilitated creation and growth of more than 30 R&D companies, 111 incubator companies and more than 8,000 qualified R&D and software employees in various sectors, including software, information and communication technologies, telecommunication, electronics, pharmaceuticals, machinery and equipment, chemical, aerospace, energy, defense, construction and food. In 2018, the university established the Social Innovation Research and Application Centre (SocioPark) with the objective of enhancing the university's research capacity in social sciences through international partnerships and collaborations among academics, private, public and civil society actors in tackling global social issues, including poverty, social inequality, gender inequality, migration, urbanisation, food security, environmental issues and climate change.

FU was the first public university from Turkey to become a participant to the United Nations (UN) Global Compact in 2019.¹³ The University has committed to incorporate the Ten Principles of the Compact into its institutional strategies and policies, as well as to meet fundamental responsibilities in the areas of human rights, labour, environment and anti-corruption.¹⁴ Since 2020, FU is also a member of the United Nations Sustainable Development Solutions Network (UNSDSN) Turkey, prioritising the implementation of the UN Sustainable Development Goals.¹⁵ The university continues to make good progress with the

¹³ United Nations Global Compact, [Participants: Firat University](#)

¹⁴ See, [Firat University Integrated Annual Report](#), 2018-2019.

¹⁵ UN SDSN Turkey, [Members: Firat University](#)

objective of finding a place in the top 100 universities in the Times Higher Education Impact Rankings in the forthcoming years. [FU Sustainable Campus Report for 2020](#) provides a comprehensive summary of the University's efforts in the field of sustainability, demonstrating the administration's commitment to improving the lives of current students and staff, as well as improving healthy life expectations for future generations.¹⁶

As highlighted in the FU Strategic Plan of 2018-2020 and the Sustainable Campus Report for 2020, one of the fundamental values of the University is to give importance to equality of opportunity and merit (see, Figure 1). The Strategic Plan of 2021-2025 identifies conducting pioneering research with the aim of improving quality of life and finding solutions to fundamental social issues as one of the four strategic goals.¹⁷

Figure 1 - The fundamental values of Firat University¹⁸



In order to strengthen the legal framework and institutional mechanisms to achieve these goals, the University has recently adopted the [Regulation on Equal Opportunity and Non-Discrimination](#) (hereafter Regulation), the [Policy Document on Equal Opportunity and Non-Discrimination](#) and [the Policy Document on Sustainable Development](#) in line with the Sustainable Development Goals. The Regulation and the Policy Documents endorse FU's commitment to raise knowledge and awareness among the University staff, students and

¹⁶ For further information on FU's work in the field of sustainability, see <https://kampus.yildiz.edu.tr/>

¹⁷Firat University, [Strategic Plan 2021-2025](#)

¹⁸Adapted from the [FU Sustainable Campus Report for 2020](#)

relevant stakeholders for the protection and promotion of human rights, the equality of opportunity in the enjoyment of fundamental rights and freedoms, and for combatting all forms of discrimination. Gender equality issues are also specifically addressed in these documents. While the Regulation provides the legal basis for maintaining a university environment that respects gender equality, The Policy Document on Equal Opportunity and Non-Discrimination identifies the two following objectives:

promoting and implementing gender equality,
undertaking studies for the prevention of gender-based discrimination,
gender-based violence, sexual harassment, and sexual violence.

In terms of institutional mechanisms, the Commission on Equal Opportunity and Non-Discrimination, as well as the academic/administrative Working Groups on Equal Opportunity and Non-Discrimination are all required to carry out studies for ensuring gender equality in representation, and to develop strategies for preventing gender-based discrimination, as stipulated in the Regulation.¹⁹ It is also among the responsibilities of the Commission to work on gender-based discrimination, sexual harassment and sexual violence in collaboration with the University's Board for the Prevention of Sexual Harassment and Sexual Assault.

FU also demonstrates strong commitment to maintaining a university environment free from sexual harassment and sexual violence. The university has adopted a complaint procedure for investigation and resolution of such incidents by the Board on the Prevention of Sexual Harassment and Sexual Assault. The Board is also responsible for preventing and effectively addressing sexual harassment and sexual assault on campus, carrying out awareness-raising activities, as well as providing information on legal, medical psychosocial support mechanisms, as required by the relevant regulation.²⁰

Concerning maternity and paternity leave, FU complies with the national legislation on state employees who are granted eight weeks of permission before and eight weeks after birth (for mothers) and 10 days (for fathers). The University also has kindergartens/pre-schools on campus for staff and students with children.

Various departments of the University regularly organise seminars, workshops and education activities related to broader framework of human rights protection and equality of opportunity. Female students comprise at least 10 % of the total participants in the mentoring activities carried out by [FU Mentoring Project](#). With a total number of 68 student-led clubs, students also show strong level of engagement in social issues, ranging from environmental rights to urban development. Student-led Women Studies Society and Social Responsibility Club regularly hold raising awareness activities and events promoting gender equality.

¹⁹Firat University Regulation on Equal Opportunity and Non-Discrimination, Article 6 (3)

²⁰Firat University Regulation on the [Board for the Prevention of Sexual Harassment and Sexual Assault](#), Article 9

The data analysis in the next part demonstrates the significant efforts made by the University administration for increasing the representation of female academic and administrative staff in decision-making bodies. From 2020 to 2021, the number of women holding high-level academic management positions increased from 2 to 9 and the number of women holding mid-level academic management positions increased from 67 to 132. Special attention has also been paid to improve the gender balance in administrative management/decision-making positions. From 2020 to 2021, the number of female staff in high-level administrative positions increased from 17 to 20, while the number of female staff in mid-level administrative positions jumped from 57 to 83. As laid out in the final part of the Report, the University administration is eager to take further set of actions with the objective of strengthening gender equality at FU both in policy and practice.

Part II - Analysis of gender-disaggregated data about FU staff and students

This section presents data on academic staff, administrative staff and students broken down by gender. This initial analysis lays the basis for identifying the priority areas of action as elaborated in Part III. Data collected and analysed is adopted from a list of indicators suggested in the EIGE's Gender Equality in Academia and Research (GEAR) toolkit. These include:

- staff numbers (academic and administrative) by gender, as well as contractual relation to the University,
- numbers of women and men in academic and administrative decision-making positions,
- numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation,
- numbers of staff by gender taking maternal leave, numbers of staff receiving training,
- number of female and male students at all levels and for all disciplines.

To have a better understanding of the gender parity/disparity in research funding at the university, following data was also collected from the Scientific Research Coordination Unit of FU:

- percentage of women and men in selection committees on FU Scientific Research Projects,
- percentage of female and male principal investigators in submitted and selected projects,
- percentage of female and male researchers in submitted and selected projects,
- the average funding amounts allocated to research projects conducted by women and men.

i. Overview of key findings - FU staff

Table 3 and Table 4 present the academic and administrative staff numbers by gender, as well as contractual relation to the University. In 2021, the total number of female (849) and male (921) academic staff was 1770, while the total number of female (444) and male (645) administrative staff was 1089 across all academic/administrative staff categories. Between 2019 and 2021, **the academic gender gap remained constant at 4 %, in which women comprised 48 % and men comprised 52 % of all academic staff.** Meanwhile, **the administrative gender gap remained relatively high at 18 %** over the same period: women represented 41 % and men represented 59 % of all administrative staff. In terms of contractual relationship to the University, the gender gap is lower for permanent administrative staff (10 %) when compared with contractual administrative staff (66 %) and permanent workers (32%) in 2021.

Table 3 - Number of academic staff (2019-2021)

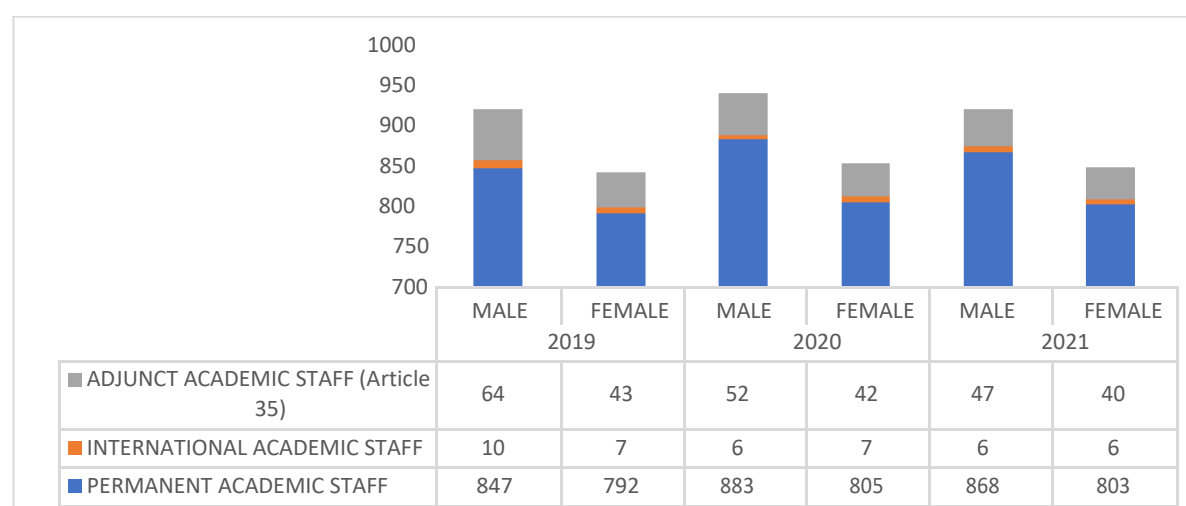
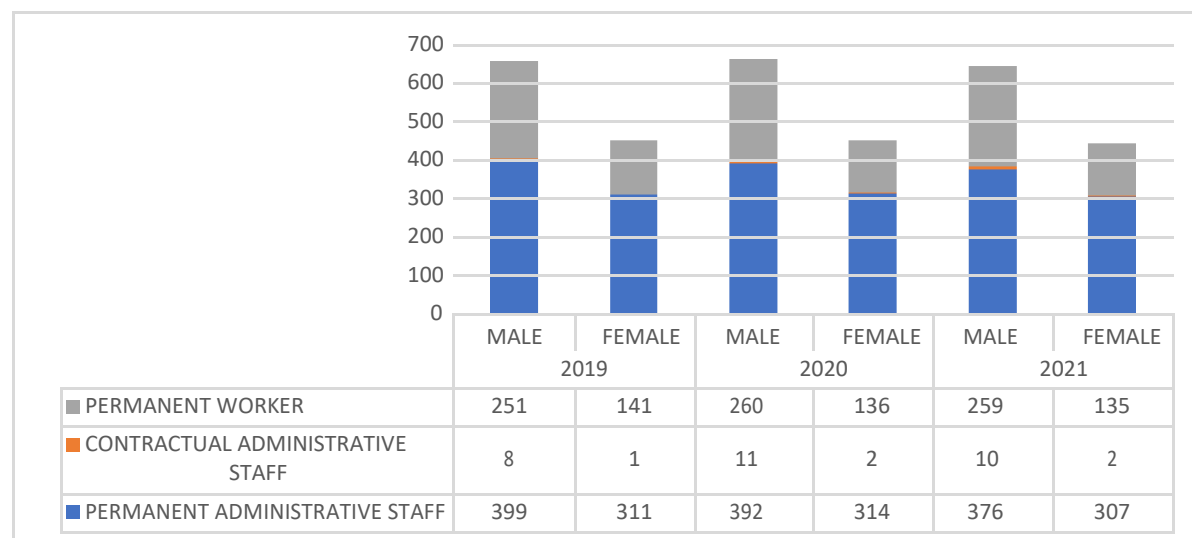
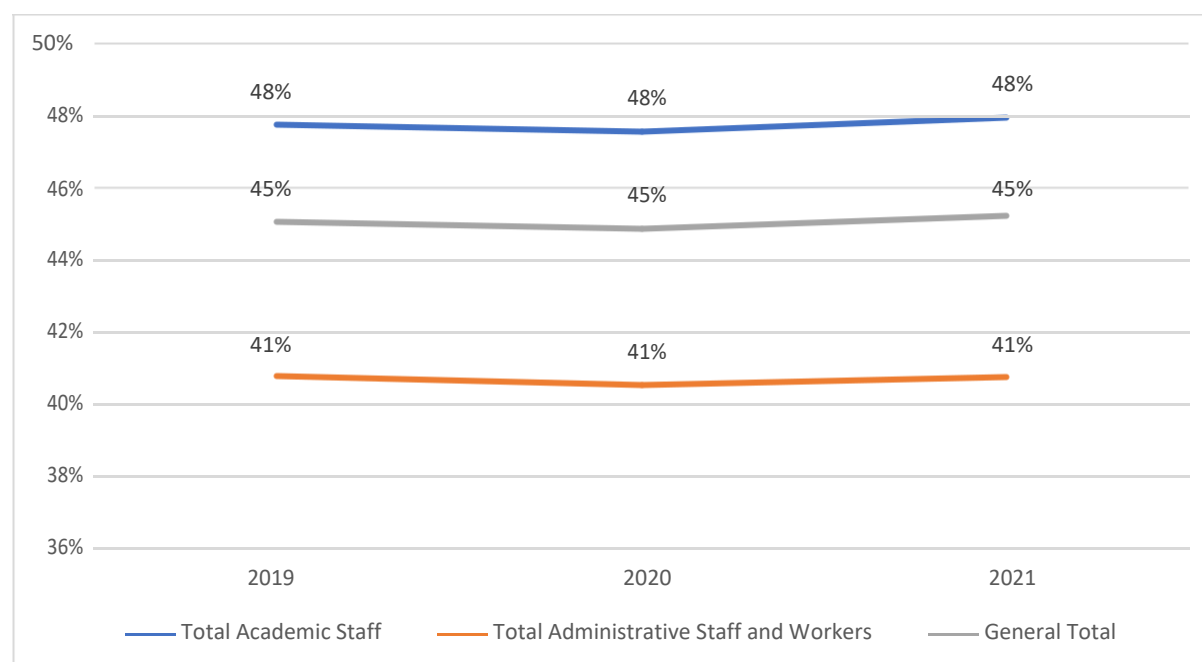


Table 4 - Number of administrative staff (2019-2021)



As shown in Figure 2 below, **women comprised 45 % of all academic and administrative staff between 2019 and 2021, bringing the overall gender gap at 10 %.** Over the last three years, there has not been a gradual increase or decrease in the proportion of female staff across academic and administrative positions.

Figure 2 - Percentage of female academic & administrative staff



To assess the gender composition in academic and administrative decision-making positions, these positions were divided into the following five categories: high-level academic management position, mid-level academic management position, high-level administrative management position, mid-level administrative management position, board and commission membership.²¹ As Table 5 illustrates, **women's representation in academic and administrative decision-making positions increased across all the categories between 2019 and 2021**. For instance, the number of women holding mid-level academic management positions witnessed a two-fold increase from 41 in 2019 to 132 in 2021. The number of women in high-level academic management positions rose from 2 in 2020 to 9 in 2021, whereas the number of men declined from 26 to 18 in 2021, twice the number of women. The highest jump took place in the number of board and commission memberships for both women (four-fold increase) and men (three-fold increase) from 2020 to 2021.

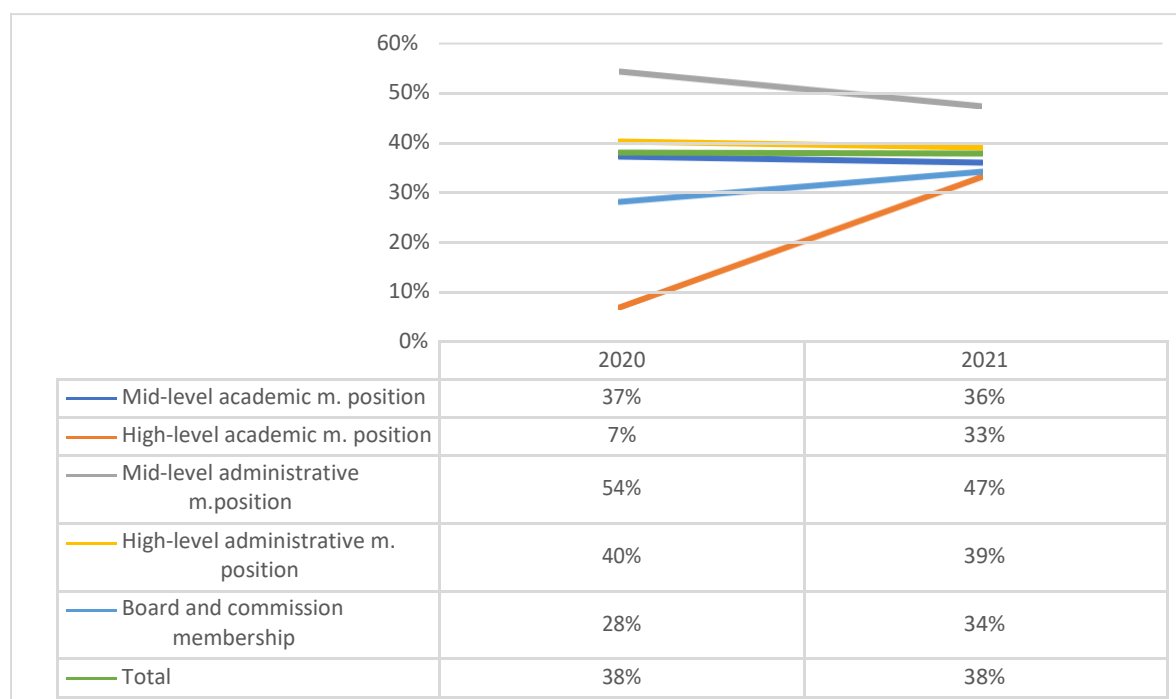
Table 5 - Gender composition in academic & administrative decision-making positions

	2019		2020		2021	
	Male	Female	Male	Female	Male	Female
Mid-level academic management position	75	41	112	67	232	132
High-level academic management position	3	-	26	2	18	9
Mid-level administrative management position	49	63	48	57	92	83
High-level administrative management position	19	17	25	17	31	20
Board and commission membership	43	21	58	23	169	89
Total	189	142	269	166	542	333

The number of women in mid-level administrative management positions also increased from 57 to 83 between 2020 and 2021, while the number of women in high-level administrative management positions also experienced a slight increase from 17 to 20 during the same period. **The overall gender gap is 24% across all the categories** (see, Figure 3). Among all the categories, mid-level administrative management position has the lowest gender gap at 6%, followed by 22 % for high-level administrative management position. **The gender gap in board and commission memberships remains high at 32%** in favour of males in 2021, experiencing a slight improvement from 2020 (reduced by 6 %) in favour of women.

²¹Annex 1 provides a detailed list of all academic and administrative decision-making positions falling under each category.

Figure 3 - Percentage of female staff in academic & administrative decision-making positions



As of September 2021, 96 academic and administrative staff left FU, which may still catch up with the figures provided for 2019 (119) and 2021 (122) by the end of the year. **The number of male staff (62) is twice as high as the number of female staff (31) who left FU in 2021.** Of those female staff, 18 were academic and 13 were administrative staff, in which academic seniority between 21-30 years and administrative seniority between 11-20 years had the highest share respectively.

Table 6 - The number of staff who left FU (2019-2021)

	2019		2020		2021	
Seniority levels of staff	Male	Female	Male	Female	Male	Female
Academic Seniority (between 1-5 years)	9	7	18	12	10	4
Academic Seniority (between 6-10 years)	17	18	10	6	18	3
Academic Seniority (between 11-20 years)	7	6	6	15	1	1
Academic Seniority (between 21-30 years)	1	5	3	5	7	6
Academic Seniority (above 30 years)	4	7	3	2	5	4
Total Academic Staff	38	43	40	40	41	18
Administrative Seniority (between 1-5 years)	1	2	2	2	1	1
Administrative Seniority (between 6-10 years)	4	7	5	3	2	1
Administrative Seniority (between 11-20 years)	2	2	7	-	3	5
Administrative Seniority (between 21-30 years)	8	2	5	1	7	4
Administrative Seniority (above 30 years)	3	2	4	4	6	2
Total Administrative Staff	18	15	23	10	19	13
Total Academic and Administrative Staff	58	61	71	51	62	31

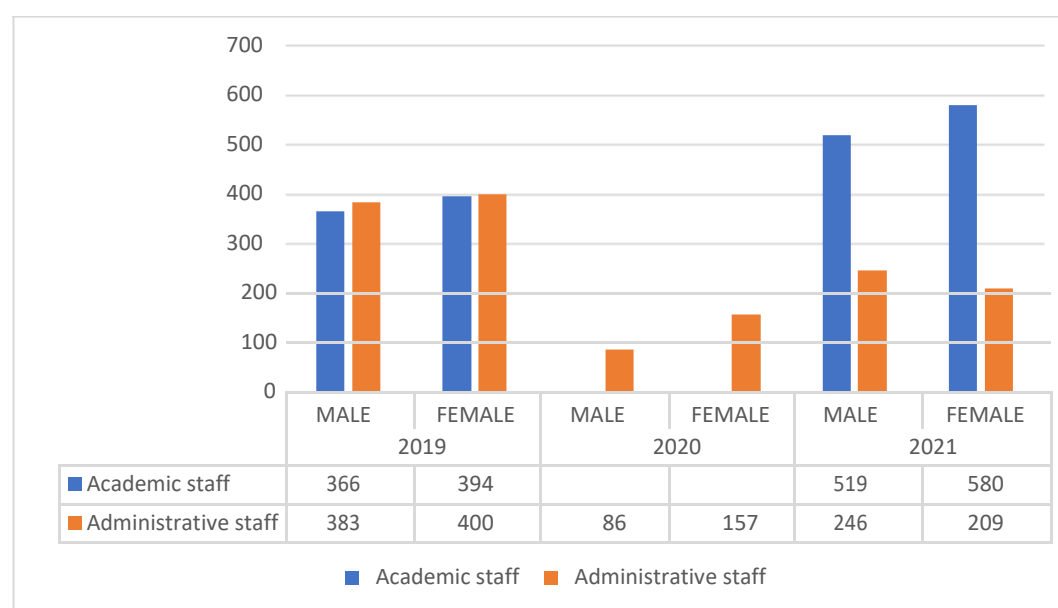
Between 2019 and 2021, a total of 77 academic and administrative staff took maternity leave (See, Table 7). **While women outnumbered men in taking maternity leave**, the ratio of female academic staff to female administrative staff was approximately equal. All the 15 staff who took maternity leave in 2021 were women.

Table 7 - The number of staff who took maternity leave (2019-2021)

	2019		2020		2021		Total
	Male	Female	Male	Female	Male	Female	
Academic staff	3	17	-	11	-	9	40
Administrative staff	-	18	2	8	-	6	34
TOTAL	3	35	2	19	-	15	74

Between 2019 and 2021, a total of 3341 staff received training related to professional development, occupational safety, communication skills, etc. provided by the University (See, Figure 4). While there is no available data concerning the number of academic staff who received training in 2020, **participation in training was twice as high among female administrative staff compared to men**. In 2021, the number of female staff (789) who received training was slightly higher than the number of male staff (765).

Figure 4 - The number of staff who received training (2019-2021)



ii. Overview of key findings - FU students

Table 8 provides an overview of the gender composition concerning students at all levels (foundation, undergraduate and postgraduate degrees) and for all academic units. Since 2019, the number of female students increased while the number of male students slightly decreased from 2020 to 2021, but more men were enrolled in university during this period. As of 2021, there were 15729 female and 20152 male students, **resulting in a gender gap of 12 % in favour of men across all levels and for all units.** Nonetheless, this indicates an improvement towards achieving gender balance given that the gender gap was 18 % in 2019 and 14 % in 2020.

As shown in Figure 5 below, **percentage of female students have gradually increased in all degree categories from 2019 to 2021**, but there is also significant variation in gender composition. In terms of achieving gender equality, **postgraduate degrees overall performed the best with a gender balance of 50 % in 2021.** The gender gap reduces remarkably in favour of women (22 %) in the Graduate School of Social Sciences, while it slightly widens in favour of men (14 %) in the Graduate School of Science and Engineering. Across all the degree categories, foundation degrees had the highest gender gap at 32 % in 2021: women comprised 34 % of the total students enrolled in these programmes.

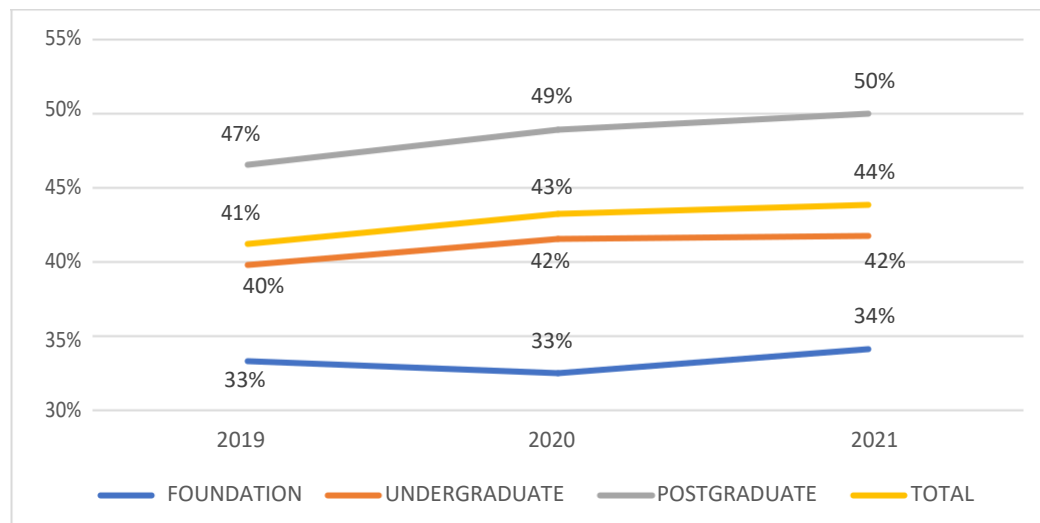
Table 8 - Student data by gender/degree & academic unit (2019-2021)

Degree Type	Unit	2019				2020				2021			
		Female	Male	Female %	Male %	Female	Male	Female %	Male %	Female	Male	Female %	Male %
Foundation	Higher Education T. Vocational School	33	73	31%	69%	32	71	31%	69%	20	42	32%	68%
	National Palaces & Hist. Buildings TVS	10	13	43%	57%	8	12	40%	60%	8	12	40%	60%
	Total	43	86	33%	67%	40	83	33%	67%	28	54	34%	66%
Undergraduate	Faculty of Education	1736	795	69%	31%	1784	835	68%	32%	1760	809	69%	31%
	Faculty of Electrical & Electronics	527	3367	14%	86%	613	3319	16%	84%	591	3164	16%	84%
	Faculty of Arts & Sciences	2015	1302	61%	39%	1999	1293	61%	39%	1906	1246	60%	40%
	Faculty of Naval Arch.&Marine Engineering	66	1028	6%	94%	70	1046	6%	94%	70	1016	6%	94%
	Faculty of Economics&Admin. Sciences	1147	1177	49%	51%	1139	1165	49%	51%	1069	1114	49%	51%
	Faculty of Civil Engineering	657	2218	23%	77%	670	2019	25%	75%	655	1941	25%	75%
	Faculty of Chemical & Metallurgical Eng.	2367	1899	55%	45%	2577	1958	57%	43%	2490	1863	57%	43%
	Faculty of Mechanical Engineering	637	3163	17%	83%	704	3033	19%	81%	692	2912	19%	81%
	Faculty of Architecture	1128	826	58%	42%	1270	802	61%	39%	1221	774	61%	39%
	Faculty of Art & Design	554	580	49%	51%	618	568	52%	48%	600	550	52%	48%
	Faculty of Applied Sciences	12	40	23%	77%	24	84	22%	78%	24	84	22%	78%
	Total	10846	16395	40%	60%	11468	16122	42%	58%	11078	15473	42%	58%
Postgraduate	Grad School of Science & Engineering	1888	2703	41%	59%	2249	3090	42%	58%	2479	3264	43%	57%
	Grad School of Social Sciences	1457	1143	56%	44%	1801	1137	61%	39%	2144	1361	61%	39%
	Total	3345	3846	47%	53%	4050	4227	49%	51%	4623	4625	50%	50%
	Overall total	14234	20327	41%	59%	15558	20432	43%	57%	15729	20152	44%	56%

In the undergraduate degrees, **the overall gender gap remains constant at 16 % in 2020 and 2021 in favour of male students.** In 2021, female students comprised the significant majority in the Faculty of Architecture (61%) and Faculty of Arts and Sciences (60%), followed by Faculty of Chemical and Metallurgical Engineering (57%) and Faculty of Art and Design (52%). In Faculty of Economics and Administrative Sciences, male students had a slight majority, comprising 51 % of the total students enrolled. Meanwhile, female students represented the minority in Faculty of Civil Engineering (25 %), Faculty of Applied Sciences (22%), followed by Faculty of Mechanical Engineering (19 %) and Faculty of Electrical and Electronics (16 %). With

only 6 % share for female students from 2019 to 2021, Faculty of Naval Architecture and Marine Engineering had the widest gender gap at 88%.

Figure 5 - Percentage of female students by degree (2019-2021)



iii. Overview of key findings - FU research funding

Although the percentage of women in selection committees on Scientific Research Projects has increased from **29 % in 2019 to 36 % in 2020 and 2021**, women remained relatively less represented compared to men with a **gender gap of 28 % in 2021** (see, Figure 6). Nevertheless, the findings demonstrate the progress made towards gender parity in access to university's research funds. The gender gap reduced by 4 % in favour of women as principal investigators since 2019. In 2021, **female and male principal investigators had an equal share in submitted and selected projects** (see, Figure 7).

Figure 6 - Percentages of women & men in selection committees of FU Scientific Research Projects

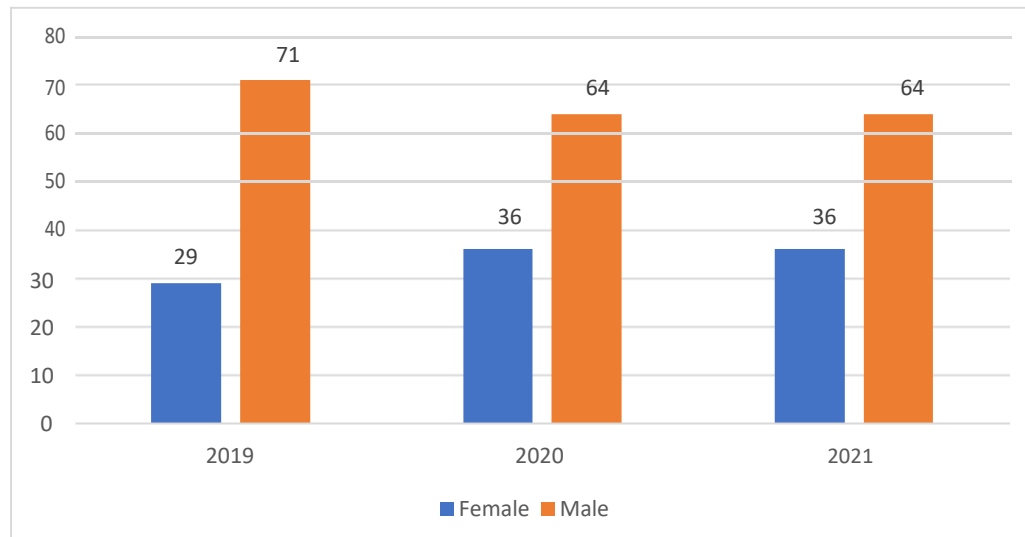


Figure 7 - Percentages of female & male principal investigators in submitted & selected projects

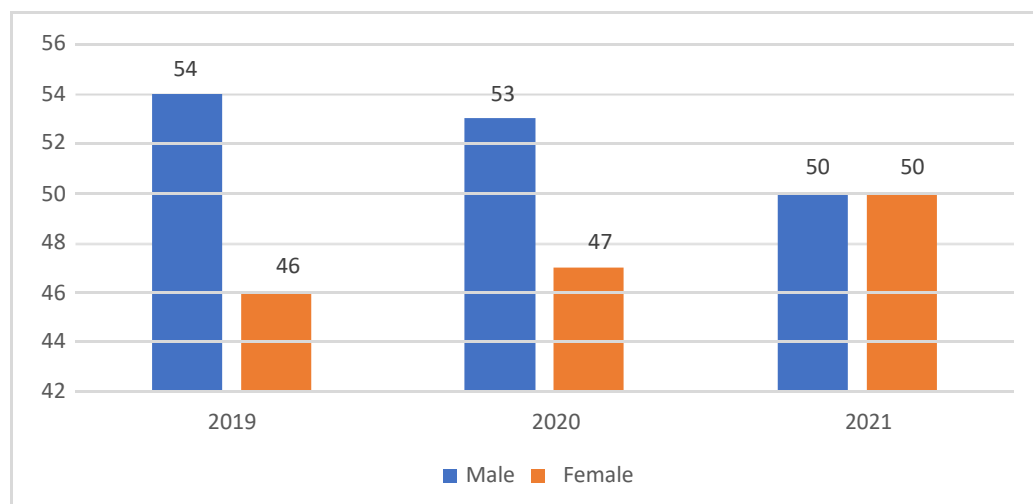
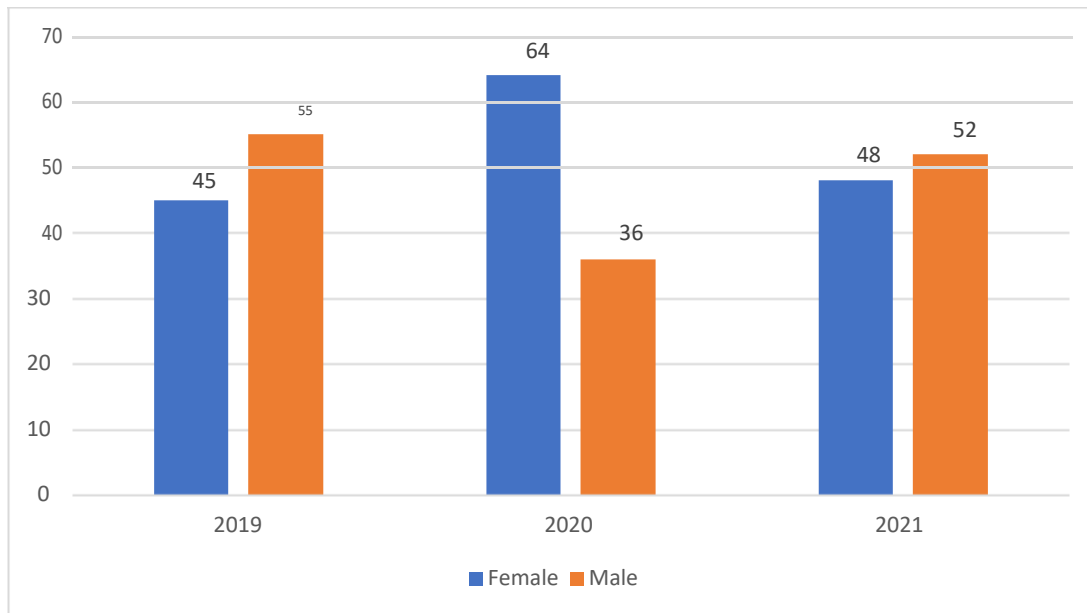


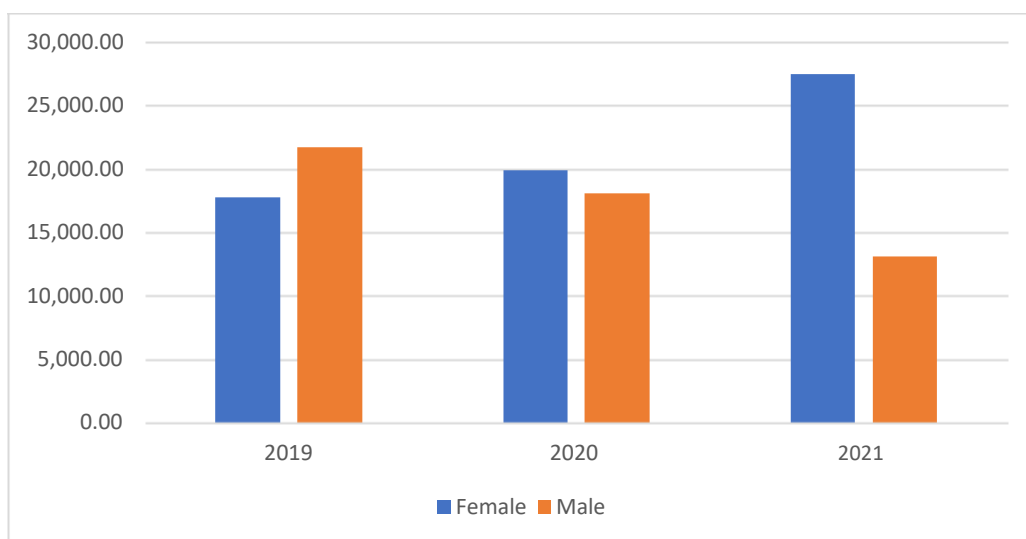
Figure 8 illustrates the gradual increase in the share of female researchers in submitted and selected projects from 2019 to 2021. In 2021, female researchers comprised 64 % of the total researchers in submitted selected projects in 2020, which declined to 48% in 2021.

Figure 8 - Percentage of female & male researchers in submitted & selected projects



The final figure shows the average amount of funding allocated to research projects conducted by women and men. While the average amount of funding allocated to women has increased, it has decreased for men from 2019 to 2021. In 2021, the research projects conducted by women (27466 TL, appx. 2633 Euros) received twice the funding amount compared to men (13085 TL, appx. 1254 Euros).

Figure 9 - The average funding amounts allocated to research projects conducted by women & men



Part III – Key Objectives and Areas of Action

Key Objectives

1. To strengthen institutional capacity and existing mechanisms for implementing and coordinating the University's gender equality policy
2. To establish formal mechanisms for monitoring and evaluating gender equality
3. To increase the ratio of women in academic and administrative decision-making positions to achieve gender balance
4. To take steps for the inclusion of gender perspective in teaching and research
5. To build knowledge and raise awareness on gender equality for all units, staff and students
6. To strengthen existing mechanisms, including complaint and support mechanisms, for the prevention of gender-based discrimination, sexual harassment, and sexual violence

Areas of Action

Preparation and drafting process of the Gender Equality Plan, as well as the findings presented in Part II has demonstrated the need to improve gender equality policies in five major areas: (1) capacity building - establishing formal mechanisms for monitoring and implementing gender equality policy, (2) decision-making and leadership, (3) research and teaching, (4) knowledge building and awareness raising (5) strengthening mechanisms to address gender-based discrimination more effectively.

(1) Actions for capacity building - establishing formal mechanisms for monitoring and implementing gender equality policy:

Set up formal mechanisms for systematic data collection broken down by gender (a gender data portal) to increase data-driven knowledge about gender equality

Periodically review and analyse the data collected through the gender data portal, share with the relevant units of the University to set targets for gender equality, monitor the progress on a regular basis

Integrate and mainstream the gender equality perspective in the University's strategic documents

Appoint one of the members of each Working Group on Equality of Opportunity and Non-discrimination as FU Gender Equality Unit Representative (GEUR)

Appoint one of the members of the Commission on Equality of Opportunity and Non-discrimination as FU Gender Equality Representative (GER) with the following responsibilities and duties:

- Coordinating and facilitating the implementation of the actions set out in the FU Gender Equality Plan together with the GEURs, the Commission of Equality of Opportunity and Non-discrimination and other relevant bodies of the University,
- Monitoring, supervising, and evaluating the data collection processes in coordination with the GEURs,
- Drafting regular reports on the progress towards the targets set for gender equality in coordination with the GEUR,
- Reviewing all relevant institutional policies together with the GEURs to make adjustments in line with the Gender Equality Plan where necessary,
- Organising and coordinating events, training programmes to raise awareness about gender equality in coordination with the GEURs and all relevant stakeholders

(2) Actions for decision-making and leadership:

Increase the percentage of female staff in academic and administrative decision-making/management positions for achieving gender parity

Aim for gender balance in all boards and committees, set targets to reduce the gender gap where women remain underrepresented

(3) Actions for research and teaching

Increase the number of women in selection committees on FU Scientific Research Projects to achieve gender equality

Encourage women's participation in university, national and international-level research projects and networks

Support FU Scientific Research Projects through institutional incentives that address gender issues/ or incorporate a gender perspective

Support participation in international research projects that address gender issues/ or incorporate a gender perspective

Collect systematic data on research (including publications, projects, dissertations, innovations) touching upon gender issues

Enhance gender mainstreaming in teaching by supporting the integration of gender dimension in academic curricula across various disciplines

Create incentive mechanisms for the integration of gender dimension in research and teaching, such as research and teaching awards, and promote good practices

(4) Actions for knowledge building and awareness raising

Organise training and awareness raising activities on gender equality for students, staff and other relevant stakeholders

Encourage students and staff's participation in awareness raising activities concerning gender equality

Support student and staff-led initiatives in awareness-raising activities concerning gender equality

Develop training programmes and other support mechanisms (e.g. mentoring) on gender equality and non-discrimination

Conduct extensive empirical research through employing a range of quantitative and qualitative data collection tools, including gender-related staff and student surveys, in-depth interviews and focus group discussions with representatives of all levels of staff to build knowledge and raise awareness

(5) Actions for strengthening mechanisms to address gender-based discrimination effectively

Review the procedures and processes of existing complaint and support mechanisms for the prevention of gender-based discrimination, sexual harassment, and sexual violence and make improvements where necessary

Increase knowledge about the University rules, regulations on non-discrimination, as well as on support and complaint mechanisms by making all relevant information available and visible on all university platforms.

Annex 1. Categories of Academic and Administrative Decision-making Positions

Mid-level academic management positions

Anabilimdalı Başkanı (Chair of division)
Anasanat Dalı Başkanı (Chair of arts division)
Bölüm Başkan Yardımcısı (Deputy chair of department)
Bölüm Başkanı (Chair of department)
Dekan Yardımcısı (Deputy dean)
Enstitü Müd. Yard. (Deputy director of institute)
MYO Bölüm Başkanı (Chair of tec.vocational school department)
MYO Müdür Yardımcısı (Deputy director of tec. vocational school)
FU Süreli Yayınlar Komisyon Başkanı (Head of commission of periodicals)
Yüksekokul Müd. Yard. (Deputy director of vocational school)

High-level academic management positions

D E K A N (Dean)
Enstitü Müdürü (Director of institute)
R E K T Ö R (Rector)
R E K T Ö R YARDIMCISI (Vice rector)
Yüksekokul Müdürü (Director of vocational school)
MYO Müdürü (Director of tec. vocational school)

Mid-level administrative management positions

Birim Sorumlusu (Unit supervisor)
Birim Koordinatörü (Unit coordinator)
Birim Koordinatör Yardımcısı (Deputy unit coordinator)
MÜDÜR (Director)
MÜDÜR YARDIMCISI (Deputy director)
ŞEF (Chief)
ŞUBE MÜDÜRÜ (Head of unit)

High-level administrative management positions

BİLGİ İŞLEM DAİRE BAŞKANI (Director of IT department)
ENSTİTÜ SEKRETERİ (Secretary of institute)
FAKÜLTE SEKRETERİ (Secretary of faculty)
GENEL SEKRETER (Secretary general)
GENEL SEKRETER YARDIMCISI (Deputy secretary general)
İÇ DENETİM BİRİMİ BAŞKANI (Director of internal auditing unit)
İDA.VE MALİ İŞL.DAİ.BAŞKANI (Director of administrative and financial affairs dept.)
İŞLETME MÜDÜRÜ (Operating manager)
KALİTE YÖNETİM KOORDİNATÖRÜ (Quality management coordinator)
KOORDİNATÖR (Coordinator)
KOORDİNATÖR YARDIMCISI (Deputy coordinator)

KÜTP.VE DÖK.DAİ.BAŞKANI (Director of university library)
ÖĞRENCİ İŞLERİ DAİ.BAŞKANI (Director of student affairs dept.)
ÖZEL KALEM MÜDÜRÜ (Executive assistant)
PERSONEL DAİRESİ BAŞKANI (Director of personnel affairs dept.)
SAĞ.KÜLT.VE SPOR DAİ.BAŞKANI (Director of health and cultural affairs dept.)
Senato Üyesi (Senate member)
STRATEJİ GELİŞ. DAİ.BŞK. (Director of strategy development dept.)
Üniversite Yönetim Kurulu Üyesi (Member of university management board)
YAPI İŞ.VE TEK.DAİRE BAŞKANI (Director of construction and technical works dept.)
Burs Koordinatörü (Coordinator of scholarships)
YURT MÜDÜRÜ (Director of dormitories)
YÜKSEKOKUL SEKRETERİ (Secretary of vocational school)

Board and commission members

Enstitü Yönetim Kurulu (Member of institute management board)
Fakülte Kurulu Üyesi (Member of faculty board)
Fakülte Yönetim Kurulu Üyesi (Member of faculty management board)
KOMİSYON BAŞKANI (Chair of commission)
KOMİSYON ÜYESİ (Member of commission)
KURUL BAŞKANI (Chair of board)
KURUL ÜYESİ (Member of board)
Üniversitelerarası Kurul Temsilcisi (Inter-university board representative)
Yönetim Kurulu Üyesi (Member of university management board)
FU Süreli Yayınlar Komisyon Üyesi (Member of periodicals commission)
Yüksekokul Yönetim Kurulu Üyesi (Member of vocational school management board)