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GENDER EQUALITY PLAN / 2021-2026

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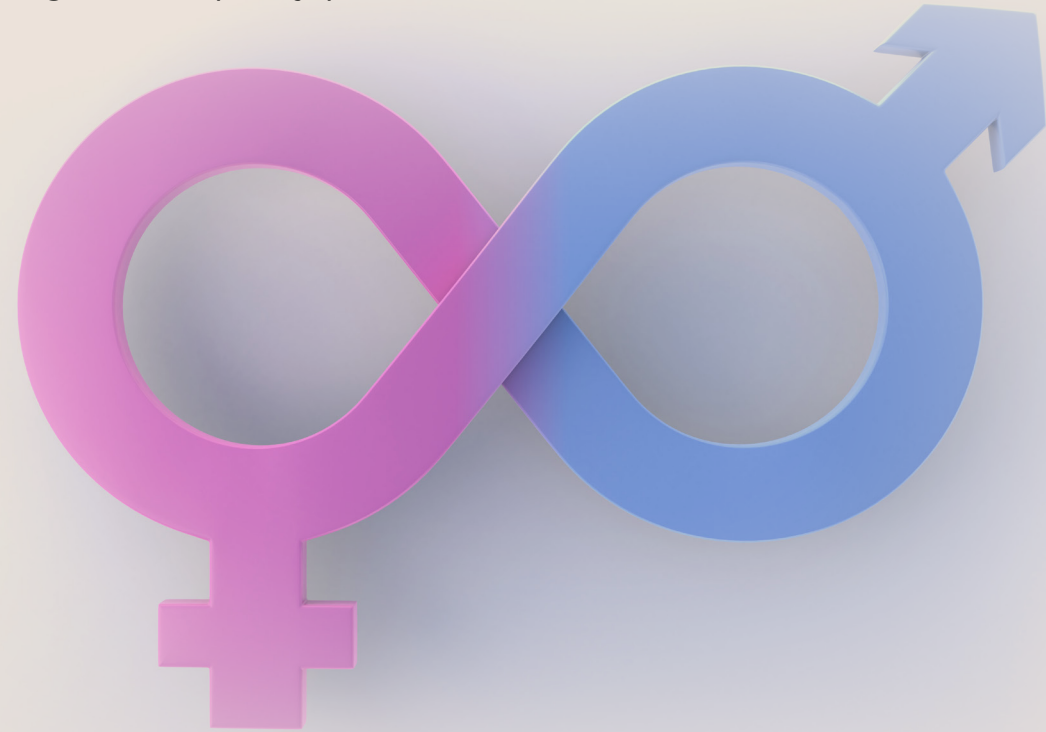
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Public Document

GEP is publicly available on the following website:
<https://sustainability.itu.edu.tr/gender-equality-plan>.



Dedicated Resources

ITU committed to establishing a Gender Equality Unit in Women's Studies Center in Science, Engineering, and Technology (WSC in SET) to monitor, evaluate and benchmark the objectives of the GEP. The Gender Equality Unit will develop monitoring methods for equality status which can be used in the faculties and departments.

Women's Studies Center in Science, Engineering, and Technology (WSC in SET) aims to support and enhance gender equality in science, engineering, technology, and art. Increasing the accountability and the activities and expanding the database of female statistics in these areas, improving the visibility and contribution of women in social and academic life, collecting and updating the related documents are among the main goals of the Centre. The Centre also expects to have a significant impact on the gender mainstreaming of the undergraduate and graduate education of the university.

Data Collection and Planning

ITU committed to collect and make academic, social, and physical data publicly available in the annual reports and the following website: <https://sayilarla.itu.edu.tr> .

The reports include gender-based statistics of academic and admin staff as well as students based on the Faculties and Institutions. A similar annual report is also available on the ITU Women Studies Centre in Science, Engineering and Technology's (WSC in SET) website since 2012 (see for more information, <https://www.kaum.itu.edu.tr/tr/itu-kadin-erkek-sayilari-2012-2013/>). The student gender data is collected through the Office of Student Administration, the faculty and administration staff gender-based data is collected from the Office of the Human Resources. But, the details of the data in terms of academic promotions, research activities based on the Institutions are not available.

The ITU WSC in SET participates in both international and national university cooperation in Gender issues. Some of the projects are available on the website as well: <https://www.kaum.itu.edu.tr/tr/arastirmalar-projeler/> .

The recent Gender-related study that ITU involved in the EELISA and InnoCore Projects' work pages, respectively WP7 and D.1.2.

- The Equality Plan will be revised every strategic period; this is usually 3 to 5 years.
- Gender-based statistics will be examined in the annual reports of the University and its faculties and will be discussed during performance negotiations.

The following gender-based statistics will be generated annually:

- graduates,
 - undergraduate degrees and postgraduate degrees
 - new students
 - international students
 - staff by a task group
 - fixed-term staff by a task group
 - parental leave
-
- Qualitative information is generated to monitor the equality situation.
 - Workplace wellbeing surveys including questions on the equality situation will be conducted regularly.
 - The Equality Committee cooperates with organizations that promote equality
 - Data protection issues will be considered in drawing up statistics and communications.

Training and Capacity Building

To enhance the existing training possibilities in 2022 the Institution will present a plan of available training regarding gender equality in general and specifically the topics of gender-sensitive research and teaching, and gender mainstreaming. The Career Centre and WSC in SET will organize the training on the following topics:

- Good Practices in Gender-sensitive teaching
- Good Practices in Gender Mainstreaming
- Understanding Gendered & Discriminatory Practices in Academia
- The role of Organizational Culture and How to change it?
- Re-thinking the Forms of Resistances: Explicit Bias & Implicit Bias

National Content

-
- Article 10 of the Turkish Constitution guarantees equality before the law: “Everyone is equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, religion, and sect, or any such grounds. (Paragraph added on May 7, 2004; Act No. 5170) Men and women have equal rights. The State should 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 a 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.”
 - Turkey is a member of the UN, NATO, OECD, G-20, and OIC, and a candidate country for EU accession. In 1934, Turkish women were among the first in Europe to achieve the right to vote and run for elected office. The country has a strong women’s movement and women’s human

rights activists have mobilized nationwide campaigns against violence against women and contributed to the adoption of gender equality legislation.

- Turkey became a party to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1985 and ratified the Optional Protocol to CEDAW in 2002. It was the first country to sign (2011) and ratify (2012) the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention).
- In 2015, The Council of Higher Education (CHE) issued the Position Paper on Gender Equality in Higher Education.
- In 2019, the Scientific and Technological Research Council of Turkey (TUBITAK) published the Policy Guidelines for Increasing the Participation of Women Researchers in TUBITAK processes
- Turkey’s 11th National Development Plan 2019-2023 contains goals and measures to empower women, prevent discrimination against them, and ensure that women have equal access to the rights, opportunities, and facilities available to men.

Key Objectives

Istanbul Technical University (ITU) began on the Gender Equality Plan preparation process with the following objectives:

- To increase opportunities for career advancements in administration positions.
- To set up mechanisms of monitoring, evaluating, and benchmarking gender equality
- To improve existing complaint and support mechanisms for the prevention of sexual harassment, gender-based violence, and discrimination.
- To increase awareness on the integration of gender equality perspectives in research and teaching.
- To provide a balance in the percentages of women and men faculty, researchers, and students in programs and ranks where there is a balance.
- To establish work-life balance mechanisms and make them available to all members of the university.



SECTION 1

Recruitment, selection, and career progression support

Diagnosis:

Human Resources Department (HRD) at ITU works in line with the University's vision and mission of the plan, policy, method related to issues such as determining the necessary human resources needs, selection, job placement, education, career and performance management, motivation, management of individual and collective labor relations, occupational health and safety, and management of dismissals.

In this context, HDR has determined to ensure social progress; combat social exclusion and gender bias, and prevent discrimination in any form. ITU pays attention to the dissemination of social justice and the importance of the principles of equality in all activities/ education programs organized by our university. Regardless of gender, affiliation, disability, or social status, these differences do not constitute an obstacle in recruitment.

The academic recruitment is done according to rules set out in the Higher Education Law (No.2547), Regulation on Promotion and Appointment to Faculty Members and Regulation on the Procedures and Principles to be Applied in Recruiting Workers for Public Institutions and Organizations. None of those regulations has included gender-sensitive recruitment and selection processes and career progressions support for the underrepresented gender.

While there are articles to prevent bias in citizens in the Turkish Constitution and recruitment in the Turkish Labour Law as per below, at ITU there are no gender-sensitive recruitment protocols or any policies to prevent gender bias either academic or administrative level recruitments:

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 a 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."

Again, in the Turkish Human Rights and Equality Institution Law No. 6701, There are also regulations regarding the prohibition of discrimination.

Gender equality is valued as a necessary and important principle among all members during recruitment processes at Istanbul Technical University. As a public university, the recruitment and selection processes are under general regulations and there is not any unconscious or implicit gender bias to interfere in the decision-making during recruitment and selection processes. In addition, there is a systematically segregated data collection custom that existed in ITU. At the current state, there is not any significant difference between faculties and within faculties in the distribution of female and male academics

1.1. Gender-sensitive Career progression

Diagnosis:

The internal assessment showed that there is a need for setting up transparent and rational promotions criteria for the gender balance at the faculties.

To tackle the identified challenges above Istanbul Technical University will adopt the following set of measures:

n.	Measures/actions	Objectives	Time frame of implementation
1	Amendment on the promotion criteria to set up gender-bias free career progression procedures	To set up rational and transparent criteria for the promotion of staff	Jan 2022-Jan 2023
2	Support measures and mechanisms for underrepresented gender in Faculties and Institutional levels	Establish measures and mechanisms for underrepresented gender in Faculties and Institutional levels	Jan 2022-Jan 2023

This measure aims at establishing gender-sensitive procedures in the career progression of the faculty and administrative staff.

Target audience:	A time frame of implementation
Candidates of all genders in faculty Administrative staff in general Jury members of candidates in faculties	Jan 2022-Jan 2023

Recruitment,
selection, and career
progression support



1.2. Amendment on the promotion criteria to set up gender-bias free career progression procedures

This measure aims at amending the existing procedures and providing gender-bias-free promotion criteria, that are more flexible and transparent at all levels.

Objectives:

Short term (<1 year)

- Amending current regulations of career progression procedures to set up gender-bias-free, rational and transparent criteria.

Medium term (1-2 years)

- Preparing training modules for the staff to become gender equality experts who involved in the promotion procedures

Long term (3-5 years)

- Ensuring gender-bias free career progressions mechanisms

Activities:

- Prepare an equal opportunities guideline concerning the gender-sensitive promotion
- Setting individual targets for all faculties, academic programmes for increasing the percentage of underrepresented gender.
- Conducting regular training for the staff (gender equality experts) who has been involved in the promotion processes
- Ensuring that search and appointment panels are gender-balanced
- Monitoring and implementation of the gender-sensitive promotion guidelines to provide gender balance in all positions.

Available Resources:

Staff of the Human Resources Department

Staff of Centre of Women Studies in Science, Engineering, and Technology

Financial and technical resources of the University

Targets / Indicators

Short term (<1 year)

- Gender-sensitive / gender-balance transparent and rational promotion clauses added to the regulations of career progression and promotion.

Medium term (1-2 years)

- Availability of training programme for all members of the University who are involved in promotion and performance evaluation.

Long term (3-5 years)

- A balanced distribution of genders in all the departments and units.

1.3. Support measures and mechanisms for underrepresented gender in the Faculties level

This measure aims at supporting women in the research areas or administrative level where they are underrepresented.

Objectives:

Short term (<1 year)

- Prepare an equal opportunities framework program as supporting women's career development

Medium term (1-2 years)

- Providing mentoring and encouraging young female researchers to pursue academic pathways
- Supporting underrepresented gender to take part in the decision-making roles as in Senate, Boards, and Commissions by introducing gender quotas.

Long term (3-5 years)

- Ensuring gender balance in academic and administrative roles at all levels

Activities:

- Developing leadership programmes for women academics
- Developing a mentoring program to support young female researchers in academia.
- Establishing a scheme for faculty and staff to support transition after a long break such as parental leave etc.

Available Resources:

Staff of the Human Resources Department

Financial and technical resources of the University

Targets / Indicators

Short term (<1 year)

- Mentoring programme developed.

Medium term (1-2 years)

- Numbers of staff who enrolled and completed the mentoring programme.
- Numbers of staff who enrolled and completed the leadership programme.
- Reporting and monitoring the mentoring activities and outcomes of the programme

Long term (3-5 years)

- A balanced distribution of genders in all high-level positions.
- A balanced distribution of genders in all academic positions.

SECTION 2

Combatting sexual harassment and discrimination

Diagnosis

Istanbul Technical University has developed mechanisms and procedures against sexual harassment and assault. ITU Sexual Harassment and Discrimination Prevention Directive was approved in 2014 (<https://www.kaum.itu.edu.tr/tr/i-t-u-c-t-yonergesi/>). The directive aims to provide support, guidance, and solutions to the academic, administrative, and contracted staff and students working full time- part-time in ITU and its affiliated units on sexual harassment and discrimination. Sexual Harassment and Discrimination Prevention Board (SHDPB) actively works to make suggestions and assessments based on the Disciplinary Regulations for Administrators, Academic Staff and Officials. Higher Education Institutions Student Disciplinary Regulations are applied in the investigations to be carried out in cases of harassment, sexual assault, and sexual abuse of students.

In addition, since 1993 the Psychological Counseling and Guidance Service (PC-GS) continues to support the staff and students with 2 psychological counselors and 4 psychologists. The PC-GS, which is a service unit affiliated to the Rectorate under the ITU Health, Culture, and Sports Department, also organizes seminars, symposiums, in-service training activities in addition to its routine operation, and the employees take part in the relevant commissions and advisory boards of various institutions and organizations, especially within the University. One of the psychological counselors is also a member of the SHDPB and gives support to the complaints if it is required.

The internal evaluation shows that there is a limited awareness on what constitutes sexual harassment and discrimination among students, faculty, and all other members of the University, such as not knowing about what to do in case of violence and harassment in the classroom and digital space. In general, staff and students do not know about the procedures and codes of conduct in case of assault and discrimination. There is misinformation, disinformation, and in some cases lack of trust in the effective complaint and support mechanisms. The visibility of the SHDPB and the application procedures may cause limited confidentiality on some occasions.

To tackle the identified challenges above Istanbul Technical University will adopt the following set of measures:

n.	Measures/actions	Objectives	Time frame of implementation
1	Amendment on mechanisms of application and progress monitoring mechanism in case of sexual harassment and discrimination	To develop a set of procedures of confidential application and progress monitoring of the complaint	Jan 2022-Jan 2023
2	Adopting compulsory online training on sexual harassment and discrimination for all parties at the University	To train members of the University against violence and discrimination and human rights	Jan 2022-Jan 2023

Target audience:	A time frame of implementation
All members of the University	Jan 2022-Jan 2023

2.1. Amendment on mechanisms of application and progress monitoring mechanism in case of sexual harassment and discrimination

This measure aims at establishing confidential applications and monitoring the progress of the complaint in case of sexual harassment and discrimination.

Objectives:

Short term (<1 year)

- Commitment to providing a safe environment and making this commitment known for everyone at every time on Campus.

Medium term (1-2 years)

- Raising awareness and making known and available the code of conduct of ITU Sexual Harassment and Discrimination Prevention Directive
- Setting up an online complaint procedure to provide confidentiality of the applicant

Long term (3-5 years)

- Adding anti-mobbing clause in the regulation
- Making necessary amendments to the existing code of conduct, such as to make the complaint and support mechanisms more effective
- Preventing any form of violence, harassment, and discrimination among all members of the University
- Committing to a no-tolerance policy against violence, harassment, and discrimination anywhere and at any time.

Activities:

- Developing a website for online complaint to make the application mechanism confidential and effective
- Making Sexual Harassment and Discrimination Prevention Directive and mechanisms available and visible on all University platforms.
- Demonstrating and making it clear that harassment and discrimination/abuses will not be tolerated.
- Integrate gender perspective in Ethics Committee policy including detailed information on the principles of ethical code of conduct on the university website.

Available Resources:

Staff of Centre of Women Studies in Science, Engineering, and Technology

Sexual Harassment and Discrimination Prevention Board
Psychological Counseling and Guidance Service

Financial and technical resources of the University



Targets / Indicators

Short term (<1 year)

- Prepared information booklets and documentation against sexual harassment and discrimination for the orientation programmes for students and staff.

Medium term (1-2 years)

- Set up an online complaint platform for putting applications in case of sexual harassment and discrimination.
- Amended code of conduct on sexual harassment and discrimination

Long term (3-5 years)

- Prepared an internal review report to evaluate the awareness on sexual harassment, discrimination, and human rights.

2.2. Adopting compulsory online training on sexual harassment and discrimination for all parties at the University

This measure aims at giving training to all parties at the University about violence, harassment, and human rights.

Objectives:

Short term (<1 year)

- Raising awareness and making known the terms and terminology on sexual harassment and discrimination.

Medium term (1-2 years)

- Running compulsory educational programs about prevention of sexual harassment, mobbing, and discrimination
- Running educational programs about feminisms and human rights to all members of the University.

Long term (3-5 years)

- Promoting overall change of culture of attitudes and behavior against violence and human rights

Activities:

- Integrating educational programs against sexual harassment and discrimination for all members of the University
- Preparing regular seminars, public lectures as part of the existing courses such as DAN, and Scientific Research, Ethics, and Seminar
- Integrating students' clubs to run awareness events against sexual harassment and discrimination during the orientation week

Available Resources:

Staff of Centre of Women Studies in Science, Engineering, and Technology

Sexual Harassment and Discrimination Prevention Board

Psychological Counseling and Guidance Service

Financial and technical resources of the University

Targets / Indicators

Short term (<1 year)

- Set up a commission to work on the integration of the topic of sexual harassment, discrimination, and mobbing in the orientation programme

Medium term (1-2 years)

- Conducted compulsory modules/courses on the prevention of sexual harassment and discrimination integrated into the existing curriculum of the academic programmes

Long term (3-5 years)

- Number of students and staff being aware of the measures against sexual harassment and discrimination

SECTION 3

Integration of the gender dimension into research and teaching content

Diagnosis

The University supports and allocates internal funds for the Scientific Research Projects, named as BAP, and the faculty also receives external funds from International Institutions such as the EU funded projects, etc. Although the faculty and researchers are engaged in cutting-edge and high-impact research in the area of engineering, technology, art, and architecture as well as development on infrastructure and creating socio-economic value in many areas, there are no funds for specific programmes on gender studies. Only a limited number of EU-funded research projects have been completed on gender-related topics by the staff of the Centre of Women Studies in Science, Engineering, and Technology, ie. UNICAFE.

Thus, the internal review shows that men receive a significantly higher number of projects and external project funding when compared to women. This means that the distribution of money for scientific research is significantly unevenly distributed among genders. Data also showed that most of the research projects are led by male researchers, and they do not contain the topic of gender mainstreaming and gender-sensitive research methodology.

Through the institutionalization of mechanisms and procedures for integrating gender in research, the university will also meet a necessary requirement of gender equality ranking systems in higher education such as Times Higher Education rankings. At the current state, there is a limited of specific funding or guidelines to include gender-related topics in ITU's research systems or enhance gender mainstreaming and gender-sensitive methodology. Yet, there is a low rate of knowledge and awareness among the faculty

and researchers on the gender-sensitive research methodology and gender mainstreaming.

For teaching, no action has been taken about teaching and student research that is related to gender-sensitive methodology or gender mainstreaming. Few academics are experts in Feminism studies and offer elective courses on Gender studies. Besides, gender-focused courses rarely exist. Integration of gender in STEM courses is almost-non-existent. There isn't any Ph.D., BA, or MA Program.

To tackle the identified challenges above Istanbul Technical University will adopt the following set of measures:

n.	Measures/actions	Objectives	Time frame of implementation
1	Developing a framework to integrate gender topics into an internal research funding mechanism	to develop guidelines of integration of gender topics in strategic planning and funding	Jan 2022-Jan 2023
2	Training for researchers on gender-sensitive research methodology and gender mainstreaming	to offer training to the Faculty and researchers on the gender dimension in research	Jan 2022-Jan 2023
3	Developing guidelines of the integration of the gender dimension into curricula and teaching	to provide guidelines for adopting gender dimensions into the curricula.	Jan 2022-Jan 2023

Target audience:	A time frame of implementation
Faculty and research staff	Jan 2022-Jan 2023

3.1. Developing a framework to integrate gender topics into an internal research funding mechanism

This measure aims at developing a framework to integrate gender topics into internal research funding mechanisms of the University.

Objectives:

Short term (<1 year)

- Redefining scientific excellence and promotion of involvement in gender-related topics
- Setting up a team for preparing guidelines on inclusion of gender perspectives in research

Medium term (1-2 years)

- Set up internal funding mechanism including a gender perspective in research to foster the acknowledgment of its economic, social, technical, and innovation value.

Long term (3-5 years)

- Develop institutional policies for the integration of gender dimensions and perspectives in research content and management in all research fields
- Establishing an institutional award program for women researchers

Activities:

- Redefining scientific excellence with sensitivity to gender including research impact and inclusiveness where it applies.
- Review relevant external funding schemes for gender research and organize teams to work on external funding.
- Writing up a guideline on the inclusion of gender perspectives in research
- Establishing a benchmarking system to gender in research through systematic data collection and monitoring.
- Writing up policy documents for the integration of gender dimensions and perspectives in research content and management in all research fields

Available Resources:

Scientific Research Projects Division

Faculties vice-Dean of Research

Financial and technical resources of the University

Staff of Women Studies Centre in Science, Engineering, and Technology

Department of Humanities and Social Science

Integration of the gender dimension into research and teaching content



Targets / Indicators

Short term (<1 year)

- Raising of networking within the faculty who already works on gender-related topics

Medium term (1-2 years)

- An award program and funding schemes for women researchers.
- A prepared guideline on the inclusion of gender perspectives in research

Long term (3-5 years)

- Number of internal and external funding applications by women researchers
- Preparation of institutional policies for the integration of gender dimension and perspectives in research content and management in all research fields.
- Commitment to the policy of gender perspective in research as an official document i.e. the senate approval.

Integration of the gender dimension into research and teaching content

3.2. Training for researchers on gender-sensitive research methodology and gender mainstreaming

This measure aims at providing training to researchers on gender-sensitive research methodology and gender mainstreaming.

Objectives:

Short term (<1 year)

- Review of existing courses and/or modules for the academics to introduce gender perspective in research.

Medium term (1-2 years)

- Establishing courses and/or modules for all academics to introduce gender perspective in research.
- Provide support for the training of young women researchers to apply external funding schemes through seminars, mentoring sessions, etc.

Long term (3-5 years)

- Establishing a master's degree program in gender studies.

Activities:

- Organizing workshops, seminars, mentoring programmes for young women researchers to help them to apply for external funding schemes.
- Preparing an introductory course content for the academics to introduce gender perspective in research.
- Delivering the introductory courses to academics to introduce gender perspective in research.
- Applying for the foundation of a master's programme in Gender Studies.

Available Resources:

Scientific Research Projects Division

Faculties vice-Dean of Research

Financial and technical resources of the University

Staff of Women Studies Centre in Science, Engineering, and Technology

Department of Humanities and Social Science

Targets / Indicators

Short term (<1 year)

- A review report of the existing modules and course in gender perspective in research.

Medium term (1-2 years)

- Number of support activities of training, workshops, seminars, mentoring programmes for young women researchers

Long term (3-5 years)

- A number of academics completed the introductory course that introduced gender perspective in research.
- A number of students who enrolled in the Master's programme in Gender Studies.

3.3. Developing guidelines of the integration of the gender dimension into curricula and teaching

This measure aims at awareness-raising and developing guidelines of the integration of the gender dimension into curricula and teaching.

Objectives:

Short term (<1 year)

- Promoting gender perspective in teaching curricula

Medium term (1-2 years)

- Developing guidelines for integration of gender equality and diversity issues in teaching
- Development of introductory and advanced level courses/ training to all parties (to students, and faculty)

Long term (3-5 years)

- Integrating the guidelines of gender equality in teaching

Activities:

- Preparing guidelines of integration of gender equality and diversity issues in teaching (in curriculum design, learning activities, etc)
- Delivering workshops and courses on the integration of gender equality and diversity issues in teaching (in curriculum design, learning activities, etc)

Available Resources:

Scientific Research Projects Division

Faculties vice-Dean of Research

Financial and technical resources of the University

Staff of Women Studies Centre in Science, Engineering, and Technology

Department of Humanities and Social Science

Targets / Indicators

Short term (<1 year)

- Availability of guidelines and/or workshops of integration of gender equality and diversity issues in teaching

Medium term (1-2 years)

- Commitment to the guidelines as an official document i.e. the senate approval.
- Number of students who enrolled in available courses on gender equality and diversity

Long term (3-5 years)

- Amending the existing courses regarding the guidelines.

Integration of the gender dimension into research and teaching content

SECTION 4

Organizational Culture and Work-Life Balance

Diagnosis

Since 2016, Civil Servants Law No. 657, related to maternal rights and leave has undergone significant changes and new types of rights and leaves are introduced for mothers and parents. ITU closely and strictly follows updated regulations of Civil Servants Law No. 657 concerning maternity leaves. With the amendments made to the Law No. 657, according to the general notification document No: 296 (13.04.2016) of the Ministry of Labor and Social Security, women civil servants were provided a 16-week maternity leave and a half-day work permit in the postpartum period for women officers, but this does not apply to women academics. Women and men may claim to work part-time until the first day of the month following the date child's compulsory schooling begins. There is also a breastfeeding leave practice for mothers who are breastfeeding in both academics and civil servants.

The pursuing of a satisfactory academic career requires a full dedication to research and teaching that needs working long hours. As many researches and our observations show that during the COVID-19 pandemic, there is a disproportionate increase in the workload on women, especially in both work-related and domestic work. As long as women continue to carry the bulk of the responsibilities due to unbalanced gender division of labor in private life, this disproportionate workload for women renders it difficult to balance their professional and domestic lives. This double workload that women have on their shoulders influences women's careers, performance levels, and more important sense of accomplishment.

Moreover, there is a general and common view among researchers that gender equality is a women's issue only.

However, creating an enabling environment for both women and men to have fulfilling careers in the research depends on the well-being of all constituents regardless of gender.

While recently significant efforts for establishing gender balance are recognized at ITU, yet, because of a gap of efficient and productive work-life balance policies, there are issues regarding dissemination of these mechanisms in all components of the university. Some of those are the lack of systematic and institutionalized measurement systems to prevent any negative effects the maternity leaves may have in promotions and the lack of institutionalized mechanisms of support for flexible and remote working during maternal leave and motherhood. There are daycare facilities in the main Campus of ITU, but It is not sufficient and affordable for parents when they work in the university's campuses scattered throughout the city.

To tackle the identified challenges above Istanbul Technical University will adopt the following set of measures:

n.	Measures/actions	Objectives	Time frame of implementation
1	Developing benchmarking and guidelines for distance-working	to provide guidelines for distance working in case of domestic care leave (i.e. Parental leave, elderly care, partner sickness care)	Jan 2022-Jan 2023
2	Establishing mechanisms of support and funding opportunities for those who return from domestic care leave	to set up mechanisms of support and funding opportunities for those who return from domestic care leave	Jan 2022-Jan 2023

Target audience:	A time frame of implementation
Faculties	Jan 2022-Jan 2023

4.1. Developing benchmarking and guidelines for distance-working

This measure aims at developing benchmarking and guidelines of distance-working for domestic care leave.

Objectives:

Short term (<1 year)

- Conduct a survey to collect data to identify and address needs and issues related to work-life balance and share them with faculty and staff.

Medium term (1-2 years)

- Developing benchmarking based on the data collected in regards to work-life balance and domestic care work.
- Developing guidelines for distance-working for those who are on care leave.

Long term (3-5 years)

- Integrating the care leave guidelines in official documents and strategic planning.

Activities:

- Do benchmarking among different kinds of care leave to prioritize support mechanisms.
- Establish rules for flexible and remote-working in the sixth-month period following maternity and different care leaves and declare them
- Organize workshops to promote the effective use of paternal leaves within all faculty members
- Form a team of experts to work on the guidelines distance-working for care leave.

Available Resources:

Scientific Research Projects Division

Financial and technical resources of the University

Staff of Women Studies Centre in Science, Engineering, and Technology

Targets / Indicators

Short term (<1 year)

- Availability of the result of the survey that addresses needs and issues related to work-life balance and shares them with faculty and staff.

Medium term (1-2 years)

- Commitment to the guidelines as an official document i.e. the senate approval.
- Number of students who enrolled in available courses on gender equality and diversity

Long term (3-5 years)

- Reports of amending the existing strategic planning and related official documents regarding the care leave guidelines.

4.2. Establishing mechanisms of support and funding opportunities for those who return from domestic care leave

This measure aims to establish mechanisms of support and research funding opportunities for those who return from domestic care leave.

Objectives:

Short term (<1 year)

- Organize workshops to share experiences and to increase awareness related to all types of care leaves within faculty members.

Medium term (1-2 years)

- Provide orientation opportunities and established support for counseling for women and men after all types of care leave, prioritizing maternal leave.
- Developing support funding mechanisms for academic staff for those who return from domestic care leave.

Long term (3-5 years)

- Establish a course reduction mechanism for academic staff, and other reduced workload mechanisms for administrative staff in the six months following maternity leave
- Establish mechanisms for different kinds of care leaves (i.e. parental leave, elderly care, partner sickness care) and take into consideration the care leave period in performance evaluations as well as extending the evaluation period following maternity and care leave periods.

Activities:

- Increase affordable on and off-campus childcare centers and the number of lactation rooms on campus with the proper equipment such as small refrigerators for inventory stock.
- Providing counseling for the academics and staff after all types of care leave
- Implementing evaluation measures for work-life balance.

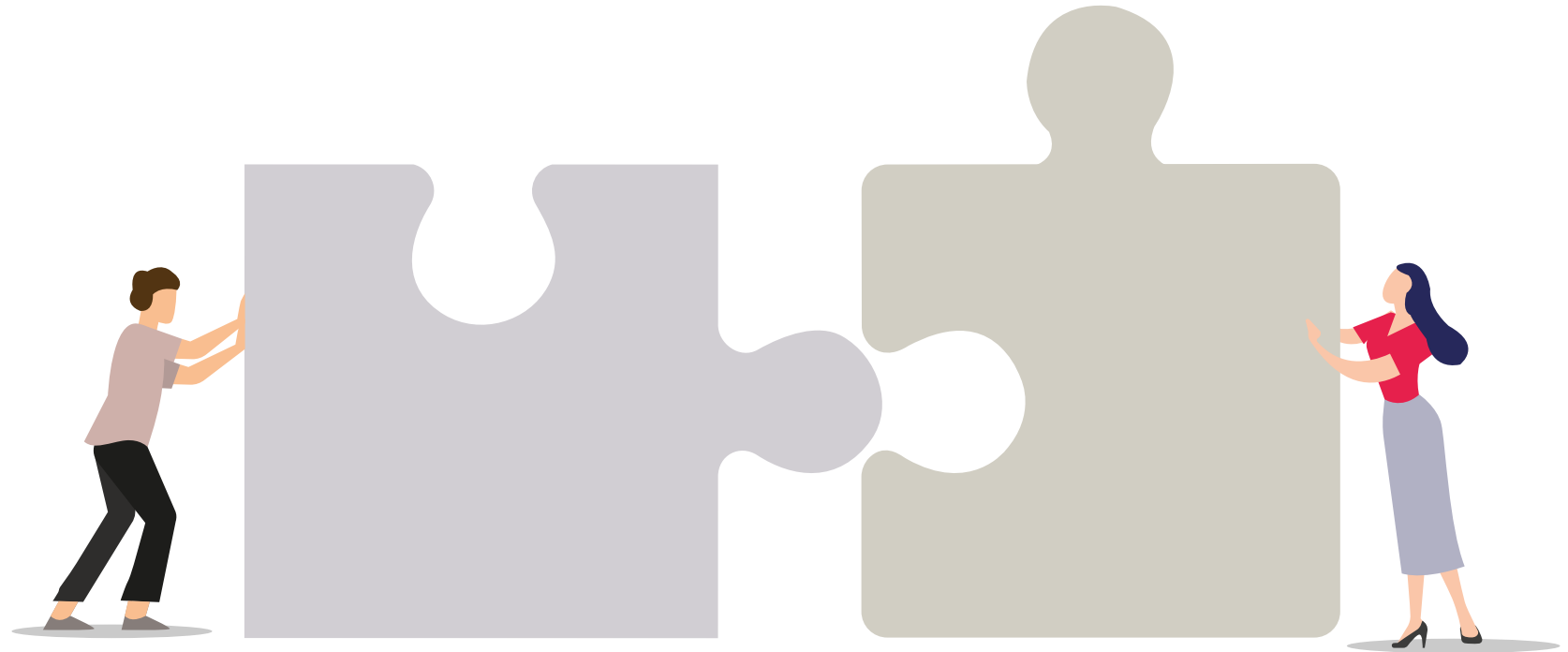
Available Resources:

Scientific Research Projects Division

Financial and technical resources of the University

Staff of Centre of Women Studies in Science, Engineering, and Technology

Psychological Counseling and Guidance Service.....



Targets / Indicators

Short term (<1 year)

- Availability of the reports and publication of the workshops that address issues related to work-life balance and share them with faculty and staff.

Medium term (1-2 years)

- A number of academics and staff who joined the counseling available on work-life balance, wellness, parenting e.t.c.
- Reports on used funding mechanisms that are given to the academics who returned from domestic care leave.

Long term (3-5 years)

- Integrating course reduction and funding mechanisms in official documents and strategic planning.

SECTION 5

Institutional Governance of Equity

Diagnosis

The Sustainable Development Goals (SDG) of the United Nations has been accepted, and its values are shared by the University (see for more details <https://impact.itu.edu.tr>). The objectives of SDG focus on reducing inequalities and improving the life and well-being of people and the environment through maintaining a sustainable natural eco-system, guaranteeing dignity, encouraging equivalence and harmony, flourishing, comprehensive social orders, and advancing associations. Such objectives define and shape the mindset and attitudes of the faculties and administration.

The duty to propelling gender equity has achieved upgrades in certain territories, yet the guarantee of a world where each woman appreciates full sexual orientation balance and all legitimate, social, and financial boundaries to their strengthening have been taken out remaining parts unfulfilled. The accompanying exploration ventures have been explicitly adjusted to Sustainable Development Goal 5 and the mean to accomplish gender equity and engage all women and young women. These ventures and activities are instances of the University's commitment to the SDGs (see for more <https://impact.itu.edu.tr/goal-5>)

Ethical Principles of Behaviour document of the University referred to respect to human rights, ethical behaviour, and gender equality. As it states:

"While acting on the principles of respect for the law, legality, justice, equalitywith the awareness that the public officer is at the service of the public above all kinds of special interests specified in the service ethics agreement of higher education institutions, language, religion, worldview, political, political thought, undertakes

not to discriminate on the grounds of race, age, gender, etc., and not to engage in behaviors and practices that are contrary to human rights and freedoms or that restrict equality of opportunity."

For many years, in addition to the research and teaching activities in their areas, the female faculty members in ITU also had an important contribution to the topics of gender equality. As an example, ITU was one of the seven partner universities from six countries (Hungary, Austria, Estonia, Finland, Italy, and Turkey) of the UNICAFE (Survey of the University Career of Female Scientists at Life Sciences versus Technical Universities), an EU FP6 project held between 2006-2008, aiming to study the situation of women academics in Engineering and Science. ITU hosted the final conference of this project in November 2008 and the Meeting of European Women Rectors which was executed just before it. The final conference of the study entitled "Towards Gender Equality in Employment: Politics of Compromising the Work and Family Life", was also held in ITU on May 27 2009 with the participation of experts from six countries. All these works initiated the idea to establish a center to utilize the potential for gender equality in Istanbul Technical University. The centre, Women's Studies Center in Science, Engineering and Technology as it was named, was established by the approval of the Turkish Higher Education Council on November 04, 2009.

Women's Studies Center in Science, Engineering, and Technology (WSC in SET) aims to support and enhance gender equality in science, engineering, technology, and art. Increasing the accountability and the activities and expanding the database of female statistics in these areas, improving the visibility and contribution of women in social and academic life, collecting and

updating the related documents are among the main goals of the Centre. The Centre also expects to have a significant impact on the gender mainstreaming of the undergraduate and graduate education of the university.

WSC-SET at ITU collects the male-female numbers of students and academic staff annually and publishes this information in its annual report. Since 2012, the analysis data was made public in the WSC-SET’s website (www.kaum.itu.edu.tr) and the annual reports of the Centre, as the numbers of academics and students separately tabulated in the forms of histogram based on the faculties in ITU. The recent analysis also has the male-female numbers of administrative staff as well as academic staff in an administrative role.

The internal evaluation shows although there is a commitment and the above intensive Gender-related work, there is a lack of set targets, measures, and actions to progress on gender-sensitive research and gender mainstreaming. There is not a systematic assessment of people’s experiences, opinions, attitudes, behaviors, and feelings based on the gender-specific context at different levels at the University. Setting up the quantitative and qualitative indicators would capture the status of gender equality or in-equality at every level including the academic administrative roles in the University to assess and mentor the progress in gender equality.

To tackle the identified challenges above Istanbul Technical University will adopt the following set of measures:

n.	Measures/actions	Objectives	Time frame of implementation
1	Gender equality unit	to establish a gender equality unit	Jan 2022-Jan 2023
2	Monitoring and assessing gender equality	to indicators, make benchmarking to assess and monitor the progress in gender equality.	Jan 2022-Jan 2023

Target audience:	A time frame of implementation
all members of the University	Jan 2022-Jan 2023



5.1. Gender equality unit

This measure aims to establish a unit in the current Women Studies Centre in Science, Engineering, and Technology and to finalize the operational structure to awareness-raising, training, and project development at ITU.

Objectives:

Short term (<1 year)

Establishing a unit in the current Women Studies Centre in Science, Engineering and Technology (WSC in SET) by appointing experts in Gender Studies, thus, initiating the institutionalization process for implementation of the gender equality plan.

Medium term (1-2 years)

- Providing research and training on gender equality
- Organizing events, seminars, and workshops for raising awareness among students, staff members, and faculties

Long term (3-5 years)

- Gaining recognition among gender research centres locally and regionally.

Activities:

- Appointing experts in Gender Studies to establish the gender equality unit at WSC in SET
- Amending and adopting the necessary regulation to be approved by the University Senate.
- Organization of research and awareness-raising activities

Available Resources:

Financial and technical resources of the University

Faculties Vice Dean of Research

Staff of Women Studies Centre in Science, Engineering, and Technology

Targets / Indicators

Short term (<1 year)

- Commencing the operational unit by appointing director, unit members, and secretariat.

Medium term (1-2 years)

- Number of workshops, seminars, conferences, training organized on gender equality
- Percentage of participants in outreach activities who have stated positive transformation/increase of awareness on gender equality Long term

Long term (3-5 years)

- Annual activity and performance reports

5.2. Monitoring and assessing gender equality

This measure aims at developing evidence-based policies for gender equality in the University and to monitor the implementation of the policies on gender equality by assuring gender-disaggregated data collection at all levels.

Objectives:

Short term (<1 year)

- Amending procedures for the collection of gender-disaggregated data i.e. (on number of activities, participants, students, staff, researchers in projects, the ratio of gender in publications)

Medium term (1-2 years)

- Implementation, tracking, and monitoring of the procedures in annual activity reports of the departments and the strategic plan

Long term (3-5 years)

- Development of evidence-based institutional gender equality policies based on gender-disaggregated data

Activities:

- Development of institutional gender-disaggregated data collection procedures and gender-specific indicators to monitor progress towards gender equality
- Appointment of responsible personnel for data collection
- Systematically collecting gender-disaggregated data on gender
- Monitoring and evaluation of data collected from biannual activity reports and the implementation of the strategic plan
- Development of additional gender equality plans based on the data collected.

Available Resources:

Financial and technical resources of the University

Faculties Vice Dean of Research

Staff of Women Studies Centre in Science, Engineering, and Technology

Targets / Indicators

Short term (<1 year)

- Institutional gender-disaggregated data collection procedures are determined and communicated to related departments.

Medium term (1-2 years)

- Gender-disaggregated data is collected, tracked, monitored, and reported.

Long term (3-5 years)

- Evidence-based institutional gender equality policies based on gender-disaggregated data are developed.

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