



**GENDER
EQUALITY
PLAN 2023**



Turkish German University

Gender Equality Plan

(2023-2028)

Summary

Part I - National and Institutional Context

National Context

Article 10 of the Constitution of the Republic of Turkey guarantees the equality of men and women by stating that "Everyone is equal before the law without discrimination based on language, race, colour, sex, political opinion, philosophical belief, religion, sect and similar reasons. The same article continues by stating that "No privileges shall be granted to any person, family, group or class. State organs and administrative authorities are obliged to act in accordance with the principle of equality before the law in all their actions." This statement obliges all institutions of the state to ensure equality between women and men. In addition, the Republic of Turkey has signed binding international agreements, in particular the "Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)", one of the 9 fundamental human rights conventions of the United Nations. All public institutions in Turkey are obliged to make the necessary arrangements to ensure and protect equality, which is binding within this legal framework. The "Turkish-German University Action Plan for Equality between Women and Men" has been prepared in this context.

Institutional Context

In order to strengthen gender equality in research and innovation, Horizon Europe 2021 introduced the Gender Equality Plan (GEP) as a new eligibility criterion for applicant organisations. In this context, the European Institute for Gender Equality published Gender Equality in Academia and Research (GEAR), which provides practical recommendations and tools for universities and research organisations to ensure institutional transformation to increase gender equality in society. In order to ensure harmonisation between the European and Turkish Research Areas and to create the necessary infrastructure for the constitutional obligations of higher education institutions with regard to gender equality in society, the Women's Studies in Academia Unit within YÖK and the Women Researchers Support Group

within TÜBİTAK are working together. In this context, Policy Principles on Promoting Equal Opportunities for Women and Men in Higher Education and Developing an Equality Perspective were published by YÖK in order to raise awareness in higher education institutions on one of the important problems of our country.

Turkish-German University (TAU), located in Istanbul, is a state university established in 2010 based on the agreement signed between the Republic of Turkey and the Federal Republic of Germany and is subject to Turkish higher education legislation. TAU aims to contribute to the development of the higher education system by cooperating with German higher education institutions in the field of higher education and academic research and to develop scientific, cultural and technological cooperation between Turkey and Germany. It aims to be an ideal higher education center with its qualified Turkish/German teaching staff and a research university where high-level technological, scientific research and development studies will be carried out for Turkish-German industrial/economic institutions and enterprises. The university, which started to serve in the 2013/2014 academic year, accepts students for 15 undergraduate, 14 master's and 7 doctoral programmes in 2020/2021.

Since the Turkish-German University was established by a special agreement between the Federal Republic of Germany and the Republic of Turkey, it occupies a key position between the European and Turkish research areas. Such a special position requires a visionary perspective in terms of internationalization, sustainable education, and research environment. In this context, TAU recognizes the need to make adjustments to both institutions and the social environment. Equality between men and women in society is one of the most important priorities for a sustainable and modern education and research environment. This can be realized both by taking institutional measures and raising social awareness. Women's participation in education and research should be secured both quantitatively and qualitatively, meaning that women should have a direct say in decision-making processes. The Turkish-German University is aware that it has a special responsibility for gender equality both internally and externally and that the measures to be taken are multifaceted.

Analysis Of Gender Disaggregated Data About University Staff And Students

Student Profile

According to 2022-2023 data, approximately 42 per cent of the total students at TAU are female. As can be seen in Table 1, the gender-based distribution varies among faculties. For example, the ratio of female students to total students is 61 per cent in the Faculty of Law and 26 per cent in the Faculty of Engineering.

Table 1: Student Profile of TGU in 2022-2023

	Male	Female	Total
Faculty of Science	251	336	587
Faculty of Law	190	301	491
Faculty of Economics and Administrative Sciences (FEAS)	331	328	659
Faculty of Cultural and Social Sciences	100	113	213
Faculty of Engineering	1231	434	1665
Institute of Social Sciences	191	163	354
Institute of Science	34	6	40
Total	2328	1681	4009

Academic Personal Profile:

According to the data obtained from TGU Human Resources Directorate, as of the end of 2022, the share of females among our university's Professors is 40%. However, when the FEAS of data is excluded, this rate drops to 17%. 27% of associate professors, 50% of faculty members with doctorate and 38% of research assistants are women. As can be seen from the data in Table 2, faculties differ significantly from each other in terms of employment of female academicians. The weight of academic units in the STEM field at TGU and the requirement to speak German are the factors that make it difficult to achieve a gender balance in employment. Awareness activities that will increase the sensitivity of decision makers to gender balance are essential for improving female employment.

Table 2: Academic Personal Profile of TGU in 2022-2023

Title	Male	Female	Total
Institute Of Science			
Prof. Dr.	3	0	3
Faculty Of Science			
Assoc. Prof. Dr.	2	2	4
PhD. Lecturer	2	5	7
Instructor / Lecturer	0	1	1
Research Assistant	17	9	26
Faculty Of Law			
Prof. Dr.	4	1	5
Assoc. Prof. Dr.	5	0	5
PhD. Lecturer	6	5	11
Instructor / Lecturer	0	1	1
Research Assistant	17	21	38
Faculty Of Economics And Administrative Sciences			
Prof. Dr.	1	5	6
Assoc. Prof. Dr.	1	0	1
PhD. Lecturer	4	4	8

Instructor / Lecturer	1	0	1
Research Assistant	14	6	20
Faculty Of Cultural And Social Sciences			
Prof. Dr.	1	1	2
Assoc. Prof. Dr.	0	1	1
PhD. Lecturer	1	6	7
Research Assistant	5	9	14
Faculty Of Engineering			
Prof. Dr.	2	0	2
Assoc. Prof. Dr.	4	0	4
PhD. Lecturer	11	4	15
Instructor / Lecturer	1	0	1
Research Assistant	36	10	46
Rectorate			
Instructor / Lecturer	11	15	26
Institute Of Social Sciences			
PhD. Lecturer	0	2	2
School Of Foreign Languages			
Instructor / Lecturer	9	28	37
TOTAL	158	136	294

Senior Management Profile:

The gender distribution chart of the Senior Management of the TGU as of 2022-2023 is presented below in Table 3. As can be seen, gender ratios in senior management are in favor of men.

Table 3: Profile of Decision-Making Units of TGU

	Male	Female
Rector	1	0
Vice-rectors	1	2
Senate	13	4
Management board	5	2
Dean	3	1
Faculty management boards	17	11
Director of institute	2	0
Institute management boards	6	6
High-level administrative management positions	13	4

Administrative Units Profile

The gender distribution chart of the administrative units of the TGU as of 2022-2023 is presented below in Table 4. As can be seen, gender ratios in high-level administrative units are in favor of men.

Table 4: Profile of Administrative Units of TGU

Title	Total	Male	Female
Secretary General	1	1	0
Assistant Secretary General	0	0	0
Head of Strategy Development Department	1	1	0

Head of Personnel Department	1	0	1
Head of Information Technologies Department	1	1	0
Head of Administrative and Financial Affairs Department	1	1	0
Head of Library and Documentation Department	1	0	1
Head of Student Affairs Department	1	0	1
Head of Health, Culture and Sports Department	1	1	0
Head of Building Works and Technical Department	1	1	0
Internal Auditor	2	2	0
Business Manager	1	1	0
Faculty Secretary	4	1	3
High School Secretary	0	0	0
Institute Secretary	2	0	2
Branch Manager	5	4	1
Lawyer	0	0	0
Financial Services Specialist	2	1	1
Chief	9	3	6
Officer	11	3	8
Officer (§)	6	5	1
Computer Operator	26	11	15
Dietician	1	0	1
Nurse	1	0	1
Engineer	8	4	4
Architect	2	0	2
Technician	4	4	0
Technician (§)	1	1	0
Technicist	3	1	2

Technicist (\$)	2	2	0
Janitor	4	4	0
Total	106	55	51

Part II – Key Objectives and Sections

Key Objectives

1. Establishing an institutional structure for systematic gender equality politics.
2. Improving the balance between women and men among academic and administrative staff.
3. Improving the balance between women and men in research activities.
4. Raising awareness of gender issues in society in teaching activities.
5. Raising awareness of gender equality in TAU campus life.
6. Establishing a work-life balance strategy that can be implemented in all units.
7. Improving existing mechanisms to prevent sexual harassment, gender-based violence and discrimination.

Sections

Section I Governance of Gender Equality

Section II Decision-Making and Leadership

Section III Implementation of the Principle of Gender Equality in Research and Education

Section IV Work-Life Balance

Section V Combatting Sexual Harassment, Gender-based Violence and Discrimination

SECTION 1: Governance of Gender Equality

Building a democratic university culture requires implementing a broad interpretation of the universal principle of equality. This is why TGU is sensitive to the issue of equal opportunities for men and women. It is necessary and possible to make improvements in the basic documents, legislation and institutional structure of TGU in order to ensure and maintain equality of opportunity between women and men.

In the preparation process for the TGU – GEP, it has been determined that existing documents and legislation lack sensitivity regarding equality of opportunity for men and women. Furthermore, there exist no institutional units to develop and manage policies for equality of opportunity for men and women. It is important to provide awareness training for university staff and students.

Objectives	Actions	Success Indicators	Responsible Unit	Time Schedule
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<p>Objective 1:</p> <p>Democratic and egalitarian discourse based on gender equality</p>	<p>O1.A1. Revising the basic documents and regulations of the TGU</p>	<p>*Inclusion of the principle of gender equality under the heading of "core values" on the university website * General review of the TGU regulations on the basis of the principle of gender equality *Revisions on the website of the TGU-Quality Management Unit through adding a gender equality policy statement under the section of the "Institutional Policies"</p>	<p>Rector Senate Commission for regulations Quality Management Unit</p>	<p>Short term (1 year)</p>
<p>Objective 2:</p> <p>Institutions for gender equality policy making and monitoring</p>	<p>O2.A1. *Establishing Equal Opportunity Commission *Establishing "Gender Equality Unit" (representatives from all faculties)</p>	<p>-Decisions of senate -Meetings of these committees</p>	<p>Rector Senate</p>	<p>Medium Term (2-3 years)</p>
	<p>O2.A2. Establishing a "Gender Research Center"</p>	<p>-Decision of the senate</p>	<p>Rector Senate Social Sciences Institute</p>	<p>Medium Term (2-3 Years)</p>

Objective 3: Raising awareness of staff and students	O3.A1. Introducing the “Gender Equality Plan” to all staff and students of TGU	*An introductory large-scale meeting (all staff and students are invited) *Promotion of the meeting with posters and brochures	TGU Department for Press and Public Relations	Short term (1 year)
	O3.A2. Adding gender equality trainings to TAU's In-Service Training Seminars	-Announcing the training on the website -Evaluation of the outcomes of the training	Rector Senate	Medium Term (2-3 years)
	O3.A3. Organizing a survey on gender discrimination	Publication of survey results for awareness raising, and policy making	Gender Equality Unit	Medium Term (2-3 years)

SECTION 2: DECISION-MAKING AND LEADERSHIP

According to internal assessments, there is a gender imbalance in governance mechanisms of TGU established for decision-making processes (e.g. Senate, executive boards and administrative units) and other decision-making positions in some units of TGU (e.g. commissions, faculty boards).

There is a need to develop a policy and support mechanism to ensure gender equality in decision-making and leadership. To raise awareness of gender bias and equality among decision-makers, TGU needs to engage in the following actions:

Objectives	Actions	Success Indicators	Responsible Unit	Time Schedule
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Objective 1: Decision-Making and Leadership	O1.A1. Develop a policy for acknowledging the benefits of gender balance, increasing the number of women at all levels of management and decision-making positions	Legislative amendments and organisation of issues of legislative amendments	Rectorate Faculties	Short term (1 year)
	O1.A2. Set achievable targets for equal representation in leadership positions and monitor the improvements	Goal setting meetings	Rectorate Senate	Short term (1 year)
Objective 2: Training	O2.A2. Offer leadership training programs and other support mechanisms such as coaching for women in management positions	TGU Gender Equality Unit	TGU Gender Equality Unit	Medium term (2-3 years)

SECTION 3: Implementation of the Principle of Gender Equality in Research and Education

Research: According to the data obtained from the BAP commission, TAU has achieved a gender balance in the research field as of 2022. In order to maintain the balance in the future, it is necessary to develop policies to monitor and encourage the participation of female academics in R&D studies.

Developing sensitivity to the gender variable in research content is among the objectives of our university's equality policy. Institutional interventions that will facilitate research in the field of women's studies at TAU should be a part of the action plan in order to achieve the goal.

Education: TAU should improve its curriculum in order to increase sensitivity to gender equality through educational activities. Currently, there are few courses on gender and women's issues in all undergraduate and graduate education plans. It is possible to increase the number of these courses and to take measures to facilitate the access of students from all departments. On the other hand, there is a need for regulations that will encourage female academics and students in STEM programs to research and entrepreneurship.

Objectives	Actions	Success Indicators	Responsible Unit	Time Schedule
Objective 1: Gender Balance in Research	O1.A1. Introducing a monitoring system for the numbers of internal and external funding applications of female and male researchers	*Establishment of a TGU data portal to collect gender sensitive data.	Rector Senate Directorate of Computing (IT)	Medium term (2-3 years)
	O1.A2. Introducing a gender quota system in recruitments of research teams	TGU Directive including Gender Quota System in Research	-Scientific Research Projects Coordination Unit -Regulations Commission	Medium term (2-3 years)
Objective 2: Strengthening of the gender dimension in research (Content)	O2.A1. Establishing of a section for gender studies in the TGU library	Establishing a commission for the preparations of the interdisciplinary library section for gender studies	Gender Equality Unit	Medium term (2-3 years)
	O2.A2. Establishing a TGU research center for women studies	-Cooperation between SBE-İİBF and KSBF faculties. -Application for the foundation of a TGU research center for women studies in YÖK.	* TGU Social Sciences Institute	Medium term (2-3 years)

Objective 3: Integration of the gender dimension into curricula and teaching contents	O3.A1. Diversification of gender and women related courses in TGU	Curriculum updates and curriculum changes	-Gender equality unit -Directorate of Student Affairs -All units related to curriculum (all departments -responsible for BA, MA and PHD programs)	Long Term (4-5 years)
	O3.A2. Supply of gender and women related elective courses across departments and faculties	-Curriculum updates - Integration of gender related courses to the catalogue of common elective courses in TGU	-Gender equality unit -Directorate of Student Affairs - Directorate of Common Courses (Ortak Dersler Bölüm Başkanlığı)	Medium Term (2-3 years)
Objective 4: Increasing Gender Diversity in STEM	O4.A1. Establishing networks to provide platforms for female scientist and researchers in STEM programs	Regular meetings of female scientist and researchers in STEM programs	Gender Equality Unit, Deans of Faculty of Engineering and Faculty of Science	Short term (1 year)
	O4.A2. Establishment of mentorship programs for female students in STEM programs in the field of entrepreneurship and scientific research	Cooperations between private sector - faculties for Engineering and Science and student clubs in organizing mentorships	Deans of Faculty of Engineering and Faculty of Science, student clubs dealing with STEM topics	Medium Term (2-3 years)

SECTION 4: Work-Life Balance

Ensuring work-life balance is of great importance in terms of gender equality. Because a gender sensitive work-life balance policy is able to make care work more visible and to facilitate care responsibilities of women. The final output of the gender sensitive work-life balance is the fair distribution of the care work between all responsible units and persons.

As a state university, TGU strictly follows Civil Servants Law No. 657 in its maternity leave regulations. Female civil servants and academics are legally provided 16 weeks of leave. Following maternity leave, breastfeeding and halftime working opportunities are also ensured by this regulation. On the other hand, since 2021 TGU has its own childcare center on Campus. Staff of TGU have the priority to enroll their children between 36-72 months at this childcare center. The children between 24-36 months are conditionally (according to a quota system) accepted.

At the current state:

- There is a need to measure the awareness level regarding work-life balance of administrative and academic staff in TGU.
- The improvement of campus infrastructure and transportation to and from campus are necessary for using the opportunities (breastfeeding and halftime working) subsequent to the maternity leave period.
- There is a need for the expansion and improvement of the child care service supplied by TGU. (Supply of the child care services for graduate students and acceptance improvement of the TGU child care center for the age group between 24-36 months.)
- There is a need for common understanding and guidelines for promoting work-life balance in Turkish-German University.

Objectives	Actions	Success Indicators	Responsible Unit	Time Schedule
	O1.A1. Measuring the level of consciousness and demands of the TGU staff regarding work-life balance	Results of the first survey	Gender Equality Unit	Short term
	O1.A2. Awareness-raising regarding work-life balance	*Organization of trainings and workshops *Design, publication and distribution of leaflets and posters	Faculties Gender Equality Unit	Medium Term

Promotion of work-life balance	O1.A3. Providing psychological support services to personnel returning from domestic care leaves	Number of participants	Psychological counseling and guidance unit	Long term
	O1.A4. Production of the directive for work-life balance policy of TGU	TGU directive for work-life balance policies	Rector Senate Gender Equality Unit	Long Term
Objective 2: Improvement of the campus infrastructure	O2.A1. Investigation of problems and deficiencies regarding transportation to and from the campus	*Improvement of the transportation *Negotiations with the local authorities	Directorate of Administrative and Financial Affairs	Short Term
	O2.A2. Establishment of lactation rooms	Presence of lactation rooms with required equipment in campus buildings	Directorate of Construction and Technical Works	Medium Term
Objective 3: Improvement of the childcare service	O3.A1. Changing the acceptance criteria of the childcare center	Acceptance of children between 24-36 months in childcare center independent of quota	Directorate of Health, Culture and Sports	Medium Term
	O3.A2. Enabling childcare service on campus for the graduate students	Revision of the acceptance criteria of the childcare center by including the children of students that are enrolled in graduate programs of TDU	Directorate of Health, Culture and Sports	Long Term

SECTION 5: Combatting Sexual Harassment, Gender-based Violence and Discrimination

Lack of a Regulation and a Committee on sexual harassment, gender-based violence and discrimination at Turkish-German University makes their creation a top priority to institutionalize combatting these problems. Creating the Regulation and a sub-Committee within the prospective Gender Equality Unit will pave the way for next important steps. The Regulation will be a reference for clear definitions regarding what constitutes sexual

harassment, gender-based violence and discrimination, for concrete, effective and confidential complaint and support mechanisms in such cases, and for relevant units which are responsible for conducting these processes.

Declaration of the comply and support mechanisms, as well as the Regulation itself, throughout the University, making them known by the students, academic, administrative and contracted staff, and putting them into practice effectively are important steps towards institutionalization and deepening of combatting sexual harassment, gender-based violence and discrimination.

Foundation of the Psychological Counseling and Guidance Unit can be seen as a chance while creating the compliant and support mechanisms. The Unit can play a critical role and serve to support the victims of the sexual harassment, gender-based violence and discrimination. The Unit needs to be structured in a professional way in this regard.

Besides, the location of the University requires special attention to safety in and around the campus. Both transportation to/from and lighting in the campus need to be investigated and improved in order to decrease the risks of sexual harassment and gender-based violence.

Objectives	Actions	Success Indicators	Responsible Unit	Time Schedule
Objective 1: Institutional regulations regarding sexual harassment, gender-based violence and discrimination	O1.A1. A Regulation on sexual harassment, gender-based violence and discrimination (specifying their definitions and relevant authorities for these matters) will be written and announced.	- Publishing of the Regulation on the website - Notification of students, academic, administrative and contracted staff about the Regulation	- Rectorate - Senate - Gender Equality Unit	Middle term (2-3 years)
	O1.A2. A sub-Committee on sexual harassment, gender-based violence and discrimination will be founded within the Gender Equality Unit.	- Foundation of the Committee	- Rectorate - Senate - Gender Equality Unit	Middle term (2-3 years)

Objective 2: Foundation and improvement of the complaint and support mechanisms	O2.A1. With reference to the prospective Regulation on sexual harassment, gender-based violence and discrimination, concrete, effective and confidential complaint and support mechanisms will be created and declared.	- Declaration of the mechanisms on the website - Notification of students, academic, administrative and contracted staff about the mechanisms	- Rectorate - Senate - Gender Equality Unit - Directorate of Health, Culture and Sports	Middle term (2-3 years)
	O2.A2. Professional (non-academic) staff will be employed in the Psychological Counseling and Guidance Unit.	- Hire of the professional staff	- Directorate of Health, Culture and Sports - Directorate of Personnel Affairs	Middle term (2-3 years)
	O2.A5. A mobile application will be created to be used in cases of sexual harassment and violence related emergent situations in and around the campus.	- Creation of the application	- Rectorate - Gender Equality Unit - Psychological Counseling and Guidance Unit - Directorate of Computing	Long term (3-5 years)
Objective 3: Awareness raising and preventive measures	O3.A1. A mandatory training program on sexual harassment, gender-based violence and discrimination will be organized for students, academic, administrative and contracted staff.	- Participation by the students, academic, administrative and contracted staff	- Education Commission - Gender Equality Unit - Psychological Counseling and Guidance Unit - Faculties	Middle term (2-3 years)

	<p>O3.A2. To raise awareness on sexual harassment, gender-based violence and discrimination, the issues will be made visible via posters and leaflets in the campus.</p>	<p>- Putting up of posters and distribution of leaflets</p>	<p>- Gender Equality Unit - Psychological Counseling and Guidance Unit</p>	<p>Middle term (2-3 years)</p>
<p>Objective 4: Improvement of safety to/from the campus</p>	<p>O4.A1. Unsafe areas of the campus due to lighting will be detected and problems will be eliminated.</p>	<p>- Detection and elimination of lighting problems</p>	<p>- Directorate of Construction and Technical Works</p>	<p>Short term (1 year)</p>
	<p>O4.A2. Problems and/or deficiencies regarding transportation to and from the campus through shuttle and public buses will be investigated and solved in collaboration with the local authorities.</p>	<p>- Detection and elimination of problems about transportation</p>	<p>- Directorate of Administrative and Financial Affairs</p>	<p>Middle term (2-3 years)</p>